

# GENERAL ENGLISH

## COURSE DESCRIPTIONS

### INTERMEDIATE LEVEL (CEFR B1)

**Overview:**

The B1 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 the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- Can deal with most situations likely to arise whilst travelling in an area where the language is spoken.
- Can produce simple connected text on topics which are familiar or of personal interest.
- Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

**Expected learner outcomes on course completion:**

The aim of the course is to bring learners up to an Upper-Intermediate level of English (CEFR B2). 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:**

- subject and object questions, wh-questions
- reflexive pronouns
- present simple and continuous
- the definite article
- adverbs of frequency
- past simple and continuous

**Vocabulary:**

- family, friends, people I know
- ways of greeting
- cognates and false friends
- places
- time expressions
- education, school and work related words

<ul style="list-style-type: none"> <li>- the present perfect simple and continuous</li> <li>- used to – for past habits</li> <li>- -ed and -ing adjectives, comparatives and superlatives</li> <li>- defining and non-defining relative clauses</li> <li>- modals of obligation, deduction, ability</li> <li>- active and passive voice</li> <li>- past perfect</li> <li>- the use of so and such</li> <li>- verb patterns – infinitives and gerunds</li> <li>- tenses and pronouns in reported speech</li> <li>- future intentions, future perfect</li> <li>- tag questions</li> <li>- 1<sup>st</sup> and 2<sup>nd</sup> and 3<sup>rd</sup> conditionals , time clauses</li> <li>- -ed and -ing clauses</li> <li>- indirect questions</li> <li>- to have something done</li> </ul>	<ul style="list-style-type: none"> <li>- hospitality, travels, holidays</li> <li>- entertainment, music, movies, books, stories, fiction</li> <li>- adjectives -ed/-ing, extreme adjectives, compounds,</li> <li>- politics, current events, the news</li> <li>- crime, war and power</li> <li>- behaviour</li> <li>- say and tell</li> <li>- make/do/play</li> <li>- the body, exercise, health, lifestyle</li> <li>- phone conversation phrases</li> <li>- reporting verbs</li> <li>- weather, seasons, nature</li> <li>- shopping</li> <li>- describing people, places, events</li> <li>- verbs to express wishes</li> </ul>
<p><b>Reading:</b> Learners can read straightforward factual texts on subjects related to their field and interest with a satisfactory level of comprehension.</p> <ul style="list-style-type: none"> <li>- read to find the writers reasons</li> <li>- read stories for general ideas and details</li> <li>- read for details and keywords</li> <li>- read description</li> <li>- read to follow a story's structure</li> <li>- read to understand the writer's point of view</li> <li>- read to guess meaning of words</li> <li>- read to predict story</li> </ul>	<p><b>Listening:</b> Learners can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc, including short narratives. Can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.</p> <ul style="list-style-type: none"> <li>- listen for keywords in various settings</li> <li>- listen for detail in conversation and other settings</li> <li>- listen for specific information</li> <li>- listen for gist</li> <li>- listen to songs</li> <li>- listen to radio programmes</li> <li>- listen to identify what the speaker is doing</li> <li>- listen for key points of a conversation</li> <li>- listen for descriptions</li> </ul>
<p><b>Writing:</b> Learners can write straightforward connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence.</p> <ul style="list-style-type: none"> <li>- write draft</li> <li>- edit and correct draft for structure, grammar and punctuation</li> <li>- write to avoid repetition</li> </ul>	<p><b>Speaking (interaction and production):</b> Learners can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events). Can communicate with some confidence on familiar routine and non-</p>

- connect ideas in an informal way
- write informal pieces (blogs) and formal letters
- write paragraphs, connect ideas
- write a complaint
- write a short story
- prepare short presentations of various topics

routine matters related to their interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics, such as films, books, music, etc. Can sustain with reasonable fluency a straightforward description of one of a variety of subjects within their field of interest, presenting it as a linear sequence of points.

- talk about people in their life
- use greeting
- start and join a conversation
- correct misunderstandings
- signal breakdown in communication
- talk about their background, express their point of view
- talk about school and work, education and career
- offer and ask for hospitality
- talk about feelings, talk about decisions
- talk about music, films, books, entertainment
- talk about politics, countries, governments, the news
- talk about current and past events
- say anecdotes
- report back on events, things people say
- talk about looks and fashion, clothing
- express intention and plan
- talk about ability, suggestions, obligations
- talk about likes and dislikes
- part take in an interview
- make small talk, describe the plot of a story
- talk about possible, and unreal situations
- exchange ideas and opinions
- talk about products, shopping, talk about leisure, holidays
- give and ask about directions, give and follow instructions