



Welcome to our
WORLD OF ENGLISH



B1

Intermediate course overview

Dear student

Welcome to the British Council!

We hope you enjoy your course with us. In order to help you make the most of your classes with us, please take time to read through this information.

What are lessons like?



All the lessons are based around a main speaking or writing task. There are many different types of speaking tasks, for example problem-solving discussions, role-plays, presentations and telling stories. The tasks may be done in groups, pairs or presented individually. The writing tasks include writing formal emails, job application letters, reports and short stories. In addition to the main task, lessons include some listening and/or reading and language work. The language work can be grammar, vocabulary, functional language, pronunciation or a combination of the four.

Which lessons should I go to?



You can choose which lessons to attend based on the times that suit you and the lesson topics and descriptions that most interest you. You can book lessons online or on our app – available through Apple App Store or Google Play. You can also attend Virtual; lessons with our teachers and other students via videoconferencing. The classes are face-to-face, live and allow you to participate fully, talking to the other students and the teacher.

How will I know I'm progressing?



During the lessons the teacher will provide correction and give you feedback on how well you carry out the tasks. Every tenth speaking lesson you will be formally assessed by the teacher. The teacher will assess your performance in the task and give you feedback through the Portal. The teacher will assign grades to the assessment criteria and give you a written comment so you know what you need to work on. At the end of the lesson the teacher will also ask you to reflect on your performance in the class and make some notes. This will help you identify what you can do well and areas you need to improve on. Refer to the CEFR performance criteria that you have been given which show you the objectives you are working towards at each level. All writing compositions that are produced as a result of a writing lesson are marked and graded by our teachers. You can access your marked composition, scores and an overall comment on the portal. It's a good idea to read the writing assessment criteria carefully so that you know exactly what the marker is looking for.

Can I talk to my teacher about my progress?



Yes. You can talk to your teachers about your general progress. Alternatively, you can contact our Customer Services & Sales team to book an appointment with one of our academic advisors.

Can someone help me plan my learning?



Some of you may have specific goals for your learning while others may want to improve and gain confidence in using your English more generally. If you do have specific goals, or would like to formulate some, you can book an appointment to speak to one of our academic advisors. They will talk to you about your learning needs and help you plan your learning. For example, they can suggest which lessons may be most useful, give you tips on effective learning and ideas on how you can best help yourself learn outside class. This service is free of charge. Speak to one of our Customer Services & Sales team to book an appointment.

What can I do outside class?

In order to build your confidence and speed up your progress, there are lots of things you can do outside class.



- ➡ Review your lesson notes. For example, read through the material again, note any new language items, and complete any exercises or tasks that were not done in class. Your teacher may also set homework that you can check yourself.
- ➡ Use the online resources (A1-C1) on the Portal to practise your skills. Check out our website [LearnEnglish: http://learnenglish.britishcouncil.org/en/](http://learnenglish.britishcouncil.org/en/)
- ➡ Download the free apps LearnEnglish Audio and Video, LearnEnglish Podcasts and LearnEnglish Grammar.
- ➡ Read in English – if you are a keen reader, you can borrow a range of books for many different levels from the British Council. Reading extensively is an excellent way for you to improve your range of vocabulary. You can also read any number of newspapers, stories or other kinds of texts online.
- ➡ Listen to English– listening to English TV, radio, films, podcasts and DVDs provides you with more practice in listening and can help you learn more about British culture.
- ➡ Keep a vocabulary notebook – building up a range of vocabulary from your classes and from work you do outside class can also be a very useful tool: you can refer back to new words and phrases as often as you need to.

Who can I speak to if I have questions or need advice?



Speak to one of our Customer Services & Sales team and they will then put you in touch with the right person depending on the type of question you have.

We really hope you enjoy your course!



Contact us

www.britishcouncil.fr

01 49 55 73 00

Intermediate course overview B1

At Intermediate level, lessons are based on a range of motivating themes to help develop your confidence in communicating in a variety of real life situations. The tasks are designed to help you meet the performance criteria for B1 level.



Oral production

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.



Oral interaction

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.



These are some of the themes and tasks:

Buying and selling

- Buying theatre tickets
- Making a complaint
- Bargaining to buy something
- Buying something over the phone

Reaching targets and achieving goals

- Taking part in a job interview
- Making a presentation about life in the future
- Selecting a candidate for a job
- Taking part in a formal job appraisal interview

Describing the world around us

- Deciding on a flat to rent
- Talking about a precious object
- Taking part in a police interview
- Selecting a face for a marketing campaign

Let's go on holiday!

- Planning a city tour
- Talking about a holiday
- Booking flights and hotels at the travel agent
- Describing a bad holiday

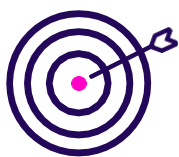
Opinions on life

- Making an action plan
- Creating and presenting an ideal TV show
- Planning and carrying out a class survey on social responsibility
- Talking about your family's rules and traditions

Art and culture

- Taking part in a debate about art
- Giving a review of a film or book
- Talking about differences between your culture and the UK
- Describing a favourite song or album

Language focus



Language focus forms part of the lessons. You will learn new vocabulary and phrases, work on pronunciation and explore some grammar structures to help you expand the range of language you use and improve your accuracy. Your teacher will give you feedback on your speaking to help you improve to meet the performance criteria for B1 level.

General linguistic range



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.

These are a few of the language areas you will learn and practise at Intermediate level:

- describing types and features of accommodation
- talking about possibility using modals
- making requests
- describing objects (shape, size, material....)
- beginning and ending conversations
- describing holiday destinations
- showing approval, surprise or sympathy
- asking direct and indirect questions
- giving directions and checking understanding
- describing past events using past simple, past continuous, past perfect
- making predictions using will and other modals
- talking about likely and unlikely future using first and second conditionals
- making recommendations using modal verbs
- reporting what other people have said
- giving reasons choices, agreeing and disagreeing
- describing people's physical appearance
- talking about past habits
- making comparisons
- giving advice
- making arrangements, accepting and refusing invitations and making excuses

Methodology



We use a task-based approach: this means that in each lesson you will take part in a communicative task based on a real life topic of interest. The task is usually done in pairs or groups. The teacher sets up the task and provides appropriate language input and feedback on your performance to help you develop range and accuracy of language use at word, sentence and text level.

Assessment



You will be formally assessed by the teacher every ten lessons. The teacher will look at your performance in the task and give you feedback.

We also ask you to self-assess your performance after each lesson and identify areas that you have done well in and what you need to work on.

B1 Oral and language CEFR descriptors

OP	Oral Production	Can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. Can briefly give reasons and explanations for opinions and plans. Can narrate a story or relate the plot of a book or film and describe my reactions.
01.	Sustained monologue: describing experience Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions. Can relate details of unpredictable occurrences e.g. an accident. Can relate the plot of a book or film and describe his/her reactions. Can describe dreams, hopes and ambitions. Can describe events, real or imagined. Can narrate a story	
02.	Sustained monologue: Putting a case (e.g. in a debate) Can develop an argument well enough to be followed without difficulty most of the time. Can briefly give reasons and explanations for opinions, plans and actions.	
03.	Presenting information: 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. Can give a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions, plans and actions. Can cope with a limited number of straightforward follow up questions.	
04.	Planning: Can rehearse and try out new combinations and expressions, inviting feedback. Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	
05.	Compensating: Can define the features of something concrete for which he/she can't remember the word. Can convey meaning by qualifying a word meaning something similar (e.g. a truck for people = bus). Can use a simple word meaning something similar to the concept he/she wants to convey and invites 'correction'. Can foreignise a mother tongue word and ask for confirmation.	
06.	Phonological control: Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	
OI	Oral Interaction	Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
01.	Understanding a native speaker: Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.	
02.	Conversation: Can enter unprepared into conversations on familiar topics. Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. 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 express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	

O1 Oral Interaction

03. Informal discussion:
 Can follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly.
 Can express his/her thoughts about abstract or cultural topics such as music films. Can explain why something is a problem.
 Can give brief comments on the views of others.
 Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc.
 Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.
 Can give or seek personal views and opinions in discussing topics of interest.
 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).
 Can express belief, opinion, agreement and disagreement politely.

04. Formal discussions and meetings:
 Can follow much of what is said that is related to his/her field, provided interlocutors avoid very idiomatic usage and articulate clearly.
 Can put over a point of view clearly, but has difficulty engaging in debate.
 Can take part in routine formal discussion of familiar subjects which is conducted in clearly articulated speech in the standard dialect and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems.

05. Goal oriented co-operation: Can follow what is said, though he/she may occasionally have to ask for repetition or clarification if the other people's talk is rapid or extended.
 Can explain why something is a problem, discuss what to do next, compare and contrast alternatives.
 Can give brief comments on the views of others.
 Can generally follow what is said and, when necessary, can repeat back part of what someone has said to confirm mutual understanding.
 Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.
 Can invite others to give their views on how to proceed.

06. Information exchange:
 Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.
 Can describe how to do something, giving detailed instructions.
 Can summarise and give his or her opinion about a short story, article, talk, discussion, interview or documentary and answer further questions of detail.
 Can find out and pass on straightforward factual information.
 Can ask for and follow detailed directions.
 Can obtain more detailed information.

07. Interviewing and being interviewed:
 Can provide concrete information required in an interview/consultation (e.g. describe symptoms to a doctor)but does so 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 take some initiatives in an interview/consultation (e.g. to bring up a new subject)but is very dependent on interviewer in the interaction.
 Can use a prepared questionnaire to carry out a structured interview ,with some spontaneous follow up questions.

OI Oral Interaction

- | | |
|-----|---|
| 08. | Turn-taking: Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.
Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. |
| 09. | Co-operating: 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 talk.
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. |
| 10. | Asking for clarification: Can ask someone to clarify or elaborate what he or she have just said. |
| 11. | Flexibility: Can adapt his/her expression to deal with less routine, even difficult, situations.
Can exploit a wide range of simple language flexibly to express much of what he/she wants. |
| 12. | Thematic development: Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. |
| 13. | Coherence and cohesion: Can link a series of shorter, discrete simple elements into a connected, linear sequence of points. |
| 14. | Identifying Cues & inferring: Can identify unfamiliar words from the context on topics related to his/her field and interests.
Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar. |

GLR General Linguistic Range

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.

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, but lexical limitations cause repetition and even difficulty with formulation at times.

- | | |
|-----|---|
| 01. | Vocabulary range: Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events. |
| 02. | Vocabulary control: Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. |

GA	Grammatical Accuracy	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.
SA	Sociolinguistic Appropriateness	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 his or her own.