

GENERAL ENGLISH

COURSE DESCRIPTIONS

ADVANCED LEVEL (CEFR C1)	
Overview: The C1 General English Course is an Elementary level course which is designed specifically for English language learners living in Ireland. The aim of the course is to improve the 4 main language learning skills, i.e. reading, writing, listening and speaking, and also to focus on the additional skills necessary to gain fluency and interact competently in the English language. The course is 12 weeks in duration with 180 contact teaching hours; students are advised to self-study for a recommended minimum of 60/80 hours in addition to this. The course book (New Headway) is supplemented by various other pedagogical materials chosen by the teachers and Director of Studies (DOS), including Graded Readers, website materials, printed media, the internet, etc.	
Learners' expected abilities prior to joining the course: <ul style="list-style-type: none">• Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express themselves fluently and spontaneously without much obvious effort searching for expressions.• Can use language flexibly and effectively for social, academic and professional purposes.• Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.	
Expected learner outcomes on course completion: The aim of the course is to bring learners up to a higher Advanced level of English (CEFR C1+) or a Proficient level of English (CEFR C2). At this level learners are expected to do the following. <ul style="list-style-type: none">• Can understand with ease everything heard and read.• Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation.• Can express themselves spontaneously very fluently and precisely, differentiating finer shades of meaning even in more complex situations. By the end of this course students will have familiarised themselves with the following aspects of the language that they can recognise and use.	
Grammar: <ul style="list-style-type: none">- tense review- perfect and non-perfect- active and passive voice- adverbs- adjectives- discourse markers- modal auxiliaries- verb patterns- relatives and participle	Vocabulary: <ul style="list-style-type: none">- describe countries, nations and nationalities- phrasal verbs – literal and metaphorical meanings- describe trends, graphs- use of synonyms and antonyms- the language of proverbs and poetry- word formation techniques- use of reasoning- metaphors and idioms- false friends

<ul style="list-style-type: none"> - conjunctions - infinites - verb patterns - relative clauses, pronouns 	<ul style="list-style-type: none"> - homonyms, homophones, homographs - sports - geographical expressions, climate, weather - science and technology - adjectives - compounds - crime - politics - news - health and lifestyle - education and work
<p>Reading: Learners can understand in detail lengthy, complex texts, whether or not they relate to their area of specialty. Can understand complex reports, analyses and commentaries in which opinions, viewpoints and connections are discussed, recognising contradictions, inconsistencies, or illogical arguments.</p> <ul style="list-style-type: none"> - read for gist and detail - read for specific information - read to guess meaning - read to guess the writer's reasons - read to guess the ending - read for indirect information 	<p>Listening: Learners can understand a wide range of idiomatic expressions and colloquialisms, appreciating shifts in style and register. Can easily follow complex interactions in group discussion and debate, even on abstract and unfamiliar topics.'</p> <ul style="list-style-type: none"> - listen for gist - listen for detail - listen for indirect information - listen for style - listen for mood - listen for general ideas - listen to predict content - listen to predict the speaker's attitude
<p>Writing: Learners can write well-structured texts which show a high degree of grammatical correctness and vary their vocabulary and style according to the addressee, the kind of text and the topic. Can write clear, detailed, well-developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.</p> <ul style="list-style-type: none"> - write a review - write a biography - collect ideas to write about - use of descriptors - write formal and informal letters - organise information into paragraphs - sequence a story - get the reader interested - use adjectives and appropriate tenses in a story 	<p>Speaking (interaction and production): Learners can express themselves fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language. Can reformulate ideas differently in order to ensure that people understand exactly what they mean, eliminating the possibility of misunderstandings. Can use fluently a variety of appropriate expressions to introduce their remarks in order to get the floor, or to gain time and keep the floor while thinking. They can relate their contribution skilfully to those of other speakers. Can participate easily and appropriately in conversation. They have good understanding of humour, irony and implicit cultural references. Can easily keep up with and contribute to an extended debate on abstract and complex topics, even when these are unfamiliar to them and when people are speaking simultaneously. Can formulate a convincing argument and respond to questions, comments and complex counter arguments</p>

- write a report, use appropriate style
- Learners prepare presentations of various topics

fluently, spontaneously and appropriately.

- talk about topics from previous levels
- discuss art
- discuss sports
- discuss unreal situations
- talk about science and technology
- talk about the news, politics
- talk about social issues – unemployment, immigration, emigration
- talk about the entertainment industry
- talk about education and work
- talk about the media

