



Welcome to our
WORLD OF ENGLISH



C1
Advanced 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 myClass 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 myClass 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 myClass 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 myClass 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 myClass 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 myClass 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.

We really hope you enjoy your course!



Contact us

www.britishcouncil.fr
01 49 55 73 00

Advanced course overview C1

At Advanced 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 C1 level.



Oral production

Can give clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion. Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points and relevant supporting detail.



Oral interaction

Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.



These are some of the themes and tasks:

The world today

- describe a manufacturing process to your partner
- lobby a film industry representative to choose a place as a film location
- take part in a meeting to decide on places of interest to include in an itinerary
- take part in a negotiation to achieve the most mutually beneficial deal

Partnerships

- discuss your views on Public Private Partnerships
- take part in an interview between a student wanting to do an internship and an HR Manager
- decide which candidates should be invited to a community centre
- present the perfect team to your group and explain why you think it would work

Trends

- make predictions based on current trends in an area of your choice
- describe and interpret data
- take part in a meeting to decide which employment practices to adopt
- describe and 'sell' a new gadget to the class

Ethics and social responsibility

- give a very short talk on something that would make the world a better place
- try to persuade people to donate to a particular charity
- take part in an informal debate on current ethical issues
- take part in a meeting to negotiate a 'fair trade' deal

Performance

- design and present a concert hall complex
- discuss different techniques to deal with nerves and describe what works for you
- take part in a debate about workaholism
- perform an introductory speech for an actor of your choice

Government and politics

- practise giving a persuasive speech
- take part in a TV panel debate on CCTV surveillance
- take part in an informal discussion to decide which candidate is most likely to win a particular election
- take part in a press conference with a disgraced politician

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 all the performance criteria for C1 level.

General linguistic range



Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he / she wants to say

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

- linking words and expressions
- how to structure a talk highlighting main points and rephrasing information.
- language relating to the areas of communications, working conditions, training and development and pay and internal restructuring
- language of obligation, necessity and possibility
- vocabulary connected with tertiary education
- language of speculating about the future
- sequencing language
- features of persuasive speech, such as the use of adverbs and other intensifiers and the importance of varying volume, tone and intonation
- language of speculating, and other relevant structures for describing scientific developments, such as passive forms and -ing forms
- language for speculating about the past, expressing opinions and giving reasons for them.
- language to sound convincing and confident
- language to describe people and personalities
- using participle clauses
- language to explain evidence and conclusions clearly and ask for and give clarification
- informal expressions to help engage the listener
- language associated with decision-making
- cleft sentences
- language to discuss consequences of current trends
- vocabulary related to employment practice
- ways of adding emphasis
- expressions describing location
- language needed to debate a topic and express your opinions.
- adverb + adjective collocations
- language related to money and financial planning
- language to express certainty and doubt
- vocabulary to do with elections

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.

C1 Oral and language CEFR descriptors

OP	Oral Production	Can give clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion. Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points and relevant supporting detail.
01.	Sustained monologue: describing experience	Can give clear, detailed descriptions of complex subjects. Can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
02.	Sustained monologue: putting a case	Can develop an argument systematically with appropriate highlighting of significant points and relevant supporting detail.
03.	Addressing audiences	Can handle interjections well, responding spontaneously and almost effortlessly. 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.
04.	Planning: Can plan what is to be said and the means to say it, considering the effect on the recipient/s. Can rehearse and try out new combinations and expressions, inviting feedback.	
05.	Spoken fluency: Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	
06.	Monitoring and repair: Can backtrack when he/she encounters a difficulty and reformulate what he/she wants to say without fully interrupting the flow of speech.	
07.	Propositional precision: Can qualify opinions and statements precisely in relation to degrees of, for example, certainty/uncertainty, belief/doubt, likelihood, etc	
08.	Compensating: Can use circumlocution and paraphrase to cover gaps in vocabulary and structure. 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.	
09.	Phonological control: can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	
OI	Oral Interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.
01.	Understanding a native speaker: Can understand in detail speech on abstract and complex topics of a specialist nature beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can converse comfortably and appropriately, unhampered by any linguistic limitations in conducting a full social and personal life.	
02.	Conversation: Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.	

01 Oral Interaction

03.	Informal discussion: Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.
04.	Formal discussions and meetings: Can easily keep up with the debate, even on abstract, complex unfamiliar topics Can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately.
05.	Goal oriented co-operation: Can understand detailed instructions reliably. Can help along the progress of the work by inviting others to join in, say what they think, etc. Can outline an issue or a problem clearly, speculating about causes or consequences and weighing advantages and disadvantages of different approaches.
06.	Information exchange: can understand and exchange complex information and advice on a full range of matters. 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.
07.	Interviewing and being interviewed: Can participate fully in an interview, as either interviewer or interviewee, expanding and developing the point being discussed fluently without any support, and handling interjections well.

LINGUISTIC COMPETENCE

08.	General linguistic range Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he / she wants to say
09.	Vocabulary range Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.
10.	Vocabulary control Occasional minor slips but no significant vocabulary errors
11.	Grammatical accuracy Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot
12.	Phonological control Can vary intonation and place sentence stress correctly in order to express finer shades of meaning

SOCIOLINGUISTIC COMPETENCE

13.	Sociolinguistic appropriateness Can use language flexibly and effectively for social purposes including emotional allusive and joking usage
14.	Turn-taking: Can select a suitable phrase from a readily available range of discourse functions to preface his/her remarks appropriately in order to get the floor or to gain time and keep the floor whilst thinking.
15.	Co-operating: Can relate own contribution skilfully to those of other speakers.
16.	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.
17.	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.
18.	Thematic development: can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with appropriate conclusion.
19.	Coherence and cohesion: Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices. Can use a variety of linking words efficiently to mark clearly the relationships between ideas.
20.	Spoken fluency Can express him/herself fluently and spontaneously ; almost effortlessly. Only a conceptually difficult subject can hinder a smooth natural flow of language