



# Bridge Mills Galway Language Centre

## General English

### INTERMEDIATE LEVEL B1

#### Minimum Intended Programme Learning Outcomes (MIPLOs) for the Whole Programme

1	<b>Oral Comprehension</b>	Can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided people articulate clearly in a generally familiar variety. Can understand the main points made in clear standard language or a familiar variety on familiar matters regularly encountered at work, school, leisure, etc., including short narratives.
2	<b>Reading Comprehension</b>	Can read straightforward factual texts on subjects related to their field of interest with a satisfactory level of comprehension
3	<b>Oral Production</b>	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within their field of interest, presenting it as a linear sequence of points.
4	<b>Written Production</b>	Can produce 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.

\*Minimum Intended Module Learning Outcomes\*

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5	<b>Oral Interaction</b>	<p>Can communicate with some confidence on familiar routine and non-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.</p> <p>Can exploit a wide range of simple language to deal with most situations likely to arise while travelling. Can enter unprepared into conversation on familiar topics, and 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).</p>
6	<b>Written Interaction</b>	<p>Can convey information and ideas on abstract as well as concrete topics, check information, and ask about or explain problems with reasonable precision.</p> <p>Can compose personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point they feel to be important.</p>
7	<b>Communicative Language Strategies - Reception</b>  Identifying Cues and Inferring	<p>Can make basic inferences or predictions about text content from headings, titles or headlines. Can watch or listen to a short narrative and predict what will happen next.</p> <p>Can follow a line of argumentation or the sequence of events in a story, by focusing on common logical connectors (e.g. however, because) and temporal connectors (e.g. after that, beforehand).</p> <p>Can deduce the probable meaning of unknown words/signs in a text by identifying their constituent parts (e.g. identifying roots, lexical elements, suffixes and prefixes).</p>
8	<b>Communicative Language Strategies- Production</b>  Planning	<p>Can rehearse and try out new combinations and expressions, inviting feedback.</p> <p>Can work out how to communicate the main point(s) they want to get across, exploiting any resources available and limiting the message to what they can recall or find the means to express.</p>
9	<b>Communicative Language Strategies - Production</b>  Compensating	<p>Can define the features of something concrete for which they can't remember the word/sign.</p> <p>Can convey meaning by qualifying a word/sign meaning something similar (e.g. a truck for people = bus).</p> <p>Can use a simple word/sign meaning something similar to the concept they want to convey and invite "correction".</p> <p>Can "foreignise" word/signs in their first language and ask for confirmation.</p>
10	<b>Communicative Language Strategies - Interaction</b>	<p>Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.</p> <p>Can initiate, maintain and close simple, face-to-face conversation on topics that are familiar or of personal interest.</p>

	TurnTaking	
11	<b>Communicative Language Strategies - Interaction</b> Cooperating	Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going. Can summarise the point reached in a discussion and so help focus the argument. Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course. Can invite others into the discussion.
12	<b>Communicative Language Strategies - Interaction</b> Asking for clarification	Can ask for further details and clarifications from other group members in order to move a discussion forward. Can ask someone to clarify or elaborate what they have just said.
13	<b>Communicative Language Strategies - Interaction</b> Monitoring and Repair	Can correct mix-ups with the marking of time or expressions that lead to misunderstandings, provided the interlocutor indicates there is a problem. Can ask for confirmation that a form used is correct. Can start again using a different tactic when communication breaks down.
14	<b>Linguistic Competence</b> <b>General Linguistic Range</b>	Has a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and film. Has enough language to get by, with sufficient vocabulary to express themselves with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel and current events, but lexical limitations cause repetition and even difficulty with formulation at times.
15	<b>Linguistic Competence</b> <b>Phonological Control</b>	Pronunciation is generally intelligible; intonation and stress at both utterance and word levels do not prevent understanding of the message. Accent is usually influenced by the other language(s) they speak.
16	<b>Sociolinguistic Competence</b>	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register. Is aware of the salient politeness conventions and acts appropriately. Is aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of their own community.

### Can Do Statements (MIMLOs\*) (end of week 1):

I can:

- Reading**             I can recognise different viewpoints in a simple text about a family food business\* (2, 7)
- Language**            I can apply different future forms: present continuous, be going to, will/won't, shall, in the context of family life\* (3, 5,8, 12, 14, 15)
- Speaking**            I can use and moderate adjectives to describe personality in relation to family members or friends (3, 5,8, 12, 14, 15)
- Vocabulary**         I can demonstrate appropriate response to good news, bad news, surprising news and interesting news in everyday situations (5,12, 14, 15, 16)

### Can Do Statements (MIMLOs\*) (end of week 2):

- Speaking**     I can apply strong adjectives (exhausted, amazed etc.) when talking about everyday situations (3, 5, 11, 14,15).  
 I can use the present perfect, past simple, and present perfect continuous in the context of their interests and everyday possessions (3, 5, 11, 14,15).
- Listening**     I can recognise vocabulary and main points when following conversations related to money \*(1, 7).
- Writing**         I can create a diary entry or update their status on a social media site about events relating to today\* (4,6, 14).

**Can Do Statements (MIMLOs\*) (end of week 3):**

- Speaking**      I can compare different types of public transport in the context of my town/country (3, 5, 11, 14,15).  
 I can formulate general statements on common topics such as men, women, and children (3, 5, 8, 14,15).
- Listening**      I can recognise agreement or disagreement in conversations in which people are giving opinions\*(1, 7).
- Linguistic**      I can correctly apply dependent prepositions for common verbs at sentence level\* (4,7)

**Can Do Statements (MIMLOs\*) (end of week 4):**

- Speaking**      I can express what I “can”, “could” and “are able to” do in the context of everyday activities and hobbies (3, 5, 11, 14,15)  
 I can apply appropriate -ed/-ing adjective endings to adjectives in the context of everyday feelings (3, 5, 11, 14,15)
- Writing**      I can produce an informal email explaining the social rules including good and bad manners in their country\* (4, 6, 8, 14)

**Can Do Statements (MIMLOs\*) (end of week 5):**

**Speaking**  I can tell and respond to an anecdote/argument using appropriate phrases (3, 5, 11, 14,15)  
\*

**Listening**

Distinguish between /ɔ:/ and /ɜ:/ sounds in the context of sporting vocabulary (1, 7)

**Reading**

I can interpret a text and relate the content to myself in the context of sporting superstitions (2, 7)\*

**Writing**

I can construct a written short story about a past personal experience ((4, 6, 14)

**Can Do Statements (MIMLOs\*) (end of week 6):**

**Speaking**

- I can discuss past and present habits in the context of partners and friends (3, 5, 11, 14,15)
- I can ask permission or ask another person to do something and respond appropriately (3, 5, 11, 14,15)

**Can Do Statements (MIMLOs\*) (end of week 7):**

- Speaking**  I can discuss going to the cinema including agreeing and disagreeing about a film\* (3, 5, 8, 14,15)
- Language**  I can make deductions using might be, must be, and can't in the context of looking at people in photos\* (3, 5, 8, 14,15)
- I can label the different parts of the body (3, 4, 14)
- I can distinguish between the pronunciation of regular and irregular past participles (1,3,7,12, 15)

**Can Do Statements (MIMLOs\*) (end of week 8):**

- Speaking**  I can employ different phrases for making suggestions (3, 5, 8, 11, 12, 14, 15)
- I can use the appropriate nouns and adjectives in the context of describing a house or a flat (3, 5, 8, 11, 12, 14, 15)
- Writing**  I can write a description of the school I go to \*(4,6, 14).
- Language**  I can differentiate between the usage of first and second conditionals in the context of education\* (3, 5,8, 12, 14, 15).

**Can Do Statements (MIMLOs\*) (end of week 9):**

- Speaking**  I can use reported speech to communicate what someone has said and their response (3, 5, 8, 11, 12, 14, 15) \*.
- Listening**  I can follow the main points in short recordings related to work\* (1, 7).
- Linguistic**  I can differentiate between the meaning and usage of homonyms (1, 2, 3, 4, 14, 15).
- Writing**  I can write a covering email appropriately (4, 6, 8, 14)

**Can Do Statements (MIMLOs\*) (end of week 10):**

- Speaking**  I can describe something I do too much, and something I do not do enough (3, 5, 8, 10, 14, 15).
- I can include phrasal verbs in a discussion about electronic devices \*(3, 5, 8, 10, 14, 15).
- Listening**  I can use a variety of strategies to understand conversations related to electronic devices, including listening for main points and recognising topic specific vocabulary\*(1, 7).
- Writing**  I can write an advantages and disadvantages article (4, 6, 8, 14)



**Can Do Statements (MIMLOs\*) (end of week 11):**

- Reading**  I can understand specific detail and recognise subject specific language in a blog about a music icon\* (2,7).
- Listening**  I can identify compound nouns in a recording about design (1, 7).
- Writing**  I can write an article about an iconic designed item or a person I admire employing the appropriate grammar and vocabulary \* (4, 6, 8, 14)
- Language**  I can construct indirect questions (4, 6, 8, 14)

**Can Do Statements (MIMLOs\*) (end of week 12):**

- Speaking**  I can maintain a simple conversation using the correct intonation for question tags common informal words and phrases (3, 5, 8, 10, 14, 15)
- Reading**  I can deduce the meaning of various vocabulary items in a text related to crime (2, 7)