



Welcome to our
WORLD OF ENGLISH



B2

Upper 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 book an appointment, myAdvisory, with one of our academic advisors on the portal.

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 a myAdvisory appointment to speak to one of our academic advisors on the portal. They will talk to you about your objectives and help you create a Personalised Study Plan to guide 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.

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 LeanEnglish 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. Alternatively, email myclassAcademic@britishcouncil.fr.

We really hope you enjoy your course!



Contact us

www.britishcouncil.fr
01 49 55 73 00

Upper intermediate course overview | B2

At Upper 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 B2 level.



Oral production

Can present clear, detailed descriptions on a wide range of subjects related to his/her field of interest. Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options



Oral interaction

Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. Can take an active part in discussion in familiar contexts, accounting for and sustaining his/her views.



These are some of the themes and tasks:

Communicate with confidence

- start, maintain and extend conversations when meeting people for the first time
- take part in a group discussion on different jobs to suit different people
- practise dealing with awkward social situations
- explain and resolve problems

Healthy body, healthy mind

- take part in a discussion on memory
- interview a classmate on topics related to food and report back
- present a new team sport in groups
- present a pitch for a healthy mind clinic and try to attract customers

The world of work

- rank a list of jobs from best to worst
- plan and present changes that could be made to your study or workplace
- take part in a job interview
- give advice to someone unfamiliar with your culture about behaviour in your country

Science and technology

- discuss some controversial topics in science and technology
- take part in mini-debates related to modern medicine
- present a short talk on a great technological achievement of the 20th century
- take part in a meeting to discuss the future of an island

Cities

- give a presentation on your ideas for an urban development project
- take part in a group problem-solving discussion on problems which face a city
- take part in a mini debate on whether it is better to live in a city or the countryside
- make a formal presentation of a city you know at a tourism fair.

In the workplace

- discuss what products and services are affected by different changes in the world
- take part in a project review meeting
- take part in a meeting to find solutions to problems within a team at work
- prepare for and take part in an appraisal meeting

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 B2 level

General linguistic range



Can express him/herself clearly and without much sign of having to restrict what he/she wants to say. Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so.

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

- vocabulary related to meetings
- expressing your opinions and making suggestions
- linking words to develop an argument
- disagreeing and interrupting politely
- multi-word verbs
- phrases to start, maintain and end a conversation appropriately
- question tags
- vocabulary associated with the skills people need for their jobs
- making and accepting excuses and apologies politely
- reporting what someone says
- expressions for complaining and apologising
- useful phrases to organise a presentation
- vocabulary to describe gadgets
- money-related vocabulary.
- conditional sentences
- relative clauses
- phrases for agreeing, disagreeing and asking for and giving opinions
- verb patterns
- active and passive forms
- language of persuasion
- indirect questions
- showing interest when listening
- making predictions about the future
- the past simple and present perfect tenses
- expressions to talk about past events and past habits.
- expressions for making comparisons
- verb–noun collocations
- language of cause and effect
- language for supporting and disagreeing with an argument

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.

B2 Oral and language CEFR descriptors

OP	Oral Production	Can present clear, detailed descriptions on a wide range of subjects related to his/her field of interest. Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
01.	Sustained monologues: describing experience Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.	
02.	Sustained monologue: putting a case (e.g. in a debate) Can develop an argument systematically with appropriate highlighting of significant points and relevant supporting detail. Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. Can construct a chain of reasoned argument. Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	
03.	Presenting information: Can give a clear, systematically developed presentation, with highlighting of significant points and relevant supporting detail. Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression. Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options. Can take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience.	
04.	Planning: Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	
05.	Compensating: Can use circumlocution and paraphrase to cover gaps in vocabulary and structure.	
06.	Phonological control: Has acquired a clear, natural, pronunciation and intonation.	
OI	Oral Interaction	Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. Can take an active part in discussion in familiar contexts, accounting for and sustaining his/her views.
01.	Understanding a native speaker: Can understand in detail what is said to him/her in the standard spoken language even in a noisy environment.	
02.	Conversation: Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker. Can convey degrees of emotion and highlight the personal significance of events and experiences.	

01 Oral Interaction

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| 03. | <p>Informal discussions:</p> <p>Can keep up with an animated discussion between native speakers.</p> <p>Can express his/her ideas and opinions with precision, and present and respond to complex lines of argument convincingly.</p> <p>Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.</p> <p>Can with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.</p> <p>Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.</p> |
| 04. | <p>Formal discussions and meetings:</p> <p>Can keep up with an animated discussion, identifying accurately arguments supporting and opposing points of view.</p> <p>Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.</p> <p>Can participate actively in routine and non-routine formal discussion.</p> <p>Can follow the discussion on matters related to his/her field, understand in detail the points given prominence by the speaker.</p> <p>Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.</p> |
| 05. | <p>Goal orientated co-operation:</p> <p>Can understand detailed instructions reliably.</p> <p>Can help along the progress of the work by inviting others to join in, say what they think, etc.</p> <p>Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.</p> |
| 06. | <p>Information exchange:</p> <p>Can understand and exchange complex information and advice on the full range of matters related to his/her occupational role.</p> <p>Can pass on detailed information reliably.</p> <p>Can give a clear, detailed description of how to carry out a procedure.</p> <p>Can synthesise and report information and arguments from a number of sources.</p> |
| 07. | <p>Interviewing and being interviewed:</p> <p>Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.</p> <p>Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.</p> |
| 08. | <p>Turn-taking:</p> <p>Can intervene appropriately in discussion, exploiting appropriate language to do so.</p> <p>Can initiate, maintain and end discourse appropriately with effective turn taking.</p> <p>Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly.</p> <p>Can use stock phrases (e.g. That's a difficult question to answer) to gain time and keep the turn whilst formulating what to say.</p> |

01 Oral Interaction

09.	Co-operating: Can give feedback on and follow up statements and inferences and so help the development of the discussion. Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.
10.	Asking for clarification: Can ask follow-up questions to check that he/she has understood what a speaker intended to say, and get clarification of ambiguous points.
11.	Flexibility: Can adjust what he/she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances. Can adjust to the changes of direction, style and emphasis normally found in conversation. Can vary formulation of what he/she wants to say.
12.	Thematic development: Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples.
12.	Coherence and cohesion: Can use a variety of linking words efficiently to mark clearly the relationships between ideas. Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some 'jumpiness' in a long contribution.
13.	Information exchange: Can understand and exchange complex information and advice on the full range of matters related to his/her occupational role. Can pass on detailed information reliably. Can give a clear, detailed description of how to carry out a procedure. Can synthesise and report information and arguments from a number of sources.
14.	Identifying cues and inferring: Can use a variety of strategies to achieve comprehension, including listening for main points and checking comprehension by using contextual clues.

GLR

General Linguistic Range

Can express him/herself clearly and without much sign of having to restrict what he/she wants to say. Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so.

01.

Vocabulary Range:

Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.

02.

Vocabulary control: Can control a basic repertoire dealing with concrete everyday needs.

GA

Grammatical Accuracy

Good grammatical control; occasional 'slips' or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect. Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.

SA

Sociolinguistic Appropriateness

Can express him or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned. Can with some effort keep up with and contribute to group discussions even when speech is fast and colloquial. Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker. Can express him or herself appropriately in situations and avoid crass errors of formulation.