Annual programme 2023-24

**Lower Secondary: Dynamic**

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| **Module**  **Name** | **Topic** | **Learning aims** | **Language** | **Tasks and project** |
| Shop till you drop | Shopping and marketing | Understand and discuss a text about nightmare shoppers.  Understand a vlog by a social media influencer.  Use the passive to explain processes. | Vocabulary for shopping and marketing: *bargain, brand, browse, budget, checkout, designer label, discount, logo, on display, promotion, purchase (n), shopkeeper*  Vocabulary for social media influence: *channel, clip, content (n), follow (v), honesty, humour, passion, review (n), share (n), tone, tutorial, view (n)*  Passives review:  *...this thing he wanted had been slightly damaged while it was on display.*  *The workers who make these are paid just 6p an hour!*  Passive with infinitives and modals:  *If you don’t care that much about the topic, then how can you expect to be listened to?*  *You might be offered money to promote a product, and that’s OK, but you shouldn’t lie about the product and pretend to like it if you don’t.* | 1. Discuss what you would buy if you had a thousand pounds and why.  2. Write a comment on the petition text in p.8-9.  Project: Write, act out and film a short promotional video for a fictional product. |
| Role models | Role models | Follow people who are describing their role models.  Use adjectives to describe role models.  Write a description of a person I admire | Adjectives for personalities: *amazing, bold, brave, bubbly, cheerful, generous, hard-working, influential, passionate, thoughtful, wise*  Adjectives for heroes: *calm, exceptional, expert, heroic, modest, positive, remarkable, unique*  Word order in question forms (subject, object, indirect):  *Who inspires you?*  *Who are you inspired by?*  *Why do you think they’re a good role model?*  Language to describe someone’s life or events (present perfect past simple past continuous past perfect):  *After their football practice had finished, 12 boys cycled to Tham Luang cave.*  *But while they were exploring, the water level began to rise.*  *They have rescued many people inside caves, so they started the search.* | 1. Discuss and answer questions relating to social media posts.  2. Write a description of a person you admire.  Project: Interview a famous person. |

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| Making headlines | Journalism and fake news | Understand discussions about hoaxes.  Understand a discuss good journalism.  Report what people have said. | Vocabulary for hoaxes: *admit, claim (v), evidence, invent, fool (v), headlines, hoax, journalism, quote (v), reveal, shock (v), trick (n)*  Adjectives for news: *authentic, balanced, evidence, genuine, reliable, sensational, sources, the press, version*  Reported speech in present simple, present perfect, past perfect (tense shift):  *Its owner explained that the Mechanical Turk did not have the power to think at all.*  *Bohannon told the readers of his blog that he was actually a molecular biologist.*  Language for describing recent events/past events that are relevant now (present simple, present perfect simple and present continuous):  *This deadly menace has decimated Europe’s bee populations.*  *The hornets, which have been spreading across Europe since last year, ...* | 1. Discuss and answer questions relating to three hoaxes.  2. Write an opinion essay on journalists and what makes them successful.  Project: Create a news report. |
| Are you a health freak? | Food and health | Understand written and spoken texts for diet and health.  Give advice and make recommendations.  Use words and expressions for healthy lifestyles. | Food categories: *dairy products, fatty foods, fruits and vegetables, grains, high-fibre foods, nutrients, processed foods, proteins, sugary foods, vitamins and minerals*  Expression on health and wellbeing: *absorb information, balance your mood and emotions, boost energy levels, burn calories, clear your mind, improve concentration, improve your memory, reduce your anxiety levels*  Give advice and make recommendations (*must/mustn’t, have to, should/shouldn’t, don’t have to, could, need to*):  *You must avoid red meat!*  *Around half of the plate should be fruit and veg.*  Talk about the likelihood that things will happen:  *If you stay up all night studying, you’re sure to feel too tired to concentrate properly ...*  *Eating a banana just before the exam is guaranteed to boost your energy levels.* | 1. Discuss and debate motions on school meals and sugar in food.  2. Write a letter to organise a sporting event at school to raise money for charity.  Project: Create a leaflet giving advice on how to lead a healthy lifestyle. |

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| In an ideal world | Utopias and dystopias | Read about human rights and discuss my own rights and those of others.  Write a book or film review.  Use language for talking about permission and necessity. | Vocabulary for human rights: *citizen, democracy, discrimination, expression, government, law, movement, privacy, safety, school, shelter, thought, universal*  Vocabulary for films and novels: *bestseller, main character, novelist, passage, scene, sequel, setting, theme*  Nouns with and without articles (general and specific):  *The most basic human rights include the right to live, to learn and to be free.*  *Food, water and shelter are also important human rights.*  *UNESCO is the UN’s Educational, Scientific and Cultural Organization.*  Language for permission and necessity: *be forbidden to, be allowed to, have to, are obliged, are free to, be forced to, need to, expected to, let, made to* | 1. Discuss the UNICEF Ambassadors from the text on p.4.  2. Write a review of a book or film.  Project: Plan my own ideal society. |
| High tech, low tech | Life without tech | Understand and discuss the concept of living ‘off-grid’.  Write an essay about a device I love.  Talk about the positive and negative effects of ‘screen time’. | Nouns and noun phrases for technology: *a device, a hard drive, a network, a router, a smart TV, an app, broadband, headphones, signal, the cloud, Wi-Fi, wireless*  Phrasal verbs: *build up, chill out, get away, get by, give up, go back, go down, put away*  Mixed conditionals:  *If they lived off-grid, they’d save lots of money.*  *We’d have to wash our clothes by hand if my mum hadn’t built that bike-washer!*  *I might never have experienced living off-grid if my parents weren’t so adventurous.*  Language to talk about causes and consequences: *means that, has led to, has allowed, in order to, as a result of, due to, thanks to* | 1. Write an essay about a device you love and how life would be different without it.  2. Discuss statements about a safe usage policy for screen time.  Project: Create a plan for living off-grid. |