

Lower Secondary Plus 2 (B1.2) Syllabus

In this level, students will:

- read texts including online comments, leaflets, infographics, articles, text messages, a menu, a poster, a brochure and a notice.
- listen to audio passages including interviews, monologues, conversations, a debate, a podcast and an audio guide.
- watch videos including news stories, documentaries, a cooking show, a reaction video, an animation and a vlog.

Title	Theme	Learning aims	Tasks & Project	Language focus	Exam/Study skills	Pronunciation
1. Bright ideas	Inventions	Understand people talking about inventions and inventors. Discuss and write about innovations. Talk about past events and inventions.	1. Write an online comment about an invention. 2. Discuss questions about inventors. Project: Research and present the best/worst/craziest invention of all time.	Adjectives for inventions: <i>eco-friendly, high-tech, innovative, practical, unique</i> Materials: <i>aluminium, cardboard, ceramic, rubber, stainless steel</i> Talk about past events with past simple, past continuous, past perfect and used to: <i>I found them while I was looking for a birthday present for my mum.</i> <i>I'd gone to a department store, and I saw these little beauties.</i> Make questions using past tenses and sentences with used to: <i>Did you use to be a techno geek as a child?</i>	Speaking: Taking turns to speak Listening: Previewing the text Reading: Guessing the meaning of unfamiliar words from context Writing: Expressing opinions	N/A

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2. Think positive	Good mental health	Understand views about how to be positive and deal with difficult situations. Talk about positive attitudes using verb patterns. Take part in a discussion about being positive. Give written and spoken advice on how to be positive.	1. Discuss negative and positive thinking. 2. Write an email giving advice. Project: Create a leaflet with tips on how to be positive and deal with stressful situations.	Adjectives and adverbs for attitudes and well-being: <i>active, anxious, enthusiastic, motivated, optimistic</i> Idioms for difficult emotions and situations: <i>be a bundle of nerves, feel like a fish out of water, get wound up</i> Gerunds and infinitives: <i>Stop to appreciate all the wonderful people you know.</i> <i>Stop focusing on the negatives.</i> Informal phrases to give advice: <i>Why don't you..., What / How about...? (I think) you should/could ...</i>	Speaking: Agreeing and disagreeing Listening: Following task instructions Reading: Answering a true, false or not given question Writing: Using linking words	Rise/fall intonation in suggestions: <i>How about continuing to do that? ↗</i> <i>You should exchange phone numbers. ↘</i>
3. Moving on	Rites of passage and personal milestones	Talk about personal milestones. Talk and write about my personal experiences. Understand people talking about important events in their lives.	1. Write a short essay about an important milestone. 2. React to text and compare it to experience. Project: Choose milestones in a society. Create infographics for each of the milestones.	Synonyms for important: <i>major, momentous, significant</i> Phrasal verbs/expressions: <i>go away, grow up, hand over, leave behind, live away from your family, look back on</i> Stages of life: <i>adolescent, adulthood, baby, boyhood, childhood, elderly</i> Defining relative clauses with which, who and that: <i>Spending money which you've earned yourself makes you feel in control of your life.</i> Non-defining relative clauses: <i>The other exchange student at my school, who came from Chile, became one of the best friends I'd ever have.</i>	Speaking: Comparing and contrasting ideas Listening: Understanding gist and specific details Reading: Scanning for specific information Writing: Structuring essays	N/A

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4. Big or small, protect them all	Conservation and urban animals	Understand details in a documentary about a conservation centre. Understand, use and analyse phrasal verbs. Understand the main points in a magazine article about urban animals.	1. Discuss a controversial topic. 2. Write a fact file about a wild urban animal. Project: Take part in a debate about animal related issues.	Vocabulary for protecting animals and conservation Nouns: <i>animal shelter, habitat</i> Adjectives: <i>domestic, endangered</i> Verbs: <i>conserve, harm, hunt, poach</i> Phrasal verbs: <i>Let's look in on some of the other residents.</i> <i>They love hanging out together in their family groups.</i> Word formations of nouns, verbs and adjectives: <i>dangerous/danger, harm/harmful</i>	Speaking: Checking and confirming information Listening: Inferring a speaker's attitude from their tone of voice Reading: Identifying the writer's point of view Writing: Writing notes	N/a
5. Surfing the web	The internet and online safety	Watch a video about the internet in the 1990s. Talk about states and repeated actions in the past with <i>used to</i> and <i>would</i>. Understand an article about staying safe online.	1. Write an online comment about your earliest memory. 2. Discuss positive and negative aspects of the internet. Project: Create a class top ten list of tips for using the internet responsibly.	Vocabulary for technology: <i>browse, cable, electronic, modem, Wi-Fi</i> Vocabulary for internet safety: <i>account, addiction, block, cyberbully</i> Using used to and would for states and repeated actions: <i>People used to connect to the internet through a modem.</i> <i>When you were connecting to the internet, it would make this noise.</i> Modals for suggestions and rules: <i>You ought to change your passwords regularly.</i>	Listening: Identifying key words in the question Reading: Inference and content questions	Stressed modals in connected speech: <i>You need to work together with your family.</i> <i>You have to be a good digital citizen.</i>

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6. Leave only footprints	Tourism and problems it causes	Understand and talk about problems with tourism. Listen to a podcast by a teenager about tourism in his city. Use the future continuous to talk about plans, arrangements and actions in progress.	1. Discuss whether tourism is bad for local areas. 2. Write a short blog post about how to be a responsible traveller. Project: Create a presentation for an eco-resort.	Vocabulary for problems caused by tourism: <i>damage, pollution, preserve</i> Vocabulary for travel and services: <i>accommodation, arrival, check in, check out, departure, facilities, resort</i> Adverbial expressions for time to say when, how frequently and for how long something happens: <i>We often see rubbish in the canals.</i> Future continuous with time words/expressions: <i>One of our friendly guides will be waiting when you get to the airport.</i>	Speaking: Expressing opinions Listening: Identifying the type of word needed to complete the sentence	Stress in instructions with imperatives: <i>When walking in the forest, please only walk on the paths.</i> <i>Before you leave the resort, put your rubbish in the correct bins.</i>