

# GENERAL ENGLISH

## COURSE DESCRIPTIONS

PRE-INTERMEDIATE LEVEL (CEFR A2)	
<b>Overview:</b> <p>The A2 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.</p> <p>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.</p>	
<b>Learners' expected abilities prior to joining the course:</b> <ul style="list-style-type: none"><li>• Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).</li><li>• Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.</li><li>• Can describe in simple terms aspects of their background, immediate environment and matters in areas of immediate relevance.</li></ul>	
<b>Expected learner outcomes on course completion:</b> <p>The aim of the course is to bring learners up to an Intermediate level of English (CEFR B1). At this level learners are expected to do the following.</p> <ul style="list-style-type: none"><li>• Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.</li><li>• Can deal with most situations likely to arise whilst travelling in an area where the language is spoken.</li><li>• Can produce simple connected text on topics which are familiar or of personal interest.</li><li>• Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.</li></ul> <p>By the end of this course students will have familiarised themselves with the following aspects of the language that they can recognise and use.</p>	
<b>Grammar:</b> <ul style="list-style-type: none"><li>- present simple tense ('s' or 'es' ending)</li><li>- to be and do in questions</li><li>- possessive 's'</li><li>- adjectives – order, comparative, superlative</li><li>- past simple tense</li><li>- verb patterns – like doing vs would like to do, verb + infinitive, gerund or infinitive</li><li>- ability – can/can't, could/couldn't</li><li>- permission – can/can't</li><li>- possibility – could</li></ul>	<b>Vocabulary:</b> <ul style="list-style-type: none"><li>- family, parts of names</li><li>- documents and personal details, phone numbers, emails, websites</li><li>- questions pronouns</li><li>- tourist attractions, landmarks, souvenirs, countries, regions, holidays, hotel words</li><li>- air travel</li><li>- prepositions of time, places, directions</li><li>- adjectives – facts and opinions</li><li>- sports – adventure sports</li></ul>

<ul style="list-style-type: none"> <li>- going to for future prediction</li> <li>- request – can/could</li> <li>- present perfect tense</li> <li>- adverbs of frequency, degree,</li> <li>- promises, offers, predictions – will</li> <li>- phrasal verbs with on and off</li> <li>- obligations – must/mustn't, have to/don't have to</li> <li>- recommendations – should, shouldn't</li> <li>- past tense of irregular verbs</li> <li>- present and past passive</li> <li>- 1<sup>st</sup> conditional</li> <li>- 2<sup>nd</sup> conditional</li> <li>- countable and uncountable nouns</li> <li>- quantifiers</li> <li>- used to – for past habits</li> <li>- action and state verbs</li> <li>- future forms</li> <li>- past continuous</li> <li>- defining relative clauses</li> <li>- because/so</li> <li>- possessive pronouns</li> </ul>	<ul style="list-style-type: none"> <li>- abilities</li> <li>- genres, types of stories, films, music</li> <li>- accidents at home, things around the house</li> <li>- clothes, shopping phrases</li> <li>- telephone phrases</li> <li>- bank and post office</li> <li>- jobs, workplaces, tools</li> <li>- apology phrases</li> <li>- materials and shapes</li> <li>- food, cooking, make and do verb phrases</li> <li>- the human body, illnesses</li> <li>- verbs for giving ideas</li> <li>- free time activities – festivals, celebrations, party, concerts, going out phrases</li> </ul>
<p><b>Reading:</b> Learners can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. 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 for general meaning and detail (explanation)</li> <li>- read for detail, gist and information (email)</li> <li>- read to understand the main points of dialogues</li> <li>- comment on tourist information leaflets</li> <li>- sequence events in a narrative for detail</li> <li>- predict content, read for specific information</li> <li>- scan for specific information</li> <li>- guess the meaning of unknown words</li> <li>- follow an email conversation</li> <li>- infer information about the reader/writer</li> <li>- follow a sequence of events in an email</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. Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated. Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., including short narratives.</p> <ul style="list-style-type: none"> <li>- listen for detail, specific information</li> <li>- listen for gist</li> <li>- listen for pronunciation</li> <li>- listen and repeat activities</li> <li>- listen for keywords</li> <li>- listen for description</li> <li>- listen for opinion</li> <li>- listen to follow conversations</li> <li>- listen to instructions, directions</li> </ul>

	<ul style="list-style-type: none"> <li>- listen to monologues</li> <li>- listen to predict content</li> </ul>
<p><b>Writing:</b> Learners can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'. 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 short explanations</li> <li>- write short descriptions</li> <li>- connect topics</li> <li>- join sentences using conjunctions (and, so, because, when, etc.)</li> <li>- write drafts, review drafts</li> <li>- review style</li> <li>- use and review punctuation</li> <li>- write letters and emails, review their structures</li> <li>- informal v/s formal style in email</li> <li>- prepare short presentations of various topics</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 is rarely able to understand enough to keep conversation going of their own accord. Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. 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 give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked in a list. 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.</p> <ul style="list-style-type: none"> <li>- talk about personal details, ask and answer questions about people</li> <li>- talk about vocabulary</li> <li>- talk about places, weather, things</li> <li>- talk about likes and dislikes</li> <li>- talk about future prediction</li> <li>- talk about personal things, family, friends, work</li> <li>- ask for things in a hotel, shop, post office, office, classroom, workplace</li> <li>- talk about past events</li> <li>- talk about past experiences</li> <li>- make promises and offers, offer and take suggestions, advice</li> <li>- use shopping phrases</li> <li>- talk about and understand rules, obligations</li> <li>- talk on the phone</li> <li>- talk about food, give and understand instructions, lifestyle advise</li> </ul>

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|  | <ul style="list-style-type: none"><li>- ask and give directions, describe places</li><li>- keep a conversation going</li><li>- describe people, health, illnesses</li><li>- give ideas</li></ul> |
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