

**INTERMEDIATE (B1)**  
**ENGLISH TO SPEAKERS OF OTHER LANGUAGES**

*English Result Intermediate Student's Book;*  
*English Result Intermediate Teacher's Resource Book;*  
*English Result Intermediate Workbook;*

**B1 - Intermediate (Weekly Course Schedule)**

<b>WEEK 1 (B1)</b>	•
<b>Learning objectives/'Can do' focus (By the end of the week students...)</b>	<ul style="list-style-type: none"> <li>Students are able to discuss relationships and the people who are important in their lives, describing issues and dynamics in their relationships. They are able to introduce themselves/others (orally and in writing.) Students are able to clarify a misunderstanding or miscommunication issue, in a manner appropriate to C2, apologizing and/or accepting an apology.</li> </ul>
<b>Grammar, Vocabulary, Pronunciation and Skills Focus</b>	<ul style="list-style-type: none"> <li>Grammar: Subject questions and object questions. Reflexive pronouns. Present simple and continuous. Phrases to describe position.</li> <li>Vocabulary: The people in my life. Ways of greetings. Phrases to describe position. Cognates and false friends. Misunderstandings.</li> <li>Pronunciation: <i>Miss /s/or Ms /z/</i>. Review of pronunciation of the alphabet. Sound and rhyme. Sound association and contrast. Minimal pairs.</li> <li>Skills and interactions: Discriminating cognates and false friends. Clarifying misunderstandings when engaging with others. Understanding socio-cultural and linguistic codes. Expressing interest and engagement (1). Using repetition and/or spelling for clarification. Thinking about the reader and organizing ideas. Drafting and editing. Stating purpose in writing. Writing an email. Proofreading. Writing a self-introduction. Listening to short messages for general comprehension. Listening to an excerpt of a radio programme for detail. Listening to a conversation for detail. Reading a description/a catalogue/a questionnaire/short stories for general understanding.</li> </ul>
<b>Suggested</b>	<ul style="list-style-type: none"> <li>Suggestion: Miscommunication. You Tube. <a href="http://youtu.be/b--LSrWfzS8">http://youtu.be/b--LSrWfzS8</a></li> </ul>

**techniques,  
additional material,  
and activities**

(Note to teachers:  
soft files available on  
the Liffey College  
server. Hard files and  
CD/DVDs in  
Teachers' Resource  
Room.)

- [ER – Intermediate - CEFR Mapping](#) (Teachers' Club)
- [ER –Intermediate - Syllabus](#) (Teachers' Club)
- [ER – Intermediate - Introduction](#) (Teachers' Club)
- [ER –Intermediate - Grammar Bank](#) (Teachers' Club)
- [ER –Intermediate – Crossword Maker](#) (Teachers' Club)
- [ER – Intermediate – Language Portfolio](#) (Teachers' Club)
- [ER –Intermediate – Topic Wordlists](#) (Teachers' Club)
- [ER – Intermediate - Reading Texts](#) (Teachers' Club)
- [ER –Intermediate – Teacher Training DVD Worksheets](#) (Teachers' Club)
- [ER – Intermediate - Word Lists](#) (Teachers' Club)
- [ER – Intermediate - Cloze Maker](#) (Teachers' Club)
- [ER –Intermediate - Audio Scripts](#) (Teachers' Club)
- [Teaching English Using Computers](#) (Teachers' Club)
- [Teachers' Ideas and Articles](#) (Teachers' Club)
- [ER – Intermediate - Testing and Assessment](#) (Teachers' Club)
- [ER –Intermediate – Student Site](#) (OUP)
- [ER – Intermediate – Study Documents](#) (OUP)
- Surveys
- Think-pair-share
- 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
- 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](#))
- Websearches
- “teach the teacher”
- Personalization

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

	<ul style="list-style-type: none"> <li>• Teacher developed tests (listening, reading, vocabulary, grammar, writing, speaking, pop quizzes, “do you remember?”, etc.)</li> <li>• Tests developed by OUP as ancillary material (on the Liffey College server)</li> <li>• Learning Portfolio (on the Liffey College server)</li> <li>• Surveys</li> <li>• “teach the teacher”</li> <li>• Homework assignments</li> <li>• Pronunciation quizzes</li> <li>• “I can...” statements</li> <li>• Conversation grids</li> <li>• Information gaps</li> <li>• <b>Weekly key sentence test (20 sentence cloze test which assesses students’ knowledge of material covered in previous week’s lessons).</b></li> <li>• Unit 1 –</li> </ul>
<b>WEEK 2 (B1)</b>	•
<b>Learning objectives/’Can do’ focus (By the end of the week students...)</b>	<ul style="list-style-type: none"> <li>• Students can describe their own background and interact with others, finding out about theirs. Students are able to use social conventions that show interest (in the person/conversation). Students are able to compare and contrast experiences and lifestyles. They can describe places and highlight the most important aspect of a town/area, serving as amateur guides to a city. They can recount an anecdote, making it interesting to the listener.</li> </ul>
<b>Grammar, Vocabulary, Pronunciation and Skills Focus</b>	<ul style="list-style-type: none"> <li>• Grammar: <i>The</i> before geographical names. Geographical names that take no article. Adverbs of frequency. Past simple and past continuous.</li> <li>• Vocabulary: Spelling and pronunciation of <i>c</i> and <i>g</i>. Words and phrases for describing objects. Time expressions.</li> <li>• Pronunciation: Spelling and pronunciation of <i>c</i> and <i>g</i>. Stress of prepositions.</li> <li>• Skills and interactions: Predicting content by context (in reading and/or oral interactions.) Using background knowledge to aid comprehension. Listening for key words in a conversation. Listening for general comprehension. Expressing interest and engagement when interacting with others. Organizing ideas into paragraphs. Discussing controversial topics and comparing and contrasting ideas prior to writing. Reviewing writing for content and/or ambiguity. Reviewing writing for communication. Writing about an intercultural experience. Reading a description for specific information. reading a newspaper article and/or a story for detail. Listening to a description for key words. Listening to a story for general understanding. Listening to a</li> </ul>

	conversation for specific information.
<p><b>Suggested techniques, additional material, and activities</b></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"> <li>• Suggestion: Volunteer in Ireland with EIL. You Tube. <a href="http://youtu.be/-EtKwi5mNvs">http://youtu.be/-EtKwi5mNvs</a> and also EIL Blogs <a href="http://www.eilireland.org/community/blogs">http://www.eilireland.org/community/blogs</a></li> <li>• Additional: Instant Lessons 21 (Teachers' Resource Room)</li> <li>• <a href="#">ER – Intermediate - CEFR Mapping</a> (Teachers' Club)</li> <li>• <a href="#">ER –Intermediate - Syllabus</a> (Teachers' Club)</li> <li>• <a href="#">ER – Intermediate - Introduction</a> (Teachers' Club)</li> <li>• <a href="#">ER –Intermediate - Grammar Bank</a> (Teachers' Club)</li> <li>• <a href="#">ER –Intermediate - Crossword Maker</a> (Teachers' Club)</li> <li>• <a href="#">ER – Intermediate – Language Portfolio</a> (Teachers' Club)</li> <li>• <a href="#">ER –Intermediate – Topic Wordlists</a> (Teachers' Club)</li> <li>• <a href="#">ER – Intermediate - Reading Texts</a> (Teachers' Club)</li> <li>• <a href="#">ER –Intermediate – Teacher Training DVD Worksheets</a> (Teachers' Club)</li> <li>• <a href="#">ER – Intermediate - Word Lists</a> (Teachers' Club)</li> <li>• <a href="#">ER – Intermediate - Cloze Maker</a> (Teachers' Club)</li> <li>• <a href="#">ER –Intermediate - Audio Scripts</a> (Teachers' Club)</li> <li>• <a href="#">Teaching English Using Computers</a> (Teachers' Club)</li> <li>• <a href="#">Teachers' Ideas and Articles</a> (Teachers' Club)</li> <li>• <a href="#">ER – Intermediate - Testing and Assessment</a> (Teachers' Club)</li> <li>• <a href="#">ER –Intermediate – Student Site</a> (OUP)</li> <li>• <a href="#">ER – Intermediate – Study Documents</a> (OUP)</li> <li>• Surveys</li> <li>• Think-pair-share</li> <li>• Student's DVD Documentary Film &amp; Worksheets, including Teacher's Notes (English Result - Teacher's Room) – units 1-2</li> <li>• Student's DVD Authentic Interviews &amp; Worksheets, including Teacher's Notes (English Result - Teacher's Room) – unit 2</li> <li>• Photocopiable activities (unit 2) (English Result - Teacher's Room)</li> <li>• Open-ended questions</li> <li>• Comparison and contrast</li> <li>• "spot the mistake"</li> <li>• Choose the odd one out</li> <li>• Listen and match</li> </ul>

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	<ul style="list-style-type: none"> <li>• Crosswords (<a href="#">Teachers' Club - OUP</a>)</li> <li>• Websearches</li> <li>• "teach the teacher"</li> <li>• Personalization</li> <li>• Find someone who...</li> <li>• Tables</li> <li>• Examples</li> <li>• Ancillary material (Teachers' room, server and online)</li> <li>• Educational posters (classroom walls)</li> <li>• Phonemic charts (classroom walls)</li> <li>• Information finding</li> <li>• Guided interaction</li> <li>• Skits</li> <li>• Resources (techniques and classroom management) \\LIFFEY-SERVER\Teacher-Share\Resources\CPD - Continuous Prof Development - English</li> <li>• Maps (classroom walls)</li> <li>• World wide web</li> <li>• <a href="#">Selected resources and websites</a></li> <li>• Readers (Student Resource Room)</li> </ul>
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<b>WEEK 3 (B1)</b>	•
<b>Learning objectives/’Can do’ focus (By the end of the week students...)</b>	<ul style="list-style-type: none"> <li>• Students can describe their educational background and experience. They can explain skills and abilities and talk about their dreams, objectives, and achievements. Students are able to interact with an interviewer and/or guidance counsellor and exchange information regarding education and career. Students are able to make, accept, and decline invitations in such a way as it is acceptable in C2.</li> </ul>
<b>Grammar, Vocabulary, Pronunciation and Skills Focus</b>	<ul style="list-style-type: none"> <li>• Grammar: <i>Used to</i>. Present perfect and past simple. Time phrases. Phrasal verbs (1).</li> <li>• Vocabulary: School words. Education. Achievement words. Time phrases. Phrasal verbs (1). Hospitality phrases.</li> <li>• Pronunciation: Rhythm. Word endings which can affect stress.</li> <li>• Skills and interactions: Reading an article for key words. Reading a description first for general and then for detailed comprehension. Reading a dictionary entry for general comprehension. Reading and following directions and instructions. Asking, receiving, understanding and providing directions and instructions. Using background knowledge, context and visual cues in understanding content. Listening to a conversation for key words. Listening to a description for general comprehension. Listening to an oral exchange for detailed comprehension. Listening to and following an explanation and/or set of instructions.</li> </ul>

	Making, accepting, and declining invitations. Reading a CV for detail. Writing a CV.
<p><b>Suggested techniques, additional material, and activities</b></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"> <li>• Suggestion: Europass CV <a href="http://www.europass.ie/europass/euro_cv.html">http://www.europass.ie/europass/euro_cv.html</a> with additional resources, including the European Skills Passport <a href="http://www.europass.ie/europass/EuropeanSkillsPassport.html">http://www.europass.ie/europass/EuropeanSkillsPassport.html</a> on the Liffey College server</li> <li>• Additional: Instant Lessons 39 (Teachers' Resource Room)</li> <li>• <a href="#">ER - Intermediate - CEFR Mapping</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Syllabus</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Introduction</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Grammar Bank</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Crossword Maker</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Language Portfolio</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Topic Wordlists</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Reading Texts</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Teacher Training DVD Worksheets</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Word Lists</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Cloze Maker</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Audio Scripts</a> (Teachers' Club)</li> <li>• <a href="#">Teaching English Using Computers</a> (Teachers' Club)</li> <li>• <a href="#">Teachers' Ideas and Articles</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Testing and Assessment</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Student Site</a> (OUP)</li> <li>• <a href="#">ER - Intermediate - Study Documents</a> (OUP)</li> <li>• Surveys</li> <li>• Think-pair-share</li> <li>• Student's DVD Documentary Film &amp; Worksheets, including Teacher's Notes (English Result - Teacher's Room) – units 3-4</li> <li>• Student's DVD Authentic Interviews &amp; Worksheets, including Teacher's Notes (English Result - Teacher's Room) – unit 3</li> <li>• Photocopiable activities (unit 3) (English Result - Teacher's Room)</li> <li>• Open-ended questions</li> <li>• Comparison and contrast</li> <li>• "spot the mistake"</li> <li>• Choose the odd one out</li> <li>• Listen and match</li> </ul>

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<b>WEEK 4 (B1)</b>	•
<b>Learning objectives/’Can do’ focus (By the end of the week students...)</b>	<ul style="list-style-type: none"> <li>• Students are able to express opinions on a wide range of topics. They can compare and discuss preferences, providing reasons. Students are able to present objections and defend their own position/ideas. They can explain, orally and in writing, a process/story/sequence of events, in connection to each other.</li> </ul>
<b>Grammar, Vocabulary, Pronunciation and Skills Focus</b>	<ul style="list-style-type: none"> <li>• Grammar: <i>-ed</i> and <i>-ing</i> adjectives. Comparatives and superlatives. Comparing with <i>as</i>. Defining relative clauses.</li> <li>• Vocabulary: <i>-ed</i> and <i>-ing</i> adjectives. Music. Expressing likes and dislikes. Disagreeing politely. Films.</li> <li>• Pronunciation: Pronunciation of adjectives ending in <i>-ed</i>. Pronunciation of comparative adjectives ending in (<i>-ed</i>).</li> <li>• Skills and interactions: Expressing likes and dislikes. Agreeing/disagreeing politely. Reading a description for general and detailed comprehension. Listening to a conversation for key words. Listening to a message first for general and then for detailed comprehension. Reading a restaurant/film/music/video review. Using intonation for politeness. Giving opinions about a restaurant/film/music/video, etc. Using paraphrasing vs. avoiding repetition in written and/or oral interaction. Thinking about audience and selecting register. Reviewing writing (a sample, someone else’s, own writing) for grammar and spelling.</li> </ul>

	Monitoring oral interaction for grammar.
<p><b>Suggested techniques, additional material, and activities</b></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"> <li>• Suggestion: Film reviews. The Irish Times. <a href="http://www.irishtimes.com/culture/film/film-reviews">http://www.irishtimes.com/culture/film/film-reviews</a> in conjunction with Entertainment <a href="http://entertainment.ie/cinema/movie-reviews.asp">http://entertainment.ie/cinema/movie-reviews.asp</a></li> <li>• Additional: Instant Lessons 31 (Teachers' Resource Room)</li> <li>• <a href="#">ER – Intermediate - CEFR Mapping</a> (Teachers' Club)</li> <li>• <a href="#">ER – Intermediate - Syllabus</a> (Teachers' Club)</li> <li>• <a href="#">ER – Intermediate - Introduction</a> (Teachers' Club)</li> <li>• <a href="#">ER – Intermediate - Grammar Bank</a> (Teachers' Club)</li> <li>• <a href="#">ER – Intermediate - Crossword Maker</a> (Teachers' Club)</li> <li>• <a href="#">ER – Intermediate – Language Portfolio</a> (Teachers' Club)</li> <li>• <a href="#">ER – Intermediate – Topic Wordlists</a> (Teachers' Club)</li> <li>• <a href="#">ER – Intermediate - Reading Texts</a> (Teachers' Club)</li> <li>• <a href="#">ER – Intermediate – Teacher Training DVD Worksheets</a> (Teachers' Club)</li> <li>• <a href="#">ER – Intermediate - Word Lists</a> (Teachers' Club)</li> <li>• <a href="#">ER – Intermediate - Cloze Maker</a> (Teachers' Club)</li> <li>• <a href="#">ER – Intermediate - Audio Scripts</a> (Teachers' Club)</li> <li>• <a href="#">Teaching English Using Computers</a> (Teachers' Club)</li> <li>• <a href="#">Teachers' Ideas and Articles</a> (Teachers' Club)</li> <li>• <a href="#">ER – Intermediate - Testing and Assessment</a> (Teachers' Club)</li> <li>• <a href="#">ER – Intermediate – Student Site</a> (OUP)</li> <li>• <a href="#">ER – Intermediate – Study Documents</a> (OUP)</li> <li>• Surveys</li> <li>• Think-pair-share</li> <li>• Student's DVD Documentary Film &amp; Worksheets, including Teacher's Notes (English Result - Teacher's Room) – units 3-4</li> <li>• Student's DVD Authentic Interviews &amp; Worksheets, including Teacher's Notes (English Result - Teacher's Room) – unit 4</li> <li>• Photocopiable activities (unit 4) (English Result - Teacher's Room)</li> <li>• Open-ended questions</li> <li>• Comparison and contrast</li> <li>• "spot the mistake"</li> <li>• Choose the odd one out</li> <li>• Listen and match</li> </ul>

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- Word trees/diagrams
- Pronunciation “tongue-twisters”
- Tongue twisters (for fluency)
- KWL activities (Know-want to know-learnt activities)
- Brainstorming
- Class-buddy
- Homework assignments

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



	<ul style="list-style-type: none"> <li>• Mock-situations</li> <li>• Quizzes</li> <li>• Teacher developed tests (listening, reading, vocabulary, grammar, writing, speaking, pop quizzes, “do you remember?”, etc.)</li> <li>• Tests developed by OUP as ancillary material (on the Liffey College server)</li> <li>• Learning Portfolio (on the Liffey College server)</li> <li>• Surveys</li> <li>• “teach the teacher”</li> <li>• Homework assignments</li> <li>• Pronunciation quizzes</li> <li>• “I can...” statements</li> <li>• Conversation grids</li> <li>• Information gaps</li> <li>• <b>Weekly key sentence test (20 sentence cloze test which assesses students’ knowledge of material covered in previous week’s lessons).</b></li> <li>• Unit 4 –</li> </ul>
<b>WEEK 5 (B1)</b>	•
<b>Learning objectives/’Can do’ focus (By the end of the week students...)</b>	<ul style="list-style-type: none"> <li>• Students can talk about different aspects of a country/government/political situation and express their opinions about them. Students are able to explain rules and laws, as well as practices, contrasting C1 and C2. They are able to express their views on the pros and cons of a country/government/political situation/law, substantiating them, and defending their stance. They can discuss a country’s history. Students can recount (to a third party) a news piece they have read/watched/listened, making it to their audience.</li> </ul>
<b>Grammar, Vocabulary, Pronunciation and Skills Focus</b>	<ul style="list-style-type: none"> <li>• Grammar: <i>The</i> or <i>no article</i> in names of institutions and organizations. Modals of obligation. Permission words. Active or passive. Crime verbs. Compound nouns. Past perfect.</li> <li>• Vocabulary: Politics. Permission words. Crime verbs. Compound nouns. War and power.</li> <li>• Pronunciation: Pronunciation of <i>the</i>. Stress in two-syllable nouns and verbs.</li> <li>• Skills and interactions: Reading a story for general and detailed comprehension. Reading and understanding signs and/or captions. Explaining a cartoon. Describing an amusing and/or tragic situation in an engaging way. Predicting content from an image, a headline, and/or key words. Predicting content and/or meaning using background knowledge. Reading an article for detailed comprehension. Listening to a conversation for key words. Listening to an announcement both for general and</li> </ul>

	detailed comprehension. Writing a narrative piece. Organizing information to engage one's audience.
<p><b>Suggested techniques, additional material, and activities</b></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"> <li>• Suggestion: The pros and cons of moving to a new country. GoAbroadBlog. <a href="http://www.goabroad.com/blog/2013/03/26/pros-and-cons-of-moving-to-a-new-country/">http://www.goabroad.com/blog/2013/03/26/pros-and-cons-of-moving-to-a-new-country/</a>, also Pros and cons of moving to Ireland. ExpatArrivals. <a href="http://www.expattarrivals.com/ireland/pros-and-cons-of-moving-to-ireland">http://www.expattarrivals.com/ireland/pros-and-cons-of-moving-to-ireland</a>. Both on the Liffey College server.</li> <li>• Additional: Pros and cons of controversial issues. <a href="http://www.procon.org/">http://www.procon.org/</a></li> <li>• Additional: Instant Lessons 25 (Teachers' Resource Room)</li> <li>• <a href="#">ER – Intermediate - CEFR Mapping</a> (Teachers' Club)</li> <li>• <a href="#">ER – Intermediate - Syllabus</a> (Teachers' Club)</li> <li>• <a href="#">ER – Intermediate - Introduction</a> (Teachers' Club)</li> <li>• <a href="#">ER – Intermediate – Grammar Bank</a> (Teachers' Club)</li> <li>• <a href="#">ER – Intermediate – Crossword Maker</a> (Teachers' Club)</li> <li>• <a href="#">ER – Intermediate – Language Portfolio</a> (Teachers' Club)</li> <li>• <a href="#">ER – Intermediate – Topic Wordlists</a> (Teachers' Club)</li> <li>• <a href="#">ER – Intermediate – Reading Texts</a> (Teachers' Club)</li> <li>• <a href="#">ER – Intermediate – Teacher Training DVD Worksheets</a> (Teachers' Club)</li> <li>• <a href="#">ER – Intermediate - Word Lists</a> (Teachers' Club)</li> <li>• <a href="#">ER – Intermediate - Cloze Maker</a> (Teachers' Club)</li> <li>• <a href="#">ER – Intermediate - Audio Scripts</a> (Teachers' Club)</li> <li>• <a href="#">Teaching English Using Computers</a> (Teachers' Club)</li> <li>• <a href="#">Teachers' Ideas and Articles</a> (Teachers' Club)</li> <li>• <a href="#">ER – Intermediate - Testing and Assessment</a> (Teachers' Club)</li> <li>• <a href="#">ER – Intermediate – Student Site</a> (OUP)</li> <li>• <a href="#">ER – Intermediate – Study Documents</a> (OUP)</li> <li>• Surveys</li> <li>• Think-pair-share</li> <li>• Student's DVD Documentary Film &amp; Worksheets, including Teacher's Notes (English Result - Teacher's Room) – unit 5-6</li> <li>• Student's DVD Authentic Interviews &amp; Worksheets, including Teacher's Notes (English Result - Teacher's Room) – unit 5</li> <li>• Photocopiable activities (unit 5) (English Result - Teacher's Room)</li> <li>• Open-ended questions</li> <li>• Comparison and contrast</li> <li>• “spot the mistake”</li> </ul>

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

	<ul style="list-style-type: none"> <li>• Role play</li> <li>• Dramatization</li> <li>• Mock-situations</li> <li>• Quizzes</li> <li>• Teacher developed tests (listening, reading, vocabulary, grammar, writing, speaking, pop quizzes, “do you remember?”, etc.)</li> <li>• Tests developed by OUP as ancillary material (on the Liffey College server)</li> <li>• Learning Portfolio (on the Liffey College server)</li> <li>• Surveys</li> <li>• “teach the teacher”</li> <li>• Homework assignments</li> <li>• Pronunciation quizzes</li> <li>• “I can...” statements</li> <li>• Conversation grids</li> <li>• Information gaps</li> <li>• <b>Weekly key sentence test (20 sentence cloze test which assesses students’ knowledge of material covered in previous week’s lessons).</b></li> <li>• Unit 5 –</li> </ul>
<b>WEEK 6 (B1)</b>	•
<b>Learning objectives/’Can do’ focus (By the end of the week students...)</b>	<ul style="list-style-type: none"> <li>• Students are able to express feelings and opinions, adjusting their enthusiasm (as expressed in language) according to issue/audience/own position. They can relay information from a third party (phone messages, voicemail, memos, etc.) They can describe behaviour, including their own judgement of the behaviour. Students are able to use socio-cultural conventions in order to show interest in what their interlocutor is expressing.</li> </ul>
<b>Grammar, Vocabulary, Pronunciation and Skills Focus</b>	<ul style="list-style-type: none"> <li>• Grammar: <i>So</i> and <i>such</i>. Extreme adjectives. Infinitives and gerunds. Pronouns in reported speech. Tenses in reported speech. <i>Say</i> and <i>tell</i>.</li> <li>• Vocabulary: <i>So</i> and <i>such</i>. Extreme adjectives. Behaviour. <i>Say</i> and <i>tell</i>.</li> <li>• Pronunciation: High intonation. Spelling and pronunciation of words with <i>gh</i>. . Pronunciation of ‘<i>d</i>’.</li> </ul>

	<ul style="list-style-type: none"> <li>Skills and interactions: Reading a text for general comprehension. Understanding and breaking down --skeleton type-- the main events/points in an article and/or a presentation. Preparing an outline of a presentation including only the main points ("bullet points.") Understanding the main events/points/ideas of an article, story, presentation and/or exchange. Listening to a conversation for key words. Listening to a story for general and detailed comprehension. Using intonation to be a sympathetic listener. Reading a personal letter/e-mail/video to check and/or correct guesses. Discuss opinions concerning a story and compare those had before and after listening/reading the story. Exchanging news in a personal letter/e-mail/video/social media posting. Using connectors e.g., <i>by the way</i>, <i>however</i>, <i>anyway</i>, and <i>although</i> to link ideas and a more complex expression. Reviewing and monitoring language for register and tone. Using formal and/or informal style, according to content, audience, situation, and setting.</li> </ul>
<p><b>Suggested techniques, additional material, and activities</b></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"> <li>Suggestion: The social media frequency guide: how often to post to Facebook, Twitter, LinkedIn and more. Buffer. <a href="http://blog.bufferapp.com/social-media-frequency-guide">http://blog.bufferapp.com/social-media-frequency-guide</a> and on the Liffey College server. NOTE: article to be used as jigsaw, in groups.</li> <li><a href="#">ER - Intermediate - CEFR Mapping</a> (Teachers' Club)</li> <li><a href="#">ER - Intermediate - Syllabus</a> (Teachers' Club)</li> <li><a href="#">ER - Intermediate - Introduction</a> (Teachers' Club)</li> <li><a href="#">ER - Intermediate - Grammar Bank</a> (Teachers' Club)</li> <li><a href="#">ER - Intermediate - Crossword Maker</a> (Teachers' Club)</li> <li><a href="#">ER - Intermediate - Language Portfolio</a> (Teachers' Club)</li> <li><a href="#">ER - Intermediate - Topic Wordlists</a> (Teachers' Club)</li> <li><a href="#">ER - Intermediate - Reading Texts</a> (Teachers' Club)</li> <li><a href="#">ER - Intermediate - Teacher Training DVD Worksheets</a> (Teachers' Club)</li> <li><a href="#">ER - Intermediate - Word Lists</a> (Teachers' Club)</li> <li><a href="#">ER - Intermediate - Cloze Maker</a> (Teachers' Club)</li> <li><a href="#">ER - Intermediate - Audio Scripts</a> (Teachers' Club)</li> <li><a href="#">Teaching English Using Computers</a> (Teachers' Club)</li> <li><a href="#">Teachers' Ideas and Articles</a> (Teachers' Club)</li> <li><a href="#">ER - Intermediate - Testing and Assessment</a> (Teachers' Club)</li> <li><a href="#">ER - Intermediate - Student Site</a> (OUP)</li> <li><a href="#">ER - Intermediate - Study Documents</a> (OUP)</li> </ul>

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



<b>assessment</b>	<ul style="list-style-type: none"> <li>• Individual work</li> <li>• Self-check</li> <li>• “do you remember?”</li> <li>• Team work</li> <li>• Spelling bees</li> <li>• Competitions</li> <li>• Projects</li> <li>• Presentations</li> <li>• Role play</li> <li>• Dramatization</li> <li>• Mock-situations</li> <li>• Quizzes</li> <li>• Teacher developed tests (listening, reading, vocabulary, grammar, writing, speaking, pop quizzes, “do you remember?”, etc.)</li> <li>• Tests developed by OUP as ancillary material (on the Liffey College server)</li> <li>• Learning Portfolio (on the Liffey College server)</li> <li>• Surveys</li> <li>• “teach the teacher”</li> <li>• Homework assignments</li> <li>• Pronunciation quizzes</li> <li>• “I can...” statements</li> <li>• Conversation grids</li> <li>• Information gaps</li> <li>• <b>Weekly key sentence test (20 sentence cloze test which assesses students’ knowledge of material covered in previous week’s lessons).</b></li> <li>• Unit 6 –</li> </ul>
<b>WEEK 7 (B1)</b>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Learning objectives/’Can do’ focus (By the end of the week)</b>	<ul style="list-style-type: none"> <li>• Students can describe a person’s appearance, and compare and contrast that with (stereotypical) physical and personality traits, and any prior ideas. Students are able to express their guesses in relation to a third party, according to visual information. Students can discuss their preferences about fashion, sports, fitness, and describe their plans and intentions, as well as opinions and decision on those matters.</li> </ul>

students...)	
<b>Grammar, Vocabulary, Pronunciation and Skills Focus</b>	<ul style="list-style-type: none"> <li>• Grammar: <i>Look</i> and <i>look like</i>. <i>Wh-</i> clauses. Compound adjectives. Future intentions. Modals of deduction: <i>must</i>, <i>might</i>, and <i>can't</i>. Adverbs for guessing and advancing guesses.</li> <li>• Vocabulary: Looks and character. Personality. Stereotypes. <i>Look</i> and <i>look like</i>. Compound adjectives. Body and exercise.</li> <li>• Pronunciation: Contrastive stress. Pronunciation of <i>t</i> at the end of a word. Pronunciation of silent letters.</li> <li>• Skills and interactions: Reading a letter of application for general comprehension. Reading a document for detailed understanding. Drafting, writing, and editing a letter of application. Listening to an announcement for key words. Listening to a conversation and/or a story for general and detailed comprehension. Using contrastive stress to check understanding.</li> </ul>
<b>Suggested techniques, additional material, and activities</b>  (Note to teachers: soft files available on the Liffey College server. Hard files and CD/DVDs in Teachers' Resource Room.)	<ul style="list-style-type: none"> <li>• Suggestion: McLeod, S. A. (2008). Stereotypes. Retrieved from <a href="http://www.simplypsychology.org/katz-braly.html">http://www.simplypsychology.org/katz-braly.html</a> and on the Liffey College server</li> <li>• Additional: Instant Lessons 31, 1 (Teachers' Resource Room)</li> <li>• <a href="#">ER - Intermediate - CEFR Mapping</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Syllabus</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Introduction</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Grammar Bank</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Crossword Maker</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Language Portfolio</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Topic Wordlists</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Reading Texts</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Teacher Training DVD Worksheets</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Word Lists</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Cloze Maker</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Audio Scripts</a> (Teachers' Club)</li> <li>• <a href="#">Teaching English Using Computers</a> (Teachers' Club)</li> <li>• <a href="#">Teachers' Ideas and Articles</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Testing and Assessment</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Student Site</a> (OUP)</li> <li>• <a href="#">ER - Intermediate - Study Documents</a> (OUP)</li> <li>• Surveys</li> </ul>

- Think-pair-share
- 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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- Show-and-tell

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

<p><b>assessment</b></p>	<ul style="list-style-type: none"> <li>• Self-check</li> <li>• “do you remember?”</li> <li>• Team work</li> <li>• Spelling bees</li> <li>• Competitions</li> <li>• Projects</li> <li>• Presentations</li> <li>• Role play</li> <li>• Dramatization</li> <li>• Mock-situations</li> <li>• Quizzes</li> <li>• Teacher developed tests (listening, reading, vocabulary, grammar, writing, speaking, pop quizzes, “do you remember?”, etc.)</li> <li>• Tests developed by OUP as ancillary material (on the Liffey College server)</li> <li>• Learning Portfolio (on the Liffey College server)</li> <li>• Surveys</li> <li>• “teach the teacher”</li> <li>• Homework assignments</li> <li>• Pronunciation quizzes</li> <li>• “I can...” statements</li> <li>• Conversation grids</li> <li>• Information gaps</li> <li>• <b>Weekly key sentence test (20 sentence cloze test which assesses students’ knowledge of material covered in previous week’s lessons).</b></li> <li>• Unit 7 –</li> </ul>
<p><b>WEEK 8 (B1)</b></p>	<p style="text-align: center;">•</p>
<p><b>Learning objectives/’Can do’ focus (By the end of the week students...)</b></p>	<ul style="list-style-type: none"> <li>• Students are able to make, receive and transfer telephone calls, interacting with the caller in a manner appropriate to the situation. Students are able to given an account of a conversation/interview to a third party, both orally and in writing.</li> </ul>

<p><b>Grammar, Vocabulary, Pronunciation and Skills Focus</b></p>	<ul style="list-style-type: none"> <li>• Grammar: Phrasal verbs (2.) Ability: <i>can, could, be able to, manage to</i>. Reported questions. Reported imperatives and requests. Reporting verbs.</li> <li>• Vocabulary: Telephone words and phrases. Reporting verbs.</li> <li>• Pronunciation: Stress in phrasal verbs. Stress in words ending in <i>-ity</i>. Linking after <i>asked</i> and <i>told</i>.</li> <li>• Skills and interactions: Reading a dictionary entry for detail. Explaining a word/dictionary entry to another person. Reading a report in detail. Reading and following the main events of a story for detail. Showing interest when interacting with others. Listening to a conversation for key words. Listening to a report and/or newscast for general and detailed comprehension. Listening for specific information in a survey interview. Taking part in a survey (mock, online, in town.) Engaging or politely declining interacting with a chugger. Analysing data obtained in a survey ad explaining it to a third party. Drafting and writing a report. Using <i>however, if, because, and such as</i> to introduce information. Organizing a text and/or a presentation (phrase, sentence, paragraph and/or section structure.)</li> </ul>
<p><b>Suggested techniques, additional material, and activities</b></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"> <li>• Suggestion: Cultural Stereotypes: true or false? Intrigue. <a href="http://intrigue.ie/cultural-stereotypes-true-false/">http://intrigue.ie/cultural-stereotypes-true-false/</a> and on the Liffey College server</li> <li>• <a href="#">ER - Intermediate - CEFR Mapping</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Syllabus</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Introduction</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Grammar Bank</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Crossword Maker</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Language Portfolio</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Topic Wordlists</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Reading Texts</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Teacher Training DVD Worksheets</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Word Lists</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Cloze Maker</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Audio Scripts</a> (Teachers' Club)</li> <li>• <a href="#">Teaching English Using Computers</a> (Teachers' Club)</li> <li>• <a href="#">Teachers' Ideas and Articles</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Testing and Assessment</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Student Site</a> (OUP)</li> <li>• <a href="#">ER - Intermediate - Study Documents</a> (OUP)</li> </ul>

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



<b>assessment</b>	<ul style="list-style-type: none"> <li>• Individual work</li> <li>• Self-check</li> <li>• “do you remember?”</li> <li>• Team work</li> <li>• Spelling bees</li> <li>• Competitions</li> <li>• Projects</li> <li>• Presentations</li> <li>• Role play</li> <li>• Dramatization</li> <li>• Mock-situations</li> <li>• Quizzes</li> <li>• Teacher developed tests (listening, reading, vocabulary, grammar, writing, speaking, pop quizzes, “do you remember?”, etc.)</li> <li>• Tests developed by OUP as ancillary material (on the Liffey College server)</li> <li>• Learning Portfolio (on the Liffey College server)</li> <li>• Surveys</li> <li>• “teach the teacher”</li> <li>• Homework assignments</li> <li>• Pronunciation quizzes</li> <li>• “I can...” statements</li> <li>• Conversation grids</li> <li>• Information gaps</li> <li>• <b>Weekly key sentence test (20 sentence cloze test which assesses students’ knowledge of material covered in previous week’s lessons).</b></li> <li>• Unit 8 –</li> </ul>
<b>WEEK 9 (B1)</b>	•
<b>Learning objectives/’Can do’ focus (By the end of the week)</b>	<ul style="list-style-type: none"> <li>• Students can describe their plans and wishes for the future, providing details and reasons/rationale. They can socially interact with others in a C2 appropriate way with minor difficulty. Students are able to request, receive and offer advice and suggestions on both real and unreal situations.</li> </ul>

students...)	
<b>Grammar, Vocabulary, Pronunciation and Skills Focus</b>	<ul style="list-style-type: none"> <li>• Grammar: Tag questions. Future perfect. First conditional. If clauses. Second conditional. Compound nouns.</li> <li>• Vocabulary: Tag questions in context. The weather. Parts of the body. Attitude adverbs. Direction of movement. Compound nouns.</li> <li>• Pronunciation: Pronunciation of stressed and unstressed words. Linking in questions.</li> <li>• Skills and interactions: Reading a story for details. Scanning a text for general comprehension. Reading a passage to find the reasons/foundations of an idea/event/opinion. Reading an Internet message board for general understanding of opinions. Interacting with others using small talk. Using tag questions during oral interactions to keep the conversation going. Listening for key words during a conversation. Listening to a conversation for general and detailed comprehension. Responding to, expressing and understanding a third party's ideas and opinions both in oral and written interaction. Agreeing and disagreeing.</li> </ul>
<b>Suggested techniques, additional material, and activities</b> (Note to teachers: soft files available on the Liffey College server. Hard files and CD/DVDs in Teachers' Resource Room.)	<ul style="list-style-type: none"> <li>• Suggestion: Eliza blunders the small talk. You Tube. <a href="http://youtu.be/8uozGujfdS0">http://youtu.be/8uozGujfdS0</a></li> <li>• Additional material regarding small talk on the Liffey College server.</li> <li>• Additional: Instant Lessons 24 (Teachers' Resource Room)</li> <li>• Additional: Instant Lessons 20, 22(Teachers' Resource Room)</li> <li>• <a href="#">ER - Intermediate - CEFR Mapping</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Syllabus</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Introduction</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Grammar Bank</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Crossword Maker</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Language Portfolio</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Topic Wordlists</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Reading Texts</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Teacher Training DVD Worksheets</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Word Lists</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Cloze Maker</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Audio Scripts</a> (Teachers' Club)</li> <li>• <a href="#">Teaching English Using Computers</a> (Teachers' Club)</li> <li>• <a href="#">Teachers' Ideas and Articles</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Testing and Assessment</a> (Teachers' Club)</li> </ul>

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- Think-pair-share
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- 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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- Mock-situations
- Games (Teachers' Room)

- Spelling bees
- Flashcards (Teacher's room)
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- Maps (classroom walls)
- World wide web
- [Selected resources and websites](#)
- Readers (Student Resource Room)

<b>Interactions and Modes of assessment</b>	<ul style="list-style-type: none"> <li>• Pair work</li> <li>• Class work</li> <li>• Individual work</li> <li>• Self-check</li> <li>• “do you remember?”</li> <li>• Team work</li> <li>• Spelling bees</li> <li>• Competitions</li> <li>• Projects</li> <li>• Presentations</li> <li>• Role play</li> <li>• Dramatization</li> <li>• Mock-situations</li> <li>• Quizzes</li> <li>• Teacher developed tests (listening, reading, vocabulary, grammar, writing, speaking, pop quizzes, “do you remember?”, etc.)</li> <li>• Tests developed by OUP as ancillary material (on the Liffey College server)</li> <li>• Learning Portfolio (on the Liffey College server)</li> <li>• Surveys</li> <li>• “teach the teacher”</li> <li>• Homework assignments</li> <li>• Pronunciation quizzes</li> <li>• “I can...” statements</li> <li>• Conversation grids</li> <li>• Information gaps</li> <li>• <b>Weekly key sentence test (20 sentence cloze test which assesses students’ knowledge of material covered in previous week’s lessons).</b></li> <li>• Unit 9 –</li> </ul>
<b>WEEK 10 (B1)</b>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Learning objectives/’Can do’</b>	<ul style="list-style-type: none"> <li>• Students are able to exchange opinions, agreeing/disagreeing with their interlocutor (considering the most appropriate register and tone for the situation). They can discuss and describe their shopping preferences and habits, describing recent activities</li> </ul>

<b>focus (By the end of the week students...)</b>	<p>and expressing their opinion on them. They can make (sophisticated) purchases, detailing their needs, interests, and preferences (direct sales: laptops/iPads/phones/apparel, etc.) Students are able to express satisfaction/dissatisfaction regarding a purchase, and file a complaint either orally or in writing (online/offline). They are able to express their ideas with clarity, and communicate the preferred action to ensue. Students are able to understand an oral/written/online complaint and act on behalf of a retailer/service provider.</p>
<b>Grammar, Vocabulary, Pronunciation and Skills Focus</b>	<ul style="list-style-type: none"> <li>• Grammar: Articles: <i>the, a, an</i>. Agreeing and disagreeing. Quantifiers. Present perfect continuous. Time and conditional clauses.</li> <li>• Vocabulary: Shops and shopping. Capitalism and the world. Trading and the stock-market. Packaging. Approximate times and amounts vs. exact times and amounts. Estimates. Words connected with buying, selling and trading.</li> <li>• Pronunciation: Pronunciation of <i>of</i>. When to stress <i>have/has</i>. Using intonation to show disagreement.</li> <li>• Skills and interactions: Reading a complaint message for general and detailed comprehension. Listening to a message for key words. Listening a conversation for general and detailed comprehension. Engaging with a store manager, explaining what is unsatisfactory. Reading in detail a letter of complaint. Writing a letter/e-mail of complaint. Interacting with others and exchanging ideas and opinions (topics: music, fashion, sports, current affairs, etc.) Writing a social media posting to convince and/or lead the reader (to agree with one's own opinion/position.)</li> </ul>
<b>Suggested techniques, additional material, and activities</b>  (Note to teachers: soft files available on the Liffey College server. Hard files and CD/DVDs in Teachers'	<ul style="list-style-type: none"> <li>• Suggestion: Domino's pizza complaints (first world pizza problems). You Tube. <a href="http://youtu.be/GKU6fKhYpYw">http://youtu.be/GKU6fKhYpYw</a></li> <li>• Additional: Instant Lessons 23 (Teachers' Resource Room)</li> <li>• <a href="#">ER - Intermediate - CEFR Mapping</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Syllabus</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Introduction</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Grammar Bank</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Crossword Maker</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Language Portfolio</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Topic Wordlists</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Reading Texts</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Teacher Training DVD Worksheets</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Word Lists</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Cloze Maker</a> (Teachers' Club)</li> <li>• <a href="#">ER - Intermediate - Audio Scripts</a> (Teachers' Club)</li> <li>• <a href="#">Teaching English Using Computers</a> (Teachers' Club)</li> <li>• <a href="#">Teachers' Ideas and Articles</a> (Teachers' Club)</li> </ul>

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- Think-pair-share
- 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
- Check with your partner/group
- Elicitation
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- Word association exercises
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- Competitions
- Pictures and images (on the Liffey College server)
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- Spelling bees
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- Dictation
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	<ul style="list-style-type: none"> <li>• Readers (Student Resource Room)</li> </ul>
<p><b>Interactions and Modes of assessment</b></p>	<ul style="list-style-type: none"> <li>• Pair work</li> <li>• Class work</li> <li>• Individual work</li> <li>• Self-check</li> <li>• “do you remember?”</li> <li>• Team work</li> <li>• Spelling bees</li> <li>• Competitions</li> <li>• Projects</li> <li>• Presentations</li> <li>• Role play</li> <li>• Dramatization</li> <li>• Mock-situations</li> <li>• Quizzes</li> <li>• Teacher developed tests (listening, reading, vocabulary, grammar, writing, speaking, pop quizzes, “do you remember?”, etc.)</li> <li>• Tests developed by OUP as ancillary material (on the Liffey College server)</li> <li>• Learning Portfolio (on the Liffey College server)</li> <li>• Surveys</li> <li>• “teach the teacher”</li> <li>• Homework assignments</li> <li>• Pronunciation quizzes</li> <li>• “I can...” statements</li> <li>• Conversation grids</li> <li>• Information gaps</li> <li>• <b>Weekly key sentence test (20 sentence cloze test which assesses students’ knowledge of material covered in previous week’s lessons).</b></li> <li>• Unit 10 –</li> </ul>

<b>WEEK 11 (B1)</b>	•
<b>Learning objectives/'Can do' focus (By the end of the week students...)</b>	<ul style="list-style-type: none"> <li>Students are able to ask, understand, and provide directions, both in speech and in writing, including additional information, as needed. Students are able to request, receive and offer advice and suggestions about specific topics, such as health issues, lifestyles, holiday plans and arrangements, holiday accommodation, etc. They are able to make and understand recommendations and comments regarding websites, blogs, discussion boards, services, etc. Students are able to understand their interlocutor's position through language use and choice of words (basic understanding/fine tuning skills).</li> </ul>
<b>Grammar, Vocabulary, Pronunciation and Skills Focus</b>	<ul style="list-style-type: none"> <li>Grammar: Indirect questions vs. direct questions. <i>To have something done. Have to, need to, should, ought to.</i> Non-defining relative clauses.</li> <li>Vocabulary: The street. <i>To have something done.</i> Describing holiday accommodation. Health and travel. Jetlag stories and advice. Travel problems. The ideal/nightmare travel companion. Nightmare travel stories. <i>unfortunately</i> and <i>however</i>.</li> <li>Pronunciation: Pronunciation of the main stress in a sentence. Pronunciation of non-defining relative clauses.</li> <li>Skills and interactions: Describing holiday accommodation in speech and in writing. Reading instructions and/or a travel guide and following directions. Engaging with others and asking, receiving, understanding and giving directions. Explaining unknown words in speech and in writing. Using indirect questions to be polite (in speech and in writing.) Reading a message e.g., an email, and understanding an indirect question. Responding to indirect questions in an appropriate manner (C2/L2.) Reading a leaflet or a travel brochure for key words. Reading announcements for general and detailed comprehension. Listening to an announcement and/or an advertisement for general and detailed comprehension. Reading a website recommendation. Discussing an offer and/or the services offered via a website with a third party. Writing a website recommendation e.g., on social media. Indicating a sequence of events using <i>first, then, after that, finally</i> when interacting with others (either in speech and/or in writing.) Introducing contrasting ideas using <i>unfortunately</i> and <i>however</i> (either in speech and/or in writing.)</li> </ul>
<b>Suggested techniques, additional material, and activities</b>  (Note to teachers: soft files available on the Liffey College server. Hard files and	<ul style="list-style-type: none"> <li>Suggestion: Origami Instructions. You Tube. <a href="https://www.youtube.com/user/origamiinstructor">https://www.youtube.com/user/origamiinstructor</a> and additional resources on the Liffey College server</li> <li>Additional: Instant Lessons 14 (Teachers' Resource Room)</li> <li><a href="#">ER - Intermediate - CEFR Mapping</a> (Teachers' Club)</li> <li><a href="#">ER - Intermediate - Syllabus</a> (Teachers' Club)</li> <li><a href="#">ER - Intermediate - Introduction</a> (Teachers' Club)</li> <li><a href="#">ER - Intermediate - Grammar Bank</a> (Teachers' Club)</li> <li><a href="#">ER - Intermediate - Crossword Maker</a> (Teachers' Club)</li> </ul>

<p>CD/DVDs in Teachers' Resource Room.)</p>	<ul style="list-style-type: none"> <li>• <a href="#">ER – Intermediate – Language Portfolio</a> (Teachers' Club)</li> <li>• <a href="#">ER –Intermediate – Topic Wordlists</a> (Teachers' Club)</li> <li>• <a href="#">ER – Intermediate - Reading Texts</a> (Teachers' Club)</li> <li>• <a href="#">ER –Intermediate – Teacher Training DVD Worksheets</a> (Teachers' Club)</li> <li>• <a href="#">ER – Intermediate - Word Lists</a> (Teachers' Club)</li> <li>• <a href="#">ER – Intermediate - Cloze Maker</a> (Teachers' Club)</li> <li>• <a href="#">ER –Intermediate - Audio Scripts</a> (Teachers' Club)</li> <li>• <a href="#">Teaching English Using Computers</a> (Teachers' Club)</li> <li>• <a href="#">Teachers' Ideas and Articles</a> (Teachers' Club)</li> <li>• <a href="#">ER – Intermediate - Testing and Assessment</a> (Teachers' Club)</li> <li>• <a href="#">ER –Intermediate – Student Site</a> (OUP)</li> <li>• <a href="#">ER – Intermediate – Study Documents</a> (OUP)</li> <li>• Surveys</li> <li>• Think-pair-share</li> <li>• Student's DVD Documentary Film &amp; Worksheets, including Teacher's Notes (English Result - Teacher's Room) – units 11-12</li> <li>• Student's DVD Authentic Interviews &amp; Worksheets, including Teacher's Notes (English Result - Teacher's Room) – unit 11</li> <li>• Photocopiable activities (unit 11) (English Result - Teacher's Room)</li> <li>• Open-ended questions</li> <li>• Comparison and contrast</li> <li>• “spot the mistake”</li> <li>• Choose the odd one out</li> <li>• Listen and match</li> <li>• Read and match</li> <li>• Check with your partner/group</li> <li>• Elicitation</li> <li>• Deduction</li> <li>• Word association exercises</li> <li>• Vocabulary identification exercises</li> <li>• Competitions</li> <li>• Pictures and images (on the Liffey College server)</li> <li>• Sounds bank (on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning English\Pronunciation\The sounds of English)</li> </ul>
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- 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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- KWL activities (Know-want to know-learnt activities)
- Brainstorming
- Class-buddy
- Homework assignments
- Crosswords ([Teachers’ Club – OUP](#))
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- Personalization
- Find someone who...
- Tables
- Examples
- Ancillary material (Teachers’ room, server and online)
- Educational posters (classroom walls)
- Phonemic charts (classroom walls)

	<ul style="list-style-type: none"> <li>• Information finding</li> <li>• Guided interaction</li> <li>• Skits</li> <li>• Resources (techniques and classroom management) \\LIFFEY-SERVER\Teacher-Share\Resources\CPD - Continuous Prof Development – English</li> <li>• Maps (classroom walls)</li> <li>• World wide web</li> <li>• <a href="#">Selected resources and websites</a></li> <li>• Readers (Student Resource Room)</li> </ul>
<p><b>Interactions and Modes of assessment</b></p>	<ul style="list-style-type: none"> <li>• Pair work</li> <li>• Class work</li> <li>• Individual work</li> <li>• Self-check</li> <li>• “do you remember?”</li> <li>• Team work</li> <li>• Spelling bees</li> <li>• Competitions</li> <li>• Projects</li> <li>• Presentations</li> <li>• Role play</li> <li>• Dramatization</li> <li>• Mock-situations</li> <li>• Quizzes</li> <li>• Teacher developed tests (listening, reading, vocabulary, grammar, writing, speaking, pop quizzes, “do you remember?”, etc.)</li> <li>• Tests developed by OUP as ancillary material (on the Liffey College server)</li> <li>• Learning Portfolio (on the Liffey College server)</li> <li>• Surveys</li> <li>• “teach the teacher”</li> <li>• Homework assignments</li> <li>• Pronunciation quizzes</li> <li>• “I can...” statements</li> </ul>

	<ul style="list-style-type: none"> <li>• Conversation grids</li> <li>• Information gaps</li> <li>• <b>Weekly key sentence test (20 sentence cloze test which assesses students' knowledge of material covered in previous week's lessons).</b></li> <li>• Unit 11 –</li> </ul>
<b>WEEK 12 (B1)</b>	•
<b>Learning objectives/'Can do' focus (By the end of the week students...)</b>	<ul style="list-style-type: none"> <li>• Students are able to clearly express their point of view, substantiating it, defending their stance, questioning someone else's. They can express their hopes and wishes, and decisions for the present and the future. They are able to justify choices made. They can relay a plot/story/film/video/news article in detail, including whatever knowledge can be gained or lesson extracted from it.</li> </ul>
<b>Grammar, Vocabulary, Pronunciation and Skills Focus</b>	<ul style="list-style-type: none"> <li>• Grammar: <i>So, because (in order) to. Wish, hope and glad. -ing and -ed clauses. Third conditional.</i></li> <li>• Vocabulary: <i>So, because (in order) to. Wish, hope and glad. Stories, books, and fiction. Pronunciation of well and anyway. Pronunciation of should have.</i></li> <li>• Pronunciation: Keeping one's turn when orally interacting with others. Using contrastive stress during oral exchanges. Understanding nuances of meaning as expressed by contrastive stress.</li> <li>• Skills and interactions: Keeping one's turn when orally interacting with others. Using contrastive stress during oral exchanges. Understanding nuances of meaning as expressed by contrastive stress. Using long sounds to keep one's turn. Reading a story with a moral for key words. Reading a story for understanding sequence and plot. Reading a review and/or an editorial for general and detailed comprehension. Reading book covers and jackets for detail. Reading short stories for general comprehension and for detail. Listening to an excerpt of an audio book for key words. Listening to a conversation for general and detailed comprehension. Listening to a conversation and/or a news report and following opinions. Listening and predicting content (in a joke and/or a story.) Listening to a description of a best-seller for detail. Reading a story with a moral for detail. Retelling a story to a third party. Discussing the moral of a story. Discussing stories with morals and their influence (or not) on people. Writing a story with a moral.</li> </ul>
<b>Suggested techniques, additional material,</b>	<ul style="list-style-type: none"> <li>• Suggestion: The gift of the Magi, by O.Henry. <a href="http://www.manythings.org/voa/stories/The_Gift_of_the_Magi_-_By_O_Henry.html">http://www.manythings.org/voa/stories/The Gift of the Magi - By O Henry.html</a> and on the Liffey College server, including audio</li> <li>• <a href="#">ER – Intermediate - CEFR Mapping</a> (Teachers' Club)</li> </ul>

**and activities**

(Note to teachers:  
soft files available on  
the Liffey College  
server. Hard files and  
CD/DVDs in  
Teachers'

- [ER - Intermediate - Syllabus](#) (Teachers' Club)
- [ER - Intermediate - Introduction](#) (Teachers' Club)
- [ER - Intermediate - Grammar Bank](#) (Teachers' Club)
- [ER - Intermediate - Crossword Maker](#) (Teachers' Club)
- [ER - Intermediate - Language Portfolio](#) (Teachers' Club)
- [ER - Intermediate - Topic Wordlists](#) (Teachers' Club)
- [ER - Intermediate - Reading Texts](#) (Teachers' Club)
- [ER - Intermediate - Teacher Training DVD Worksheets](#) (Teachers' Club)
- [ER - Intermediate - Word Lists](#) (Teachers' Club)
- [ER - Intermediate - Cloze Maker](#) (Teachers' Club)
- [ER - Intermediate - Audio Scripts](#) (Teachers' Club)
- [Teaching English Using Computers](#) (Teachers' Club)
- [Teachers' Ideas and Articles](#) (Teachers' Club)
- [ER - Intermediate - Testing and Assessment](#) (Teachers' Club)
- [ER - Intermediate - Student Site](#) (OUP)
- [ER - Intermediate - Study Documents](#) (OUP)
- Surveys
- Think-pair-share
- 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 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
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