

## Lower Secondary Plus 1 (B1.1) Syllabus

In this level, students will:

- read texts including infographics, articles, blog posts, leaflets, a quiz, an advert, a travel brochure, and a critical analysis.
- listen to audio passages including talks, interviews, discussions, podcasts, a presentation, an interview, and a lecture.
- watch videos including documentaries, a news feature, and a short film.

Title	Theme	Learning aims	Tasks & Project	Language focus	Exam/Study skills	Pronunciation
<b>1. Our wonderful world</b> (Lower Secondary A2)	Creative solutions to environmental problems	<p>Understand a video and texts about the environment.</p> <p>Use the first conditional and the zero conditional to talk about environmental problems and solutions.</p> <p>Write a blog post and an article about environmental problems and solutions.</p>	<p>1. Write a blog post about environmental problems.</p> <p>2. Write an article about a community project.</p> <p><b>Project:</b> Research an environmental problem and solutions and present to the class.</p>	<p><b>Vocabulary for the environment:</b> <i>air, climate, energy, environment, nature, ocean, plastic, pollution, rubbish, wildlife</i></p> <p><b>Verbs for environmental problems and solutions:</b> <i>burn, clean up, damage, disappear, look after, pollute, prevent, protect, recycle, waste</i></p> <p><b>First conditional:</b> <i>If animals eat plastic, the food we eat will contain plastic too.</i></p> <p><b>Zero conditional:</b> <i>If we protect insects, we help plants grow.</i></p>	<p><b>Speaking:</b> Describing events, personal opinions, plans, habits, routines, past activities and personal experiences</p> <p><b>Reading:</b> Scanning for dates and numbers</p> <p><b>Writing:</b> Using pronouns in a writing task</p>	<p><b>Syllable stress:</b> <b>climate</b> <b>damage</b> <b>disappear</b></p>

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<b>2. You must remember this</b>	Music and song lyrics	<p>Find out how music and song lyrics can aid your memory.</p> <p>Talk about songs which are important to you.</p> <p>Identify and use language to talk about cause and effect.</p> <p>Learn useful language for talking about music and an emotional response to it.</p>	<ol style="list-style-type: none"> <li>1. Talk about songs you remember from your childhood.</li> <li>2. Interview each other to find out about songs from your childhoods.</li> <li>3. Write a blog about songs that are important to you.</li> </ol> <p><b>Study Skills:</b> Write topic sentences for a text about techniques to improve memory.</p> <p><b>Project:</b> Write a rap song related to a school subject.</p>	<p><b>Adjectives for music:</b> <i>emotional, melodic, memorable, musical, therapeutic</i></p> <p><b>Nouns for music:</b> <i>emotion, melody, memory, music, therapy</i></p> <p><b>Talk about how music affects memory and emotions:</b>  <i>I associate it with ...</i>  <i>It reminds me of ...</i>  <i>It takes me back to ...</i></p> <p><b>Express cause and effect:</b>  <i>This is because ...</i>  <i>As a result, ...</i>  <i>This may be due to ...</i></p>	<p><b>Reading:</b> Identify the main idea and key details of a text to improve comprehension.</p> <p><b>Writing:</b> Learn to write topic sentences to create clearer paragraphs.</p>	<p><b>th (voiced):</b>  <i>than</i>  <i>think</i>  <i>though</i></p> <p><b>th (unvoiced):</b>  <i>therapy</i>  <i>thanks</i></p>
<b>3. Worth a thousand words</b>	Viral internet phenomena	<p>Learn and talk about viral internet phenomena.</p> <p>Listen to and understand people talking about memes they have seen and shared online.</p> <p>Identify and use language to give extra information about things.</p> <p>Learn and practise vocabulary for emotions.</p>	<ol style="list-style-type: none"> <li>1. Share your reactions to something you found funny, astonishing, amazing and energetic.</li> <li>2. Write a blog post about something funny, astonishing, amazing or energetic.</li> <li>3. Discuss views about memes and their role in social media marketing.</li> </ol> <p><b>Study Skills:</b> Role-play a conversation between a blogger and a photographer.</p> <p><b>Project:</b> Research an image and create a meme to post on social media.</p>	<p><b>Intensifying adverbs and adjectives:</b>  <i>highly successful, incredibly energetic, quite funny, really negative, truly astonishing</i></p> <p><b>Adding extra information to sentences with non-defining relative clauses:</b>  <i>The first one, which started the whole thing off, went viral in no time.</i>  <i>The website, where you can create your own memes, has become very popular.</i></p>	<p><b>Speaking:</b> Give details when speaking to make your points clear.</p> <p><b>Listening:</b> Listen to phrases that introduce examples to support a main idea.</p>	<p><b>Stress for content words in a sentence:</b>  <i>I often <b>create</b> memes. In fact, I <b>have created</b> about 200 of them!</i>  <i>I <b>don't</b> understand copyright. It's very <b>confusing</b>.</i></p>

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<b>4. Food for thought</b>	International food production	<p>Learn about where food comes from.</p> <p>Discuss the ethical, environmental and health problems associated with certain foods.</p> <p>Give your opinion about what is and is not acceptable in the food industry.</p> <p>Identify and use language to describe cause and consequence and suggest solutions to problems.</p>	<p>1. Write a report explaining where the food you have at home has come from.</p> <p>2. Talk about how we could change the food industry and/or people's diets for the better.</p> <p>3. Role play a discussion between a vegetarian and a meat eater.</p> <p><b>Study Skills:</b> Write about a food related problem and a solution.</p> <p><b>Project:</b> Research and present a food scandal and write a report recommending possible solutions.</p>	<p><b>Express cause and consequence:</b>  <i>cause, consequences, effect, creates, leads to</i></p> <p><b>Second conditional to talk about hypothetical future situations:</b>  <i>If people knew more about the conditions some animals are kept in, they wouldn't buy meat.</i>  <i>If everyone in the world went vegetarian, there would be problems as well as benefits.</i></p>	<p><b>Reading:</b> Recognise the problem/solution structure to quickly locate details in a text.</p> <p><b>Writing:</b> Write sentences to support your main point.</p>	N/A
<b>5. Extreme sports</b>	Sports	<p>Learn and talk about why people do extreme sports.</p> <p>Learn and practise vocabulary for equipment used in extreme sports.</p> <p>Share views about personal experiences and emotions.</p> <p>Identify and use language to talk about dangers and risks.</p>	<p>1. Describe the emotions you have felt during sports and for other experiences.</p> <p>2. Share views about extreme sports and their dangers.</p> <p>3. Discuss what kind of person you are, what sport you would like to try and why.</p> <p><b>Study Skills:</b> Design and present an extreme sport.</p> <p><b>Project:</b> Research and plan an extreme sports weekend.</p>	<p><b>Equipment for extreme sports:</b>  <i>goggles, harness, helmet, platform, sledge, track</i></p> <p><b>Modals of necessity and possibility:</b>  <i>You need to practise a lot to ensure you don't get hurt.</i>  <i>If you land awkwardly, you might sprain an ankle.</i></p>	<p><b>Speaking:</b> Ask for and give opinions in a discussion and a presentation</p> <p><b>Listening:</b> Listen to understand a speaker's general idea.</p>	<p><b>Words with the ea spelling:</b>  <i>research</i>  <i>heart</i>  <i>beat</i>  <i>head</i></p>