Annual programme 2023-24

**Lower Secondary: Expert**

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| **Module**  **Name** | **Topic** | **Learning aims** | **Language** | **Tasks and project** |
| What gets your goat? | Anger in modern society | Read an opinion piece about anger in modern society.  Learn and use expressions for anger and aggression.  Learn and use structures for drawing attention to something.  Tell an informal anecdote about a funny, surprising or annoying event. | Verb expressions for anger: *blow (her) top, channel (their) anger into, fly off the handle, get into a row, go ballistic, have a tantrum over, keep a lid on, lash out at, lose (your) cool, make (our) blood boil, spark a violent brawl*  *What ... / The thing that ...* clauses to draw attention to a subject of discussion:  *What drives me completely crazy is when you’re trying to have a conversation with someone who won’t stop looking at their phone.*  *The thing that makes me really angry is people eating loudly in the cinema.* | 1. Write about angry moments you have witnessed or experienced using given expressions.  2. Share your experiences of and views on anger.  3. Tell a story about something you found funny, annoying or surprising.  4. Write an article about something that can trigger anxiety and persuade your readers that there is no reason to feel anxious. (Study Skills)  Project: Battle to get your pet hates banished from society. |
| Lost in translation | Jobs involving foreign languages | Read an article about jobs involving foreign languages.  Understand and use some useful idioms.  Listen to some anecdotes about translation errors.  Learn and use expressions to give yourself thinking time and clarifying meaning. | Idioms: *a rule of thumb, at the last minute, at top speed, on the spot, think on (your) feet, get the wrong end of the stick*  Vocabulary for translation: *break into, connotation, feed back to, get your meaning across, idiom, metaphor, mother tongue, nuance, pick up, switch between, synonym*  Expressions for clarification:  *In other words, …*  *What I mean is ...*  *What I’m trying to say is …*  *By that I mean...*  Expressions for revising what you’ve said:  *Having said that, ...*  *That said, ...*  Expressions for giving yourself thinking time:  *Let me think ...*  *Let me see ...*  *That’s a hard question!* | 1. Explain the differences between pairs of things for languages, such as dubbing and subtitles.  2. Discuss jobs that use multiple languages and the skills and personal qualities they require.  3. Tell a true story about something that happened to you or someone you know.  4. Give a presentation on a given topic for language. (Study Skills)  Project: Translate different genres of text and evaluate the translations. |

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| Big Brother | Literary novels | Read and analyse an extract of a literary novel.  Analyse the effect of word choice in descriptive language.  Listen to a discussion about whistle-blowers.  Analyse and use useful expressions for discussion and debate. | Vocabulary for surveillance: *civil liberty, intrusion, leak, mass surveillance, personal data, whistle-blower*  Expressions for debating and discussing:  Challenging an opinion or disagreeing:  *I think you’re missing the point. The point is that ...*  *Let’s get our facts straight here, shall we?*  *I think we’ll have to agree to disagree about that.*  Introducing an opinion:  *There’s a strong argument for saying that ...*  *Frankly, ...*  Interrupting to examine a detail:  *Sorry, but can I just address this point ...?*  Asking for clarification:  *Can you explain what you mean by ...?*  Introducing a hypothetical scenario:  *Let’s imagine that ...* | 1. Talk about whether you are interested in reading more of Nineteen Eighty-Four and how well the writer predicted life in the 21st century.  2. Write an article about how Nineteen Eighty-Four could relate to life today.  3. Debate a leak such as the Panama Papers.  4. Debate a topic, ensuring you include a claim, evidence and make sure your case has an impact. (Study Skills)  Project: Research and debate data privacy and surveillance. |
| Ways of seeing | What defines art? | Read an opinion article which sets out to define art.  Learn and use vocabulary for talking about art and different art forms.  Understand a radio discussion about art and the senses.  Learn to use appropriate language for evaluating different artworks. | Vocabulary for art: *art establishment, conceptual, curators, icon, installation, masterpiece, minimalist, seminal, the canon*  *It ... / There ...* as the subject clause:  *Recently there’s been a lot of excitement about immersive theatre.*  *It’s difficult to convey to you how surprising and completely novel that performance was.*  *There was something otherworldly about the whole experience.*  *What’s remarkable is how he’s completely adapted to this new sense.* | 1. Write a paragraph to summarise a controversial artwork.  2. Discuss topics for art and the senses.  3. Give a presentation on a contemporary artist or group of artists.  4. Write an essay on a given topic about art. (Study Skills)  Project: Present ideas for a creative project and write a proposal. |

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| Comedy gold | Differences in styles of humour | Learn about and discuss different styles of humour. Identify and use vocabulary to talk about comedy and humour.  Watch an interview with a stand-up comedian.  Practise telling informal anecdotes in a humorous and engaging way. | Vocabulary for comedy and humour: *absurd, deadpan expression, get it, have someone in stitches, mock, nonsensical, pun, put yourself down, ridicule, wing it*  Tenses for telling anecdotes:  Present simple: *I go onstage, I ask everyone where they’re from.*  Past simple: *I remember one time in particular, I was at a festival.*  Past perfect:  *I had been booked as a headliner ... and I’d written all of these jokes for Czechs or people who lived in the Czech Republic.*  *will* + verb: *I’ll meet these American people ... they’ll be like, uh, ‘You’re from England, right?’* | 1. Share opinions and experiences on humour and comedy.  2. Write a review of a comedy programme or film that’s popular in your country.  3. Tell a story that you have modified, in first person.  4. Conduct an interview as if you're hiring someone for a summer internship. (Study Skills)  Project: Work as part of a group to write and perform a comedy sketch. |
| Crowd support | Benefits and problems of crowdfunding | Learn about and discuss the benefits and potential problems of crowdfunding.  Analyse and use compound adjectives formed in different ways.  Explore language for talking about events in the future.  Evaluate different crowdfunding campaigns. | Compound adjectives for crowdfunding: *brand-new, crowd-funded, ear-splitting, fast-growing, garage-built, rewards-based, time-limited, strong-minded, well-deserved, well-known*  Future tenses:  Future continuous and future perfect:  *You’ll soon be travelling to Uganda ...*  *By then you’ll have finished your project ...*  Future simple with adverbs (mid-position):  *They’ll never be ill from dirty water again.*  Future simple with *have to / be able to* + *infinitive:*  *They’ll be able to remove all the bacteria ...*  *... we’ll have to be patient.*  Future passive:  *... electricians and plumbers will be needed to help put the purification systems in place.* | 1. Write a crowdfunding request for support for a campaign.  2. Discuss crowdfunding including the benefits and possible exploitation.  3. Write about why people should back your local crowdfunding campaign.  4. Write a compare and contrast essay about microcredit and mobile banking as ways to help people in developing countries out of poverty. (Study Skills)  Project: Plan a crowdfunding campaign and write a formal letter requesting backing for your idea. |