# APC English

# Course Introduction

Advanced Placement Program
for Chinese Students (APC) 2

APC English

# Dr. Séamus Lyons

Wednesday 9.30 - 11.0 am

1 - 2.30 pm

2026-7

| Week | Wednesday am | Wednesday pm |
|---|---|---|
| 1 | 18-Nov-26 | 18-Nov-26 |
| 2 | 25-Nov-26 | 25-Nov-26 |
| 3 | 2-Dec-26 | 2-Dec-26 |
| 4 | 9-Dec-26 | 9-Dec-26 |
| | 16-Dec-26 | 16-Dec-26 |
| 5 | 23-Dec-26 | 23-Dec-26 |
| | 30-Dec-26 | 30-Dec-26 |
| 6 | 6-Jan-27 | 6-Jan-27 |
| 7 | 13-Jan-27 | 13-Jan-27 |
| 8 | 20-Jan-27 | 20-Jan-27 |

no lessons from Dec 24th to Jan 5th
Happy Christmas!



2026-7

| Week | Wednesday am | Wednesday pm |
|---|---|---|
| 1 | Introduction | Compound Nouns |
| 2 | Prepositional Phrases | Countable Nouns |
| 3 | Noun Phrases | Collective Nouns |
| 4 | Noun Phrases 2 | Modifiers |
| | X | X |
| 5 | Verb Phrases | Verb Phrases 2 |
| | X | X |
| 6 | Verb Phrases 3 | Collocations |
| 7 | Phrasal Verbs | Interview Practice |
| 8 | Expressions | Review |

no lessons from Dec 24th to Jan 5th
Happy Christmas!



# lesson structure

# standard lesson

Part 1

- grammar – phrases & sentence building
- practice

Part 2

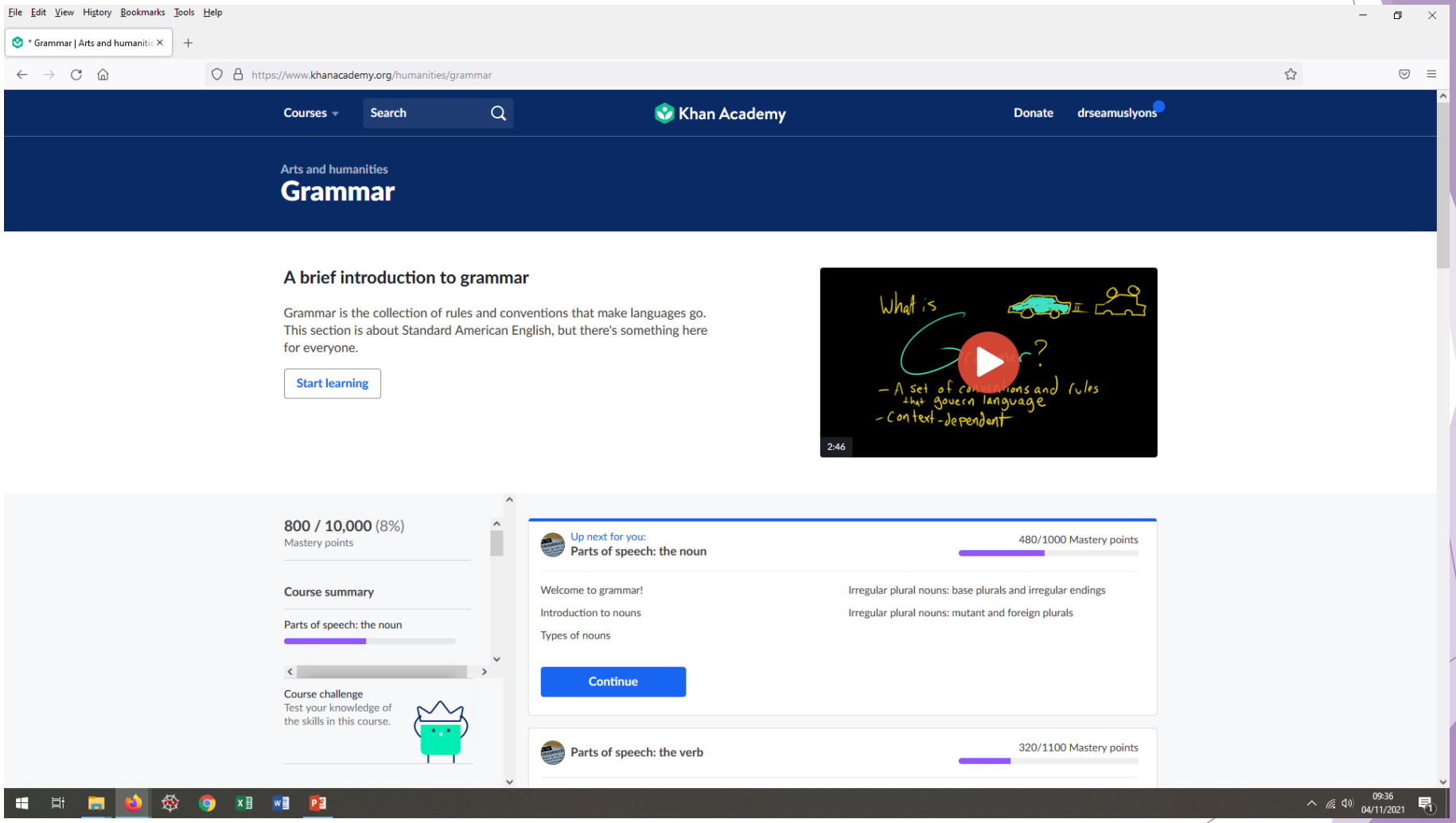
- pronunciation – clusters, stress, intonation
- graded listening – academic focus
- song listening

Part 3 (mixture of:)

- inference – understanding the next level (intermediate),
- reading / listening comprehension, or
- extra activity e.g. speaking exercises

# What are we learning and why?

# previously in course #1




https://www.khanacademy.org/humanities/grammar

# AP for Chinese Students

APC 1

- grammar & vocabulary - parts of speech
- pronunciation, listening, speaking
- elementary to pre-intermediate
- IELTS 3-4

APC 2

- grammar & vocabulary – phrases and expressions
- pronunciation, listening, speaking
- pre-intermediate *to intermediate*
- IELTS 4-5

single word use

multiple word use

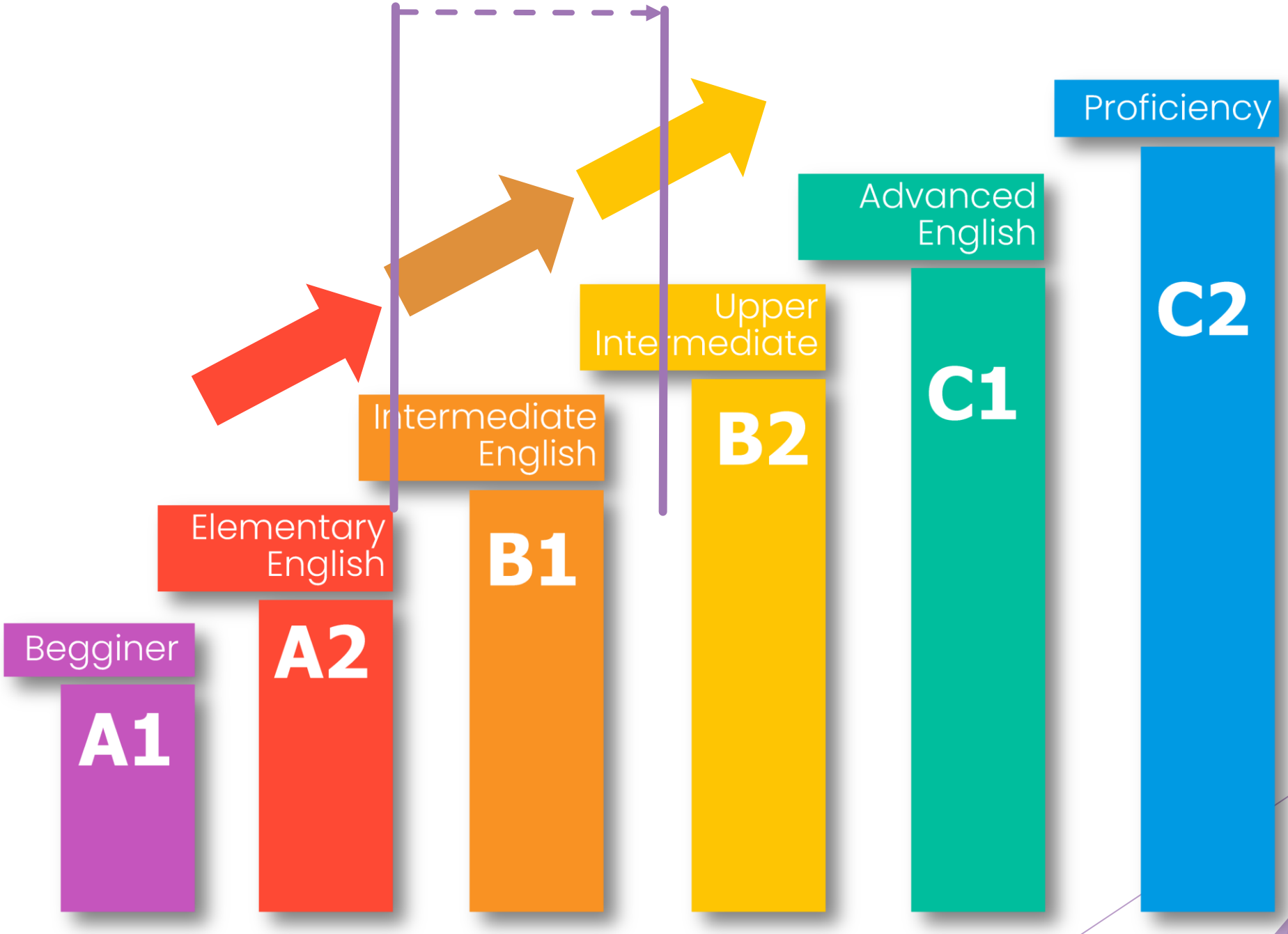
# English level of ability (IELTS)

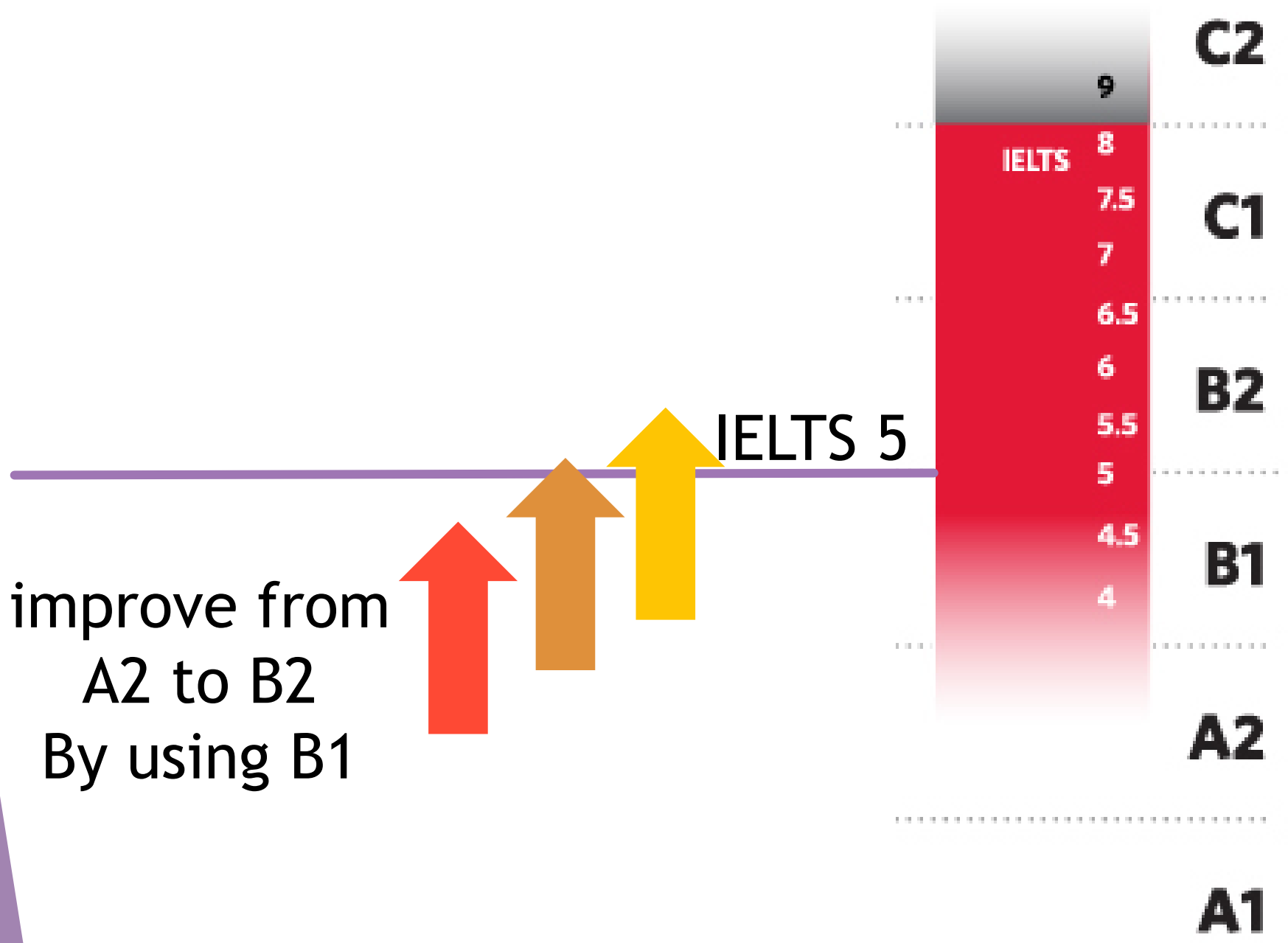
English level and IELTS score for each level

- elementary is IELTS 2.5 to 3.5
- pre-intermediate is IELTS 3.5 to 4.0+
- intermediate is IELTS 4.0 to 6.5

**ICDI entry level IELTS 4.5-5.0**

# levels of English ability


Begginer
A1
Elementary English
A2
Intermediate English
B1
Upper Intermediate
B2
Advanced English
C1
Proficiency
C2


IELTS 5
improve from
A2 to B2
By using B1
IELTS
9
8
7.5
7
6.5
6
5.5
5
4.5
4
C2
C1
B2
B1
A2
A1



| | | | | |
|---|---|---|---|---|
| BASIC | A1 beginner | | | You can understand and use basic phrases and expressions. You can communicate in simple ways when people speak slowly to you. |
| | A2 Elementary | | Cambridge A2 Key | You can take part in simple exchanges on familiar topics. You can understand and communicate routine information. |
| | A2+ Pre-Intermediate | | | You can participate in short conversations in routine contexts on topics of interest. You can make and respond to suggestions. |
| INDEPENDENT | B1 Intermediate | IELTS 4 to 5 | Cambridge B1 Preliminary | You can communicate in situations and use simple language to communicate feelings, opinions, plans and experiences. |
| | B2 Upper Intermediate | IELTS 5.5 to 6.5 | Cambridge B2 First | You can communicate easily with native English speakers. You can understand and express some complex ideas and topics. |
| PROFICIENT | C1 Advanced | IELTS 6.5 to 8 | Cambridge C1 Advanced | You can understand and use a wide range of language. You can use English flexibly and effectively for social and academic purposes. |
| | C2 Proficiency | IELTS 8+ | Cambridge C2 Proficiency | You can understand almost everything you hear or read. You can communicate very fluently and precisely in complex situations. |

focus

| | | | | |
|---|---|---|---|---|
| BASIC | A2 Elementary | | Cambridge A2 Key | You can take part in simple exchanges on familiar topics. You can understand and communicate routine information. |
| | A2+ Pre-Intermediate | #1 | | You can participate in short conversations in routine contexts on topics of interest. You can make and respond to suggestions. |
| NDENT | B1 Intermediate | #2 IELTS 4 to 5 | Cambridge B1 Preliminary | You can communicate in situations and use simple language to communicate feelings, opinions, plans and experiences. |

Pre-Intermediate to Intermediate

#1 #2

| | |
|---|---|
| **Intermediate** | Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans. |

https://www.alps.academy/core-english-2/

# Syllabus Core English 2

Week 1

## 1. Introduction

- Reading Comprehension Exercise (free pdf download)
- Inference Worksheet #1 (pdf worksheet)



# B1
# reading exercise

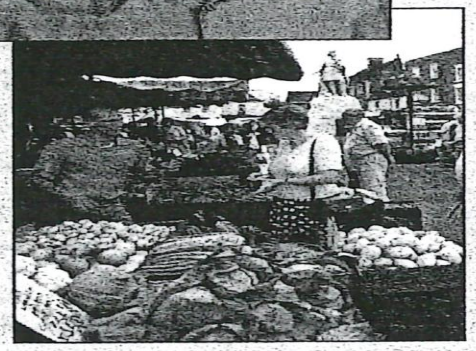
shopping

**Read the text. Choose the correct answers.**

1 Where does the man live?
   a in a city
   b in a village
   c in a small town

2 What happened there last year?
   a The supermarket closed.
   b A big supermarket opened.
   c The weekly market stopped.





I live in a small town. There are a lot of different shops in the town centre. There's a hardware shop, a chemist's, a newsagent's, a butcher's and a baker's. There was a greengrocer's, too, but it closed six months ago. And we've got a flower shop and a small bookshop. The bookshop sells stationery and birthday cards, too.

We've got a small supermarket in the town centre, but there aren't any clothes shops or shoe shops. We have to go into the city centre for those things.

Every Saturday there's a market in the Square. We always buy our fruit and vegetables there.

Last year a big new supermarket opened near the town, and most people do their shopping there now. We always use the local shops and the market. They're more personal and friendlier, but they aren't as cheap as the supermarket. The supermarket is more convenient, too. Parking is easier and you can buy everything in one place.

It's more difficult for the local shops now. The butcher says he's lost a lot of customers, and the small local supermarket is going to close next month. It's a pity, because a lot of people don't come into the town centre now.

shopping

**Which of these shops has the town got? Tick ✓ them.**

| | |
|---|---|
| a clothes shop | a chemist's |
| a butcher's ✓ | a shoe shop |
| a baker's | a hardware shop |
| a greengrocer's | a newsagent's |
| a bookshop | a flower shop |

**Answer the questions.**

1 Which shop closed six months ago? ___

2 When is the market? _____

3 What does the man buy there? _____

4 Where is the new supermarket? _____

5 Does the man do his shopping there? _____

6 Which shop is going to close? _____

**Complete the sentences. Use *not as ... as* and the words in brackets.**

1 The town is smaller than the city.

The town is *not as big as* the city. (big)

2 The supermarket is cheaper than the local shops.

The supermarket is _____ the local shops. (expensive)

3 The local shops are friendlier than the supermarket.

The supermarket is _____ the local shops. (friendly)

4 Business for the butcher is harder than in the past.

Business for the butcher is _____ in the past. (easy)

5 Parking at the supermarket is more convenient than in the town centre.

Parking at the supermarket is _____ in the town centre. (difficult)

# what will we be learning?

# What is inference?

# To ‘infer’

- The biggest issue for students moving from elementary to intermediate
- The ‘style’ of questions
- Where the answer is not in the text
- The answer requires understanding of the meaning
- The answer requires what is ‘inferred’ by this meaning

So we will be focusing on how to do inference questions

As part of reading & listening exercises

# Example - inference

As Tom looked out of the car window, he saw long lines of cars stretching along the busy roads.

Everyone seemed to be trying to get home, and the cars were moving very slowly. He turned up the heater and pulled his jacket closer around him.

The windows were covered with tiny drops of water, and people hurried along the pavements with their heads down.

Tom looked at the clock and smiled. It had been a long week at work, but now he had two days with no work to worry about.

He didn't mind getting home late. Tomorrow he could sleep as long as he wanted!

# Answer these 5 questions

1. Is it cold or hot?
2. What time of day is it, morning or evening?
3. Do you think that it is raining, yes or no?
4. Is the story set in a city or in the countryside?
5. Are people feeling happy or sad? Why?

cold or hot?

morning or evening?

yes raining

city or countryside

happy or sad?

# Example - inference

As Tom looked out of the car window, he saw long lines of cars stretching along the busy roads.

Everyone seemed to be trying to get home, and the cars were moving very slowly. He turned up the heater and pulled his jacket closer around him.

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# what grammar?

# grammar & vocabulary - phrases

how to make sentences using the phrases

- prepositional phrases
- noun phrases - nouns, pronouns, adjectives
- verb phrases – verbs, adverbs

prepositional phrases

noun phrases

verb phrases

*other phrases*

# grammar – prepositional phrases

Phrases that begin with a preposition

on – preposition

on top of the world – prepositional phrase

The student felt on top of the world when she got her grades today.

# grammar – noun phrases

student – noun

Chinese student – noun phrase (adjective + noun)

a Chinese student – noun phrase (article + adjective + noun)

a beautiful Chinese student – noun phrase (article + adjective + adjective + noun)

A beautiful Chinese student entered the classroom.

She sat down and prepared for class.

- the pronoun replaced the noun phrase

# grammar – verb phrases

Groups of words with a verb as the main component (e.g., *run out of*).

| | |
|---|---|
| run | – verb |
| run out of | – verb phrase |

We have run out of pens and pencils because there are so many students.

# what listening?

## music

- different parts of grammar (nouns, verbs etc.)
- listen to music, various difficulty in following the lyrics
- insert the correct words and fill the gaps

## Grades listening

- Graded means increasing in difficulty
- Academic theme
- What you will need to understand in university lessons

## Listening comprehension

- different passages relating to life (+ new vocab)
- listen to understand
- Comprehension questions

# what vocabulary?

# New vocab

Passages with new vocabulary

New words will be explained first

## Academic vocabulary

Graded listening will contain many common academic terms

## Academic vocabulary tool

Coming soon!!!

## what is a collocation?

a correct use of words together

- e.g. ‘heavy rain’ but not strong rain
- e.g. ‘do exercise’ but not make exercise

## what is an idiom?

a group of words when used together have a different meaning than the individual words

- ‘under the weather’
- ‘raining cats and dogs’

## what is a verbal phrase?

multiple words that make a new meaning with a verb

- give up
- get on
- take off
- look after

# what pronunciation?

## sounds

consonant clusters

- -st: as in "best," "fast," "test."
- -nd: as in "end," "friend," "beyond."

## stress

how a part of a word (syllable) is emphasized when spoken

- e.g. record attendance or record a song
- e.g. present my work or Christmas present

## intonation

changing voice pitch when speaking

- e.g. rising "Are you coming to the party?"
- e.g. falling "I'll see you tomorrow."

**Sentence Stress in Questions**

In English questions,
certain content words are stressed
to highlight key information,
while function words are less stressed.

# stress

For example:

"Do you **have** any **brothers** or **sisters**?"

"Where are you **going** after **class**?"

"Why **aren't** you **doing** your **homework**?"

"Can you **pass** me my **black** hat?"

## Rising Tone in Questions

Yes/no questions typically have a rising intonation
at the end,
signaling that a response is expected.

# tones

"Are you **ready**?"

"Do you want a **candy**?"

"Did Jon go with **you**?"

"Is that **ok**?“

This **rising tone** pattern contrasts with wh-questions, which usually end with a falling tone.

What is the time?

Where will you go?

# what we need to decide?

# paper or pdf?

# activities & worksheets

do we need paper?

worksheets available in pdf document

options:

1. students use devices to use the pdf
2. lots of paper

# Thank you!

any questions?