



# Bridge Mills Galway Language Centre

## General English

### ADVANCED LEVEL C1

#### Minimum Intended Programme Learning Outcomes (MIPOs) for the whole Programme

1	<b>Oral Comprehension</b>	<p>Can understand enough to follow extended discourse on abstract and complex topics beyond their own field, though they may need to confirm occasional details, especially if the variety is unfamiliar.</p> <p>Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.</p> <p>Can follow extended discourse even when it is not clearly structured and when relationships are only implied and not signalled explicitly.</p>
2	<b>Reading Comprehension</b>	<p>Can understand in detail lengthy, complex texts, whether or not these relate to their own area of speciality, provided they can reread difficult sections.</p> <p>Can understand a wide variety of texts including literary writings, newspaper or magazine articles, and specialised academic or professional publications, provided there are opportunities for rereading and they have access to reference tools.</p>
3	<b>Oral Production</b>	<p>Can give clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.</p>

4	<b>Written Production</b>	Can produce clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion. Can employ the structure and conventions of a variety of genres, varying the tone, style and register according to addressee, text type and theme.
5	<b>Oral Interaction</b>	Can express themselves fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.
6	<b>Written Interaction</b>	Can express themselves with clarity and precision, relating to the addressee flexibly and effectively.
7	<b>Communicative Language Strategies - Reception</b>  Identifying Cues and Inferring	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.
8	<b>Communicative Language Strategies - Production</b>  Planning	Can, when preparing a more formal text, consciously adopt the conventions linked to the particular type of text concerned (e.g. structure, level of formality).
9	<b>Communicative Language Strategies - Production</b>  Compensating	Can exploit their range of vocabulary options creatively so as to readily and effectively use circumlocution in almost all situations.
10	<b>Communicative Language Strategies - Interaction</b>  TurnTaking	Can select a suitable phrase from a readily available range of discourse functions to preface their remarks appropriately in order to get the floor, or to gain time and keep the floor while thinking.

11	<b>Communicative Language Strategies - Interaction</b> Cooperating	Can relate own contribution skilfully to that of others.
12	<b>Communicative Language Strategies - Interaction</b> Asking for clarification	Can ask for explanation or clarification to ensure they understand complex, abstract ideas in professional or academic contexts, live or online.
13	<b>Communicative Language Strategies - Interaction</b> Monitoring and Repair	Can backtrack when they encounter a difficulty and reformulate what they want to say without fully interrupting the flow of language. Can self-correct with a high degree of effectiveness.
14	<b>Linguistic Competence</b> <b>General Linguistic Range</b>	Can use a broad range of complex grammatical structures appropriately and with considerable flexibility. Can select an appropriate formulation from a broad range of language to express themselves clearly, without having to restrict what they want to say.
15	<b>Linguistic Competence</b> <b>Phonological Control</b>	Can employ the full range of phonological features in the target language with sufficient control to ensure intelligibility throughout. Can articulate virtually all the sounds of the target language; some features of accent(s) retained from other language(s) may be noticeable, but they do not affect intelligibility.
16	<b>Sociolinguistic Competence</b>	Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts; may, however, need to confirm occasional details, especially if the accent is unfamiliar. Can understand humour, irony and implicit cultural references and pick up nuances of meaning. Can follow films employing a considerable degree of slang and idiomatic usage. Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. Can adjust their level of formality (register and style) to suit the social context: formal, informal or colloquial as appropriate, and maintain a consistent register. Can frame critical remarks or express strong disagreement diplomatically.

## WEEKLY LEARNING OUTCOMES:

### Can do statements (MIMLOs\*) (end of week 1):

- Speaking**       I can discuss and exchange ideas with colleagues (1/3/5/7/8/9/10/11/14/15)
- Reading**       I can understand articles from the newspaper (2)
- Listening**     I can listen to different people describing the characteristics of their relatives or friends and identify which person each characteristic refers to (1) \*
- Vocabulary**    I can construct sentences using advanced vocabulary relating to the world of work (2/14/16) \*

### Can do Statements (MIMLOs) (end of week 2):

- Reading**       I can understand a short autobiographical text (2)
- Listening**     I can understand information in a radio programme (1)
- Pronunciation**  I can identify the stressed syllable in words with suffixes (15) \*
- Writing**       I can write an article describing how learning a language or reading literature has influenced my life (4/8/14/16) \*

**Can do Statements (MIMLOs)(end of week 3):**

- Listening**       I can understand interviews about accents and where people are from (1/14)
- Grammar**         I can recognise generic, reflexive and reciprocal pronouns and understand where to use them (14)
- Reading**         I can read an article about how memory functions and identify where in the text given sentences fit based on context (2) \*
- Speaking**         I can ask and answer questions about what makes relationships work and evaluate some of the different ways people meet to start relationships (3 /13/ 14 /15/ 16)\*

**Can do Statements (MIMLOs) (end of week 4):**

- Speaking**         I can talk about a film series I really enjoyed (3/8/13 /14/15)
- Writing**          I can write an article about a scene from a film (6/8)
- Vocabulary**     I can identify appropriate usages of idioms and expressions with "get" in different contexts (2 / 14 / 16) \*
- Listening**        I can listen to a scientist discussing what makes people like each other and identify the reasons he gives (1) \*

**Can do Statements (MIMLOs) (end of week 5):**

- Speaking and Pronunciation**  I can give opinions about different rules in different countries (3/5/7/9/13/14/15) and understand foreign words in English (1)
- Listening**  I can listen for specific information (1)
- Reading**  I can read a text about literary translation and identify the views of the writer (2) \*
- Writing**  I can write a review of a film, TV series or book and express a reasonably sophisticated opinion (4/8/14/16) \*

**Can do Statements (MIMLOs)(end of week 6):**

- Speaking**  I can discuss how to be successful in business (3/8/9/11/14/15)
- Listening**  I can listen for specific information about business success (1)

**Can do Statements (MIMLOs) (end of week 7):**

- Speaking**             I can speak about a topic and give a presentation (3/8/9/13/14/15)  
                          I can understand online forum content (2)
- Reading**
- Listening**            I can listen to different people discussing how they seek advice and match the speaker to the source of advice they use (1) \*
- Pronunciation**     I can identify the stressed syllable in compound adjectives (15) \*

**Can do Statements (MIMLOs) (end of week 8):**

- Reading**              I can understand short articles (2)
- Listening**            I can understand clips from a TV programme (1)
- Writing**              I can write a discursive essay arguing a position on an abstract topic using an appropriate structure (4/8/14/16) \*
- Grammar**             I can identify correct usage of first, second, third and mixed conditionals in various contexts, including when “if” is substituted (14) \*

**Can do Statements (MIMLOs) (end of week 9):**

- Listening**            I can follow a documentary about art (Listening and or viewing) (1)
- Reading**              I can understand an article about a TV programme (topic Art) (1)
- Pronunciation**     I can differentiate between the different ways “ure” is pronounced (15) \*
- Speaking**             I can evaluate the merits of various rules and regulations and argue a position on the topic (3/8/11/12/13/14/15) \*

**Can do Statements (MIMLOs) (end of week 10):**

- Writing**  I can organise and write a discursive essay expressing an opinion (4/8)
- Listening**  I can understand a short radio interview (1)
- Reading**  I can read a text about detox products and advertising and identify the views of the writer (2) \*
- Speaking**  I can give my opinions on places in the world I'd like to visit and discuss the negative effects of tourism (3/8/9/13/14/15) \*

**Can do Statements (MIMLOs) (end of week 11):**

- Reading**  I can understand articles about animals and food (2)
- Pronunciation**  I can identify silent syllables in words and pronounce the words correctly (15)
- Listening**  I can listen to a presentation on the sociology of veganism and identify information given on the topic (2) \*
- Speaking**  I can ask and answer questions relating to cooking and eating out (3/8/9/11/13/14) \*



**Can do Statements (MIMLOs) (end of week 12):**

**Speaking**                     I can speak about sports (3/8/9/13/14/16)

**Listening**                 I can understand sports commentaries (1)