| 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 | - |
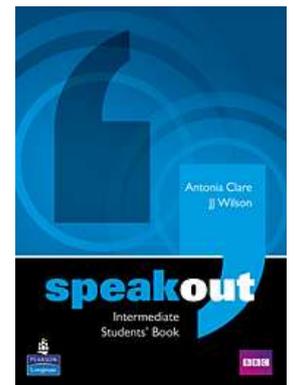
# Speakout Intermediate

**Lead in:** Review: Grammar | Pronunciation | Vocabulary | Common Errors

| Unit 1 | CEF / Identity | Page | CEF | Learning and Exam skills |
|---|---|---|---|---|
| **Language** | Q forms, Verb tenses Present/Past, Talking about yourself. | 1-18 | B1 | |
| **Vocabulary** | Family / relationships / collocations with *take, get, do, go* | 1-18 | B1 | |
| **Reading** | I can read a review of a TV programme about genealogy. I can read emails of introduction. I can read a blog based on a survey about gender differences. I can read about a TV programme. I can read the results of an opinion poll. I can read tips for interviews. | 8 10 11 12 13 14 | B1 | Scan for specific information. Voc/ context Communicative purpose. / Structure Evaluate / personalise Pre-listening Discuss and evaluate. |
| **Listening** | I can understand a talk about family history. I can understand people comparing their drawings. I can make notes from a talk about relationships. I can evaluate 3 interviews. | 9 12 12 14 | B1 | WH Qs. Listen for details. Interpret. Purpose / interviewee behaviour. / phrases before questions |
| **Viewing Video podcast** | Money programme report on Second Life. Attitudes to the concept of *family*. | 16 17 | B1 | Follow instructions, Discuss experiences. |
| **Speaking** | I can collect personal information about my partner. I can talk about family relationships. I can discuss my feelings about the genealogy programme. I can describe my family history using key dates, names and places. I can discuss gender characteristics + stereotypes. I can follow test instructions to draw a picture. I can talk about different partnerships. I can prepare notes a deliver a short talk. I can make notes and discuss an opinion poll. I can describe a photograph and discuss interviews. I can discuss behaviour at interviews. I can role play a job interview. | 8 8 8 9 10 12 12 12 13 14 14 15 | B1 | Q forms Vocabulary Opinions and reasons. Narrative in chronological sequence. Cultural influences. Listen for details. Discuss percentages. Purpose of interviews. Giving advice. Try both roles in the interview. |
| **Writing** | I can write formal / informal emails. I can write notes speculating about my classmates. | 10 12 | B1 | Language register Speculate and discuss. |
| **Speakout** | Syllable stress in words. | | | |

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| | | | | | |
|---|---|---|---|---|---|
| **tips** | | | | | |
| **Lookback** | Review grammar, vocabulary from Unit 1. | | | | |

| Unit 2 | CEF | Page | CEF | Learning and Exam skills |
|---|---|---|---|---|
| | Tales | | | |
| **Language** | Pres Perf / past simp , Narrative tenses, Telling a story. | 20-29 | B1 | |
| **Vocabulary** | Story genre, Prepositions, The News, *say tell* collocations, crime collocations, narrative phrases | | B1 | |
| **Reading** | I can respond to a film history quiz.<br>I can read about 3 conspiracy theories.<br>I can understand and analyse a news report. | 20<br>23<br>25 | B1 | WHQs, Discuss, give opinions. |
| **Listening** | I can follow a radio programme about films.<br>I can follow news reports.<br>I can listen to a story and sequence events. | 20<br>23<br>26 | B1 | Match pics, WH Qs.<br>Identify topic, give background.<br>Sequence phrases. |
| **Viewing Video podcast** | Hustle. BBC Drama<br>Would you ever tell a lie? | 28<br>30 | B1 | Retell narrative. |
| **Speaking** | I can discuss films about people and events in history.<br>I can discuss accuracy in history films.<br>I can name film genre and give examples.<br>I can compare life experiences with my partner.<br>I can recall life events in a biography.<br>I can describe and discuss my reaction to news events.<br>I can talk about telling the truth and lies.<br>I can retell a story I have heard.<br>I can express interest in and react to a story.<br>I can tell a story about a given situation. | 20<br>20<br>20<br>21<br>22<br>25<br>26<br>26<br>27<br>27 | B1 | Recall, retell.<br>Express opinion.<br><br>Form Qs and respond.<br>Ask about partner's biography.<br>Telling life stories.<br>Collocations.<br>Evaluate validity.<br>Conversation strategies.<br>Evaluate validity. |
| **Writing** | I can complete a text with missing phrases.<br>I can write a short news report containing key information.<br>I can write questions based on a headline.<br>I can write a news article about an art theft. | 24<br>25<br>25<br>29 | B1 | Narrative structure.<br>Time linkers.<br>Draft a news story. |
| **Speakout tips** | Key information in news reports. Express interest and react to a story. | | | |
| **Lookback** | Review grammar, vocabulary from Unit 2. | | | |

| Unit 3 | CEF | Page | CEF | Learning and Exam skills |
|---|---|---|---|---|
| | Contact | | | |
| **Language** | Future forms for plans, Modals expressing certainty and possibility. | | B1 | |
| **Vocabulary** | Describe utterances. Communication technology. Future time markers for speculation. Idioms. | | B1 | Functions. |
| **Reading** | I can follow an article about a generation gap.<br>I can read about a TV series.<br>I can read a story and speculate about the ending. | 32<br>36<br>38 | B1 | Find topics, Complete summary, T/F<br>Pre-reading. |
| **Listening** | I can follow speakers discussing future technology.<br>I can follow conversations dealing with misunderstandings. | 35<br>38 | B1 | Correct factual mistakes in notes.<br>Coping and repair strategies. |
| **Viewing Video podcast** | The Virtual Revolution: The internet changed the world.<br>How technology has affected communication. | 40<br>42 | B1 | Using statistics. Media preferences. |
| **Speaking** | I can discuss communication between age groups.<br>I can maintain a conversation by asking questions.<br>I can compare my teenage experience with my partner.<br>I can talk about developments in communication technology.<br>I can describe my plans for the short, medium and long-term future.<br>I can speculate and discuss future changes in lifestyle.<br>I can retell a story with an amusing ending. | 32<br>33<br>34<br>35<br>35<br>37<br>37<br>38<br>39<br>39 | B1 | Comment on technology.<br>Conversation strategies.<br><br>Discuss past changes, speculate about future developments.<br>Time phrases.<br><br>Use prepared notes.<br>Use given vocabulary.<br>Coping and repair strategies.<br>Coping and repair strategies. |

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| | I can reformulate to repair a misunderstanding. I can roleplay a situation in which speakers reformulate their words to repair communication. | | | |
|---|---|---|---|---|
| **Writing** | I can write about plans and arrangements. I can write short communicative messages using abbreviations. I can complete a summary of a TV programme. I can answer Qs containing idioms. I can complete two line dialogues dealing with misunderstandings. I can write a collective staff memo. | 33 34 36 37 39 40 | B1 | Concise communication. Expressing certainty / possibility. Coping and repair strategies. Outlining plans. |
| **Speakout tips** | Writing concise messages. How to record and use idioms. | | | |
| **Lookback** | Review grammar, vocabulary from Unit 3. | | | |

| Unit 4 | CEF | Page | CEF | Learning and Exam skills |
|---|---|---|---|---|
| | Jobs | | | |
| **Language** | Modals: obligation, past habits/states, reaching agreement. | 44-53 | B1 | |
| **Vocabulary** | Personal qualities, Confusing words, Strong adjectives, Business vocabulary | | | |
| **Reading** | I can read about the personal qualities required for jobs. I can understand an article about millionaires. I can complete a survey about the habits of millionaires. I can read two blogs describing childhood dreams. I can read a job description and advertisement. I can read a description of a reality TV show. I can lead and manage a discussion leading to a business plan. | 44 44 46 48 49 50 51 | B1 | Match words + definitions T/F, Match words + definitions. Check and discuss your score. *Used to / would* Make notes. Find and use business vocabulary. Roleplay from notes. |
| **Listening** | I can understand descriptions of jobs. I can follow a team meeting and note decisions. I can follow a worker talking about her daily routine. | 47 50 53 | B1 | Match pictures, WHqs Complete table. Language details. Interpret. Make notes. |
| **Viewing Video podcast** | Comedy drama about work. Describe your job and your dream job. | 52 54 | B1 | |
| **Speaking** | I can describe and discuss my personal qualities. I can summarise key points in the text. I can list the qualities required for a job. I can comment on my potential to be an entrepreneur. I can describe and discuss my childhood dreams. I can discuss the TV show and talk about my business experience. I can describe my daily routine. | 44 45 45 46 48 50 53 | B1 | Pairwork Group work. Agree / Disagree – give reasons. Express opinions + give reasons. Public speaking. |
| **Writing** | I can complete texts about childhood dreams. I can read and analyse a covering letter for a job. I can write a covering letter answering a job advertisement. I can write about my daily routine. | 48 49 49 53 | B1 | Listen and check. Register cues, Match words + meanings Structure / Key phrases / Model letter. Use models and key phrases. |
| **Speakout tips** | Personalise confusing words in sentences. | | | |
| **Lookback** | Review grammar, vocabulary from Unit 4. | | | |

| Unit 5 | CEF | Page | CEF | Learning and Exam skills |
|---|---|---|---|---|
| | Solutions | | | |
| **Language** | Comparative + Superlatives, question tags, polite requests | | B1 | |
| **Vocabulary** | Technology, Q words, Word building Adjectives, Problems + Solutions, Describe a machine. | | B1 | |
| **Reading** | I can read an article about TV presenter James May. I can read and analyse a text stating advantages and dis-advantages of technology. I can read a review of a book about children's | 56 58 60 | B1 | WHQs. Discussion – opinions Contrasting paragraph structure. Discourse markers. WHQ. |

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| | questions. I can examine the use of suffixes in adjectives. I can read and complete a text adding suffixes to adjectives. | 61 61 61 | | Word building. Vocabulary development. |
|---|---|---|---|---|
| **Listening** | I can understand children's questions. I can understand answers to children's questions. I can check intonation in polite requests. I can listen to polite requests and identify topic. | 60 60 62 63 | B1 | Sequence. Make notes. Intonation changing meaning. |
| **Viewing Video podcast** | Top Gear. Reviewing new cars and driving topics. How do you solve problems? | 64 66 | B1 | |
| **Speaking** | I can discuss technology and group words by generic topic. I can rank technologies by importance. I can talk about future developments in transport. I can ask and answer questions about science. I can use question tags to confirm information. I can ask and answer questions about traffic lights. I can report and describe technology problems. I can make and respond to polite requests for help or action. I can respond positively and negatively to polite requests. I can prepare and present a presentation of a new product. I can comment on presentations by classmates. | 56 57 57 59 61 61 62 62 63 65 65 | B1 | Vocabulary development Using adjectives. Pair / Group work. Decision making. Word forms in questions. Intonation in Q tags. Group work. Use text. Vocabulary. Discuss. Dialogue completion. Role play using flow-chart. Structure, use discourse markers. Comment politely. |
| **Writing** | I can draft and write a contrastive essay. I can write flow charts for dialogues about problems. I can read and write an advertisement for a new product. | 58 63 65 | B1 | Model, Discourse markers. Use model. Describing products and processes. |
| **Speakout tips** | Relating English suffixes to suffixes used in L1. | | | |
| **Lookback** | Review grammar, vocabulary from Unit 5. | | | |

| Unit 6 | CEF | Page | CEF | Learning and Exam skills |
|---|---|---|---|---|
| | Emotion | | | |
| **Language** | Ø, 1st and 2$^{nd}$ conditionals, giving good / bad news | | B1 | |
| **Vocabulary** | -ing / -ed adjectives, multiword verbs with on, off, up, down. Verb/noun collocations, life events, describing good/bad experiences. | | B1 | |
| **Reading** | I can read descriptions of 6 basic emotions. I can read an article about observing human behaviour. I can read a positive review of a TV programme. I can read models of positive and negative advice. I can read an article about giving news. | 68 71 72 73 74 | B1 | Match to photos. WHQs. Make headings. Summarise. 2$^{nd}$ conditional examples. Analysis. Models for writing. Complete missing phrases. |
| **Listening** | I can follow a radio programme about therapies. I can hear weak forms of 'll contractions. I can listen to 3 dialogues about problems. I can follow 7 conversations giving news. I can listen and summarise. | 69 69 72 74 77 | B1 | Find topic and details. Perception and pronunciation. 'd contractions. Comprehend gist and context. T/F, WHQs. |
| **Viewing Video podcast** | BBC Comedy, My Worst Week. Are you an optimist or a pessimist? | | B1 | |
| **Speaking** | I can identify emotions and speculate about the cause. I can use –ed +-ing adjs. to describe emotions. I can discuss therapies, express opinions and choices. I can use Ø and 1$^{st}$ conditionals to describe constant truths and future actions. I can explain what I usually do in given situations. I can use multi-word verbs. I can discuss what I'd do in hypothetical situations. I can use adverbs to qualify my advice. I can discuss giving good and bad news. | 68 68 68 69 70 70 72 73 74 75 75 | B1 | Speculate about emotions. Personalise. Vocabulary development. Validity and belief. Pairwork. Give advice. Match verbs to definitions. Pair work. Use given situations. Complete dialogue. |

| | I can respond to good and bad news. I can role play a dialogue giving news. | | | Use flow chart. Personalise. |
|---|---|---|---|---|
| **Writing** | I can write a letter giving advice. I can write a blog posting describing a key experience. | 74 77 | B1 | Use model. Peer analysis. Use model and given situations. |
| **Speakout tips** | How to group multi-word verbs in notebooks. \| Use exaggerated intonation in responding to good/bad news. | | | |
| **Lookback** | Review grammar, vocabulary from Unit 6. | | | |

| Unit 7 | CEF | Page | CEF | Learning and Exam skills |
|---|---|---|---|---|
| | Success | | | |
| **Language** | Present Perfect Simple/Continuous, Present+Past modals of ability, clarifying opinions. | | B1 | |
| **Vocabulary** | Success: verb phrases, ability, qualifications, describe an achievement | | B1 | |
| **Reading** | I can read an article about men with special skills. I can read a job advertisement and note required qualifications. I can read about learning Welsh. | 83 87 89 | B1 | Summarise to partner. Writing model |
| **Listening** | I can follow a radio programme and summarise. I can a discussion about intelligence. I can refer to what I said earlier. I can follow a description of a challenge / achievement. | 81 86 87 89 | B1 | T/F, Complete text. Clarifying opinions Key phrases Key phrases |
| **Viewing Video podcast** | Water ski Challenge What is your greatest achievement? | 88 90 | B1 | |
| **Speaking** | I can discuss the origins + achievement of success. I can discuss my interests, talents + successes. I can talk about skill, aptitude, talent and inability. I can talk about my present and past abilities. I can discuss the qualifications required for jobs. I can compare and evaluate candidates for a job. I can talk about a difficult achievement. | 80 81 83 84 86 87 89 | B1 | WHQs. Group work. Group work. Group work. Vocab. Training and Qualification Group discussion Pair work. |
| **Writing** | I can write notes for a summary from 2 different sources. I can write a summary from 2 different sources. I can write about an achievement. | 85 85 89 | BI+ B2 | Use abbreviations and symbols Combining information |
| **Speakout tips** | Record multiword verbs with prepositions. | | | |
| **Lookback** | Review grammar, vocabulary from Unit 7. | | | |

| Unit 8 | CEF | Page | CEF | Learning and Exam skills |
|---|---|---|---|---|
| | Communities | | | |
| **Language** | Articles, Quantifiers, Relative Clauses, Being a good guest. | | BI+ | |
| **Vocabulary** | Compound nouns, Internet, Welcoming, Discuss ideas. | | BI+ | |
| **Reading** | I can read an article about interacting with neighbours. I can read an article about origins of YouTube. I can read a review of megaportal.com. I can read tips for being a good guest. | 92 96 97 98 | BI+ | Find details. Find general ideas. Find relative clauses. WHQs. Writing model. Evaluate and add ideas. |
| **Listening** | I can follow 4 people discussing internet activity. I can understand relative clauses in speech. I can understand 6 social situations. I can understand a discussion about a community. | 95 96 98 101 | BI+ | WHQs. Summarise each speaker. Discuss Detailed listening. WHQs. |
| **Viewing Video podcast** | Documentary about an island tribe. Talking about your community. | 100 102 | BI+ | |
| **Speaking** | I can discuss interacting with neighbours. I can evaluate neighbour behaviour. I can describe good / bad aspects of my environment. I can describe how I use the internet. | 92 93 94 95 | BI+ | Finding antonyms Express and justify opinions. Compare ideas in groups. Functions of websites. |

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| | I can discuss different internet activities. | 97 | | Express preferences + give reasons. |
|---|---|---|---|---|
| | I can talk about being a host and a guest. | 98 | | |
| | I can offer and respond to apologies. | 99 | | Role play with flow chart. |
| | I can describe aspects of a community. | 101 | | WHQs. |
| **Writing** | I can write a review of a website. | 97 | BI+ | Compare with class mates. |
| | I can write a recruitment advertisement. | 101 | | Plan structure. Follow model. |
| **Speakout tips** | I can notice compound nouns created from two words. | Using complex sentences. | | | |
| **Lookback** | Review grammar, vocabulary from Unit 8. | | | | |

| Unit 9 | CEF | Page | CEF | Learning and Exam skills |
|---|---|---|---|---|
| | History | | | |
| **Language** | 3$^{rd}$ conditional, Active/Passive, Expressing uncertainty. | | BI+ | |
| **Vocabulary** | History, Time periods, Collocations, Describing people, Outstanding work and Role Models. | | BI+ | |
| **Reading** | I can read two texts about historical advances. | 105 | BI+ | Make notes and compare. |
| | I can analyse discourse structure in an essay. | 106 | | Pre-writing activity. |
| | I can read an article about teenagers. | 107 | | Topics, language structure. |
| | I can read a text about Time Travel. | 109 | | Find and interpret collocations. |
| | I can answer quiz questions about famous people. | 110 | | Express certainty, uncertainty. |
| **Listening** | I can understand 3 speakers talking about decades. | 108 | BI+ | Topics, contexts. |
| | I can follow a recorded quiz. | 108 | | Note how responses are given. |
| | I can understand a talk about an influential person. | 113 | | |
| **Viewing Video podcast** | Documentary about Michelangelo | 112 | BI+ | |
| | Comparing life in the past. | 114 | | |
| **Speaking** | I can discuss historical advances. | 104 | BI+ | Vocabulary development. |
| | I can discuss *Great leaps for Mankind*. | 104 | | Pre-reading activity. |
| | I can describe impossible past conditionals. | 105 | | |
| | I can pronounce contracted forms of modals. | 105 | | Pronunciation and perception |
| | I can describe a big moment in history. | 105 | | Pair work |
| | I can talk about historical dates and time spans. | 108 | | WHQs, |
| | I can describe a decade from my past. | 108 | | Share ideas in groups, report to class. |
| | I can prepare and deliver a short talk on a familiar topic. | 109 | | Extended connected speech |
| | I can discuss favoured topics of quiz shows. | 110 | | Explain why. |
| | I can react to new information. | 111 | | Pair work. |
| **Writing** | I can identify parts of a paragraph. | 106 | BI+ | |
| | I can write a *What if…* essay. | 106 | | Peer editing |
| | I can write a wiki entry about an influential person. | 113 | | Examine model text. |
| **Speakout tips** | How to edit a draft text. | Read task before listening. | | | |
| **Lookback** | Review grammar, vocabulary from Unit 9. | | | | |

| Unit 10 | CEF | Page | CEF | Learning and Exam skills |
|---|---|---|---|---|
| | World | | | |
| **Language** | Reported speech, verb patterns, giving advice and warnings. | | BI+ | |
| **Vocabulary** | Environment, Prefixes, Reporting verbs, airports, phrases to describe places. | | BI+ | |
| **Reading** | I can understand an article about attempts to be more *green*. | 116 | BI+ | WHQs. Discuss. Match words /meanings. |
| | I can read texts about plastic bags and carbon footprint. | 118 119 | | WHQs. Discuss. Report discussions. |
| | I can read a text about food in Osaka. | 121 | | WHQs. |
| | I can read and compare 3 restaurant reviews. | | | WHQs. |
| **Listening** | I can follow two speakers talking about preferred food. | 119 | BI+ | Who said? Complete sentences. |
| | I can spot the topic in short conversations. | 123 | | Warnings and advice |
| **Viewing Video podcast** | Wildlife documentary: The Great Melt. | 124 | BI+ | |
| | What's the biggest problem facing the world? | 126 | | |
| **Speaking** | I can discuss my attempts to be more *green*. | 116 | BI+ | Vocabulary |
| | I can report speech accurately. | 117 | | Grammar |

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| | I can use prefixes to change meaning. | 117 | | Word building |
|---|---|---|---|---|
| | I can tell a group about my favourite food city. | 119 | | Public speaking from notes, small |
| | I can report speech using different reporting verbs. | 120 | | groups. |
| | I can share my feelings about food. | 120 | | Grammar, Vocabulary. |
| | I can talk about my experience of using airports. | 122 | | Pair work then report. |
| | I can speculate about requirements and prohibitions in airports. | 122 | | Report. Give opinion. Discuss. Compare with text. Share |
| | I can give generalised warnings and advice. | 123 | B2 | experience. |
| | I can role play giving information, advice and warnings. | 123 | | 'softened' generalisations. |
| | I can give a short talk on an endangered place. | 125 | | Pair work. Use audio model. Peer comment. |
| **Writing** | I can plan a talk about my favourite food city. | 119 | BI+ | Expand from model. |
| | I can plan and write a restaurant review. | 121 | | Use notes, given structure and linkers. |
| | I can use linkers to contrast ideas, refer to consequences, and suggest conditions. | 121 | B2 | Vocabulary, syntax. |
| | I can write an email describing a situation and calling for action. | 125 | | Refer to model and notes. |
| **Speakout tips** | Use prefixes to help you to guess meaning. Soften generalisations to avoid giving offence. | | | |
| **Lookback** | Review grammar, vocabulary from Unit 10. | | | |