

## Upper Secondary Plus 3 (C1.1) Syllabus

In this level, students will:

- read texts including accounts of events, articles, case studies, reviews, news articles, a brochure, a questionnaire, a letter, and an essay.
- listen to audio passages including panel discussions, debates, a police interview, a lecture, a story, and a planning meeting.
- watch videos including YouTuber style content, a news report, a travel show, a documentary, and a speech.

Title	Theme	Learning aims	Tasks & Project	Language focus	Exam/Study skills	Pronunciation
<b>1. It's a small world</b>	Amazing coincidences and connections	Find out and talk about some amazing coincidences and connections.  Learn and practise language to talk about probability and chance.  Discuss the consequences of living in a connected world.  Discover surprising connections between familiar things.	1. Write a blog post describing a coincidence or unlikely event you've experienced or know of.  2. Discuss the six degrees of separation and how social media affects social connections.  3. Discuss statements about how social media is affecting us.  4. Debate the statement 'There is no such thing as a coincidence.'  <b>Project:</b> Give a presentation about surprising connections and spot the false connections.	<b>Vocabulary for probability and chance:</b> <i>destiny, improbable, odds, one-in-a-million, sheer, statistical, superstition, twist of fate</i>  <b>Hedging expressions for reporting facts and opinions cautiously:</b> <i>It has been claimed ...</i> <i>It would appear ...</i> <i>Evidence indicates ...</i> <i>Studies suggest ...</i> <i>People might assume ...</i>	<b>Speaking:</b> Learn to use phrases to disagree and to restate a view in a debate.  <b>Listening:</b> Make inferences while listening to understand a speaker's opinion and message.	<b>Vowel sounds in stressed syllables:</b> <i>coi<i>ncidence</i></i> <i>super<i>stition</i></i> <i>proba<i>bility</i></i>

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<b>2. Better cities better lives</b>	How cities are changing around the world	<p>Find out about how cities are changing around the world.</p> <p>Consider and discuss problems caused by urbanisation, and some possible solutions.</p> <p>Listen to a community planning meeting.</p> <p>Practise using language to talk about causes of and solutions to problems.</p>	<ol style="list-style-type: none"> <li>1. Discuss problems faced by your town or city and how they could be dealt with.</li> <li>2. Discuss community spirit and other aspects of your neighbourhood.</li> <li>3. Imagine your town or city experiences certain changes or innovations and discuss their positive and negative effects.</li> <li>4. Have a discussion about a problem facing a neighbourhood and possible solutions.</li> </ol> <p><b>Project:</b> Choose an area of your city to redevelop and create a development plan.</p>	<p><b>Noun phrases for urban development:</b> <i>green belt, housing development, housing shortage, pop-up green space</i></p> <p><b>Language to talk about present problems and solutions:</b>  <i>For decades, this area has been suffering from underinvestment, and our quality of life has got worse as a result.</i>  <i>The closure of the youth centre last year has led to an increase in vandalism and petty crime.</i>  <i>If we cleaned up the canal, we could create a nice riverside area with some shops and restaurants.</i></p>	<p><b>Speaking:</b> Identify problems and suggest solutions.</p> <p><b>Listening:</b> Identify signpost language for strong and tentative suggestions.</p>	<p><b>Emphasizing the adverb and/or the auxiliary in a statement of disagreement:</b>  <i>I really <b>don't</b> think that's true at all.</i>  <b>Actually</b>, I think there is a solution to the problem.</p>
<b>4. Stand up for your rights</b>	Teenage activists	<p>Find out about the work of various teenage activists.</p> <p>Discuss different ways of getting involved in activism.</p> <p>Practise language for talking about ongoing actions and future goals.</p> <p>Share ideas to find a cause that you're concerned about.</p>	<ol style="list-style-type: none"> <li>1. Write a short profile of an activist for a magazine mini-series on teenage heroes.</li> <li>2. Describe a campaign that you're familiar with.</li> <li>3. Discuss the advantages and potential drawbacks of different forms of activism.</li> <li>4. Give a presentation to introduce a movement to a student audience.</li> </ol> <p><b>Project:</b> Create a campaign and give an interview about it.</p>	<p><b>Vocabulary for activism:</b> <i>activist, advocate, lawsuit, non-profit organisation, rally, spokesperson, violate, youth movement</i></p> <p><b>Ongoing and completed future actions:</b>  <b>Present perfect continuous:</b>  <i>Recently, we have been launching new campaigns across our university within colleges.</i>  <b>Future perfect:</b> <i>I hope that by the time I leave, my college will have fully divested from fossil fuels.</i>  <b>Future continuous:</b> <i>... we will be soon divesting in some of these colleges.</i></p>	<p><b>Reading:</b> Use inclusive language.</p> <p><b>Listening:</b> Take unstructured notes as you listen.</p>	<p><b>Emphatic stress:</b>  <i>We <b>will</b> have <b>reached</b> our <b>goal</b>.</i></p>

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<b>5. Crime and punishment</b>	Crime and punishment	<p>Discuss creative sentences for minor offences.</p> <p>Explore language for talking about crime and punishment.</p> <p>Talk about crime stories from the point of view of the victim.</p> <p>Practise using modal verbs to make deductions.</p>	<ol style="list-style-type: none"> <li>Find out about another example of creative sentencing and write a short news story outlining the offence and the punishment.</li> <li>Discuss punishment and sentencing in terms of fairness and purpose.</li> <li>Talk about a current news story and share views on what happened or what might happen next.</li> <li>Write an essay presenting and supporting a given topic for prison or punishment.</li> </ol> <p><b>Project:</b> Discuss two sides of a court case and film a TV interview about the case.</p>	<p><b>Language for the criminal justice system:</b> <i>community service, first-time offenders, on probation, plead guilty, prison sentence, repeat offenders, suspension</i></p> <p><b>Past deductions using modal verbs:</b></p> <p><i>They must have backed into your bike by accident.</i></p> <p><i>They can't have been looking very carefully.</i></p> <p><i>There might be a security camera around here.</i></p> <p><i>They may discover who did it.</i></p>	<p><b>Reading:</b> Summarise and paraphrase a text in your own words.</p> <p><b>Writing:</b> Learn to make a claim and use details to support it in an essay.</p>	<p><b>Sentences with connected speech:</b></p> <p><i>They <b>must have</b> hit it.</i></p> <p><i>It <b>can't have</b> been stolen.</i></p> <p><i>He <b>might have been</b> running</i></p>
<b>6. An intelligent future</b>	The use of AI technology in everyday life	<p>Find out about new AI technologies being used in everyday life.</p> <p>Listen to a radio debate about the benefits and problems of AI.</p> <p>Identify and use language for talking about hypothetical situations.</p> <p>Write a letter to a newspaper editor on the pros and cons of an AI innovation.</p>	<ol style="list-style-type: none"> <li>Discuss the potential positives and negatives of AI.</li> <li>Share ideas about the future of AI robots in the workplace.</li> <li>Ask and answer questions that you have about AI technology.</li> <li>Have a discussion about the benefits and dangers of drones in everyday life.</li> </ol> <p><b>Project:</b> Plan and hold a debate about artificial intelligence.</p>	<p><b>Verbs and nouns for Artificial Intelligence (AI):</b> <i>detect/ detection, interact/ interaction, recognise/ recognition, transform/ transformation,</i></p> <p><b>Expressions for discussing hypotheses about future scenarios:</b></p> <p><i>Supposing there was a disaster at a nuclear power plant.</i></p> <p><i>Imagine if AI robots could carry out this task. It would eliminate any mistakes!</i></p> <p><i>Just think of the mass unemployment we'd have were robots to take over our jobs.</i></p> <p><i>Should robot cops replace the police force, we'd need a whole new set of laws to govern their behaviour.</i></p>	<p><b>Speaking:</b> Give opinions, make suggestions and reach a compromise in a discussion.</p> <p><b>Listening:</b> Listen for, identify and understand advice and suggestions in a discussion.</p>	<p><b>Syllable stress in verb/noun pairs:</b></p> <p><i><b>detect</b> / <b>detection</b></i></p> <p><i><b>recognise</b> / <b>recognition</b></i></p>

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<b>7. Once upon a time</b>	The history of storytelling	<p>Find out about the history of storytelling.</p> <p>Talk about what makes a good story.</p> <p>Analyse and practise using different tenses to summarise stories.</p> <p>Listen to and evaluate a short story.</p>	<ol style="list-style-type: none"> <li>1. Discuss forms of storytelling in terms of popularity, influence and how they might evolve.</li> <li>2. Research the history of a form of storytelling and write a paragraph summarising its development.</li> <li>3. Write a brief summary of a plot of a story that you know well.</li> <li>4. Write a review of a villain that you know about.</li> </ol> <p><b>Project:</b> Write and perform your own short story.</p>	<p><b>Vocabulary for storytelling:</b> anthologies, cave drawings, live streaming, masks, podcasts, puppets, rhyme, tragedies</p> <p><b>Verb forms in past and present narrative tenses:</b></p> <p><b>Present simple:</b> <i>centres on, tells</i></p> <p><b>Present continuous:</b> <i>are offering</i></p> <p><b>Present perfect simple:</b> <i>has been invented</i></p> <p><b>Past simple:</b> <i>regretted</i></p> <p><b>Past continuous:</b> <i>was missing</i></p> <p><b>Past perfect simple:</b> <i>had been out</i></p> <p><b>Past perfect continuous:</b> <i>had been keeping</i></p>	<p><b>Reading:</b> Identify sequences and cohesive devices in a text.</p> <p><b>Writing:</b> Incorporate sentence variety into a text to make your writing clear and interesting.</p>	<p><b>Stresses and pauses during storytelling:</b></p> <p><i>He waited for <b>hours</b> and <b>hours</b>, and the hours turned into <b>days</b>. <b>No one</b> came to look for him and <b>no one</b> knew <b>who</b> he belonged to.</i></p>