

# Upper Intermediate Level

At the Upper-Intermediate students have learned the core of the English language. From here, it is about adding bits and pieces, and continuous improvement on the way to becoming fluent. Many students finish their studies here as they feel they can now participate in society not just by merely surviving but by actually contributing through work, etc. In this level, students

can now participate easily in conversations on a broad range of topics, including deeper, more complex topics. Gestures and body language are no longer necessary. Periods of listening are much longer –lectures, movies and TV programs, for example. **At the completion of this level, students will be able to:**

## Listen & understand...

- Discussions about types of education
- Past & present habits
- Discussions about children's health
- Stories on crime
- Urban legends
- Funny stories
- Phone calls
- Discussions about tipping customs
- Conversations with missing words
- Contradictions in conversations
- Linking words & sentence intonation
- Guided tours
- Homophones
- Discussions about art
- Conversations about fashion & image
- Radio news
- Fillers and redundant words
- Annoying conversations
- Different English accents

At the Upper-Intermediate level, students are now comfortable speaking in English with little to no reference to their first language. Listening comprehension and speaking ability are at a similar level and students can now participate easily in conversations on a range of topics including complex

topics such as politics, society, global issues, etc. Unknown words are explored using English instead of translation and pronunciation is offset by accent only. Fluency continues to increase dramatically. **At the completion of this level, students will be able to:**

## Speak to express ideas about...

- Discussions about language learning
- Attitudes to food & diet
- First impressions
- Questions about abiding by the law
- Real life crime stories
- Conversations about books
- Discussions about clothes & fashion
- Annoying things
- Conversations about education & exams
- Habits & things we're used to doing
- Discussions about controversial statements
- Conversations about gun use
- Storytelling and exaggerating
- Discussions about the environment
- Conversations about how countries have changed
- Discrimination & stereotypes

At this level, students have the ability to read the vast majority of text types they may be exposed to on a daily basis, including magazine or blog articles and news stories. Unknown words and phrases are still found but present minor obstacles that are easily dealt with. Students can now utilise a variety of different reading strategies can engage with these texts. Exposure to authentic (real) reading material is very beneficial at this stage and helps not only with language expansion but also confidence. **At the completion of this level, students should be able to:**

## Read to Comprehend...

- Magazine articles
- Articles about exam types
- Overseas travel experiences
- Surveys about crime
- Articles about the law
- Celebrity profiles
- Wildlife articles
- Articles about environmental issues
- Fashion reviews
- Articles about art
- Education experiences
- Health advice texts
- Book reviews
- Crime stories
- Urban legends
- Articles about practical jokes
- Tour reviews
- Descriptions of cultural differences
- Travel blogs

Students at this stage generally move in one of two directions – continued study, usually for further academic reasons such as university or away from study and into work. Many students feel that their grasp of English is sufficient to live in an English-speaking country and therefore further study is not required. For these students, writing will always be the least developed skill. For those continuing with further academic study, writing becomes ever more important. At this stage, students write longer and more varied texts with a broad range of complex sentences. Errors at this stage are due to confusion with the type of structure to use rather than from first language interference.

**At the completion of this level, students will be able to:**

## Write...

- Dialogues about education
- Detailed descriptions of eating habits
- Narrative texts about past experiences
- Detailed comparisons of places
- Detailed descriptions of appearance & personality
- Descriptions of changes in society
- Wishes for the future
- Movie reviews
- Formal & informal emails
- Short opinion essays
- Short fictional stories
- Texts using connecting phrases
- Personal plans & schedules
- Complex predictions for the future
- Surveys about technology
- About past regrets
- Short magazine/blog articles

The core structures required for the basics of communicating in English have been learnt in Intermediate and Pre-Intermediate, so this level begins the process of adding the finer details on the way to fluency. Students continue to be introduced to new structures; however, these are not as overwhelming as what was encountered previously. Students are used to communicating in English at this stage and there is no reliance on their first language grammatical rules. There is still some confusion around the correct use of the plethora of English tenses and structures but this is a minor barrier and can be bypassed readily enough in English. **At the completion of this level, students should be able to use the following:**

## Grammar...

- Present perfect & present perfect continuous
- Wishes: "i should have..."
- Have/get something done
- Future perfect
- Present & past habits and states
- Third conditional
- Defining & non-defining relative clauses
- Future continuous
- Be used to/get used to
- Wishes: "i hope.../it's time..."
- The passive in multiple tenses
- Quantifiers
- Reported speech
- Varied second conditional
- Past perfect continuous
- Reduced relative clauses
- Multiple ways of comparing

Students at the Upper-Intermediate level are very confident communicating in English and interacting with the wider English-speaking world. New vocabulary comes from multiple sources, although at this stage few unknown words are encountered in everyday situations or common contexts such as work. Unknown vocabulary that is encountered is dealt with quite easily and quickly assimilated, generally occurring in situations involving technical, industry-related speech and jargon. Pronunciation of new vocabulary is similarly dealt with. **At the completion of this level, students will be able to use the following:**

## Vocabulary...

- Describing Education
- Complex Feelings & Opinions
- Crime
- Verbs & Prepositions
- Books
- Ways of Exaggerating
- Phrases With "Take"
- State Verbs
- Prefixes
- Synonyms
- Verb Patterns
- Suffixes
- Crime & Punishment Collocations
- Phrasal Verbs
- Business & Trade
- Conjunctions for Reason & Contrast
- Guessing Meaning from Context
- Compound Character Adjectives
- Money
- Entertainment Adjectives