

## PRE-INTERMEDIATE (A2) ENGLISH TO SPEAKERS OF OTHER LANGUAGES

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

### **A2 – Pre-intermediate (Weekly Course Schedule)**

WEEK 1 (A2)	
<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, provide, and understand personal information in general and in detail, adding and/or clarifying facts, as needed. They are able to request and understand unfamiliar words and terms explained to them. Students are able to use a dictionary/e-dictionary/app and understand basic definitions.</li> </ul>
<b>Grammar, Vocabulary, Pronunciation and Skills Focus</b>	<ul style="list-style-type: none"> <li>Grammar: Possessive 's. Questions. Present simple: -s or -es ending. <i>Be</i> and <i>do</i> in questions. Question pronouns.</li> <li>Vocabulary: Personal information and details. Family. Parts of names. Documents and personal details. Definition words.</li> <li>Pronunciation: Rhythm in <i>wh</i>- questions. Pronunciation in the dictionary.</li> <li>Skills and interactions: Talking about known/unknown vocabulary. Explaining basic concepts to a third party. Using the dictionary ("hard copy"/reference book, web, app) Understanding grammar in the dictionary. Writing a learning biography. Using background knowledge to aid and support comprehension. Reading a sketch. Reading an explanation/definition. Using spelling for clarification. Explaining what a word means. Giving examples. Using notes to write a short explanation.</li> </ul>
<b>Suggested techniques, additional material, and activities</b>  (Note to teachers: soft files available on the Liffey College	<ul style="list-style-type: none"> <li>Suggestion: Reward Resource Pack Pre-Intermediate (Teachers' Resource Room): 1, 2, 4, Progress Check 1-5, 19, Progress check 11-15b.</li> <li>Suggestion: Learner's Dictionary <a href="http://www.learnersdictionary.com/">http://www.learnersdictionary.com/</a></li> <li><a href="#">ER – Pre-Intermediate - CEFR Mapping</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate - Syllabus</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate - Introduction</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate - Grammar Bank</a> (Teachers' Club)</li> </ul>

<p>server. Hard files and CD/DVDs in Teachers' Resource Room.)</p>	<ul style="list-style-type: none"> <li>• <a href="#">ER – Pre-Intermediate – Crossword Maker</a> (Teachers' Club)</li> <li>• <a href="#">ER – Pre-Intermediate – Language Portfolio</a> (Teachers' Club)</li> <li>• <a href="#">ER – Pre-Intermediate – Websearch Worksheets</a> (Teachers' Club)</li> <li>• <a href="#">ER – Pre-Intermediate – Topic Wordlists</a> (Teachers' Club)</li> <li>• <a href="#">ER – Pre-Intermediate - Reading Texts</a> (Teachers' Club)</li> <li>• <a href="#">ER – Pre-Intermediate – Teacher Training DVD Worksheets</a> (Teachers' Club)</li> <li>• <a href="#">ER – Pre-Intermediate - Word Lists</a> (Teachers' Club)</li> <li>• <a href="#">ER – Pre-Intermediate - Cloze Maker</a> (Teachers' Club)</li> <li>• <a href="#">ER – Pre-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 – Pre-Intermediate - Testing and Assessment</a> (Teachers' Club and on the Liffey College server)</li> <li>• <a href="#">ER – Pre-Intermediate – Student Site</a> (OUP)</li> <li>• <a href="#">ER – Pre-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 1</li> <li>• Photocopiable activities (unit 1) (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> </ul>
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- 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”
- Personalization
- Find someone who...
- Tab
- Examples
- Ancillary material (Teachers’ room, server and online)

	<ul style="list-style-type: none"> <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> <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> </ul>

	<ul style="list-style-type: none"> <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 (A2)</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 exchange tourist/travel information, asking/receiving assistance and/or advice and suggestions. They are able to describe cities/regions, including highlights and citysights. They can compare the weather in different places and seasons, as well as food and customs, providing their opinion on those matters.</li> </ul>
<b>Grammar, Vocabulary, Pronunciation and Skills Focus</b>	<ul style="list-style-type: none"> <li>• Grammar: Adjective order. Fact and opinion adjectives. Comparative and superlative adjectives. Past simple.</li> <li>• Vocabulary: Tourist attractions. Citysights. Landmarks. Monuments. The weather. Souvenirs and gifts. Countries and regions. Seasons and the weather: countries and regions.</li> <li>• Pronunciation: Rhythm in questions with <i>How</i>. Stress-timed rhythm. Pronunciation of comparative and superlative adjective endings (short adjectives): <i>-er</i> and <i>-est</i>.</li> <li>• Skills and interactions: Scanning a tourist brochure. Reading for detail in a cartoon dialogue. Reading a magazine/newspaper article/blog posting/a postcard/an email/a brochure/travel information. Writing a description of a region.</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	<ul style="list-style-type: none"> <li>• Suggestion: Reward Resource Pack Pre-Intermediate (Teachers’ Resource Room): 6, 7, 8, 9, 10, Progress Check 6-10</li> <li>• <a href="#">ER – Pre-Intermediate - CEFR Mapping</a> (Teachers’ Club)</li> <li>• <a href="#">ER – Pre-Intermediate - Syllabus</a> (Teachers’ Club)</li> <li>• <a href="#">ER – Pre-Intermediate - Introduction</a> (Teachers’ Club)</li> <li>• <a href="#">ER – Pre-Intermediate – Grammar Bank</a> (Teachers’ Club)</li> <li>• <a href="#">ER – Pre-Intermediate – Crossword Maker</a> (Teachers’ Club)</li> <li>• <a href="#">ER – Pre-Intermediate – Language Portfolio</a> (Teachers’ Club)</li> <li>• <a href="#">ER – Pre-Intermediate – Websearch Worksheets</a> (Teachers’ Club)</li> <li>• <a href="#">ER – Pre-Intermediate – Topic Wordlists</a> (Teachers’ Club)</li> <li>• <a href="#">ER – Pre-Intermediate - Reading Texts</a> (Teachers’ Club)</li> </ul>

<p><b>Teachers'</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">ER – Pre-Intermediate – Teacher Training DVD Worksheets</a> (Teachers' Club)</li> <li>• <a href="#">ER – Pre-Intermediate - Word Lists</a> (Teachers' Club)</li> <li>• <a href="#">ER – Pre-Intermediate - Cloze Maker</a> (Teachers' Club)</li> <li>• <a href="#">ER – Pre-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 – Pre-Intermediate - Testing and Assessment</a> (Teachers' Club and on the Liffey College server)</li> <li>• <a href="#">ER – Pre-Intermediate – Student Site</a> (OUP)</li> <li>• <a href="#">ER – Pre-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> <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> <li>• Pronunciation quizzes (<a href="#">BBC Learning English</a> – on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning English\Pronunciation\The sounds of English)</li> <li>• Songs</li> </ul>
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- Videos (Teacher's room)
- Realia (Teacher's room)
- Forms (e.g. [Tesco Loyalty Card](#), [Boots Advantage Card](#), [Dunnes Stores ValueClub](#))
- Role play
- Dramatization
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- 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
- 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

	<ul style="list-style-type: none"> <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> <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</b></li> </ul>



	<ul style="list-style-type: none"> <li>lessons).</li> <li>Unit 2 –</li> </ul>
<b>WEEK 3 (A2)</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 likes and dislikes, together with their reasons for those preferences. They can talk about their abilities and skills, comparing present and past ability. Students are able to make suggestions and invitations, based on information as to what might be feasible/happen. Students are able to extend, accept, decline, make suggestions as to invitations and plans.</li> </ul>
<b>Grammar, Vocabulary, Pronunciation and Skills Focus</b>	<ul style="list-style-type: none"> <li>Grammar: <i>Like doing. Would like to do.</i> Expressing ability with <i>can, can't, could, couldn't.</i> <i>Could</i> for possibility. <i>Going to</i> for predictions.</li> <li>Vocabulary: Adventure sports. Making suggestions. Types of stories/films.</li> <li>Pronunciation: Pronunciation of words beginning with <i>sn-, sp-, sk-</i>. Stressing the negative. Intonation in suggestions. Pronunciation of the letter <i>r</i>.</li> <li>Skills and interactions: Making suggestions. Guessing word meaning in a personality text. Understanding meaning of a word and/or phrase or expressing by context. Predicting content from pictures. Reading a magazine article/personality test/a poem/an email. Guessing meaning using background knowledge. Writing an invitation/an e-vitation. Accepting and/or declining an invitation.</li> </ul>
<b>Suggested techniques, additional material, and activities</b>  <b>(Note to teachers: soft files available on the Liffey College server. Hard files and CD/DVDs in Teachers' Resource Room.)</b>	<ul style="list-style-type: none"> <li>Suggestion: Reward Resource Pack Pre-Intermediate (Teachers' Resource Room): 11, 13, Progress check 11-15a, 16</li> <li><a href="#">ER – Pre-Intermediate - CEFR Mapping</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate - Syllabus</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate - Introduction</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate – Grammar Bank</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate – Crossword Maker</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate – Language Portfolio</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate – Websearch Worksheets</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate – Topic Wordlists</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate – Reading Texts</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate – Teacher Training DVD Worksheets</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate - Word Lists</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate - Cloze Maker</a> (Teachers' Club)</li> </ul>

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- [Teaching English Using Computers](#) (Teachers' Club)
- [Teachers' Ideas and Articles](#) (Teachers' Club)
- [ER – Pre-Intermediate - Testing and Assessment](#) (Teachers' Club and on the Liffey College server)
- [ER – Pre-Intermediate – Student Site](#) (OUP)
- [ER – Pre-Intermediate – Study Documents](#) (OUP)
- Surveys
- Think-pair-share
- 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
- Word trees/diagrams
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- 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)

	<ul style="list-style-type: none"> <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> <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 3–</li> </ul>

WEEK 4 (A2)	
<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 make basic requests and explain their needs, clarifying, as needed and asking for further information. They can describe recent events and talk about life experiences. They are able to interact with a host (social occasion) in a manner appropriate to C2.</li> </ul>
<b>Grammar, Vocabulary, Pronunciation and Skills Focus</b>	<ul style="list-style-type: none"> <li>Grammar: <i>Can/could</i> for requests. Present perfect for recent events. Present perfect (+, -, ?). Present perfect with <i>ever</i>. Past simple and present perfect.</li> <li>Vocabulary: Hotel words and phrases. Accidents at home. Things around the house.</li> <li>Pronunciation: Guessing meaning from phonemic transcription. Pronunciation of the short form of <i>have</i>. When to stress <i>have</i>.</li> <li>Skills and interactions: Using background knowledge when reading. Reading a short article/a conversation. Using visuals to understand the main points/the detail in a dialogue. Reading a questionnaire. Deducing meaning from context. Inferring aim from content. Reading for key words. Reading for general and detailed comprehension. Following an oral exchange/conversation/a phone conversation. Writing a thank-you note/email. Understanding a reader's expectations and/or a writer's perspective.</li> </ul>
<b>Suggested techniques, additional material, and activities</b>  <b>(Note to teachers: soft files available on the Liffey College server. Hard files and CD/DVDs in Teachers'</b>	<ul style="list-style-type: none"> <li>Suggestion: Reward Resource Pack Pre-Intermediate (Teachers' Resource Room): 21, 22, 23</li> <li><a href="#">ER – Pre-Intermediate - CEFR Mapping</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate - Syllabus</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate - Introduction</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate – Grammar Bank</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate – Crossword Maker</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate – Language Portfolio</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate – Websearch Worksheets</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate – Topic Wordlists</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate - Reading Texts</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate – Teacher Training DVD Worksheets</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate - Word Lists</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate - Cloze Maker</a> (Teachers' Club)</li> </ul>

- [ER – Pre-Intermediate - Audio Scripts](#) (Teachers' Club)
  - [Teaching English Using Computers](#) (Teachers' Club)
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  - [ER – Pre-Intermediate - Testing and Assessment](#) (Teachers' Club and on the Liffey College server)
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  - Think-pair-share
  - 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
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  - Vocabulary identification exercises
  - Competitions
  - Pictures and images (on the Liffey College server)
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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)
  - Songs
  - Videos (Teacher's room)

- Realia (Teacher's room)
- Forms (e.g. [Tesco Loyalty Card](#), [Boots Advantage Card](#), [Dunnes Stores ValueClub](#))
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- Skits
- Resources (techniques and classroom management) \\LIFFEY-SERVER\Teacher-Share\Resources\CPD - Continuous Prof

	<p>Development – English</p> <ul style="list-style-type: none"> <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> <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> </ul>



	<ul style="list-style-type: none"> <li>Unit 4 –</li> </ul>
<b>WEEK 5 (A2)</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 clothes, including their personal style and choices, as well as preferences. They can make purchases, and ask and receive assistance when doing so. They are able to describe their wishes, preferences, and needs about apparel/accessories when interacting with a salesperson. They are able to interact with salespeople and exchange their purchase or get store credit or a refund. They are able to describe what they find amiss with a purchase.</li> </ul>
<b>Grammar, Vocabulary, Pronunciation and Skills Focus</b>	<ul style="list-style-type: none"> <li>Grammar: Adverbs of degree. <i>Will</i> for promises and offers. Phrasal verbs with <i>on</i> and <i>off</i>. <i>Must/mustn't</i>.</li> <li>Vocabulary: Clothes. Favours and requests. Phrasal verbs with <i>on</i> and <i>off</i>. Shopping phrases.</li> <li>Pronunciation: Intonation in opinions. Stress in sentences with <i>will</i>, <i>won't</i> and <i>shall</i>. Pronunciation of words spelt with <i>ea</i>. Pronunciation of <i>must</i>, <i>mustn't</i>.</li> <li>Skills and interactions: Reading an advertising and/or tourist information leaflet/brochure/review/a news article/blog post. Using background knowledge to predict content. Taking control of the topic in a short conversation. Managing a conversation. Listening to a dialogue/a conversation for general understanding. Using background knowledge to predict content when listening. Writing tips for visitors from abroad.</li> </ul>
<b>Suggested techniques, additional material, and activities</b> <b>(Note to teachers: soft files available on the Liffey College server. Hard files and CD/DVDs in Teachers' Resource Room.)</b>	<ul style="list-style-type: none"> <li>Suggestion: Reward Resource Pack Pre-Intermediate (Teachers' Resource Room): 26, 17, 18</li> <li><a href="#">ER – Pre-Intermediate - CEFR Mapping</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate - Syllabus</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate - Introduction</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate – Grammar Bank</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate – Crossword Maker</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate – Language Portfolio</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate – Websearch Worksheets</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate – Topic Wordlists</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate - Reading Texts</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate – Teacher Training DVD Worksheets</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate - Word Lists</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate - Cloze Maker</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate - Audio Scripts</a> (Teachers' Club)</li> </ul>

- [Teaching English Using Computers](#) (Teachers' Club)
- [Teachers' Ideas and Articles](#) (Teachers' Club)
- [ER – Pre-Intermediate - Testing and Assessment](#) (Teachers' Club and on the Liffey College server)
- [ER – Pre-Intermediate – Student Site](#) (OUP)
- [ER – Pre-Intermediate – Study Documents](#) (OUP)
- 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 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)
- 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
- 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

	<ul style="list-style-type: none"> <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> <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> <li>•</li> </ul>

WEEK 6 (A2)	
<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 interact with others on the phone (e.g., emergency services, utility provider, medical practitioner, information office, educational organization, etc.) They are able to explain a situation and describe what was happening at the time the sequence of events started. They are able to express and understand obligation and/or lack thereof (in relation to their needs/issue at hand). They are able to make banking and/or postal transactions.</li> </ul>
<b>Grammar, Vocabulary, Pronunciation and Skills Focus</b>	<ul style="list-style-type: none"> <li>Grammar: <i>Have to, don't have to, mustn't</i>. Review of past tense of irregular verbs. Past continuous. Past simple and past continuous in contrast.</li> <li>Vocabulary: Telephone phrases and etiquette. Telephones in the workplace/business world. On the road. Bank and post office.</li> <li>Pronunciation: Stress in corrections. Pronunciation of <i>have to</i>. Pronunciation of <i>-ought/-aught</i> /ɔ:t/. Pronunciation of <i>is/are</i> or <i>was/were</i>.</li> <li>Skills and interactions: Clarifying and correcting. Leaving and taking phone messages. Relaying phone messages. Engaging with a customer service officer. Reading short dialogues/newspaper articles. Using visuals to understand short quiz questions. Using visuals to predict content. Reading and identifying sequencing events in a narrative. Listening to short phone conversations/a radio interview/short explanations. Writing and insurance claim. Filling out an e-claim form. Joining sentences with <i>when</i>.</li> </ul>
<b>Suggested techniques, additional material, and activities</b>  <b>(Note to teachers: soft files available on the Liffey College server. Hard files and CD/DVDs in Teachers'</b>	<ul style="list-style-type: none"> <li>Suggestion: Speaking: Murder in the classroom. One Stop English <a href="http://www.onestopenglish.com/community/lesson-share/lesson-share-archive/speaking/speaking-murder-in-the-classroom/154250.article">http://www.onestopenglish.com/community/lesson-share/lesson-share-archive/speaking/speaking-murder-in-the-classroom/154250.article</a>, Class Contracts <a href="http://www.teach-this.com/images/resources/class-contracts.pdf">http://www.teach-this.com/images/resources/class-contracts.pdf</a>, Jon's Story 2 <a href="http://www.teach-this.com/images/resources/jons-story-2.pdf">http://www.teach-this.com/images/resources/jons-story-2.pdf</a>, My perfect world <a href="http://www.teach-this.com/images/resources/my-perfect-world.pdf">http://www.teach-this.com/images/resources/my-perfect-world.pdf</a>, and on the Liffey College server</li> <li><a href="#">ER - Pre-Intermediate - CEFR Mapping</a> (Teachers' Club)</li> <li><a href="#">ER - Pre-Intermediate - Syllabus</a> (Teachers' Club)</li> <li><a href="#">ER - Pre-Intermediate - Introduction</a> (Teachers' Club)</li> <li><a href="#">ER - Pre-Intermediate - Grammar Bank</a> (Teachers' Club)</li> <li><a href="#">ER - Pre-Intermediate - Crossword Maker</a> (Teachers' Club)</li> <li><a href="#">ER - Pre-Intermediate - Language Portfolio</a> (Teachers' Club)</li> <li><a href="#">ER - Pre-Intermediate - Websearch Worksheets</a> (Teachers' Club)</li> <li><a href="#">ER - Pre-Intermediate - Topic Wordlists</a> (Teachers' Club)</li> <li><a href="#">ER - Pre-Intermediate - Reading Texts</a> (Teachers' Club)</li> <li><a href="#">ER - Pre-Intermediate - Teacher Training DVD Worksheets</a> (Teachers' Club)</li> </ul>

- [ER – Pre-Intermediate - Word Lists](#) (Teachers' Club)
- [ER – Pre-Intermediate - Cloze Maker](#) (Teachers' Club)
- [ER – Pre-Intermediate - Audio Scripts](#) (Teachers' Club)
- [Teaching English Using Computers](#) (Teachers' Club)
- [Teachers' Ideas and Articles](#) (Teachers' Club)
- [ER – Pre-Intermediate - Testing and Assessment](#) (Teachers' Club and on the Liffey College server)
- [ER – Pre-Intermediate – Student Site](#) (OUP)
- [ER – Pre-Intermediate – Study Documents](#) (OUP)
- 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)
- 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
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- Realia (Teacher's room)
- Forms (e.g. [Tesco Loyalty Card](#), [Boots Advantage Card](#), [Dunnes Stores ValueClub](#))
- Role play
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- Mock-situations
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- Dictation
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- Tongue twisters (for fluency)
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- 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)
- Information finding
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- Skits
- Resources (techniques and classroom management) \\LIFFEY-SERVER\Teacher-Share\Resources\CPD - Continuous Prof

	<p>Development – English</p> <ul style="list-style-type: none"> <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> <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> </ul>



	<ul style="list-style-type: none"> <li>Unit 6 –</li> </ul>
<b>WEEK 7 (A2)</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 understand a job description. Students are able to understand job advert related abbreviations and phrases e.g., ASAP, Neg., on application, etc. They are able to prepare a CV and a simple coverletter. They are able to go through a mock job interview with a friendly listener. They can describe their professional and/or academic experience. They are able to explain reasons and sequence for their choices and decisions. They are able to describe things, clarifying meaning. They are able to discuss rules, responsibilities, and privileges at work.</li> </ul>
<b>Grammar, Vocabulary, Pronunciation and Skills Focus</b>	<ul style="list-style-type: none"> <li>Grammar: Defining relative clauses. <i>Can/can't</i> for permission. <i>Because, so</i>.</li> <li>Vocabulary: Using a dictionary (reference book/online/app). The workplace. Job conditions. Jobs, workplaces, and tools.</li> <li>Pronunciation: Contrastive stress. Pronunciation of short and long <i>o /ɒ/</i> and <i>/əʊ/</i>. Grouping words.</li> <li>Skills and interactions: Using a dictionary (reference book/online/app). Managing turn taking. Asking for meaning of unknown vocabulary. Holding the floor (in a conversation). Using background knowledge. Understanding detail and conventions in job adverts. Reading for gist in captions. Using background knowledge to predict content. Using visuals to predict content. Listening for the main points in a description. Writing a job description/a CV/a coverletter. Applying for a job. Mock interviews. Listening for detail in a conversation/a monologue/a description. Making notes for a first draft of an article. Improving a first draft by adding reasons with <i>because</i> and <i>so</i>.</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: Reward Resource Pack Pre-Intermediate (Teachers' Resource Room): 24, 25</li> <li><a href="#">ER – Pre-Intermediate - CEFR Mapping</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate - Syllabus</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate - Introduction</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate – Grammar Bank</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate – Crossword Maker</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate – Language Portfolio</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate – Websearch Worksheets</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate – Topic Wordlists</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate - Reading Texts</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate – Teacher Training DVD Worksheets</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate - Word Lists</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate - Cloze Maker</a> (Teachers' Club)</li> </ul>

- [ER – Pre-Intermediate - Audio Scripts](#) (Teachers' Club)
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- [ER – Pre-Intermediate – Student Site](#) (OUP)
- [ER – Pre-Intermediate – Study Documents](#) (OUP)
- 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 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
- 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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- Find someone who...
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- 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)

	<ul style="list-style-type: none"> <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> <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>

WEEK 8 (A2)	
<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 apologize and respond to apologies in a manner that is appropriate to C2. Students are able to understand conventions, comparing them with their own. Students are able to describe things and/or events in an impersonal/objective way. Students are able to recognize a writer's intention through language use. Students are able to make predictions, and to discuss the results of future actions and/or events. They are able to write a message/an email/an e-card of apology in a manner that is appropriate to C2.</li> </ul>
<b>Grammar, Vocabulary, Pronunciation and Skills Focus</b>	<ul style="list-style-type: none"> <li>Grammar: Possessive pronouns. Present passive. <i>Will</i> for predictions. First conditional.</li> <li>Vocabulary: Apology phrases. Material and shape. Email and Internet: Netiquette.</li> <li>Pronunciation: Pronunciation of apology phrases. Pronunciation of active or passive sentences. Pronunciation of pronoun + 'll. Intonation of conditionals.</li> <li>Skills and interactions: Using description for unknown words. Using headings to understand a newspaper article. Deducing meaning. Following logical order in a description of a process. Interpreting writer's purpose in an email/message board/blog post/Facebook post. Reading an email/message board/blog post/Facebook post for gist. Reading a message for detailed information. Listening for key words. Listening for general and detailed comprehension. Predicting content in a conversation. Writing a message/an email/an e-card of apology. Organising greetings, content and closings. Reviewing style.</li> </ul>
<b>Suggested techniques, additional material, and activities</b>  <b>(Note to teachers: soft files available on the Liffey College server. Hard files and CD/DVDs in Teachers'</b>	<ul style="list-style-type: none"> <li>Suggestion: Reward Resource Pack Pre-Intermediate (Teachers' Resource Room): 11, 12. Predictions and Predictor, both on the Liffey College server</li> <li><a href="#">ER – Pre-Intermediate - CEFR Mapping</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate - Syllabus</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate - Introduction</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate – Grammar Bank</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate – Crossword Maker</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate – Language Portfolio</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate – Websearch Worksheets</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate – Topic Wordlists</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate - Reading Texts</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate – Teacher Training DVD Worksheets</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate - Word Lists</a> (Teachers' Club)</li> <li><a href="#">ER – Pre-Intermediate - Cloze Maker</a> (Teachers' Club)</li> </ul>

- [ER – Pre-Intermediate - Audio Scripts](#) (Teachers' Club)
- [Teaching English Using Computers](#) (Teachers' Club)
- [Teachers' Ideas and Articles](#) (Teachers' Club)
- [ER – Pre-Intermediate - Testing and Assessment](#) (Teachers' Club and on the Liffey College server)
- [ER – Pre-Intermediate – Student Site](#) (OUP)
- [ER – Pre-Intermediate – Study Documents](#) (OUP)
- 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)
- 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
- 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)

	<ul style="list-style-type: none"> <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> <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>



WEEK 9 (A2)	
<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 food from their country/region. They are able to explain how something is prepared. Students are able to describe customs and traditions about food, seasons, celebrations, and styles. They can understand the etiquette for meals and table manners (in C2). They are able to exchange lifestyle advice, providing reasons and opinions, pointing out advantages and disadvantages.</li> </ul>
<b>Grammar, Vocabulary, Pronunciation and Skills Focus</b>	<ul style="list-style-type: none"> <li>Grammar: Countable and non-countable nouns/uncountable nouns. Quantifiers. <i>Should</i>. Verb phrases with <i>make, do, have</i>. Sequencing instructions.</li> <li>Vocabulary: Prepared food. Cooking sequencers. Verb phrases with <i>make, do, have</i>. Sequencing instructions. Table manners in C1 and C2. Lifestyle advice.</li> <li>Pronunciation: Linking consonant vowel sounds. Pronunciation of <i>should, shouldn't</i>.</li> <li>Skills and interactions: Sharing recipes. Describing traditional dishes. . Identifying text-type and understanding detail in a quiz. Using background knowledge to sequence recipe instructions. Guessing unknown words. Scanning for specific information. Listening for key words in a recipe/radio interview. Following a recipe. Writing a food and drink guide for visitors. Using and reviewing punctuation.</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: Reward Resource Pack Pre-Intermediate (Teachers' Resource Room): 25. Countable or uncountable, and Eating habits, both on the Liffey College server</li> <li><a href="#">ER - Pre-Intermediate - CEFR Mapping</a> (Teachers' Club)</li> <li><a href="#">ER - Pre-Intermediate - Syllabus</a> (Teachers' Club)</li> <li><a href="#">ER - Pre-Intermediate - Introduction</a> (Teachers' Club)</li> <li><a href="#">ER - Pre-Intermediate - Grammar Bank</a> (Teachers' Club)</li> <li><a href="#">ER - Pre-Intermediate - Crossword Maker</a> (Teachers' Club)</li> <li><a href="#">ER - Pre-Intermediate - Language Portfolio</a> (Teachers' Club)</li> <li><a href="#">ER - Pre-Intermediate - Websearch Worksheets</a> (Teachers' Club)</li> <li><a href="#">ER - Pre-Intermediate - Topic Wordlists</a> (Teachers' Club)</li> <li><a href="#">ER - Pre-Intermediate - Reading Texts</a> (Teachers' Club)</li> <li><a href="#">ER - Pre-Intermediate - Teacher Training DVD Worksheets</a> (Teachers' Club)</li> <li><a href="#">ER - Pre-Intermediate - Word Lists</a> (Teachers' Club)</li> <li><a href="#">ER - Pre-Intermediate - Cloze Maker</a> (Teachers' Club)</li> <li><a href="#">ER - Pre-Intermediate - Audio Scripts</a> (Teachers' Club)</li> </ul>

- [Teaching English Using Computers](#) (Teachers' Club)
- [Teachers' Ideas and Articles](#) (Teachers' Club)
- [ER – Pre-Intermediate - Testing and Assessment](#) (Teachers' Club and on the Liffey College server)
- [ER – Pre-Intermediate – Student Site](#) (OUP)
- [ER – Pre-Intermediate – Study Documents](#) (OUP)
- Surveys
- 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 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
- 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
- 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

	<ul style="list-style-type: none"> <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> <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>

WEEK 10 (A2)	
<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 describe places, regions, countries. They are able to discuss trips and holiday destinations, including travel plans and routes. Students are able to make a booking regarding travel and/or accommodation. Students are able to interact with hospitality and travel customer service, explaining their needs and obtaining assistance. They are able to maintain a conversation and keep it going, using appropriate language and conventions.</li> </ul>
<b>Grammar, Vocabulary, Pronunciation and Skills Focus</b>	<ul style="list-style-type: none"> <li>Grammar: Present perfect with <i>yet</i>, <i>just</i>, and <i>already</i>. Present perfect with <i>for</i> or <i>since</i>. Questions and answers. <i>Used to</i>. Prepositions of direction.</li> <li>Vocabulary: Places. Journey times. Means of transport. Questions and answers.</li> <li>Pronunciation: Pronunciation of <i>yet</i> /j/ or <i>jet</i> /dʒ/. Pronunciation of <i>How long have you...?</i> Pronunciation of <i>used</i> = /jü:zd/ or /jü:st/.</li> <li>Skills and interactions: Reading a holiday brochure/website/(e-mail) conversation. Identifying text-type and sequencing information. Inferring ideas about the reader and writer. Listening and understanding directions. Writing a letter/email/Facebook post to a holiday friend.</li> </ul>
<b>Suggested techniques, additional material, and activities</b>  <b>(Note to teachers: soft files available on the Liffey College server. Hard files and CD/DVDs in Teachers'</b>	<ul style="list-style-type: none"> <li>Suggestion: Holidays, A week in my country, Day tripper, Holiday Conversation Questions, Holiday and travel, Hotel problems, Air travel collocations, Holiday postcards: all on the Liffey college server</li> <li><a href="#">ER - Pre-Intermediate - CEFR Mapping</a> (Teachers' Club)</li> <li><a href="#">ER - Pre-Intermediate - Syllabus</a> (Teachers' Club)</li> <li><a href="#">ER - Pre-Intermediate - Introduction</a> (Teachers' Club)</li> <li><a href="#">ER - Pre-Intermediate - Grammar Bank</a> (Teachers' Club)</li> <li><a href="#">ER - Pre-Intermediate - Crossword Maker</a> (Teachers' Club)</li> <li><a href="#">ER - Pre-Intermediate - Language Portfolio</a> (Teachers' Club)</li> <li><a href="#">ER - Pre-Intermediate - Websearch Worksheets</a> (Teachers' Club)</li> <li><a href="#">ER - Pre-Intermediate - Topic Wordlists</a> (Teachers' Club)</li> <li><a href="#">ER - Pre-Intermediate - Reading Texts</a> (Teachers' Club)</li> <li><a href="#">ER - Pre-Intermediate - Teacher Training DVD Worksheets</a> (Teachers' Club)</li> <li><a href="#">ER - Pre-Intermediate - Word Lists</a> (Teachers' Club)</li> <li><a href="#">ER - Pre-Intermediate - Cloze Maker</a> (Teachers' Club)</li> </ul>

- [ER – Pre-Intermediate - Audio Scripts](#) (Teachers' Club)
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- [ER – Pre-Intermediate - Testing and Assessment](#) (Teachers' Club and on the Liffey College server)
- [ER – Pre-Intermediate – Student Site](#) (OUP)
- [ER – Pre-Intermediate – Study Documents](#) (OUP)
- Surveys
- 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
- Deduction
- Word association exercises
- Vocabulary identification exercises
- Competitions
- Pictures and images (on the Liffey College server)
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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)
- 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)
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- Homework assignments
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- Personalization
- Find someone who...
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- 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)

	<ul style="list-style-type: none"> <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> <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>



WEEK 11 (A2)	
<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 explain symptoms (minor and/or mild ailments) and get medical assistance. Students are able to engage with a service provider (e.g. health insurance, nurse, GP, dentist, pharmacist, etc.) concerning their needs. Students are able to assert their rights in a C2 appropriate manner (orally and/or in writing), and receive what they believe is due to them.</li> </ul>
<b>Grammar, Vocabulary, Pronunciation and Skills Focus</b>	<ul style="list-style-type: none"> <li>Grammar: Action or state verbs. Verb + infinitive (with to). Verbs for giving ideas. Past passive.</li> <li>Vocabulary: Symptoms of illness(es). The face.</li> <li>Pronunciation: Pronunciation of unstressed words. Stress in two-syllable verbs and nouns.</li> <li>Skills and interactions: Using conventions in interaction: being a sympathetic listener. Guessing meaning. Identifying text-type and understanding detail. Following a sequence of events in a complaint email. Listening to a radio advert for detail. Listening for key words in short descriptions. Listening for gist and detail in a conversation. Writing a complaint.</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: Reward Resource Pack Pre-Intermediate (Teachers' Resource Room): 29. Passive voice, Fact finder, It's a passive Christmas, Newspaper headlines, Coffee Quiz, all on the Liffey College server</li> <li><a href="#">ER - Pre-Intermediate - CEFR Mapping</a> (Teachers' Club)</li> <li><a href="#">ER - Pre-Intermediate - Syllabus</a> (Teachers' Club)</li> <li><a href="#">ER - Pre-Intermediate - Introduction</a> (Teachers' Club)</li> <li><a href="#">ER - Pre-Intermediate - Grammar Bank</a> (Teachers' Club)</li> <li><a href="#">ER - Pre-Intermediate - Crossword Maker</a> (Teachers' Club)</li> <li><a href="#">ER - Pre-Intermediate - Language Portfolio</a> (Teachers' Club)</li> <li><a href="#">ER - Pre-Intermediate - Websearch Worksheets</a> (Teachers' Club)</li> <li><a href="#">ER - Pre-Intermediate - Topic Wordlists</a> (Teachers' Club)</li> <li><a href="#">ER - Pre-Intermediate - Reading Texts</a> (Teachers' Club)</li> <li><a href="#">ER - Pre-Intermediate - Teacher Training DVD Worksheets</a> (Teachers' Club)</li> <li><a href="#">ER - Pre-Intermediate - Word Lists</a> (Teachers' Club)</li> <li><a href="#">ER - Pre-Intermediate - Cloze Maker</a> (Teachers' Club)</li> <li><a href="#">ER - Pre-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 - Pre-Intermediate - Testing and Assessment</a> (Teachers' Club and on the Liffey College server)</li> </ul>

- [ER – Pre-Intermediate – Student Site](#) (OUP)
- [ER – Pre-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 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)
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- Class-buddy
- Homework assignments
- Crosswords ([Teachers' Club - OUP](#))
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- "teach the teacher"
- Personalization
- Find someone who...
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- 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><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 11 -</li> </ul>
<p><b>WEEK 12 (A2)</b></p>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Learning objectives/’Can do’</b></p>	<ul style="list-style-type: none"> <li>• Students are able to engage with others in requests and invitations, using appropriate language and conventions. Students are</li> </ul>

<b>focus (By the end of the week students...)</b>	able to follow oral and/or written exchanges (blogs, Facebook postings, e-mail conversations, Skype, etc.)
<b>Grammar, Vocabulary, Pronunciation and Skills Focus</b>	<ul style="list-style-type: none"> <li>• Grammar: Gerund or infinitive. Indefinite pronouns/adverbs. Future forms. Second conditional.</li> <li>• Vocabulary: Polite requests. Festivals and celebrations. Customs. Holidays. Going out phrases.</li> <li>• Pronunciation: Pronunciation of words ending in -ion. <i>yes</i> or <i>yes, but</i>: intonation.</li> <li>• Skills and interactions: Making and complying with polite requests. Making, accepting, and declining invitations. Thinking about context when reading. Reading for detail in short exchanges. Using visuals to understand gist and detail in short descriptions. Reading for detail in a sketch/dialogue. Reading for detail and to deduce vocabulary in a song/text. Having an email/Facebook/Skype conversation. Using informal style in an e-mail. Listening to a sketch for detail. Predicting content (titles, subtitles, keywords, images, etc.) Following a conversation. Listening for detail in an explanation.</li> </ul>
<b>Suggested techniques, additional material, and activities</b>  <b>(Note to teachers: soft files available on the Liffey College server. Hard files and CD/DVDs in Teachers'</b>	<ul style="list-style-type: none"> <li>• Suggestion: Second conditional business, Christmas conditionals, Conditional thoughts, Conditional chain game, all on the Liffey College server</li> <li>• <a href="#">ER - Pre-Intermediate - CEFR Mapping</a> (Teachers' Club)</li> <li>• <a href="#">ER - Pre-Intermediate - Syllabus</a> (Teachers' Club)</li> <li>• <a href="#">ER - Pre-Intermediate - Introduction</a> (Teachers' Club)</li> <li>• <a href="#">ER - Pre-Intermediate - Grammar Bank</a> (Teachers' Club)</li> <li>• <a href="#">ER - Pre-Intermediate - Crossword Maker</a> (Teachers' Club)</li> <li>• <a href="#">ER - Pre-Intermediate - Language Portfolio</a> (Teachers' Club)</li> <li>• <a href="#">ER - Pre-Intermediate - Websearch Worksheets</a> (Teachers' Club)</li> <li>• <a href="#">ER - Pre-Intermediate - Topic Wordlists</a> (Teachers' Club)</li> <li>• <a href="#">ER - Pre-Intermediate - Reading Texts</a> (Teachers' Club)</li> <li>• <a href="#">ER - Pre-Intermediate - Teacher Training DVD Worksheets</a> (Teachers' Club)</li> <li>• <a href="#">ER - Pre-Intermediate - Word Lists</a> (Teachers' Club)</li> <li>• <a href="#">ER - Pre-Intermediate - Cloze Maker</a> (Teachers' Club)</li> <li>• <a href="#">ER - Pre-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 - Pre-Intermediate - Testing and Assessment</a> (Teachers' Club and on the Liffey College server)</li> <li>• <a href="#">ER - Pre-Intermediate - Student Site</a> (OUP)</li> <li>• <a href="#">ER - Pre-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 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)

	<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 assessment</b>	<ul style="list-style-type: none"> <li>• Pair work</li> <li>• Class work</li> </ul>

- 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
- **Final Level Test**
- Unit 1 2-