

# GENERAL ENGLISH

## COURSE DESCRIPTIONS

UPPER-INTERMEDIATE LEVEL (CEFR B2)	
<b>Overview:</b> The B2 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.	
<b>Learners' expected abilities prior to joining the course:</b> <ul style="list-style-type: none"><li>• Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialisation.</li><li>• Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.</li><li>• 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.</li></ul>	
<b>Expected learner outcomes on course completion:</b> The aim of the course is to bring learners up to an Advanced level of English (CEFR C1). At this level learners are expected to do the following. <ul style="list-style-type: none"><li>• Can understand a wide range of demanding, longer texts, and recognise implicit meaning.</li><li>• Can express him/her fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes.</li><li>• Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.</li></ul> By the end of this course students will have familiarised themselves with the following aspects of the language that they can recognise and use.	
<b>Grammar:</b> <ul style="list-style-type: none"><li>- the present continuous</li><li>- adverbs and word order</li><li>- so do I /neither do I</li><li>- present perfect simple and continuous</li><li>- expressing choice and obligation</li><li>- narrative tenses</li><li>- future tenses (continuous, perfect, other ways of expressing the</li></ul>	<b>Vocabulary:</b> <ul style="list-style-type: none"><li>- word families</li><li>- adverbs</li><li>- adjectives -ed/-ing, -able, patterns</li><li>- verb patterns</li><li>- formal and informal vocabulary</li><li>- future time expressions</li><li>- crime</li></ul>

<p>future)</p> <ul style="list-style-type: none"> <li>- conditionals (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, and mixed), wish, if only constructions</li> <li>- verb pattern (gerund and infinitives)</li> <li>- the passive voice</li> <li>- past tenses (simple, continuous, past perfect simple and continuous)</li> <li>- used to and would for past habits and states</li> <li>- reported speech (statements and questions, reporting verbs)</li> <li>- modals of ability, deduction, past deduction</li> <li>- quantifiers</li> <li>- ways of comparing</li> <li>- articles</li> <li>- adverbs of time</li> <li>- adjective order</li> <li>- relative clauses, participle clauses</li> <li>- to have/get something done</li> <li>- to be used to vs used to</li> <li>- so and such, ever, whatever, whenever, etc.</li> </ul>	<ul style="list-style-type: none"> <li>- news, politics, culture</li> <li>- driving</li> <li>- word formation</li> <li>- polite and formal expressions</li> <li>- do and make</li> <li>- diseases, illnesses, health, injuries, and treatments</li> <li>- food and labels</li> <li>- weather, climate problems</li> <li>- shopping – pharmacy, toiletries, clothes and appearance</li> <li>- Entertainment – TV, Radio, Film, Celebrities, the Internet</li> </ul>
<p><b>Reading:</b> Learners 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.</p> <ul style="list-style-type: none"> <li>- follow key information in various formats</li> <li>- read for detail</li> <li>- read to think about context</li> <li>- read to understand main ideas</li> <li>- read to follow main ideas in various formats</li> <li>- read for content and organization</li> <li>- read to analyze information</li> <li>- read to think about the writer's purpose</li> <li>- read to understand different styles</li> <li>- read to follow an argument</li> </ul>	<p><b>Listening:</b> Learners 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. 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 their field of specialisation. Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of talk is sign-posted by explicit markers.</p> <ul style="list-style-type: none"> <li>- listen for detail</li> <li>- listen for gist</li> <li>- listen to acquire information</li> <li>- listen for general ideas and to predict content</li> <li>- listen to follow various guides</li> <li>- listen for specific information</li> <li>- listen for detail and information not directly stated</li> </ul>
<p><b>Writing:</b> Learners can express news and views effectively in writing, and relate to those of others. Can write clear, detailed texts on a variety of subjects related to their field of interest, synthesising and evaluating information</p>	<p><b>Speaking (interaction and production):</b> Learners can interact with a degree of fluency and spontaneity that makes regular interaction and sustained relationships with native speakers quite possible without imposing strain on either party. Can</p>

<p>from a number of courses.</p> <ul style="list-style-type: none"> <li>- collect ideas to write about</li> <li>- think about content and formal style</li> <li>- organise information into paragraphs</li> <li>- sequence a story</li> <li>- get the reader interested</li> <li>- use adjectives and appropriate tenses in a story</li> <li>- do collaborative writing</li> <li>- organise and style</li> <li>- Learners prepare presentations of various topics</li> </ul>	<p>highlight the personal significance of events and experiences, account for and sustain views clearly providing relevant explanations and arguments. Can give clear, detailed descriptions and presentations on a wide range of subjects related to their field of interest, expanding and supporting ideas with subsidiary points and relevant examples.</p> <ul style="list-style-type: none"> <li>- describe customs and habits</li> <li>- show interest in various conversations</li> <li>- talk about services</li> <li>- talk about work experience</li> <li>- participate in interviews</li> <li>- talk about plans and intentions, future consequences</li> <li>- talk about projects</li> <li>- talk about tastes and preferences</li> <li>- talk about news</li> <li>- report on events</li> <li>- talk about languages</li> <li>- talk about cultural differences</li> <li>- talk about health, lifestyle, illnesses</li> <li>- talk about standard of living</li> <li>- describe holidays, remarkable places, travel, maps, diagrams</li> <li>- give detailed descriptions</li> <li>- give descriptions, express attitudes and opinions</li> <li>- talk about people and personal lives, behaviours</li> <li>- present an argument, talk about problems and solutions</li> <li>- talk about cause and consequence</li> </ul>
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