



## English as a Foreign Language

### Objectives - Situations and Functions - Materials and Classroom Activities

#### Level B1.1

#### Global Descriptor

At B1.1 the learner 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 affairs).
- use a **wide** range of **simple** language to deal with most situations likely to arise whilst travelling.
- **briefly** give reasons and explanations for opinions, plans and actions
- give descriptions on a variety of familiar subjects and describe an event (real or imagined) in writing and speaking.
- describe dreams, hopes and ambitions..
- convey simple, straightforward information of immediate relevance, getting across which point he/she feels is most important.

#### Quality of Language

- Has enough language to get by, with sufficient vocabulary to express him/herself with **some hesitation** and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.
- Lexical limitations cause **repetition** and even **difficulty** with formulation at times.
- Can exploit a wide range of simple language flexibly to express much of what he/she wants. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is **very evident**.
- Pronunciation is clearly intelligible even if a foreign accent is evident and occasional mispronunciations occur.

### **B1.1 LISTENING**

**The learner can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.**

Objectives	Situations and Functions	Materials and Classroom Activities
<ul style="list-style-type: none"><li>➤ Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.</li><li>➤ Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.</li><li>➤ Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.</li><li>➤ Can understand simple technical information, such as operating instructions for everyday equipment.</li><li>➤ Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.</li></ul>	<ul style="list-style-type: none"><li>➤ Can listen to radio news or information programmes and identify what stories are about.</li><li>➤ Can understand coursebook listening texts.</li><li>➤ Watch a TV programme and identify essential information.</li> <li>➤ Understand the main points sufficiently to participate in conversations and discussions.</li> <li>➤ Carry out a task by following instructions.</li><li>➤ Can understand when someone explains how to use a piece of equipment. (E.g. a coffee machine, photocopier, dishwasher, fax machine, etc)</li><li>➤ Can understand essential information in a short presentation or a guided tour.</li></ul>	<ul style="list-style-type: none"><li>➤ Radio news (e.g. Radio Ara)</li> <li>➤ TV documentaries, current affairs programmes (family, health, children, education, travel, etc.)</li>  <li>➤ Operating instructions</li>  <li>➤ Presentations, guided tours</li></ul>

**B1.1 READING**

The learner can read straightforward texts on subjects related to his/her field and interest with a satisfactory level of comprehension.

Objectives	Situations and Functions	Materials and Classroom Activities
<ul style="list-style-type: none"><li>➤ Can understand the description of events, feelings and wishes in personal letters and emails.</li><li>➤ Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.</li><li>➤ Can recognise significant points in straightforward newspaper articles on familiar subjects.</li><li>➤ Can understand clearly written, straightforward instructions for a piece of equipment.</li></ul>	<ul style="list-style-type: none"><li>➤ Understand descriptions of everyday, personal events. (eg: parties, weddings, holidays, meeting someone, splitting up with someone).</li><li>➤ Understand positive and negative feelings (disappointment, regret, happiness, surprise, etc).</li><li>➤ Can locate precise and relevant information in documents.</li><li>➤ Identify important points in the story/information.</li><li>➤ Follow a sequence of events.</li><li>➤ Read and follow information for a variety of equipment. Eg: washing machine, camera, computer programme, ticket machine, photo booth, cash dispenser, etc.</li></ul>	<ul style="list-style-type: none"><li>➤ Letters, emails.</li><li>➤ Brochures, letters., memos, emails, reports, events listings, internet sites, film reviews.</li><li>➤ Newspaper / magazine articles</li><li>➤ Operating instructions and manuals.</li></ul>

### B1.1 SPOKEN PRODUCTION (MONOLOGUE)

The learner can give a straightforward description (presenting it as a linear sequence of points) with some hesitation and circumlocution on topics such as family, hobbies and interests, work, travel and current events.

Objectives	Situations and Functions	Materials and Classroom Activities
<ul style="list-style-type: none"><li>➤ Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest.</li><li>➤ Can briefly give reasons and explanations for opinions, plans and actions.</li><li>➤ Can describe events, real or imagined, relating narrative or description as a linear sequence of points.</li><li>➤ Can describe dreams, hopes and ambitions in a simple way.</li><li>➤ Can deliver short, rehearsed announcements on a topic relevant to everyday occurrences in his/her field which, despite possibly very foreign stress and intonation, are nevertheless clearly intelligible.</li></ul>	<ul style="list-style-type: none"><li>➤ talk about his/her job, hobby, holidays, family, place where they live, etc</li><li>➤ justify opinions in a discussion or explain why he/she did something.</li><li>➤ describe an event (eg: the best evening out, a funny incident, an accident).</li><li>➤ talk about his/her future plans and ambitions and say what he/she would like to do.</li><li>➤ Say goodbye to a colleague or class mate.</li><li>➤ Thank the teacher at the end of the course.</li><li>➤ Leave a message on an answerphone.</li></ul>	<ul style="list-style-type: none"><li>➤ Newspaper articles, TV news</li></ul>

### **B1.1 SPOKEN INTERACTION**

**The learner 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).**

Objectives	Situations and Functions	Materials and Classroom Activities
<ul style="list-style-type: none"><li>➤ Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing).</li><li>➤ Can invite others to give their views on how to proceed.</li><li>➤ Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect and can enter unprepared into conversations on familiar topics.</li><li>➤ Can find out and pass on straightforward factual information.</li><li>➤ Can ask for and follow detailed directions and can obtain more detailed information.</li><li>➤ Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.</li></ul>	<ul style="list-style-type: none"><li>➤ organise a class party, outing or evening out.</li><li>➤ Ask and answer questions about freetime, work, holidays, future plans, etc.</li><li>➤ Give information about events, meetings, etc</li><li>➤ Find a location by asking for and following directions.</li><li>➤ Take part in a basic job interview or survey using a questionnaire.</li><li>➤ Ask for information</li></ul>	<ul style="list-style-type: none"><li>➤ Realia (brochures, tourist information, etc)</li><li>➤ Information exchange activities</li><li>➤ Events listings, timetables</li><li>➤ Maps</li><li>➤ Directions</li><li>➤ Questionnaires</li><li>➤ Questions that students prepare themselves</li></ul>

### **B1.1 SPOKEN INTERACTION (CONT.)**

Objectives	Situations and Functions	Materials and Classroom Activities
<ul style="list-style-type: none"><li>➤ Can deal with most situations likely to arise whilst travelling, arranging travel or accommodation, or dealing with authorities during a foreign visit</li><li>➤ Can ask for and give advice to someone on simple things.</li><li>➤ Can initiate, maintain and close simple, face-to-face conversation on topics that are familiar or of personal interest.</li><li>➤ Can describe how to do something, giving detailed instructions.</li></ul>	<ul style="list-style-type: none"><li>➤ Book a holiday/hotel/flight, etc.</li><li>➤ Make requests and complaints at a hotel or restaurant.</li><li>➤ Report a theft.</li><li>➤ Advise someone on what to do in order to improve language skills, find a job, look for a house/flat, buy a present, etc</li><li>➤ Start and close a conversation appropriately.</li><li>➤ Maintain a conversation.</li><li>➤ Give instructions on how to do something eg: cook something, play a game or sport, operate a machine or computer programme.</li></ul>	<ul style="list-style-type: none"><li>➤ Travel brochures</li><li>➤ Flight / train timetables</li><li>➤ Examples of official forms</li> <li>➤ Recipes, operating instructions, etc.</li></ul>

### **B1.1 WRITING**

The learner can write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest They can write personal letters, descriptions and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important. They can produce continuous writing which is generally intelligible throughout.

Objectives	Situations and Functions	Materials and Classroom Activities
<ul style="list-style-type: none"><li>➤ Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important.</li><li>➤ Can write a description of an event, a recent trip – real or imagined.</li><li>➤ Can write accounts of experiences, describing feelings and reactions in some detail in simple connected text.</li><li>➤ Can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions.</li><li>➤ Can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important.</li><li>➤ Can take notes as a list of key points during a straightforward lecture, provided the topic is familiar, and the talk is both formulated in simple language and delivered in clearly articulated standard speech.</li></ul>	<ul style="list-style-type: none"><li>➤ Write letters describing experiences, his/her job, hobby, last holiday, etc.</li><li>➤ Write note or letter asking for something, a favour or informing someone of something.</li><li>➤ Write a letter/email/blog describing a party, a holiday, a trip, etc</li><li>➤ write a letter/email/blog describing an event and his/her reactions.</li><li>➤ Present results of a class survey in a simple format.</li><li>➤ Write note, email or text message. Eg: inform teacher of an absence, Leave a note for a friend about where to meet.</li><li>➤ Take notes while listening to a straightforward talk, presentation or TV documentary.</li></ul>	<ul style="list-style-type: none"><li>➤ Letters, notes, messages.</li><li>➤ Examples of emails, letters, blogs, etc.</li><li>➤ Examples of emails, letters, blogs, etc.</li><li>➤</li><li>➤ Text messages, emails, notes.</li><li>➤ Presentations, TV documentaries, Radio programmes</li></ul>