

Structures, lexis, functions and skills to be covered at the Upper-Intermediate Level

Please note – all examples are intended as a guide to the level of skills, structures and text types that are appropriate to introduce at this level. The examples are not intended to be exhaustive – actual examples will depend on the needs of the groups.

Structures

Revision and extension of all previously covered structures according to the students' needs.

New structures to include	Please tick the items you have covered	Examples
Prefixes/Suffixes	<input type="checkbox"/>	<i>Dishonest, regularity, mishear, redo</i>
Passives & Passive Gerund	<input type="checkbox"/>	Nobody likes <i>being</i> told off.
Modals of deduction in the past and present	<input type="checkbox"/>	I <i>might</i> decide to go abroad this year. It <i>must</i> have been her.
Order of adjectives	<input type="checkbox"/>	The <i>tall, dark, handsome</i> man walked into the room.
Causative have / get	<input type="checkbox"/>	I need to <i>have / get</i> my car <i>fixed</i> .
Be/get used to.	<input type="checkbox"/>	A lot of people find it hard to <i>get used</i> to the English weather.
Gerunds and infinitives.	<input type="checkbox"/>	He enjoys <i>playing</i> golf at weekends.
Future Continuous / Future Perfect	<input type="checkbox"/>	I <i>will have finished</i> the report by Friday.
Third Conditional & Mixed Conditionals.	<input type="checkbox"/>	If you <i>had told</i> me you were coming, I <i>would have made</i> something special to eat.
Wish/If only	<input type="checkbox"/>	I <i>wish I hadn't eaten</i> so much.
Subordinate clauses and tense simplification.	<input type="checkbox"/>	The girl <i>wearing</i> glasses is my sister.
Discourse markers	<input type="checkbox"/>	<i>With regards to..... As I was saying...</i>
Adjectival/Adverbial phrases	<input type="checkbox"/>	It's not <i>good enough</i> . Give me the <i>largest</i> ones.
Transitive /Intransitive verbs.	<input type="checkbox"/>	You need to contact your GP. Send me the form
Dependent Prepositions	<input type="checkbox"/>	It <i>depends on</i> you.
The use and non – use of articles	<input type="checkbox"/>	University, The University of Wales, a university
Reported Speech	<input type="checkbox"/>	She <i>denied taking</i> the documents.
Quantifiers, revision and consolidation	<input type="checkbox"/>	Few, a few, bags of, a large quantity of
Future forms (review)	<input type="checkbox"/>	Future Simple, Future Continuous, present Continuous etc.
Past tense forms (review)	<input type="checkbox"/>	Past Simple, Past Continuous, Past Perfect etc.

The uses of <i>would</i>	<input type="checkbox"/>	He would tell us interesting stories. I told him but he wouldn't listen.
Irregular plural forms	<input type="checkbox"/>	Phenomena, criteria
Possessive 's and of	<input type="checkbox"/>	A friend of John's, John's friend

Speaking functions

Functions	Please tick the items you have covered	Examples
Asking for and getting factual information	<input type="checkbox"/>	Identifying, describing, correcting and asking questions
Expressing and finding out attitudes	<input type="checkbox"/>	Agreeing, disagreeing, enquiring, expressing preference, expressing emotions, apologising, complimenting,
Getting things done	<input type="checkbox"/>	Suggestions, advice, warnings, invitations, complaining
Socialising	<input type="checkbox"/>	Formal, informal
Structuring discourse	<input type="checkbox"/>	Expressing opinions, hesitating, changing a subject, interrupting, turn taking, taking a longer turn
Dealing with communication breakdown	<input type="checkbox"/>	Asking for repetition / clarification, paraphrasing, repeating, apologising for uncertainty, asking for guidance.
Phone conversations	<input type="checkbox"/>	Structuring discourse, opening lines, changing the subject, ending the conversation
Making formal complaints	<input type="checkbox"/>	Expressing dissatisfaction, asking for compensation
Making enquiries	<input type="checkbox"/>	Requesting information, seeking clarification
Putting forward arguments / counter arguments	<input type="checkbox"/>	Debating
Showing interest / disinterest	<input type="checkbox"/>	Fixed expressions e.g. Oh really? How come?

Pronunciation

Pronunciation should be integrated and systematically taught throughout all lessons. Ensure when presenting new target language you pay sufficient attention to related phonological issues.

Skills	Please tick the items you have covered	Examples
Continued focus on the phonemic alphabet (both for production and recording pronunciation)	<input type="checkbox"/>	Using phonemes to record pronunciation
Recognition and production of correct syllable stress and sentence stress.	<input type="checkbox"/>	Mark word stress/awareness of patterns of sentence stress
Recognition of intonation patterns in statements, questions, imperatives, exclamations	<input type="checkbox"/>	Common intonation patterns — rising / falling
Contracted forms	<input type="checkbox"/>	I'd like to ask you a question.
Silent letters	<input type="checkbox"/>	Climb, receipt
Losing a syllable	<input type="checkbox"/>	Comfortable, interesting, favourite
Minimal pairs	<input type="checkbox"/>	Sheep – ship, three – tree
Homophones	<input type="checkbox"/>	I – eye, red – read, night - knight
Friendly, polite intonation	<input type="checkbox"/>	

Reading and listening skills

Skills and sub-skills	Please tick the items you have covered	Example text types
Hypothesis or fact	<input type="checkbox"/>	Scientific reports
Key words	<input type="checkbox"/>	News report
Formal / informal	<input type="checkbox"/>	Letters
Opinions	<input type="checkbox"/>	Reviews (theatre, sport etc)
Instructions	<input type="checkbox"/>	Manuals
Locations and directions	<input type="checkbox"/>	Travel guides
Gist	<input type="checkbox"/>	Fictional narratives, reviews
Questions	<input type="checkbox"/>	Interviews / interrogations
Agreement	<input type="checkbox"/>	Debate / letters to the editor
Extended texts	<input type="checkbox"/>	Graded readers /short stories
Distinguishing fact from opinion	<input type="checkbox"/>	Debate / discursive argument
Identifying relevant information	<input type="checkbox"/>	Summaries/reviews
Style recognition	<input type="checkbox"/>	All
Listening to multiple speakers	<input type="checkbox"/>	Authentic texts: TV debates / reality shows / sitcoms
Permissions	<input type="checkbox"/>	Regulations

Writing skills

Skills and sub-skills	Please tick the items you have covered	Example text types
Informal / formal register	<input type="checkbox"/>	Letters / comparative newspaper articles
Text organisation	<input type="checkbox"/>	All
Development of discursive argument	<input type="checkbox"/>	Discursive composition
Presenting points of view	<input type="checkbox"/>	Discursive composition
Developing summary skills	<input type="checkbox"/>	Summary writing
Narrative development	<input type="checkbox"/>	Narrative composition
Taking notes	<input type="checkbox"/>	Study notes
Presenting a report	<input type="checkbox"/>	Report on web / newspaper based research.

Suggested vocabulary areas

Travel and holidays	<input type="checkbox"/>
Work and employment	<input type="checkbox"/>
Sport and leisure	<input type="checkbox"/>
Clothes and appearance	<input type="checkbox"/>
Towns and buildings	<input type="checkbox"/>
Vehicles and transport	<input type="checkbox"/>
Food, restaurants and cooking	<input type="checkbox"/>
Shops and shopping	<input type="checkbox"/>
Crime and the law	<input type="checkbox"/>
Entertainment and the arts	<input type="checkbox"/>
The natural world	<input type="checkbox"/>
People and behaviour	<input type="checkbox"/>
Technology and machines	<input type="checkbox"/>
Problems	<input type="checkbox"/>
Health and the body	<input type="checkbox"/>
Money	<input type="checkbox"/>
Feelings and opinions	<input type="checkbox"/>
Education and learning	<input type="checkbox"/>
Phrasal verbs	<input type="checkbox"/>
Common collocations/ fixed phrases	<input type="checkbox"/>
Idioms	<input type="checkbox"/>
Colloquial expressions	<input type="checkbox"/>
Degrees of formality	<input type="checkbox"/>
Words easily confused/false friends	<input type="checkbox"/>

Synonyms and antonyms

Discourse markers, fillers etc.

Learner training

Keeping vocabulary records

Using a monolingual dictionary

Using the Language Activator

Using a thesaurus

Using other available resources e.g.

- **Libraries (books, newspapers, magazines, DVD's, talking books)**

- **The internet**

- **Learning support**

- **London**

Defining individual aims

Reflecting on learning

Attitudes to errors

Dealing with unknown vocabulary

Alternative memory / associative techniques

Word building

Synonyms / antonyms

Keeping a record of collocations

Use of dictionary to distinguish separability of multi-word verbs

Exam preparation for the First Certificate in English (FCE)

Reading (Parts 1 to 3)



Writing (Parts 1 and 2)



Use of English (Parts 1 to 4)



Listening (Parts 1 to 4)



Speaking (Parts 1 to 4)

