

In **Secondary Plus A1** learners develop their English through a wide range of communicative tasks and interactive activities. Participation in group work and projects enables learners to integrate language and skills from the course and develop team working attitudes. They will also receive regular developmental feedback in different formats with regard to their progress.

The magazine for this level is Secondary Plus A1. The teacher will exploit the magazine according to the needs of the learners, as well as select a range of supplementary materials and resources to best support their learning.

In the academic year the follow areas of study will be included.

Project	Language Skills	Core Skills	Real-World Knowledge
<ul style="list-style-type: none"> • Create a vlog/profile describing background, family and friends. • Design and present a plan for a dream room in a dream home. • Do a survey about technology use and present the results. • Plan a festival and create an advert for it. • Plan dishes for a party and present them in a picture story. • Create a role-play set in a sports centre. • Create a documentary about an animal. • Plan and present a fashion show for charity. 	<ul style="list-style-type: none"> • Describing people and family. Adjectives to describe personality and emotions. Family member nouns. • there is/are, some/any • Demonstratives (this, that, these, those) • Describing features, places and furniture in a home. • Talking about timetables, habits and routines. • Talking about technology. • Talking about things that are happening in the present moment. • Talking about festivals and festival activities. • Talking about quantities of food. • Talking about food and dishes. • Talking about sports, sports equipment and places. • Talking about sporting abilities. • Making comparisons using short adjectives. • Talking about animals and animal habitats. 	<ul style="list-style-type: none"> • Student leadership. • Collaboration and communication • Digital Literacy. • Critical thinking and problem solving. • Citizenship. • Creativity and imagination. 	<ul style="list-style-type: none"> • Learn how to create a vlog. • Design an ideal home. • Learn how to write a survey. • Learn about festivals and activities that can take place at them. • Learn how to make food dishes for a party. • Practise asking for and giving information about an activity. • Learn about animal habits. • Learn how to plan a charity event.

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| | <ul style="list-style-type: none">• Talking about places you would like to visit and activities you would like to do.• Talking about shopping and clothes.• Talking about the past with was/were | | |
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In **Secondary Plus A2** learners develop their English through a wide range of communicative tasks and interactive activities. Participation in group work and projects enables learners to integrate language and skills from the course and develop team working attitudes. They will also receive regular developmental feedback in different formats with regard to their progress.

This course uses the British Council Secondary Plus A2 magazines. The teacher will exploit the magazines according to the needs of the learners, as well as select a range of supplementary materials and resources to best support their learning.

During the course the areas specified below will be covered.

Projects	Language Skills	Core Skills	Real-World Knowledge
<ul style="list-style-type: none"> • Create and present a survey on technology and hobbies. • Design an ideal school. • Create a film trailer. • Create a presentation about a possible future career with a poster. • Create a wiki page about a local (historical) place. • Create a video advert for a summer camp. • Create a role play and presentation with advice for staying healthy. • Make a poster about your past holiday experiences in groups. • 	<ul style="list-style-type: none"> • Talking about activities you like and dislike. • Making comparisons. • Talking about technology. • Using adjectives to give opinions. • Talking about the present (habits, facts, temporary situations, thoughts and emotions, and things happening now) • Giving instructions with imperatives. • Talking about schools and education. • Using expressions for describing films. • Giving opinions about films. • Using -ed and -ing adjectives to give opinions and talk about emotions. • Talking about film and TV genres." • Talking about plans and desires for the future. 	<ul style="list-style-type: none"> • Digital Literacy. • Citizenship. • Collaboration and communication. • Creativity and imagination. • Student leadership • Critical thinking and problem solving. 	<ul style="list-style-type: none"> • Develop presentation skills. • Learn about school life around the world and discuss your opinions about different aspects of school life. • Learn how to talk about the types of films you like/dislike. • Learn about the changing world of work and consider how you can plan for your future career. • Learn about the history of a place near where you live. • Decide on exciting activities for a summer camp. • Learn how to stay healthy and what to do in a medical emergency. • Talk about places you have been and why you liked them.

	<ul style="list-style-type: none"> • Making speculations about the future. Talking about the past. • Vocabulary related to tourism. • Using adjectives to give opinions. • Talking about future plans. • Talking about holiday activities. • Making suggestions. • Giving advice and making suggestions. • Talking about the body and health. • Talking about experiences you've had. • Vocabulary to talk about holiday experiences. • Talking about possible future actions and their consequences. • Talking about jobs and careers. • Showing how events in the past were connected (with when/while) 		
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In **Secondary Plus B1.1** learners develop their English through a wide range of communicative tasks and interactive activities. Participation in group work and projects enables learners to integrate language and skills from the course and develop team working attitudes. They will also receive regular developmental feedback in different formats with regard to their progress.

The magazine for this level is Secondary Plus B1.1. The teacher will exploit the magazine according to the needs of the learners, as well as select a range of supplementary materials and resources to best support their learning.

During the course the areas specified below will be covered.

Project	Language Skills	Core Skills	Real-World Knowledge
<ul style="list-style-type: none"> • Students invent and act out an interview with a music group or band of their choice. • Create a poster for teens to encourage language learning. • Plan and present an idea for a new game. • Design a science fair show board • Research and give a slide presentation on a famous explorer. • Write a blog post for teens with tips for reducing waste. • Design and present a home of the future. • Create a survival kit and an emergency plan for a natural disaster. 	<ul style="list-style-type: none"> • Talking about musical experiences. • Talking about instruments, genres and roles in music. • Asking questions. • Using adjectives and adverbs accurately. • Talking about languages and language learning. • Talking about thinking skills. • Making comparisons to talk about small or big differences. • Talking about how something was done (passive). • Vocabulary to talk about games. • Talking about habits and facts vs things happening now. • Talking about abilities. • Vocabulary to talk about the senses. • Explaining a sequence of events in the past. • Talking about geographical features and modes of transport. • Talking about quantities. • Giving instructions. 	<ul style="list-style-type: none"> • Digital Literacy. • Collaboration and communication. • Critical thinking and problem solving. • Citizenship. • Creativity and imagination. 	<ul style="list-style-type: none"> • Learn about different roles, instruments and genres in music. • Learn about the benefits of language learning. • Learn about games and how they are designed. • Find out some amazing facts how the senses work in humans and animals • Learn about the adventures of famous explorers and the challenges they faced. • Find out about different ways of reducing waste. • Learn about building design and how buildings can be made more eco-friendly. • Learn about natural disasters and how people can respond to them.

	<ul style="list-style-type: none"> • Talking about waste, recycling and craft activities. • Using verb expressions (e.g. cheer somebody up). • Talking about the size of things. • Making descriptions of things and processes stronger or weaker. • Talking about buildings, architecture and the environment. • Talking about facts, future possibilities and imaginary situations (zero, first and second conditional). • Talking about unreal events in the past (third conditional). • Discussing natural disasters. 		
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In **Secondary Plus B1.2** learners develop their English through a wide range of communicative tasks and interactive activities. Participation in group work and projects enables learners to integrate language and skills from the course and develop team working attitudes. They will also receive regular developmental feedback in different formats with regard to their progress.

This course uses the British Council Secondary Plus B1.2 magazines. The teacher will exploit the magazines according to the needs of the learners, as well as select a range of supplementary materials and resources to best support their learning.

During the course the areas specified below will be covered.

Projects	Language Skills	Core Skills	Real-World Knowledge
<ul style="list-style-type: none"> • Give a group presentation about an invention. • Create a leaflet on how to deal with stressful situations and stay positive. • Research and create a fact file about a rite of passage. • Take part in a debate about animal conservation or animal rights. • Design a concept and menu for a fusion restaurant. • Create a class topten list of tips for using the internet responsibly. • Role-play a TV interview about a strange event. 	<ul style="list-style-type: none"> • adjectives (crazy, innovative, unique) • past simple, past continuous, past perfect, used to. • adjectives to describe feelings and moods (anxious, enthusiastic, passive) • verb + -ing form; verb + infinitive with to. • idioms to talk about feelings (a fish out of water, get wound up) • verb forms in expressions of advice • synonyms of important; phrasal verbs (move on, look back on) • defining relative clauses • non-defining relative clauses • words to talk about different stages of life (adolescent, toddler, elderly) 	<ul style="list-style-type: none"> • Collaboration and communication • Citizenship • Creativity and imagination • Digital Literacy • Critical thinking and problem solving 	<ul style="list-style-type: none"> • discuss inventions and guessing the meaning of unfamiliar words from context; Writing: Expressing opinions. • discussing advice while giving opinions, agreeing, and disagreeing. • discuss the comments on the online forum and express opinions. • Reading: Identifying the writer's point of view; Speaking: Checking and confirming information • Learn how to express opinions • suggest solutions to negative things about the internet • solving logic problems. • discuss ideas for school changes

<ul style="list-style-type: none"> • Role-play a debate about education. 	<ul style="list-style-type: none"> • related to animal conservation (habitat, endangered, conservation) • phrasal verbs • word families and word formation (harm, harmful) • adjectives related to food (nutritious, filling, light, mild, hot) • articles with countable and uncountable nouns; measurements and words that describe amounts • verbs related to cooking. • technology (browse, connect, modem, cable) • modals for suggestions and rules: need to, should, ought to, must, have to. • words related to luck and superstition (believe in, bad fortune, a sign, bring bad luck, fate) • verb patterns with -ing vs. infinitive with to. • embedded questions vs direct questions • nouns and adjectives from the same word families (boredom/bored, delight/delighted, difficulty/difficult) • formal vs informal language (contractions, passive forms, punctuation, use of 		
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	second person, lexical register)		
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In **Secondary Plus B2.1** learners develop their English through a wide range of communicative tasks and interactive activities. Participation in group work and projects enables learners to integrate language and skills from the course and develop team working attitudes. They will also receive regular developmental feedback in different formats with regard to their progress.

This course uses the British Council Secondary Plus B2.1 magazines. The teacher will exploit the magazines according to the needs of the learners, as well as select a range of supplementary materials and resources to best support their learning.

During the course the areas specified below will be covered.

Projects	Language Skills	Core Skills	Real-World Knowledge
<ul style="list-style-type: none"> • Create and interpret mini-dramas using gestures. • Simulate a crime scene investigation. • Prepare for a survival situation. • Write a competition entry about overcoming a challenge. • Produce a TV commercial for teens to raise awareness of an issue connected to water. • Research and plan a budget for a party. • Give a presentation on an unusual animal. • Create a story that teaches a value. 	<ul style="list-style-type: none"> • Making generalisations and qualifying statements • Providing information using defining and non-defining relative clauses (including whose/whom). • Talking about emotions and communication. • Relating what was said. • Using relative pronouns to explain details. • Talking about crime, detection and punishment. • Speculating about imaginary situations. • Adding emphasis. • Describing remote and extreme places. • Telling stories or recounting someone's biography. • Talking about challenges and emotions. • Using phrasal verbs related to challenges. • Making predictions about the future. • Connecting ideas (with but, though, despite). • Talking about resources and resource usage. 	<ul style="list-style-type: none"> • Digital Literacy. • Collaboration and communication. • Critical thinking and problem solving. • Citizenship. • Creativity and imagination. • Student leadership. 	<ul style="list-style-type: none"> • Learn about the importance of body language in communication. • Find out about how crimes are investigated. • Learn how to survive in difficult circumstances. • Consider different types of challenges and learn about strategies we can use to overcome these. • Discuss how we can overcome the problem of water scarcity. • Learn about strategies for managing money. • Consider what makes different animals suitable or unsuitable as pets. • Understand the morals and values contained within stories.

	<ul style="list-style-type: none"> • Giving examples. • Talking about conditions with as/so long as, providing, provided that and unless. • Talking about money and finances. • Making contrasts. • Expressing different levels of possibility. • Talking about animals. • Writing in a formal style. • Discussing regrets. • Talking about moral issues. • Making comparisons stronger or weaker. 		
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In **Secondary Plus B2.2** learners develop their English through a wide range of communicative tasks and interactive activities. Participation in group work and projects enables learners to integrate language and skills from the course and develop team working attitudes. They will also receive regular developmental feedback in different formats with regard to their progress.

This course uses the British Council Secondary Plus B2.2 magazines. The teacher will exploit the magazines according to the needs of the learners, as well as select a range of supplementary materials and resources to best support their learning.

During the course the areas specified below will be covered.

Projects	Language Skills	Core Skills	Real-World Knowledge
<ul style="list-style-type: none"> • Write, act out and film a short promotional video for a fictional product. • Create a leaflet giving advice on how to lead a healthy lifestyle. • Create a plan for living off-grid. • Plan a programme for a group of foreign students visiting your school/area. • Interview a 'famous person'. • Write a script for a short documentary. • Create a news report. • Write a proposal with ideas for educational changes. 	<ul style="list-style-type: none"> • Using passive structures to explain processes. • Talking about shopping and marketing. • Talking about social media influencing. • Giving advice and making recommendations. • Speculating about things that are certain or likely to happen. • Talking about food, health and wellbeing. • Language to talk about causes and consequences. • Using mixed conditionals to talk about the connection between the past and present. • Talking about technology and amenities. • Talking about habits and customs (tend to, be/get used to) • Describing expectations. • Talking about travel. • Using different question structures. • Describing role models' personalities and attributes. • Using tenses correctly to talk about past events. 	<ul style="list-style-type: none"> • Digital Literacy. • Collaboration and communication. • Critical thinking and problem solving. • Citizenship. • Creativity and imagination. • Student leadership. 	<ul style="list-style-type: none"> • Learn how to create a promotional video for a product. • Talk about how to lead a healthy lifestyle. • Understand the positive and negative effects of new technologies. • Learn what is important to take into consideration when planning an educational trip. • Understand what it means to be a good role model. • Learn about how animals communicate. • Understand what makes good journalism. • Talk about and reflect on the place of rules within education.

	<ul style="list-style-type: none"> • Making speculations about the present and past. • Using different types of pronouns (e.g. each other, themselves) to make your meaning clear. • Talking about animal communication and noises. • Talking about permission and necessity. • Reporting what was said • Describing recent events and processes. • Talking about journalism and hoaxes. • Talking about personal qualities/attributes. • Talking about things that frustrate or irritate you. • Discussing social attitudes. • Describing positive and negative characteristics. 		
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In **Secondary Plus C1.1** learners develop their English through a wide range of communicative tasks and interactive activities. Participation in group work and projects enables learners to integrate language and skills from the course and develop team working attitudes. They will also receive regular developmental feedback in different formats with regard to their progress.

This course uses the British Council Secondary Plus C1.1 magazines. The teacher will exploit the magazines according to the needs of the learners, as well as select a range of supplementary materials and resources to best support their learning.

During the course the areas specified below will be covered.

Projects	Language Skills	Core Skills	Real-World Knowledge
<ul style="list-style-type: none"> • Create a travel plan for a sustainable holiday in your country or region. • Give a presentation about surprising connections and spot the false connections. • Create a questionnaire, conduct surveys and present the results. • Discuss two sides of a court case and film a TV interview about the case. • Plan and hold a debate about artificial intelligence. • Investigate a news item reported by different sources. Give a presentation on bias and reliability. • Write and perform your own short story. • Research an endangered language or dialect and prepare a short presentation. 	<ul style="list-style-type: none"> • Ways of giving emphasis. • Language related to environmental damage and tourism. • Language to talk about the future. • Expressions for reporting facts and opinions cautiously. • Language to talk about probability and chance. • Advanced comparative expressions. • Vocabulary/Idioms for emotions. • Past deductions using modal verbs. • Language related to the criminal justice system. • Expressions for discussing hypotheses about future scenarios. • Language related to Artificial Intelligence (AI). • Using the passive to report news. 	<ul style="list-style-type: none"> • Digital Literacy • Citizenship • Critical thinking and problem solving • Collaboration and communication 	<ul style="list-style-type: none"> • Discuss the impact of tourism on the environment. • Discuss the consequences of living in a connected world. • Share your views about happiness and learn about ways to become happier. • Discuss creative sentences for minor offences. • Find out about new AI technologies being used in everyday life. • Find out about fake news and its consequences. • Find out about the history of storytelling. • Debate the arguments for and against saving endangered languages

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| | <ul style="list-style-type: none">• Language related to the media and fake news.• Past and present narrative tenses.• Language related to storytelling.• Language to talk about trends and temporary situations.• Vocabulary to talk about linguistic diversity | | |
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In **Secondary Plus C1.2** learners develop their English through a wide range of communicative tasks and interactive activities. Participation in group work and projects enables learners to integrate language and skills from the course and develop team working attitudes. They will also receive regular developmental feedback in different formats with regard to their progress.

This course uses the British Council Secondary Plus C1.2 magazines. The teacher will exploit the magazines according to the needs of the learners, as well as select a range of supplementary materials and resources to best support their learning.

During the course the areas specified below will be covered.

Projects	Language Skills	Core Skills	Real-World Knowledge
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<ul style="list-style-type: none"> • Planning for the future • Literary novels • Innovations in food production • Anger in modern society • Benefits and problems of crowdfunding • Unconscious bias • Jobs involving foreign languages • Causes, consequences and treatment of addictions 	<ul style="list-style-type: none"> • Speculating about the future. • Synonyms to describe change. • Expressions for debating and discussing. • Vocabulary connected to surveillance. • Expressions for making effective arguments. • Vocabulary for food production. • What ... / The thing that ... clauses to draw attention to a subject of discussion. • Language about anger. • Language to talk about the future. • Compound adjectives. • Expressions for making and challenging assumptions. • Language for bias and social attitudes. • Clarification, revising what you've said, giving yourself thinking time. • Words relating to translation. • It ... / There ... as subject clause. • Present participle clauses for reason and result. • Language connected to addiction. 	<ul style="list-style-type: none"> • Creativity and imagination • Citizenship • Critical thinking and problem solving • Collaboration and communication • Citizenship • Digital Literacy 	<ul style="list-style-type: none"> • Learn about and discuss planning for the future. • Read and analyse an extract of a literary novel • Read a scientific article about innovations in food production. • Tell an informal anecdote about a funny, surprising or annoying event. • Learn about and discuss the benefits and potential problems of crowdfunding. • Find out about unconscious bias and its impact on behaviour and decisions. • Read an article about jobs involving foreign languages. • Read about and discuss the causes, consequences and treatment of addictions.
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In **Upper Secondary Plus A1** learners develop their English through a wide range of communicative tasks and interactive activities. Participation in group work and projects enables learners to integrate language and skills from the course and develop team working attitudes. They will also receive regular developmental feedback in different formats with regard to their progress.

The magazine for this level is Upper Secondary Plus A1. The teacher will exploit the magazine according to the needs of the learners, as well as select a range of supplementary materials and resources to best support their learning.

In the academic year the follow areas of study will be included.

Project	Language Skills	Core Skills	Real-World Knowledge
<ul style="list-style-type: none"> • Create a vlog/profile describing background, family and friends. • Design and present a plan for a dream room in a dream home. • Do a survey about technology use and present the results. • Plan a festival and create an advert for it. • Plan dishes for a party and present them in a picture story. • Create a role-play set in a sports centre. • Create a documentary about an animal. • Plan and present a fashion show for charity. 	<ul style="list-style-type: none"> • Describing people and family. Adjectives to describe personality and emotions. Family member nouns. • there is/are, some/any • Demonstratives (this, that, these, those) • Describing features, places and furniture in a home. • Talking about timetables, habits and routines. • Talking about technology. • Talking about things that are happening in the present moment. • Talking about festivals and festival activities. • Talking about quantities of food. • Talking about food and dishes. • Talking about sports, sports equipment and places. • Talking about sporting abilities. • Making comparisons using short adjectives. • Talking about animals and animal habitats. 	<ul style="list-style-type: none"> • Student leadership. • Collaboration and communication • Digital Literacy. • Critical thinking and problem solving. • Citizenship. • Creativity and imagination. 	<ul style="list-style-type: none"> • Learn how to create a vlog. • Design an ideal home. • Learn how to write a survey. • Learn about festivals and activities that can take place at them. • Learn how to make food dishes for a party. • Practise asking for and giving information about an activity. • Learn about animal habits. • Learn how to plan a charity event.

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| | <ul style="list-style-type: none">• Talking about places you would like to visit and activities you would like to do.• Talking about shopping and clothes.• Talking about the past with was/were | | |
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In **Upper Secondary Plus A2** learners develop their English through a wide range of communicative tasks and interactive activities. Participation in group work and projects enables learners to integrate language and skills from the course and develop team working attitudes. They will also receive regular developmental feedback in different formats with regard to their progress.

This course uses the British Council Upper Secondary Plus A2 magazines. The teacher will exploit the magazines according to the needs of the learners, as well as select a range of supplementary materials and resources to best support their learning.

During the course the areas specified below will be covered.

Projects	Language Skills	Core Skills	Real-World Knowledge
<ul style="list-style-type: none"> • Create and present a survey on technology and hobbies. • Design an ideal school. • Create a film trailer. • Create a presentation about a possible future career with a poster. • Create a wiki page about a local (historical) place. • Create a video advert for a summer camp. • Create a role play and presentation with advice for staying healthy. • Make a poster about your past holiday experiences in groups. • 	<ul style="list-style-type: none"> • Talking about activities you like and dislike. • Making comparisons. • Talking about technology. • Using adjectives to give opinions. • Talking about the present (habits, facts, temporary situations, thoughts and emotions, and things happening now) • Giving instructions with imperatives. • Talking about schools and education. • Using expressions for describing films. • Giving opinions about films. • Using -ed and -ing adjectives to give opinions and talk about emotions. • Talking about film and TV genres." • Talking about plans and desires for the future. 	<ul style="list-style-type: none"> • Digital Literacy. • Citizenship. • Collaboration and communication. • Creativity and imagination. • Student leadership • Critical thinking and problem solving. 	<ul style="list-style-type: none"> • Develop presentation skills. • Learn about school life around the world and discuss your opinions about different aspects of school life. • Learn how to talk about the types of films you like/dislike. • Learn about the changing world of work and consider how you can plan for your future career. • Learn about the history of a place near where you live. • Decide on exciting activities for a summer camp. • Learn how to stay healthy and what to do in a medical emergency. • Talk about places you have been and why you liked them.

	<ul style="list-style-type: none"> • Making speculations about the future. Talking about the past. • Vocabulary related to tourism. • Using adjectives to give opinions. • Talking about future plans. • Talking about holiday activities. • Making suggestions. • Giving advice and making suggestions. • Talking about the body and health. • Talking about experiences you've had. • Vocabulary to talk about holiday experiences. • Talking about possible future actions and their consequences. • Talking about jobs and careers. • Showing how events in the past were connected (with when/while) 		
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In **Upper Secondary Plus B1.1** learners develop their English through a wide range of communicative tasks and interactive activities. Participation in group work and projects enables learners to integrate language and skills from the course and develop team working attitudes. They will also receive regular developmental feedback in different formats with regard to their progress.

This course uses the British Council Upper Secondary Plus B1.1 magazines. The teacher will exploit the magazines according to the needs of the learners, as well as select a range of supplementary materials and resources to best support their learning.

During the course the areas specified below will be covered.

Projects	Language Skills	Core Skills	Real-World Knowledge
<ul style="list-style-type: none"> • Research and present an important celebration in another country. • Write and tell a new version of a fairy tale. • Research an image and create a meme to post on social media. • Research and write a ‘dos and don’ts’ guide on social customs for visitors to another country. • Research and design a pamphlet and poster to give advice about how to stay safe online. • Research and plan an extreme sports weekend. • Design and present an ideal school. • Research and present a food scandal and write a report recommending possible solutions. 	<ul style="list-style-type: none"> • Talking about things you or other people usually do. • Adjectives, verbs and nouns related to celebrations and customs. • Narrative tenses for talking about events in the past. • Vocabulary for talking about stories and storytelling. • Adding extra information to sentences (relative clauses). • Nouns relating to internet phenomena. • Infinitive with to or -ing verb forms. • Expressions for saying thank you. • Modal verbs for giving advice and making recommendations. • Verb-noun collocations related to safe internet use. • Modals of necessity and possibility: could, might, have to, need to. • Adjectives and nouns to describe people. 	<ul style="list-style-type: none"> - Digital Literacy - Citizenship - Critical thinking and problem solving - Collaboration and communication 	<ul style="list-style-type: none"> • Learn and talk about traditional celebrations around the world. • Find out about how and why traditional fairy tales have changed over the years. • Learn and talk about viral internet phenomena. • Talk and reflect on the power of expressing gratitude. • Find out about online security and how to guard your privacy. • Learn and talk about why people do extreme sports. • Find out about school life in other countries. • Learn about where food comes from

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| | <ul style="list-style-type: none">• Modals of permission and obligation to talk about school rules.• School vocabulary.• Talking about hypothetical situations.• Vocabulary for talking about food and the food industry. | | |
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In **Upper Secondary Plus B1.2** learners develop their English through a wide range of communicative tasks and interactive activities. Participation in group work and projects enables learners to integrate language and skills from the course and develop team working attitudes. They will also receive regular developmental feedback in different formats with regard to their progress.

This course uses the British Council Upper Secondary Plus B1.2 magazines. The teacher will exploit the magazines according to the needs of the learners, as well as select a range of supplementary materials and resources to best support their learning.

During the course the areas specified below will be covered.

Projects	Language Skills	Core Skills	Real-World Knowledge
<ul style="list-style-type: none"> • Create a poster and explain a way to help classmates study. • Plan, implement and report on a project for spreading kindness. • Create a leaflet giving advice on social media problems. • Give a presentation and write an advertising blurb about a new toy you designed. • Present an argument for 'saving' an animal of their choice. • Create a 'graffiti wall' and write a song or a poem related to it. • Plan a round-the-world trip. • Create your own nudge campaign for social 	<ul style="list-style-type: none"> • practise using language for giving polite advice. • learn and use some useful phrasal verbs related to the brain. • learn and use vocabulary for talking about acts of kindness. • identify and use question tags to check or confirm information. • learn and practise vocabulary for talking about social media. • understand and use language for giving advice. • practise agreeing and disagreeing with other people's opinions. • identify and use passive forms in different tenses. • learn and use some useful adjectives for describing products. 	<ul style="list-style-type: none"> • Collaboration and communication • Citizenship • Creativity and imagination • Digital Literacy • Critical thinking and problem solving 	<ul style="list-style-type: none"> • share views on effective study methods. • find out why volunteering can be a very positive experience for all involved. • learn how to make sure you have a positive image online and on social media. • find out about and discuss trends and issues in the toy industry. • find out about different animals and the role they play in human life. • learn about different street artists and their work. • learn and talk about life at the edges of civilisation. • find out about environmental nudge campaigns.

<p>media and present your ideas.</p>	<ul style="list-style-type: none"> • learn and practise language for talking about animal characteristics. • learn about inventions. • share views and support their opinions with information, explanations and examples. • describe graffiti and artwork and talk about the ideas they communicate. • Analyse and practise using vocabulary related to harsh environments: desert, cliff, mountain, peak, volcano; boiling hot, arid, icy, freezing cold, frozen, stormy. • Revise and practise using modals of speculation and deduction in the present. • learn and use vocabulary for talking about climate and environmental issues • practise language for talking about the effects of past actions on the present. 		
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In **Upper Secondary Plus B2.1** learners develop their English through a wide range of communicative tasks and interactive activities. Participation in group work and projects enables learners to integrate language and skills from the course and develop team working attitudes. They will also receive regular developmental feedback in different formats with regard to their progress.

This course uses the British Council Upper Secondary Plus B2.1 magazines. The teacher will exploit the magazines according to the needs of the learners, as well as select a range of supplementary materials and resources to best support their learning.

During the course the areas specified below will be covered.

Projects	Language Skills	Core Skills	Real-World Knowledge
<ul style="list-style-type: none"> • Create an alternative version of a well-known story using a digital medium. • Create a dream dictionary, create your own dream and interpret dreams. • Create and write the outline of a plot using a storyboard. • Research different learning apps and present a business proposal for your own app. • Explore and present ideas for improving an area of English. • Create a petition about a food-related issue in your school or community. • Plan and write a proposal for a music festival. • Create and present your own simple business plan. 	<ul style="list-style-type: none"> • Formal and informal expressions in written language. • Speculating and drawing conclusions. • Expressions related to sleep. • Summarising a plot, using the present tense for dramatic effect and participle clauses. • Words and expressions to talk about fear and horror films. • Making comparisons. • Language to talk about how social media makes us feel. • Expressing contrast. • Collocations and expressions to talk about failure, success, and effort. • Saying what is or isn't necessary, allowed or is a good idea. • Language to talk about health. • Talking about the past. • Talking about changing situations and recent past changes. 	<ul style="list-style-type: none"> • Collaboration and communication • Citizenship • Creativity and imagination • Digital Literacy • Critical thinking and problem solving 	<ul style="list-style-type: none"> • Write some rules for using social media effectively. • Learn and talk about good, bad and strange sleep habits. • Read and understand how fear works in our brains and bodies. • Discover what people around the world are saying about social media and technology. • Learn how to give a successful presentation • Discuss the health, environmental and moral aspects of diet. • Talk about music and how it can break down cultural barriers and challenge stereotypes. • Discover and discuss what's important when setting up a business

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| | <ul style="list-style-type: none">• Loanwords in English from other languages.• Verb patterns• Compound adjectives. | | |
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In **Upper Secondary Plus B2.2** learners develop their English through a wide range of communicative tasks and interactive activities. Participation in group work and projects enables learners to integrate language and skills from the course and develop team working attitudes. They will also receive regular developmental feedback in different formats with regard to their progress.

This course uses the British Council Upper Secondary Plus B2.2 magazines. The teacher will exploit the magazines according to the needs of the learners, as well as select a range of supplementary materials and resources to best support their learning.

During the course the areas specified below will be covered.

Projects	Language Skills	Core Skills	Real-World Knowledge
<ul style="list-style-type: none"> • Write a blog post that engages the reader’s attention. • Plan and produce a viral marketing campaign as part of a team. • Create and conduct a class survey and present the results. • Research, present and write a report on different solutions to food insecurity. • Launch a crowdfunding campaign to improve access to education for young people. • Work together to design a new video game. • Investigate body image campaigns and create your own positive campaign for teenagers. • Learn about ‘micronations’ and create your own micronation. 	<ul style="list-style-type: none"> • Modals of obligation. • Language to talk about the origins of humanity. • Functional language to express results and consequences. • Language to talk about marketing. • Expressions of degree: so/such, that, too and enough. • Expressions related to the body and physical health. • Past simple, present perfect and future perfect to describe past, present and future trends. • Expressions related to health and trends. • Expressions related to education and schools." • Zero and first conditionals to express commands, future possibilities and general truths. • Language related to computing. 	<ul style="list-style-type: none"> • Collaboration and communication • Citizenship • Creativity and imagination • Digital Literacy • Critical thinking and problem solving 	<ul style="list-style-type: none"> • Learn about diversity and inclusion. • Learn about different marketing techniques and how they are used to persuade people. • Share your own experiences of stress and suggest ways of coping with it. • Find out about and share views on issues relating to the global food system and food insecurity. • Discuss the causes and consequences of unequal access to education. • Find out how modern video games are developed and produced. • Learn about body image and perceptions of beauty in different cultures. • Find out about the development of democracy around the world

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| | <ul style="list-style-type: none">• Formal and informal ways of introducing examples in a discussion.• Language to talk about appearance.• Modal verbs: passive forms for speculating. | | |
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In **Upper Secondary Plus C1.1** learners develop their English through a wide range of communicative tasks and interactive activities. Participation in group work and projects enables learners to integrate language and skills from the course and develop team working attitudes. They will also receive regular developmental feedback in different formats with regard to their progress.

This course uses the British Council Upper Secondary Plus C1.1 magazines. The teacher will exploit the magazines according to the needs of the learners, as well as select a range of supplementary materials and resources to best support their learning.

During the course the areas specified below will be covered.

Projects	Language Skills	Core Skills	Real-World Knowledge
<ul style="list-style-type: none"> • Create a travel plan for a sustainable holiday in your country or region. • Give a presentation about surprising connections and spot the false connections. • Create a questionnaire, conduct surveys and present the results. • Discuss two sides of a court case and film a TV interview about the case. • Plan and hold a debate about artificial intelligence. • Investigate a news item reported by different sources. Give a presentation on bias and reliability. • Write and perform your own short story. • Research an endangered language or dialect and prepare a short presentation. 	<ul style="list-style-type: none"> • Ways of giving emphasis. • Language related to environmental damage and tourism. • Language to talk about the future. • Expressions for reporting facts and opinions cautiously. • Language to talk about probability and chance. • Advanced comparative expressions. • Vocabulary/Idioms for emotions. • Past deductions using modal verbs. • Language related to the criminal justice system. • Expressions for discussing hypotheses about future scenarios. • Language related to Artificial Intelligence (AI). • Using the passive to report news. 	<ul style="list-style-type: none"> • Digital Literacy • Citizenship • Critical thinking and problem solving • Collaboration and communication 	<ul style="list-style-type: none"> • Discuss the impact of tourism on the environment. • Discuss the consequences of living in a connected world. • Share your views about happiness and learn about ways to become happier. • Discuss creative sentences for minor offences. • Find out about new AI technologies being used in everyday life. • Find out about fake news and its consequences. • Find out about the history of storytelling. • Debate the arguments for and against saving endangered languages

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| | <ul style="list-style-type: none">• Language related to the media and fake news.• Past and present narrative tenses.• Language related to storytelling.• Language to talk about trends and temporary situations.• Vocabulary to talk about linguistic diversity | | |
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In **Upper Secondary Plus C1.2** learners develop their English through a wide range of communicative tasks and interactive activities. Participation in group work and projects enables learners to integrate language and skills from the course and develop team working attitudes. They will also receive regular developmental feedback in different formats with regard to their progress.

This course uses the British Council Upper Secondary Plus C1.2 magazines. The teacher will exploit the magazines according to the needs of the learners, as well as select a range of supplementary materials and resources to best support their learning.

During the course the areas specified below will be covered

Projects	Language Skills	Core Skills	Real-World Knowledge
<ul style="list-style-type: none"> • Planning for the future • Literary novels • Innovations in food production • Anger in modern society • Benefits and problems of crowdfunding • Unconscious bias • Jobs involving foreign languages • Causes, consequences and treatment of addictions 	<ul style="list-style-type: none"> • Speculating about the future. • Synonyms to describe change. • Expressions for debating and discussing. • Vocabulary connected to surveillance. • Expressions for making effective arguments. • Vocabulary for food production. • What ... / The thing that ... clauses to draw attention to a subject of discussion. • Language about anger. • Language to talk about the future. • Compound adjectives. • Expressions for making and challenging assumptions. • Language for bias and social attitudes. 	<ul style="list-style-type: none"> • Creativity and imagination • Citizenship • Critical thinking and problem solving • Collaboration and communication • Citizenship • Digital Literacy 	<ul style="list-style-type: none"> • Learn about and discuss planning for the future. • Read and analyse an extract of a literary novel • Read a scientific article about innovations in food production. • Tell an informal anecdote about a funny, surprising or annoying event. • Learn about and discuss the benefits and potential problems of crowdfunding. • Find out about unconscious bias and its impact on behaviour and decisions. • Read an article about jobs involving foreign languages. • Read about and discuss the causes, consequences and treatment of addictions.

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| | <ul style="list-style-type: none">• Clarification, revising what you've said, giving yourself thinking time.• Words relating to translation.• It ... / There ... as subject clause.• Present participle clauses for reason and result.• Language connected to addiction. | | |
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