

## LANGUAGE HUB UPPER-INTERMEDIATE (B2) - syllabus 120 hours

UNIT & HOURS	LESSONS	TOPICS & VOCABULARY	GRAMMAR	LISTENING & PRONUNCIATION	READING & WRITING	SPEAKING & FUNCTIONAL LANGUAGE
	Test Generator: placement test					
<b>Unit 1 CONNECTIONS  (12x45min)</b>	Lessons 1-3 – 1.1 Personality SB pg. 1-5, 122, 142, + TRC worksheets G, V	✓ feelings	✓ question forms	✓ intonations in <i>yes/no</i> and <i>wh</i> -questions ✓ listening for main ideas ✓ listening for detail	✓ skimming for main ideas ✓ reading for detail	✓ planning and preparing to speak ✓ talking about feelings and reactions ✓ presenting a meet-up group
	Lessons 4-6 – 1.2 Who we are SB pg. 6-9, 122, 143, 149, 152 + TRC worksheets G, V	✓ personality adjectives ✓ noun suffixes	✓ tenses review	✓ connected speech: final consonant and initial vowel ✓ listening for main ideas ✓ listening for detail	✓ reading for gist ✓ scanning ✓ reading for detail	✓ planning and preparing to speak ✓ comparing, contrasting and summarising short biographies ✓ talking about people that have influenced you
	Lesson 7 – 1.3 Cafe Hub & video Keeping it in the family SB pg. 10-11	✓ idioms: family		✓ stress and intonation		✓ planning and preparing to speak ✓ developing and introducing new topics ✓ giving your opinion on the role of inherited ability in success
	Lesson 8 – Video My life	✓ authentic English: <i>sort of</i>		✓ listening for main ideas		

	<p>TRC video &amp; worksheet</p> <p>Lesson 9-10 – Writing a formal letter asking for information SB pg. 154</p> <p>Lesson 11 - Review 1 SB pg. 12</p> <p>Lesson 12 – Test Generator: Unit 1</p>	<p>✓ review</p>	<p>✓ review</p>	<p>✓ listening for order</p> <p>✓ listening for detail</p>	<p>✓ structuring formal letters</p> <p>✓ planning and preparing to write</p> <p>✓ editing</p>	
<p><b>Unit 2 LIFESTYLES (12x45min)</b></p>	<p>Lessons 13-15 – 2.1 A full life SB pg. 13-17, 124, 143 + TRC worksheets G, V</p> <p>Lessons 16-18 – 2.2 Change SB pg. 18-21, 124, + TRC worksheets G, V</p> <p>Lesson 19 – 2.3 Cafe Hub &amp; video</p>	<p>✓ health and fitness</p> <p>✓ adverbs of stance</p> <p>✓ adverb + adjective collocations</p>	<p>✓ Present Perfect Simple vs. Present Perfect Continuous</p> <p>✓ <i>used to, would, get used to, be used to</i></p>	<p>✓ connected speech: Present Perfect Continuous</p> <p>✓ predicting</p> <p>✓ listening for gist</p> <p>✓ listening for main ideas</p> <p>✓ listening for reasons</p> <p>✓ catenation: <i>used to</i></p> <p>✓ listening for gist</p> <p>✓ listening for detail</p> <p>✓ stress and intonation in questions</p>	<p>✓ predicting</p> <p>✓ scanning</p> <p>✓ reading for detail</p> <p>✓ scanning</p> <p>✓ reading for gist</p> <p>✓ identifying assumptions</p>	<p>✓ planning and preparing to speak</p> <p>✓ talking about health and lifestyle choices</p> <p>✓ planning and conducting a lifestyle survey</p> <p>✓ planning and preparing to speak</p> <p>✓ conducting an interview about lifestyle changes</p> <p>✓ debating the impact of smartphones</p> <p>✓ adding emphasis</p>

	<p>Clean eating SB pg. 22-23</p> <p>Lesson 20 – Video Home is where the wi-fi is TRC video &amp; worksheet</p> <p>Lesson 21-22 – Writing an article giving advice SB pg. 155</p> <p>Lesson 23 – Review 2 SB pg. 24</p> <p>Lesson 24 – Test Generator: Unit 2</p>	<p>✓ authentic English: <i>right</i></p> <p>✓ review</p>	<p>✓ structures to give advice</p> <p>✓ review</p>	<p>✓ listening for main ideas</p> <p>✓ listening for specific information</p>	<p>✓ planning and preparing to write</p> <p>✓ editing</p>	<p>✓ backchannelling and lexical repetition</p> <p>✓ giving your opinion on food choices</p>
<p><b>Unit 3 SURVIVAL (12x45min)</b></p>	<p>Lessons 25-27– 3.1 Staying alive SB pg. 25-29, 126, 144, 150 + TRC worksheets G, V</p> <p>Lessons 28-30 – 3.2 Fear and danger SB pg. 30-33, 126, + TRC worksheets G, V</p> <p>Lesson 31 – 3.3</p>	<p>✓ descriptive verbs</p> <p>✓ phrasal verbs to describe problem dependent prepositions: adjectives</p> <p>✓ shortened idioms</p>	<p>✓ narrative tenses</p> <p>✓ alternatives to <i>if</i> in conditionals</p>	<p>✓ dramatic storytelling techniques</p> <p>✓ listening for gist</p> <p>✓ listening for detail</p> <p>✓ intonation in conditional sentences</p> <p>✓ listening for gist</p> <p>✓ listening for definitions, examples and explanations</p>	<p>✓ reading for gist</p> <p>✓ following the sequence of a narrative</p> <p>✓ reading for gist</p> <p>✓ reading for detail</p>	<p>✓ planning and preparing to speak</p> <p>✓ creating a collaborative story</p> <p>✓ telling a personal anecdote</p> <p>✓ planning and preparing to speak</p> <p>✓ discussing priorities in a survival situation</p> <p>✓ talking about fears</p> <p>✓ offering advice</p> <p>✓ backtracking</p>

	<p>Cafe Hub &amp; video Don't look down SB pg. 34-35</p> <p>Lesson 32 – Video Rising to the challenge TRC video &amp; worksheet</p> <p>Lesson 33-34 – Writing A short story SB pg. 156</p> <p>Lesson 35 - Review 3 SB pg. 36</p> <p>Lesson 36 – Test Generator: Unit 3 OR Consolidation - Test Generator: Skills test 1-3 + Speaking Test</p>	<ul style="list-style-type: none"> <li>✓ backtracking</li> <li>✓ authentic English: <i>something like that</i></li> <li>✓ review</li> </ul>	<ul style="list-style-type: none"> <li>✓ review</li> </ul>	<ul style="list-style-type: none"> <li>✓ listening for main ideas</li> <li>✓ listening for detail</li> </ul>	<ul style="list-style-type: none"> <li>✓ using adverbs to add detail to a story</li> <li>✓ reading for detail</li> <li>✓ scanning</li> <li>✓ planning and preparing to write</li> <li>✓ editing</li> </ul>	<ul style="list-style-type: none"> <li>✓ summarising</li> <li>✓ describing a journey</li> </ul>
<p><b>Unit 4</b> <b>THE FUTURE</b>  <b>(12x45min)</b></p>	<p>Lessons 37-39 – 4.1 My future SB pg. 37-41, 128 + TRC worksheets G, V</p>	<ul style="list-style-type: none"> <li>✓ collocations: noun + preposition</li> <li>✓ nouns and verbs with the same spelling</li> </ul>	<ul style="list-style-type: none"> <li>✓ future forms</li> </ul>	<ul style="list-style-type: none"> <li>✓ nouns and verbs with the same spelling</li> <li>✓ listening for gist</li> <li>✓ listening for detail</li> <li>✓ listening for key information</li> <li>✓ identifying assumptions</li> </ul>	<ul style="list-style-type: none"> <li>✓ scanning</li> <li>✓ identifying evidence</li> </ul>	<ul style="list-style-type: none"> <li>✓ planning and preparing to speak</li> <li>✓ talking about future plans and goals</li> <li>✓ making predictions about the future of work</li> </ul>

	<p>Lessons 40-42 – 4.2 What will life be like? SB pg. 42-45, 128, 145 + TRC worksheets G, V</p> <p>Lesson 43 – 4.3 Cafe Hub &amp; video The robot revolution SB pg. 46-47</p> <p>Lesson 44 – Video The future of work TRC video &amp; worksheet</p> <p>Lesson 45-46 – Writing a for and against blog post SB pg. 157</p> <p>Lesson 47 – Review 4 SB pg. 48</p> <p>Lesson 48 – Test Generator: Unit 4</p>	<ul style="list-style-type: none"> <li>✓ intensifiers</li> <li>✓ <i>right</i></li> <li>✓ authentic English: being persuasive by using three- part lists</li> <li>✓ review</li> </ul>	<ul style="list-style-type: none"> <li>✓ Future Perfect Simple</li> <li>✓ Future Continuous</li> <li>✓ Future Perfect Continuous</li> <li>✓ review</li> </ul>	<ul style="list-style-type: none"> <li>✓ intonation with intensifiers</li> <li>✓ listening for gist</li> <li>✓ identifying agreement and disagreement</li> <li>✓ listening for main idea</li> <li>✓ summarising</li> <li>✓ predicting</li> <li>✓ listening for main ideas</li> <li>✓ listening for specific information</li> </ul>	<ul style="list-style-type: none"> <li>✓ predicting</li> <li>✓ reading for gist</li> <li>✓ identifying opinion</li> <li>✓ structuring a for and against blog post</li> <li>✓ predicting</li> <li>✓ scanning</li> <li>✓ planning and preparing to write</li> <li>✓ editing</li> </ul>	<ul style="list-style-type: none"> <li>✓ planning and preparing to speak</li> <li>✓ evaluating future predictions</li> <li>✓ debating a range of transport proposals</li> <li>✓ asking for clarification</li> <li>✓ giving your opinion on automation in the workplace</li> </ul>
<p><b>Unit 5 CHANGE (12x45min)</b></p>	<p>Lessons 49-51 – 5.1 Changing environment SB pg. 49-53, 130, 151 + TRC worksheets G, V</p>	<ul style="list-style-type: none"> <li>✓ green vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>✓ Passive Voice</li> <li>✓ causative <i>have</i> and <i>get</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ glottal stops</li> <li>✓ listening for key words</li> <li>✓ listening for detail</li> </ul>	<ul style="list-style-type: none"> <li>✓ scanning</li> <li>✓ identifying cause and effect</li> </ul>	<ul style="list-style-type: none"> <li>✓ planning and preparing to speak</li> <li>✓ summarising a sequence of past events</li> </ul>

	<p>Lessons 52-54 – 5.2 Changing places SB pg. 54-57, 130, 145, 147 + TRC worksheets G, V</p> <p>Lesson 55 – 5.3 Cafe Hub &amp; video Getting into the habit SB pg. 58-59</p> <p>Lesson 56 – Video Power to the people TRC video &amp; worksheet</p> <p>Lesson 57-58 – Writing a problem solution article SB pg. 158</p> <p>Lesson 59 – Review 5 SB pg. 60</p>	<ul style="list-style-type: none"> <li>✓ describing areas of a city</li> <li>✓ prefixes</li>   <li>✓ conditional counterarguments</li>   <li>✓ authentic English: colloquial ways to say <i>like</i> and <i>dislike</i></li>   <li>✓ describing problems and solutions</li>   <li>✓ review</li> </ul>	<ul style="list-style-type: none"> <li>✓ <i>-ing</i> and infinitive forms</li>               <li>✓ review</li> </ul>	<ul style="list-style-type: none"> <li>✓ words that lose a syllable</li> <li>✓ listening for main idea</li> <li>✓ listening for rhetorical questions</li> <li>✓ inferring meaning</li>   <li>✓ conditional counterarguments</li> <li>✓ summarising</li> <li>✓ listening for detail</li>   <li>✓ summarising</li> <li>✓ listening for specific information</li> </ul>	<ul style="list-style-type: none"> <li>✓ predicting</li> <li>✓ scanning</li> <li>✓ reading for organisation</li>               <li>✓ scanning</li> <li>✓ planning and preparing to write</li> <li>✓ describing problems and solutions</li> <li>✓ editing</li> </ul>	<ul style="list-style-type: none"> <li>✓ evaluating a range of proposals</li>   <li>✓ planning and preparing to speak</li> <li>✓ rhetorical questions</li> <li>✓ talking about changes in your town or city</li> <li>✓ evaluating candidates</li> <li>✓ putting together a team</li>   <li>✓ planning and preparing to speak</li> <li>✓ taking the floor</li> <li>✓ discussing ways to help environment</li> </ul>
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	Lesson 60 – Test Generator: Unit 5 OR consolidation Test Generator: Skills test 4-5 + Speaking Test					
<b>Unit 6 COMING OF AGE  (12x45min)</b>	Lessons 61-63 – 6.1 The right method? SB pg. 61-65, 132, 145 + TRC worksheets G, V	<ul style="list-style-type: none"> <li>✓ education</li> </ul>	<ul style="list-style-type: none"> <li>✓ obligation, permission, prohibition pronoun referencing</li> </ul>	<ul style="list-style-type: none"> <li>✓ intonation to show interest</li> <li>✓ listening for gist</li> <li>✓ listening for detail</li> </ul>	<ul style="list-style-type: none"> <li>✓ predicting</li> <li>✓ scanning</li> <li>✓ identifying pronoun referencing</li> </ul>	<ul style="list-style-type: none"> <li>✓ planning and preparing to speak</li> <li>✓ discussing rules in education</li> <li>✓ talking about changes to education in your country</li> </ul>
	Lessons 64-66 – 6.2 Traditions of youth SB pg. 66-69, 132, 151, 152, 171 + TRC worksheets G, V	<ul style="list-style-type: none"> <li>✓ compound adjectives</li> <li>✓ phrases with <i>make</i> and <i>do</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ articles</li> </ul>	<ul style="list-style-type: none"> <li>✓ intrusive // sounds</li> <li>✓ predicting</li> <li>✓ listening for gist</li> <li>✓ listening for detail</li> <li>✓ decoding: idioms</li> </ul>	<ul style="list-style-type: none"> <li>✓ scanning</li> <li>✓ reading for detail</li> </ul>	<ul style="list-style-type: none"> <li>✓ planning and preparing to speak</li> <li>✓ discussing age milestones in your country</li> <li>✓ debating the best time to start university</li> </ul>
	Lesson 67 – 6.3 Cafe Hub & video A new perspective SB pg. 70-71	<ul style="list-style-type: none"> <li>✓ emphatic structures</li> </ul>	<ul style="list-style-type: none"> <li>✓ emphatic structures</li> </ul>	<ul style="list-style-type: none"> <li>✓ using the right register</li> <li>✓ listening for detail</li> </ul>	<ul style="list-style-type: none"> <li>✓ planning and preparing to speak</li> <li>✓ using the right register</li> <li>✓ giving your opinion on an aspect of education</li> </ul>	
	Lesson 68 – Video Speech and Debate TRC video & worksheet	<ul style="list-style-type: none"> <li>✓ authentic English: <i>like</i></li> </ul>		<ul style="list-style-type: none"> <li>✓ predicting</li> <li>✓ listening for main ideas</li> </ul>		

	<p>Lesson 69-70 – Writing A report SB pg. 159</p> <p>Lesson 71 – Review 6 SB pg. 72</p> <p>Lesson 72 – Test Generator: Unit 6 OR Test Generator: Mid-course test</p>	<ul style="list-style-type: none"> <li>✓ describing data</li> <li>✓ review</li> </ul>	<ul style="list-style-type: none"> <li>✓ review</li> </ul>	<ul style="list-style-type: none"> <li>✓ listening for specific information</li> <li>✓ listening for detail</li> </ul>	<ul style="list-style-type: none"> <li>✓ reading for organisation</li> <li>✓ planning and preparing to write</li> <li>✓ describing data</li> <li>✓ editing</li> </ul>	
<p><b>Unit 7 COMMUNITY (12x45min)</b></p>	<p>Lessons 73-75 – 7.1 Open spaces SB pg. 73-77, 134, + TRC worksheets G, V</p> <p>Lessons 76-78 – 7.2 Make a change SB pg. 78-81, 134, 146 + TRC worksheets G, V</p>	<ul style="list-style-type: none"> <li>✓ verbs to describe change</li> <li>✓ three-part phrasal verbs</li> <li>✓ compound nouns</li> </ul>	<ul style="list-style-type: none"> <li>✓ first conditional with different future forms</li> <li>✓ unreal conditionals</li> <li>✓ <i>wish</i></li> <li>✓ <i>if only</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ connected speech in conditionals</li> <li>✓ listening for main idea</li> <li>✓ listening for detail</li> <li>✓ two-stress phrasal verbs</li> <li>✓ listening for organisation</li> <li>✓ listening for detail</li> </ul>	<ul style="list-style-type: none"> <li>✓ scanning</li> <li>✓ identifying speculation</li> <li>✓ scanning</li> <li>✓ inferring meaning</li> </ul>	<ul style="list-style-type: none"> <li>✓ planning and preparing to speak</li> <li>✓ discussing community development projects</li> <li>✓ discussing responses to hypothetical situations</li> <li>✓ planning and preparing to speak</li> <li>✓ talking about wishes and regrets</li> </ul>



	<p>Lesson 79 – 7.3 Cafe Hub &amp; video A shared vision SB pg. 82-83</p> <p>Lesson 80 – Video Homeless heroes TRC video &amp; worksheet</p> <p>Lesson 81-82 – Writing a formal letter of complaint SB pg. 160</p> <p>Lesson 83 – Review 7 SB pg. 84</p> <p>Lesson 84 – Test Generator: Unit 7</p>	<p>✓ <i>you know</i></p> <p>✓ authentic English: <i>you know</i></p> <p>✓ hedging</p> <p>✓ review</p>	<p>✓ review</p>	<p>✓ listening for detail ✓ listening for specific information</p> <p>✓ predicting ✓ listening for main ideas ✓ listening for detail ✓ listening for specific information</p>	<p>✓ scanning ✓ planning and preparing to write ✓ hedging ✓ editing</p>	<p>✓ designing and presenting the community project</p> <p>✓ planning and preparing to speak ✓ talking on the telephone ✓ giving your opinion on a social initiative</p>
<p><b>Unit 8 MYSTERY (12x45min)</b></p>	<p>Lessons 85-87 – 8.1 Myths and legends SB pg. 85-89, 136, 147, 149, 151, 152 + TRC worksheets G, V</p>	<p>✓ word families</p>	<p>✓ past modals of deduction</p>	<p>✓ thought groups ✓ listening for gist ✓ listening for detail</p>	<p>✓ scanning ✓ reading for detail ✓ decoding: similes and metaphors</p>	<p>✓ planning and preparing to speak ✓ speculating about past events ✓ summarising a cultural story</p>

	<p>Lessons 88-90 – 8.2 Who did it? SB pg. 90-93, 97, 109, 136, 146, 148, 150, 153 + TRC worksheets G, V</p>	<ul style="list-style-type: none"> <li>✓ easily confused verbs</li> <li>✓ crime</li> </ul>	<ul style="list-style-type: none"> <li>✓ order of adjectives</li> </ul>	<ul style="list-style-type: none"> <li>✓ adding information</li> <li>✓ listening for organisation</li> <li>✓ listening for conclusions</li> <li>✓ following an argument</li> </ul>	<ul style="list-style-type: none"> <li>✓ predicting</li> <li>✓ skimming</li> <li>✓ reading for main idea</li> <li>✓ inferring meaning</li> </ul>	<ul style="list-style-type: none"> <li>✓ planning and preparing to speak</li> <li>✓ performing a short scene</li> <li>✓ speculating about the causes and consequences of a crime</li> </ul>
	<p>Lesson 91 – 8.3 Cafe Hub &amp; video Fact or fiction? SB pg. 94-95</p>	<ul style="list-style-type: none"> <li>✓ understatement</li> </ul>		<ul style="list-style-type: none"> <li>✓ understatement</li> <li>✓ listening for detail</li> </ul>		<ul style="list-style-type: none"> <li>✓ planning and preparing to speak</li> <li>✓ discussing how to test an idea</li> </ul>
	<p>Lesson 92 – Video True convictions TRC video &amp; worksheet</p>	<ul style="list-style-type: none"> <li>✓ authentic English: <i>kind of</i></li> </ul>		<ul style="list-style-type: none"> <li>✓ listening for specific information</li> <li>✓ listening for detail</li> </ul>		
	<p>Lesson 93-94 – Writing an essay SB pg. 161</p>				<ul style="list-style-type: none"> <li>✓ summarizing</li> <li>✓ planning and preparing to write</li> <li>✓ writing conclusions</li> <li>✓ editing</li> </ul>	
	<p>Lesson 95 – Review 8 SB pg. 96</p>	<ul style="list-style-type: none"> <li>✓ review</li> </ul>	<ul style="list-style-type: none"> <li>✓ review</li> </ul>			
	<p>Lesson 96 – Test Generator: Unit 8 OR consolidation</p>					

	Test Generator: Skills test 6-8 + Speaking Test					
<b>Unit 9 BUSINESS</b>  <b>(12x45min)</b>	Lessons 97-99 – 9.1 Customers SB pg. 97-101, 138, 149, 150, 153 + TRC worksheets G, V	<ul style="list-style-type: none"> <li>✓ dependent prepositions: verbs</li> </ul>	<ul style="list-style-type: none"> <li>✓ relative clauses</li> </ul>	<ul style="list-style-type: none"> <li>✓ pitch on non-defining relative clauses</li> <li>✓ listening for gist</li> <li>✓ listening for fronting</li> </ul>	<ul style="list-style-type: none"> <li>✓ reading for main idea</li> <li>✓ reading for detail</li> </ul>	<ul style="list-style-type: none"> <li>✓ fronting for emphasis</li> <li>✓ planning and preparing to speak</li> <li>✓ talking about the risks and benefits of apps</li> <li>✓ making an effective complaint about a product or service</li> </ul>
	Lessons 100-102 – 9.2 Products SB pg. 102-105, 138, 153 + TRC worksheets G, V	<ul style="list-style-type: none"> <li>✓ science</li> <li>✓ advertising</li> </ul>	<ul style="list-style-type: none"> <li>✓ determiners</li> <li>✓ quantifiers</li> </ul>	<ul style="list-style-type: none"> <li>✓ connected speech: determiners and quantifiers</li> <li>✓ listening for main idea</li> <li>✓ listening for detail</li> </ul>	<ul style="list-style-type: none"> <li>✓ reading for gist</li> <li>✓ topic sentences</li> <li>✓ reading for detail</li> </ul>	<ul style="list-style-type: none"> <li>✓ planning and preparing to speak</li> <li>✓ conducting a survey about what influences our purchases</li> <li>✓ presenting an advertising campaign</li> </ul>
	Lesson 103 – 9.3 Cafe Hub & video Raising capital SB pg. 106-107	<ul style="list-style-type: none"> <li>✓ illustrating your argument</li> </ul>		<ul style="list-style-type: none"> <li>✓ listening for detail</li> <li>✓ illustrating your argument</li> </ul>		<ul style="list-style-type: none"> <li>✓ planning and preparing to speak</li> <li>✓ reformulating and paraphrasing</li> <li>✓ discussing investment opportunities</li> </ul>
	Lesson 104 – Video The cutting edge TRC video & worksheet	<ul style="list-style-type: none"> <li>✓ authentic English: vague time expressions</li> </ul>		<ul style="list-style-type: none"> <li>✓ listening for order</li> <li>✓ listening for specific information</li> </ul>		

	<p>Lesson 105-106 – Writing a proposal SB pg. 162</p> <p>Lesson 107 – Review 9 SB pg. 108</p> <p>Lesson 108 – Test Generator: Unit 9</p>	<ul style="list-style-type: none"> <li>✓ discourse markers</li> <li>✓ review</li> </ul>	<ul style="list-style-type: none"> <li>✓ review</li> </ul>		<ul style="list-style-type: none"> <li>✓ reading for main ideas</li> <li>✓ planning and preparing to write</li> <li>✓ using discourse markers in formal writing</li> <li>✓ editing</li> </ul>	
<p><b>Unit 10 MEDIA</b> <b>(12x45min)</b></p>	<p>Lessons 109-111 – 10.1 Reporting the news SB pg. 109-113, 140 + TRC worksheets G, V</p> <p>Lessons 112-114 – 10.2 Digital media SB pg. 114-117, 140, 146 + TRC worksheets G, V</p> <p>Lesson 115 – 10.3 Cafe Hub &amp; video Watch on demand SB pg. 118-119</p>	<ul style="list-style-type: none"> <li>✓ traditional media</li> <li>✓ social media</li> <li>✓ collocations: adjectives + nouns</li> <li>✓ <i>from ... to ...</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ Reported Speech</li> <li>✓ reporting verbs</li> </ul>	<ul style="list-style-type: none"> <li>✓ avoiding interruption</li> <li>✓ predicting</li> <li>✓ listening for gist</li> <li>✓ listening for detail</li> <li>✓ listening for repair and elaboration</li> <li>✓ using intonation to attract and keep interest</li> <li>✓ listening for organisation</li> <li>✓ listening for detail</li> <li>✓ summarising</li> <li>✓ listening for key information</li> <li>✓ circumlocution</li> </ul>	<ul style="list-style-type: none"> <li>✓ reading for main idea</li> <li>✓ reading for detail</li> <li>✓ predicting</li> <li>✓ skimming</li> <li>✓ substitution</li> </ul>	<ul style="list-style-type: none"> <li>✓ planning and preparing to speak</li> <li>✓ giving opinions on recent news stories</li> <li>✓ intervening appropriately in a discussion</li> <li>✓ planning and preparing to speak</li> <li>✓ reporting a conversation</li> <li>✓ planning a viral marketing sport</li> <li>✓ planning and preparing to speak</li> <li>✓ circumlocution</li> </ul>

	<p>Lesson 116 – Video The power of privacy TRC video &amp; worksheet</p> <p>Lesson 117-118 – Writing a persuasive essay SB pg.</p> <p>Lesson 119 – Review 10 SB pg. 120</p> <p>Lesson 120 – Test Generator: Unit 10 OR consolidation Test Generator: Skills test 9-10 + Speaking Test OR Test Generator: End of course test</p>	<p>✓ authentic English: <i>walk someone through something</i></p> <p>✓ concession</p> <p>✓ review</p>	<p>✓ review</p>	<p>✓ listening for key information</p> <p>✓ listening for specific information</p>	<p>✓ scanning</p> <p>✓ identifying concession</p> <p>✓ planning and preparing to write</p> <p>✓ editing</p>	<p>✓ giving your opinions on streaming services</p>
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