

# GENERAL ENGLISH

## COURSE DESCRIPTIONS

### GENERAL ENGLISH – ELEMENTARY LEVEL (CEFR A1)

**Overview:**

The A1 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 (English Result) 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:**

- Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.
- Can introduce themselves and others and can ask and answer questions about personal details such as where they live, people they know and things they have.
- Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

**Expected learner outcomes on course completion:**

The aim of the course is to bring learners up to a Pre-Intermediate level of English (CEFR A2). At this level learners are expected to do the following.

- Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialisation.
- Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
- Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the disadvantages of various options.

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:**

- present simple of 'to be'
- possessive adjectives
- the possessive 's', have got/has got
- imperatives
- demonstratives this/that, these/those
- adjectives, order of adjectives, comparatives, superlatives
- articles a/an
- prepositions of time, place and movement

**Vocabulary:**

- greetings
- letters and numbers (phone numbers, email addresses, websites, time)
- polite words and greetings
- days of the week, months, seasons, years, ordinal numbers
- family
- people and jobs, places, countries, nationalities, languages
- things and places in town

<ul style="list-style-type: none"> <li>- nouns, plurals, countable and uncountable nouns</li> <li>- there is/are, some and any, much, many, a lot of</li> <li>- modals of ability – can/can't</li> <li>- Would you like...? – suggestions, offers</li> <li>- verb patterns – likes/dislikes</li> <li>- present simple tense</li> <li>- adverbs of frequency</li> <li>- object pronouns</li> <li>- present continuous for describing present activities, future arrangements</li> <li>- past simple of 'to be'</li> <li>- past simple regular and irregular</li> <li>- wh-questions</li> <li>- going to future</li> </ul>	<ul style="list-style-type: none"> <li>- signs, notices</li> <li>- habits</li> <li>- introducing people / start a short conversation</li> <li>- adjectives describing people, places, colour, shape, age</li> <li>- shopping phrases, office and classroom supplies</li> <li>- gifts</li> <li>- food and drink, prices, offering phrases</li> <li>- leisure activities, holidays</li> <li>- weather</li> <li>- abilities</li> <li>- likes and dislikes</li> <li>- social phrases</li> <li>- clothes</li> <li>- action verbs</li> <li>- transport</li> <li>- instructions, directions</li> <li>- education, career, jobs</li> <li>- accommodation, houses, rooms, furniture</li> <li>- the human body, health and lifestyle</li> </ul>
<p><b>Reading:</b> Learners can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.</p> <ul style="list-style-type: none"> <li>- scan for specific information</li> <li>- read for detail in a description</li> <li>- read for gist and specific information in a text</li> <li>- read for gist and specific information in an interview</li> <li>- read for gist and specific information in a short poem</li> <li>- read for gist and specific information in a postcard</li> <li>- read for specific information and detail in a biography</li> <li>- understand details in instructions</li> <li>- understand thank you letters</li> </ul>	<p><b>Listening:</b> Learners can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.</p> <ul style="list-style-type: none"> <li>- listening for detail, specific information</li> <li>- listening for gist</li> <li>- listening for pronunciation</li> <li>- listen and repeat activities</li> <li>- listening for keywords</li> </ul>
<p><b>Writing:</b> Learners can write short, simple formulaic notes relating to matters in areas of immediate need. Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'.</p> <ul style="list-style-type: none"> <li>- fill in personal details in a form</li> <li>- following descriptions; recognising punctuation marks</li> <li>- building sentences using 'and' and 'but'</li> </ul>	<p><b>Speaking (interaction and production):</b> Learners can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but are rarely able to understand enough to keep conversation going of their own accord. Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short</p>

- writing descriptions
- copying words, recognising and correcting wrong words
- reviewing word order and spelling
- phrase building with 'or' and 'with'
- using 'also' in order to connect information in sentences
- writing a post card
- writing a biography
- writing instructions
- writing a thank you letter
- prepare short presentations of various topics

series of simple phrases and sentences linked in a list.

- can introduce himself/herself
- start a conversation
- use English in the classroom
- introduce family and friends
- describe people, places, simple situations
- ask for information
- signal breakdown in communication
- talk about countries, nationalities, languages
- respond to news
- talk about habits, everyday activities, life in their country and in Ireland
- ask for things in shops, ask about prices, order meals in restaurants
- talk about likes and dislikes
- talk about food and drinks
- offer, invite and reply to offers and invites
- talk about interests, ask about other people's interests, free-time activities
- talk about the weather, holidays
- give and follow instructions, directions
- describe abilities, actions
- talk about clothing
- talk about jobs and careers
- compare things
- talk about past events
- make suggestions
- make appointments
- talk about feelings
- talk about future arrangements, intentions