



English as a Foreign Language

Objectives - Situations and Functions - Materials and Classroom Activities

Level B1.2

Global Descriptor

- structure an argument well enough to be followed without difficulty most of the time.
- give **detailed** accounts of experiences in writing and speaking, describing feelings and reactions.
- relate details of unpredictable occurrences (e.g. an accident)
- relate the plot of a book or film and give his/her opinion.
- give a presentation on a topic within his/her field of interest.
- communicate with **some confidence** on familiar routine and **non-routine** matters related to his/her interests and professional field.
- exchange, check and confirm information, deal with **less** routine situations and explain why something is a problem.
- express thoughts on cultural topics such as films, books, music, etc.

Quality of Language

- 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 films.
- Can produce continuous writing which is generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time.
- Can adapt his/her expression to deal with less routine, even difficult, situations.
- Can express him/herself with relative ease. Despite some problems with formulation resulting in pauses and 'cul-de-sacs', he/she is able to keep going effectively without help.
- Can explain the main points in an idea or problem with reasonable precision.
- Pronunciation is clearly intelligible even if a foreign accent is evident and occasional mispronunciations occur.

B1.2 LISTENING

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.

Objectives	Situations and Functions	Materials and Classroom Activities
<ul style="list-style-type: none">➤ Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. He/she might have to ask for repetition or clarification.➤ Can follow detailed directions.➤ Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.➤ Can understand a large part of many TV programmes on topics of personal interest such as documentaries, chat shows and news reports when the delivery is relatively slow and clear.	<ul style="list-style-type: none">➤ Can take part in a discussion or debate.➤ Can locate a place on a map.➤ Can carry out a task according to instructions.➤ Identify most important information in a broadcast on topics of general interest.➤ Watch and understand most of the information in a TV programme	<ul style="list-style-type: none">➤ maps➤ Radio broadcasts➤ Coursebook recordings➤ Documentaries➤ Current affairs programmes➤ TV documentaries, news reports, current affairs, chat shows, etc.

B1.2 LISTENING (CONT.)

Objectives	Situations and Functions	Materials and Classroom Activities
<ul style="list-style-type: none">➤ Can follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language. ➤ Can identify the intentions, opinions and position expressed by someone.	<ul style="list-style-type: none">➤ Watch a film and understand enough in order to follow the storyline. ➤ Understand what someone wants.➤ Understand someone's view point and opinion.	<ul style="list-style-type: none">➤ Films ➤ News➤ Current affairs➤ Podcasts

B1.2 READING

The learner can read quite lengthy texts, written in everyday language (and unsimplified) with a satisfactory level of comprehension. They can find precise information and use information from one or more texts to complete a specific task. They can identify the author's opinions and conclusions.

Objectives	Situations and Functions	Materials and Classroom Activities
<ul style="list-style-type: none">➤ Can locate information by scanning different texts in order to fulfill a specific task. ➤ Can identify the main conclusions in clearly signalled argumentative texts.➤ Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.➤ Can understand simple formal letters	<ul style="list-style-type: none">➤ Select information from a variety of sources in order to write a report or give a presentation.➤ Choose a TV programme he/she would like to watch from TV listings.➤ Choose a film he/she would like to see from film reviews.➤ Identify author's point of view in an article or essay, follow his/her argument and conclusion. ➤ Identify the main reasons for the letter and what action should be taken.	<ul style="list-style-type: none">➤ reports, internet sites, newspaper and magazine articles, TV listings, film reviews ➤ Essays, ➤ reports, ➤ reviews Eg; film, music, restaurants) ➤ A straightforward letter of complaint➤ A letter of enquiry.

B1.2 SPOKEN PRODUCTION (MONOLOGUE)

The learner can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points. 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 films.

Objectives	Situations and Functions	Materials and Classroom Activities
<ul style="list-style-type: none">➤ Can give detailed accounts of experiences, describing feelings and reactions.➤ Can develop an argument well enough to be followed without difficulty most of the time.➤ Can relate the plot of a book or film and describe his/her reactions.➤ Can narrate a story➤ Can relate details of unpredictable occurrences, e.g. an accident.➤ Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.➤ Can take follow up questions, but may have to ask for repetition if the speech was rapid.	<ul style="list-style-type: none">➤ Describe an event and how he/she felt. Eg: His/her most frightening or exciting experience, worst/best holiday, day, trip, etc➤ Defend his/her opinion in a discussion giving reasons.➤ Recommend a book or film to someone explaining plot and giving his/her opinion.➤ Use pronunciation skills (individual sounds, stress and intonation, etc) well enough to be followed with ease.➤ Explain a news story he /she heard or read about.➤ Make a group or class presentation on subjects such as his/her best holiday or hobby.	<ul style="list-style-type: none">➤ Short stories➤ TV news, newspaper articles

B1.2 SPOKEN PRODUCTION (MONOLOGUE)(CONT.)

Objectives	Situations and Functions	Materials and Classroom Activities
<p>➤ Can summarise and give his or her opinion about a short story, article, talk, discussion, interview, or documentary and answer further questions.</p>	<p>➤ Tell someone about an interesting news story, TV documentary, website etc and give his/her opinion.</p>	<p>➤ Information exchange on news articles.</p>

B1.2 SPOKEN INTERACTION

The learner can communicate with some confidence on familiar routine and non-routine matters related to his/her 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.

Objectives	Situations and Functions	Materials and Classroom Activities
<ul style="list-style-type: none">➤ Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.➤ Can follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly. He/she may occasionally have to ask for repetition or clarification.➤ Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.➤ Can compare and contrast alternatives, discussing what to do, where to go, which to choose, etc.➤ Can explain why something is a problem , discuss what to do next and compare and contrast alternatives.➤ Can exchange, check and confirm factual information on familiar routine and non-routine matters with some confidence.	<ul style="list-style-type: none">➤ Take part in a conversation on everyday subjects asking for clarification when necessary.➤ Can react appropriately to people's news in conversation and express emotions.➤ Organise a day-trip with friends.➤ Agree/disagree➤ Give his/her opinion➤ Justify his/her opinion➤ Give and confirm information over telephone or face to face (in a meeting).E.g. checking an order, figures, dates, etc)	<ul style="list-style-type: none">➤ Tourist info. Brochures, etc➤ Examples of telephone calls➤ Information exchanges

B1.2 SPOKEN INTERACTION (CONT.)

Objectives	Situations and Functions	Materials and Classroom Activities
<ul style="list-style-type: none"> ➤ Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor and use a basic range of language and strategies to keep the conversation or discussion going. ➤ Can provide concrete information required in an interview/consultation with limited precision ➤ Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended. ➤ Can cope with less routine situations in shops, post offices, banks, e.g. returning an unsatisfactory purchase. ➤ Can make a complaint. ➤ Can express belief, opinion, agreement and disagreement politely. Can put over a point of view clearly, but has difficulty engaging in debate. ➤ Can give or seek personal views and opinions in discussing topics of interest. 	<ul style="list-style-type: none"> ➤ Interrupt appropriately during a discussion. ➤ Enter a discussion using an appropriate phrase. ➤ Explain a problem at the doctor's or chemist's. ➤ Take part in a job interview or customer survey. ➤ Take part in a job interview, consumer survey, quiz, etc. ➤ Return an item to a shop explaining the reason ➤ Complain about something. ➤ Take part in a discussion in groups, giving his/her opinion and showing agreement or disagreement. 	<ul style="list-style-type: none"> ➤ Role play -doctor/patient, interviewer/interviewee. ➤ Interview questions ➤ Quizzes ➤ questionnaires ➤ Roleplay ➤

B1.2 WRITING

The learner can detailed descriptions on a range of familiar subjects describing feelings and reactions in some detail. They can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision. They can write personal letters giving news and expressing thoughts about abstract or cultural topics such as music, films. Spelling, punctuation and layout are accurate enough to be followed most of the time.

Objectives	Situations and Functions	Materials and Classroom Activities
<ul style="list-style-type: none"> ➤ Can write personal letters giving news and expressing thoughts about abstract or cultural topics such as music, films. ➤ Can write short, simple essays on topics of interest. 	<ul style="list-style-type: none"> ➤ Write letters and emails to friends describing experiences, news, feelings and reactions. ➤ Write a “magazine article” expressing an opinion. 	<ul style="list-style-type: none"> ➤ Examples of personal letters ➤
<ul style="list-style-type: none"> ➤ Can summarise, report and give his/her opinion about factual information on familiar routine and non-routine matters within his/her field with some confidence. 	<ul style="list-style-type: none"> ➤ Identify and express important points in organized writing using connectors and paragraphs. ➤ Write a short summary reporting results of a class survey. ➤ Write a letter (e.g. to an insurance company) explaining how an accident happened. 	<ul style="list-style-type: none"> ➤ Formal letters, reports.
<ul style="list-style-type: none"> ➤ Can take messages and notes communicating enquiries and explaining problems. 	<ul style="list-style-type: none"> ➤ Listen to telephone conversations and leave a message. ➤ Take notes during a meeting or presentation. 	<ul style="list-style-type: none"> ➤ Telephone conversations ➤ Recordings of meetings / presentations
<ul style="list-style-type: none"> ➤ Can write a letter of complaint. ➤ Can take notes during a lecture or presentation which are precise enough for his/her own use at a later date, provided the topic is within his/her field of interest and the talk is clear and well-structured. ➤ Can collate short pieces of information from several sources and summarise them for somebody else. 	<ul style="list-style-type: none"> ➤ Make complaint understood in simple, connected text and ask for action. ➤ Take relevant notes in order to fulfill a specific task (e.g. write a short report for someone) ➤ Use different sources of information and write an essay, summary or report for someone. 	<ul style="list-style-type: none"> ➤ Examples of letters of complaint. ➤ Examples of presentations, lectures. ➤ Reports, essays, documents.