

Lower Secondary Plus 3 (B2.1) Syllabus

In this level, students will:

- read texts including articles, infographics, reports, group text chats, a petition statement, an opinion essay, and a business plan.
- listen to audio passages including discussions, conversations, audio blogs, interviews, a debate, a lecture and a radio show.
- watch videos including personal opinions, interview answers, an animation, a news report and an online lesson.

Title	Theme	Learning aims	Tasks & Project	Language focus	Exam/Study skills	Pronunciation
1. Our digital lives	Social media and technology	<p>Discover what people around the world are saying about social media and technology.</p> <p>Learn and practise vocabulary for social media and technology.</p> <p>Share your views about technology and talk about your own preferences.</p> <p>Review, learn and use language for making comparisons.</p>	<p>1. Share your views about life in the digital age.</p> <p>2. Talk about your preferences when using technology.</p> <p>3. Analyse an infographic and write comparative sentences based on the information.</p> <p>4. Write a synthesis of three texts about smartphone usage.</p> <p>Project: Research different learning apps and present a business proposal for your own app.</p>	<p>Nouns/noun expressions for the effects of social media: <i>anxiety, cyberbullying, depression, self-confidence</i></p> <p>Making comparisons using intensifiers: <i>I can send messages much more quickly with audio chat.</i> <i>Talking via video chat is almost as good as talking to the person in real life.</i></p>	<p>Reading: Learn to synthesise information from different sources in order to produce new ideas.</p> <p>Writing: Practise writing a synthesis and a personal response.</p>	<p>Stressed syllables in nouns and noun expressions: <i>anxiety</i> <i>cyberbullying</i> <i>personal support</i> <i>social good</i></p>

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2. The secret to success	Success and failure	<p>Learn and use vocabulary for success and failure.</p> <p>Read about and discuss views on what you need to be successful.</p> <p>Identify and use language for expressing contrast, reason and purpose.</p> <p>Learn how to give a successful presentation.</p>	<p>1. Share opinions on qualities and factors that you have, and which are important for success.</p> <p>2. Discuss your views on becoming successful.</p> <p>3. Share information about someone who has succeeded despite obstacles.</p> <p>4. Write a paragraph representing your personal opinion on 21st century skills.</p> <p>Project: Explore and present ideas for improving an area of English.</p>	<p>Qualities that can help you reach your goals: <i>determination, intelligence, luck, motivation, passion, perfection, perseverance</i></p> <p>Discourse markers for expressing contrast, purpose and result:</p> <p>Contrast: <i>although, in spite of, despite, nevertheless</i></p> <p>Purpose: <i>in order to, so that</i></p> <p>Result: <i>due to, because of, as a result of, thanks to</i></p>	<p>Reading: Learn to identify specific information in the text of an exam reading task.</p> <p>Writing: Present a personal opinion clearly and respectfully in your writing.</p>	<p>Stressed syllables in nouns: <i>intelligence</i> <i>passion</i> <i>determination</i></p>
3. Fight or flight	How fear works in our brains and bodies	<p>Read and understand how fear works in our brains and bodies.</p> <p>Understand and use language for talking about horror films.</p> <p>Share and discuss my personal experiences of scary moments.</p> <p>Summarise the plot of a book or film.</p>	<p>1. Discuss your experiences of fear and how 'fun' you find terrifying activities.</p> <p>2. Predict what could happen next in a story and write a summary.</p> <p>3. Share your opinions about horror films.</p> <p>4. Write a description of a graph about rollercoasters.</p> <p>Project: Create and write the outline of a plot using a storyboard.</p>	<p>Vocabulary for being afraid: <i>jump out of (your) skin, make (your) blood run cold, make (your) hair stand on end</i></p> <p>Vocabulary for horror films: <i>frighten, terrifying, haunted, plot, evil, mist</i></p> <p>Summarising a plot using present tense: <i>Hearing her voice through the television, they believe the ghosts have taken her ...</i> <i>Not knowing how to save her, Steve and Diane call a team of parapsychologists ...</i></p>	<p>Reading: Use a graphic organiser to take notes while reading.</p> <p>Writing: Use comparative and superlative adjectives to describe graphs.</p>	N/A

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4. In touch	Formal and informal communication	<p>Explore differences between formal and informal language.</p> <p>Write some rules for using social media effectively.</p> <p>Listen to a discussion about digital communication and talk about how you like to communicate.</p> <p>Use conditionals to talk about real and unreal situations.</p>	<ol style="list-style-type: none"> 1. Write a set of netiquette rules for social media. 2. Analyse an infographic about forms of digital communication used in 24 hours by different age groups. 3. Carry out a focus group based on the question 'In the last 24 hours, which types of social media have you used?' 4. Give a talk about whether being an influencer is a real job and why. <p>Project: Create an alternative version of a well-known story using a digital medium.</p>	<p>Formal and informal written language: <i>foolish / dumb, quite frightening / pretty scary, similar issues / stuff like that</i></p> <p>Talking about real and unreal situations with conditionals: <i>If you don't have an opportunity to speak, I'll call on you.</i> <i>I wouldn't use social media if you paid me.</i> <i>I've got an account, but it would've been better if I hadn't opened it, to be honest.</i></p>	<p>Speaking: Use cohesive techniques to help listeners understand your points in a talk.</p> <p>Listening: Identify and understand complex noun phrases when listening to a talk.</p>	<p>Silent letters: <i>psychology</i> <i>handsome</i> <i>designer</i></p>
5. You are what you eat	Health, environmental and moral aspects of diet	<p>Learn about the effects of sugar on the body.</p> <p>Investigate the amounts of sugar in common foods.</p> <p>Listen to a debate about red meat.</p> <p>Discuss the health, environmental and moral aspects of diet.</p>	<ol style="list-style-type: none"> 1. Discuss sugar in healthy foods and how sugar and other unhealthy ingredients affect us. 2. Think about and discuss your diet and how it could be healthier. 3. Share and discuss opinions on food production. 4. Give a presentation about the human digestive system. <p>Project: Create a petition about a food-related issue in your school or community.</p>	<p>Vocabulary for health: <i>brain, heart disease, kidney damage, liver, obesity, tooth decay, type 2 diabetes, skin</i></p> <p>Natural/processed food:</p> <p>Natural food: <i>balsamic vinegar, fresh berries, lemon juice, honey, natural sugar, olive oil</i></p> <p>Processed food: <i>cereal bars, juice made from concentrate, processed sugar, salad dressing</i></p> <p>Modals for advice and obligation: <i>Animals should have the right to live their lives without pain and without fear.</i> <i>The idea that we mustn't eat red meat is completely wrong.</i></p>	<p>Speaking: Use signpost phrases to help describe a process.</p> <p>Listening: Recognise and understand the organisation of a lecture.</p>	<p>Words with vowels which are not pronounced: <i>everyone</i> <i>specifically</i> <i>difference</i></p>