

LEVEL CHECK

# English B1.3

**LEVEL**

Intermediate (B1)

**NUMBER**

EN\_B1\_3131C

**LANGUAGE**

English



## Let's check!

Can I show that I have mastered the main communicative objectives of B1.3 English?

- Can I use a range of modal verbs to talk about obligation, necessity, prohibition and advice?
- Can I talk about my past achievements and tell the story behind them?
- Can I use the third conditional when talking about an event in the past?



# Your favourite subjects

**What were your favourite subjects at school? Why?**



**If you went to university or college, what did you study?**



## Learning outcome 1

Can I use a range of modal verbs to talk about obligation, necessity, prohibition and advice?





# Choosing what to study

1. **Read** through the advice below about how to choose what to study at university.
2. **Talk** to your classmates about whether you **agree** or **disagree** with the advice and why.
3. What advice would **you** give to someone trying to choose what to study at university?



*You must choose a subject that you know will lead to a stable job with a high earning potential.*

...



*You ought to ask as many different people for their advice and opinions as possible.*

...



*You should study something you enjoy.*

...



# Let's check! Feedback round

Your teacher will now highlight what was done well and some mistakes that were made **in the last activity** for you to reflect on.



**Good examples**

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**Find the mistake!**

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## Learning outcome 2

Can I talk about my past achievements  
and tell the story behind them?

# A great achievement

1. **Think** about an achievement you are proud of from your time at **school** or **university**.
2. **Write** down notes on what happened. Use the questions and examples to help you.
3. **Tell** your classmates about your achievement. Try to use different **narrative tenses**.

What happened?  
How did you feel?

Had you been learning for a long time?

*When I was 17, I took second place in a national chemistry competition.*

*I had been studying for the competition for months before it happened.*

What were you doing when you found out?

Had you done anything similar before?

*I had already won the regional competition before I got to the nationals.*





# Let's check! Feedback round

Your teacher will now highlight what was done well and some mistakes that were made **in the last activity** for you to reflect on.



**Good examples**

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**Find the mistake!**

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## Learning outcome 3

Can I use the third conditional when talking about an event in the past?

# Any regrets?

**Answer** the questions below with a partner. Try to use the **third conditional** in some of your answers.

1



How did you choose what to study at university or the first job you applied for?

*I chose to study politics because I liked history and I thought it would be quite an easy subject.*

2



What would have happened if you'd chosen differently?

*If I hadn't studied politics, I would have studied medicine instead. If I'd studied medicine...*

3



Do you regret the course you studied or the job you applied for?

*I should have thought more about my future. I think I would have been happier if I had studied medicine.*



# Let's check! Feedback round

Your teacher will now highlight what was done well and some mistakes that were made **in the last activity** for you to reflect on.



**Good examples**

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**Find the mistake!**

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- Can I use a range of modal verbs to talk about obligation, necessity, prohibition and advice?
- Can I talk about my past achievements and tell the story behind them?
- Can I use the third conditional when talking about an event in the past?

Your teacher will now recommend whether you should move on to the next chapter or review lessons from this chapter.

# End of the lesson

Idiom

***A mill cannot grind with water that is past.***

**Meaning:** Opportunities are useless unless you take advantage of them when they present themselves.

**Example: A:** I've always wanted to move abroad. I had the chance to do so years ago.

**B:** Well, a mill cannot grind with water that is past.





# Additional practice



# Your time at school



Choose one of the topics below  
and tell your classmates about it.

A time when you  
**failed** a **test** or  
**exam** at school.

The **best day** you  
can remember from  
school.

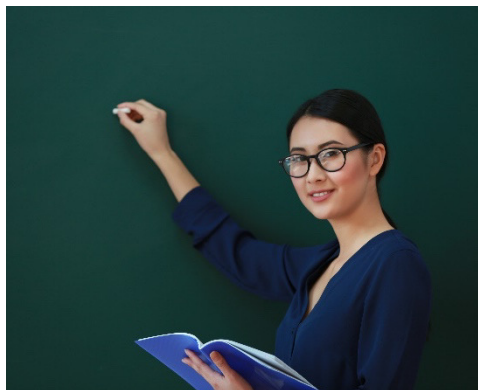
A day when you  
**missed classes** for  
an exciting reason.





# A helpful teacher

Think about a teacher or a person at **school or university** who **helped** you a lot. How did they help you? What would or wouldn't have happened if they hadn't helped you?



*My physics teacher at school was a really great person. She always told me...*

*If she hadn't convinced me that I was capable of passing, I would have given up...*

- If she/he/they hadn't...
- I would/wouldn't have...



# What would they have done?

Guess what your classmates or your teacher **would have done if they hadn't come to the lesson** today. Are you right?



If you hadn't come to class today, I think you would have gone to the beach. You said you like the outdoors...



## Popular subjects

**What are the most popular subjects to study at university in your country?**

**Why do you think they are popular?**





# Check Summary

## More on obligation, necessity, prohibition, and advice

### Expressing obligation and necessity with *must*

- Subject + *must* + bare infinitive
- *Must* is used when the speaker decides something is necessary or needs to be done
- To express obligation or necessity in the **past**, *must* is **not used**. It is replaced by **had to**

### Expressing obligation and necessity with *have to*

- Subject + verb 2 (*drove, ate, made, saw, completed, lived* etc...)
- The **past simple** tense is used for **completed actions** or **states** in the past
- We often give the **specific time** that they happened

### Expressing prohibition

- Subject + *was/were* + verb-*ing*
- We use the **past continuous** to give **background information**
- Often, the action described by the past continuous is **interrupted** by an action in the past simple

### Expressing advice

- Subject + *have/had* + past participle; subject + *have/had* + *been* + verb-*ing*
- **The past perfect** is used to talk about an action that happened **before a particular time**
- The **continuous** form is used to show that the action was **ongoing**





# Check Summary

## Present perfect with *just*, *yet*, and *already*

### Adverbs with the present perfect:

- We use *just* to talk about a recently completed action
- We use *yet* to refer to time up to now. We use it in questions and negative statements
- We use *already* to say that something is complete

### Present perfect with *just*:

- ***just*** → recently completed actions
- Positive statements
- *We've just found out that we're going to have a baby!*

### Present perfect with *yet*:

- ***yet*** → an event that's expected to happen in the future
- Negative statements and questions
- *Sarah hasn't bought her tickets yet*

### Present perfect with *already*:

- ***already*** → an action that completed, often ahead of time/earlier than expected
- Positive statements
- *I've had breakfast already, but I'll buy a coffee*



# Check Summary

## Narrative tenses

### Using narrative tenses

- The narrative tenses are used together to talk about the past
- They are often used to tell stories and anecdotes, describe historical events
- You can also give biographical information using the narrative tenses

### Past simple

- Subject + verb 2 (*drove, ate, made, saw, completed, lived* etc...)
- The **past simple** tense is used for **completed actions** or **states** in the past
- We often give the **specific time** that they happened

### Past continuous

- Subject + *was/were* + verb-*ing*
- We use the **past continuous** to give **background information**
- Often, the action described by the past continuous is **interrupted** by an action in the past simple

### Past perfect simple and continuous

- Subject + *have/had* + past participle; subject + *have/had* + *been* + verb-*ing*
- **The past perfect** is used to talk about an action that happened **before a particular time**
- The **continuous** form is used to show that the action was **ongoing**



# Check Summary

## Using the third conditional

### When to use the third conditional:

- We use the **third conditional** to talk about **imagined past events** and their consequences.
- The person is thinking about **an event in the past** and imagining it **with a different result**.

### How to form the third conditional:

- **If + past perfect, + would have + past participle**
- If I hadn't bought that red dress, I would have bought the blue one instead.

### Using the third conditional:

- We often use this form to express **regrets** or **relief** about the **past**
- **Regret:** If I had selected the BCC: option, I wouldn't have lost the company 900 important contacts in a single day.
- **Relief:** If Sarah hadn't stopped me, I would have told my boss all my secrets!



## Notes

