

General ESL (CLB 8+)

Curriculum

Our curriculum consists of 78 consecutive integrated skills lessons incorporating reading, listening, speaking, and writing, along with grammar instruction.



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| Phrasal Verbs | PV4.1 | PV4.1 - Multiword- Verbs-with- BACK - 1 | To introduce and provide practice with the following multiword verbs: back down, back off and back up. |
| Phrasal Verbs | PV4.10 | PV4.10 - Multiword- Verbs-GET-1 - 10 | To introduce and provide practice with the following multiword verbs: get ahead, get along, get along with, get around to, get away, get back, get back at, get behind, get by. |
| Phrasal Verbs | PV4.11 | PV4.11 - Multiword- Verbs-GET-2 - 11 | To introduce and provide practice with the following multiword verbs: get down, get in, get off. |
| Phrasal Verbs | PV4.12 | PV4.12 - Multiword- Verbs-GET-3 - 12 | To introduce and provide practice with the following multiword verbs: get off on, get on, get on with, get out, get out of to introduce common nouns and participle adjectives formed from these multiword verbs. |
| Phrasal Verbs | PV4.13 | PV4.13 - Multiword- Verbs-GET-4 - 13 | To introduce and provide practice with the following multiword verbs: get over, get over with, get through, get to, get together, get up. |
| Phrasal Verbs | PV4.14 | PV4.14 - Multiword- Verbs-with- GIVE - 14 | To introduce and provide practice with the following multiword verbs: give away, give back, give in, give out, give up, give up on. |
| Phrasal Verbs | PV4.15 | PV4.15 - Multiword- Verbs-GO-1 - 15 | To introduce and provide practice with the following multiword verbs: go about, go after, go ahead, go along with, go around, go away. |

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| Phrasal Verbs | PV4.16 | PV4.16 - Multiword- Verbs-GO-2 - 16 | To introduce and provide practice with the following multiword verbs: go back, go back on, go beyond, go by, go down, go for. |
| Phrasal Verbs | PV4.17 | PV4.17 - Multiword- Verbs-GO-3 - 17 | To introduce and provide practice with the following multiword verbs: go in, go in for, go off, go on, go out. |
| Phrasal Verbs | PV4.18 | PV4.18 - Multiword- Verbs-GO-4 - 18 | To introduce and provide practice with the following multiword verbs: go over, go through with, go up, go with. |
| Phrasal Verbs | PV4.19 | PV4.19 - Multiword- Verbs-with- HOLD - 19 | To introduce and provide practice with the following multiword verbs: hold against, hold off, hold on, hold out, hold up. |
| Phrasal Verbs | PV4.2 | PV4.2 - Multiword- Verbs-with- BLOW - 2 | To introduce and provide practice with the following multiword verbs: blow away, blow off, blow out, blow up. |
| Phrasal Verbs | PV4.20 | PV4.20 - Multiword- Verbs-with- KEEP - 20 | To introduce and provide practice with the following multiword verbs: keep at, keep away, keep down, keep from, keep off, keep on, keep to, keep up. To introduce common nouns and participle adjectives formed from these multiword verbs. |
| Phrasal Verbs | PV4.21 | PV4.21 - Multiword- Verbs-with-LET - 21 | To introduce and provide practice with the following multiword verbs: let down, let in, let in on, let off, let out, let up. To introduce common nouns and participle adjectives formed from these multiword verbs. |
| Phrasal Verbs | PV4.22 | PV4.22 - Multiword- Verbs-with- LOOK - 22 | To introduce and provide practice with the following multiword verbs: look around, look at, look down on, look for, look forward to, look into, look out, look over, look up, look up to. To introduce common nouns and participle adjectives formed from these multiword verbs. |

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| Phrasal Verbs | PV4.23 | PV4.23 - Multiword- Verbs-with- MAKE - 23 | To introduce and provide practice with the following multiword verbs: make for, make of, make out, make up, make your mind up. To introduce common nouns and participle adjectives formed from these multiword verbs. |
| Phrasal Verbs | PV4.24 | PV4.24 - Multiword- Verbs-with-PAY - 24 | To introduce and provide practice with the following multiword verbs: pay back, pay for, pay off, pay up. To introduce common nouns and participle adjectives formed from these multiword verbs. |
| Phrasal Verbs | PV4.25 | PV4.25 - Multiword- Verbs-PUT-1 - 25 | To introduce and provide practice with the following multiword verbs: put away, put back, put down, put in/into. To introduce common nouns and participle adjectives formed from these multiword verbs |
| Phrasal Verbs | PV4.26 | PV4.26 - Multiword- Verbs-PUT-2 - 26 | To introduce and provide practice with the following multiword verbs: put in/into, put off, put on, put out. To introduce common nouns and participle adjectives formed from these multiword verbs |
| Phrasal Verbs | PV4.27 | PV4.27 - Multiword- Verbs-PUT-3 - 27 | To introduce and provide practice with the following multiword verbs: put out, put past, put to, put together, put up, put up to, put up with. To introduce common nouns and participle adjectives formed from these multiword verbs |
| Phrasal Verbs | PV4.28 | PV4.28 - Multiword- Verbs-with-RUN - 28 | To introduce and provide practice with the following multiword verbs: run across, run around, run down, run into, run out, run over, run up. To introduce common nouns and participle adjectives formed from these multiword verbs |
| Phrasal Verbs | PV4.29 | PV4.29 - Multiword- Verbs-with- STICK - 29 | To introduce and provide practice with the following multiword verbs: stick around, stick out, stick to, stick up, stick with,. To introduce common nouns and participle adjectives formed from these multiword verbs |
| Phrasal Verbs | PV4.3 | PV4.3 - Multiword- Verbs-with- BREAK - 3 | To introduce and provide practice with the following multiword verbs: break down, break in, break off, break out, break through, break up. |

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| Phrasal Verbs | PV4.30 | PV4.30 - Multiword- Verbs-TAKE-1 - 30 | To introduce and provide practice with the following multiword verbs: take apart, take in, to be taken in, take off. To introduce common nouns and participle adjectives formed from these multiword verbs |
| Phrasal Verbs | PV4.31 | PV4.31 - Multiword- Verbs-TAKE-2 - 31 | To introduce and provide practice with the following multiword verbs: take apart, take in, to be taken in, take off. To introduce common nouns and participle adjectives formed from these multiword verbs |
| Phrasal Verbs | PV4.32 | PV4.32 - Multiword- Verbs-TAKE-3 - 32 | To introduce and provide practice with the following multiword verbs: take over, take through, take to, take up, take up on, take up with. To introduce common nouns and participle adjectives formed from these multiword verbs |
| Phrasal Verbs | PV4.34 | PV4.34 - Multiword- Verbs-TURN-2 - 34 | To introduce and provide practice with the following multiword verbs: turn on, turn on to, turn out, turn over, turn up. To introduce common nouns and participle adjectives formed from these multiword verbs |
| Phrasal Verbs | PV4.4 | PV4.4 - Multiword- Verbs-COME-1 - 4 | To introduce and provide practice with the following multiword verbs: come about, come across, come apart, come down, come down with, come from, come in, come off. |
| Phrasal Verbs | PV4.5 | PV4.5 - Multiword- Verbs-COME-2 - 5 | To introduce and provide practice with the following multiword verbs: come on, come out. |
| Phrasal Verbs | PV4.6 | PV4.6 - Multiword- Verbs-COME-3 - 6 | To introduce and provide practice with the following multiword verbs: come over, come through, come up, come up with. |
| Phrasal Verbs | PV4.7 | PV4.7 - Multiword- Verbs-with-CUT - 7 | To introduce and provide practice with the following multiword verbs: cut back, cut down, cut off, cut out, cut up. |

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| Phrasal Verbs | PV4.8 | PV4.8 - Multiword-Verbs-with-FALL - 8 | To introduce and provide practice with the following multiword verbs: fall apart, fall behind, fall down, fall for, fall off, fall out, fall over, fall through. |
| Phrasal Verbs | PV4.9 | PV4.9 - Multiword-Verbs-with-FILL - 9 | To introduce and provide practice with the following multiword verbs: fill in, fill out, fill up. |
| Reading Activities | R501 | R501 - A-Difficult-Decision | To read a text about a woman who decided not to get married at the last moment, and about if she regrets her decision. To practice language to express opinions about regrets and wishes. |
| Reading Activities | R502 | R502 - Giving-Relationship-Advice | To read a text about a man who seeks advice from a friend regarding his romantic partner. To practice language around giving advice. |
| Reading Activities | R503 | R503 - Embarrassing-Friends | To read a text which describes embarrassing behavior in public. To discuss how to deal with challenging or difficult behavior from friends or family members. |
| Reading Activities | R504 | R504 - Rise-of-the-Superbug | To read a text about how increased antibiotic use is leading to more dangerous bacteria. To provide opportunities to present opinions on pharmaceuticals. |
| Reading Activities | R506 | R506 - Stop-Buying-Things-You-Don't-Need | To read a text about consumerism and consumption. To promote fluency and giving opinions. The lesson includes pre-reading activities and post-reading discussion topics |
| Reading Activities | R507 | R507 - Rising-Youth-Suicide | To read a text about youth suicide and possible causes. To promote fluency and giving opinions. The lesson includes pre-reading activities and post-reading discussion topics |
| Reading Activities | R508 | R508 - Changing-How-We-Eat | To read a text about meat production and its environmental impact. To promote fluency and giving opinions. The lesson includes pre-reading activities and post-reading discussion topics. |
| Reading Activities | R509 | R509 - I-Just-Don't-Get-Sports | To read an opinion article about sports and reflect on its content. To practice using comment adverbs. |

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| Relative Clauses | RC1.1 | RC1.1 - Introduction-to-relative-clauses-who-that-which - 1 | To introduce and provide practice with the following relative pronouns: who, that and which. |
| Relative Clauses | RC1.2 | RC1.2 - Introduction-to-relative-clauses-whose - 2 | To introduce the relative pronoun whose. To provide practice with who, that and whose |
| Relative Clauses | RC1.3 | RC1.3 - Relative-clauses-subject-object-pronouns-where-when-why - 3 | To review the subject and object of a sentence and subject and object pronouns. To demonstrate that relative pronouns can act as subject or object in a sentence. To introduce the relative adverbs when, where and why. |
| Relative Clauses | RC1.4 | RC1.4 - Relative-clauses-who-or-whom - 4 | To introduce whom as a relative pronoun. To distinguish between who and whom as subject and object of the relative clause. To provide further practice with who, whom, that, where and when |
| Relative Clauses | RC1.5 | RC1.5 - Prepositions-in-relative-clauses - 5 | To introduce how to form relative clauses with an object of the preposition. To demonstrate relative adverb substitution, whereby a preposition + which combination can be substituted by when, where or why. |
| Relative Clauses | RC1.6 | RC1.6 - Defining-and-nondefining- | To introduce defining and non-defining relative clauses (also known as restrictive and non-restrictive relative clauses). To demonstrate the use of which and that in these clauses. |

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| | | relative-clauses - 6 | |
| Relative Clauses | RC1.7 | RC1.7 - Shortening- relative-clauses - 7 | To demonstrate the reduction of subject relative clauses (the man who is standing over there > the man standing over there). To show the reduction of the relative pronoun, to be + present participle or to be + past participle. |
| Relative Clauses | RC1.8 | RC1.8 - Quantifiers- with-relative- clauses - 8 | To introduce the use of quantifiers with relative pronouns in relative clauses, such as one of which, some of whom, a few of which, etc |
| Reported Speech | RS1.1 | RS1.1 - Intro-to- Reported- Speech - 1 | To introduce the concept of direct vs. indirect (reported) speech. To introduce the shifts in tenses. To detail the changes to possessive adjectives in reported speech. |
| Reported Speech | RS1.2 | RS1.2 - Intro-to- Reported- Speech - 2 | To introduce the concept of direct vs. indirect (reported) speech. To introduce further shifts in tenses. To detail the changes to possessive adjectives in reported speech. To introduce exceptions to backshifting. |
| Reported Speech | RS1.3 | RS1.3 - Intro-to- Reported- Speech - 3 | To introduce further shifts in tenses. To provide further practice with sequence of tense. |
| Reported Speech | RS1.4 | RS1.4 - Modal- Verbs-in- Reported- Speech - 4 | To detail the changes in modal verbs required when moving from direct to reported speech (e.g. can to could). |
| Reported Speech | RS1.5 | RS1.5 - Time-in- Reported- Speech - 5 | To detail the changes in expressions of time required when moving from direct speech to reported speech. |
| Reported Speech | RS1.6 | RS1.6 - Reporting- Orders-And- Requests - 6 | To detail the changes in the imperative form required when moving from direct speech to reported speech. |

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| Reported Speech | RS1.7 | RS1.7 - Reporting-Questions - 7 | To detail the changes in questions required when moving from direct speech to reported speech. |
| Reported Speech | RS2.1 | RS2.1 - Reporting-Verbs - 1 | To introduce the common reporting verbs of say and tell and their use in both direct speech and reported speech. To introduce other common reporting verbs (e.g. advise, confess) to practice common reporting verbs in conversation. |
| Reported Speech | RS2.2 | RS2.2 - Reporting-Verbs-Followed-by-That - 2 | To introduce common reporting verbs which take the structure of: reporting verb + that + clause (e.g. Jason said that he would be late). To introduce common reporting verbs that can be followed infinitive (to + verb). To practice common reporting verbs in conversation. |
| Reported Speech | RS2.3 | RS2.3 - Reporting-Verbs-Followed-by-Prepositions - 3 | To introduce common reporting verbs that are always followed by prepositions (e.g. admit to). To practice common reporting verbs that are always followed by prepositions in conversation. |
| Reported Speech | RS2.4 | RS2.4 - Reporting-Verbs-Followed-by-Question-Words - 4 | To introduce common reporting verbs that are followed by clauses beginning with question words (who, what, where, when, why, how). To introduce reporting verbs that must be followed by a direct object before the question word (e.g. remind, teach, tell). To review indirect questions (f |
| Reported Speech | RS2.5 | RS2.5 - Reporting-Verbs-With-Other-Structures - 5 | To introduce reporting verbs that are always followed by nouns or gerunds. To introduce reporting verbs are often followed by an object and infinitive. To introduce some advanced reporting verbs (e.g. mumble, exaggerate, insult) and use them in conversation. |

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| Speaking Activities | S501 | S501 - Immigration | To introduce vocabulary to talk about Veterans Day. To provide controlled and free tasks to promote fluency in speaking. |
| Speaking Activities | S502 | S502 - Crime-and-Criminals | To introduce vocabulary around immigration. To provide controlled and free tasks to promote fluency in speaking. |
| Speaking Activities | S503 | S503 - Law-and-Order | To introduce vocabulary around crime and criminals. To provide controlled and free tasks to promote fluency in speaking. |
| Speaking Activities | S504 | S504 - Diet-and-Nutrition | To introduce vocabulary about law and order. To provide controlled and free tasks to promote fluency in speaking. Vocabulary introduced: law, court, lawyer, barrister, attorney, solicitor, legal aid, trial, witness, sentence, damages, verdict, guilty, innocent, defendant, prosecution, oath, jury, judge, death penalty. |
| Speaking Activities | S505 | S505 - Urban-Social-Issues | To introduce vocabulary about diet and nutrition. To provide controlled and free tasks to promote fluency in speaking. Vocabulary introduced: underweight, overweight, physique, body mass index (BMI), active lifestyle, sedentary lifestyle, daily routine, required hours of sleep, obesity, metabolism, calorie/kilojoule, tiredness, sleeplessness, listlessness, protein, carbohydrate, fat (contained in food), cholesterol, salt, sugar, water, Omega-3, vitamins, anti-oxidants, added-sugar, coloring, preservatives, organic produce, processed foods, moderation, balanced diet, regular exercise, to binge, to fast, to check-up |
| Speaking Activities | S506 | S506 - Violence-in-Modern-Society | To introduce vocabulary about urban social issues. To provide controlled and free tasks to promote fluency in speaking. Vocabulary introduced: over population, ghetto, poverty, uneducated, health issues, drug dependency, addiction, alcohol, unemployment, infrastructure, youth, the elderly, obsolete, poor, crumbling, lack of access to something, investment in something, marginalized, isolated, run-down, homeless, social welfare, public programs, government departments, benefits / payments, long-term projects. |

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| Speaking Activities | S507 | S507 - Psychological-Disorders | To introduce vocabulary about violence in modern society. To provide controlled and free tasks to promote fluency in speaking. Vocabulary introduced: domestic abuse, assault, intimidation, neglect, violence against women, justice, victim, bullying, alcohol and drug-related violence, force, power, injury, harm, death, vigilante group, gun control, video games, media, culture, enforcement, police. |
| Speaking Activities | S508 | S508 - Guns-and-Gun-Control | To introduce vocabulary about psychological disorders. To provide controlled and free tasks to promote fluency in speaking. Vocabulary introduced: mental health, eating disorders, anxiety disorder, mood disorder, schizophrenia, dementia, anorexia, ADHD, PTSD, symptoms, depression, anxiety, substance abuse, panic attack, obsessive thoughts, fatigue, dizziness, suicide, mania, delusion, hallucination, diagnosis, medication, therapy, psychologist, psychiatrist. |
| Speaking Activities | S509 | S509 - Cosmetic-and-Plastic-Surgery | To introduce vocabulary about guns and gun control. To provide controlled and free tasks to promote fluency in speaking. Vocabulary introduced: weapon, semi-automatic weapon, bullet, shoot, firearm, rifle, pull the trigger, aim, ammunition, defend yourself, right to bear arms, proponent, opponent, civil liberty regulation, legislation, self-defence, law enforcement agency, rate of suicide, rate of homicide, massacre |
| Speaking Activities | S510 | S510 - Global-Warming | To introduce vocabulary about cosmetic and plastic surgery. To provide controlled and free tasks to promote fluency in speaking. Vocabulary introduced: have a face lift, get implants, remove wrinkles, get a tummy tuck, have a hair transplant, get botox, have a nose job, reduction, augmentation, rhinoplasty, filler treatments, liposuction |
| Speaking Activities | S511 | S511 - National-Stereotypes | To introduce vocabulary about global warming and climate change. To provide controlled and free tasks to promote fluency in speaking. Vocabulary introduced: industrialization, pollution, carbon dioxide, polar ice cap, ozone layer, greenhouse gas, greenhouse emissions, fossil fuel, Kyoto protocol, industrialized nation, developing world |
| Speaking Activities | S512 | S512 - Women's-Rights | To introduce vocabulary about national and cultural stereotypes. To provide controlled and free tasks to promote fluency in speaking. Vocabulary introduced: make an assumption, a grain of truth, ignorance, naïve, generalize, belief, make a generalization, |
| Speaking Activities | S513 | S513 - Conspiracy-Theories | To introduce vocabulary about women's rights and feminism. To provide controlled and free tasks to promote fluency in speaking. Vocabulary introduced: activism, social movement, suffrage, tactic, pass a law, domestic violence, birth control, sexual harassment, maternity leave, advocate, inequality |

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| Speaking Activities | S514 | S514 - Consumerism | To introduce vocabulary about conspiracy theories. To provide controlled and free tasks to promote fluency in speaking. |
| Speaking Activities | S515 | S515 - Democracy | To introduce vocabulary about consumerism. To provide controlled and free tasks to promote fluency in speaking. |
| Speaking Activities | S516 | S516 - Freedom-of-Speech | To introduce vocabulary about democracy. To provide controlled and free tasks to promote fluency in speaking. |
| Speaking Activities | S517 | S517 - Millennials | To introduce vocabulary about freedom of speech. To provide controlled and free tasks to promote fluency in speaking. |
| Speaking Activities | S518 | S518 - Saint Patrick's Day | To introduce vocabulary about millennials. To provide controlled and free tasks to promote fluency in speaking. |
| Speaking Activities | S519 | S519 - Cyberbullying | To introduce vocabulary about Saint Patrick's Day and Irish culture. To provide controlled and free tasks to promote fluency in speaking. |
| Speaking Activities | S520 | S520 - Stonehenge-and-Paganism | To introduce vocabulary about cyberbullying. To provide controlled and free tasks to promote fluency in speaking. |
| Speaking Activities | S521 | S521 - Baby-Boomers | To introduce vocabulary about Stonehenge and paganism. To provide controlled and free tasks to promote fluency in speaking. |
| Speaking Activities | S522 | S522 - Truth-and-Lies | To introduce vocabulary about Baby Boomers. To provide controlled and free tasks to promote fluency in speaking. |
| Speaking Activities | S523 | S523 - Police-and-Law-Enforcement | To introduce vocabulary about truth and lies. To provide controlled and free tasks to promote fluency in speaking. |
| Speaking Activities | S524 | S524 - Privacy-and-Surveillance | To introduce vocabulary about police and law enforcement. To provide controlled and free tasks to promote fluency in speaking. |

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| Speaking Activities | S525 | S525 - Prisons-Jails-and-Correctional-Facilities | To introduce vocabulary about privacy and surveillance. To provide controlled and free tasks to promote fluency in speaking. |
| Speaking Activities | S526 | S526 - Crimes-against-the-Person | To introduce vocabulary about prisons, jails and correctional facilities. To provide controlled and free tasks to promote fluency in speaking. |
| Speaking Activities | S527 | S527 - Property-Crimes | To introduce vocabulary about crimes against the person. To provide controlled and free tasks to promote fluency in speaking. |
| Speaking Activities | S528 | S528 - Environmental-Issues | To introduce vocabulary about property crimes. To provide controlled and free tasks to promote fluency in speaking. |
| Speaking Activities | S529 | S529 - Population-Growth | To introduce vocabulary about environmental issues. To provide controlled and free tasks to promote fluency in speaking. |
| Speaking Activities | S530 | S530 - Urbanization | To introduce vocabulary about population growth. To provide controlled and free tasks to promote fluency in speaking. |
| Speaking Activities | S531 | S531 - Intensive-Farming | To introduce vocabulary about urbanization. To provide controlled and free tasks to promote fluency in speaking. |
| Speaking Activities | S532 | S532 - Habitat-Destruction | To introduce vocabulary about intensive farming. To provide controlled and free tasks to promote fluency in speaking. |
| Speaking Activities | S533 | S533 - Air-Pollution | To introduce vocabulary about habitat destruction. To provide controlled and free tasks to promote fluency in speaking. |
| Speaking Activities | S534 | S534 - Water-Pollution | To introduce vocabulary about air pollution. To provide controlled and free tasks to promote fluency in speaking. |
| Speaking Activities | S535 | S535 - Land-Degradation | To introduce vocabulary about water pollution. To provide controlled and free tasks to promote fluency in speaking. |

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| Speaking Activities | S536 | S536 - Deforestation | To introduce vocabulary about land degradation. To provide controlled and free tasks to promote fluency in speaking. |
| Speaking Activities | S537 | S537 – Plastic-Pollution | To introduce vocabulary about deforestation. To provide controlled and free tasks to promote fluency in speaking. |
| Speaking Activities | S538 | S538 – Biodiversity-Loss | To introduce vocabulary about plastic pollution. To provide controlled and free tasks to promote fluency in speaking. |
| Speaking Activities | S539 | S539 – Invasive-Species | To introduce vocabulary about biodiversity loss. To provide controlled and free tasks to promote fluency in speaking. |
| Speaking Activities | S540 | S540 – Waste-Disposal-and-Recycling | To introduce vocabulary about invasive species. To provide controlled and free tasks to promote fluency in speaking. |
| Speaking Activities | S541 | S541 – Environmental-Law | To introduce vocabulary about waste disposal and recycling. To provide controlled and free tasks to promote fluency in speaking. |
| Speaking Activities | S542 | S542 – Environmental-Activism | To introduce vocabulary about environmental law. To provide controlled and free tasks to promote fluency in speaking. |
| Speaking Activities | S543 | S543 – Should-Everyone-Speak-English? | To introduce vocabulary about environmental activism. To provide controlled and free tasks to promote fluency in speaking. |
| Speaking Activities | S544 | S544 – Fake-News | To introduce vocabulary to talk about using English as a lingua franca. To provide controlled and free tasks to promote fluency in speaking. |
| Speaking Activities | S545 | S545 – The-Right-to-Protest | To introduce vocabulary to talk about false or misleading information presented as news. To provide controlled and free tasks to promote fluency in speaking. |
| Speaking Activities | S546 | S546 – Wealth-Disparity | To introduce vocabulary to talk about the right to protest. To provide controlled and free tasks to promote fluency in speaking. |
| Speaking Activities | S547 | S547 – Modern-Parenting | To introduce vocabulary to talk about wealth disparity and the widening gap between the rich and the poor. To provide controlled and free tasks to promote fluency in speaking. |

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| Speaking Activities | S548 | S548 – Implicit-Biases | To introduce vocabulary to talk about the decisions faced by parents raising children in the modern world. To provide controlled and free tasks to promote fluency in speaking. |
| Speaking Activities | S549 | S549 – Food-Waste | To introduce vocabulary to talk about implicit biases. To provide controlled and free tasks to promote fluency in speaking. |
| Speaking Activities | S550 | S550 – Personal-Privacy | To introduce vocabulary to talk about the harmful effects of food waste and ways to reduce it. To provide controlled and free tasks to promote fluency in speaking. |
| Speaking Activities | S551 | S551 – Universal-Basic-Income | To introduce vocabulary to talk about personal privacy and the trade-off between privacy and public safety. To provide controlled and free tasks to promote fluency in speaking. |
| Speaking Activities | S552 | S552 – The-Cost-of-Education | To introduce vocabulary to talk about universal basic income. To provide controlled and free tasks to promote fluency in speaking. |
| Speaking Activities | S553 | S553 – Are-You-Addicted-to-Screens? | To introduce vocabulary to talk about the price of education in different parts of the world and the consequences of student loan debt. To provide controlled and free tasks to promote fluency in speaking. |
| Speaking Activities | S554 | S554 – Am-I-Entitled? | To introduce vocabulary to talk about addiction to devices and to discuss the impacts that screen time is having on development. To provide controlled and free tasks to promote fluency in speaking. |
| Speaking Activities | S555 | S555 – Being-Woke | To introduce vocabulary to talk about the culture of the culture of entitlement. To provide controlled and free tasks to promote fluency in speaking. |
| Speaking Activities | S556 | S556 – Hollywood-Has-Nothing-to-Offer-Us | To introduce vocabulary to talk about Hollywood and its influence on the world. To provide controlled and free tasks to promote fluency in speaking. |
| Speaking Activities | S557 | S557 – Paid-Family-Leave | To introduce vocabulary to talk about paid family leave policies throughout the world. To provide controlled and free tasks to promote fluency in speaking. |
| Speaking Activities | S558 | S558 – The-Right-to-Self-Defense | To introduce vocabulary to talk about self-defense and when and how it is allowed. To provide controlled and free tasks to promote fluency in speaking. |
| Speaking Activities | S559 | S559 – Hate-Speech | To introduce vocabulary to talk about the concept of hate speech and how it should |

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| | | | be viewed. To provide controlled and free tasks to promote fluency in speaking. |
| Speaking Activities | S560 | S560 - Remote-Working | To introduce vocabulary to talk about the pros and cons of remote working and its impact on society. To provide controlled and free tasks to promote fluency in speaking. |
| Speaking Activities | S561 | S561 - Gentrification | To introduce vocabulary to talk about the phenomenon of gentrification and its positive and negative consequences. To provide controlled and free tasks to promote fluency in speaking. |
| Speaking Activities | S562 | S562 - The-Gig-Economy | To introduce vocabulary to talk about issues surrounding the gig economy and zero-hours contracts. To provide controlled and free tasks to promote fluency in speaking. |