Annual programme 2023-24

**Upper Secondary: Dynamic**

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| **Module**  **Name** | **Topic** | **Learning aims** | **Language** | **Tasks and project** |
| My story | Diversity and inclusion | Learn about diversity and inclusion.  Read about DNA ancestry tests and summarise a story for your partner.  Understand a presentation better by guessing the content.  Increase your vocabulary with synonyms and antonyms. | Synonyms for diversity: *bigotry–prejudice, firmly, completely–solidly/truly, racial discrimination–racism*  Antonyms for diversity: *implicit–explicit; narrow-minded–open-minded; unite–divide*  Modals of obligation (+ simple vs. continuous):  *I believe we should accept and respect these differences.*  *This shouldn’t be happening, but it is.*  *We shouldn’t be using it today.*  *We ought to be questioning bias.* | 1. Talk about DNA ancestry tests and implicit and explicit racism.  2. Discuss and order strategies for opening your mind to diversity in order of importance.  3. Discuss discrimination, prejudice and promoting diversity.  4. Write a descriptive text about a child memory. (Study Skills)  Project: Write a blog post that engages the reader’s attention. |
| Under pressure | Causes and symptoms of stress | Learn about and discuss the causes and symptoms of stress.  Share your own experiences of stress and suggest ways of coping with it.  Learn and use language for talking about physical and emotional health.  Watch a documentary about stress and its effects on the body. | Phrases for stress: *be a perfectionist, be a workaholic, burst into tears, cope (with), have nightmares (about), have things under control, panic (about)*  Expressions of degree:  *It’s important to get so enough sleep at night.*  *Sleep is so important that we can develop serious mental and physical problems if we don’t get enough.*  *If you get too stressed to sleep, you can become very tired and that can lead to depression.*  *Chronic stress can have such a serious impact that it gives you high blood pressure.* | 1. Discuss sleep, lifestyle and stress.  2. Write a blog post with the title ‘Is today’s society making us feel more stressed than ever?’  3. Write a message for an online advice page about a stress-related problem, and reply to other messages.  4. Present a chart and its data. (Study Skills)  Project: Create and conduct a class survey and present the results. |

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| Food for the future | Global food systems and food insecurity | Find out about and share views on issues relating to the global food system and food insecurity.  Learn and practise vocabulary for food and food insecurity.  Talk about eating habits and food trends in your country.  Identify and use language to describe past, present and future trends. | Having too much or not enough to eat: *dying of hunger, famine, food insecurity, food shortages, hungry, malnourished, obese, overweight, starving*  Describing food and diet: *junk-food diet, Western-style diet, high in meat/sugar/fat/ salt, nutrients, nutritious, healthy, affordable*  The environment and natural world: *climate change, damage/protect the environment, droughts, greenhouse gases, industrial farming methods, natural disasters, sustainable*  Modals of obligation (+ simple vs. continuous):  *I believe we should accept and respect these differences.*  *This shouldn’t be happening, but it is.*  *We shouldn’t be using it today.*  *We ought to be questioning bias.* | 1. Discuss food insecurity and health problems for food.  2. Share your views on eating insects and insect products.  3. Talk about eating habits in your country.  4. Write an article about vegetarianism and veganism. (Study Skills)  Project: Research, present and write a report on different solutions to food insecurity. |
| Fifteen minutes of fame | Celebrity culture | Read and reply to online posts that give opinions about celebrity culture.  Understand a conversation between a student and a careers advisor.  Learn and use language for comparing people’s abilities and behaviour.  Present your own arguments, giving reasons and supporting details. | Word families for celebrity culture:  *accept/acceptable/ unacceptable, fame/famous/infamous, fail/failure, (un)healthy/health, influence/influential, real/unreal/reality, sad/ sadness, social/society, succeed/success/successful/successfully/unsuccessful, treat/treatment*  Comparing and contrasting abilities and behaviour with *neither*, *nor*, *but* and *so*:  *Before becoming a YouTube star, Zoella worked full-time and so does Paul.*  *Zoella was earning money to invest in her YouTube project when she started, but Paul isn’t.*  *The Yes Theory group couldn’t find a cheap camera and neither can Paul.*  *The Yes Theory group didn’t know how to find free online editing tools and nor does Paul.* | 1. Choose a statement about celebrities and write an online post arguing for or against it.  2. Share information about some well-known YouTubers.  3. Talk about your own experience of watching and making visual content.  4. Write a conversation between you and an international student about a TV programme. (Study Skills)  Project: Prepare for and take an active part in a Balloon Debate. |

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| Game on | Video game development and production | Find out how modern video games are developed and produced.  Share views about what makes a successful video game.  Learn and talk about the issue of gender in tech industries and other fields.  Explore and use language to talk about conditions for things to happen. | Gaming industry job roles: *animator, designer, developer, game tester, programmer, scriptwriter, sound engineer*  Elements of a game: *audio, background, feature (n), graphics, multi-level story, music track, sound effect*  Computing verbs: *crash, cut and paste, display, double-click, drag and drop, run*  Zero and first conditionals to express commands, future possibilities and general truths:  *As long as a video game has good gameplay, it will succeed.*  *I’ll buy you a new game providing that you let me play too.*  *Unless they can get it completely right, they often prefer not to try it at all.*  *If we can achieve that, the world will be a better place.* | 1. Discuss roles in game production.  2. Talk about what makes a great video game.  3. Share your views on gender roles and how they affect jobs.  4. Write an argument, and counterargument and a refutation to it.  Project: Work together to design a new video game. |
| Skin deep | Image and perception of beauty across cultures | Learn about body image and perceptions of beauty in different cultures.  Use appropriate language to describe physical appearance.  Listen to a radio debate about the effects of the media on body image.  Discuss your opinions on body image issues, giving examples. | Formal or medical terms for physical descriptions: *dark skin, overweight, pale skin, thin*  Informal or non-medical terms for physical descriptions: *attractive, beautiful, curves, cute, fat, flabby, sexy, skinny, slim*  Formal and informal ways of introducing examples in a discussion:  *Let me give you an example.*  *Let me share some examples.*  *Another common example is …*  *For instance...*  *Take ...*  *... and so fourth.*  *... among other things.*  *... is a perfect example.*  *Another example is...*  *... such as...*  *... like...* | 1. Talk about what is attractive where you live and how people are treated based on how attractive they are.  2. Share views on the importance of being attractive and beauty treatments and cosmetic surgery.  3. Discuss how to advise someone who isn't attractive and solutions to the pressure people feel.  4. Have a discussion based on the statement Fashion models should be aged 18 or over to work by law. (Study Skills)  Project: Investigate body image campaigns and create your own positive campaign for teenagers. |