### They should be able to

1. skim a text quickly to get the general idea, then scan to locate specific facts, names, numbers, times and places
2. answer short questions with a single word or short phrase, using the exact detail from the text
3. predict what kind of information a question is asking for before reading the text closely
4. follow how ideas, opinions and attitudes in a text connect to one another
5. match each question to the section or short text that contains the relevant idea (multiple matching)
6. recognise words and phrases that signal time, cause and effect, addition and contrast
7. select only the relevant points from a text for a given purpose
8. complete a set of brief notes under headings, using short phrases rather than full sentences
9. leave out examples and repetition, keeping just the key information
10. understand meaning that is implied but not directly stated
11. work out a writer's opinion, attitude or feelings from the words and phrases they choose
12. deduce the meaning of an unfamiliar word from the information around it
13. answer multiple-choice questions about main ideas, details and attitudes

| Stage | Use | Your notes |
|---|---|---|
| **Starter**<br>10 min · retrieval practice | Topic quiz 01 (10 questions, answers on sheet 2) | |
| **Teach**<br>the new content | Handout 01<br>Slide deck 01<br>Vocabulary list 01 | |
| **Practice**<br>guided then independent | Exercise sheets 1.1, 1.2, 1.3, 1.4 | |
| **Check**<br>before they leave | *nothing in the Library for this stage yet* | |
| **Homework**<br>set from the Library | Any unused exercise sheet above | |



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### They should be able to

1. identify the purpose of a piece of writing: to inform, to argue or to discuss
2. think about the audience and how formal or informal the language should be
3. choose a register and style that suit the purpose and the reader
4. plan what to include and the order in which to present it
5. organise writing into clear paragraphs with a logical structure
6. link ideas using devices for addition (in addition, moreover), contrast (however, although) and cause/effect (therefore, as a result)
7. use a range of grammatical structures: different verb forms and tenses, conditionals and varied sentence types
8. use a range of vocabulary, including set phrases, collocations and synonyms to avoid repetition
9. check your writing for accuracy in grammar, spelling and punctuation

| Stage | Use | Your notes |
|---|---|---|
| **Starter**<br>10 min · retrieval practice | Topic quiz 02 (10 questions, answers on sheet 2) | |
| **Teach**<br>the new content | Handout 02<br>Slide deck 02<br>Vocabulary list 02 | |
| **Practice**<br>guided then independent | Exercise sheets 2.1, 2.2, 2.3 | |
| **Check**<br>before they leave | *nothing in the Library for this stage yet* | |
| **Homework**<br>set from the Library | Any unused exercise sheet above | |

### They should be able to

1. recognise that an informal email is written to a friend or relative
2. respond to all of the prompts given in the task
3. use a friendly, personal tone that suits the reader
4. open and close an informal email appropriately (for example: Hi … / Write back soon …)
5. organise the email into short paragraphs, with one main idea per paragraph
6. use informal language: contractions, friendly phrases and questions to the reader
7. develop each idea with a reason, example or detail rather than just listing points
8. vary your sentence openings and link ideas smoothly
9. check the length (120–160 words), the tone and the accuracy before finishing

| Stage | Use | Your notes |
|---|---|---|
| **Starter**<br>10 min · retrieval practice | Topic quiz 03 (10 questions, answers on sheet 2) | |
| **Teach**<br>the new content | Handout 03<br>Slide deck 03<br>Vocabulary list 03 | |
| **Practice**<br>guided then independent | Exercise sheets 3.1, 3.2, 3.3 | |
| **Check**<br>before they leave | *nothing in the Library for this stage yet* | |
| **Homework**<br>set from the Library | Any unused exercise sheet above | |



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### They should be able to

1. recognise when a task needs a formal or semi-formal response (for example, to a teacher or an event organiser)
2. cover the purpose, format and audience information given in the task
3. keep a polite, formal tone throughout
4. open and close a formal letter or email appropriately (for example: Dear … / Yours sincerely …)
5. organise your points into clear paragraphs with a beginning, middle and end
6. use formal language and avoid contractions and slang

| Stage | Use | Your notes |
|---|---|---|
| **Starter**<br>10 min · retrieval practice | Topic quiz 04 (10 questions, answers on sheet 2) | |
| **Teach**<br>the new content | Handout 04<br>Slide deck 04<br>Vocabulary list 04 | |
| **Practice**<br>guided then independent | Exercise sheets 4.1, 4.2 | |
| **Check**<br>before they leave | *nothing in the Library for this stage yet* | |
| **Homework**<br>set from the Library | Any unused exercise sheet above | |

### They should be able to

1. recognise that a report is written for a superior or a group about an event, experience or situation
2. give factual information clearly and add suggestions or recommendations
3. use a neutral, factual tone
4. organise a report using short headings or clearly separated sections
5. separate facts from your own opinions and recommendations
6. end with a clear recommendation or conclusion

| Stage | Use | Your notes |
|---|---|---|
| **Starter**<br>10 min · retrieval practice | Topic quiz 05 (10 questions, answers on sheet 2) | |
| **Teach**<br>the new content | Handout 05<br>Slide deck 05<br>Vocabulary list 05 | |
| **Practice**<br>guided then independent | Exercise sheets 5.1, 5.2 | |
| **Check**<br>before they leave | *nothing in the Library for this stage yet* | |
| **Homework**<br>set from the Library | Any unused exercise sheet above | |



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### They should be able to

1. recognise that an article is written for a general audience to inform or entertain
2. choose a title and an opening that catch the reader's interest
3. keep the reader engaged with questions, examples and a clear point of view
4. organise the article into an introduction, development and conclusion
5. use lively, varied language and a consistent tone
6. address the reader directly where it suits the topic

| Stage | Use | Your notes |
|---|---|---|
| **Starter**<br>10 min · retrieval practice | Topic quiz 06 (10 questions, answers on sheet 2) | |
| **Teach**<br>the new content | Handout 06<br>Slide deck 06<br>Vocabulary list 06 | |
| **Practice**<br>guided then independent | Exercise sheets 6.1, 6.2 | |
| **Check**<br>before they leave | *nothing in the Library for this stage yet* | |
| **Homework**<br>set from the Library | Any unused exercise sheet above | |

### They should be able to

1. recognise that a review describes something you have experienced (a film, place or product) and gives your opinion
2. balance description with personal opinion and reasons
3. write for a general audience, for example of a magazine or website
4. introduce what is being reviewed, then describe and evaluate it
5. support your opinions with specific details and examples
6. end with a clear recommendation to the reader

| Stage | Use | Your notes |
|---|---|---|
| **Starter**<br>10 min · retrieval practice | Topic quiz 07 (10 questions, answers on sheet 2) | |
| **Teach**<br>the new content | Handout 07<br>Slide deck 07<br>Vocabulary list 07 | |
| **Practice**<br>guided then independent | Exercise sheets 7.1, 7.2 | |
| **Check**<br>before they leave | *nothing in the Library for this stage yet* | |
| **Homework**<br>set from the Library | Any unused exercise sheet above | |



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### They should be able to

1. tell the difference between a discursive essay (balanced, both sides) and an argumentative essay (one main view)
2. plan the main points and the reasons or evidence for each
3. keep a formal, organised style
4. introduce the topic and your approach in the introduction
5. develop one main idea per paragraph in the body, with reasons and examples
6. draw the ideas together in a clear conclusion

| Stage | Use | Your notes |
|---|---|---|
| **Starter**<br>10 min · retrieval practice | Topic quiz 08 (10 questions, answers on sheet 2) | |
| **Teach**<br>the new content | Handout 08<br>Slide deck 08<br>Vocabulary list 08 | |
| **Practice**<br>guided then independent | Exercise sheets 8.1, 8.2 | |
| **Check**<br>before they leave | *nothing in the Library for this stage yet* | |
| **Homework**<br>set from the Library | Any unused exercise sheet above | |

### They should be able to

1. listen for specific facts and details: places, names, times, dates and directions
2. predict what kind of information you will hear before you listen
3. select the correct multiple-choice option based on what the speaker says
4. understand speakers' ideas, opinions, feelings and attitudes
5. follow how ideas connect across a longer talk or conversation
6. notice the language that speakers use to express how they feel
7. understand what is implied but not directly stated
8. work out a speaker's overall intention or attitude
9. deduce the meaning of an unfamiliar word from the words around it

| Stage | Use | Your notes |
|---|---|---|
| **Starter**<br>10 min · retrieval practice | Topic quiz 09 (10 questions, answers on sheet 2) | |
| **Teach**<br>the new content | Handout 09<br>Slide deck 09<br>Vocabulary list 09 | |
| **Practice**<br>guided then independent | Exercise sheets 9.1, 9.2, 9.3 | |
| **Check**<br>before they leave | *nothing in the Library for this stage yet* | |
| **Homework**<br>set from the Library | Any unused exercise sheet above | |



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### They should be able to

1. take part in a conversation or interview, giving factual information and opinions
2. respond to questions and develop your answers with reasons and examples
3. use interactive skills: starting, responding, asking for clarification and taking turns
4. give a short talk that describes an event or explains and justifies an opinion
5. expand your answers by giving examples, justifying, comparing and speculating
6. speak with control of vocabulary, grammar, pronunciation and intonation

| Stage | Use | Your notes |
|---|---|---|
| **Starter**<br>10 min · retrieval practice | Topic quiz 10 (10 questions, answers on sheet 2) | |
| **Teach**<br>the new content | Handout 10<br>Slide deck 10<br>Vocabulary list 10 | |
| **Practice**<br>guided then independent | Exercise sheets 10.1, 10.2 | |
| **Check**<br>before they leave | *nothing in the Library for this stage yet* | |
| **Homework**<br>set from the Library | Any unused exercise sheet above | |

### They should be able to

1. learn new words together with their meaning, spelling and how they sound
2. group vocabulary by topic and by everyday situation
3. use set phrases, phrasal verbs and collocations naturally
4. recognise common text types: article, blog, email, essay, report, review, notice, leaflet and interview
5. know the purpose and audience of each text type
6. match the right style and format to each text type

| Stage | Use | Your notes |
|---|---|---|
| **Starter**<br>10 min · retrieval practice | Topic quiz 11 (10 questions, answers on sheet 2) | |
| **Teach**<br>the new content | Handout 11<br>Slide deck 11<br>Vocabulary list 11 | |
| **Practice**<br>guided then independent | Exercise sheets 11.1, 11.2 | |
| **Check**<br>before they leave | *nothing in the Library for this stage yet* | |
| **Homework**<br>set from the Library | Any unused exercise sheet above | |



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