

B1 Intermediate Course Curriculum

Mission and Values

Patrick's English Academy is dedicated to delivering high-quality English language instruction in a supportive and dynamic environment. Our mission is to create an educational atmosphere where students are actively involved in their learning process, enhancing their language skills through interactive and engaging activities. The academy emphasises a learner-centred approach, which fosters communicative competence and ensures that all students are continuously interacting, practising, and benefitting in every class.

Commitment to Quality

To ensure that students receive the best language education, Patrick's English Academy has established policies focused on quality and consistency. We achieve this by:

- Hiring professionally qualified and passionate instructors who bring enthusiasm to the classroom.
- Offering ongoing support and Continuing Professional Development (CPD) opportunities to teaching staff.
- Providing clear, structured course curriculums that help instructors deliver lessons effectively.
- Equipping students with diverse resources for independent study and revision outside of class hours.

Course Objectives and Outcomes

The B1 Intermediate course at Patrick's English Academy is designed to support students in progressing from **an A2 to a B1 level** on the Common European Framework of Reference (CEFR) within a **25-week period**, enhancing their career prospects, and supporting their integration into Irish society. This course combines general English instruction with specific exam preparation for an end-of-course proficiency exam, which serves multiple purposes depending on students' goals and needs. Successfully passing this exam allows eligible students to renew their visas, providing them the opportunity to continue their English studies in Ireland. Additionally, this certification can assist students in applying to higher education institutions in Ireland.

The curriculum emphasises:

- Integrating general English skills with exam preparation to give students a solid foundation in language proficiency, particularly for proficiency exams like the TIE, Cambridge PET, or IELTS.
- Presenting and practising language within concrete and abstract contexts to develop relevant vocabulary and communication skills for various real-life situations.

- Building communicative competence through listening, speaking, reading, and writing exercises that prepare students for practical, academic, and professional scenarios.

This structured, goal-oriented approach equips students not only to succeed in exams but also to use English confidently in everyday and professional settings, supporting their educational, work, and social aspirations in Ireland.

Approaches and Methodologies

Patrick's English Academy employs a range of pedagogical approaches to foster an engaging and effective learning environment. Our instructors draw on well-established methodologies to deliver a varied and dynamic classroom experience, based on research by Richards and Rodgers (2014). These include:

- **Communicative Language Teaching (CLT):** Focusing on real-world communication and interaction.
- **Task-Based Learning (TBL):** Engaging students in meaningful tasks that reflect practical situations.
- **Total Physical Response (TPR):** Using physical movement to reinforce language learning.
- **Cooperative Learning and Multiple Intelligences:** Encouraging teamwork and addressing different learning styles.

This variety ensures that each lesson is interactive, inclusive, and adapted to the needs of individual students.

Our Teaching Team

All teachers at Patrick's English Academy hold at least a Bachelor's degree and a CELTA (or equivalent qualification), with many possessing advanced credentials, including Master's degrees and TESOL diplomas. This high level of qualification enables instructors to provide both quality language instruction and valuable insights into exam preparation and academic English. Beyond teaching, all teaching staff make up the school's Academic Committee, thus contributing actively to the academic development of the academy.

The Academic Committee meets monthly to discuss and implement policies and procedures that support the school's mission and goals. These meetings also serve as professional development opportunities, featuring training sessions led by the Director of Studies (DOS) or occasionally peer-led by other teachers. Topics cover diverse areas of language pedagogy and classroom management, offering practical insights that cascade from external seminars and conferences attended by faculty members. This collaborative approach ensures that our teaching staff stays informed about current best practices in language instruction, fostering continuous improvement and shared expertise in the classroom.

Diverse and Experienced Student Body

Patrick's English Academy proudly hosts a multicultural and highly educated student population, fostering a vibrant and globally diverse learning environment. At any given time, the academy enrolls up to 100 students from over 60 countries across four continents. Approximately 35% of our students come from South and Central America, with Portuguese and Spanish as common first

languages, while another 35% are from Europe, many of whom also speak Spanish natively. Asian students, comprising 20% of the student body, bring linguistic backgrounds that include Mandarin, Thai, and Mongolian, while the remaining 10% come from Africa and the Middle East, representing native languages as varied as Setswana and Arabic.

Many of our students are educated to a higher level, holding undergraduate (BA) and postgraduate (MA) degrees. They bring a wealth of professional experience across diverse sectors, including dentistry, engineering, and law. This background not only enriches the classroom experience by introducing different professional and cultural perspectives but also fosters a unique learning dynamic where students can exchange insights from their fields while improving their English skills. This diversity enhances the academy's learner-centred environment, allowing students to draw from their varied experiences and apply them to their language learning journey.

Student Responsibilities

To maximise their progress, students are encouraged to take an active role in their learning by:

- Engaging fully in all classroom activities and completing assigned homework on time.
- Demonstrating respect and courtesy towards peers, teachers, and school property.
- Following teacher guidance and instructions during lessons.
- Maintaining an English-only policy in class to immerse themselves in the language.

Course Structure and Progression

The B1 Intermediate course follows a **25-week structured learning pathway**, with assessments to track and encourage progression. These assessments occur at various points, enabling both instructors and students to monitor development and adjust learning strategies as needed.

After 12 weeks, students undergo a formal level review to determine readiness for advancing to the B2 level. This assessment process considers classroom test scores, active participation, homework completion, and a collaborative discussion among the student, their teacher, and the Director of Studies (DOS). Students meeting the requirements are invited to take a comprehensive level test with the DOS, which includes a Reading and Use of English component, a writing task, and a brief speaking exercise.

For students who may require additional time to reach B1 proficiency, the Intermediate course continues using a second coursebook to reinforce language concepts through a "spiral" approach, revisiting essential grammar, vocabulary, and communicative skills in a supportive manner. This structure allows students to progress at their own pace, ensuring that each individual has a solid grasp of the material.

Special Interest Week

Week 25 is designed as a "Special Interest" week, where instructors have the flexibility to tailor lessons to the specific interests,

cultural backgrounds, and learning needs of their students. This week offers a unique opportunity for teachers to conduct engaging, culturally focused activities and for students to review course material in a relaxed setting that caters to their preferences.

Assessment and Feedback

The assessment process at Patrick's English Academy combines formative assessments—bi-weekly classroom tests—and a final summative evaluation through an external proficiency exam, such as TIE, Cambridge, or IELTS. These external exams are mandatory for students on a visa.

Additionally, students receive formal feedback monthly during their class progress test on Fridays. This feedback includes grades for core skills (speaking, listening, reading, and writing) and specific language areas, along with brief comments from teachers on individual progress and goals, which are agreed upon during a brief discussion with the learner in question. These "Learner Progress Reports" are shared with students, the DOS, and relevant teaching staff, promoting open communication on student development.

Exam Preparation

Teachers dedicate at least one hour each week to exam preparation, focusing on familiarising students with the formats of exams like the TIE and Cambridge PET. The school's in-house online platform for Cambridge practice and additional resources provide students with a comprehensive foundation for exam readiness.

Course Details and Resources

The B1 Intermediate course is structured as a 15-hour per week program, with three-hour classes from Monday to Friday, offered in two slots: 9:15 am-12:30 pm or 1:15 pm-4:30 pm. The core resources include the *English File Intermediate* and *Outcomes Intermediate* coursebooks, which remain in the school but provide structure and support for class activities. To further support learning, teachers incorporate digital tools like Google Classroom for homework assignments, extra resources, and Quizlet for vocabulary practice.

Learning Outcomes

Upon completion, students at the B1 level will be able to:

- Understand clear, standard spoken English on familiar subjects encountered in everyday settings such as school, work, and leisure.
- Communicate effectively in situations that may arise during travel, confidently discussing topics related to personal experiences and interests.
- Produce connected text on familiar topics, convey information, express opinions, and describe experiences in writing.
- Interact with native speakers and participate in conversations on personal, cultural, and abstract topics, such as movies, music, and current events. These learning outcomes reflect the "Can Do" statements from the CEFR, underscoring practical language skills for everyday use.

B1 Intermediate Syllabus

Module One (English File Unit 1)

Skills learning objectives By the end of this module, learners will better be able to:		Equivalent CEFR objectives
Speaking	Ask and answer questions from a food quiz with a partner, give extended opinions on food and cooking with reasons and examples, agree or disagree with others' opinions, discuss family relations and politely refuse to talk about something, react positively or negatively to what people say (<i>Never mind</i>), use fillers to buy time (<i>you know..</i>)	<i>Can enter unprepared into conversations on familiar topics. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference. Can express belief, opinion, agreement and disagreement politely.</i>
Listening	Matching speakers answering questions from a food quiz, listening comprehension on an interview with a restaurateur and chef, listening comprehension on a personal anecdote about a childhood memory	<i>Can understand the main points and important details in stories and other narratives (e.g. a description of a holiday), provided the speaker speaks slowly and clearly.</i>
Reading	Reading comprehension questions on an adapted article about eating at the right time, complete an article with statistics about modern families, sentence completion on an article about birth order	<i>Can recognise significant points in straightforward newspaper articles on familiar subjects.</i>
Writing	Write a 'self-portrait' poem, write an informal email describing a friend using modifying adjectives (<i>very, quite</i>)	<i>Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important</i>
Language learning objectives By the end of this module, learners will better be able to:		
Grammar	Present simple and continuous, action and non-action verbs, future forms	
Vocabulary	Food and cooking (<i>tinned, cut down on</i>), family and relatives (<i>only child, brother-in-law</i>), adjectives of personality (<i>generous, sensible</i>), reacting using 'how and 'what'	
Phonology	Short and long vowel sounds, sentence stress	
Exam preparation	Introduction to and overview of the PET exam and TIE exam. Students self-assess using CEFR descriptors and 'can-do' statements at their present level	

Module Two (English File Unit 2)

Skills learning objectives By the end of this module, learners will better be able to:		Equivalent CEFR objectives
Speaking	Discuss spending habits and politely decline to answer a question, ask and answer 'have you ever?' and 'how long have you?' questions and ask a follow-up question for more information, exaggerate using strong adjectives	<i>Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.</i>
Listening	Gap completion on a radio programme about scams, listening comprehension questions on a radio programme and an interview about a charity, listening for detail on a documentary about a bake sale	<i>Can understand the main points of what is said in a straightforward monologue like a guided tour, provided the delivery is clear and relatively slow.</i>
Reading	Topic matching and true or false questions on an article about a no-spend year, ordering paragraphs in a blog about a polar expedition	<i>Can understand straightforward personal letters, emails or postings giving a relatively detailed account of events and experiences.</i>
Writing	An informal email to say thank you	<i>Can write personal letters describing experiences, feelings and events in some detail.</i>
Progress test: Teacher-generated test covering last 2 weeks' material		
Language learning objectives By the end of this module, learners will better be able to:		
Grammar	Present perfect and past simple, <i>for</i> and <i>since</i> , present perfect continuous	
Vocabulary	Money (<i>charge, budget</i>), strong adjectives (<i>furious, hilarious</i>)	
Phonology	O and <i>or</i> , sentence stress	
Exam preparation		

Module Three (English File Unit 3)

Skills learning objectives By the end of this module, learners will better be able to:		Equivalent CEFR objectives
Speaking	Role play being a tourist; discuss statements about road safety and give opinions and reasons, discuss statements about gender stereotypes and generalise, interview and be interviewed, agree or disagree with others' opinions	<i>Can give or seek personal views and opinions in discussing topics of interest.</i>
Listening	Listen to the results of a race, make predictions; listen to an interview about road safety, make predictions and complete notes; make predictions and listen to a radio programme about children's toys and stereotypes.	<i>Can follow a straightforward conference presentation or demonstration with visual support (e.g. slides, handouts) on a topic or product within his/her field, understanding explanations given.</i>
Reading	Read an article about a race, make predictions and match phrases; read an article about gender stereotypes, complete headings and read for detailed information,	<i>Can make basic inferences or predictions about text content from headings, titles or headlines.</i>
Writing	Write an article for a website about transport in your town or city	<i>Can produce continuous writing, which is generally intelligible throughout.</i>
Language learning objectives By the end of this module, learners will better be able to:		
Grammar	Comparatives and superlatives; articles	
Vocabulary	Transport (<i>ferry, set down</i>), dependent prepositions (<i>worry about, interested in</i>)	
Phonology	/ʃ/ /dʒ/ /tʃ/ sounds, the schwa and two pronunciations of 'the'	
Exam preparation		

Module Four (English File Unit 4)

Skills learning objectives By the end of this module, learners will better be able to:		Equivalent CEFR objectives
Speaking	Talk about annoying phone habits, state and compare opinions on good and bad manners, talk about abilities and give reasons or explanations.	<i>Can follow argumentation and discussion on a familiar or predictable topic, provided the points are made in relatively simple language and/or repeated, and opportunity is given for clarification.</i>
Listening	Listen to a radio phone-in about manners, take notes and complete gaps, listen to a personal experience and summarise, watch an interview with a polyglot and answer comprehension questions	<i>Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.</i>
Reading	Read comments on an online post, read an article about social etiquette and compare answers, read an advice forum and match phrases	<i>Can make personal online postings about experiences, feelings and events and respond individually to the comments of others in some detail, though lexical limitations sometimes cause repetition and inappropriate formulation. Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.</i>
Writing	Write a blog post about how we can all behave better in public using modals of ability, possibility, obligation and prohibition	<i>Can post a comprehensible contribution in an online discussion on a familiar topic of interest, provided that he/she can prepare the text beforehand and use online tools to fill gaps in language and check accuracy.</i>

Progress test: Teacher-generated test covering last 2 weeks' material

Language learning objectives By the end of this module, learners will better be able to:	
Grammar	Obligation and prohibition: <i>have to, must, should</i> , ability and possibility: <i>can, could, be able to</i> , reflexive pronouns
Vocabulary	Phone language (<i>hang up, phone network</i>), -ed/ -ing adjectives (<i>bored, exciting</i>)
Phonology	Silent consonants, sentence stress
Exam preparation	

Module Five (English File Unit 5)

Skills learning objectives By the end of this module, learners will better be able to:		Equivalent CEFR objectives
Speaking	Interview a partner using a questionnaire about sport; recount a personal anecdote; narrate and paraphrase a story ending to a partner; discuss habits in the past and present; ask and answer questions about relationships; present an opinion, agree or disagree and give reasons and examples from personal experience; ask for permission and make requests	<i>Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course. Can express the main point he/she wants to make comprehensibly.</i>
Listening	Listen to an interview with a referee, complete multiple choice comprehension questions and make predictions; listen to a radio programme about friendship, predict missing words and take notes	<i>Can listen to a short narrative and predict what will happen next.</i>
Reading	Read an adapted authentic article about sporting superstitions, match paragraphs and topics, explain and paraphrase; read online stories and match facts to narrators, make predictions	<i>Can make basic inferences or predictions about text content from headings, titles or headlines.</i>
Writing	Write a story about a difficult journey	<i>Can form longer sentences and link them together using a limited number of cohesive devices, e.g. in a story. Can make simple, logical paragraph breaks in a longer text.</i>
Language learning objectives By the end of this module, learners will better be able to:		
Grammar	Past tenses (<i>past simple, past continuous, past perfect</i>), past and present habits and states (<i>used to, didn't use to, usually</i>)	
Vocabulary	Sport (<i>referee, score</i>), relationships (<i>lose touch, colleague</i>)	
Phonology	The sounds /ɔ:/ and /ɜ:/, the letter s, connected used to	
Exam preparation		

Module Six (English File Unit 6)

Skills learning objectives: By the end of this module, learners will better be able to:		Equivalent CEFR objectives
Speaking	Interview a partner using a questionnaire about film and cinema, give reasons for answers, ask for more information; discuss profile photos, make deductions about people based on appearance,	<i>Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.</i>
Listening	Listen to an interview with an interpreter, mark phrases true or false, complete gaps, take notes by noting only key words, paraphrase and rebuild sentences from notes; listen to a personal experience with a charisma coach, make predictions, take notes, summarise and paraphrase information; watch a documentary about personal styling, listen for gist, put events in the correct order, complete notes	<i>Can follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language.</i>
Reading	Read an article about extras, complete gaps in headings and answer comprehension questions; read an article about profile pictures, identify true statements, match information	<i>Can understand the description of places, events, explicitly expressed feelings and perspectives in narratives, guides and magazine articles that are written in high frequency, everyday language.</i>
Writing	Write a film review	<i>Can write accounts of experiences, describing feelings and reactions in simple connected text.</i>
Progress test: Teacher-generated test covering last 2 weeks' material		
Language learning objectives: By the end of this module, learners will better be able to:		
Grammar	Passive voice (all tenses), modals of deduction (<i>must be, might be, can't be</i>)	
Vocabulary	Cinema (<i>set, dubbed</i>); the body (<i>knees, whistle</i>)	
Phonology	Regular and irregular past participles, diphthongs	
Exam preparation		

Module Seven (English File Unit 7)

Skills learning objectives By the end of this module, learners will better be able to:		Equivalent CEFR objectives
Speaking	Interview a partner about school, ask for more information; organising and presenting an opinion at length giving reasons; discuss living with parents;	
Listening	Listen to a radio report about education, listen for detail, identify true statements, complete a chart; listen to a museum exhibition audio guide, make predictions, answer comprehension questions, complete missing words; describe your dream home, give detail.	
Reading	Read an advice forum about University, summarising; read an adapted newspaper article about living with parents, make predictions, complete gaps, paraphrase information from memory	
Writing	Make short-hand notes before a presentation; write a description of your house or flat for a rental website	
Language learning objectives: By the end of this module, learners will better be able to:		
Grammar	First conditional and future time clauses; second conditional	
Vocabulary	Education (<i>expel, nursery</i>), houses (<i>ceiling, outskirts</i>)	
Phonology	The letter <i>u</i> , sentence stress, the letter <i>c</i>	
Exam preparation		

Module Eight (English File Unit 8)

Skills learning objectives By the end of this module, learners will better be able to:		Equivalent CEFR objectives
Speaking	Read and relay information in your own words, discuss experiences of crime and ask extension questions, discuss and give reasons and examples for opinions on statements about crime and the media, discuss how we get our news	<i>Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. Can, in informal conversation (with friends), ask for explanation or clarification to ensure he/she understands complex, abstract ideas. Can identify related or repeated information in different parts of a text and merge it in order to make the essential message clearer.</i>
Listening	Headings completion and comprehension questions on an extract from a police safety podcast, short news story extracts and complete information, a documentary about news and mass media	<i>Can understand detailed instructions well enough to be able to follow them successfully. Can understand most TV news and current affairs programmes.</i>
Reading	Reading comprehension on adapted authentic article about identity theft, complete headings and answer comprehension questions on an article about fake news	<i>Can recognise when a text provides factual information and when it seeks to convince readers of something.</i>
Writing	Write an article expressing your opinion about some aspects of crime	<i>Can clearly signal the difference between fact and opinion. Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples.</i>
Progress test: Teacher-generated test covering last 2 weeks' material		
Language learning objectives By the end of this module, learners will better be able to:		
Grammar	the passive (all forms), <i>have something done, it is said that, he is thought to</i> , reporting verbs	
Vocabulary	Crime and punishment (<i>burglar, break into</i>), news and the media (<i>axed, sensational</i>)	
Phonology	Sounds of the letter <i>u</i> , word stress	

Exam preparation	TIE Part 3: The news story.	Select, read and follow a news story from various sources, comparing and contrasting information between sources.
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Module Nine (English File Unit 9)
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Skills learning objectives By the end of this module, learners will better be able to:		Equivalent CEFR objectives
Speaking	discuss the topic of advertising, marketing and consumerism, read about misleading advertising campaigns and recount information in your own words	<i>Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. Can make accessible for others the main contents of a spoken or written text on a subject of interest (e.g. an essay, a forum discussion, a presentation) by paraphrasing in simpler language.</i>
Listening	A talk with a marketing expert, gap fill and note-taking	<i>Can understand a clearly structured lecture on a familiar subject, and can take notes on points which strike him/her as important, even though he/she tends to concentrate on the words themselves and therefore to miss some information.</i>
Reading	An adapted authentic article about misleading advertising campaigns and working our vocabulary from context, read about misleading advertising campaigns and recount information in your own words, reading comprehension and gap fill on an extended article about disposable products	<i>Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.</i>
Writing	Write a product review for a website, using clauses of contrast and purpose	<i>Can produce text that is generally well-organised and coherent, using a range of linking words and cohesive devices.</i>

Language learning objectives:

Language learning objectives: By the end of this module, learners will better be able to:	
Grammar	clauses of contrast and purpose
Vocabulary	Advertising and business (<i>import, refund</i>)
Phonology	changing stress on nouns and verbs (<i>produce, produce</i>)

Exam preparation	FCE listening, all parts FCE Writing Part 1: Writing an essay	<i>CUP Cambridge English First Trainer 2nd ed. Pages 94-98 and 82-84</i> <i>Pearson Cambridge English First Practice Tests Plus 2 pages 42-46 and 39-40</i>
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Module Ten (English File Unit 10)

Skills learning objectives By the end of this module, learners will better be able to:		Equivalent CEFR objectives
Speaking	Discuss cities and places visited, explain concepts in your own words, speak about a topic for an extended period of time	<i>Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples.</i> <i>Can encourage a shared communication culture by expressing understanding and appreciation of different ideas, feelings and viewpoints, and inviting participants to contribute and react to each other's ideas.</i>
Listening	Personal stories about places visited, listen for detail and complete notes	<i>Can distinguish main themes from asides, provided that the lecture or talk is delivered in standard spoken language.</i>
Reading	Adapted authentic texts on architecture and cities, discussing information read, answering comprehension questions and focus on vocabulary in context	<i>Can recognise different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships.</i>
Writing	write a report on the features of a city	<i>Can synthesise information and arguments from a number of sources.</i> <i>Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples.</i>

Progress test: Teacher-generated test covering last 2 weeks' material

Language learning objectives: By the end of this module, learners will better be able to:	
Grammar	uncountable and plural nouns
Vocabulary	word building: prefixes and suffixes (<i>inconvenient, undeveloped</i>)
Phonology	word stress with prefixes and suffixes

Exam preparation	FCE Reading & Use of English parts 5-6	<i>CUP Cambridge English First Trainer 2nd ed. Pages 24-30</i> <i>Pearson Cambridge English First Practice Tests Plus 2 pages 10-13</i>
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Module Eleven (Outcomes Units 1+2)		
Skills learning objectives By the end of this module, learners will better be able to:		Equivalent CEFR objectives
Speaking	Interview partner with science-related questions, discuss science fiction films, TV shows and books, discuss likelihood of future events	<i>Can initiate discourse, take his turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly.</i> <i>Can use stock phrases (e.g. "That's a difficult question to answer") to gain time and keep the turn whilst formulating what to say.</i>
Listening	A scientist answering scientific questions, taking notes and explaining information in your own words	<i>Can communicate detailed information reliably.</i>
Reading	Science quizzes and an adapted authentic text on science fiction, focus on vocabulary in context and discussion of information read	<i>Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.</i>
Writing	A short science fiction story	<i>Can follow the conventional structure of the communicative task concerned, when communicating his/her ideas.</i>
Language learning objectives: By the end of this module, learners will better be able to:		
Grammar	quantifiers: all, every, both etc	
Vocabulary	Science (<i>biologist, clone</i>), talking about future probability (<i>a long way from</i>)	
Phonology	Stress in word families (<i>science, scientific</i>)	
Exam preparation	FCE Writing Part 1: Writing an essay FCE Reading & Use of English part 7	<i>CUP Cambridge English First Trainer 2nd ed. Page 118 and 31-33</i>

Module Twelve (Outcomes Units 3+ 4)

Skills learning objectives By the end of this module, learners will better be able to:		Equivalent CEFR objectives
Speaking	A true or false quiz with a partner, discuss world leaders and famous speeches, giving presentations	<i>Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options. Can take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience.</i>
Listening	Listening comprehension on an interview about the moon landing, a radio programme with tips for public speaking and an interview with a public speaker, a short film about giving presentations	<i>Can understand detailed instructions well enough to be able to follow them successfully.</i>
Reading	An adapted authentic text about world leaders and famous speeches, matching information	<i>Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.</i>
Writing	write note form plan of speech/presentation to be given to class	<i>Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources. Can employ prosodic features (e.g. stress, intonation, rhythm) to support the message he/she intends to convey, though with some influence from other languages he/she speaks.</i>
Progress test: Teacher-generated test covering last 2 weeks' material		
Language learning objectives: By the end of this module, learners will better be able to:		
Grammar	articles	
Vocabulary	collocations: word pairs (<i>sooner or later</i>)	
Phonology	Pausing and sentence stress when giving a presentation	

Exam preparation	TIE Part 1: the Investigation Project	<i>Research and present a topic of your choice</i>
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Module Thirteen (Outcomes Units 5)		
Skills learning objectives By the end of this module, learners will better be able to:		Equivalent CEFR objectives
Speaking	Talking about family using time expressions, discussing pros and cons of living abroad, making casual conversation	<i>Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. Can understand in detail what is said to him/her in the standard spoken language even in a noisy environment.</i>
Listening	Listen to people talking about what they miss from home and take notes	<i>Can recognise the speaker's point of view and distinguish this from facts that he/she is reporting.</i>
Reading	Tweets and an email about an experience abroad, reading comprehension on an extended biographical text about a family reunion	<i>Can understand what is said in a personal email or posting even where some colloquial language is used. Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.</i>
Writing	Informal writing: correcting mistakes	<i>Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views. Can write formal emails/letters of invitation, thanks or apology with appropriate register and conventions.</i>
Language learning objectives: By the end of this module, learners will better be able to:		
Grammar	The tense system: simple, continuous, perfect, active and passive. Omission	
Vocabulary	Informal and colloquial language (<i>I don't get it</i>), compound words (<i>life expectancy, lifelong</i>)	
Phonology	Word stress in compound words	

Exam preparation	Introduction to and overview of the FCE exam and TIE exam. Students self-assess using CEFR descriptors and 'can-do' statements at their present level	<i>CUP Cambridge English First Trainer 2nd ed., Pearson Cambridge English First Practice Tests Plus 2 CEFR scales structures overview</i>
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Module Fourteen (Outcomes Units 6)

Skills learning objectives By the end of this module, learners will better be able to:		Equivalent CEFR objectives
Speaking	Asking and answering questions about a text, exchanging information, discussion of life dreams, personal reactions to an text	<i>Can pass on detailed information reliably. Can give a clear presentation of his/her reactions to a work, developing his/her ideas and supporting them with examples and arguments.</i>
Listening	Listening to people speaking about life dreams and matching speakers to statements, listen to people describe places visited and complete information	<i>Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone etc.</i>
Reading	Jigsaw reading a short text about travel guidebooks, reading comprehension on an extended text about plastic in the environment	<i>Can recognise different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships.</i>
Writing	Writing a formal letter or email of complaint	<i>Can use formality and conventions appropriate to the context when writing personal and professional letters and emails.</i>
Progress test: Teacher-generated test covering last 2 weeks' material		
Language learning objectives: By the end of this module, learners will better be able to:		
Grammar	Present simple and continuous, present perfect simple and continuous	
Vocabulary	Expressions with <i>make</i> and <i>do</i> (<i>make an impression, do a favour</i>), talking about places	
Phonology	Fillers, adding emphasis	

Exam preparation	FCE Reading & Use of English parts 1-2	<i>CUP Cambridge English First Trainer 2nd ed. Pages 68-71 Pearson Cambridge English First Practice Tests Plus 2 pages 27-30</i>
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Module Fifteen (Outcomes Unit 7)

Skills learning objectives By the end of this module, learners will better be able to:		Equivalent CEFR objectives
Speaking	Discussing and speculating on the truth behind a news story, retelling and responding to a news story, interpretation of a story, expressing opinions on media, presenting a book or film	<i>Can express in some detail his/her reactions to the form of expression, style and content of a work, explaining what he/she appreciated and why. Can evaluate the way the work encourages identification with characters, giving examples.</i>
Listening	Listening to radio news bulletins and correcting and completing sentences, a conversation about books and media, a short story	<i>Can understand most TV news and current affairs programmes.</i>
Reading	A short news article, short story synopses and matching to book titles, reading comprehension on a short psychological thriller	<i>Can read novels that have a strong, narrative plot and that are written in straightforward, unelaborated language, provided that he/she can take his/her time and use a dictionary.</i>
Writing	Narrative writing: using adverbs in narratives	<i>Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.</i>
Language learning objectives: By the end of this module, learners will better be able to:		
Grammar	Narrative tenses: Past simple, past continuous, past perfect, active and passive	
Vocabulary	Books and films (<i>set, plot</i>)	
Phonology	Giving, receiving and reacting to news, showing interest and surprise: echo and tag questions	

Exam preparation	TIE Part 1: The news story	<i>Read and follow a news story from two or more sources, compare and contrast information and talk about how the story differs between sources</i>
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Module Sixteen (Outcomes Unit 8)

Skills learning objectives By the end of this module, learners will better be able to:		Equivalent CEFR objectives
Speaking	Discussion about lying and why people lie, exchanging information about conspiracy theories, phrases for being polite	<i>Can formulate follow-up questions to a member of a group to clarify an issue that is implicit or poorly articulated. Can further develop other people's ideas and opinions.</i>
Listening	Listening comprehension a radio programme about confessions	<i>Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several speakers of the target language who do not modify their speech in any way.</i>
Reading	Jigsaw reading on conspiracy theories, information exchange and focus on vocabulary	<i>Can scan quickly through long and complex texts, locating relevant details. Can ask questions to stimulate discussion on how to organise collaborative work.</i>
Writing	Linking ideas: writing a biography using conjunctions	<i>Can produce text that is generally well-organised and coherent, using a range of linking words and cohesive devices.</i>

Progress test: Teacher-generated test covering last 2 weeks' material

Language learning objectives: By the end of this module, learners will better be able to:	
Grammar	Questions and negatives
Vocabulary	Opposites: negative prefixes and antonyms in context (<i>dislike, loathe</i>)
Phonology	Stress and intonation in negative questions, intonation when being polite, asking 'How come?'

Exam preparation	FCE listening, all parts	<i>CUP Cambridge English First Trainer 2nd ed. Pages 94-98 Pearson Cambridge English First Practice Tests Plus 2 pages 42-46</i>
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Module Seventeen (Outcomes Unit 9)		
Skills learning objectives By the end of this module, learners will better be able to:		Equivalent CEFR objectives
Speaking	Discussion about future possibilities, plans and career and education prospects, discussion about age differences, roleplay on the phone	<i>Can participate in extended casual conversation over the phone with a known person on a variety of topics. Can use telecommunications for a variety of personal and professional purposes, provided he/she can ask for clarification if the accent or terminology is unfamiliar.</i>
Listening	Making predictions, checking and note taking: people speaking about education and career prospects	<i>Can distinguish main themes from asides, provided that the lecture or talk is delivered in standard spoken language.</i>
Reading	Reading for gist, jigsaw reading and reporting information on an article about inspirational teenagers, matching quotes to speakers	<i>Can reformulate an idea to emphasise or explain a point.</i>
Writing	Writing a CV and covering letter	<i>Can write non-routine professional letters, using appropriate structure and conventions, provided these are restricted to matters of fact.</i>
Language learning objectives: By the end of this module, learners will better be able to:		
Grammar	Future forms (<i>will, present continuous, going to</i>)	
Vocabulary	Expressions and phrasal verbs with <i>take</i> and <i>put</i> (<i>take for granted, put a stop to</i>), phrases using the word <i>thing</i> (<i>do your own thing</i>)	

Phonology	Connected speech in future forms, intonation when speaking on the phone	
Exam preparation	FCE Writing Part 2: Writing an email	<i>CUP Cambridge English First Trainer 2nd ed. pages 38-42</i> <i>Pearson Cambridge English First Practice Tests Plus 2 pages 16 + 18</i>

Module Eighteen (Outcomes Unit 10)		
Skills learning objectives By the end of this module, learners will better be able to:		Equivalent CEFR objectives
Speaking	A lifestyle class survey, discussing opinions on advertising, exchanging information on famous brands, creating an advert, collaborative task: a business presentation for a new restaurant	<i>Can help to define goals for teamwork and compare options for how to achieve them.</i> <i>Can explain the different roles of participants in the collaborative process, giving clear instructions for group work.</i> <i>Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives.</i>
Listening	Listening for detail: a radio programme on the effectiveness of body advertising	<i>Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.</i>
Reading	Jigsaw reading about famous brands and information exchange	<i>Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.</i>
Writing	Writing a report: a consumer survey	<i>Can synthesise information and arguments from a number of sources.</i> <i>Can make concepts on subjects in his/her fields of interest more accessible by giving concrete examples, recapitulating step by step and repeating the main points.</i>
Progress test: Teacher-generated test covering last 2 weeks' material		
Language learning objectives: By the end of this module, learners will better be able to:		
Grammar	Expressions of quantity, countable and uncountable nouns	

Vocabulary	Expressing quantity, words with variable stress, business expressions and numbers	
Phonology	Word stress in words with variable stress	
Exam preparation	FCE Reading & Use of English parts 3-4	<i>CUP Cambridge English First Trainer 2nd ed. Pages 72-75</i> <i>Pearson Cambridge English First Practice Tests Plus 2 pages 27, 31-32</i>

Module Nineteen (Outcomes Unit 11)

Skills learning objectives By the end of this module, learners will better be able to:		Equivalent CEFR objectives
Speaking	Discussing the pros and cons of arranged marriages, discussing young adults today, role playing conversations, employing exaggeration and understatement	<i>Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.</i> <i>Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.</i> <i>Can employ prosodic features (e.g. stress, intonation, rhythm) to support the message he/she intends to convey, though with some influence from other languages he/she speaks.</i>
Listening	Listening comprehension and creating questions: an interview about arranged marriage	<i>Can identify the main reasons for and against an argument or idea in a discussion conducted in clear standard speech.</i>
Reading	Reading comprehension and vocabulary focus: an article on contemporary young adults	<i>Can recognise when a text provides factual information and when it seeks to convince readers of something.</i>
Writing	Writing a <i>for and against</i> essay	<i>Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.</i>
Language learning objectives: By the end of this module, learners will better be able to:		
Grammar	Modal verbs of ability, permission and obligation and related verbs, declarative questions, questions expressing surprise.	

Vocabulary	Phrasal verbs and expressions with <i>get</i> (<i>get over, get started</i>)	
Phonology	Expressing surprise, other question forms, exaggeration and understatement	
Exam preparation	TIE Part 1: the Investigation Project	<i>Research and present a topic of your choice</i>

Module Twenty (Outcomes Unit 12)

Skills learning objectives By the end of this module, learners will better be able to:		Equivalent CEFR objectives
Speaking	Describing pictures, role play an interview, recounting personal experiences of extreme weather, exclamations with <i>how</i> and <i>what</i>	<i>Can initiate, maintain and end discourse appropriately with effective turn taking. Can intervene appropriately in discussion, exploiting appropriate language to do so.</i>
Listening	Listening comprehension: people talking about their personal experiences in extreme weather conditions	<i>Can follow chronological sequence in extended informal speech, e.g. in a story or anecdote.</i>
Reading	A short biography of a singer and gap-fill, reading comprehension on an article about urban treehouses	<i>Can read for pleasure with a large degree of independence, adapting style and speed of reading to different texts (e.g. magazines, more straightforward novels, history books, biographies, travelogues, guides, lyrics, poems), using appropriate reference sources selectively.</i>
Writing	Describing places	<i>Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest.</i>

Progress test: Teacher-generated test covering last 2 weeks' material

Language learning objectives: By the end of this module, learners will better be able to:	
Grammar	Relative clauses, participles, adding detail and comments using <i>which</i>
Vocabulary	Adverb collocations (<i>quite surprised, absolutely shocked</i>), using adverbs to add detail, <i>-ed</i> and <i>-ing</i> adjectives (<i>bored, boring</i>)
Phonology	Intonation and pitch in exclamations with <i>what</i> and <i>how</i> , grammatical intonation in relative clauses

Exam preparation	FCE listening, all parts	<i>CUP Cambridge English First Trainer 2nd ed. Pages 120-123 Pearson Cambridge English First Practice Tests Plus 2 pages 62-65</i>
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Module Twenty One (Outcomes Unit 13)		
Skills learning objectives By the end of this module, learners will better be able to:		Equivalent CEFR objectives
Speaking	Talk about the past, childhood friends and past teachers, justifying opinions; research and present a project about a past time, preparing and conducting a class debate, expressions for making your point	<i>Can outline the main points in a disagreement with reasonable precision and explain the positions of the parties involved. Can, by asking questions, identify areas of common ground and invite each side to highlight possible solutions. Can make concepts on subjects in his/her fields of interest more accessible by giving concrete examples, recapitulating step by step and repeating the main points. Can employ prosodic features (e.g. stress, intonation, rhythm) to support the message he/she intends to convey, though with some influence from other languages he/she speaks.</i>
Listening	Listening for detail and paraphrasing: people talking about personal relationships with their parents; listening comprehension questions on an interview about childhood teachers	<i>Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation.</i>
Reading	Jigsaw reading about people living in the past, answer comprehension questions and relay information,	<i>Can make accessible for others the main contents of a spoken or written text on a subject of interest (e.g. an essay, a forum discussion, a presentation) by paraphrasing in simpler language. Can describe the way in which different works differ in their treatment of the same theme.</i>
Writing	Writing a presentation or speech about an early memory	<i>Can follow the conventional structure of the communicative task concerned, when communicating his/her ideas. Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples.</i>
Language learning objectives: By the end of this module, learners will better be able to:		

Grammar	Expressing habits with <i>used to, would, past continuous, be used to, get used to,</i>	
Vocabulary	Adjective intensifiers (<i>brand new, razor sharp</i>), homonyms and homophones (<i>fan, fine, maid, made</i>)	
Phonology	Connected speech in <i>used to</i> , homophones, pauses and stress when giving a talk	
Exam preparation	FCE Writing Part 1: Writing an essay	<i>CUP Cambridge English First Trainer 2nd ed. Page 137</i>

Module Twenty Two (Outcomes Unit 14)

Skills learning objectives By the end of this module, learners will better be able to:		Equivalent CEFR objectives
Speaking	Personal anecdote about an unfortunate incident and making comments/ suggestions, expressions with modals (<i>You can say that again!</i>), whodunnit murder mystery game, discussing children's stories, speculating about historical objects and events	<p><i>Can vary formulation of what he/she wants to say.</i></p> <p><i>Can formulate questions and give feedback to encourage people to make connections to previous knowledge and experiences.</i></p> <p><i>Can explain ground rules in collaborative discussion in small groups that involves problem solving or the evaluation of alternative proposals.</i></p> <p><i>Can intervene when necessary to set a group back on task with new instructions or to encourage more even participation.</i></p> <p><i>Can explain the different roles of participants in the collaborative process, giving clear instructions for group work.</i></p>
Listening	A telephone conversation and conferring missing information, a cautionary tale for children	<p><i>Can take or leave complex personal or professional messages, provided he/she can ask clarification or elaboration if necessary.</i></p> <p><i>Can give a reasoned opinion about a work, showing awareness of the thematic, structural and formal features and referring to the opinions and arguments of others.</i></p>
Reading	Skimming and scanning for information and vocabulary focus on a factual text about the Vikings	<i>Can scan quickly through long and complex texts, locating relevant details.</i>
Writing	Adding emphasis in writing: People of influence	<p><i>Can reformulate an idea to emphasise or explain a point.</i></p> <p><i>Can identify related or repeated information in different parts of a text and merge it in order to make the essential message clearer.</i></p>

Progress test: Teacher-generated test covering last 2 weeks' material

Language learning objectives:

By the end of this module, learners will better be able to:		
Grammar	Past modal auxiliary verbs (<i>must have, can't have</i>),	
Vocabulary	Synonyms, metaphors and idioms about the body (<i>finding your feet</i>)	
Phonology	Contraction in past modals, rhyming words, syllables and rhythm in a nursery rhyme	
Exam preparation	FCE Reading & Use of English parts 5-7	<i>CUP Cambridge English First Trainer 2nd ed. Pages 76-81</i> <i>Pearson Cambridge English First Practice Tests Plus 2 pages 28, 33-38</i>

Module Twenty Three (Outcomes Unit 15)

Skills learning objectives By the end of this module, learners will better be able to:		Equivalent CEFR objectives
Speaking	Discussing regrets and how we wish our lives were different, discussing scientific questions and creating our own to discuss, describing dreams, talking about a special event or achievement	<i>Can work collaboratively with people from different backgrounds, creating a positive atmosphere by giving support, asking questions to identify common goals, comparing options for how to achieve them and explaining suggestions for what to do next.</i> <i>Can further develop other people's ideas, pose questions that invite reactions from different perspectives and propose a solution or next steps.</i>
Listening	Listening comprehension on a radio programme about an app and dreaming, true or false statements, matching sentence halves.	<i>Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation.</i>
Reading	A short text on a misfortune and creating sentences, an extended article about scientific questions, inserting removed sentences into the text, reading for detail and answering comprehension questions	<i>Can convey detailed information and arguments reliably, e.g. the significant point(s) contained in complex but well-structured texts within his/her fields of professional, academic and personal interest.</i>
Writing	Narrative writing: linking words and expressions. Writing a narrative piece about an achievement	<i>Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.</i> <i>Can structure longer texts in clear, logical paragraphs.</i>

Language learning objectives: By the end of this module, learners will better be able to:	
Grammar	Hypothesising, expressions with <i>if</i>
Vocabulary	Word pairs (<i>there and then, pros and cons</i>), expressions with <i>dream (living the dream)</i>
Phonology	Linking sounds in word pairs, stress and intonation when complaining
Exam preparation	TIE part 1: The Book. Select a book to read and focus on main characters, plot, setting, themes, genre etc

Module Twenty four (Outcomes Unit 16)

Skills learning objectives By the end of this module, learners will better be able to:		Equivalent CEFR objectives
Speaking	A quiz about time management, discussing time management, discussing life stages and the business of modern life, linking and commenting	<i>Can help along the progress of the work by inviting others to join in, say what they think etc. Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc. Can summarise the point reached at a particular stage in a discussion and propose the next steps. Can initiate discourse, take his turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly.</i>
Listening	People speaking about their stage of life and their priorities and matching quotes to speakers, vocabulary focus, a poem	<i>Can identify the main reasons for and against an argument or idea in a discussion conducted in clear standard speech.</i>
Reading	A quiz about time management, an article about life on a remote island: scanning for information and answering detailed comprehension questions, vocabulary focus	<i>Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile. Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.</i>
Writing	Writing a new stanza to a poem, Improving style and cohesion, using conjunctions and participle clauses	<i>Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. Can clearly signal the difference between fact and opinion.</i>

Progress test: Teacher-generated test covering last 2 weeks' material

Language learning objectives: By the end of this module, learners will better be able to:		
Grammar	Articles, determiners, demonstratives	
Vocabulary	Expressions with <i>life</i> and <i>time</i> (<i>take your time, not on your life</i>)	
Phonology	Grammatical intonation and sentence stress when commenting and linking (<i>Actually...</i> , <i>All the same...</i>)	
Exam preparation	FCE Writing Part 2: Writing a review	<i>CUP Cambridge English First Trainer 2nd ed. Pages 88-90 and 119</i> <i>Pearson Cambridge English First Practice Tests Plus 2 page 61</i>

Module Twenty Five (Special Interest Week)

Skills learning objectives By the end of this module, learners will better be able to:		Equivalent CEFR objectives
Speaking	Role plays, interviewing people in authentic situations, discussions, debates, interaction with native speakers	<p><i>Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with speakers of the target language quite possible without imposing strain on either party. Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.</i></p> <p><i>Can sustain relationships with speakers of the target language without unintentionally amusing or irritating them or requiring them to behave other than they would with a proficient speaker.</i></p> <p><i>Can with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several speakers of the target language who do not modify their speech in any way.</i></p> <p><i>Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by other language(s) he/she speaks, but has little or no effect on intelligibility.</i></p>
Listening	Podcasts, documentaries, films, TV series, talks and presentations, tour of Cork	<p><i>Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation.</i></p> <p><i>Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.</i></p>

Reading	Authentic texts from newspapers, magazines and literary publications, museum	<i>Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.</i>
Writing	Creative writing as well as writing for academic and professional purposes	<i>Can express news and views effectively in writing, and relate to those of others.</i>
Language learning objectives: By the end of this module, learners will better be able to:		
Grammar	Revision of specific areas of grammar students request or teacher deems worthwhile revisiting	
Vocabulary	Revision of specific areas of vocabulary students request or teacher deems worthwhile revisiting	
Phonology	Revision of specific areas of phonology students request or teacher deems worthwhile revisiting	
Exam preparation	FCE and TIE complete mock exams	