

ELEMENTARY (A1) ENGLISH TO SPEAKERS OF OTHER LANGUAGES

*English Result Elementary Student's Book;
English Result Elementary Teacher's Resource Book;
English Result Edition Elementary Workbook;*

A1 – Elementary (Weekly Course Schedule)

WEEK 1 (A1)	
Learning objectives/'Can do' focus (By the end of the week students...)	<ul style="list-style-type: none"> Students are able to introduce themselves to others and a third party to a conversation/group. Students are able to clarify and ask for clarification regarding personal information.
Grammar, Vocabulary, Pronunciation and Skills Focus	<ul style="list-style-type: none"> Grammar: Possessives: <i>my, your, his, her</i>. Pronouns and possessives. Present simple of <i>be (+)</i>. Vocabulary: Greeting phrases. Letters and numbers 1-20. Email and web addresses. E-Words: <i>slash, dot, lowercase, uppercase, underscore, @ (at)</i>, etc. <i>Mr, Mrs, Miss, Ms</i>. Pronunciation: Rhythm and stress. Pronunciation of letters and numbers 1-20. Stress in questions. Polite intonation. Skills and interactions: Asking questions for clarification (1). Using <i>sorry</i> to ask for repetition. Asking for and giving spelling to help understanding. Using polite words and phrases. Writing personal information/a form. Filling out personal details in a form. Reviewing capital letters. Listening to a conversation to find specific information. Listening to a conversation to confirm and/or amend information. Listening to a conversation for general understanding. Listening to a conversation as a model (rhythm, intonation, pronunciation, etc.) Interacting with a third party(ies) to find basic personal information. Interacting with others to provide basic personal information. Guessing meaning by context (audio and/or written content). Predicting information or phrases/words according to context and previous and/or forthcoming info (audio and/or written content). Interacting with others to get assistance. Reading a form for general understanding. Reading a form for detail. Completing, proving information to others and/or assisting someone to complete an application form.
Suggested techniques,	<ul style="list-style-type: none"> Suggestion: Elementary Grammar Games 5, 9, 10, 12 and English Vocabulary in Use 35, 49, both in the Teachers' Resource

<p>additional material, and activities</p> <p>(Note to teachers: soft files available on the Liffey College server. Hard files and CD/DVDs in Teachers' Resource Room.)</p>	<p>Room</p> <ul style="list-style-type: none"> • ER – Elementary - CEFR Mapping (Teachers' Club) • ER – Elementary - Syllabus (Teachers' Club) • ER – Elementary - Introduction (Teachers' Club) • ER – Elementary – Grammar Bank (Teachers' Club) • ER – Elementary – Crossword Maker (Teachers' Club) • ER – Elementary – Language Portfolio (Teachers' Club and also on the Liffey College server) • ER – Elementary – Websearch Worksheets (Teachers' Club) • ER – Elementary – Topic Wordlists (Teachers' Club) • ER – Elementary - Reading Texts (Teachers' Club) • ER – Elementary – Teacher Training DVD Worksheets (on the Liffey College server) • ER – Elementary - Word Lists (Teachers' Club) • ER – Elementary - Cloze Maker (Teachers' Club) • ER – Elementary - Audio Scripts (Teachers' Club) • Teaching English Using Computers (Teachers' Club) • Teachers' Ideas and Articles (Teachers' Club) • ER – Elementary - Testing and Assessment (Teachers' Club and also on the Liffey College server) • ER – Elementary – Student Site (OUP) • ER – Elementary – Study Documents (OUP) • Surveys • Think-pair-share • English Result - Elementary - Learning Record Unit 1 (on the Liffey College server) • Student's DVD Documentary Film & Worksheets, including Teacher's Notes (English Result - Teacher's Room) – units 1-2 • Student's DVD Authentic Interviews & Worksheets, including Teacher's Notes (English Result - Teacher's Room) – unit 1 • Photocopiable activities (unit 1) (English Result - Teacher's Room) • Open-ended questions • Comparison and contrast • “spot the mistake” • Choose the odd one out • Listen and match • Read and match • Check with your partner/group
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- Elicitation
- Deduction
- Word association exercises
- Vocabulary identification exercises
- Competitions
- Pictures and images (on the Liffey College server)
- Sounds bank (on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning English\Pronunciation\The sounds of English)
- Pronunciation quizzes ([BBC Learning English](#) – on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning English\Pronunciation\The sounds of English)
- Songs
- Videos (Teacher’s room)
- Realia (Teacher’s room)
- Forms (e.g. [Tesco Loyalty Card](#), [Boots Advantage Card](#), [Dunnes Stores ValueClub](#))
- Role play
- Dramatization
- Mock-situations
- Games (Teachers’ Room)
- Spelling bees
- Flashcards (Teacher’s room)
- Show-and-tell
- Dictation
- Debates
- Word trees/diagrams
- Pronunciation “tongue-twisters”
- Tongue twisters (for fluency)
- KWL activities (Know-want to know-learnt activities)
- Brainstorming
- Class-buddy
- Homework assignments
- Crosswords ([Teachers’ Club – OUP](#))
- Wordsearches

	<ul style="list-style-type: none"> • Websearches • “teach the teacher” • Personalization • Find someone who... • Tables • Examples • Ancillary material (Teachers’ room, server and online) • Educational posters (classroom walls) • Phonemic charts (classroom walls) • Information finding • Guided interaction • Skits • Resources (techniques and classroom management) \\LIFFEY-SERVER\Teacher-Share\Resources\CPD - Continuous Prof Development – English • Maps (classroom walls) • World wide web • Selected resources and websites • Readers (Student Resource Room)
<p>Interactions and Modes of assessment</p>	<ul style="list-style-type: none"> • Pair work • Class work • Individual work • Self-check • “do you remember?” • Team work • Spelling bees • Competitions • Projects • Presentations • Role play • Dramatization • Mock-situations

	<ul style="list-style-type: none"> • Quizzes • Teacher developed tests (listening, reading, vocabulary, grammar, writing, speaking, pop quizzes, “do you remember?”, etc.) • Tests developed by OUP as ancillary material (on the Liffey College server) • Learning Portfolio (on the Liffey College server) • Surveys • “teach the teacher” • Homework assignments • Pronunciation quizzes • “I can...” statements • Conversation grids • Information gaps • Weekly key sentence test (20 sentence cloze test which assesses students’ knowledge of material covered in previous week’s lessons). • Unit 1 –
WEEK 2 (A1)	
Learning objectives/’Can do’ focus (By the end of the week students...)	<ul style="list-style-type: none"> • Students are able to interact with others using convention/social phrases. They can introduce their family and describe the different (family) members. Students are able to make basic appointments (doctor, dentist, hairstylist, etc.), using vocabulary related to the time/date.
Grammar, Vocabulary, Pronunciation and Skills Focus	<ul style="list-style-type: none"> • Grammar: Imperatives. Possessive ‘s. Demonstratives: <i>this, that, these, those</i>. Adjectives. Articles: <i>a, an</i>. Prepositions of time: <i>at, on</i>. • Vocabulary: English in the classroom. Days of the week. Family. People and jobs. Numbers and time. • Pronunciation: Counting syllables. Linking words together. Stress in corrections. • Skills and interactions: Asking questions for clarification (2). Showing interest by asking questions. Writing a message of introduction. Proofreading for punctuation. Following a plan to write a description. Reviewing wrong words. Revising. Guessing meaning. Predicting meaning. Understanding vocabulary by association and/or elimination. Understanding cognates. Understanding instructions in contract with requests. Asking for the name of an object in the target language. Confirming the name of an object in the target language. Scanning a timetable for specific information. Scanning and understanding detail in a dialogue. Listening for specific information in a conversation. Listening for sound discrimination (re. comparison and contrast and meaning.) Asking questions to express interest and keep a conversation going. Describing people

	<p>to differentiate and/or identify them from others. Using stress for emphasis and corrections. Using stress for meaning (e.g., thirteen vs. thirty.) Understanding (basic) schedules (e.g., a TV schedule, a flight itinerary.) Making basic arrangements and plans (e.g., an outing.) Reading a social media profile. Writing a social media profile. Engaging with others (via social media.) Spelling words for clarification (e.g., own name.)</p>
<p>Suggested techniques, additional material, and activities</p> <p>(Note to teachers: soft files available on the Liffey College server. Hard files and CD/DVDs in Teachers'</p>	<ul style="list-style-type: none"> • Suggestion: Elementary Grammar Games 1, 2, 3, 13, 20, 38 and English Vocabulary in Use 22, 23, both in the Teachers' Resource Room • ER – Elementary - CEFR Mapping (Teachers' Club) • ER – Elementary - Syllabus (Teachers' Club) • ER – Elementary - Introduction (Teachers' Club) • ER – Elementary – Grammar Bank (Teachers' Club) • ER – Elementary – Crossword Maker (Teachers' Club) • ER – Elementary – Language Portfolio (Teachers' Club and also on the Liffey College server) • ER – Elementary – Websearch Worksheets (Teachers' Club) • ER – Elementary – Topic Wordlists (Teachers' Club) • ER – Elementary - Reading Texts (Teachers' Club) • ER – Elementary – Teacher Training DVD Worksheets (on the Liffey College server) • ER – Elementary - Word Lists (Teachers' Club) • ER – Elementary - Cloze Maker (Teachers' Club) • ER – Elementary - Audio Scripts (Teachers' Club) • Teaching English Using Computers (Teachers' Club) • Teachers' Ideas and Articles (Teachers' Club) • ER – Elementary - Testing and Assessment (Teachers' Club and also on the Liffey College server) • ER – Elementary – Student Site (OUP) • ER – Elementary – Study Documents (OUP) • Surveys • Think-pair-share • English Result - Elementary - Learning Record Unit 2 (on the Liffey College server) • Student's DVD Documentary Film & Worksheets, including Teacher's Notes (English Result - Teacher's Room) – units 1-2 • Student's DVD Authentic Interviews & Worksheets, including Teacher's Notes (English Result - Teacher's Room) – unit 2 • Photocopiable activities (unit 2) (English Result - Teacher's Room) • Open-ended questions

- Comparison and contrast
- “spot the mistake”
- Choose the odd one out
- Listen and match
- Read and match
- Check with your partner/group
- Elicitation
- Deduction
- Word association exercises
- Vocabulary identification exercises
- Competitions
- Pictures and images (on the Liffey College server)
- Sounds bank (on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning English\Pronunciation\The sounds of English)
- Pronunciation quizzes ([BBC Learning English](#) – on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning English\Pronunciation\The sounds of English)
- Songs
- Videos (Teacher’s room)
- Realia (Teacher’s room)
- Forms (e.g. [Tesco Loyalty Card](#), [Boots Advantage Card](#), [Dunnes Stores ValueClub](#))
- Role play
- Dramatization
- Mock-situations
- Games (Teachers’ Room)
- Spelling bees
- Flashcards (Teacher’s room)
- Show-and-tell
- Dictation
- Debates
- Word trees/diagrams
- Pronunciation “tongue-twisters”
- Tongue twisters (for fluency)

	<ul style="list-style-type: none"> • KWL activities (Know-want to know-learnt activities) • Brainstorming • Class-buddy • Homework assignments • Crosswords (Teachers' Club - OUP) • Wordsearches • "teach the teacher" • Personalization • Find someone who... • Tables • Examples • Ancillary material (Teachers' room, server and online) • Educational posters (classroom walls) • Phonemic charts (classroom walls) • Information finding • Guided interaction • Skits • Resources (techniques and classroom management) \\LIFFEY-SERVER\Teacher-Share\Resources\CPD - Continuous Prof Development - English • Maps (classroom walls) • World wide web • Selected resources and websites • Readers (Student Resource Room)
<p>Interactions and Modes of assessment</p>	<ul style="list-style-type: none"> • Pair work • Class work • Individual work • Self-check • "do you remember?" • Team work • Spelling bees • Competitions

	<ul style="list-style-type: none"> • Projects • Presentations • Role play • Dramatization • Mock-situations • Quizzes • Teacher developed tests (listening, reading, vocabulary, grammar, writing, speaking, pop quizzes, “do you remember?”, etc.) • Tests developed by OUP as ancillary material (on the Liffey College server) • Learning Portfolio (on the Liffey College server) • Surveys • “teach the teacher” • Homework assignments • Pronunciation quizzes • “I can...” statements • Conversation grids • Information gaps • Weekly key sentence test (20 sentence cloze test which assesses students’ knowledge of material covered in previous week’s lessons). • Unit 2 –
WEEK 3 (A1)	
Learning objectives/’Can do’ focus (By the end of the week students...)	<ul style="list-style-type: none"> • Students can ask, provide, obtain, and understand basic information on cities and places they have visited/plan to visit. • Students can describe their countries/cities, comparing and contrasting different cultures and social codes.
Grammar, Vocabulary, Pronunciation and Skills Focus	<ul style="list-style-type: none"> • Grammar: Articles: <i>a, an, the</i>. Plurals. Prepositions of place: <i>in, on</i>. Present simple (+, -, ?). <i>Do, don’t</i>. • Vocabulary: Places. Countries, nationalities, languages. Things and places in town. Monuments. Citysights and landmarks. Phrases describing language ability. • Pronunciation: Word stress. Pronunciation of plural endings. <i>Sue /s/ or shoe /ʃ/</i>. • Skills and interactions: Using social conventions: <i>Excuse me</i> to attract attention and <i>really</i> to show interest. Reading for detail in signs and symbols on a map. Scanning a description and/or a dialogue for specific information. Listening for detail in short

	<p>conversations, descriptions, quiz game questions, or an interview. Listening to a conversation for detail (to identify a person and/or a place.) Writing a social media post about one's country of origin. Interacting with others discussing generalities about one's own country/city and things to do/see/eat/places to go. Giving basic advice and making basic suggestions regarding travel and holidays. Using basic conjunctions (e.g., <i>and</i>, <i>but</i>) to link sentences, making speech and/or text more sophisticated. my country and languages. Scanning a text to find information (e.g., a travel brochure, a travel website, a hotel page.) Reading a subway map, e.g., London Underground and planning a route. Using a website (e.g., Irish Rail, or Dublin Bus) to get to a desired place. Purchasing a ticket (either at the ticket office or using the ticket machine.) Engaging with others to get travel assistance.</p>
<p>Suggested techniques, additional material, and activities</p> <p>(Note to teachers: soft files available on the Liffey College server. Hard files and CD/DVDs in Teachers' Resource Room.)</p>	<ul style="list-style-type: none"> • Suggestion: Elementary Grammar Games 1, 2, 3 (if not used on week 2) 19, 21, 22 and English Vocabulary in Use 36, 38, both in the Teachers' Resource Room • ER – Elementary - CEFR Mapping (Teachers' Club) • ER – Elementary - Syllabus (Teachers' Club) • ER – Elementary - Introduction (Teachers' Club) • ER – Elementary – Grammar Bank (Teachers' Club) • ER – Elementary – Crossword Maker (Teachers' Club) • ER – Elementary – Language Portfolio (Teachers' Club and also on the Liffey College server) • ER – Elementary – Websearch Worksheets (Teachers' Club) • ER – Elementary – Topic Wordlists (Teachers' Club) • ER – Elementary - Reading Texts (Teachers' Club) • ER – Elementary – Teacher Training DVD Worksheets (on the Liffey College server) • ER – Elementary - Word Lists (Teachers' Club) • ER – Elementary - Cloze Maker (Teachers' Club) • ER – Elementary - Audio Scripts (Teachers' Club) • Teaching English Using Computers (Teachers' Club) • Teachers' Ideas and Articles (Teachers' Club) • ER – Elementary - Testing and Assessment (Teachers' Club and also on the Liffey College server) • ER – Elementary – Student Site (OUP) • ER – Elementary – Study Documents (OUP) • Surveys • Think-pair-share • English Result - Elementary - Learning Record Unit 3 (on the Liffey College server) • Student's DVD Documentary Film & Worksheets, including Teacher's Notes (English Result - Teacher's Room) – units 3-4

- Student's DVD Authentic Interviews & Worksheets, including Teacher's Notes (English Result - Teacher's Room) – unit 3
- Photocopiable activities (unit 3) (English Result - Teacher's Room)
- Open-ended questions
- Comparison and contrast
- “spot the mistake”
- Choose the odd one out
- Listen and match
- Read and match
- Check with your partner/group
- Elicitation
- Deduction
- Word association exercises
- Vocabulary identification exercises
- Competitions
- Pictures and images (on the Liffey College server)
- Sounds bank (on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning English\Pronunciation\The sounds of English)
- Pronunciation quizzes ([BBC Learning English](#) – on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning English\Pronunciation\The sounds of English)
- Songs
- Videos (Teacher's room)
- Realia (Teacher's room)
- Forms (e.g. [Tesco Loyalty Card](#), [Boots Advantage Card](#), [Dunnes Stores ValueClub](#))
- Role play
- Dramatization
- Mock-situations
- Games (Teachers' Room)
- Spelling bees
- Flashcards (Teacher's room)
- Show-and-tell
- Dictation
- Debates

	<ul style="list-style-type: none"> • Word trees/diagrams • Pronunciation “tongue-twisters” • Tongue twisters (for fluency) • KWL activities (Know-want to know-learnt activities) • Brainstorming • Class-buddy • Homework assignments • Crosswords (Teachers’ Club – OUP) • Wordsearches • Websearches • “teach the teacher” • Personalization • Find someone who... • Tables • Examples • Ancillary material (Teachers’ room, server and online) • Educational posters (classroom walls) • Phonemic charts (classroom walls) • Information finding • Guided interaction • Skits • Resources (techniques and classroom management) \\LIFFEY-SERVER\Teacher-Share\Resources\CPD - Continuous Prof Development – English • Maps (classroom walls) • World wide web • Selected resources and websites • Readers (Student Resource Room)
<p>Interactions and Modes of assessment</p>	<ul style="list-style-type: none"> • Pair work • Class work • Individual work • Self-check • “do you remember?”

	<ul style="list-style-type: none"> • Team work • Spelling bees • Competitions • Projects • Presentations • Role play • Dramatization • Mock-situations • Quizzes • Teacher developed tests (listening, reading, vocabulary, grammar, writing, speaking, pop quizzes, “do you remember?”, etc.) • Tests developed by OUP as ancillary material (on the Liffey College server) • Learning Portfolio (on the Liffey College server) • Surveys • “teach the teacher” • Homework assignments • Pronunciation quizzes • “I can...” statements • Conversation grids • Information gaps • Weekly key sentence test (20 sentence cloze test which assesses students’ knowledge of material covered in previous week’s lessons). • Unit 3
WEEK 4 (A1)	
Learning objectives/’Can do’ focus (By the end of the week students...)	<ul style="list-style-type: none"> • Students are able to interact with others, showing interest by using social conventions, and reacting (in a C2 appropriate way) to news and information received. Students can ask, give, and understand dates, making appointments and plans. They can describe their habits and routines, including a typical day, organizing schedules and activities.
Grammar, Vocabulary, Pronunciation and	<ul style="list-style-type: none"> • Grammar: Prepositions of place: <i>at</i>. Prepositions of time: <i>at, in, on</i>. Present simple with he/she/it: third person singular. Adverbs of frequency. • Vocabulary: Signs. Responses to news. Months and dates. Dates: “we write: <i>1st January</i>” and “we say the first of January”.

Skills Focus	<p>Ordinal numbers: 1st – 31st. Daily habits. Routines.</p> <ul style="list-style-type: none"> • Pronunciation: /θ/ (in initial and/or final position, and in contrast with /t/, /f/, and /s/. Pronunciation of final s (third person singular, present simple.) leave /ɪ:/ or live /ɪ/. Stress and intonation in phrases responding to news. • Skills and interactions: Using intonation as an interaction tool when responding to news. Responding to questions with information answers. Reading detail in signs and notices. Scanning titles and notes for specific information. Understanding detail in short texts. Reading for detail in quiz questions and answers. Scanning a description for specific information. Reading for gist and specific information in a dialogue. Listening for detail in a conversation/an interview/a description. Writing about a typical day (and describing basic personality traits.) Completing a "personality test" and engaging with others (regarding the "test" itself, results, opinions, agreement, etc.) Filling in personal information in a table and/or a form. Understanding and using dates in arrangements.
<p>Suggested techniques, additional material, and activities</p> <p>(Note to teachers: soft files available on the Liffey College server. Hard files and CD/DVDs in Teachers'</p>	<ul style="list-style-type: none"> • Suggestion: Elementary Grammar Games 23, 27 and English Vocabulary in Use 16, 17, 12, both in the Teachers' Resource Room • ER – Elementary - CEFR Mapping (Teachers' Club) • ER – Elementary - Syllabus (Teachers' Club) • ER – Elementary - Introduction (Teachers' Club) • ER – Elementary – Grammar Bank (Teachers' Club) • ER – Elementary – Crossword Maker (Teachers' Club) • ER – Elementary – Language Portfolio (Teachers' Club and also on the Liffey College server) • ER – Elementary – Websearch Worksheets (Teachers' Club) • ER – Elementary – Topic Wordlists (Teachers' Club) • ER – Elementary - Reading Texts (Teachers' Club) • ER – Elementary – Teacher Training DVD Worksheets (on the Liffey College server) • ER – Elementary - Word Lists (Teachers' Club) • ER – Elementary - Cloze Maker (Teachers' Club) • ER – Elementary - Audio Scripts (Teachers' Club) • Teaching English Using Computers (Teachers' Club) • Teachers' Ideas and Articles (Teachers' Club) • ER – Elementary - Testing and Assessment (Teachers' Club and also on the Liffey College server) • ER – Elementary – Student Site (OUP) • ER – Elementary – Study Documents (OUP) • Surveys

- Think-pair-share
- English Result - Elementary - Learning Record Unit 4 (on the Liffey College server)
- Student's DVD Documentary Film & Worksheets, including Teacher's Notes (English Result - Teacher's Room) – units 3-4
- Student's DVD Authentic Interviews & Worksheets, including Teacher's Notes (English Result - Teacher's Room) – unit 4
- Photocopiable activities (unit 4) (English Result - Teacher's Room)
- Open-ended questions
- Comparison and contrast
- “spot the mistake”
- Choose the odd one out
- Listen and match
- Read and match
- Check with your partner/group
- Elicitation
- Deduction
- Word association exercises
- Vocabulary identification exercises
- Competitions
- Pictures and images (on the Liffey College server)
- Sounds bank (on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning English\Pronunciation\The sounds of English)
- Pronunciation quizzes (BBC Learning English – on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning English\Pronunciation\The sounds of English)
- Songs
- Videos (Teacher's room)
- Realia (Teacher's room)
- Forms (e.g. Tesco Loyalty Card, Boots Advantage Card, Dunnes Stores ValueClub)
- Role play
- Dramatization
- Mock-situations
- Games (Teachers' Room)
- Spelling bees
- Flashcards (Teacher's room)

	<ul style="list-style-type: none"> • Show-and-tell • Dictation • Debates • Word trees/diagrams • Pronunciation “tongue-twisters” • Tongue twisters (for fluency) • KWL activities (Know-want to know-learnt activities) • Brainstorming • Class-buddy • Homework assignments • Crosswords (Teachers’ Club – OUP) • Wordsearches • “teach the teacher” • Personalization • Find someone who... • Tables • Examples • Ancillary material (Teachers’ room, server and online) • Educational posters (classroom walls) • Phonemic charts (classroom walls) • Information finding • Guided interaction • Skits • Resources (techniques and classroom management) \\LIFFEY-SERVER\Teacher-Share\Resources\CPD - Continuous Prof Development – English • Maps (classroom walls) • World wide web • Selected resources and websites • Readers (Student Resource Room)
Interactions and Modes of assessment	<ul style="list-style-type: none"> • Pair work • Class work

	<ul style="list-style-type: none"> • Individual work • Self-check • “do you remember?” • Team work • Spelling bees • Competitions • Projects • Presentations • Role play • Dramatization • Mock-situations • Quizzes • Teacher developed tests (listening, reading, vocabulary, grammar, writing, speaking, pop quizzes, “do you remember?”, etc.) • Tests developed by OUP as ancillary material (on the Liffey College server) • Learning Portfolio (on the Liffey College server) • Surveys • “teach the teacher” • Homework assignments • Pronunciation quizzes • “I can...” statements • Conversation grids • Information gaps • Weekly key sentence test (20 sentence cloze test which assesses students’ knowledge of material covered in previous week’s lessons). • Unit 4 –
WEEK 5 (A1)	
Learning objectives/’Can do’ focus (By the end of the week students...)	<ul style="list-style-type: none"> • Students are able to make basic purchases, describing the items they desire, as well as obtaining and clarifying information related to the purchase. Students are able to socially interact with others, discussing interests, pastimes and hobbies.

<p>Grammar, Vocabulary, Pronunciation and Skills Focus</p>	<ul style="list-style-type: none"> • Grammar: Object pronouns. Prepositions of place: <i>next to, opposite</i>. Order of adjectives. <i>Have got (+, -, ?)</i>. <i>Has got (+, -, ?)</i>. • Vocabulary: Phrases to introduce people. Adjectives describing colour, shape, age. Office supplies. Shopping phrases. Gifts. • Pronunciation: Pronunciation of vowels. Pronunciation of <i>man /æ/</i> or <i>men /e/</i>. Sentence stress. Stress timing. • Skills and interactions: Asking questions for clarification. Using polite words and phrases for requests. Using social conventions to introduce people, strike a conversation, take leave, and/or interrupt someone. Describing a person (in relation to physical location and/or relationship with others.) Reading a text for descriptive detail. Reading a text to identify a person. Scanning a description to find information regarding a person and/or a place. Listening to a description and/or a conversation and identifying the people mentioned. Using background knowledge to understand information and meaning. Engaging with others (in a shopping situation) and explaining needs and desires. Clarifying and/or correcting information when making a small purchase. Understanding key words in a sentence and/or utterance (in relation to sentence stress and unstressed words and/or syllables.) Requesting, giving, receiving and reacting to advice and/or suggestions regarding purchases. Reading a self-portrait and/or social media profile for general comprehension. Writing a self-portrait and/or social media profile (Facebook, Twitter, LinkedIn.)
<p>Suggested techniques, additional material, and activities</p> <p>(Note to teachers: soft files available on the Liffey College server. Hard files and CD/DVDs in Teachers' Resource Room.)</p>	<ul style="list-style-type: none"> • Suggestion: Elementary Grammar Games 5 (if not used before), 6, 14, 15, 16 and English Vocabulary in Use 31, 51, both in the Teachers' Resource Room and Prepositions of Place, Prepositions of place 2, on the Liffey College server • ER – Elementary - CEFR Mapping (Teachers' Club) • ER – Elementary - Syllabus (Teachers' Club) • ER – Elementary - Introduction (Teachers' Club) • ER – Elementary – Grammar Bank (Teachers' Club) • ER – Elementary – Crossword Maker (Teachers' Club) • ER – Elementary – Language Portfolio (Teachers' Club and also on the Liffey College server) • ER – Elementary – Websearch Worksheets (Teachers' Club) • ER – Elementary – Topic Wordlists (Teachers' Club) • ER – Elementary - Reading Texts (Teachers' Club) • ER – Elementary – Teacher Training DVD Worksheets (on the Liffey College server) • ER – Elementary - Word Lists (Teachers' Club) • ER – Elementary - Cloze Maker (Teachers' Club) • ER – Elementary - Audio Scripts (Teachers' Club) • Teaching English Using Computers (Teachers' Club) • Teachers' Ideas and Articles (Teachers' Club) • ER – Elementary - Testing and Assessment (Teachers' Club and also on the Liffey College server)

- [ER – Elementary – Student Site](#) (OUP)
- [ER – Elementary – Study Documents](#) (OUP)
- Surveys
- Think-pair-share
- English Result - Elementary - Learning Record Unit 5 (on the Liffey College server)
- Student's DVD Documentary Film & Worksheets, including Teacher's Notes (English Result - Teacher's Room) – units 5-6
- Student's DVD Authentic Interviews & Worksheets, including Teacher's Notes (English Result - Teacher's Room) – unit 5
- Photocopiable activities (unit 5) (English Result - Teacher's Room)
- Open-ended questions
- Comparison and contrast
- “spot the mistake”
- Choose the odd one out
- Listen and match
- Read and match
- Check with your partner/group
- Elicitation
- Deduction
- Word association exercises
- Vocabulary identification exercises
- Competitions
- Pictures and images (on the Liffey College server)
- Sounds bank (on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning English\Pronunciation\The sounds of English)
- Pronunciation quizzes ([BBC Learning English](#) – on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning English\Pronunciation\The sounds of English)
- Songs
- Videos (Teacher's room)
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- Forms (e.g. [Tesco Loyalty Card](#), [Boots Advantage Card](#), [Dunnes Stores ValueClub](#))
- Role play
- Dramatization
- Mock-situations

- Games (Teachers' Room)
- Spelling bees
- Flashcards (Teacher's room)
- Show-and-tell
- Dictation
- Debates
- Word trees/diagrams
- Pronunciation "tongue-twisters"
- Tongue twisters (for fluency)
- KWL activities (Know-want to know-learnt activities)
- Brainstorming
- Class-buddy
- Homework assignments
- Crosswords ([Teachers' Club - OUP](#))
- Wordsearches
- "teach the teacher"
- Personalization
- Find someone who...
- Tables
- Examples
- Ancillary material (Teachers' room, server and online)
- Educational posters (classroom walls)
- Phonemic charts (classroom walls)
- Information finding
- Guided interaction
- Skits
- Resources (techniques and classroom management) \\LIFFEY-SERVER\Teacher-Share\Resources\CPD - Continuous Prof Development - English
- Maps (classroom walls)
- World wide web
- [Selected resources and websites](#)

	<ul style="list-style-type: none"> • Readers (Student Resource Room)
<p>Interactions and Modes of assessment</p>	<ul style="list-style-type: none"> • Pair work • Class work • Individual work • Self-check • “do you remember?” • Team work • Spelling bees • Competitions • Projects • Presentations • Role play • Dramatization • Mock-situations • Quizzes • Teacher developed tests (listening, reading, vocabulary, grammar, writing, speaking, pop quizzes, “do you remember?”, etc.) • Tests developed by OUP as ancillary material (on the Liffey College server) • Learning Portfolio (on the Liffey College server) • Surveys • “teach the teacher” • Homework assignments • Pronunciation quizzes • “I can...” statements • Conversation grids • Information gaps • Weekly key sentence test (20 sentence cloze test which assesses students’ knowledge of material covered in previous week’s lessons). • Unit 5
<p>WEEK 6 (A1)</p>	

<p>Learning objectives/'Can do' focus (By the end of the week students...)</p>	<ul style="list-style-type: none"> • Students are able to order food in a restaurant, expressing their preferences, enquiring and understanding prices. Students are able to ask for and understand basic information regarding food/ingredients (in relation to food allergies and/or religious practices). Students are able to discuss social customs (related to food and meals). Students are able to describe traditional food from their country/region, both in speech and in writing.
<p>Grammar, Vocabulary, Pronunciation and Skills Focus</p>	<ul style="list-style-type: none"> • Grammar: Countable and uncountable. <i>Some, any</i>. There + be (present): there is, there are. <i>much, many, a lot of</i>. • Vocabulary: Food and drink. Prices. Supermarkets. Offering phrases. • Pronunciation: Pronunciation and spelling of words with <i>ee</i> and <i>ea</i>. Rhyming words. Pronunciation of <i>-er = /ə/</i>. Pronunciation of unstressed words: <i>a, of, some, and, with, or</i>. • Skills and interactions: Using polite words and phrases for offers. Reading for gist (short explanations.) Reading a text (e.g., a description and/or a recipe) for detail. Listening to a conversation (e.g., in a shopping situation/a restaurant situation) for specific information. Listening to a dialogue for gist. Using basic connectors (e.g., <i>or, with</i>) for greater degree of linguistic sophistication. Ordering food in a restaurant. Enquiring about choices and prices. Reading a menu for general understanding. Asking and understanding the basic ingredients of a particular dish. Explaining basic dietary restrictions and/or food allergies. Offering, accepting and/or declining food/drink in social situations. Expressing preferences in relation to food and/or drink. Reading a description of traditional food for general understanding. Discussing traditional food/drink and/or basic (food) customs. Describing a traditional dish/drink from one's country of origin.
<p>Suggested techniques, additional material, and activities</p> <p>(Note to teachers: soft files available on the Liffey College server. Hard files and CD/DVDs in Teachers'</p>	<ul style="list-style-type: none"> • Suggestion: Elementary Grammar Games 24, 25, 26, 17, 18 and English Vocabulary in Use 53, 43, 44, both in the Teachers' Resource Room, Containers and amounts, Food and drink habits, Restaurants and Cafes, Shopping run, on the Liffey College server • ER - Elementary - CEFR Mapping (Teachers' Club) • ER - Elementary - Syllabus (Teachers' Club) • ER - Elementary - Introduction (Teachers' Club) • ER - Elementary - Grammar Bank (Teachers' Club) • ER - Elementary - Crossword Maker (Teachers' Club) • ER - Elementary - Language Portfolio (Teachers' Club and also on the Liffey College server) • ER - Elementary - Websearch Worksheets (Teachers' Club) • ER - Elementary - Topic Wordlists (Teachers' Club) • ER - Elementary - Reading Texts (Teachers' Club) • ER - Elementary - Teacher Training DVD Worksheets (on the Liffey College server) • ER - Elementary - Word Lists (Teachers' Club)

- [ER – Elementary - Cloze Maker](#) (Teachers' Club)
- [ER – Elementary - Audio Scripts](#) (Teachers' Club)
- [Teaching English Using Computers](#) (Teachers' Club)
- [Teachers' Ideas and Articles](#) (Teachers' Club)
- [ER – Elementary - Testing and Assessment](#) (Teachers' Club and also on the Liffey College server)
- [ER – Elementary – Student Site](#) (OUP)
- [ER – Elementary – Study Documents](#) (OUP)
- Surveys
- Think-pair-share
- English Result - Elementary - Learning Record Unit 6 (on the Liffey College server)
- Student's DVD Documentary Film & Worksheets, including Teacher's Notes (English Result - Teacher's Room) – units 5-6
- Student's DVD Authentic Interviews & Worksheets, including Teacher's Notes (English Result - Teacher's Room) – unit 6
- Photocopiable activities (unit 6) (English Result - Teacher's Room)
- Open-ended questions
- Comparison and contrast
- “spot the mistake”
- Choose the odd one out
- Listen and match
- Read and match
- Check with your partner/group
- Elicitation
- Deduction
- Word association exercises
- Vocabulary identification exercises
- Competitions
- Pictures and images (on the Liffey College server)
- Sounds bank (on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning English\Pronunciation\The sounds of English)
- Pronunciation quizzes ([BBC Learning English](#) – on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning English\Pronunciation\The sounds of English)
- Songs
- Videos (Teacher's room)

- Realia (Teacher's room)
- Forms (e.g. [Tesco Loyalty Card](#), [Boots Advantage Card](#), [Dunnes Stores ValueClub](#))
- Role play
- Dramatization
- Mock-situations
- Games (Teachers' Room)
- Spelling bees
- Flashcards (Teacher's room)
- Show-and-tell
- Dictation
- Debates
- Word trees/diagrams
- Pronunciation "tongue-twisters"
- Tongue twisters (for fluency)
- KWL activities (Know-want to know-learnt activities)
- Brainstorming
- Class-buddy
- Homework assignments
- Crosswords ([Teachers' Club - OUP](#))
- Wordsearches
- "teach the teacher"
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- Find someone who...
- Tables
- Examples
- Ancillary material (Teachers' room, server and online)
- Educational posters (classroom walls)
- Phonemic charts (classroom walls)
- Information finding
- Guided interaction
- Skits
- Resources (techniques and classroom management) \\LIFFEY-SERVER\Teacher-Share\Resources\CPD - Continuous Prof

	<p>Development – English</p> <ul style="list-style-type: none"> • Maps (classroom walls) • World wide web • Selected resources and websites • Readers (Student Resource Room)
<p>Interactions and Modes of assessment</p>	<ul style="list-style-type: none"> • Pair work • Class work • Individual work • Self-check • “do you remember?” • Team work • Spelling bees • Competitions • Projects • Presentations • Role play • Dramatization • Mock-situations • Quizzes • Teacher developed tests (listening, reading, vocabulary, grammar, writing, speaking, pop quizzes, “do you remember?”, etc.) • Tests developed by OUP as ancillary material (on the Liffey College server) • Learning Portfolio (on the Liffey College server) • Surveys • “teach the teacher” • Homework assignments • Pronunciation quizzes • “I can...” statements • Conversation grids • Information gaps • Weekly key sentence test (20 sentence cloze test which assesses students’ knowledge of material covered in previous week’s lessons).

	<ul style="list-style-type: none"> Unit 6 –
WEEK 7 (A1)	
Learning objectives/'Can do' focus (By the end of the week students...)	<ul style="list-style-type: none"> Students are able to discuss and exchange opinions on the weather, comparing seasons (and some festivities and celebrations). They are able to discuss indoor/outdoor leisure activities, and especially how the weather/season affects their choices/options. They are able to engage with others in making plans and arranging outings, stating preferences and negotiating options. They are able to make and understand basic suggestions as to activities/clothing/transport options in relation to the weather/activity.
Grammar, Vocabulary, Pronunciation and Skills Focus	<ul style="list-style-type: none"> Grammar: Making suggestions with <i>Let's. How about...</i> Describing abilities with <i>can, can't</i>. Adverbs. Contrast between <i>Like doing</i> and <i>like sth</i>. Vocabulary: Leisure activities and sports. Hobbies and free time. The weather. Expressing skills and abilities. Describing likes and dislikes. Pronunciation: Pronunciation of <i>hate /h/</i>. Pronunciation of <i>/w/</i>. Pronunciation of unstressed <i>can</i>, and stressed <i>can't</i> (separately and in contrast.) Skills and interactions: Returning questions to keep a conversation going. Reading a magazine article for gist. Reading an article for specific information. Reading a poem for general meaning. Reading and/or listening to a poem for general meaning.. Scanning for detail in a poem. Listening for detail in a description. Listening to an interview for detail. Using key words to understand a text and/or a conversation. Connecting information in sentences using <i>also</i>, to make speech and/or text more sophisticated. Listening to the weather forecast for general information. Listening to the weather forecast for detail. Reading a map (with symbols) for information about the weather. Describing the weather to a third party. Describing likes and dislikes related to the weather. Engaging with others in discussing free time activities and sports. Making plans and/or suggesting free time activities/sports. Making, accepting, and/or declining invitations. Providing reasons for declining invitations. Counter-suggesting ideas for outings or plans (in relation to the weather.)
Suggested techniques, additional material, and activities (Note to teachers: soft files available on the Liffey College server.)	<ul style="list-style-type: none"> Suggestion: Elementary Grammar Games 32 and English Vocabulary in Use 56, 19, 34, both in the Teachers' Resource Room. Adverbs of manner game, Can/Can't, Can you...?, Crazy abilities, Likes and dislikes, on the Liffey College server ER – Elementary - CEFR Mapping (Teachers' Club) ER – Elementary - Syllabus (Teachers' Club) ER – Elementary - Introduction (Teachers' Club) ER – Elementary – Grammar Bank (Teachers' Club)

<p>Hard files and CD/DVDs in Teachers' Resource Room.)</p>	<ul style="list-style-type: none"> • ER – Elementary – Crossword Maker (Teachers' Club) • ER – Elementary – Language Portfolio (Teachers' Club and also on the Liffey College server) • ER – Elementary – Websearch Worksheets (Teachers' Club) • ER – Elementary – Topic Wordlists (Teachers' Club) • ER – Elementary- Reading Texts (Teachers' Club) • ER – Elementary – Teacher Training DVD Worksheets (on the Liffey College server) • ER – Elementary - Word Lists (Teachers' Club) • ER – Elementary - Cloze Maker (Teachers' Club) • ER – Elementary - Audio Scripts (Teachers' Club) • Teaching English Using Computers (Teachers' Club) • Teachers' Ideas and Articles (Teachers' Club) • ER – Elementary - Testing and Assessment (Teachers' Club and also on the Liffey College server) • ER – Elementary – Student Site (OUP) • ER – Elementary – Study Documents (OUP) • Surveys • Think-pair-share • English Result - Elementary - Learning Record Unit 7 (on the Liffey College server) • Student's DVD Documentary Film & Worksheets, including Teacher's Notes (English Result - Teacher's Room) – units 7-8 • Student's DVD Authentic Interviews & Worksheets, including Teacher's Notes (English Result - Teacher's Room) – unit 7 • Photocopiable activities (unit 7) (English Result - Teacher's Room) • Open-ended questions • Comparison and contrast • “spot the mistake” • Choose the odd one out • Listen and match • Read and match • Check with your partner/group • Elicitation • Deduction • Word association exercises • Vocabulary identification exercises • Competitions
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- Pictures and images (on the Liffey College server)
- Sounds bank (on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning English\Pronunciation\The sounds of English)
- Pronunciation quizzes ([BBC Learning English](#) – on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning English\Pronunciation\The sounds of English)
- Songs
- Videos (Teacher’s room)
- Realia (Teacher’s room)
- Forms (e.g. [Tesco Loyalty Card](#), [Boots Advantage Card](#), [Dunnes Stores ValueClub](#))
- Role play
- Dramatization
- Mock-situations
- Games (Teachers’ Room)
- Spelling bees
- Flashcards (Teacher’s room)
- Show-and-tell
- Dictation
- Debates
- Word trees/diagrams
- Pronunciation “tongue-twisters”
- Tongue twisters (for fluency)
- KWL activities (Know-want to know-learnt activities)
- Brainstorming
- Class-buddy
- Homework assignments
- Crosswords ([Teachers’ Club – OUP](#))
- Wordsearches
- Websearches
- “teach the teacher”
- Personalization
- Find someone who...
- Tables

	<ul style="list-style-type: none"> • Examples • Ancillary material (Teachers' room, server and online) • Educational posters (classroom walls) • Phonemic charts (classroom walls) • Information finding • Guided interaction • Skits • Resources (techniques and classroom management) \\LIFFEY-SERVER\Teacher-Share\Resources\CPD - Continuous Prof Development - English • Maps (classroom walls) • World wide web • Selected resources and websites • Readers (Student Resource Room)
<p>Interactions and Modes of assessment</p>	<ul style="list-style-type: none"> • Pair work • Class work • Individual work • Self-check • "do you remember?" • Team work • Spelling bees • Competitions • Projects • Presentations • Role play • Dramatization • Mock-situations • Quizzes • Teacher developed tests (listening, reading, vocabulary, grammar, writing, speaking, pop quizzes, "do you remember?", etc.) • Tests developed by OUP as ancillary material (on the Liffey College server) • Learning Portfolio (on the Liffey College server) • Surveys

	<ul style="list-style-type: none"> • “teach the teacher” • Homework assignments • Pronunciation quizzes • “I can...” statements • Conversation grids • Information gaps • Weekly key sentence test (20 sentence cloze test which assesses students’ knowledge of material covered in previous week’s lessons). • Unit 7 –
WEEK 8 (A1)	
Learning objectives/‘Can do’ focus (By the end of the week students...)	<ul style="list-style-type: none"> • Students are able to make, accept, and decline invitations. They are able to tell “white lies” in order to decline invitations, following L2/C2 socio-cultural codes and conventions. They are able to make suggestions (activities, clothing, food, music, etc.) Students can describe an action(s) happening at the time of speaking/writing; comparing them with other ones, expressing their opinions.
Grammar, Vocabulary, Pronunciation and Skills Focus	<ul style="list-style-type: none"> • Grammar: Invitations with <i>I’d like.... Would you like...?</i> Imperatives. Present continuous (+, -, ?). Action verbs. Present simple and present continuous. • Vocabulary: Social phrases (e.g., <i>Would you like to come? Are you enjoying it? What are you reading? See you later! Enjoy! I’d love to. I’m sorry, but I can’t today. Maybe next time. How about...?</i>, etc.) Family and extended family. Clothes. • Pronunciation: Pronunciation of <i>for</i> and <i>to</i>. Pronunciation of /ɜ:/ and /ɔ:/. Pronunciation of <i>-ing</i> /ɪŋ/. Using contrastive stress. • Skills and interactions: Scanning a film review for specific information. Listening for key words in a conversation. Listening to a description for detail. Engaging with others in shopping for apparel. Describing clothing preferences and habits. Describing a scene to a third party (e.g., to a person on the phone, to a police officer.) Describing the plot (of a film, for example), to a third person. Writing a “moment poem” (Haiku-type in idea; need not be strict syllable-wise.)
Suggested techniques, additional material, and activities (Note to teachers: soft	<ul style="list-style-type: none"> • Suggestion: Elementary Grammar Games 28, 29, 30, 31 and English Vocabulary in Use 14, 35 (if not used before), 59, 28, 29, both in the Teachers’ Resource Room. Present continuous lesson, on the Liffey College server • ER – Elementary - CEFR Mapping (Teachers’ Club) • ER – Elementary - Syllabus (Teachers’ Club)

<p>files available on the Liffey College server. Hard files and CD/DVDs in Teachers'</p>	<ul style="list-style-type: none"> • ER – Elementary - Introduction (Teachers' Club) • ER – Elementary – Grammar Bank (Teachers' Club) • ER – Elementary – Crossword Maker (Teachers' Club) • ER – Elementary – Language Portfolio (Teachers' Club and also on the Liffey College server) • ER – Elementary – Websearch Worksheets (Teachers' Club) • ER – Elementary – Topic Wordlists (Teachers' Club) • ER – Elementary - Reading Texts (Teachers' Club) • ER – Elementary – Teacher Training DVD Worksheets (on the Liffey College server) • ER – Elementary - Word Lists (Teachers' Club) • ER – Elementary - Cloze Maker (Teachers' Club) • ER – Elementary - Audio Scripts (Teachers' Club) • Teaching English Using Computers (Teachers' Club) • Teachers' Ideas and Articles (Teachers' Club) • ER – Elementary - Testing and Assessment (Teachers' Club and also on the Liffey College server) • ER – Elementary – Student Site (OUP) • ER – Elementary – Study Documents (OUP) • Surveys • Think-pair-share • English Result - Elementary - Learning Record Unit 8 (on the Liffey College server) • Student's DVD Documentary Film & Worksheets, including Teacher's Notes (English Result - Teacher's Room) – units 7-8 • Student's DVD Authentic Interviews & Worksheets, including Teacher's Notes (English Result - Teacher's Room) – unit-8 • Photocopiable activities (unit 8) (English Result - Teacher's Room) • Open-ended questions • Comparison and contrast • “spot the mistake” • Choose the odd one out • Listen and match • Read and match • Check with your partner/group • Elicitation • Deduction • Word association exercises
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- Vocabulary identification exercises
- Competitions
- Pictures and images (on the Liffey College server)
- Sounds bank (on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning English\Pronunciation\The sounds of English)
- Pronunciation quizzes ([BBC Learning English](#) – on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning English\Pronunciation\The sounds of English)
- Songs
- Videos (Teacher’s room)
- Realia (Teacher’s room)
- Forms (e.g. [Tesco Loyalty Card](#), [Boots Advantage Card](#), [Dunnes Stores ValueClub](#))
- Role play
- Dramatization
- Mock-situations
- Games (Teachers’ Room)
- Spelling bees
- Flashcards (Teacher’s room)
- Show-and-tell
- Dictation
- Debates
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- Pronunciation “tongue-twisters”
- Tongue twisters (for fluency)
- KWL activities (Know-want to know-learnt activities)
- Brainstorming
- Class-buddy
- Homework assignment
- Crosswords ([Teachers’ Club – OUP](#))
- Wordsearches
- “teach the teacher”
- Personalization
- Find someone who...

	<ul style="list-style-type: none"> • Tables • Examples • Ancillary material (Teachers' room, server and online) • Educational posters (classroom walls) • Phonemic charts (classroom walls) • Information finding • Guided interaction • Skits • Resources (techniques and classroom management) \\LIFFEY-SERVER\Teacher-Share\Resources\CPD - Continuous Prof Development - English • Maps (classroom walls) • World wide web • Selected resources and websites • Readers (Student Resource Room)
<p>Interactions and Modes of assessment</p>	<ul style="list-style-type: none"> • Pair work • Class work • Individual work • Self-check • “do you remember?” • Team work • Spelling bees • Competitions • Projects • Presentations • Role play • Dramatization • Mock-situations • Quizzes • Teacher developed tests (listening, reading, vocabulary, grammar, writing, speaking, pop quizzes, “do you remember?”, etc.) • Tests developed by OUP as ancillary material (on the Liffey College server) • Learning Portfolio (on the Liffey College server)

	<ul style="list-style-type: none"> • Surveys • “teach the teacher” • Homework assignments • Pronunciation quizzes • “I can...” statements • Conversation grids • Information gaps • Weekly key sentence test (20 sentence cloze test which assesses students’ knowledge of material covered in previous week’s lessons). • Unit 8 –
WEEK 9 (A1)	
Learning objectives/’Can do’ focus (By the end of the week students...)	<ul style="list-style-type: none"> • Students are able to ask, receive, provide and understand transport-related information, including schedules and plans. Students are able to ask and understand basic directions to reach a destination. Students are able to understand distance/time related concepts e.g. “The nearest train station is 5 minutes from here.” They are able to describe their holidays and trips, as well as plans. Students are able to ask, receive, provide and understand directions to city landmarks.
Grammar, Vocabulary, Pronunciation and Skills Focus	<ul style="list-style-type: none"> • Grammar: Past simple of <i>be</i> (+, -, ?). <i>Was, were, wasn’t, weren’t</i>. Past simple + regular <i>-ed</i>. • Vocabulary: Transport. Instruction phrases. Places in a town. Directions (to a place/destination). Adjectives. Holidays. Greetings and closings in a postcard. • Pronunciation: Polite intonation. Linking words together. Word stress (<i>is, was, are, were</i>.) Pronunciation of verbs (past tense, regular verbs): <i>-ed</i> endings. • Skills and interactions: Using echoing in conversations to check information. Using intonation to sound polite. Reading a postcard for detail. Reading an email for general information. Scanning song lyrics for specific information. Understanding detail in a questionnaire. completing a questionnaire and/or a form. Listening for specific information in directions. Following directions to get to a place. Following instructions to perform a task e.g., basic cooking. Listening for key information in an interview. Listening for key words in a narrative. Retelling a short narrative and/or a personal experience. Using a transport map to plan a route. Engaging with others in requesting and/or providing directions to a destination. Writing a brief email and/or social media posting to provide information as to location of a place or event.
Suggested techniques, additional material,	<ul style="list-style-type: none"> • Suggestion: Elementary Grammar Games 34, 35 and English Vocabulary in Use 38, 39, 41, 42, both in the Teachers’ Resource Room. Adjective match, Adjective bingo, Draw the directions, giving directions, on the Liffey College server

<p>and activities</p> <p>(Note to teachers: soft files available on the Liffey College server. Hard files and CD/DVDs in Teachers' Resource Room.)</p>	<ul style="list-style-type: none"> • ER – Elementary - CEFR Mapping (Teachers' Club) • ER – Elementary - Syllabus (Teachers' Club) • ER – Elementary - Introduction (Teachers' Club) • ER – Elementary - Grammar Bank (Teachers' Club) • ER – Elementary – Crossword Maker (Teachers' Club) • ER – Elementary – Language Portfolio (Teachers' Club and also on the Liffey College server) • ER – Elementary – Websearch Worksheets (Teachers' Club) • ER – Elementary - Topic Wordlists (Teachers' Club) • ER – Elementary - Reading Texts (Teachers' Club) • ER – Elementary – Teacher Training DVD Worksheets (on the Liffey College server) • ER – Elementary - Word Lists (Teachers' Club) • ER – Elementary - Cloze Maker (Teachers' Club) • ER – Elementary - Audio Scripts (Teachers' Club) • Teaching English Using Computers (Teachers' Club) • Teachers' Ideas and Articles (Teachers' Club) • ER – Elementary - Testing and Assessment (Teachers' Club and also on the Liffey College server) • ER – Elementary – Student Site (OUP) • ER – Elementary – Study Documents (OUP) • Surveys • Think-pair-share • English Result - Elementary - Learning Record Unit 9 (on the Liffey College server) • Student's DVD Documentary Film & Worksheets, including Teacher's Notes (English Result - Teacher's Room) – units 9-10 • Student's DVD Authentic Interviews & Worksheets, including Teacher's Notes (English Result - Teacher's Room) – unit 9 • Photocopiable activities (unit 9) (English Result - Teacher's Room) • Open-ended questions • Comparison and contrast • “spot the mistake” • Choose the odd one out • Listen and match • Read and match • Check with your partner/group • Elicitation
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- Deduction
- Word association exercises
- Vocabulary identification exercises
- Competitions
- Pictures and images (on the Liffey College server)
- Sounds bank (on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning English\Pronunciation\The sounds of English)
- Pronunciation quizzes ([BBC Learning English](#) – on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning English\Pronunciation\The sounds of English)
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- Websearches
- "teach the teacher"

	<ul style="list-style-type: none"> • Personalization • Find someone who... • Tables • Examples • Ancillary material (Teachers' room, server and online) • Educational posters (classroom walls) • Phonemic charts (classroom walls) • Information finding • Guided interaction • Skits • Resources (techniques and classroom management) \\LIFFEY-SERVER\Teacher-Share\Resources\CPD - Continuous Prof Development - English • Maps (classroom walls) • World wide web • Selected resources and websites • Readers (Student Resource Room)
<p>Interactions and Modes of assessment</p>	<ul style="list-style-type: none"> • Pair work • Class work • Individual work • Self-check • "do you remember?" • Team work • Spelling bees • Competitions • Projects • Presentations • Role play • Dramatization • Mock-situations • Quizzes • Teacher developed tests (listening, reading, vocabulary, grammar, writing, speaking, pop quizzes, "do you remember?", etc.)

	<ul style="list-style-type: none"> • Tests developed by OUP as ancillary material (on the Liffey College server) • Learning Portfolio (on the Liffey College server) • Surveys • “teach the teacher” • Homework assignments • Pronunciation quizzes • “I can...” statements • Conversation grids • Information gaps • Weekly key sentence test (20 sentence cloze test which assesses students’ knowledge of material covered in previous week’s lessons). • Unit 9 –
WEEK 10 (A1)	
Learning objectives/’Can do’ focus (By the end of the week students...)	<ul style="list-style-type: none"> • Students are able to engage with others, using socio-cultural conventions in order to keep a conversation going. They are able to discuss their studies and career, as well as professional experiences.
Grammar, Vocabulary, Pronunciation and Skills Focus	<ul style="list-style-type: none"> • Grammar: Past simple (+, -, ?) <i>Wh</i>- questions. Past simple: regular and irregular verbs. • Vocabulary: Careers. Years. Education. • Pronunciation: Stress in <i>wh</i>- questions. Pronunciation of /t/ and /d/ (separately and in contrast.) Pronunciation of /s/ or /z/ (separately and in contrast.) Pronunciation of <i>didn’t</i>. • Skills and interactions: Giving informative answers and asking follow-up questions to keep a conversation going. Using social conventions in a conversation (for politeness and/or to keep the conversation going, or to take leave/finish a conversation.) Listening to a conversation for general understanding. Reading short narratives for detail. Using background information and knowledge to assist comprehension and interaction. Scanning a biography for specific information. Listening for key facts in an interview. Scanning receipts and tickets for specific information. Describing past events to a third party e.g., an incident, an accident, a news story, a movie, etc. Engaging with others in order to find information about past events, both in general and in detail.
Suggested techniques,	<ul style="list-style-type: none"> • Suggestion: Elementary Grammar Games 36, 37 and English Vocabulary in Use 48, 47, both in the Teachers’ Resource Room.

<p>additional material, and activities</p> <p>(Note to teachers: soft files available on the Liffey College server. Hard files and CD/DVDs in Teachers'</p>	<p>Did you...?, History quiz (past simple), How was your weekend?, Past tense talk, Was it you?, What did you do?, on the Liffey College server</p> <ul style="list-style-type: none"> • ER – Elementary - CEFR Mapping (Teachers' Club) • ER – Elementary - Syllabus (Teachers' Club) • ER – Elementary - Introduction (Teachers' Club) • ER – Elementary – Grammar Bank (Teachers' Club) • ER – Elementary – Crossword Maker (Teachers' Club) • ER – Elementary – Language Portfolio (Teachers' Club and also on the Liffey College server) • ER – Elementary – Websearch Worksheets (Teachers' Club) • ER – Elementary – Topic Wordlists (Teachers' Club) • ER – Elementary - Reading Texts (Teachers' Club) • ER – Elementary – Teacher Training DVD Worksheets (on the Liffey College server) • ER – Elementary - Word Lists (Teachers' Club) • ER – Elementary - Cloze Maker (Teachers' Club) • ER – Elementary - Audio Scripts (Teachers' Club) • Teaching English Using Computers (Teachers' Club) • Teachers' Ideas and Articles (Teachers' Club) • ER – Elementary - Testing and Assessment (Teachers' Club and also on the Liffey College server) • ER – Elementary – Student Site (OUP) • ER – Elementary – Study Documents (OUP) • Surveys • Think-pair-share • English Result - Elementary - Learning Record Unit 10 (on the Liffey College server) • Student's DVD Documentary Film & Worksheets, including Teacher's Notes (English Result - Teacher's Room) – units 9-10 • Student's DVD Authentic Interviews & Worksheets, including Teacher's Notes (English Result - Teacher's Room) – unit-10 • Photocopiable activities (unit 10) (English Result - Teacher's Room) • Open-ended questions • Comparison and contrast • “spot the mistake” • Choose the odd one out • Listen and match • Read and match
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- Check with your partner/group
- Elicitation
- Deduction
- Word association exercises
- Vocabulary identification exercises
- Competitions
- Pictures and images (on the Liffey College server)
- Sounds bank (on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning English\Pronunciation\The sounds of English)
- Pronunciation quizzes ([BBC Learning English](#) – on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning English\Pronunciation\The sounds of English)
- Songs
- Videos (Teacher's room)
- Realia (Teacher's room)
- Forms (e.g. [Tesco Loyalty Card](#), [Boots Advantage Card](#), [Dunnes Stores ValueClub](#))
- Role play
- Dramatization
- Mock-situations
- Games (Teachers' Room)
- Spelling bees
- Flashcards (Teacher's room)
- Show-and-tell
- Dictation
- Debates
- Word trees/diagrams
- Pronunciation "tongue-twisters"
- Tongue twisters (for fluency)
- KWL activities (Know-want to know-learnt activities)
- Brainstorming
- Class-buddy
- Homework assignments
- Crosswords ([Teachers' Club - OUP](#))

	<ul style="list-style-type: none"> • Wordsearches • “teach the teacher” • Personalization • Find someone who... • Tables • Examples • Ancillary material (Teachers’ room, server and online) • Educational posters (classroom walls) • Phonemic charts (classroom walls) • Information finding • Guided interaction • Skits • Resources (techniques and classroom management) \\LIFFEY-SERVER\Teacher-Share\Resources\CPD - Continuous Prof Development – English • Maps (classroom walls) • World wide web • Selected resources and websites • Readers (Student Resource Room)
<p>Interactions and Modes of assessment</p>	<ul style="list-style-type: none"> • Pair work • Class work • Individual work • Self-check • “do you remember?” • Team work • Spelling bees • Competitions • Projects • Presentations • Role play • Dramatization • Mock-situations

	<ul style="list-style-type: none"> • Quizzes • Teacher developed tests (listening, reading, vocabulary, grammar, writing, speaking, pop quizzes, “do you remember?”, etc.) • Tests developed by OUP as ancillary material (on the Liffey College server) • Learning Portfolio (on the Liffey College server) • Surveys • “teach the teacher” • Homework assignments • Pronunciation quizzes • “I can...” statements • Conversation grids • Information gaps • Weekly key sentence test (20 sentence cloze test which assesses students’ knowledge of material covered in previous week’s lessons). • Unit 10 –
WEEK 11 (A1)	
Learning objectives/’Can do’ focus (By the end of the week students...)	<ul style="list-style-type: none"> • Students are able to ask and give suggestions and advice on concrete topics/issues (clothing, holidays, music, films, etc.) They are able to describe problems and request assistance. They are able to express and understand opinions. Students are able to give advice about holiday destinations/gifts/solutions to issues.
Grammar, Vocabulary, Pronunciation and Skills Focus	<ul style="list-style-type: none"> • Grammar: <i>Too big, not big enough. Too much/too many, not enough.</i> Comparatives. Superlatives. • Vocabulary: Accommodation. Phrases for making suggestions: <i>Why don’t you...? You could....</i> Rooms and furniture. Adjectives. • Pronunciation: Stress in long words. Long and short vowel sounds. Pronunciation of comparative adjectives ending in <i>-er</i>. Pronunciation of /w/, /v/, /b/, /p/. • Skills and interactions: Asking for clarification and repetition. Reading advertisements for general comprehension. Reading a travel brochure and/or website for specific information. Scanning a catalogue for specific information. Understanding detail in instructions. Listening for specific information in a conversation. Writing tips for guests. Giving advice and/or suggestions to visitors. Making suggestions on travel arrangements using <i>You could, Why don’t you, You should, How about,</i> etc. Responding to suggestions. Explaining what is amiss in a situation and/or a place e.g., <i>There isn’t enough food. We get too much homework.</i> Describing places, objects, and/or people in comparison with others. Expressing preferences by describing and/or comparing

	objects/places e.g., <i>I prefer Macs because they have better graphics, I think the red sofa is more comfortable than the green chair.</i>
<p>Suggested techniques, additional material, and activities</p> <p>(Note to teachers: soft files available on the Liffey College server. Hard files and CD/DVDs in Teachers' Resource Room.)</p>	<ul style="list-style-type: none"> • Suggestion: Elementary Grammar Games 25, 26 (if not used before) and English Vocabulary in Use 22, 23, 44, 45, 46, 52, both in the Teachers' Resource Room. Comparative and superlative practice, Comparative and superlative quiz, Comparative cards, Comparative Geography, Superlative Olympics, Superlative Survey, all on the Liffey College server • ER - Elementary - CEFR Mapping (Teachers' Club) • ER - Elementary - Syllabus (Teachers' Club) • ER - Elementary - Introduction (Teachers' Club) • ER - Elementary - Grammar Bank (Teachers' Club) • ER - Elementary - Crossword Maker (Teachers' Club) • ER - Elementary - Language Portfolio (Teachers' Club and also on the Liffey College server) • ER - Elementary - Websearch Worksheets (Teachers' Club) • ER - Elementary - Topic Wordlists (Teachers' Club) • ER - Elementary - Reading Texts (Teachers' Club) • ER - Elementary - Teacher Training DVD Worksheets (on the Liffey College server) • ER - Elementary - Word Lists (Teachers' Club) • ER - Elementary - Cloze Maker (Teachers' Club) • ER - Elementary - Audio Scripts (Teachers' Club) • Teaching English Using Computers (Teachers' Club) • Teachers' Ideas and Articles (Teachers' Club) • ER - Elementary - Testing and Assessment (Teachers' Club and also on the Liffey College server) • ER - Elementary - Student Site (OUP) • ER - Elementary - Study Documents (OUP) • Surveys • Think-pair-share • English Result - Elementary - Learning Record Unit 11 (on the Liffey College server) • Student's DVD Documentary Film & Worksheets, including Teacher's Notes (English Result - Teacher's Room) – units 11-12 • Student's DVD Authentic Interviews & Worksheets, including Teacher's Notes (English Result - Teacher's Room) – unit 11 • Photocopiable activities (unit 11) (English Result - Teacher's Room) • Open-ended questions • Comparison and contrast • “spot the mistake”

- Choose the odd one out
- Listen and match
- Read and match
- Check with your partner/group
- Elicitation
- Deduction
- Word association exercises
- Vocabulary identification exercises
- Competitions
- Pictures and images (on the Liffey College server)
- Sounds bank (on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning English\Pronunciation\The sounds of English)
- Pronunciation quizzes ([BBC Learning English](#) – on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning English\Pronunciation\The sounds of English)
- Songs
- Videos (Teacher's room)
- Realia (Teacher's room)
- Forms (e.g. [Tesco Loyalty Card](#), [Boots Advantage Card](#), [Dunnes Stores ValueClub](#))
- Role play
- Dramatization
- Mock-situations
- Games (Teachers' Room)
- Spelling bees
- Flashcards (Teacher's room)
- Show-and-tell
- Dictation
- Debates
- Word trees/diagrams
- Pronunciation "tongue-twisters"
- Tongue twisters (for fluency)
- KWL activities (Know-want to know-learnt activities)
- Brainstorming

	<ul style="list-style-type: none"> • Class-buddy • Homework assignments • Crosswords (Teachers' Club - OUP) • Wordsearches • "teach the teacher" • Personalization • Find someone who... • Tables • Examples • Ancillary material (Teachers' room, server and online) • Educational posters (classroom walls) • Phonemic charts (classroom walls) • Information finding • Guided interaction • Skits • Resources (techniques and classroom management) \\LIFFEY-SERVER\Teacher-Share\Resources\CPD - Continuous Prof Development - English • Maps (classroom walls) • World wide web • Selected resources and websites • Readers (Student Resource Room)
<p>Interactions and Modes of assessment</p>	<ul style="list-style-type: none"> • Pair work • Class work • Individual work • Self-check • "do you remember?" • Team work • Spelling bees • Competitions • Projects • Presentations

	<ul style="list-style-type: none"> • Role play • Dramatization • Mock-situations • Quizzes • Teacher developed tests (listening, reading, vocabulary, grammar, writing, speaking, pop quizzes, “do you remember?”, etc.) • Tests developed by OUP as ancillary material (on the Liffey College server) • Learning Portfolio (on the Liffey College server) • Surveys • “teach the teacher” • Homework assignments • Pronunciation quizzes • “I can...” statements • Conversation grids • Information gaps • Weekly key sentence test (20 sentence cloze test which assesses students’ knowledge of material covered in previous week’s lessons). • Unit 11 –
WEEK 12 (A1)	
Learning objectives/’Can do’ focus (By the end of the week students...)	<ul style="list-style-type: none"> • Students are able to make appointments either in person or on the phone. They are able to describe minor ailments to a medical practitioner and get (medical) attention. Students can describe and engage with others concerning plans and future activities. Students are able to follow socio-cultural conventions concerning thank-you letters/emails/greeting cards.
Grammar, Vocabulary, Pronunciation and Skills Focus	<ul style="list-style-type: none"> • Grammar: Present continuous. Present continuous for future. <i>Going to</i> for future intentions. • Vocabulary: Signs (street/shops) and announcements. Times of the day. Parts of the body. Health. Lifestyle and health. Fitness and sports. • Pronunciation: Using intonation to ask and confirm information. Sentence stress in questions. Pronunciation of short and long vowels. Fast speech. • Skills and interactions: Using intonation to ask and confirm information. Reading signs, advertisements and/or notices for key words. Reading a dialogue for gist. Reading a short text e.g., a leaflet for specific information. Scanning thank-you letters/cards for specific information. Answering a “get well” card. Listening to a short telephone conversation for key words. Listening to

	<p>an audio message for detail. Reading a website article for gist. Finding specific information on a website. Making a phone call to get an appointment. Requesting and providing details as to needs and/or schedules or availability. Explaining what the matter is, in relation to minor physical ailments. Requesting medical assistance. Engaging with a medical professional at a basic level, in relation to minor ailments.</p>
<p>Suggested techniques, additional material, and activities</p> <p>(Note to teachers: soft files available on the Liffey College server. Hard files and CD/DVDs in Teachers'</p>	<ul style="list-style-type: none"> • Suggestion: Elementary Grammar Games 39, 40 and English Vocabulary in Use 30, 33, 34, 42 (these last 2, if not used before), both in the Teachers' Resource Room. Find someone who (present continuous), Simon the sportsman, Your free time activities, Body parts, all on the Liffey College server • ER – Elementary - CEFR Mapping (Teachers' Club) • ER – Elementary - Syllabus (Teachers' Club) • ER – Elementary - Introduction (Teachers' Club) • ER – Elementary – Grammar Bank (Teachers' Club) • ER – Elementary – Crossword Maker (Teachers' Club) • ER – Elementary – Language Portfolio (Teachers' Club and also on the Liffey College server) • ER – Elementary – Websearch Worksheets (Teachers' Club) • ER – Elementary – Topic Wordlists (Teachers' Club) • ER – Elementary - Reading Texts (Teachers' Club) • ER – Elementary – Teacher Training DVD Worksheets (on the Liffey College server) • ER – Elementary - Word Lists (Teachers' Club) • ER – Elementary - Cloze Maker (Teachers' Club) • ER – Elementary - Audio Scripts (Teachers' Club) • Teaching English Using Computers (Teachers' Club) • Teachers' Ideas and Articles (Teachers' Club) • ER – Elementary - Testing and Assessment (Teachers' Club and also on the Liffey College server) • ER – Elementary – Student Site (OUP) • ER – Elementary – Study Documents (OUP) • Surveys • Think-pair-share • English Result - Elementary - Learning Record Unit 12 (on the Liffey College server) • Student's DVD Documentary Film & Worksheets, including Teacher's Notes (English Result - Teacher's Room) – unit 12 • Student's DVD Authentic Interviews & Worksheets, including Teacher's Notes (English Result - Teacher's Room) – unit 12 • Photocopiable activities (unit 12) (English Result - Teacher's Room)

- Open-ended questions
- Comparison and contrast
- “spot the mistake”
- Choose the odd one out
- Listen and match
- Read and match
- Check with your partner/group
- Elicitation
- Deduction
- Word association exercises
- Vocabulary identification exercises
- Competitions
- Pictures and images (on the Liffey College server)
- Sounds bank (on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning English\Pronunciation\The sounds of English)
- Pronunciation quizzes ([BBC Learning English](#) – on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning English\Pronunciation\The sounds of English)
- Songs
- Videos (Teacher’s room)
- Realia (Teacher’s room)
- Forms (e.g. [Tesco Loyalty Card](#), [Boots Advantage Card](#), [Dunnes Stores ValueClub](#))
- Role play
- Dramatization
- Mock-situations
- Games (Teachers’ Room)
- Spelling bees
- Flashcards (Teacher’s room)
- Show-and-tell
- Dictation
- Debates
- Word trees/diagrams
- Pronunciation “tongue-twisters”

	<ul style="list-style-type: none"> • Tongue twisters (for fluency) • KWL activities (Know-want to know-learnt activities) • Brainstorming • Class-buddy • Homework assignments • Crosswords (Teachers' Club - OUP) • Wordsearches • Websearches • "teach the teacher" • Personalization • Find someone who... • Tables • Examples • Ancillary material (Teachers' room, server and online) • Educational posters (classroom walls) • Phonemic charts (classroom walls) • Information finding • Guided interaction • Skits • Resources (techniques and classroom management) \\LIFFEY-SERVER\Teacher-Share\Resources\CPD - Continuous Prof Development - English • Maps (classroom walls) • World wide web • Selected resources and websites • Readers (Student Resource Room)
<p>Interactions and Modes of assessment</p>	<ul style="list-style-type: none"> • Pair work • Class work • Individual work • Self-check • "do you remember?" • Team work

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| | <ul style="list-style-type: none">• Spelling bees• Competitions• Projects• Presentations• Role play• Dramatization• Mock-situations• Quizzes• Teacher developed tests (listening, reading, vocabulary, grammar, writing, speaking, pop quizzes, “do you remember?”, etc.)• Tests developed by OUP as ancillary material (on the Liffey College server)• Learning Portfolio (on the Liffey College server)• Surveys• “teach the teacher”• Homework assignments• Pronunciation quizzes• “I can...” statements• Conversation grids• Information gaps• Final Level Test• Unit 12 – |
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