

Learning Outcomes

A **Learning Outcome** tells you what you will be able to do by the end of each English course or at the end of each level of an English course.

ALG must give you information about learning outcomes.

You are enrolled in a course called General English (CRICOS Course Code: 121324G) General English had three levels:

1. Intermediate
2. Upper-Intermediate
3. Advanced

The tables below list the learning outcomes for each level of the General English course.

Find your General English level and look at the learning outcome that you will achieve by the end of your course level.

INTERMEDIATE (CEFR = B1)

WEEK 1

LEARNING OUTCOMES	ASPECT OF OUTCOME <i>(e.g. language or functions; sub-skills, performance criteria)</i>
SPEAKING	
• CS1: Students can ask & answer questions & exchange ideas & information on familiar topics in everyday situations • CS2: Students can give a description of people & a variety of familiar subjects • CS3: Students can read factual texts on subjects related to their interests, can express themselves on topics pertinent to their hobbies & interests • CS4: Students can communicate with confidence on familiar routine matters, can exchange, check & confirm information • CS5: Can maintain discourse appropriately with effective turn taking • CS6: Students can give personal views & opinions in discussing topics of interest • CS7: Students can communicate with reasonable accuracy in familiar contexts • CS8: Students can use a range of vocabulary for most general topics & can describe events • CS9: Students can narrate a story, can give detailed accounts of experiences, describing feelings & reactions	• Match situations & questions, and then in pairs think of questions that people may ask each other. Focus on the <i>wh</i> words • Complete questions & answers & practice asking • Pronunciation – stress on important words • Work in pairs & act out conversations • Discuss the groups in the table & correct • Ask questions according to words written • Practice descriptions using the correct verb • Discuss/describe photos or people to others • Students make a list about beliefs in their countries then in pairs discuss & compare • Look at activities, students mark those they do & don't • Put activities in categories & match with phrases correct for them – use phrases in a discussion • Students to discuss own answers to the quiz work in pairs & use useful language. Take turns then tell the class about your partner • In groups, discuss the protocol of meeting people • In pairs act out a conversation in different situations – another pair will listen & give feedback • In pairs, students discuss what they can & can't remember • In groups discuss tips to improve memory • In pairs, students test their memory • Pronunciation – regular verbs • Students ask each other questions about their life • Discuss different upbringings in groups – how were they different

	Students to think of an important memory from the topics, think about what you will say & prepare a talk
LISTENING	
- CL1: Students can listen a description of people & a variety of familiar subjects - CL2: Students can listen with confidence on familiar routine matters, can exchange, check & confirm information - CL3: Students can listen with reasonable accuracy on familiar contexts - CL4: Students can listen to a range of vocabulary for most general topics - CL5: Students can understand most TV news & current affairs programs	- Listen to instructions & write answer in octagon - Look at photos & think about relationships, listen & check - Listen & again & correct sentences - focus on present simple & present continuous verbs - Listen to 5 people talking about how they spend their time - tick the useful phrases - Listen to 5 people discussing a quiz, answer questions & check - focus on verbs 8 x past simple - Listen to 2 different upbringings, answer questions & check answers - Work in groups & ask questions using remember, remind, forget, recognise - Students listen to 3 stories & match them to the pictures & questions - Watch a video, answer questions & complete the table
WRITING	
- CW1: Students can write personal letters describing experiences, feelings & events in some detail - CW2: Students can use a range of vocabulary for most general topics & can describe events - CW3: Students can narrate a story, can give detailed accounts of experiences, describing feelings & reactions - CW4: Students can describe experience & events	- In groups, students discuss social networking - Students to write an email to a long lost friend, follow ideas, edit via the checklist & swap with a partner edit again, then write the final draft - Write a short description on their upbringing using correct verb forms & used to & would - Students write a paragraph about an important memory, including information from previous task - Students to research & write a paragraph on a chosen topic using prompts to help
READING	
CR1: Students can read factual texts on subjects related to their interests, can express themselves on topics pertinent to their hobbies & interests	- Look at photos, discuss questions & opinions - Read the articles & answer the questions - Read the article & answer the questions - Read more answers to the quiz & chose the correct verb tense

• CR2: Students can recognise significant points in articles on familiar subjects • CR3: Students can read with reasonable accuracy on familiar contexts • CR4: Students can read a range of vocabulary for most general topics	• Read a romantic story & complete with the correct verb • Read about 2 people & their upbringing • Read extracts from their speeches - underline the verbs with <i>used to</i> & <i>would('d)</i>, complete the rules about the use
WEEK 2	
SPEAKING	
• CS1: Students can compare & contrast alternatives discussing what to do, where to go, who or which to choose, etc • CS2: Students can express themselves on topics such as travel • CS3: Students can use a good range of vocabulary for general topics • CS4: Student can find out & pass on factual information • CS5: Students can ask for & follow detailed directions	• In groups, students test their world knowledge • Listen to 8 instructions & write answers, in pairs swap answers & ask questions • Contrast information about France from the table on p128 in groups • Look at 2 photos discuss the questions & try to guess the answers • Read questions again & focus on comparing • Discuss other cities • Discuss word in the box & decide which category to put them, add 2 more features then match to famous places • Discuss what's important in a holiday destination • Discuss ideal holiday destination • Discuss adjectives & cities - which one go together? • Students to recommend a place to go in their city - decide the place, make notes on why you would recommend, plan your talk & act out conversations like the one heard • Look at the picture & discuss the problem • Watch a video - What problems are happening? Note the difference between polite & impolite questions • Act out a travel problem using polite questions
LISTENING	
• CL1: Students can listen to a good range of vocabulary for general topics • CL2: Students can listen to information	• Listen to descriptions of cities & match them to photos (p126) • Listen again & tick the words heard • Name 3 famous tourist attractions in London • Listen to someone visiting for the first time asking for advice

	Listen to 2nd part match the places & ideas then tick the useful language
WRITING	
- CW1: Students can use a good range of vocabulary for general topics - CW2: Students can write a description of a trip - real or imagined	- Write a short paragraph describing a city that is well known to the student. Work in groups, read & edit - Students to write a travel blog for a journey or for someone visiting, use headings given earlier, edit with checklist, swap with a partner for further editing
READING	
- CR1: Students can compare & contrast alternatives discussing what to do, where to go, who or which to choose, etc - CR2: Students can understand the description of events & feelings	- Students read the quiz & underline comparatives & superlatives, revise the grammar & answer the questions - Read information about France (p128), listen to statements & decide if T or F - Read the website & answer the questions - Read a travel blog & answer the questions
WEEK 3	
SPEAKING	
- CS1: Students can describe experiences & events - CS2: Students can relate details of unpredictable occurrences - CS3: Students can develop an argument well enough to be followed without difficulty - CS4: Students can highlight the personal significance of events & experience - CS5: Students can give clear, prepared presentation, giving reasons in support of a particular point of view	- In groups, students discuss their own hidden achievements - Students look at photos & match to text, listen, check & answer questions focussing on the Present Perfect form - Pronunciation - have strong/weak/contracted forms - Practice conversations in pairs - In pairs, discuss Andre Agassi's father & their relationships - Read statements & decide if you agree/disagree or neutral - In pairs, match the words & phrases & discuss what they have achieved or not yet - Complete the quiz on p126 - Pronunciation - linking words that end in a consonant & starting with a vowel - Draw your own lifeline & discuss in groups - asking & answering questions - Discuss personal qualities & decide if its +/- - Listen/read about an inspiration person

	Students to nominate someone for an inspirational award, make notes on why they deserve this & any other details, practice in pairs then present to the group
LISTENING	
- CL1: Students can relate details of unpredictable occurrences - CL2: Students can highlight the personal significance of events & experience - CL3: Students can understand spoken language on both familiar & unfamiliar topics	- Listen to a conversation & fill in the blanks - Read a lifeline & listen for the missing information, focus on the form of the present perfect simple using for/since - Watch a video, answer questions & complete a table
WRITING	
- CW1: Students can give clear, prepared presentation, giving reasons in support of a particular point of view - CW2: Students can find out & assess on straightforward factual information	- Write a paragraph on your nomination - Research some famous people, write a paragraph using the prompts
READING	
- CR1: Students can relate details of unpredictable occurrences - CR2: Students can scan longer texts to locate desired information in order to fulfil a specific task	- Read the short text & answer the questions - Read the extract & answer questions, circle words related to feelings
WEEK 4	
SPEAKING	
- CS1: Students can express themselves on topics such as work - CS2: Students can express their thoughts about abstract or cultural topics such as the future - CS3: Students can communicate with accuracy in familiar contexts - CS4: Students can exchange, check & confirm accumulated factual information on familiar matters with confidence - CS5: Can find out & pass on factual information	- Compare ideas from the article read - which advice was most/least useful - Pronunciation - mark the stress on word in table - note the differences - Do the quiz & check the score on p127 - In pairs compare answers regarding jobs - Students read short passage & discuss why - Focus on conjunctions between 2 clauses, complete further questions then in small groups take turns to discuss the plans about someone you know - Discuss in groups whether those at a career crossword have made a good choice

	• Work in groups choose 1 candidate note strengths & weaknesses & summarise to the group. Decide who should go through & why. Listen to the TV executive's answer • Watch a video of 2 telephone conversations, answer the questions, check the pronunciation • Work in pairs & practice telephone conversations
LISTENING	
• CL1: Students can understand the main points on familiar matters encountered in work • CL2: Students can exchange, check & confirm accumulated factual information on familiar matters with confidence	• Listen to a radio program for people at career crosswords, answer questions • Listen to a TV executive talk about the qualities he is look for - which 2 qualities are most important?
WRITING	
• CW1: Students can express their thoughts about abstract or cultural topics such as the future • CW2: Students can write connected texts on familiar subject within their field of interest	• Write 5 sentences using future verb forms • Write answers to instructions • Write about 3 jobs - love/wouldn't mind doing/ wouldn't want • Analyse the job adverts & the CV - underline the areas that match & phrases used • Choose job advert, write your CV, follow the checklist, work in groups swap & peer review
READING	
• CR1: Students can read straightforward factual texts on subjects related to their field of interest • CR2: Students can exchange, check & confirm accumulated factual information on familiar matters with confidence	• Read the article & answer the questions • Complete a table with nouns & adjectives • Read a quiz & underline future verb forms with - <i>going to</i> + verb, <i>will</i> + verb, present continuous & check for any other verb forms that express the future • Read about a TV executive & answer the questions
WEEK 5	
SPEAKING	

- CS1: Students can describe past activities - CS2: Students can synthesize & report information & arguments from a number of sources - CS3: Can express themselves on topics pertinent to their interests - CS4: Students can narrate a story - CS5: Students can describe experiences & events	- Work in groups & think of example stories for specific genres - What is the difference between Fiction & Non fiction? - In pairs, discuss what is meant by twist of fate? - Practice pronouncing past simple & past perfect - Choose a story & invent the introduction, share in groups - Work in pairs & discuss coincidences - Look at questions for famous people & imagine the answers, report to your group - Understand the differences between say & tell - In pairs, discuss how to survive a plane crash, what would they do, are they surprised he survived? - Students tell each other their story – shipwrecked or shark attack. What did you learn? Discuss the questions giving opinions & experience - Using adverbs to tell stories - In pairs, students retell the story in as much detail as possible - Look back at key phrases & picture what happens next? - Discuss part 2 – compare predictions. Retell part 2 of the story - Students describe a time when the world was focussed on their country
LISTENING	
- CL1: Students can understand information content of audio material delivered in clear speech - CL2: Students can listen to a story - CL3: Students can understand most TV news & current affairs programs	- Complete the story read, listen & check the answers - Listen to a classic ghost story & answer the questions, listen again to check answers - Listen to part 2 after retelling part 2 answer questions - Watch a video, answer questions & complete a table
WRITING	
- CW1: Students can synthesize & report information & arguments from a number of sources - CW2: Students can write a story - CW3: Students can describe experiences & events	- Complete a table showing examples of direct & reported speech - Read the start of a true story then complete with reported speech - Either write the story heard or own story, focus on the given ideas, useful language & share in your group - Students to research & write a paragraph on a chosen topic using the given prompts

READING	
- CR1: Students can understand information content of a short text - CR2: Students can synthesize & report information & arguments from a number of sources	- Read the article, what is its genre? - Answer the questions - Focus on the form of the past simple & past perfect - Read another story about twins & complete the missing verbs - Read the text about coincidence, how does it end? Listen & check - Who said which text? Check the audio script & find examples of reported speech - Compare the difference between direct & reported speech - Read about a real life plane crash & answer the questions - Now read about a ship wreck/shark attack & answer questions
WEEK 6	
SPEAKING	
- CS1: Students can express & respond to feelings - CS2: Can express opinions & feelings - CS3: Students can communicate with accuracy in familiar contexts - CS4: Students can narrate the plot of a film & describe their reactions - CS5: Students can use a range of language to be able to give clear descriptions - CS6: Students can give clear, systematically developed descriptions & presentations - CS7: Can exchange, check & confirm information	- In groups discuss what they do & don't then their favourite TV shows. Are there any other genres? - Read the statements discuss then move on to talk about changing TV in their own country - Look at the pictures, discuss & complete the descriptions - focus on adjectives with <i>-ed</i> & <i>-ing</i> - Discuss questions & choose correct adjective - In pairs discuss feelings in certain situations & use adjectives with <i>-ed</i> & <i>-ing</i> - Discuss the questions & what is known about films, do the quiz - Students to write own quiz, use prompts & ensure each question has 3 answers. Practice in groups - Use prompts to prepare questions (survey) to ask the class - discuss results - Choose 3 questions to discuss in pairs - Pronunciation - practice words & word stress - Look at the photos & discuss what is seen - In groups, discuss favourite forms of entertainment - Students to give a short talk about a film or TV program they either loved or hate, use questions & useful language & present to the class

	Discuss who you would give a spare ticket to for a concert. Complete a conversation & practice
LISTENING	
CL1: Students can listen to clear, systematically developed descriptions & presentations	Listen to 4 people speaking about something they have seen. Which questions are used? Tick the phrases heard from the useful language
WRITING	
CW1: Students can write clear, detailed descriptions of real or imaginary events & experiences	- Read a review about a musical - Read again - note which paragraphs things are said - Look for +/-/neutral words - Students to write a review of a film, musical or concert, use the questions for guidance
READING	
- CR1: Students can communicate with accuracy in familiar contexts - CR2: Students can read factual texts on subject related to their interested	- Read sentences 1-9 & mark which are active/passive - focus on the form of the passive then complete the sentences - Read the next text & choose the correct verb - Read the news headlines below & guess what articles are about - Read articles 1-4 match them to the headlines then answer the questions - Read the headlines & replace adjectives in bold with extreme adjectives
WEEK 7	
SPEAKING	
- CS1: Students can express themselves confidently, clearly & politely in a formal or informal register, appropriate to the situation & person(s) concerned - CS2: Students can express their thoughts about abstract or cultural topics - CS3: Can use a good range of vocabulary for most general topics - CS4: Students can understand & exchange advice on familiar matters	- Pronunciation of polite requests - note intonation - In pairs rewrite the conversation using polite requests then practice in pairs - Class mingle using polite requests - Practice <i>will, shall</i> conversations - Work in pairs look at pictures & discuss good & bad manners, then match the verbs with the expression - In pairs do the quiz then discuss answers from conversations

	- Read & discuss about customs in Britain, focus on phrases used & then students discuss about their country - In groups, student will present a list of tips about customs in their country, compare ideas then present to the class using useful language
LISTENING	
- CL1: Students can listen to a story - CL2: Students can listen & understand advice on familiar matters - CL3: Students can understand documentaries in standard dialect	- Look at pictures & listen to conversations – who’s saying what? - Listen again & complete the questions & answers focus on the grammar – polite requests - Look at next pictures – someone wants to do something listen & check - Listen again, check questions & focus on <i>will, shall</i> - Listen to 7 people giving advice – what topic & what advice - Watch a video, answer the questions & complete the table
WRITING	
- CW1: Students can understand & exchange advice on familiar matters - CW2: Students can exchange, check & confirm factual information	- Students to write a short paragraph on tips or customs for their country - Research a chosen topic, write a paragraph using the given prompts
READING	
CR1: Students can scan longer texts in order to locate desired information & gather information from different parts of a text in order to fulfil a specific task	- Read the activities in the box & students discuss what they do & don’t do - Look at photos, read the text & answer questions
WEEK 8	
SPEAKING	
- CS1: Can pass on detailed information reliably - CS2: Students can define the features of something - CS3: Students can understand straightforward instructions for a piece of equipment - CS4: Students can explain why something is a problem, discuss what to do next, compare & contrast alternatives	- In groups students discuss the 2 lifestyles they read about & ask questions - In pairs think of 5 objects common today – compare with what’s in the question – focus on the relative pronouns - Practice definitions & relative pronouns in groups (p129,130) - Students discuss which gadgets they own - In pairs give instructions on how to use something - Pronunciation – notice the stress patterns in compound nouns

- CS5: Can understand simple technical information, such as operating instructions for everyday equipment - CS6: Students can give clear, detailed descriptions, expanding & supporting ideas with subsidiary points & relevant examples	- Discuss which objects are good for certain trips - In pairs choose 3 trips & decide what to take – clothes, equipment, food etc - Describe everyday objects & how to use them - Students make a list of 5 things they can't live without, tell other students why, what it feels like etc as per ideas in text. Focus on using useful language. Which object was most common/uncommon
LISTENING	
- CL1: Students can understand straightforward instructions for a piece of equipment - CL2: Students can explain why something is a problem, discuss what to do next, compare & contrast alternatives - CL3: Students can listen to routine situations in shops	- Listen to 4 conversations & focus on bold phrases in the question, place in order - Listen to 3 conversations about what they would take on certain trips then answer the questions. Focus on countable nouns & quantifiers. Practice further sentences - Watch a video & answer the questions
WRITING	
CW1: Students can write personal letters, describing experiences, feelings & events in some detail	- Read & analyse a thank you message by completing a table with informal/formal phrases - Choose a situation & write a thank you message using the prompts given
READING	
CR1: Students can understand articles & reports concerned with contemporary problems	- In pairs students read either text 1 or 2, makes notes on questions & report what's been read - Read some newspaper articles & underline phrases that express how the writer feels
WEEK 9	
SPEAKING	
- CS1: Students can understand & exchange complex information - CS2: Students can use a sufficient range of language to be able to express viewpoints, using some complex forms to do so	- Work in groups, read article again & discuss the questions - Pronunciation of large numbers & answer questions

- CS3: Students can describe events, real or imagined - CS4: Students can outline an issue or problem clearly, speculating about causes & consequences & weighing advantages & disadvantages of different approaches	- Work in pairs & compare information on 2 countries p128 & p130, ask & answer questions to complete the information about the other country - Read 5 more prediction & discuss which may/may not happen - Practice using predictions & phrases of probability - In class, students discuss current trends in their own country – focus on pronunciation of nouns, verbs & adjectives - In pairs, discuss what you would do if you were invisible for 1 day? - Read what 6 people said – focus on the grammar <i>if..... would</i> + verb - Complete & practice the conversations - Read more moral dilemmas & decide what you would do – discuss & compare answers - Discuss what if may/may not be like to be president/prime ministers. What problems may there be? - Imagine you are a member of parliament & want to improve the situation, choose 4 changes, justify why & how, use useful language & present results
LISTENING	
- CL1: Students can obtain information, ideas & opinions from highly specialised sources - CL2: Students can follow the essentials of lectures, talks & reports	- Listen to 5 people giving their reaction to the prediction, make notes. Focus on the language from 0-100% & corresponding words - After discussing other predictions, listen to a news program & answer the questions - Listen to a lecture on a small republic, what are the problems? Are there any solutions? - Watch a video, answer questions & complete a table
WRITING	
- CW1: Students can express their thoughts about abstract topics - CW2: Students can explain a viewpoint on a topical issue, giving the advantages & disadvantages of various opinions	- Choose 2 imaginary situations, write 3-4 sentences on each & compare - Write a paragraph on a chosen topic, using ideas & prompts
READING	
CR1: Students can obtain information, ideas & opinions from highly specialised sources	Read the text & answer the questions, decide if some statements are the same or different to what was written

WEEK 10

SPEAKING

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| <ul style="list-style-type: none"> • CS1: Can give brief comments on the views of others • CS2: Students can use a good range of vocabulary for most general topics • CS3: Can communicate with reasonable accuracy in familiar contexts • CS4: Students can contribute, account for & sustain their opinions, evaluate alternative proposals & make & respond to hypotheses • CS5: Students can account for & sustain their opinions in discussion by providing relevant explanations, arguments & comments • CS6: Students can explain why something is a problem discuss what to do next, compare & contrast alternatives • CS7: Students can convey information & ideas on abstract topics • CS8: Students can express themselves on topics pertinent to their interests • CS9: Students can explain why something is a problem, discuss what to do next, compare & contrast alternatives • CS10: Students can give brief comments on the view of others | <ul style="list-style-type: none"> • In groups, read the rules & cross out the one that is incorrect – focus on the form on the verbs • Pronunciation of verbs for obligation & permission • Complete the rules & practice asking • Students to write own rules & read to the class • Discuss what the criminal justice system was like in their own countries 200 years ago • In groups, students to discuss celebrity crimes • Read the text & discuss what is happening then complete the missing words – focus on permission & obligation in the past • Complete another text with verbs for obligation & permission in the past • Read & listen to suggested laws • Discuss in full giving suggestions, opinions, advantages, disadvantages etc using useful language • Read a short newspaper headline & watch a video – discuss the conversations & what was said by categorising their opinion & response • Work in pairs practice sharing & responding to opinions • Students discuss how they cope with problems • Compare answers from quiz • Pronunciation of could (not) have, should (not) have, would (not) have & practice conversations • Read a story & write opinion sentences • In pairs, read & summarise a story then express opinion • Work in groups & decide if Debra & Andrews behaviour was appropriate, did they make the right decision • In pairs, students make sentences true for themselves then practice • In groups discuss about methods used to make decisions • Make notes about the people in the readings, work in groups, compare answers & reach an agreement • Compare with the answers on p131 |
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LISTENING	
- CL1: Can understand recordings in standard dialect & identify speaker viewpoints & attitudes as well as the information content - CL2: Students can understand the descriptions of events, feelings & wishes - CL3: Students can understand most TV news & current affairs programs	- Listen to 5 people complaining about rules, answer the questions - In groups do you agree? Have you broken rules? - Listen to a problem on race day, answer the questions - Match the sentence halves & underline the verbs in each sentence & focus on verb pattern - Listen to 3 people describe a big decision in life & answer the questions, complete the following sentences - Watch a video & answer the questions
WRITING	
- CW1: Can use a variety of linking words efficiently to mark clearly the relationships between ideas - CW2: Students can write an essay that develops an argument systematically, with appropriate highlighting of significant points & relevant supporting details - CW3: Students can express themselves on topics pertinent to their interests - CW4: Students can give clear, detailed descriptions on a range of topics	- Look at the linking words & decide which category they belong to: <i>and, but, so</i> - Complete the sentences with the correct linking word - Read the opinions discuss who supports then read an opinion essay - Read a question, analyse the topic & write an opinion essay. Edit, share with partner then write final draft - Students to choose a problem & write a paragraph on it. Use ideas & phrases from previous exercise then share - Write a letter to one of the people in the readings 2 years on & tell them what to do with their problem or imagine writing a scene for a TV show between 2 characters - Research a paragraph using given ideas & prompts & write a paragraph
READING	
- CR1: Students can gather information from different texts in order to fulfil a specific task - CR2: Students can read factual texts on subjects related to their interests	- Read about 3 unusual societies, answer the questions read again & compare with the class - Read the text about criminal justice in Britain 200 years ago & a famous criminal from the 18th century – answer the questions & discuss - Read a quiz on how things can go wrong - Underline examples of could (not) have, should (not) have, would (not) have - Read about a problem, match definitions to bold words

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| | <ul style="list-style-type: none">• Read a larger text & answer questions• Read about 3 people & their problems discuss in groups |
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UPPER- INTERMEDIATE (CEFR = B2)

WEEK 1

LEARNING OUTCOMES	ASPECT OF OUTCOME <i>(e.g. language or functions; sub-skills, performance criteria)</i>
SPEAKING	
- US1: Can present clear, detailed descriptions on a wide range of familiar subjects - US2: Can use sufficient range of language to be able to give clear descriptions - US3: Can respond to feelings such as surprise, happiness, sadness & interest - US4: Can initiate, maintain & end discourse appropriately with effective turn taking - US5: Can express & respond to feelings such as surprise, happiness, sadness, interest & indifference. - US6: Can express their ideas & opinions with precision - US7: Can carry out an effective, fluent interview, departing spontaneously from prepared questions & following up interesting replies	- Describe photos in the text or on photos on their phones - Discuss a quiz regarding grammar rules - Find someone who & ask questions to others - Understand the feelings of others & be sympathetic when appropriate - Students try to keep a conversation going - asking & answering questions - Asking others how they feel & talking about life events - Read quotes & discuss, read different articles & ask & compare questions, discuss answers - Conduct a class survey & be able to answer questions about your own feelings
LISTENING	
- UL1: Can keep up with an animated conversation between native speakers - UL2: Can understand a range of recorded material, including some non standard usage & identify attitudes & relationships between speakers	- Listen to different conversations & decide who is who speaking - Listen to a conversation & group ideas together - Listen to a survey & select the correct questions - Watch a video & group like information together with the speaker
WRITING	
- UW1: Can write clear, detailed descriptions of real or imaginary events & experiences - UW2: Can summarise extracts from news items, interviews or documentaries containing opinions	- Write a biography from a reading using summarising skills, punctuation etc - Able to group like information from notes - Complete a summary with the correct word - Choose a title about their life & write a short descriptive piece

UW3: Can summarise personal opinions about a discussion or interview & answer further questions of details	Write a research report
READING	
- UR1: Can read with a large degree of independence, adapting style & speed of reading to different texts & purposes - UR2: Can read articles concerned with contemporary problems in which the writers adopt particular stances or viewpoints	- Read the given text solo, answer questions & discuss the answers - Read & be able to write a summary - Read quotes & discuss, read different articles & ask & compare questions, discuss answers
WEEK 2	
SPEAKING	
- US1: Can convey information & ideas on abstract as well as concrete topics, check information & ask about or explain problems with reasonable precision - US2: Can develop a clear description or narrative, expanding & supporting the main points with relevant detail & examples - US3: Can express their ideas & opinions with precision - US4: Can explain why something is a problem, discuss what to do next, compare & contrast alternatives	- Discuss sentences on accidents & ensure there is understanding - Discuss their own accident with details - Practice re-telling a story, listening to another story & make notes of the differences - Talk about crime & punishment - Discuss typical life problems, explain what has gone wrong & what you might say
LISTENING	
UL1: Can keep up with an animated discussion, accurately identifying arguments supporting & opposing points of view	- Practice re-telling a story, listening to another story & make notes of the differences. - Listen to a conversation of answers only & try to guess the questions - Listen to news stories & identify the answers to questions
WRITING	
UW1: Can write clear, detailed descriptions of real or imaginary events & experiences	Practice writing a narrative with a gap fill activity then write their own draft, use a checklist then write a final draft
READING	

- UR1: Can scan quickly through long & complex texts, locating relevant details - UR2: Can quickly identify the content & relevance of news items	- Practicing scanning techniques of newspaper articles to quickly find information - Finding correct information to answer questions
WEEK 3	
SPEAKING	
- US1: Can actively participate in routine & non routine formal discussions - US2: Can explain why something is a problem, discuss what to do next, compare & contrast alternatives	- Compare & contrast nurture & nature & discuss personality traits - Discuss with a partner things that you do & don't do - Compare & contrast candidates for a job
LISTENING	
- UL1: Can understand the main ideas in complex texts on both concrete & abstract topics - UL2: Can understand standard spoken language, live or broad cast on both familiar & unfamiliar topics encountered in personal, social academic or vocational live - UL3: Can understand a range of recorded material, including some non-standard usage & identify attitudes & relationships between speakers	- Listen to an analysis of a quiz & answer questions - Listen to conversations & fill in the gaps - Listen to phone calls & a radio programme for specific information - Watch a video work in pairs to choose answers & group the correct information with the right person
WRITING	
UW1: Can write a detailed email to family while away on work	- Write an email while on a work trip - Write a report on a psychological research experiment ensure to follow the given points
READING	
UR1: Can understand articles & reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints	- Read an article about personalities, scan for specific information - Read personal information & match people to specific criteria
WEEK 4	
SPEAKING	

- US1: Can give clear, detailed descriptions on a wide range of familiar subjects - US2: Can give a prepared straightforward presentation on a familiar topic - US3: Can use clear, natural intonation - US4: Can take an active part in discussion - US5: Can explain why something is a problem, discuss what to do next, compare & contrast alternatives	- Discuss people who attend a conference - Describe an even that you were at – allow others to guess the event - Give a 30 second talk on a given topic - Group discussion following a reading activity - Discuss advantages & disadvantages of online dating - Expressing preferences & suggestions while taking turns to speak
LISTENING	
UL1: Can use a variety of listening comprehension strategies, including listening for main points	- Listen to a conversation & try to pre-empt the missing words & their meanings - Listen to conversations about online dating & guess meanings of idioms - Listen to opinions about online dating - Listen to a conversation about a dinner party & identify the speakers & their opinions
WRITING	
UW1: Can express news & views effectively in writing & relate to those of others	Write an invitation letter to a dinner part guest & make comments on the suggested topics
READING	
- UR1: Can scan quickly through texts, locating relevant details - UR2: Can use a variety of strategies to achieve comprehension including using contextual clues	- Read a short passage & choose the correct future form - Reading for detail & comprehension, answer questions - Read short bio from an online dating website - Read information about a dinner party
WEEK 5	
SPEAKING	
- US1: Can express their opinions by providing relevant explanations, arguments & comments - US2: Can take an active part in informal discussions	- Present your opinion about inventions in the past, put them in order & reason why - Actively participate in a discussion regarding time & achievements - Short reading & summarise in own words

- US3: Can give a clear, systematically developed presentation which highlights significant points & includes relevant supporting detail - US4: Can express themselves clearly & without much sign of having to restrict what they want to say - US5: Can use a good range of vocabulary for most general topics - US6: Can explain a viewpoint on a topical issue - US7: Can use a sufficient range of languages to be able to give clear descriptions - US8: Can explain a viewpoint on a topical issue - US9: Can exchange factual information - US10: Can cope linguistically to negotiate a solution to a dispute	- Discuss in pairs using the phrases starting with 'first' - Discuss a picture & talk about protests/celebrations - Use synonyms to repeat written sentences - Discuss questions giving reasons - In groups of 2 or 3 students plan an event & present their idea to the class - Discuss what to do in uncomfortable situations
LISTENING	
- UL1: Can understand radio documentaries & other recorded or broadcast audio material delivered in standard dialect - UL2: Can understand a range of recorded material, including some non-standard usage, & identify attitudes & relationships between speakers - UL3: Can understand extended speech even when it is not clearly structured	- Students listen for events & put them in chronological order - Listen to presentations & make notes about specific points - Watch a video & match times & people & complete & classification table - Listen to a recording correct a table & guess the event - Listen to the use of quantifiers
WRITING	
UW1: Can write clear, detailed descriptions of real or imaginary events & experiences	- Write a short summary on your nomination for the best presentation - Write a conversation between 2 people - Write 1-2 paragraphs on a chosen hero - Write a review of an event
READING	
- UR1: Can scan longer texts to find specific information & gather information from different parts of a text in order to fulfil a specific task - UR2: Can read with a large degree of independence, adapting style & speed of reading to different texts & purposes	- Read an article & review ideas previously discussed then answer questions - Read & match facts to world records & pictures - Read 4 texts & check ideas
WEEK 6	
SPEAKING	

- US1: Can present clear, detailed descriptions on a wide range of subjects - US2: Can express their ideas & opinions with precision - US3: Can use sufficient language to be able to give clear descriptions & express viewpoints on most topics	- Discuss mysteries of the human body - Discuss mysteries of the natural world - After the listening, discuss questions giving reasons & examples in the answers
LISTENING	
- UL1: Can understand a story - UL2: Can understand a wide range of recorded & broadcast audio material, including some non-standard usage & identify finer points of detail	- Listen to a mystery story & match words, phrases & pictures - Watch a video check answers, dates & complete a classification table
WRITING	
UW1: Can write clear, detailed descriptions of real or imaginary events	- Students write a short description of a mystery – ensure to include all 6 points - Research a mysterious place/thing & write 1-2 paragraphs
READING	
- UR1: Can read articles & reports on contemporary problems in which the writers adopt particular stances or viewpoints - UR2: Can exchange, check & confirm accumulated factual information with some confidence	- Read articles on mysteries, match text to pictures & find meanings of phrases - Read answers to life's mysteries, earthquakes & answer questions
WEEK 7	
SPEAKING	
- US1: Can give a clear, systematically developed presentation which highlights significant points & includes supporting detail - US2: Can exchange, check & confirm factual information - US3: Can give a clear, systematically developed presentation that highlights significant points & includes supporting detail. - US4: Can explain why something is a problem, discuss what to do next, compare & contrast alternatives	- Discuss quotations & actions then advice given in an article - Talk about job interviews, the questions asked & opinion on difficulty of questions - Discuss intonation in presentations & advice to help - Decide if the given advice is useful & what are the important, useful phrases - Gives view from reading a website - In groups, choose a topic for a website, discuss & make notes. Prepare a short presentation

	Give advice about a job
LISTENING	
UL1: Can understand a clearly structured lecture on a familiar subject	- Listen to a recording about a job interview/facts & fill in the missing articles - Listen to part 1 of a lecture & check some notes taken - Listen to part 2 & take notes – compare
WRITING	
- UW1: Can take notes on points which strike them as important - UW2: Can convey information & ideas on abstract as well as concrete topics	- Check notes taken during a lecture - Write a blog & organise tips given in order - Write a job application letter
READING	
- UR1: Can quickly scan long & complex texts to find relevant details - UR2: Can read articles concerned with contemporary problems in which the writers adopt particular stances or viewpoints	- Scan a long text to answer questions - Read information about a website
WEEK 8	
SPEAKING	
- US1: Can participate actively in an informal discussion - US2: Can summarise information from different sources - US3: Can understand standard spoken language, live or broadcast on both familiar & unfamiliar topics - US4: Can summarise texts, commenting on & discussing contrasting points of view & the main themes - US5: Can describe films they have seen	- Discuss infographic information & social media showing examples & your opinion - Reporting what people say, concentrating on stress patterns - Students report back to their group a summary of the reading
LISTENING	
- UL1: Can easily follow complex interactions between third parties in group discussion & debate - UL2: Can understand a wide range of recorded & broadcast audio material	- Listen to a university lecture about the media then answer true/false questions - Watch a video on film technology, complete a table & answer questions

WRITING	
UW1: Can summarise texts, commenting on & discussing contrasting points of view & the main themes	- Write a short paragraph giving opinions - Write 1 -2 paragraphs on chosen film type, cover all points
READING	
UR1: Can understand articles & reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints	- Scan information quickly & competitively to answer some questions - Read an article & memorise
WEEK 9	
SPEAKING	
- US1: Can give clear, detailed descriptions of imaginary events - US2: Can express their ideas & opinions with precision - US3: Can respond to complex lines of argument convincingly - US4: Can explain & discuss past situations & discuss what would have happened	- Discuss the hypothetical questions, given opinions & whether there is agreement or disagreement - Answer questions & discuss a reading - Discuss the medical ethic issue of most interest - Discuss pros & cons of each - Discuss hypothetical issues in the past - Report what has happened from a news show
LISTENING	
UL1: Can understand a wide range of recorded & broadcast audio material	Listen to 3 issues associated with medical ethics
WRITING	
- UW1: Can research & summarise factual information - UW2: Can write an essay that develops an argument systematically, including significant points & relevant supporting detail	- Summarise the medical ethic cases - Write a for & against essay on a chosen topic
READING	
UR1: Can understand long & complex factual texts, scan quickly through texts to find relevant details	- In pairs read about the 1 problem - Read a for & against essay & summarise the key points

WEEK 10

SPEAKING

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| <ul style="list-style-type: none"> US1: Can account for & sustain their opinions in discussion by providing relevant explanations, arguments & comments US2: Can take an active part in informal discussion US3: Can express their thoughts on cultural topics such as celebrities, music, films US4: Can give brief comments on the views of others US5: Can intervene appropriately in discussion, exploiting appropriate language to do so US6: Can initiate, maintain & end discourse appropriately with effective turn taking | <ul style="list-style-type: none"> Group discussion on celebrities, daydreaming & reality TV Do a quiz check your score & complete the sentences In groups choose specific situations & discuss what they would or would not be worried about Work in groups of 3-5, make a list of ideas & play the game Discuss charities with a group of people, compare opinions, know when to start & stop talking |
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LISTENING

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| <ul style="list-style-type: none"> UL1: Can understand most radio programmes & other recorded or broadcast audio material delivered in standard dialect UL2: Can understand a wide range of recorded & broadcast audio material, including some non standard usage | <ul style="list-style-type: none"> Listen to 2 news programmes answer the questions & match opinions Listen to 3 people playing a game - what do they talk about, who's the best, what did the unsuccessful players do wrong? Watch a video match beginning & ends of phrases, answer questions & complete a table |
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WRITING

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| <ul style="list-style-type: none"> UW1: Can convey information & ideas on abstract as well as concrete topics | <ul style="list-style-type: none"> Write an opinion on a topic from the game or an interview with a celebrity of your choice |
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READING

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| <ul style="list-style-type: none"> UR1: Can scan longer texts to find specific information & find information in different parts of the text in order to fulfil a specific task | <ul style="list-style-type: none"> Read an article about being famous, complete sentences & check vocabulary Read an article about famous people, 10 things to worry/not worry about when rich |
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ADVANCED (CEFR = C1)

WEEK 1

LEARNING OUTCOMES	ASPECT OF OUTCOME <i>(e.g. language or functions; sub-skills, performance criteria)</i>
SPEAKING	
- AS1: Can give clear, detailed descriptions of complex subjects - AS2: Can express themselves fluently & spontaneously - AS3: Can hold their own in formal discussion of complex issues, putting forward an articulate & persuasive argument - AS4: Can develop an argument systematically with appropriate highlighting of significant points & relevant supporting detail	- Describe experiences in detail - Give opinions, ideas & reason on a discussion on globalisation - Give a summary of a reading to another student - Discuss the use of English around the world - Practice introducing points in a discussion - Create useful tips suggestions then share & discuss
LISTENING	
- AL1: Can follow lectures, discussions & debates with relative ease - AL2: Can understand a wide range of recorded & broadcast audio material	- Listen to 6 people discuss globalisation, take notes & compare & discuss their opinion - Listen to a lecture on English as an international language & identify the ideas & focus how points are introduced - Listen to high level speakers & make notes about what they say - Listen to 4 news reports listen for numbers & statistics & compare pronunciation
WRITING	
AW1: Can write a report that develops an argument systematically with appropriate highlighting of significant points & relevant detail	Write a report for a lifestyle magazine about the effects of globalisation
READING	
AR1: Can scan quickly through long & complex texts, locating relevant details	Read & scan a text, answer questions, work out meanings of phrases

AR2: Can understand & exchange complex information	- Read sentences & discuss continuous verb forms - Read about facts on English & answer questions - Read profiles & summarise - Read a report on globalisation & fill in the gaps
WEEK 2	
SPEAKING	
- AS1: Can give clear, detailed descriptions - AS2: Can vary intonation & place sentence stress correctly - AS3: Can give elaborate descriptions & narratives - AS4: Can summarise information from different sources in a coherent presentation	- Look at the photographs & discuss how the people might feel also discuss the situations given about themselves - Pronunciation in different words - Choose a story you know well & describe the story to the class - Research about marketing techniques & present the information to the class
LISTENING	
- AL1: Can understand a wide range of recorded & broadcast audio material - AL2: Can follow extended speech even when it is not clearly structured & when relationships are only implied & not signalled explicitly	- Listen to a radio interview to hear how adverts appeal to our emotions & answer the questions - Listen to cleft sentences & complete the patterns - Listen to either story A or B, answer questions & compare answers - Watch a video, answer the questions & complete a summary table
WRITING	
- AW1: Can understand idiomatic language in writing - AW2: Can summarise the plot of a story so it is easily understood	- Gap fill exercise to practice the use of idioms - Write a summary of a story
READING	
- AR1: Can understand articles & reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints - AR2: Can identify unfamiliar words from the context	- Read the first paragraph of a lengthy article & discuss happiness in Thailand then read in full & answer the questions - Read a short paragraph & analyse the perfect verb forms

WEEK 3

SPEAKING

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| <ul style="list-style-type: none"> AS1: Can use a good range of vocabulary for most general Topics AS2: Can express their ideas & opinions with precision AS3: Can hold their own in formal discussion of complex issues, putting forward an articulate & persuasive argument AS4: Can exploit a range of language to give emphasis AS5: Can outline an issue or a problem clearly, speculating about causes or consequences & weighing advantages & disadvantages of different approaches | <ul style="list-style-type: none"> Discuss & do a quiz & discuss Answer questions from the quiz on different topics to do with money using money words/phrases Discussion professions from their own country & give opinions & reasons as to whether they are over or underpaid Choose to discuss or debate a chosen topic Discuss information about a le.g.al case Discuss the meaning of certain projects, compare ideas & advantages & disadvantages of different projects Describing & using quantities |
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LISTENING

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| <ul style="list-style-type: none"> AL1: Can identify finer points of detail including implicit attitudes & relationships between speakers | <ul style="list-style-type: none"> Listen to a le.g.al case & form an opinion about the information Listen for inversions |
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WRITING

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| <ul style="list-style-type: none"> AW1: Can write clear, well-structured reports | <ul style="list-style-type: none"> Correctly using quantities & statistics in writing Describe a bar chart correctly |
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READING

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| <ul style="list-style-type: none"> AR1: Can understand in detail a wide range of complex texts | <ul style="list-style-type: none"> Read a lengthy article about salaries & answer the questions. Use the language for further discussion Read a paragraph & examine verb tenses Read website information & find some information regarding the website |
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WEEK 4

SPEAKING

- AS1: Can summarise information from different sources - AS2: Can weigh advantages & disadvantages of different approaches to solving problems - AS3: Can outline an issue or a problem clearly, speculating about causes or consequences & weighing advantages & disadvantages of different approaches	- Read a list of ideas & decide which are popular in their own country & if they can add any others - Discuss people who want to change their lives & decide if their ideas are good or not - Discuss, as part of a panel who wins an award & why - Research a topic & present to the class using prompts to assist
LISTENING	
- AL1: Can follow discussions with relative ease - AL2: Have a good command of idiomatic expressions - AL3: Can follow lectures, discussions & debates with relative ease	- Listen to people & their fitness ideas & match to those in a list - Listen to patterns with comparatives & superlatives - Listen to reasons why people have won awards - Watch a video, answer questions & decide which statements are true or false
WRITING	
AW1: Can give a clear, detailed description of how to carry out a procedure	Write a news article describing an awards ceremony
READING	
- AR1: Can understand any correspondence - AR2: Can express themselves with clarity & precision in personal correspondence, use language flexibly & effectively including emotional, allusive & joking language	- Complete an online form - Read letters to the writers' younger selves & match to some statements - Read a quiz & answer the questions
WEEK 5	
SPEAKING	
- AS1: Can express their ideas & opinions with precision - AS2: Can give a clear, systematically developed presentation, with highlighting of significant points & relevant supporting detail - AS3: Can take an active part in informal discussions - AS4: Can give clear, detailed descriptions	- Discuss questions about social behaviour - Give a short presentation about manners/taboo - Discuss image questions & give opinions - Discussion on behaviour - In groups discuss 3 problems make a list of options & opinions - Choose the correct phrase for polite requests

- AS5: Can outline an issue or a problem clearly, speculating about causes or consequences, & weighing advantages & disadvantages of different approaches - AS6: Can express themselves confidently, clearly & politely in a formal or informal register, appropriate to the situation & person(s) concerned	Prepare a short conversation for a given situation
LISTENING	
AL1: Can understand a wide range of recorded & broadcast audio material & identify finer points of detail	Listen to an interview regarding communication skills, answer questions then notice the noun patterns
WRITING	
- AW1: Can give clear, detailed descriptions - AW2: Can ask people to do things - AW3: Can use language flexibly & effectively for social purposes	- Write from own experience examples of behaviour - Either write an opinion or a script from a scene - Read 3 emails & write the correct phrase - Write an email for a given situation
READING	
AR1: Can obtain information, ideas & opinions from complex texts	- Read about image, match paragraph headings & answer questions - Read about modal verbs & answer questions - Read information about life's situations & answer questions - Read about 3 problems & summarise them
WEEK 6	
SPEAKING	
- AS1: Can understand enough to follow extended speech on abstract topics - AS2: Can easily follow & contribute to group discussion - AS3: Can place stress correctly - AS4: Can give a clear, detailed description of how to carry out a procedure - AS5: Can give a clear, well structured presentation of a complex subject	- Discuss letters of the alphabets & missing words from a quiz - Discuss statements & give opinions - Group discussion on questions regarding educational experiences - Group discussion on well being & how to improve - Summarise video & discuss questions - Sentence stress using verb particles - Give clear instructions on how to give CPR & other skills - Research a topic, present to class using prompts to help

LISTENING	
- AL1: Can follow extended speech even when it is not clearly structured - AL2: Can understand a wide range of recorded & broadcast audio material	- Listen to conversations about educational experiences & answer questions - Listen to an advert for CPR - Watch a video & check if statements are true or false
WRITING	
- AW1: Can summarise & give their opinion about an article - AW2: Can give a clear, detailed description of how to carry out a procedure	- Read an article, summarise & compare - Write short instructions for a skill for a website
READING	
AR1: Can understand in detail a wide range of complex texts	- Read statements & decide if facts or myth - Read articles & match statements - Read about the passive, its use & answer questions
WEEK 7	
SPEAKING	
- AS1: Can select an appropriate formulation from a broad range of language to express themselves clearly - AS2: Can present clear, detailed descriptions on a wide range of subjects - AS3: Can summarise & give their opinion about a discussion interview - AS4: Can exchange, check & confirm accumulated factual information - AS5: Can give clear, detailed descriptions & presentations on complex subjects, developing particular points & rounding off with an appropriate conclusion - AS6: Can select an appropriate formulation from a broad range of language to express themselves clearly	- Describe the style seen in a set of photos - Read a questionnaire & decide what you would or wouldn't do - Discuss questions about fashion – past & present – give examples & opinion - Adding emphasis with auxiliaries & inversion - Predict & discuss the information in a reading - Speak about a topic you either love or hate, give reason why & how it makes you feel - Comment on adverbial phrases - Prepare a script for an online review & share with the class
LISTENING	
AL1: Can understand interviews	- Listen to people discuss/describe a photo & select the correct one. - Listen to an expert talk about the history of fashion & answer the questions

	Listen to 5 people ranting or raving
WRITING	
AW1: Can write clear, detailed descriptions of real or imaginary events & experiences	- Write 1-2 paragraphs about an article that's been read that is either loved or hated, give ideas, opinions & reasons - Write an online review for something you have read or used
READING	
AR1: Can gather information from different parts of a text	- Read heading & use prediction skills, then read the rest & answer questions - Read about adverbs & their use - Read online reviews & compare
WEEK 8	
SPEAKING	
- AS1: Can express themselves fluently & spontaneously without much obvious searching for expressions - AS2: Can use language flexibly & effectively - AS3: Can express themselves clearly on a wide range of topics - AS4: Can explain a viewpoint on a wide range of topics - AS5: Can give a clear, systematically developed presentation, with highlighting of significant points & relevant supporting detail	- Discuss different family households - Choose 3 given people, think of their habits & describe using verb patterns - Compare the reading extracts & their opinions - In groups select roles from the reading, compare choices & present conclusions to the class - Discuss your opinion about families - Research questions about populations prepare a presentation & present to the class using prompts
LISTENING	
- AL1: Can understand extended speech even when it is not clearly structured - AL2: Can identify speaker viewpoints & attitudes as well as the information content	- Listen to people describing other people match the words from previous exercise - Listen to 3 people discussing their experiences about leaving home, answer questions & complete table - Review infinitives & -ing from recording - Watch a video, answer questions & complete a table

WRITING	
AW1: Can write clear, detailed descriptions of real or imaginary events & experiences	Write an announcement/review about a project
READING	
AR1: Can scan quickly through long & complex texts, locating relevant details	- Read descriptions of people & check the meaning - Read quotes & compare them - Read the extract & answer questions - Read about Operation Educate & discuss questions
WEEK 9	
SPEAKING	
- AS1: Can express their ideas & opinions with precision - AS2: Can use language flexibly & efficiently - AS3: Can formulate ideas & opinions with precision - AS4: Can give a clear, well structured presentation of a	- Describe & discuss future trends - Make 5 predictions about the future - Discuss the use of the future verb forms - Work in groups & discuss trends in their countries - In groups discuss questions about the future - Discuss fantasy inventions & their possibilities - Discuss questions regarding problems & decide what the problem is & how to fix it
LISTENING	
AL1: Can understand TV news & current affairs programmes	- Listen to a TV programme regarding data & people, answer questions - Listen to 5 people presenting their fantasy match to the reading - Listen to technical problems & decide what the problem is
WRITING	
- AW1: Can give clear, detailed descriptions of complex subjects - AW2: Can express themselves with clarity & precision in correspondence	- Write about trends in their countries regarding certain subjects - Write a short article for a magazine to introduce an invention - Write an email complaining about a problem & the need for urgent action

READING	
- AR1: Can scan quickly through long & complex texts, locating relevant details - AR2: Can understand specialised articles	- Read an article about predicting future trends, compare word phrases & a table - Read an article regarding science fiction & technology, answer questions & find meanings of words - Read the description about an invention web page - Read 2 emails & compare
WEEK 10	
SPEAKING	
- AS1: Can use a broad range of language allowing them to select a formulation to express themselves clearly - AS2: Can give clear, detailed descriptions - AS3: Can easily follow & contribute to complex interactions - AS4: Can express themselves fluently & spontaneously - AS5: Can express their ideas & opinions with precision, present & respond to complex lines of argument convincingly - AS6: Can give a clear well structured presentation of a complex subject	- Look at pictures of common 'white lies' & discuss the questions - Discuss their own behaviour - Discuss questions regarding listening, notice the verb patterns & the use of the word 'well' - Talk about liars & lying, list body language to show this - Discuss ellipsis & substitution with regards to lying - Work in pairs & discuss the lie detector rules - Think about the 6 categories then play the game in pairs or groups - Research a topic & present to the class
LISTENING	
- AL1: Can understand extended speech even when it is not clearly structured & when relationships are only implied & not signalled explicitly - AL2: Can understand a wide range of recorded & broadcast audio material	- Listen to a story about an undercover officer answer the questions - Listen to people playing the lie detector game - Watch a video about cyber crime & answer the questions
WRITING	
AW1: Can give clear, detailed descriptions of complex subjects	Write a short report on your research
READING	

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| <ul style="list-style-type: none">• AR1: Can understand in detail lengthy, complex texts, whether or not they relate to their own area of speciality | <ul style="list-style-type: none">• Read situations 1 - 13 & decide who is & isn't lying & when it isn't clear & answer questions• Read about lying & answer the questions |
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