

## Overview syllabus - Upper Secondary Plus Open

| Topic                                  | Title                      | Project  | Language Skills   | Core Skills   | Real-World Knowledge   | Class Activities   |
|--|----------------------------|--|---|---|--|--|
| Technology and hobbies                 | It's just a game           | Create and present a survey on technology and hobbies.               | <ul style="list-style-type: none"> <li>- Talking about activities you like and dislike.</li> <li>- Making comparisons.</li> <li>- Talking about technology.</li> <li>- Using adjectives to give opinions.</li> </ul>  | <ul style="list-style-type: none"> <li>- Digital Literacy.</li> <li>- Collaboration and communication.</li> </ul>           | Develop presentation skills.   | <ul style="list-style-type: none"> <li>- Reading: Skimming: Understanding the main idea.</li> <li>- Listening: Previewing the text.</li> <li>- Speaking: Expressing a simple opinion.</li> <li>- Writing: Completing sentence starters</li> </ul>  |
| School life around the world           | School can be cool         | Design an ideal school.  | <ul style="list-style-type: none"> <li>- Talking about the present (habits, facts, temporary situations, thoughts and emotions, and things happening now)</li> <li>- Giving instructions with imperatives.</li> <li>- Talking about schools and education.</li> </ul>             | <ul style="list-style-type: none"> <li>- Collaboration and communication.</li> <li>- Citizenship.</li> </ul>                | Learn about school life around the world and discuss your opinions about different aspects of school life. | <ul style="list-style-type: none"> <li>- Reading: Seeing the difference between true and false information.</li> <li>- Listening: Understanding gist.</li> <li>- Speaking: Expressing feelings, likes and dislikes; Agreeing and disagreeing.</li> </ul>                                       |
| Films                                  | Lights, Camera, Action!    | Create a film trailer.   | <ul style="list-style-type: none"> <li>- Using expressions for describing films.</li> <li>- Giving opinions about films.</li> <li>- Using <i>-ed</i> and <i>-ing</i> adjectives to give opinions and talk about emotions.</li> <li>- Talking about film and TV genres.</li> </ul> | <ul style="list-style-type: none"> <li>- Digital Literacy.</li> <li>- Creativity and imagination.</li> </ul>                | Learn how to talk about the types of films you like/dislike.   | <ul style="list-style-type: none"> <li>- Reading: Scanning for words.</li> <li>- Listening: Listening for specific detail.</li> <li>- Speaking: Expressing views/opinions.</li> <li>- Writing: Writing a short text with paragraphs.</li> </ul>  |
| Historical places and life in the past | Living history             | Create a wiki page about a local (historical) place.                 | <ul style="list-style-type: none"> <li>- Talking about the past.</li> <li>- Vocabulary related to tourism.</li> <li>- Using adjectives to give opinions.</li> </ul>   | <ul style="list-style-type: none"> <li>- Digital Literacy.</li> <li>- Citizenship.</li> </ul>                               | Learn about the history of a place near where you live.  | <ul style="list-style-type: none"> <li>- Reading: Matching headings to paragraphs.</li> <li>- Listening: Matching pictures to words.</li> <li>- Speaking: Turn taking.</li> <li>- Writing: Writing about facts.</li> </ul>   |
| Health and illness                     | Healthy body, healthy mind | Create a role play and presentation with advice for staying healthy. | <ul style="list-style-type: none"> <li>- Giving advice and making suggestions.</li> <li>- Talking about the body and health.</li> </ul>   | <ul style="list-style-type: none"> <li>- Student leadership</li> <li>- Collaboration and communication.</li> </ul>          | Learn how to stay healthy and what to do in a medical emergency.   | <ul style="list-style-type: none"> <li>- Reading: Identifying the text type from visual clues.</li> <li>- Listening: Listening for signposting words.</li> <li>- Speaking: Using correct stress and intonation.</li> <li>- Writing: Using punctuation: commas and full stops.</li> </ul>       |
| Travel and experiences                 | Have you ever...?          | Make a poster about your past holiday experiences in groups.         | <ul style="list-style-type: none"> <li>- Talking about experiences you've had.</li> <li>- Vocabulary to talk about holiday experiences.</li> </ul>  | <ul style="list-style-type: none"> <li>- Creativity and imagination.</li> <li>- Collaboration and communication.</li> </ul> | Talk about places you have been and why you liked them.  | <ul style="list-style-type: none"> <li>- Reading: Guessing the meaning of unfamiliar words from context.</li> <li>- Listening: Making basic inferences.</li> <li>- Speaking: Suggesting solutions to problems.</li> <li>- Writing: Writing narrative texts based on visual prompts.</li> </ul> |

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|-------------------------|-------------|--|---|--|--|--|
| Diversity and inclusion | My story    | Write a blog post that engages the reader's attention.         | <ul style="list-style-type: none"> <li>- Modals of obligation.</li> <li>- Language to talk about the origins of humanity.</li> </ul>                      | <ul style="list-style-type: none"> <li>- Collaboration and communication</li> <li>- Citizenship</li> </ul>                           | Learn about diversity and inclusion.   | <ul style="list-style-type: none"> <li>- Read an article about ancestry tracking.</li> <li>- Listen to a presentation on diversity.</li> <li>- Discuss ancestry, ethnicity and racism.</li> <li>- Write a blog post about an aspect of diversity.</li> </ul>   |
| Marketing techniques    | Going viral | Plan and produce a viral marketing campaign as part of a team. | <ul style="list-style-type: none"> <li>- Functional language to express results and consequences.</li> <li>- Language to talk about marketing.</li> </ul> | <ul style="list-style-type: none"> <li>- Critical thinking and problem solving</li> <li>- Collaboration and communication</li> </ul> | Learn about different marketing techniques and how they are used to persuade people. | <ul style="list-style-type: none"> <li>- Read about different marketing techniques.</li> <li>- Listen to an interview about emotions.</li> <li>- Give your opinions about the value of marketing.</li> <li>- Write an elevator pitch for a product.</li> </ul> |

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|---|---------------------|---|---|--|--|---|
| Causes and symptoms of stress           | Under pressure      | Create and conduct a class survey and present the results.                      | <ul style="list-style-type: none"> <li>- Expressions of degree: so/such, that, too and enough.</li> <li>- Expressions related to the body and physical health.</li> </ul>                             | <ul style="list-style-type: none"> <li>- Critical thinking and problem solving</li> <li>- Collaboration and communication</li> </ul> | Share your own experiences of stress and suggest ways of coping with it.                         | <ul style="list-style-type: none"> <li>- Take a quiz about stress.</li> <li>- Watch a video about stress management.</li> <li>- Discuss ways of reducing stress.</li> <li>- Write a blog post about stress.</li> </ul>  |
| Global food systems and food insecurity | Food for the future | Research, present and write a report on different solutions to food insecurity. | <ul style="list-style-type: none"> <li>- Past simple, present perfect and future perfect to describe past, present and future trends.</li> <li>- Expressions related to health and trends.</li> </ul> | <ul style="list-style-type: none"> <li>- Critical thinking and problem solving</li> <li>- Collaboration and communication</li> </ul> | Find out about and share views on issues relating to the global food system and food insecurity. | <ul style="list-style-type: none"> <li>- Read an article about the global food system.</li> <li>- Listen to a radio interview about eating insects.</li> <li>- Talk about food insecurity.</li> <li>- Write a formal report for the Hunger Summit.</li> </ul>   |
| Celebrity culture                       | 15 minutes of fame  | Prepare for and take an active part in a balloon debate.                        | <ul style="list-style-type: none"> <li>- Comparing and contrasting.</li> <li>- Expressions for giving opinions.</li> </ul>  | <ul style="list-style-type: none"> <li>- Critical thinking and problem solving</li> <li>- Creativity and imagination</li> </ul>      | Read and reply to online posts that give opinions about celebrity culture.                       | <ul style="list-style-type: none"> <li>- Read blog posts about celebrity culture.</li> <li>- Listen to a student's conversation with a careers advisor.</li> <li>- Discuss the role of celebrities in society.</li> <li>- Write an online post about celebrities.</li> </ul>  |
| Access to education                     | A right to learn    | Launch a crowdfunding campaign to improve access to education for young people. | <ul style="list-style-type: none"> <li>- Language to talk about experiences and opinions.</li> <li>- Expressions related to education and schools.</li> </ul>   | <ul style="list-style-type: none"> <li>- Critical thinking and problem solving</li> <li>- Citizenship</li> </ul>                     | Discuss the causes and consequences of unequal access to education.                              | <ul style="list-style-type: none"> <li>- Read and evaluate the effectiveness of crowdfunding statements.</li> <li>- Listen to two students discussing a school exchange.</li> <li>- Discuss unequal access to education in different countries.</li> <li>- Rewrite a crowdfunding statement to make it more effective.</li> </ul> |