

Speakout	CEF	ALTE	UCLES	IELTS	TOEIC®	TOEFL iBT	PTE
Starter	A1	-	-		0-245	9-18	
Elementary	A2	1	KET	3.0	246-500	19-29	1
Pre-intermediate	B1	2	PET	4.0	500-650	30-52	3
Intermediate	B1/B1+	3	FCE	5.0	650-720	53-78	4
Upper Intermediate	B2/C1	4	CAE	6.0-7.0	720-910	79-95	5
Advanced	C1	5	CPR	7.0/8.5	911-990	96-120	-

## Speakout Upper Intermediate

Lead in: Parts of Speech | Verb patterns | Pronunciation | Collocations

Unit 1	CEF	Page	CEF	Learning and Exam skills
	Beginnings			
<b>Language</b>	Direct and indirect questions, Present Perfect and Past Simple + time phrases, making polite phone enquiries.		B2	
<b>Vocabulary</b>	Personality, Feelings: -ed/-ing adj. modifiers with gradable and ungradable adj. Nouns from Adjectives, Phrases from adverts, A personal story.		B2	
<b>Reading</b>	I can understand 3 postings on a flat share website.	9	B2	Match meanings and phrases. Look for style features. Evaluate. WHQs. Match meaning/word Match meanings to phrases. Spot differences.
	I can read and analyse an informal email.	10		
	I can read a review of a radio programme on experiences.	12		
	I can read 5 adverts for different services.	14		
	I can read a summary of a recording.	17		
<b>Listening</b>	I can follow a programme about speed flatmating.	8	B2	WHQs, Match reactions, T/F, Discuss. Listen for stress and intonation. Identify topic. Present Perfect / Past Simple. WHQs. Complete script. Mark intonation. Precise listening.
	I can understand direct, indirect questions.	9		
	I can understand people talking about their experiences.	11		
	I can identify tense used in fast speech.	13		
	I can follow a phone conversation.	14		
I can follow someone talk about first day at work.	17			
<b>Viewing Video podcast</b>	Off the hook: a university based comedy series.	16	B2	
	What makes a good flatmate?	18		
<b>Speaking</b>	I can discuss living alone and with others.	8	B2	Pair discussion Pair discussion  Mark stressed syllable. Pair discussion. Pair work. Expand from notes in flow chart. Use prompt cards.
	I can comment on the adverts, and describe myself.	9		
	I can try my Qs on other students and comment on their suitability.	9		
	I can talk about past experiences.	11		
	I can use adjectives to describe my feelings about events.	11		
	I can talk about things I've never done but would like to do.	12		
	I can role play making polite enquiries.	14		
	I can role play an enquiry phone call.	15		
I can role play a phone enquiry and at a hotel.	15			
I can describe and discuss first encounters.	17			
<b>Writing</b>	I can write 6 Qs to find a suitable flatmate.	9	B2	Use direct and indirect Qs.  Use prompts. Using suffixes. Describe events and feelings.
	I can write an informal email describing my living conditions. And reply to my partner.	10		
	I can complete a quiz with adjectives about feelings.	13		
	I can write about my first day in a new place.	17		
<b>Speakout tips</b>	Self-editing and correcting drafts.   Prepare ideas before phoning. Rehearse mentally.			
<b>Lookback</b>	Review Grammar and vocabulary from Unit 1.			

Unit 2	CEF	Page	CEF	Learning and Exam skills
	Issues			
<b>Language</b>	Present Perfect Simple/Continuous, Passive, Giving and responding to opinions.		B2	
<b>Vocabulary</b>	Social issues, surveillance, opinion adjs. consumer society.		B2	
<b>Reading</b>	I can read 2 articles about Comic Relief.	20	B2	WHQs, Discuss, Identify word class, guess meaning from similarity to other words. Match meaning / phrase Grammar WHQs WHQs. / Analyse paragraph structure and language register. Assess writer's opinion.
	I can interpret comments about surveillance.	23		
	I can understand and identify passive forms.	24		
	I can read a short text about plans for surveillance.	24		
	I can understand and analyse a letter of complaint.	25		
	I can understand and interpret short newspaper texts.	26		
	I can interpret phrases used to give examples, report data, report uncertain data in order to support an opinion.	27		
<b>Listening</b>	I can listen to and write sentences.	21	B2	Mark main stress and weak forms. Make notes. Listen and repeat. Make notes of opinion and reasons. Note topics mentioned.
	I can understand and note reasons for opinions.	23		
	I can note stress in passive forms.	24		
	I can understand opinions expressed.	24		
	I can follow a man answering questions about happiness.	28		
<b>Viewing Video podcast</b>	The Happiness Formula: the work and buy ethic	28	B2	
	Does money make you happy?	30		
<b>Speaking</b>	I can speculate about photographs.	20	B2	Grammar Vocabulary development Use prepared notes. Pair work. Pronunciation. Vocabulary Opinions and reasons. Prepare notes. Role play a meeting.  Give reasons to support opinion. Pronunciation Use given phrases. Give examples and reasons. Vocabulary / Using prefixes Support opinions with reasons / examples. Presentation of survey data. Summarise.
	I can talk about completed actions, states, repeated or continuous activity.	21		
	I can categorise social issues.	21		
	I can discuss social issues in pairs and groups.	22		
	I can ask and answer questions in a quiz.	22		
	I can talk about different types of surveillance.	23		
	I can evaluate comments about surveillance and comment.	23		
	I can argue in favour or against surveillance.	24		
	I can add reasons to support someone's opinion.	26		
	I can express my opinion on a topic.	26		
	I can express agreement, partial agreement or disagreement to expressed opinions.	27		
	I can discuss expressed gender stereotypes.	27		
	I can use adjectives to comment on opinions.	27		
I can debate a proposal in a group.	27			
I can prepare and undertake a happiness survey and report the results.	29			
<b>Writing</b>	I can complete a text with appropriate verb forms.	21	B2	Grammar in statements. Grammar in Q forms. Verb / noun in same form Expand from notes.  Expand from notes. / Role play Expand from notes. Use model structure.
	I can write questions about a text.	21		
	I can complete dialogues using given words.	22		
	I can plan and write a formal letter of complaint.	25		
	I can write dialogues expressing and responding to opinions.	26		
	I can write a list of short tips for greater happiness.	27		
<b>Speakout tips</b>	Deduce meaning of unknown words by looking at word class and similarities.   Note stress in verbs and nouns with the same spelling.   Complaints should be clear, concise, constructive, considerate.   Support opinions with examples and reported data.			
<b>Lookback</b>	Review Grammar and vocabulary from Unit 2.			

Unit 3	CEF	Page	CEF	Learning and Exam skills
	Downtime			
<b>Language</b>	used to, would, be/get used to, Future forms, describing procedures		B2	
<b>Vocabulary</b>	good and bad behaviour, locations, uncountable and plural nouns, activities in procedures, describe / recommend an activity.		B2	
<b>Reading</b>	I can read a story about a husband addicted to computer games and his wife's attitude.	32	B2	Jigsaw reading. WHQs. Self image.  Paragraph function. Discuss, Find plural nouns. Find and correct mistakes. Q & A. Cloze style.
	I can read and analyse an essay on using free time.	34		
	I can read an email describing a holiday.	37		
	I can read and answer a travel quiz. I can complete the description of a game.	37 38		
<b>Listening</b>	I can follow a programme about vacation options. I can understand future Qs in fast speech.	35 36	B2	Find topic, T/F, discuss Elision, sound 'chunks'.
	<b>Viewing Video podcast</b>	50 Things to do before you die		
<b>Speaking</b>	I can discuss computer games.	32	B2	benefits / problems <i>used to, would, get used to</i>  Paired Q & A. Review future forms.  Partner work. Describing procedures. Use notes. Guess the game described. Repair strategy. Use mirror questions to show comprehension or ask for clarification. Describe activity and feelings.
	I can talk about past habits.	32		
	I can talk about habits which annoy me and give reasons.	32		
	I can describe and specify the location of a place.	35		
	I can talk about certain or possible future actions.	36		
	I can ask about hobbies and interests and suggest a niche holiday.	37		
	I can describe the game shows I like.	38		
	I can describe games to my classmates.	38		
	I can use mirror questions to clarify understanding.	38		
I can explain a procedure to my partner.	39			
	I can recommend an activity to a friend.	41		
<b>Writing</b>	I can write an opinion essay about a free time activity. I can write an inspiring postings about an activity.	34 41	B2	Use prepared notes and linkers. Use model and notes.
	<b>Speakout tips</b>	When listening to instructions or directions, indicate understanding or ask for clarification at each step.		
<b>Lookback</b>	Review Grammar and vocabulary from Unit 3.			

Unit 4	CEF	Page	CEF	Learning and Exam skills
	Stories			
<b>Language</b>	Narrative tenses, wishes / regrets, express likes / dislikes.		B2	
<b>Vocabulary</b>	Sayings, regrets, reading, adjs. for describing a scene		B2	
<b>Reading</b>	I can speculate about stories from titles.	44	B2	Read, finish story, read original ending, comment. Match meanings / words. Grammar. Paragraph sequence. Pre-listening. WHQs. WHQs. Match meanings / verbs WHQs.
	I can suggest a moral to a story.	44		
	I can notice verb tenses used in narratives.	44		
	I can read a story and analyse the discourse structure.	46		
	I can follow a text about a bet.	47		
	I can read an article about Sir David Attenborough.	49		
I can read about people who lie about their reading.	50			
<b>Listening</b>	I can notice weak forms of auxiliary verbs.	44	B2	WHQs. Complete 6 word stories. Discuss. Complete multi-word verbs. Make notes of phrases. WHQs.
	I can follow an interview about the bet.	47		
	I can follow my partner's story.	49		
	I can follow a discussion about three books.	50		
I can follow a description of a favourite scene.	53			
<b>Viewing Video podcast</b>	Tess of the D'Urbervilles	53	B2	
	What was the last book you read?	54		
<b>Speaking</b>	I can explain the meaning of well known sayings.	45	B2	Using quotations. Finding similarities to English sayings. Listen. Guess the moral. Grammar. Personalise.  Vocabulary: text genres. Discuss. Group work. Use prepared notes.
	I can discuss well known saying in my own language.	45		
	I can tell a story illustrating a saying.	45		
	I can express regrets.	47		
	I can comment on 6 word stories with reference to my life.	48		
	I can tell a biography using multi-word verbs.	49		
	I can talk about different types of reading material.	50		
	I can talk about books considered 'important to read'.	50		
I can persuade others to read a book which I like.	51			
I can describe a favourite scene.	53			
<b>Writing</b>	I can complete a story with verbs in correct tenses.	45	B2	Grammar in narratives.  Checking for grammar.  Use given phrases. WHQs. Use prepared notes.
	I can complete a dialogue adding well known sayings.	45		
	I can write a story for a magazine based on a saying.	46		
	I can organise sentences to make a forum entry.	48		
	I can write a short forum entry about a regret.	48		
	I can complete a summary of a plot.	51		
	I can describe a favourite scene.	51		
<b>Speakout tips</b>	People often refer to well known sayings by quoting only the first part.   Use adverbs to add interest to your story.   A dictionary will help you to use multiword verbs.			
<b>Lookback</b>	Review Grammar and vocabulary from Unit 4.			

Unit 5	CEF	Page	CEF	Learning and Exam skills
	Ideas			
<b>Language</b>	Articles, conditionals, suggesting ideas		B2	
<b>Vocabulary</b>	Change: compound nouns, advertising, adjs. to describe ideas, presenting a business idea.		B2	
<b>Reading</b>	I can complete suggestions of the worst inventions.	56	B2	Use picture prompts. Match words / meanings. Add titles. Discuss. Use of suggestion in advertising.
	I can complete a quiz about advertising.	59		
	I can identify different conditional forms.	60	C1	Use guidelines in writing. Summarise results orally.  WHQs. Understanding pronoun references. Match adjs. and synonyms. WHQs. Pre-writing task.
	I can follow guidelines for writing viral adverts.	60		
	I can read a bar chart showing factors in the choice of smart phones.	61		
	I can read a report on the survey.	61		
I can read 5 rules of brainstorming.	62			
	I can read and analyse a product leaflet.			
<b>Listening</b>	I can check answers to the quiz.	59	B2	Summarise correct answers. Discuss. Mark stressed words. Notes. Complete extracts. Intonation. Listen for key phrases.
	I can listen and write sentences.	60		
	I can follow and understand a brainstorm.	62		
	I can follow two business presentations.	65		
<b>Viewing Video podcast</b>	Genius – a comedy show about ideas.	64	B2	
	If you could start a business what would it be?	66		
<b>Speaking</b>	I can talk about different kinds of change.	58	B2	Vocabulary: positive / negative change Contrast before / after invention.
	I can describe inventions and persuade others why they are important.	58		
	I can talk about email and TV adverts.	60	C1	Likes/ dislikes, favourites. Partners try to guess product. Vocabulary development. Pair discussion Expand from flow chart. Use introductory phrases and intonation. Use prepared ideas. Choose best idea. Speaking to the whole class.
	I can describe my viral advert.	60		
	I can talk about different aspects of adverts.	61		
	I can discuss brainstorming and how it is used.	62		
	I can roleplay a brainstorm about walking to work.	63		
	I can express reservations about ideas I hear.	63		
	I can brainstorm a given idea in groups.	63		
	I can present the best idea and explain why two ideas were rejected.	63		
I can present a business idea in pairs and to class.	65			
<b>Writing</b>	I can complete a text about the bicycle with correct articles.	57	B2	Use picture prompts, compound nouns.
	I can complete descriptions of inventions.	58		
	I can complete a text about viral adverts.	60	C1	Use given guidelines. Be creative! Short reports. Write in pairs. Prepare notes for speaking. Check. Compare with others.
	I can write a viral advert.	60		
	I can describe influences on my purchases in a report.	61		
	I can complete the report on the smart phone survey.	61		
	I can prepare a presentation of a business idea.	65		
	I can write a leaflet advertising a product.	65		
<b>Speakout tips</b>	Soften negative comments with introductory phrases.			
<b>Lookback</b>	Review Grammar and vocabulary from Unit 5.			

Unit 6	CEF	Page	CEF	Learning and Exam skills
	Age			
<b>Language</b>	Modals obligation, prohibition, permission, ability Future perfect + Future continuous, Persuading		B2	
<b>Vocabulary</b>	Age, nouns from verbs, optimism, pessimism, collocations about living longer.		B2	
<b>Reading</b>	I can read a website forum about age.	68	B2	WHQs WHQs Add given sentences   interpret linkers. Collocations, Match with pictures
	I can read and answer a quiz about optimism.	72		
	I can read Greg's letter to his future self.	73		
	I can use appropriate verbs for activities.	74		
<b>Listening</b>	I can listen for stress in positive and negative forms.	69	B2	M/C Qs., WHQs. Make notes and discuss. WHQs. Intonation.
	I can follow "Letters to myself" programme.	71		
	I can follow a radio phone-in and identify topics.	74		
	I can follow a debate about age discrimination.	77	C1	
<b>Viewing Video podcast</b>	How to live to 101.		B2	
<b>Speaking</b>	I can discuss being different ages.	68	B2	Advantages, Disadvantages. Vocabulary development. Grammar.
	I can talk about aspects of age.	68		
	I can talk about obligations, prohibitions, permissions and abilities.	69		
	I can talk about generations and behaviour.	70	C1	Discuss Qs in groups. Grammar / Vocabulary. Mention given topics. Use flow chart.
	I can discuss questions about the future.	71		
	I can talk about my hopes and plans for the next five years.	72	B2	Conversation strategies. Use notes. Work with 2 partners. Debating procedures.
	I can role play a discussion about taking a gap year.	75		
	I can ask for clarification when I don't understand.	75		
	I can role play a radio phone-in.	75	C1	
	I can formally debate a given topic.	77		
<b>Writing</b>	I can convert verbs into nouns.	70	B2	Vocabulary development
	I can write a letter to myself in the future.	73	C1	Follow guidelines.
<b>Speakout tips</b>	I use different forms of words to make speech and writing more interesting.   Ask for clarification by rephrasing what the speaker has said. Also used to buy thinking time.			
<b>Lookback</b>	Review Grammar and vocabulary from Unit 6.			

Unit 7	CEF	Page	CEF	Learning and Exam skills
	Media			
<b>Language</b>	Quantifiers, Reported speech, adding emphasis		B2	
<b>Vocabulary</b>	Television, Multi-word verbs with multiple meanings, reporting verbs, the press, retelling a news story		B2	
<b>Reading</b>	I can follow a text about BBC TV programmes.	80	B2	T/F, Match meanings / words, Discuss. Personalise data. Report. Match meaning / verb. Compare meanings.
	I can read and discuss statistics about TV.	82		
	I can understand multi-word verbs in context.	82		
	I can understand the function of reported speech.	83	C1	Statements, requests, questions. Speculate. Match with news reports. Pair Q & A. Looking at discourse structure. Speculate before reading. Read to check. Compare with audio report.
	I can read dialogues and speculate about the speakers and context. I can read 3 news reports.	84		
	I can respond to a quiz about trust describing 4 situations.	84		
	I can read a discursive essay and think of a title.	85		
	I can read an article about popular topics in tabloids.	86		
I can read headlines and speculate on the topic.	86			
I can read a short news item.	89			
<b>Listening</b>	I can understand quantifiers in connected speech.	81	B2	WHQs. Discuss. Match with headlines. Note emphasis Notice key phrases.
	I can follow an interview about hoax photographs.	83		
	I can follow 4 conversations about news stories.	86		
	I can follow someone reporting a news story.	89		
<b>Viewing Video podcast</b>	The funny side of the news.	88	C1	
	What kind of news stories interest you?	90		
<b>Speaking</b>	I can talk about different genre of TV programmes.	80	B2	Vocabulary, Express opinions. True or hoax?
	I can speculate about news photographs.	83	C1	
	I can role play a conversation between a park official and a jumper.	83	C1	Roleplay.
	I can discuss sensationalism and bias in a newspaper.	86	C1	
	I can speculate and express guesses.	87	C1	
	I can retell a news story.	89	C1	Work in groups. Ask follow-up Qs.
<b>Writing</b>	I can adapt sentences to myself and my country.	81	C1	Compare responses. Share. Evaluate ideas.
	I can write a story, report, using multi-word verbs.	82		
	I can write a conversation in reported speech.	83	C1	Choose from given list. Pre-writing task. Using linkers. Planning Drafting and writing.
	I can complete news reports with different reporting verbs.	84		
	I can prepare notes for discursive essays on 3 topics.	85		
	I can prepare a plan for a discursive essay on 1 topic.	85		
	I can write the essay in 250-300 words.	85		
I can write a short news story. 150-200 words.	89			
<b>Speakout tips</b>	A discursive essay presents a balanced view and ends with the writer's opinion.   Use I'd to express uncertainty when guessing.			
<b>Lookback</b>	Review Grammar and vocabulary from Unit 7.			

Unit 8	CEF	Page	CEF	Learning and Exam skills
	Behaviour			
<b>Language</b>	2 <sup>nd</sup> 3 <sup>rd</sup> and mixed conditionals, -ing form / infinitive, handling an awkward situation.		C1	
<b>Vocabulary</b>	Decision making collocations, feelings, time idioms, adj of manner, family / cultural rituals.		C1	
<b>Reading</b>	I can match pictures and headlines.	92	C1	Match people to statements. Discuss. Find non-collocating word. Discuss.
	I can read the articles to check.	92		
	I can complete word webs with collocations.	94		Suggest responses by larks or owls.
	I can read 2 extracts from a web forum.	94		Using -ing and infinitives in context.
	I can complete a quiz about feelings during the day.	95	C1	Dictionary use.
	I can complete a Q&A with the Time Doctor.	96	C1	Dictionary use. / Pair work.
	I can examine presentation of idioms in dictionaries.	97	C1	Select title   Identify source and communicative purpose   Find topic sentences.
	I can identify key word in an idiom for dictionary reference.	97	C1	
	I can read an article about time management.	97	C1	
	I can read a description of a family ritual.	101	C1	
<b>Listening</b>	I can follow interviews about owls and larks.	95	C1	Label statements.
	I can follow 6 speakers talking about attitudes to time.	96		Make notes and discuss.
	I can understand descriptions of rituals.			
<b>Viewing Video podcast</b>	The Human Animal; Desmond Morris examines greetings.	100	C1	
	What kind of behaviour gets on your nerves?	102		
<b>Speaking</b>	I can discuss situations and say what I would have done.	93	C1	Use conditionals.
	I can describe a problematic situation.	94		WHQs.
	I can discuss if my attitudes to time are personal or cultural.	96		Cultural attitudes to time.
	I can describe different kinds of behaviour.	98		Vocabulary development.
	I can discuss my reaction to awkward situations.	98		Politely asking for behaviour change.
	I can role play solving a behaviour problem.	99		Use notes and flowchart.
	I can describe and discuss rituals of behaviour.	101	Prepared talk.	
<b>Writing</b>	I can describe each photo in 2 sentences.	92	C1	Grammar.
	I can complete an email using conditionals.	93		Defining.
	I can complete definitions using given verbs.	94		Using informal language.
	I can brainstorm, plan and write an informal article.	97		Use model text.
	I can write a description of a family ritual.	101		
<b>Speakout tips</b>	Use fillers of 'soften' criticism of behaviour.			
<b>Lookback</b>	Review Grammar and vocabulary from Unit 8.			

Unit 9	CEF	Page	CEF	Learning and Exam skills
	Trouble			
<b>Language</b>	-ing form and infinitive, past modals of deduction, reporting an incident		C1	
<b>Vocabulary</b>	Crime, Synonyms for verbs connected with scams, Verbs + dependent prepositions, verb phrases for describing incidents, survival items, phrases to negotiate agreement.		C1	
<b>Reading</b>	I can read a text about memory.	104	C1	Pre-reading discussion of memory strategies, T/F, Link references, Discuss. WHQs. Dictionary work.  Styles, layout, avoiding repetition. Evaluating and judging seriousness.
	I can read a text about scams.	107		
	I can read, understand and analyse an article about avoiding scams on holiday.	109		
	I can read and comment on reasons for calling the police. I can speculate on reports of incidents.	110 111		
<b>Listening</b>	I can follow a radio programme about scams.	107	C1	WHQs. Personalise. Give opinions. Complete incident report. Note feelings + references to time. WHQs.
	I can follow a phone call reporting a theft.	110	C1	
	I can follow a discussion about items to have on a life raft.	113	C1	
<b>Viewing Video podcast</b>	Mayday!	112	C1	
	Do you have any phobias?	114	C1	
<b>Speaking</b>	I can discuss the seriousness of crimes.	106	C1	Discuss, argue your opinion. Compare ideas. Share. Be a detective. Giving relevant, detailed information. Persuade others.
	I can say what I would do in given situations.	106	C1	
	I can recount my experience of scams.	108	C1	
	I can speculate about emergencies from photos.	110	C1	
	I can roleplay reporting a crime.	111	C1	
	I can rephrase my answers to be more precise.	111	C1	
I can discuss items to have on a life raft.	113	C1		
<b>Writing</b>	I can complete 12 newspaper extracts with words about crimes.	106	C1	Vocabulary development.  Meaning and grammar. Read and match. Presenting clear advice. Use given word string.
	I can complete gaps in headlines.	108		
	I can write a short news item from a headline.	108		
	I can write a 'how to' leaflet about avoiding scams.	109		
I can write a fictional story about a lucky escape.	113	CI		
<b>Speakout tips</b>	Collect and use synonyms.   Learn to use familiar words to explain unfamiliar vocabulary.			
<b>Lookback</b>	Review Grammar and vocabulary from Unit 9.			

Unit 10	CEF	Page	CEF	Learning and Exam skills
	Culture			
<b>Language</b>	Relative clauses, participle clauses, giving a tour.		C1	
<b>Vocabulary</b>	Adjs. describe films, the arts, dimensions, describe art, discuss options.		C1	
<b>Reading</b>	I can read a promo for a radio programme.	116		Discuss why people might listen.
	I can read a review of Slumdog Millionaire.	117	C1	
	I can read a Q&A about popular culture.	119	C1	Jigsaw reading.
	I can judge if forum comments are positive or negative.	120	C1	Vocabulary, deduce meanings.
	I can understand a description of an art gallery.	125	C1	Pre-writing research.
<b>Listening</b>	I can follow a review of a film.	116	C1	Complete extracts. Discuss.
	I can listen to a tour commentary and match to photos.	122		
	I can understand a discussion of an art project.	125		WHQs. Key phrases.
<b>Viewing Video podcast</b>	Banksy.	124	C1	
	What areas of the arts do you enjoy?	126		
<b>Speaking</b>	I can describe different kinds of film.	116		
	I can talk about the films I like.	117	C1	Use relative clauses.
	I can discuss film reviews.	118		Purpose, content, structure
	I can talk about favourite performers and performances.	120	C1	Discuss. Describe your feelings.
	I can relate and discuss my experiences of city tours.	122	C1	WHQs.
	I can complete a guide to Paris.	122	C1	Use prepared notes.
	I can design a tour of a location for a visitor.	123	C1	Role play in pairs.
I can plan and present a plan for my town.	125	C1	Presentation / persuasion.	
<b>Writing</b>	I can complete a review with relative pronouns.	117		Grammar. Check references.
	I can write a review of a film.	118	C1	Draft, share, edit, polish.
	I can write a forum comment about a performance.	120	C1	
	I can use two part phrases day by day.	121		Vocabulary.
	I can describe a favourite building or art work.	125	C1	Include key information.
<b>Speakout tips</b>	Using participle clauses to improve writing and speaking.			
<b>Lookback</b>	Review Grammar and vocabulary from Unit 10.			

## **Notes**

At this level all the basic structures, vocabulary and functions have been covered and the major learning tasks are connected with fluency, accuracy and appropriate social interaction. *Speakout Upper Intermediate* achieves these goals with the help of a wide range of authentic materials from different sources. All the traditional tasks such as letter-writing and essays are covered but language production in more modern media such as presentations, web postings and on-line forum discussions are covered, helping students to become competent and confident users of English in many contexts.

Although there is not specific training in exam-focused skills, students who complete *Speakout Upper Intermediate* will be well prepared for an exam focused learning programme.