

Lower Secondary Plus 3 (B2.1) Syllabus

In this level, students will:

- read texts including infographics, news stories, essays, text messages, articles, online comments, blog posts, and a storyboard.
- listen to audio passages including podcasts, lessons, interviews, conversations, and a presentation.
- watch videos including vlogs, monologues, vox pop interviews, animations, documentaries, and a news report.

Title	Theme	Learning aims	Tasks & Project	Language focus	Exam/Study skills	Pronunciation
1. Reach for the sky!	Overcoming challenges	Understand people describing personal challenges. Use narrative tenses to speak about past challenges. Use adjectives to describe emotions. Share views about overcoming challenges.	1. Discuss: answer questions on growth mindsets. 2. Write a comment on a video. Project: Write a competition entry about a famous person and the challenge(s) they overcame.	Vocabulary for challenges: <i>come back (stronger), conquer, determination</i> Adjectives for personality and emotions: <i>cautious, embarrassed, proud, shocked</i> Narrative tenses for past actions: <i>He'd always wanted to be a professional football player.</i> <i>He used to get into trouble.</i> Phrasal verbs: <i>We all run up against problems and it can be difficult to sort them out.</i>	Speaking: Expressing and justifying opinions Listening: Identifying the type of answer required Reading: Answering inference questions	Stress in phrasal verbs: <i>We all run up against problems.</i>

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2. The price of water	Environment and saving water	Follow an animated documentary about water scarcity. Read and understand a blog post on a controversial topic. Use the appropriate tenses to talk about events and situations in the future.	1. Discuss: make a list of how you use water and discuss how to reduce your water footprint. 2. Write a short blog post about ways we can conserve water. Project: Produce your own TV commercial to raise awareness of an issue connected to water.	Vocabulary for resources and resource usage: <i>accessible, convert (v), extract (v), resource, run out, scarcity, lack (n)</i> Vocabulary for water conservation: <i>drains, pipeline, pollute, reservoir, treatment plant</i> Predictions using the future continuous and future perfect: <i>What other places will be dealing with water scarcity in the future?</i> <i>Will we have solved the problem by then?</i> Connectors for addition and contrast: <i>Yet they've been really careless with our water in other ways.</i> <i>What have adults been doing to solve the problem, though?</i>	Speaking: Correcting yourself Listening: Distinguishing cause from effect Writing: Writing an opinion essay	N/A
3. A common language	Slang and different dialects of English	Recognise differences between American and British English. Talk about different languages and dialects using passive forms. Use vocabulary for languages and dialects.	1. Role-play a conversation involving a misunderstanding due to language differences. 2. Write an essay about a statement on language learning. Project: Create an infographic about varieties of English around the world.	British English vs American English: <i>at the weekend/on the weekend, cinema/movie theatre, favourite/favorite</i> Vocabulary for languages and dialects: <i>accent, code, dialect, expression, native speaker, origins, slang, translate</i> Linkers for contrast: <i>Although school felt a little strange at first, I'm used to it now.</i> Passives voice in all tenses: <i>It's thought that the tradition started around the mid-19th century.</i> <i>Some people say that it was created by market traders.</i>	Listening: Identifying key words in questions Writing: Writing a for and against essay	Weak forms of be: <i>Cockney was /wəz/ invented by market traders.</i> <i>Usually, slang expressions are /ə/ spoken, not written.</i>

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4. Who did it?	Crime and detection innovations	Talk about different crimes. Understand stories about crimes. Report what people say.	1. Discuss different types of crimes. 2. Write a news story about someone who broke one of the strange laws in activity 8 on p.8. Project: Simulate a crime scene investigation.	Vocabulary for crime and investigation: <i>arson, burglary, eyewitness, forensic, identity parade, proof, vandalism</i> Verb expressions for crime: <i>admit, arrest somebody, fine somebody</i> Relative clauses: <i>It was 10:18 when it happened.</i> <i>The man who stole the handbag was around 20.</i> Reported speech: <i>The tired burglar admitted that earlier that day he'd entered the property without permission.</i>	Speaking: Turn-taking Listening: Previewing Reading: Guessing the meaning of unfamiliar words from context	N/A
5. The moral of the story	Morals and fables	Follow a video story about someone who regrets cheating. Understand stories with morals and read an article about them. Talk about regrets and how things could've been different.	1. Write a response to one of the problems in the text on p.4. 2. Discuss and retell one of the stories from the listening activity on p.8. Project: Create a story that teaches a value.	Vocabulary for lies and regrets: <i>(not) be worth it, cheat (v), consequence, guilt</i> Vocabulary for fables: <i>characteristics, morals, point of view, values, wisdom</i> Language to talk about regrets: <i>I should've lied to her like I did to everyone else.</i> <i>If I hadn't told her about how I cheated, she would never have done it.</i> Develop an argument in academic discourse style: <i>It could be argued that ...</i> <i>One of the researchers stated that ...</i>	Reading: Matching headings to paragraphs Reading: Understanding the writer's purpose Writing: Paraphrasing	Contracted forms: <i>I shouldn't've gone out without my jacket.</i>