Annual programme 2022-23

**Lower Secondary: Bold**

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| **Module**  **Name** | **Topic** | **Language** | **Class activities** | **Project** |
| Sense-ational | The senses | Talking about habits and facts vs things happening now.  Talking about abilities.  Vocabulary to talk about the senses. | Reading: Previewing a text.  Listening: Understanding gist and specific details.  Speaking: Comparing and contrasting.  Writing: Writing a factual text. | Design a science fair show board. |
| No limits | Exploring the world | Explaining a sequence of events in the past.  Talking about geographical features and modes of transport. | Reading: Matching headings and paragraphs.  Listening: Identifying the type of missing information.  Writing: Writing paragraphs with topic sentences.  Speaking: Explaining the order of events in the past. | Research and give a slide presentation on a famous explorer. |

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**Lower Secondary: Bold**

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| **Module**  **Name** | **Topic** | **Language** | **Skills** | **Project** |
| Music to my ears | Music | Talking about musical experiences.  Talking about instruments, genres and roles in music. | Reading: Identifying steps in a sequence.  Speaking: Making and responding to suggestions.  Writing: Writing notes.  Listening: Listening in an active manner. | Students invent and act out an interview with a music group or band of their choice. |
| Let’s play | Computer gaming and games | Making comparisons to talk about small or big differences.  Talking about how something was done (passive).  Vocabulary to talk about games. | Reading: Distinguishing fact from opinion.  Listening: Identifying how the speaker feels.  Speaking: Giving a presentation.  Writing: Writing a short summary. | Plan and present an idea for a new game. |

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**Lower Secondary: Bold**

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| **Module**  **Name** | **Topic** | **Language** | **Skills** | **Project** |
| Waste not, want not | Upcycling and zero waste ideas | Talking about quantities.  Giving instructions.  Talking about waste, recycling and craft activities. | Reading: Skimming and scanning combined.  Speaking: Expressing opinions.  Writing: Giving advice.  Listening: Asking follow-up questions. | Write a blog post for teens with tips for reducing waste. |
| Myths and legends | Myths and legends | Asking questions. Using hedging and reporting expressions (e.g. X *was said to…*). Talking about myths and legends. | Reading: Identifying the text type from visual clues.  Listening: Making inferences.  Speaking: Sequencing a story.  Writing: Writing clear notes. | Prepare and give a tour-guide talk about a place linked to a myth. |
| **Module**  **Name** | **Topic** | **Language** | **Skills** | **Project** |
| Boost your brain! | Language learning | Using adjectives and adverbs accurately.  Talking about languages and language learning.  Talking about thinking skills. | Reading: Scanning a text.  Speaking: Showing interest in what someone else is saying.  Writing: Writing introductions.  Listening: Listening to what someone is saying. | Create a poster for teens to encourage language learning. |