

LEVEL CHECK

English B1.2

LEVEL

Intermediate (B1)

NUMBER

EN_B1_2131C

LANGUAGE

English

Let's check!

Can I show that I have mastered the main communicative objectives of B1.2 English?

- Can I use modals of deduction and a variety of verb patterns in the context of a conversation with someone?
- Can I tell a personal anecdote using a range of past tenses?
- Can I use reported speech to talk about what someone else said in a previous conversation?



Warm-up

Choose **two** of the questions below to answer.



Have you ever been to a networking event?

What topics do you talk about at a networking event?

Do you often have to attend networking events for your job?

Do you find it difficult to make conversation at networking events? Why or why not?



Learning outcome 1

Can I use modals of deduction and a variety of verb patterns in the context of a conversation with someone?



Modals of deduction

Here are some things that happened at the networking event. **Answer the questions** using **modals of deduction**. You can look at the **prompts** below for some possible reasons!

E.g. → *Natalie must have taken the bus to the event / The traffic could have been very bad*

1



Natalie was late...
taking bus to the event
sometimes oversleeps
flying in from Italy

Why was Natalie late?

2



Darren left early...
son's birthday tomorrow
bored!
feeling sick

Why did Darren have to leave early?

3



Someone gave a speech...
inspiring
enjoyable
famous speaker

Why did the crowd applaud the speaker?

What jobs might they do?

You play a game at a networking event. In this game, people describe what they do for work but cannot tell you their job. You speak to the people below. **What jobs do you think they do?**
What jobs might they have done in the past?



Andrea

- Used to work with young people
- Recently learned to code
- Now works from home



Carlos

- Used to be a professional in an individual sport
- Uses social media a lot in their new job



Megan

- Manages a team of six people
- Studied journalism at university
- Talented writer



Ian

- Drives for a living
- Drives big vehicles
- Drives vehicles with no passengers



Tracy

- Used to work in a courthouse
- Works long hours in a busy environment
- Loves food



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



Find the mistake!





Learning outcome 2

Can I tell a personal anecdote using a range of past tenses?

Prepare an anecdote

You return from the networking event and your friends ask you how it was. Prepare a **short anecdote** about one of the situations below. Remember to use **sequencing words**, the **past continuous**, and **adjectives** and **adverbs**. Your teacher will ask questions about the anecdote.

You met an old school friend

- How did you meet? Where? What were you doing?
- Were you happy to see each other?
- What happened next?

You found an investor

- How did you meet? Where? What were you doing?
- Why did they like your business?
- How much did they invest?

You were offered a job

- What is the job?
- How did you feel when you were offered the job?
- Did you accept it?

You got locked out of your hotel room

- How did this happen?
- Did you get back into the room? Who helped you?
- How did you feel?

You got food poisoning

- What were you eating?
- Did anyone else get food poisoning?
- Did it ruin the networking event?

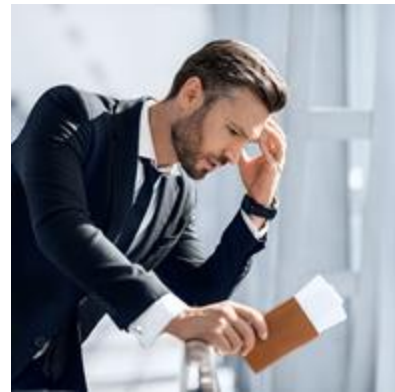
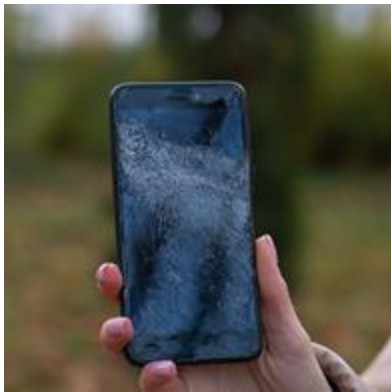




Travel anecdotes

Did anything exciting happen to you on your journey to or from the event?

Use the pictures below to tell an anecdote.





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



Find the mistake!





Learning outcome 3

Can I use reported speech to talk about what someone else said in a previous conversation?

Describing an inspirational person

At a networking event, you are asked to give a speech about an inspirational person. Take 5 minutes **to answer some of the questions** in the red box, and then **read your answer** to your teacher.

Who is someone who inspires you in life at the moment? Why do they inspire you?

Who was one of your heroes or heroines as a child? Why did they inspire you?

Do any of your family members, friends, or your work colleagues inspire you?

Have any of them encouraged or helped you to do something?





Reported speech

Listen to your teacher and other learners read their answers from the activity on page 13. Use reported speech to talk about what they said.

1

“

_____ said that

2

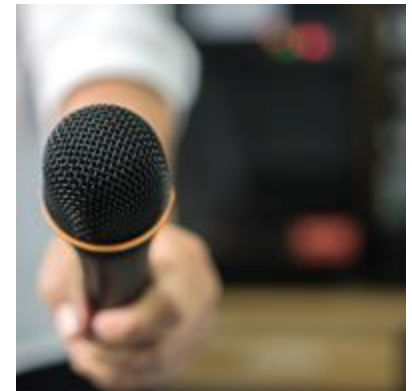
“

_____ told me that

Who were they
describing?

Why do they find
them inspirational?

What other details
did they talk about?





Reported speech

“

_____ said that _____

Can you remember something that your teacher said in the lesson?

Can you remember something that you said during the lesson?

Can you remember something that a classmate said in the lesson?





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



Find the mistake!





- Can I use modals of deduction and a variety of verb patterns in the context of a conversation with someone?
- Can I tell a personal anecdote using a range of past tenses?
- Can I use reported speech to talk about what someone else said in a previous conversation?

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

Know the ropes

Meaning: understanding how things are done

Example: If you have any questions, just ask Hilda. She's been working here for over 30 years and knows the ropes!



Additional practice



Networking event – modals of deduction

Read the programme for a networking event. Answer the questions below using **modals of deduction**.

Networking Event Programme

09:00 – 11:00: How to Manage Stress

11:00 – 11:15: Coffee break

11:15 – 13:00: Working With International Clients

13:00 – 14:00: Lunch

14:00 – 15:00: Working From Home Effectively

15:00 – 15:15: Coffee break

15:15 – 16:30: How to Spend Less Time on Emails

What might be the **most useful** event for you? Why?

What could be the **least useful** event for you? Why?

What may be **interesting**? Why?

What **must you attend**? Why?



Discuss

1

“ “

_____ said that
_____ might be useful
because...

2

“ “

_____ told us that
they must attend
_____ because...

Use reported speech to talk about the answers from page 20.

What did your teacher say was the most useful? The least useful?

What did other learners in the class think might be interesting?





Discuss – networking anecdotes

Use the pictures to help you think of anecdotes that could be told at a networking event.

*Past continuous
(1-4)*

*Past simple
(5-8)*

1



2



3



4



5



6



7



8





Check Summary – Chapter 4

Extreme experiences

Talking about extreme experiences

- to seek thrills; to live in the moment; to test your limits
- Real life language: *My stomach was in knots*

Adjectives ending in **-ed** and **-ing**

- We use adjectives ending in **-ing** to describe **a situation or experience that causes a feeling.**
- We use adjectives ending in **-ed** to describe **how a person feels.**



Check Summary – Chapter 4

Past simple and continuous

Using the past continuous and past simple

- We use these tenses together to describe two past actions, using the linking words **when** and **while**
- **Past continuous:** a longer or ongoing action in the past.
- **Past simple:** a shorter action in the past that happened during the longer action or interrupted it.

when and **while**

- *while* is used at the start of the past continuous clause
- *when* is used at the start of the past simple clause



Check Summary – Chapter 4

Telling an anecdote

Structuring an anecdote:

- An anecdote should have a clear beginning, middle and end, and can follow the structure below:

introduction – background information – action – conclusion

Past continuous:

- The past continuous describes **an action that was happening over a period of time in the past**.
- It can be used to give **background information** or **context** as well as for **descriptions**.
- **Form:** subject + auxiliary (*was/were*) + verb (*-ing*)

Sequencing words:

- We use these to put events in order: what happened and when
- Here are some examples: *First of all; then; after a while; by this time; about (an hour) later*



Check Summary – Chapter 7

My professional bio

Writing a bio:

- Elements to include: current job title and company, location, job description, professional achievements and milestones, university degree and qualifications, hobbies and interests

Vocabulary and phrases:

- *To be passionate about; to run (a workshop); to hold (a degree) in; to be based in; to receive (an award), to work on (a project)*
- *to create; to believe; to inspire*



Check Summary – Chapter 7

Verb patterns

Verbs followed by *to* + infinitive

- to manage to...; to decide to...; to get to...
- to allow (me) to...; to push (me) to...; to help (me) to...;
- to be able to...; to learn how to...

Verbs followed by *-ing*

- to consider + *-ing*; to include + *-ing*
- to succeed (in) + *-ing*



Check Summary – Chapter 7

Writing a cover letter

Structuring a cover letter:

- 1. Address the hiring manager and 2. say why you are writing
- 3. List the relevant skills and experience
- 4. Provide contact details and 5. sign off

Opening phrases:

- *I am writing to apply for the position of...*
- *Please find my CV attached*

Closing phrases:

- *I look forward to hearing from you at your earliest convenience*
- *If you would like any further information, please don't hesitate to ask*

Linking words:

- *Also*
- *In addition to (+ verb -ing)*
- *During*



Check Summary – Chapter 9

Writing an invitation to a party

Structuring an invitation to a party

1. Ask how the person is
2. Ask if the person is free or not on a day
3. Invite them to the party
4. Say you want to see them

Useful phrases for an invitation

- **Asking how the person is:** *How are things?; How are you doing?*
- **Asking if they are free:** *Are you free on...?; Are you doing anything on... by any chance?*
- **Inviting them to an event:** *Would you like to come?; Would you like to join us?*
- **Saying you want to see them:** *Would be great to see you!; Would love to see you!*

Accepting and rejecting an invitation

- **Accepting an invitation:** *I would love to!; Sounds great. Count me in!*
- **Rejecting an invitation** *Sadly, I won't be able to make it.; I'm not free then, I'm afraid.*

Verb patterns with *thank you* and *looking forward to*

- We use the preposition **for** after **thanks** or **thank you**: e.g. *Thank you **for** the invitation!*
- If we follow it with a verb, we use the **-ing form**. e.g. *Thank you **for inviting** me to your party!*
- We also use the **-ing form** after the phrase **looking forward to**: e.g. *Looking forward to **seeing** you!*



Check Summary – Chapter 9

More on verb patterns

Verb patterns in English

- In English, when two verbs appear together, they follow patterns.
- Some verbs are followed by **to + infinitive**, other verbs are followed by the **-ing form** of the verb.

To + infinitive and -ing form:

- Verbs followed by **to + infinitive**: hope, manage, want, would love, plan
- Verbs followed by the **-ing form**: enjoy, think of

Set expressions using these patterns:

- There are also a variety of set expressions in English which also follow these patterns:
 - Thanks for **inviting** me;
 - Nice **to meet** you!
 - Lovely **to talk** to you!

Using set expressions in conversation:

- When making conversation, we use these expressions, plus a variety of others, for specific uses:
- **To keep a conversation going:** *How interesting!; How lovely!; How come?; Oh, really?*
- **To end a conversation politely:** *Let's catch up soon!; Was nice to meet you!; Was great to talk to you!*



Check Summary – Chapter 9

Admitting to a mistake

Describing a mistake

- We can describe a mistake using a variety of verbs to state what has happened:
 - It could be **drop, spill, burn** to describe a physical action;
 - Or, it could be **confuse, forget** or **get wrong** to describe something more abstract.

Explaining our intentions

- We use the adverb **accidentally** to express that a mistake was **not our intention** or done on purpose. We usually place it before the main verb:
 - *I **accidentally** bought the wrong ingredients at the supermarket (=I did not intend to buy the wrong ones; I made a simple error while there!).*

Admitting to a mistake

- When explaining we've made a mistake, it can be helpful to follow this simple structure:
 - Apologise by saying you are **sorry**.
 - Admitting to the mistake or say you **thought** or **didn't realise** something.
 - Say what **you'll do differently** in the future.

Using more complex sentence structure

Be careful with the tenses of the verbs after **thought** or **didn't realise**:

- *I didn't realise you **wanted** me to buy fresh herbs, and not frozen ones, at the supermarket!*
- *I thought you **needed** me to buy frozen herbs, and not fresh ones, at the supermarket!*



Check Summary – Chapter 11

Understanding news headlines

What is a headline?

- A short piece of written information in newspapers
- They tell us what an article or story is about
- Headlines not have to be grammatical sentences

Writing effective headlines

- Leave out articles (*a, an* and *the*)
- Leave out the verb to be (*am/is/was/were*)
- Use infinitive verb forms instead of *will* and *going to* for the future

Headline examples

- Coffee shop to sell ice coffee only because of hot weather
- Man finds dinosaur fossil in garden
- New player to play for football club in next game

Useful headline verbs

- to face, to boost
- to vow, to cut
- to jail, to break silence



Check Summary – Chapter 11

Talking about mysteries with modals of deduction

Modals of deduction

- must = 99% certain: She must have left for work already
- might/could/may = 50% certain: He may have left the door open
- can't = 1% certain: He can't have taken the watch

Modals of deduction for past events

- modal verb + present perfect
- e.g. *must + have been*
- The thief must have been tired after running away

Modals of deduction for present events

- modal verb + bare infinitive
- *can't + be*
- It can't be easy solving an hold case

Useful phrases

- What do you think happened?
- It was the perfect crime
- If you want to solve the mystery, you/we/I...



Check Summary – Chapter 11

Reporting an emergency

Reporting an emergency

- In the event of an emergency, you should call the emergency services
- The emergency services are the police, the fire brigade and ambulance
- In the UK, you call 999 in an emergency. In the USA, you call 911

Prepositions of place (*at, in and on*)

- at = address: We live at 22 New Street (We also use *at* for some buildings)
- in = city, town, state, country, building: The fire is in the courthouse
- on = street, building floor: The injured man is on the second floor

Medical emergency adjectives

- dizzy, unconscious
- concussed, nauseated
- broken, swollen

Real-life language

- I'm calling to report an accident
- What's your location?
- Stay on the line



Check Summary – Chapter 12

Describing an inspiring figure

Describing an inspiring figure

- We use a variety of nouns and adjectives to describe an inspiring figure.
- We can say what they do or did using their job title, such as a **scientist, activist, campaigner**.
- We commonly describe them or their work using compound adjectives, such as **well-known, best-selling** or **award-winning**.

Describing what they've done or did

- When we explain what they did, we can say they **stood up for** something, they were **recognised for** something or that the work they did **became** very important or influential.

Verb patterns with *encourage, help, allow* and *inspire*

- When we describe their effect on us, we can use a variety of verbs and say that this person **encouraged, helped, allowed** or simply **inspired** us **to do** something.



Check Summary – Chapter 12

Reported speech

What is reported speech?

- We use reported speech to tell someone what someone else has said or told us in the past.
- We can also call it *indirect speech* to compare it with *direct speech*.

Introducing reported speech

We usually introduce reported speech with the reporting verbs **said** or **told**.

- **Told** requires an indirect object, **said** does not.
- This means, we *said* something but we *told* someone something

Rules of reported speech

- We change the verbs forms in the reported words by shifting them back one tense:
 - *I **want** to be successful* > *He said that he **wanted** to be successful!*
 - *I'**m working** hard!* > *She told me that she **was working** hard!*
 - *I **will** always ask you for help!* > *He said that he **would** always ask me for help!*
- We may also need to change the pronouns and possessives in reported speech:
 - *That was the secret to **my** success!* > *She said that had been the secret to **her** success!*
 - ***My** manager helped **me** a lot!* > *He said that **his** manager had helped **him** a lot!*

Check Summary – Chapter 12

Discussing fame and success

Transforming verbs into nouns or adjectives

- We can transform **verbs we already know** into **nouns or adjectives** to broaden our vocabulary:

➤ succeed	> success, successful	win	> winner
➤ fail	> failure	sing	> singer
➤ win	> winner	lose	> loser
➤ perform	> performer		

Giving examples

- We can use a range of common phrases to **introduce an example**:

- *for example, for instance;*
- *such as, like*

Providing a reason

- We can use the following **conjunctions** between clauses to provide a reason:

- *I don't follow any celebrity news **since/as/because** I don't think it's important. (= The reason why I don't follow any celebrity news is that I don't think it's important)*

