

## **Level B1**

**Level B1** is perhaps most categorised by two features. The first feature is the ability to maintain interaction and get across what you want to, in a range of contexts, for example: generally follow the main points of extended discussion around them, express the main point they want to make comprehensibly; keep going comprehensibly, with some pausing for grammatical and lexical planning and repair, especially in longer stretches of free production. The second feature is the ability to cope flexibly with problems in everyday life and less routine situations likely to arise in a variety of scenarios.

### **Global**

Students 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 and ambitions and briefly give reasons and explanations for opinions and plans.

## **Self-Assessment for learners**

### **Listening**

I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.

### **Reading**

I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal correspondence.

### **Spoken Interaction**

I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I 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).

### **Spoken Production**

I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.

### **Writing**

I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions. I can write straightforward connected text on topics, which are familiar, or of personal interest.

### Learner Outcomes

Students at this level will be able to use the following:

#### Functions:

Checking understanding  
Describing experiences and events  
Describing feelings and emotion  
Describing places  
Expressing opinions; language of agreeing and disagreeing  
Initiating and closing conversation Managing interaction  
(interrupting,  
changing topic, resuming or continuing)

#### Grammar

Adverbs  
Broader range of intensifiers such as too, enough  
Comparatives and superlatives  
Complex question tags  
Conditionals, 2nd and 3rd  
Connecting words expressing cause and effect, contrast  
etc.  
Future continuous  
Modals - must/can't deduction Modals – might, may, will,  
probably  
Modals – should have/might have/etc  
Modals: must/have to  
Past continuous  
Past perfect  
Past simple and Past tense responses  
Phrasal verbs, extended  
Present perfect continuous  
Present perfect/past simple  
Reported speech (range of tenses)

#### Discourse Markers

Connecting words expressing cause and effect, contrast  
Linkers: sequential past time

#### Vocabulary

Collocation  
Colloquial language  
Things in the town, shops and shopping  
Travel and services

#### Topics

Books and Literatures  
Education  
Film  
Leisure activities  
Media  
News, lifestyles and current affairs

#### Learner Training

Increase vocabulary through word building  
Vocabulary acquisition, storage and recording  
Use of grammar reference  
Use of monolingual dictionary  
Inferring meaning of unknown words via context

#### Study Skills

Record and revise vocabulary regularly  
Choose the right place and time to study  
Create a timetable to study and weekly goals  
Use folders, dividers, colour pens, highlighters  
Organise revision get-together.

**Syllabus:** Intermediate

**CEFR Level:** B1

**Coursebook:** English File 4<sup>th</sup> Edition

Weeks	Units	Language Focus	Skills Focus
1	1A 1B	<u>Grammar:</u> present simple & present continuous (state/action verbs), future forms (will, going to, present continuous)  <u>Vocabulary:</u> food, cooking, family, adjectives of personality	<u>Practical English:</u> reacting to what people say  <u>Writing:</u> a description of a person  <u>Listening:</u> ordering in a restaurant - comprehension
Progress test 1			
2	2A 2B	<u>Grammar:</u> present perfect & past simple, present perfect with for/since, present perfect continuous  <u>Vocabulary:</u> money, strong adjectives (exhausted, amazed)	<u>Writing:</u> an informal e-mail or message between friends and family  <u>Listening:</u> for specific information
Progress test 2			
3	3A 3B	<u>Grammar:</u> comparatives & superlatives, articles (a/an, the, no article)  <u>Vocabulary:</u> transport, collocations (verbs/adjectives + prepositions)	<u>Practical English:</u> giving opinions  <u>Writing:</u> an article for a magazine – transport in your town
Progress test 3			
4	4A 4B	<u>Grammar:</u> can, could, be able to, reflexive pronouns, modals of obligation (must, have to, should), should have	<u>Writing:</u> telling a story, first person, about true events  <u>Listening:</u> for specific information

Progress test 4		<u>Vocabulary</u> : -ed and -ing, adjectives, phone language	
5  Progress test 5	5A 5B	<u>Grammar</u> : past tenses (past simple, continuous, perfect), usually & used to  <u>Vocabulary</u> :, sport, relationships	<u>Practical English</u> : making requests and giving permission  <u>Listening</u> : multiple choice
6  Progress test 6	6A 6B	<u>Grammar</u> : passives (all tenses), modals of deduction (might, can't, must)  <u>Vocabulary</u> :, cinema, the body	<u>Writing</u> : a film review  <u>Listening</u> :
7  Progress test 7	7A 7B	<u>Grammar</u> : first conditional and future time clauses (when, until), second conditional  <u>Vocabulary</u> : education and houses	<u>Practical English</u> : making suggestions for a night out  <u>Listening</u> : comprehension
8  Progress test 8	8A 8B	<u>Grammar</u> : reported speech: sentences and questions, gerunds and infinitives  <u>Vocabulary</u> : shopping, making nouns from verbs, work	<u>Practical English</u> : indirection questions  <u>Writing</u> : a letter of complaint, a covering letter/e-mail with your CV
9  Progress test 9A	9A	<u>Grammar</u> : third conditional,  <u>Vocabulary</u> : making adjectives and adverbs	<u>Listening</u> : summarizing

10	9B	<u>Grammar</u> : quantifiers, separable phrasal verbs	<u>Practical English</u> : talking about the future, telephone conversations
Progress test 9B		<u>Vocabulary</u> :, electronic devices, technology, phrasal verbs	<u>Writing</u> : a magazine article expressing advantages and disadvantages
11	10A	<u>Grammar</u> : relative clauses (defining and non-defining)	<u>Listening</u> : Multiple choice
Progress test 10A		<u>Vocabulary</u> : compound nouns	<u>Writing</u> : a biography
12	10B	<u>Grammar</u> : question tags	<u>Listening</u> : T/F questions
End of course test		<u>Vocabulary</u> : crime	