

Lower Secondary Plus 2 (B1.2) Syllabus

In this level, students will:

- read texts including articles, poems, reviews, adverts, blogs, status updates, an opinion essay, a forum thread, and advertising blurb.
- listen to audio passages including discussions, a radio call-in programme, an interview, a game show, a talk, and a reality show.
- watch videos including an interview, a vlog, a documentary, a TED-talk style video, and an animation.

Title	Theme	Learning aims	Tasks & Project	Language focus	Exam/Study skills	Pronunciation
1. Toy stories	Trends and issues in the toy industry	<p>Find out about and discuss trends and issues in the toy industry.</p> <p>Learn and use some useful adjectives for describing products.</p> <p>Identify and use passive forms in different tenses.</p> <p>Practise agreeing and disagreeing with other people's opinions.</p>	<p>1. Talk about fads and toys from childhood and what makes a good toy.</p> <p>2. Give your opinion of the most appropriate types of toys for children in terms of the environment, gender, violence and education.</p> <p>3. Write a blog post about your opinion on an issue in the toy industry.</p> <p>4. Design a new toy or game and give instructions for it.</p> <p>Project: Give a presentation and write an advertising blurb about a new toy you designed.</p>	<p>Compound adjectives to describe toys/products: <i>battery-run, best-selling, eco-friendly, old-fashioned, ready-made, well-made</i></p> <p>Passive tenses: <i>Mine are made of eco-friendly materials.</i> <i>Before it was printed, a child chose the shape, height and colours of the doll.</i> <i>Do you think plastic toys will be banned in the future?</i></p>	<p>Speaking: Give instructions to show others how to do an activity.</p> <p>Listening: Listen and follow instructions carefully to complete an activity.</p>	<p>Intonation of sentences that start with <i>if</i>, <i>once</i> or <i>when</i>:</p> <p><i>If the time runs out ↗, your bees will die ↘.</i></p> <p><i>Once you've selected your bee ↗, guide it towards a flower ↘.</i></p> <p><i>When you've done that three times ↗, bring the bee back to the hive ↘.</i></p>

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2. Like, post, share?	Annoying social media habits	<p>Read about and discuss opinions on annoying social media habits.</p> <p>Learn how to make sure you have a positive image online and on social media.</p> <p>Understand and use language for giving advice.</p> <p>Learn and practise vocabulary for talking about social media.</p>	<ol style="list-style-type: none"> 1. Compare which social media habits you find annoying. 2. Write a diary entry about a person you know who had a negative habit on social media. 3. Discuss statements about posting on social media. 4. Write a formal letter from a newspaper editor to students who are asking for advice. <p>Project: Create a leaflet giving advice on social media problems.</p>	<p>Verbs for going online: <i>friend, google, like, post, tweet, vaguebook</i></p> <p>First conditional for giving advice with <i>should/shouldn't</i> and <i>ought</i>: <i>You probably shouldn't post it if the answer is no.</i> <i>If someone's feeling annoyed, you ought to say sorry quickly.</i> <i>If you want to be really sure, you should search usernames.</i></p>	<p>Reading: Identify text types by analysing informal and formal registers.</p> <p>Writing: Learn to write a formal letter to give advice and make suggestions.</p>	N/A
3. The writing's on the wall	Graffiti and street art	<p>Reflect on different opinions of graffiti and street art so you can give your own views.</p> <p>Learn about different street artists and their work.</p> <p>Describe graffiti and artwork and talk about the ideas they communicate.</p> <p>Share your views and support your opinions with information, explanations and examples.</p>	<ol style="list-style-type: none"> 1. Discuss whether graffiti is art or a crime. 2. Give your opinions on graffiti and the use of graffiti to express opinions. 3. Share your ideas about three pieces of artwork. 4. Write a poem or song based on comments on your 'graffiti wall'. <p>Project: Create a 'graffiti wall' and write a song or a poem for it.</p>	<p>Nouns for graffiti: <i>criticism, equality, freedom, human rights, humour, pride, vandals</i></p> <p>Relative clauses and compound adjectives for description: <i>The Brazilian-born artist Alexandre Orion ...</i> <i>... cleaning parts of a dirt-covered wall or surface.</i> <i>3,500 scary-looking skulls</i> <i>our dirt-filled lungs</i> <i>The 28-year-old artist ...</i></p>	<p>Reading: Understand the writer's purpose and how this affects the content.</p> <p>Writing: Write an evaluative paragraph about a piece of art.</p>	N/A

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4. A better world	Positive motivation and reinforcement	<p>Read about how making things fun can change people's behaviour.</p> <p>Learn and use vocabulary for talking about climate and environmental issues.</p> <p>Find out about environmental nudge campaigns.</p> <p>Practise language for talking about the effects of past actions on the present.</p>	<ol style="list-style-type: none"> 1. Write an article about an initiative that encourages people to be greener. 2. Discuss climate change and how to tackle it. 3. Discuss environmental issues in terms of their seriousness globally and locally, and actions to take. 4. Write an informative paragraph about an eco-friendly practice. <p>Project: Create your own nudge campaign for social media and present your ideas.</p>	<p>Things and actions that are good and bad for the environment: <i>carbon dioxide, fossil fuels, global warming, green energy, oil, recycling bin, wind power</i></p> <p>Present perfect simple and present perfect continuous to show the effects of past actions: <i>The fact is that for the last 100 years or so, humans have been releasing large quantities of carbon dioxide into the atmosphere.</i> <i>This has led to a dramatic increase in global temperatures.</i></p>	<p>Reading: Skim for main ideas when reading.</p> <p>Writing: Add details to main facts to write a strong informative paragraph.</p>	<p>Word stress in sentences: <i>If we meet that target, we may be able to avoid disaster.</i> <i>If we fail to meet it, climate change will carry on at a similar rate.</i> <i>Don't tell people what to do, lead them to want to do it.</i></p>
5. Wanderlust	Life at the edge of civilisation	<p>Learn and talk about life at the edges of civilisation.</p> <p>Research and write about somewhere remote.</p> <p>Listen to a podcast about survival techniques.</p> <p>Read and write a travel review.</p>	<ol style="list-style-type: none"> 1. Discuss travelling to harsh environments and harsh environments in your country or region. 2. Write a paragraph about a harsh environment. 3. Negotiate which item you would take to help survive a harsh environment. 4. Argue whether extreme tourism at a certain destination should be banned. <p>Project: Plan a round-the-world trip.</p>	<p>Natural features: <i>cliff, desert, mountain, peak, volcano</i></p> <p>Adjectives for harsh climates: <i>arid, boiling, frozen, stormy</i></p> <p>Modals for possibility and probability: <i>If you haven't got a tent, you'll need to know how to make a temporary shelter.</i> <i>Water in the wild might not be perfectly clean.</i></p>	<p>Speaking: Identify whether a speaker is stating fact or opinion.</p> <p>Listening: Rephrase and use questions to check for your listeners' understanding.</p>	<p>Verbs and adjectives that end in -ed, pronounced /ɪd/: <i>crowded</i> <i>decided</i> <i>needed</i> <i>interested</i></p>