

**UPPER - INTERMEDIATE (B2)
ENGLISH TO SPEAKERS OF OTHER LANGUAGES**

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

B2 - Upper-Intermediate (Weekly Course Schedule)

WEEK 1 (B2)	
Learning objectives/'Can do' focus (By the end of the week students...)	<ul style="list-style-type: none"> Students are able to describe customs and habits specific to a culture/region they are familiar with. Students are able to relate to others in socio-culturally appropriate ways, showing interest during a (friendly) conversation.
Grammar, Vocabulary, Pronunciation and Skills Focus	<ul style="list-style-type: none"> Grammar: Further uses of the present continuous. Adverbs and word order. <i>G + It must be pretty exciting...</i> Adverbs. <i>So do I; neither do I</i>. Empty verbs: <i>have, take, make, give</i>. Present perfect simple and continuous. Vocabulary: Word families: <i>celebrate, celebration, celebrity</i>. <i>G + It must be pretty exciting...</i> <i>So do I; neither do I</i>. Empty verbs: <i>have, take, make, give</i>. Pronunciation: Stress in long words. Using intonation to show interest. Pronunciation of weak forms of <i>have</i>. Skills and interactions: Asking questions to show interest during a conversation. Reading a passage for key words. Reading a story for general and detailed comprehension. Reading a magazine article for general ideas and detail. Reading a film script for understanding ideas not directly stated. Reading a questionnaire for detail. Listening to a conversation for key words. Listening an excerpt for general and detailed comprehension. Listening to a discussion for opinions. Listening to a description of a place for detailed comprehension. Listening to a description of a place for specific information and detail. Using background knowledge and word choice to predict content. Engaging with a third party and discussing recent activities. Having a friendly discussion on a mutually interesting topic.

Suggested 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.)

- Suggestion: Susan's Ireland Travel Blog (<http://www.irelands-hidden-gems.com/ireland-blog.html>)
- Additional: The 20 best places to go wild in Ireland. The Irish Times. <http://www.irishtimes.com/life-and-style/travel/ireland/the-20-best-places-to-go-wild-in-ireland-1.1797016> and on the Liffey College server
- [ER – Upper-Intermediate – CEFR Mapping](#) (Teachers' Club)
- [ER – Upper-Intermediate – Crossword Maker](#) (Teachers' Club)
- [ER – Upper-Intermediate – Language Portfolio](#) (Teachers' Club)
- [ER – Upper-Intermediate – Topic Wordlists](#) (Teachers' Club)
- [ER – Upper-Intermediate – Reading Texts](#) (Teachers' Club)
- [ER – Upper-Intermediate – Teacher Training DVD Worksheets](#) (Teachers' Club)
- [ER – Upper-Intermediate – Word Lists](#) (Teachers' Club)
- [ER – Upper-Intermediate – Cloze Maker](#) (Teachers' Club)
- [ER – Upper-Intermediate – Audio Scripts](#) (Teachers' Club)
- [Teaching English Using Computers](#) (Teachers' Club)
- [Teachers' Ideas and Articles](#) (Teachers' Club)
- [ER – Upper-Intermediate – Testing and Assessment](#) (Teachers' Club and on the Liffey College server)
- [ER – Upper-Intermediate – Student Site](#) (OUP)
- [ER – Upper-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 A-D) (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"> • Find someone who... • Tables • Examples • Ancillary material (Teachers' room, server and online) • Educational posters (classroom walls) • Phonemic charts (classroom walls) • Information finding • Guided interaction • Skits • Resources (techniques and classroom management) \\LIFFEY-SERVER\Teacher-Share\Resources\CPD - Continuous Prof Development - English • Maps (classroom walls) • World wide web • Selected resources and websites • Readers (Student Resource Room)
<p>Interactions and Modes of assessment</p>	<ul style="list-style-type: none"> • Pair work • Class work • Individual work • Self-check • "do you remember?" • Team work • Spelling bees • Competitions • Projects • Presentations • Role play • Dramatization • Mock-situations • Quizzes • Teacher developed tests (listening, reading, vocabulary, grammar, writing, speaking, pop quizzes, "do you remember?", etc.) • Tests developed by OUP as ancillary material (on the Liffey College server)

	<ul style="list-style-type: none"> • Learning Portfolio (on the Liffey College server) • Surveys • “teach the teacher” • Homework assignments • Pronunciation quizzes • “I can...” statements • Conversation grids • Information gaps • Weekly key sentence test (20 sentence cloze test which assesses students’ knowledge of material covered in previous week’s lessons). • Unit 1 –
WEEK 2 (B2)	•
Learning objectives/’Can do’ focus (By the end of the week students...)	<ul style="list-style-type: none"> • Students are able to express their ideas in writing (short, engaging, current) texts/blogs. Students are able to discuss others’ and express their own opinions, comparing and contrasting impressions, regarding service, conditions at work, living conditions, work experiences, environmental issues related to the workplace, workers’ rights, etc. Students are able to ask and answer interview questions posed by different types of interviewers/panels. Students are able to orally navigate their CV (in a mock-interview situation).
Grammar, Vocabulary, Pronunciation and Skills Focus	<ul style="list-style-type: none"> • Grammar: Verbs with two objects. G + <i>I hate it when...</i> Expressing choice and obligation. Verbs with similar meanings. Narrative tenses. Phrasal verbs. • Vocabulary: G + <i>I hate it when...</i> Using dictionary entries. Verbs with similar meanings. Expressing choice and obligation. Conversational and official work words. • Pronunciation: Pronunciation of stressed and unstressed words. Pronunciation of unstressed <i>to</i> (<i>have to, has to, allowed to, supposed to.</i>) Spelling patterns with <i>u</i>. • Skills and interactions: Discussing ideas and opinions with a third party. Exchanging impressions and memories. Discussing reactions to events. Discussing intention and choice of words and/or approach to writing. Writing a blog/diary entry. Expressing choice and obligation in speech and writing. Using linguistic and non-linguistic fillers to “buy time” to think. Reading a blog for key words. Scanning a website page for general and detailed comprehension. Reading a magazine article for detail. Reading for key information in dictionary entries. Reading and interpreting a photo-story. Discussing a story with a third party. Expressing opinions and reactions to a story and/or the author’s approach to it. Reading a passage for general idea. Discussing

	<p>the writer's attitude in a short story. Listening for key words in a discussion. Listening to a conversation for general and detailed comprehension. Listening to an interview for details.</p>
<p>Suggested techniques, additional material, and activities</p> <p>(Note to teachers: soft files available on the Liffey College server. Hard files and CD/DVDs in Teachers'</p>	<ul style="list-style-type: none"> • Suggestion: EU employment is struggling, with Ireland below average. The Journal. http://jrnl.ie/1474252 and on the Liffey College server • ER - Upper-Intermediate - CEFR Mapping (Teachers' Club) • ER - Upper-Intermediate - Crossword Maker (Teachers' Club) • ER - Upper-Intermediate - Language Portfolio (Teachers' Club) • ER - Upper-Intermediate - Topic Wordlists (Teachers' Club) • ER - Upper-Intermediate - Reading Texts (Teachers' Club) • ER - Upper-Intermediate - Teacher Training DVD Worksheets (Teachers' Club) • ER - Upper-Intermediate - Word Lists (Teachers' Club) • ER - Upper-Intermediate - Cloze Maker (Teachers' Club) • ER - Upper-Intermediate - Audio Scripts (Teachers' Club) • Teaching English Using Computers (Teachers' Club) • Teachers' Ideas and Articles (Teachers' Club) • ER - Upper-Intermediate - Testing and Assessment (Teachers' Club and on the Liffey College server) • ER - Upper-Intermediate - Student Site (OUP) • ER - Upper-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 2 • Photocopiable activities (unit 2 A-D) (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”

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

	<ul style="list-style-type: none"> • Tests developed by OUP as ancillary material (on the Liffey College server) • Learning Portfolio (on the Liffey College server) • Surveys • “teach the teacher” • Homework assignments • Pronunciation quizzes • “I can...” statements • Conversation grids • Information gaps • Weekly key sentence test (20 sentence cloze test which assesses students’ knowledge of material covered in previous week’s lessons). • Unit 2 –
WEEK 3 (B2)	•
Learning objectives/’Can do’ focus (By the end of the week students...)	<ul style="list-style-type: none"> • Students are able to discuss plans and intentions, projects, dreams, and their consequences and results. They are able to describe their abilities both in writing and in speech so as to secure employment and/or a promotion. Students are able to “sell themselves”, setting themselves apart from the rest, highlighting skills and experiences. They are able to do this either orally or in writing, through coverletters, CVs, and mock-job interviews.
Grammar, Vocabulary, Pronunciation and Skills Focus	<ul style="list-style-type: none"> • Grammar: Future. G + <i>It’ll be difficult to...</i> Future time expressions. Future continuous and future perfect. Verbs referring to the future. Variations of the first conditional. Adjectives ending in <i>-able</i>. • Vocabulary: Register and tone. Future. G + <i>It’ll be difficult to...</i> Future time expressions. Adjectives ending in <i>-able</i>. • Pronunciation: Pronunciation of future time expressions. Rhythm in future verb forms. Pronunciation of the syllable /ə/. • Skills and interactions: Reading a self-help guide for general understanding. Discussing advice from self-help guides. Exchanging ideas on the use of self-help guide. Discussing the job market in one’s discipline and/or prospective area and location of employment. Exchanging ideas on the glass ceiling. Writing a job application/a CV/a coverletter. Doing mock interviews. Reading a job advertisement for general and detailed comprehension. Thinking about content and style. Deducing the meaning of key words and/or key phrases through context. Using background knowledge, visual and/or audio cues to predict content. Reading personal letters/e-mails for detail ideas not directly stated. Reading a magazine article/a newspaper article/a job advertisement/a sample coverletter. Reading an advertisement for key words. Reading a coverletter for general

	and detailed comprehension. Listening to a report for key words. Listening to a story for general and detailed comprehension.
<p>Suggested techniques, additional material, and activities</p> <p>(Note to teachers: soft files available on the Liffey College server. Hard files and CD/DVDs in Teachers' Resource Room.)</p>	<ul style="list-style-type: none"> • Suggestion: How to sell yourself. Forbes. http://www.forbes.com/sites/susannahbreslin/2012/06/08/how-to-sell-yourself/ and on the Liffey College server • ER - Upper-Intermediate - CEFR Mapping (Teachers' Club) • ER - Upper-Intermediate - Crossword Maker (Teachers' Club) • ER - Upper-Intermediate - Language Portfolio (Teachers' Club) • ER - Upper-Intermediate - Topic Wordlists (Teachers' Club) • ER - Upper-Intermediate - Reading Texts (Teachers' Club) • ER - Upper-Intermediate - Teacher Training DVD Worksheets (Teachers' Club) • ER - Upper-Intermediate - Word Lists (Teachers' Club) • ER - Upper-Intermediate - Cloze Maker (Teachers' Club) • ER - Upper-Intermediate - Audio Scripts (Teachers' Club) • Teaching English Using Computers (Teachers' Club) • Teachers' Ideas and Articles (Teachers' Club) • ER - Upper-Intermediate - Testing and Assessment (Teachers' Club and on the Liffey College server) • ER - Upper-Intermediate - Student Site (OUP) • ER - Upper-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 A-C) (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)
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- Videos (Teacher's room)
- Realia (Teacher's room)
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- Role play
- Dramatization
- Mock-situations
- Games (Teachers' Room)
- Spelling bees
- Flashcards (Teacher's room)
- Show-and-tel
- Dictation
- Debates
- Word trees/diagrams
- Pronunciation "tongue-twisters"
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- Class-buddy
- Homework assignments
- Crosswords ([Teachers' Club – OUP](#))
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- Personalization

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<p>Interactions and Modes of assessment</p>	<ul style="list-style-type: none"> • Pair work • Class work • Individual work • Self-check • “do you remember?” • Team work • Spelling bees • Competitions • Projects • Presentations • Role play • Dramatization • Mock-situations • Quizzes • Teacher developed tests (listening, reading, vocabulary, grammar, writing, speaking, pop quizzes, “do you remember?”, etc.) • Tests developed by OUP as ancillary material (on the Liffey College server)

	<ul style="list-style-type: none"> • Learning Portfolio (on the Liffey College server) • Surveys • “teach the teacher” • Homework assignments • Pronunciation quizzes • “I can...” statements • Conversation grids • Information gaps • Weekly key sentence test (20 sentence cloze test which assesses students’ knowledge of material covered in previous week’s lessons). • Unit 3 –
WEEK 4 (B2)	•
Learning objectives/’Can do’ focus (By the end of the week students...)	<ul style="list-style-type: none"> • Students are able to follow a radio programme on a general interest topic (news/music/film/media/fashion/sports). They are able to follow a news story, predicting content and deducing the meaning of unfamiliar words through context. Students are able to engage with others in informal writing (emails, txts, Facebook postings, Twitter, etc.), using appropriate language and conventions.
Grammar, Vocabulary, Pronunciation and Skills Focus	<ul style="list-style-type: none"> • Grammar: Second conditional. Gerund and infinitive. G + <i>What I like is...</i> Adjective patterns. The passive. • Vocabulary: <i>What I like is...</i> Adjective patterns. Phrases connected with crime. • Pronunciation: Stress in nouns and verbs (conflict -**, conflict -**). Contrastive stress. Pronunciation of unstressed auxiliary verbs. Using contrastive stress to signal meaning. • Skills and interactions: Pronunciation of unstressed auxiliary verbs. Using contrastive stress to signal meaning. Reading a questionnaire for detail. Reading an informal email and thinking about content. Reading for the main points in a travel guide/website. Deducing meaning of new vocabulary in context. Reading and following the main points and details in news stories. Reading a news story for key words. Reading a story for general and detailed comprehension. Listening to a broadcast for key words. Listening to a news report for general and detailed comprehension. Listening and following an argument/a discussion. Using background knowledge in predicting content. Listening to a radio chat show. Discussing opinions on chat shows. Engaging with others in discussing a current affairs news story. Writing an informal email, expressing opinions.

Suggested techniques, additional material, and activities

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

- Suggestion: Choose a news story from one of the following. Divide students in groups. Assign different sources to students working on the same story. At the end of the week, students share ideas, info and opinions, noting media perspective and discourse. (Sites: The Irish Times <http://www.irishtimes.com/>, RTE <http://www.rte.ie/>, Independent <http://www.independent.ie/>, Irish Examiner, <http://www.irishexaminer.com/>, The Star <http://www.thestar.ie/star/>, Evening Herald <http://www.herald.ie/>, Business Post <http://www.businesspost.ie/>, Sunday World <http://www.sundayworld.com/>, Newstalk <http://www.newstalk.ie/>, TodayFM <http://www.todayfm.com/>, TV3 <http://www.tv3.ie/>)
- [ER – Upper-Intermediate - CEFR Mapping](#) (Teachers' Club)
- [ER – Upper-Intermediate – Crossword Maker](#) (Teachers' Club)
- [ER – Upper-Intermediate – Language Portfolio](#) (Teachers' Club)
- [ER – Upper-Intermediate – Topic Wordlists](#) (Teachers' Club)
- [ER – Upper-Intermediate - Reading Texts](#) (Teachers' Club)
- [ER – Upper-Intermediate – Teacher Training DVD Worksheets](#) (Teachers' Club)
- [ER – Upper-Intermediate - Word Lists](#) (Teachers' Club)
- [ER – Upper-Intermediate - Cloze Maker](#) (Teachers' Club)
- [ER – Upper-Intermediate - Audio Scripts](#) (Teachers' Club)
- [Teaching English Using Computers](#) (Teachers' Club)
- [Teachers' Ideas and Articles](#) (Teachers' Club)
- [ER – Upper-Intermediate - Testing and Assessment](#) (Teachers' Club and on the Liffey College server)
- [ER – Upper-Intermediate – Student Site](#) (OUP)
- [ER – Upper-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) – units 3-4
- Photocopiable activities (units 3D, 4A-C) (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](#))

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

	<ul style="list-style-type: none"> • Quizzes • Teacher developed tests (listening, reading, vocabulary, grammar, writing, speaking, pop quizzes, “do you remember?”, etc.) • Tests developed by OUP as ancillary material (on the Liffey College server) • Learning Portfolio (on the Liffey College server) • Surveys • “teach the teacher” • Homework assignments • Pronunciation quizzes • “I can...” statements • Conversation grids • Information gaps • Weekly key sentence test (20 sentence cloze test which assesses students’ knowledge of material covered in previous week’s lessons). • Unit 4 (A-C) only –
WEEK 5 (B2)	•
Learning objectives/’Can do’ focus (By the end of the week students...)	<ul style="list-style-type: none"> • Students are able to discuss hypothetical situations and their results, as well as suggested course of action. Students are able to fine tune distinctions in meaning according to their interlocutor’s attitude and register. Students are able to distinguish formal and informal language, as how they relate to situations and outcomes.
Grammar, Vocabulary, Pronunciation and Skills Focus	<ul style="list-style-type: none"> • Grammar: Past perfect continuous. <i>Used to</i> and <i>would</i>. Verb prefixes: <i>dis-</i>, <i>mis-</i>, <i>re-</i>, <i>over-</i>. • Vocabulary: Driving. <i>Used to</i> and <i>would</i>. Verb prefixes: <i>dis-</i>, <i>mis-</i>, <i>re-</i>, <i>over-</i>. Polite and formal expressions. • Pronunciation: Pronunciation of vague expressions. • Skills and interactions: Using vague expressions to give short answers. Reading a novel excerpt and/or a short story for general comprehension. Reading a newspaper article for the main idea. Discussing a newspaper article with a third party. Reading anecdotes for specific information. Retelling an anecdote in an engaging way. Reading a museum display and engaging with a partner in deciding what to visit (at the museum.) Deducing the meaning of new vocabulary in context. Reading an excerpt/cover blurb/book review and exchanging ideas on its appeal and/or relevance. Reading a story for key words. Reading for key information in formal announcements. Recognizing formal language. Reading a story for general and detailed

	<p>comprehension. Listening to a conversation for key words. Listening to an audio tour for general and detailed comprehension. Following a museum guide/self-guided tour. Listening to a conversation for attitude. Writing a short story.</p>
<p>Suggested techniques, additional material, and activities</p> <p>(Note to teachers: soft files available on the Liffey College server. Hard files and CD/DVDs in Teachers' Resource Room.)</p>	<ul style="list-style-type: none"> • Suggestion: Visit to the National Museum of Ireland (Kildare Street) http://www.museum.ie/ Note: Archaeology Floor plan (English), Guide (English) and Language School Visit Policy http://www.museum.ie/en/info/other-language-visitors-national-museum-ireland-archaeology.aspx and on the Liffey College server • ER – Upper-Intermediate - CEFR Mapping (Teachers' Club) • ER – Upper-Intermediate – Crossword Maker (Teachers' Club) • ER – Upper-Intermediate – Language Portfolio (Teachers' Club) • ER – Upper-Intermediate – Topic Wordlists (Teachers' Club) • ER – Upper-Intermediate – Reading Texts (Teachers' Club) • ER – Upper-Intermediate – Teacher Training DVD Worksheets (Teachers' Club) • ER – Upper-Intermediate - Word Lists (Teachers' Club) • ER – Upper-Intermediate - Cloze Maker (Teachers' Club) • ER – Upper-Intermediate - Audio Scripts (Teachers' Club) • Teaching English Using Computers (Teachers' Club) • Teachers' Ideas and Articles (Teachers' Club) • ER – Upper-Intermediate - Testing and Assessment (Teachers' Club and on the Liffey College server) • ER – Upper-Intermediate – Student Site (OUP) • ER – Upper-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 or 5-6, to be used as either introduction to the topic and/or consolidation • Student's DVD Authentic Interviews & Worksheets, including Teacher's Notes (English Result - Teacher's Room) – units 4 or 5, to be used as either introduction to the topic and/or consolidation • Photocopiable activities (units 4C-D, 5A) (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

	<ul style="list-style-type: none"> • 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 • Selected resources and websites • Readers (Student Resource Room)
<p>Interactions and Modes of assessment</p>	<ul style="list-style-type: none"> • Pair work • Class work • Individual work • Self-check • "do you remember?" • Team work • Spelling bees • Competitions • Projects • Presentations • Role play • Dramatization

	<ul style="list-style-type: none"> • Mock-situations • Quizzes • Teacher developed tests (listening, reading, vocabulary, grammar, writing, speaking, pop quizzes, “do you remember?”, etc.) • Tests developed by OUP as ancillary material (on the Liffey College server) • Learning Portfolio (on the Liffey College server) • Surveys • “teach the teacher” • Homework assignments • Pronunciation quizzes • “I can...” statements • Conversation grids • Information gaps • Weekly key sentence test (20 sentence cloze test which assesses students’ knowledge of material covered in previous week’s lessons). • Unit 4 – (D-C) only
WEEK 6 (B2)	•
Learning objectives/’Can do’ focus (By the end of the week students...)	<ul style="list-style-type: none"> • Students are able to report an encounter and/or telephone conversation to a third party, providing a detailed sequence of events, reasons, suggestions, and additional comments. They are able to discuss their L2 language learning habits, reflecting on their practice. Students are able to give and receive academic-related advice and suggestions. Students are able to compare and contrast cultures, focusing on pros and cons of different customs and practices, and their social/historical/economic reasons and background.
Grammar, Vocabulary, Pronunciation and Skills Focus	<ul style="list-style-type: none"> • Grammar: Reported statements and questions. Verbs plus infinitive patterns. <i>Do or make</i>. Reporting thoughts and beliefs. G + <i>It’s widely thought that...</i> • Vocabulary: Reported statements and questions. <i>Do or make</i>. G + <i>It’s widely thought that...</i> • Pronunciation: Pronunciation of <i>was</i>. Linking before a vowel. • Skills and interactions: Reading a message for detail in order to follow explanations. Reading for detail in a questionnaire. Discussing the plot and predicting (alternative) story endings. Following the main ideas in a magazine article/newspaper article. Listening to a series of news pieces and relaying the main points to another person. Reading a newspaper article for key words. Reading a story for general and detailed comprehension. Listening to a broadcast for key words. Listening a news report for

	<p>general and detailed comprehension. Listening a message for detailed information so as to follow explanations. Listening to a conversation for general understanding. Using background knowledge for general comprehension and to predict content. Discussing the ideas and opinions posed in a news article/online posting. Writing a magazine article/blog posting. Choosing language and approach to engage one’s audience. Organizing ideas so as to lead audience to agree with one’s views.</p>
<p>Suggested techniques, additional material, and activities</p> <p>(Note to teachers: soft files available on the Liffey College server. Hard files and CD/DVDs in Teachers’</p>	<ul style="list-style-type: none"> • Suggestion: Animal Farm, by George Orwell. The Internet Archive https://archive.org/details/AnimalFarm_771 and on the Liffey College Server. • Additional: A Teacher’s Guide to the Signet Classic Edition of George Orwell’s Animal Farm, by Hazel K. Davis http://www.penguin.com/static/pdf/teachersguides/animalfarm.pdf and on the Liffey College server. • ER – Upper-Intermediate - CEFR Mapping (Teachers’ Club) • ER – Upper-Intermediate – Crossword Maker (Teachers’ Club) • ER – Upper-Intermediate – Language Portfolio (Teachers’ Club) • ER – Upper-Intermediate – Topic Wordlists (Teachers’ Club) • ER – Upper-Intermediate - Reading Texts (Teachers’ Club) • ER – Upper-Intermediate – Teacher Training DVD Worksheets (Teachers’ Club) • ER – Upper-Intermediate - Word Lists (Teachers’ Club) • ER – Upper-Intermediate - Cloze Maker (Teachers’ Club) • ER – Upper-Intermediate - Audio Scripts (Teachers’ Club) • Teaching English Using Computers (Teachers’ Club) • Teachers’ Ideas and Articles (Teachers’ Club) • ER – Upper-Intermediate - Testing and Assessment (Teachers’ Club and on the Liffey College server) • ER – Upper-Intermediate – Student Site (OUP) • ER – Upper-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 5B-D) (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

	<ul style="list-style-type: none"> • 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 • Selected resources and websites • Readers (Student Resource Room)
<p>Interactions and Modes of assessment</p>	<ul style="list-style-type: none"> • Pair work • Class work • Individual work • Self-check • "do you remember?" • Team work • Spelling bees • Competitions • Projects • Presentations • Role play

	<ul style="list-style-type: none"> • Dramatization • Mock-situations • Quizzes • Teacher developed tests (listening, reading, vocabulary, grammar, writing, speaking, pop quizzes, “do you remember?”, etc.) • Tests developed by OUP as ancillary material (on the Liffey College server) • Learning Portfolio (on the Liffey College server) • Surveys • “teach the teacher” • Homework assignments • Pronunciation quizzes • “I can...” statements • Conversation grids • Information gaps • Weekly key sentence test (20 sentence cloze test which assesses students’ knowledge of material covered in previous week’s lessons). • Unit 5 –
WEEK 7 (B2)	•
Learning objectives/’Can do’ focus (By the end of the week students...)	<ul style="list-style-type: none"> • Students are able to engage with medical practitioners regarding health problems. Students are able to describe symptoms of a wide variety of ailments and conditions, including severity of pain, and length of condition. Students are able to ask and answer questions regarding basic/mild health matters. Students are able to understand instructions and suggestions on medical issues, including a prescribed treatment. They are able to discuss living conditions, comparing and contrasting. They can discuss they lifestyle and diet, asking and receiving suggestions for change.
Grammar, Vocabulary, Pronunciation and Skills Focus	<ul style="list-style-type: none"> • Grammar: Ability. <i>Must</i> and <i>can’t</i> for logical deduction. Adjectives with affixes. Quantity: <i>both, (n)either, all, most, each, every, none</i>. Modals of deduction in the past. • Vocabulary: Disease. Quantity: <i>both, (n)either, all, most, each, every, none</i>. Food labels. G + <i>She’s likely to have...</i> Dates and times in history. • Pronunciation: Intonation as contrastive marker in statements and questions. Pronunciation of final <i>-t</i> in <i>must</i> and <i>can’t</i>. Rhythm. • Skills and interactions: Understanding intonation as contrastive marker in statements and questions. Using intonation as

	<p>contrastive marker in statements and questions. Using informal questions. Reading a magazine article for detail and author opinion. Reading food labels for key words and phrases. Reading a quiz for detail. Reading an article for information not explicitly stated. Deducing the meaning of new vocabulary in context. Reading an advert for key words. Reading a recipe for general and detailed comprehension. Reading an autobiographical story for general comprehension. Discussing the lives and actions and/or ideas of famous public people and/or celebrities. Reading about a life-changing event. Listening to a biographical excerpt. Discussing author position in biographies. Discussing celebrities' actions, opinions, writings and their impact (as role models) on developing minds. Listening to a conversation for key words. Listening to instructions for general and detailed comprehension. Listening to an informal conversation in detail. Listening for detail and attitude in an informal conversation. Listening to a radio programme for detail. Exchanging views on food and diet.</p>
<p>Suggested techniques, additional material, and activities</p> <p>(Note to teachers: soft files available on the Liffey College server. Hard files and CD/DVDs in Teachers' Resource Room.)</p>	<ul style="list-style-type: none"> • Suggestion: The grocery shopping glossary: what 'natural,' 'low sugar' and 30 other confusing food labels mean. Philly Mag http://www.phillymag.com/be-well-philly/2014/05/22/complete-food-label-glossary/ and on the Liffey College server. • Additional1: Food labels: what do they tell us about our food? http://www.nutritionandhealth.ie/Sectors/NHF/NHF.nsf/vPages/Eat_Smart~food-labels-explained?OpenDocument and on the Liffey College server • Additional 2: Labelling of food http://www.fsai.ie/legislation/food_legislation/labelling_of_food.html • ER - Upper-Intermediate - CEFR Mapping (Teachers' Club) • ER - Upper-Intermediate - Crossword Maker (Teachers' Club) • ER - Upper-Intermediate - Language Portfolio (Teachers' Club) • ER - Upper-Intermediate - Topic Wordlists (Teachers' Club) • ER - Upper-Intermediate - Reading Texts (Teachers' Club) • ER - Upper-Intermediate - Teacher Training DVD Worksheets (Teachers' Club) • ER - Upper-Intermediate - Word Lists (Teachers' Club) • ER - Upper-Intermediate - Cloze Maker (Teachers' Club) • ER - Upper-Intermediate - Audio Scripts (Teachers' Club) • Teaching English Using Computers (Teachers' Club) • Teachers' Ideas and Articles (Teachers' Club) • ER - Upper-Intermediate - Testing and Assessment (Teachers' Club and on the Liffey College server) • ER - Upper-Intermediate - Student Site (OUP) • ER - Upper-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 A-D) (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

	<ul style="list-style-type: none"> • 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 • Selected resources and websites • Readers (Student Resource Room)
Interactions and Modes of assessment	<ul style="list-style-type: none"> • Pair work • Class work • Individual work • Self-check

	<ul style="list-style-type: none"> • “do you remember?” • Team work • Spelling bees • Competitions • Projects • Presentations • Role play • Dramatization • Mock-situations • Quizzes • Teacher developed tests (listening, reading, vocabulary, grammar, writing, speaking, pop quizzes, “do you remember?”, etc.) • Tests developed by OUP as ancillary material (on the Liffey College server) • Learning Portfolio (on the Liffey College server) • Surveys • “teach the teacher” • Homework assignments • Pronunciation quizzes • “I can...” statements • Conversation grids • Information gaps • Weekly key sentence test (20 sentence cloze test which assesses students’ knowledge of material covered in previous week’s lessons). • Unit 6 – •
WEEK 8 (B2)	•
Learning objectives/’Can do’ focus (By the end of the week students...)	<ul style="list-style-type: none"> • Students are able to express their opinions and attitudes on diverse topics of their interest (film, music, sport, food, leisure, entertainment, travel, clothes, etc.) They are able to discuss changes and issues related to carbon footprint and environmental changes and problems, comparing and contrasting policies, practices, and cultures, as well as the socio-political and economic implications of environmental issues. They are able to speculate on the effect of the past in the present, analyzing facts and using these in predicting and/or suggesting courses of action.

<p>Grammar, Vocabulary, Pronunciation and Skills Focus</p>	<ul style="list-style-type: none"> • Grammar: Ways of comparing. G+ <i>There can be few.... Be used to doing or used to do.</i> Attitude adjectives. <i>The, a, an, or no article.</i> Time adverbs. • Vocabulary: <i>Be used to doing or used to do.</i> Attitude adjectives. Describing maps and diagrams; charts and tables. Time adverbs. Climate problems. • Pronunciation: Stress for emphasis. • Skills and interactions: Using stress for emphasis. Understanding emphasis as conveyed by stress. Reading for detail and responding to a questionnaire e.g., Climate Change Questionnaire. Engaging with others and obtaining their views and behaviours on environmental issues and/or animal protection. Discussing crimes against the environment. Engaging with others in promoting awareness of climate change. Discussing one's own carbon footprint and calculating impact e.g., using the Carbon Footprint Calculator. Reading a book review for content and organization. Reading a brochure for key words. Reading a news article for general and detailed comprehension. Listening to a conversation for key words. Listening a (TV/radio) program for general and detailed comprehension. Writing a book/album/film/blog/website review.
<p>Suggested techniques, additional material, and activities</p> <p>(Note to teachers: soft files available on the Liffey College server. Hard files and CD/DVDs in Teachers'</p>	<ul style="list-style-type: none"> • Suggestion: COTAP's Carbon Footprint Calculator http://cotap.org/carbon-footprint-calculator/ • Additional 1: Climate Change Questionnaire (must be done in English) http://www.surveymonkey.com/s.aspx?sm=py_2bDbO5Hn124webVqr9wGA_3d_3d • Additional 2: 14 ways to reduce your carbon footprint. COTAP. http://cotap.org/reduce-carbon-footprint/ and on the Liffey College server • ER – Upper-Intermediate - CEFR Mapping (Teachers' Club) • ER – Upper-Intermediate – Crossword Maker (Teachers' Club) • ER – Upper-Intermediate – Language Portfolio (Teachers' Club) • ER – Upper-Intermediate – Topic Wordlists (Teachers' Club) • ER – Upper-Intermediate - Reading Texts (Teachers' Club) • ER – Upper-Intermediate – Teacher Training DVD Worksheets (Teachers' Club) • ER – Upper-Intermediate - Word Lists (Teachers' Club) • ER – Upper-Intermediate - Cloze Maker (Teachers' Club) • ER – Upper-Intermediate - Audio Scripts (Teachers' Club) • Teaching English Using Computers (Teachers' Club) • Teachers' Ideas and Articles (Teachers' Club) • ER – Upper-Intermediate - Testing and Assessment (Teachers' Club and on the Liffey College server) • ER – Upper-Intermediate – Student Site (OUP) • ER – Upper-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 A-D) (English Result - Teacher's Room)
- Open-ended questions
- Comparison and contrast
- “spot the mistake”
- Choose the odd one out
- Listen and match
- Read and match
- Check with your partner/group
- Elicitation
- Deduction
- Word association exercises
- Vocabulary identification exercises
- Competitions
- Pictures and images (on the Liffey College server)
- Sounds bank (on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning English\Pronunciation\The sounds of English)
- Pronunciation quizzes ([BBC Learning English](#) – on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning English\Pronunciation\The sounds of English)
- Songs
- Videos (Teacher's room)
- Realia (Teacher's room)
- Forms (e.g. [Tesco Loyalty Card](#), [Boots Advantage Card](#), [Dunnes Stores ValueClub](#))
- Role play
- Dramatization
- Mock-situations
- Games (Teachers' Room)
- Spelling bees
- Flashcards (Teacher's room)

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

assessment	<ul style="list-style-type: none"> • Individual work • Self-check • “do you remember?” • Team work • Spelling bees • Competitions • Projects • Presentations • Role play • Dramatization • Mock-situations • Quizzes • Teacher developed tests (listening, reading, vocabulary, grammar, writing, speaking, pop quizzes, “do you remember?”, etc.) • Tests developed by OUP as ancillary material (on the Liffey College server) • Learning Portfolio (on the Liffey College server) • Surveys • “teach the teacher” • Homework assignments • Pronunciation quizzes • “I can...” statements • Conversation grids • Information gaps • Weekly key sentence test (20 sentence cloze test which assesses students’ knowledge of material covered in previous week’s lessons). • Unit 7 –
WEEK 9 (B2)	
Learning objectives/’Can do’ focus (By the end of the week)	<ul style="list-style-type: none"> • Students are able to follow a radio/TV/video interview with a celebrity. Students are able to understand intonation for emphasis and contrast, and for correction, gaining an insight of conversation dynamics. Students are able to give and understand detailed descriptions that include physical and personality traits, including their opinion, attitude and judgement as to those involved.

students...)	
Grammar, Vocabulary, Pronunciation and Skills Focus	<ul style="list-style-type: none"> • Grammar: Adjective order. <i>To have/get something done</i>. Relative clauses. • Vocabulary: Adjective order. Toiletries. <i>To have/get something done</i>. Clothes and appearance. • Pronunciation: Stress-timed rhythm. Pronouncing commas. • Skills and interactions: Reading a passage for key words. Reading an excerpt for general and detailed comprehension. Reading analysis instructions for a report. Discussing findings (from a report.) Presenting an analysis of a chart and/or a table. Explaining data to a third party. Discussing options with another party. Listening to a conversation for key words. Listening to a presentation for general and detailed comprehension. Listening to an interview with a celebrity. Discussing ideas and opinions (from an interview) with a third party. Expressing agreement and/or disagreement (both in speech and in writing.) Writing a report. Reading and/or listening to someone else's report and discussing its content. Making suggestions for improving content and/or language (in an oral and/or written piece.)
Suggested 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.)	<ul style="list-style-type: none"> • Top 10 disastrous Letterman interviews. Time. http://entertainment.time.com/2009/02/13/top-10-disastrous-letterman-interviews/slide/joaquin-after-dentist/ and article on the server. • ER - Upper-Intermediate - CEFR Mapping (Teachers' Club) • ER - Upper-Intermediate - Crossword Maker (Teachers' Club) • ER - Upper-Intermediate - Language Portfolio (Teachers' Club) • ER - Upper-Intermediate - Topic Wordlists (Teachers' Club) • ER - Upper-Intermediate - Reading Texts (Teachers' Club) • ER - Upper-Intermediate - Teacher Training DVD Worksheets (Teachers' Club) • ER - Upper-Intermediate - Word Lists (Teachers' Club) • ER - Upper-Intermediate - Cloze Maker (Teachers' Club) • ER - Upper-Intermediate - Audio Scripts (Teachers' Club) • Teaching English Using Computers (Teachers' Club) • Teachers' Ideas and Articles (Teachers' Club) • ER - Upper-Intermediate - Testing and Assessment (Teachers' Club and on the Liffey College server) • ER - Upper-Intermediate - Student Site (OUP) • ER - Upper-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 A-C) (English Result - Teacher's Room)
- Open-ended questions
- Comparison and contrast
- “spot the mistake”
- Choose the odd one out
- Listen and match
- Read and match
- Check with your partner/group
- Elicitation
- Deduction
- Word association exercises
- Vocabulary identification exercises
- Competitions
- Pictures and images (on the Liffey College server)
- Sounds bank (on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning English\Pronunciation\The sounds of English)
- Pronunciation quizzes ([BBC Learning English](#) – on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning English\Pronunciation\The sounds of English)
- Songs
- Videos (Teacher's room)
- Realia (Teacher's room)
- Forms (e.g. [Tesco Loyalty Card](#), [Boots Advantage Card](#), [Dunnes Stores ValueClub](#))
- Role play
- Dramatization
- Mock-situations
- Games (Teachers' Room)
- Spelling bees
- Flashcards (Teacher's room)
- Show-and-tell
- Dictation
- Debates

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

	<ul style="list-style-type: none"> • Team work • Spelling bees • Competitions • Projects • Presentations • Role play • Dramatization • Mock-situations • Quizzes • Teacher developed tests (listening, reading, vocabulary, grammar, writing, speaking, pop quizzes, “do you remember?”, etc.) • Tests developed by OUP as ancillary material (on the Liffey College server) • Learning Portfolio (on the Liffey College server) • Surveys • “teach the teacher” • Homework assignments • Pronunciation quizzes • “I can...” statements • Conversation grids • Information gaps • Weekly key sentence test (20 sentence cloze test which assesses students’ knowledge of material covered in previous week’s lessons). • Unit 9 (A-C) only –
WEEK 10 (B2)	
Learning objectives/’Can do’ focus (By the end of the week students...)	<ul style="list-style-type: none"> • Students are able to express and understand opinions and attitudes (through register, tone, and intonation), including the speaker’s/writer’s intention. Students are able to follow a news story/report (online/TV/radio) and discuss the topic with a third party, giving opinions and justifying their position. Students are able to discuss surprising/unexpected/unlikely events, and their reactions.
Grammar,	<ul style="list-style-type: none"> • Grammar: Participle clauses. G + <i>I feel sad when they...</i> Opinion adverbs. Third conditional. Phrases about unlikely events.

<p>Vocabulary, Pronunciation and Skills Focus</p>	<ul style="list-style-type: none"> • Vocabulary: <i>G + I feel sad when they...</i> TV/media words. Opinion adverbs. Personality adjectives. Phrases about unlikely events. • Pronunciation: Intonation in opinion adverbs. <i>-ever: whatever, wherever, whoever, whenever</i>, etc. Stress in long words. Stress and linking in third conditional. • Skills and interactions: Expressing attitude by modifying intonation in opinion adverbs. <i>-ever: whatever, wherever, whoever, whenever</i>, etc. Understanding attitude as expressed by intonation in opinion adverbs. <i>-ever: whatever, wherever, whoever, whenever</i>, etc. Understanding idiomatic expressions in context (esp. informal expressions with exaggeration e.g., <i>bored to death, dying for..., dying to..., to go out of one's mind, a complete (utter/total) disaster (catastrophe), a huge mess, to watch paint dry</i>, etc) – part 1. Reading a news report for general comprehension. Participating in an opinion poll. Expressing opinions to the camera/an unknown audience (either in speech and/or in writing, e.g. The Irish Times Debate section.) Reading and discussing information from magazine articles. Reading an article for key words. Reading a report for general and detailed comprehension. Listening to a conversation for key words. Listening a story for general and detailed comprehension. Expressing satisfaction/dissatisfaction with an offer/service. Discussing solutions to an issue. Making a point and requesting it to be amended. Making suggestions in order to solve a situation and/or a problem. Writing a letter/email of complaint. Contacting customer service for assistance. Expressing ideas using connectors like <i>however, furthermore, therefore, because, since</i>.
<p>Suggested techniques, additional material, and activities</p> <p>(Note to teachers: soft files available on the Liffey College server. Hard files and CD/DVDs in Teachers'</p>	<ul style="list-style-type: none"> • Suggestion: Irish Opinions http://www.irishopinions.com/, The Journal http://www.thejournal.ie/opinion-poll/news/, • ER - Upper-Intermediate - CEFR Mapping (Teachers' Club) • ER - Upper-Intermediate - Crossword Maker (Teachers' Club) • ER - Upper-Intermediate - Language Portfolio (Teachers' Club) • ER - Upper-Intermediate - Topic Wordlists (Teachers' Club) • ER - Upper-Intermediate - Reading Texts (Teachers' Club) • ER - Upper-Intermediate - Teacher Training DVD Worksheets (Teachers' Club) • ER - Upper-Intermediate - Word Lists (Teachers' Club) • ER - Upper-Intermediate - Cloze Maker (Teachers' Club) • ER - Upper-Intermediate - Audio Scripts (Teachers' Club) • Teaching English Using Computers (Teachers' Club) • Teachers' Ideas and Articles (Teachers' Club) • ER - Upper-Intermediate - Testing and Assessment (Teachers' Club and on the Liffey College server) • ER - Upper-Intermediate - Student Site (OUP) • ER - Upper-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 and/or 9-10, to be used as either introduction to the topic and/or consolidation
- Student's DVD Authentic Interviews & Worksheets, including Teacher's Notes (English Result - Teacher's Room) – units 8 and/or 9, to be used as either introduction to the topic and/or consolidation
- Photocopiable activities (unit 8D, 9 A-B) (English Result - Teacher's Room)
- Open-ended questions
- Comparison and contrast
- “spot the mistake”
- Choose the odd one out
- Listen and match
- Read and match
- Check with your partner/group
- Elicitation
- Deduction
- Word association exercises
- Vocabulary identification exercises
- Competitions
- Pictures and images (on the Liffey College server)
- Sounds bank (on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning English\Pronunciation\The sounds of English)
- Pronunciation quizzes ([BBC Learning English](#) – on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning English\Pronunciation\The sounds of English)
- Songs
- Videos (Teacher's room)
- Realia (Teacher's room)
- Forms (e.g. [Tesco Loyalty Card](#), [Boots Advantage Card](#), [Dunnes Stores ValueClub](#))
- Role play
- Dramatization
- Mock-situations
- Games (Teachers' Room)
- Spelling bees
- Flashcards (Teacher's room)

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

assessment	<ul style="list-style-type: none"> • Individual work • Self-check • “do you remember?” • Team work • Spelling bees • Competitions • Projects • Presentations • Role play • Dramatization • Mock-situations • Quizzes • Teacher developed tests (listening, reading, vocabulary, grammar, writing, speaking, pop quizzes, “do you remember?”, etc.) • Tests developed by OUP as ancillary material (on the Liffey College server) • Learning Portfolio (on the Liffey College server) • Surveys • “teach the teacher” • Homework assignments • Pronunciation quizzes • “I can...” statements • Conversation grids • Information gaps • Weekly key sentence test (20 sentence cloze test which assesses students’ knowledge of material covered in previous week’s lessons). • Unit 9 (D-F) only –
WEEK 11 (B2)	<ul style="list-style-type: none"> •
Learning objectives/’Can do’ focus (By the end of the week)	<ul style="list-style-type: none"> • Students are able to express their feelings about things they find (un)pleasant/disruptive/annoying. Students are able to describe, justify, and explain people’s actions and behaviour, and how it touches them and their feelings. Students are able to engage with their interlocutors, presenting, defending, advocating, questioning an argument and/or a position or idea.

students...)	
Grammar, Vocabulary, Pronunciation and Skills Focus	<ul style="list-style-type: none"> • Grammar: <i>Wish, if only</i>. Verbs followed by both gerund and infinitive. G + I <i>was astounded to find</i>. Adjectives of feelings. Tag questions. Uses of <i>get</i>. • Vocabulary: <i>Wish, if only</i>. Understanding idiomatic expressions in context (esp. informal expressions with exaggeration e.g., <i>to die of embarrassment, to escape in one piece, to kill somebody, to take forever, to be a nightmare, to be sick of something, to be sick and tired of something and/or someone, to be a pain in the neck, to drive someone up the wall</i>, etc) – part 2. Verbs followed by both gerund and infinitive. G + I <i>was astounded to find</i>. Adjectives of feelings. Uses of <i>get</i>. • Pronunciation: Pronunciation of 'd'. Intonation in tag questions. Using intonation to respond with interest to a story. Expressing agreement and sympathy through intonation. • Skills and interactions: Using tag questions in order to engage with a third party, eliciting and/or being in agreement with them. Listening to a story and responding with interest (to keep the conversation going.) Engaging with interlocutors and expressing agreement and sympathy. Reading email messages for general information and to identify informal expressions. Discussing situations and/or information with a third party. Retelling a story to another person (using informal expressions.) Reading and following the main ideas and detail in a newspaper article. Reading a passage for general and detailed comprehension. Reading and replying to a polite email using the appropriate register . Listening for key words in a conversation. Listening to a conversation for general and detailed comprehension. Listening to a personal life story. Retelling a (life) story to another person. Listening to an informal conversation for detail. Listening for detail and information not directly stated. Listening to a conversation and recognizing and identifying emotions. Discussing the emotional charge imprinted to an exchange. Writing a polite and/or formal email.
Suggested techniques, additional material, and activities (Note to teachers: soft files available on the Liffey College server. Hard files and CD/DVDs in Teachers' Resource	<ul style="list-style-type: none"> • Suggestion: Emotionally charged ad asks 'why bring a child into this world?' Adweek http://www.adweek.com/adfreak/emotionally-charged-ad-asks-why-bring-child-world-154011 and article on the Liffey College server • ER – Upper-Intermediate - CEFR Mapping (Teachers' Club) • ER – Upper-Intermediate – Crossword Maker (Teachers' Club) • ER – Upper-Intermediate – Language Portfolio (Teachers' Club) • ER – Upper-Intermediate – Topic Wordlists (Teachers' Club) • ER – Upper-Intermediate - Reading Texts (Teachers' Club) • ER – Upper-Intermediate – Teacher Training DVD Worksheets (Teachers' Club) • ER – Upper-Intermediate - Word Lists (Teachers' Club) • ER – Upper-Intermediate - Cloze Maker (Teachers' Club)

Room.)	<ul style="list-style-type: none"> • ER – Upper-Intermediate - Audio Scripts (Teachers' Club) • Teaching English Using Computers (Teachers' Club) • Teachers' Ideas and Articles (Teachers' Club) • ER – Upper-Intermediate - Testing and Assessment (Teachers' Club and on the Liffey College server) • ER – Upper-Intermediate – Student Site (OUP) • ER – Upper-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, to be used as either introduction to the topic and/or consolidation • Student's DVD Authentic Interviews & Worksheets, including Teacher's Notes (English Result - Teacher's Room) – units 9 and/or 10, to be used as either introduction to the topic and/or consolidation • Photocopiable activities (units 9 C-D, 10 A) (English Result - Teacher's Room) • Open-ended questions • Comparison and contrast • “spot the mistake” • Choose the odd one out • Listen and match • Read and match • Check with your partner/group • Elicitation • Deduction • Word association exercises • Vocabulary identification exercises • Competitions • Pictures and images (on the Liffey College server) • Sounds bank (on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning English\Pronunciation\The sounds of English) • Pronunciation quizzes (BBC Learning English – on the Liffey College server: \\LIFFEY-SERVER\Teacher-Share\Resources\General English\BBC Learning English\Pronunciation\The sounds of English) • Songs • Videos (Teacher's room)
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- 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

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

	<ul style="list-style-type: none"> Units 10 (A-C) only –
WEEK 12 (B2)	•
Learning objectives/'Can do' focus (By the end of the week students...)	<ul style="list-style-type: none"> Students are able to discuss problems and situations, making suggestions and accepting/questioning them. Students are able to talk about the cause and effect of events and practices, and give their opinions on diverse matters, justifying them, and questioning and/or concurring with their interlocutor's. Students are able to engage with others in current affairs topics/news stories that include a human element/approach, expressing their opinions.
Grammar, Vocabulary, Pronunciation and Skills Focus	<ul style="list-style-type: none"> Grammar: <i>Should, should have, ought to, had better</i>. G + <i>The idea of going... So/such ... that</i>. Vocabulary: G + <i>The idea of going...</i> Injuries and treatment. <i>So/such ... that</i>. Accidents in the home. Using <i>well</i> to introduce disagreement. Pronunciation: Pronunciation of words with <i>ough</i>. Main sentence stress. Skills and interactions: Using <i>well</i> to introduce disagreement during a conversation. Reading a human-interest news story for general comprehension. Reading a magazine article and comments to follow points of view. Discussing a magazine article and/or news report, expressing agreement/disagreement with the ideas and/or points presented. Reading a story for understanding the main ideas and information not directly stated. Reading for details in a magazine quiz. Interviewing others to survey opinion and/or behaviour. Reading a magazine article for the main ideas and writer's attitude. Reading a passage for detail. Listening to a conversation and understanding idiomatic expressions. Introducing idiomatic expressions in informal conversations. Reading a story for general and detailed comprehension. Understanding details in a conversation, so as to follow an argument. Listening for key words in an advert. Listening to a story for general and detailed comprehension. Listening to the main points and details in a phone call. Listening to a conversation/TV programme/video/radio programme/news clip for detail and specific information. Writing an opinion essay.
Suggested techniques, additional material, and activities (Note to teachers: soft files available on the Liffey College	<ul style="list-style-type: none"> Suggestion: The Human Element. You Tube. http://youtu.be/i3byt7xMSCA to be compared with Blogs: Response to the human element campaign: a glimpse behind the masks of Dow http://dow.radicaldesigns.org/article.php?id=1102 and on the Liffey College server, including linked articles ER - Upper-Intermediate - CEFR Mapping (Teachers' Club) ER - Upper-Intermediate - Crossword Maker (Teachers' Club) ER - Upper-Intermediate - Language Portfolio (Teachers' Club) ER - Upper-Intermediate - Topic Wordlists (Teachers' Club)

<p>server. Hard files and CD/DVDs in Teachers'</p>	<ul style="list-style-type: none"> • ER – Upper-Intermediate - Reading Texts (Teachers' Club) • ER – Upper-Intermediate - Teacher Training DVD Worksheets (Teachers' Club) • ER – Upper-Intermediate - Word Lists (Teachers' Club) • ER – Upper-Intermediate - Cloze Maker (Teachers' Club) • ER – Upper-Intermediate - Audio Scripts (Teachers' Club) • Teaching English Using Computers (Teachers' Club) • Teachers' Ideas and Articles (Teachers' Club) • ER – Upper-Intermediate - Testing and Assessment (Teachers' Club and on the Liffey College server) • ER – Upper-Intermediate – Student Site (OUP) • ER – Upper-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 10B-D) (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)
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- Songs
- Videos (Teacher's room)
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	<ul style="list-style-type: none"> • Skits • Resources (techniques and classroom management) \\LIFFEY-SERVER\Teacher-Share\Resources\CPD - Continuous Prof Development – English • Maps (classroom walls) • World wide web • Selected resources and websites • Readers (Student Resource Room)
Interactions and Modes of assessment	<ul style="list-style-type: none"> • Pair work • Class work • 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

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| | <ul style="list-style-type: none">• Final Level Test• Unit 10 (D-F) only - |
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