



KEMENTERIAN PENDIDIKAN MALAYSIA

KURIKULUM STANDARD SEKOLAH MENENGAH

*English Language
Scheme of Work
Secondary Form 1*

Secondary Form 1

Scheme of Work

Contents

<i>Content Overview</i>	<i>p.3</i>
1. Content and organisation of the Scheme of Work	p.5
2. Scheme of Work Template: supporting information	p.8
3. Glossary of terms in the Form 1 Curriculum Framework	p.10
4. Differentiation strategies for secondary pupils	p.14
5. Scheme of Work: Lessons 1 – 112	p.20
6. Appendices	p.132
A. Textbook-Based Lessons: extension activities	p.133
B. Non-Textbook-Based Lessons: suggested activities	p.158

Secondary Form 1 Scheme of Work

Content Overview

The purpose of this document is to provide teachers with support and information with regards to planning, creating and delivering their lessons throughout the year. Teachers will need to refer to this document when planning and delivering both the textbook-based lessons and their own non-textbook-based lessons.

Contained within this Scheme of Work document, teachers will find the following information:

1. Content and organisation of the Scheme of Work

This section provides teachers with an introduction to the Scheme of Work and an explanation of how the textbook-based lessons and the non-textbook-based lessons are organised within the Scheme of Work.

2. Scheme of Work Template: supporting Information

This section provides teachers with an explanation of the various details contained within the Scheme of Work template. This section also gives teachers advice on completing the Scheme of Work template for their own non-textbook-based lessons.

3. Glossary of terms in the Form 1 Curriculum Framework

Teachers will be required to create their own lesson plans and materials for the non-textbook-based lessons. Teachers will therefore need to refer to the Content and Learning Standards contained within the Scheme of Work. These Content and Learning Standards come from the DSKP and the Curriculum Framework Document.

This section provides teachers with supporting explanations for some of these Content and Learning Standards.

4. Differentiation strategies for secondary pupils

This section provides teachers with a number of suggested differentiation strategies which teachers may wish to use within their classes.

5. Scheme of Work (Lessons 1 – 112)

This section provides teachers with details for the textbook-based and non-textbook-based lessons.

6. Appendices

The appendices contain additional support materials which the teachers will find useful. These materials consist of the following:

a. Textbook-Based Lessons: extension activities

Here teachers will find a list of suggested activities which can be used to supplement/extend the learning materials found within the Form 1 textbook. There are a number of activities for each unit of the textbook. In addition, the relevant Learning Standard is indicated along with the specific unit and page number of the textbook that each activity supports.

b. Non-Textbook-Based Lessons: suggested activities

For those lessons where teachers will need to create their own lesson plans/learning materials, there are listed a number of suggested activities for each of the Form 1 Learning Standards found within the Curriculum Framework.

1. Content and organisation of the Scheme of Work

What is the Secondary Form 1 Scheme of Work and how can it help teachers?

The Secondary Form 1 Scheme of Work gives teachers an overview of the Content and Learning Standards to be covered within each lesson. The Scheme of Work will provide teachers with assistance in their daily, weekly and longer-term planning of lessons.

What does the Scheme of Work consist of?

The Form 1 Scheme of Work consists of a total of 112 lessons with each lesson lasting a total of **60 minutes**. If lessons are organised into 30-minute lessons, teachers will need to plan and adapt their lessons accordingly. Each lesson in the Scheme of Work is numbered from Lesson 1 to Lesson 112.

The Scheme of Work consists of the following **three** types of lesson:

1. **Textbook-Based Lessons:** The materials for these lessons will come from the selected Form 1 textbook. This textbook is Pulse 2 and Form 1 will cover the content from **Unit 1 to Unit 5** of this textbook.
2. **Non-Textbook-Based Lessons:** For this type of lesson, teachers will be responsible for developing the lesson content and creating the necessary learning materials.
3. **Sample Lessons:** At the beginning of the Scheme of Work teachers will find full lesson plans for Lessons 1 – 6. The purpose of these sample lessons is to give teachers some initial assistance as they start to work through the lessons within the Scheme of Work.

How are the Scheme of Work lessons organised?

As indicated above, apart from the initial Sample Lessons (Lessons 1 - 5), all the lessons from Lesson 6 to Lesson 112 will be either a textbook-based lesson or a non-textbook-based lesson.

1. Textbook-Based Lessons

Each unit of Pulse 2 will provide teachers with materials sufficient for 11 lessons. This 11-lesson cycle will consist of the following:

Lesson	Lesson Skill/Focus	Time
1 Lesson	Speaking	60 minutes
2 Lessons	Reading	120 minutes
1 Lesson	Language Awareness 1	60 minutes
1 Lesson	Listening	60 minutes
1 Lesson	Enrichment Activity	60 minutes
1 Lesson	Language Awareness 2	60 minutes
2 Lessons	Action-Oriented Task	120 minutes
1 Lesson	Writing	60 minutes
1 Lesson	Literature in Action	60 minutes

Teachers are requested to note the following:

- The Reading and Action-Oriented Task lessons will cover a total of two lessons (i.e. 120 minutes) due to the amount of material available for these lesson types in the Pulse 2 textbook.
- Language Awareness Lessons will focus on a specific grammatical structure or function (e.g. learn and revise *will* and *won't* to make future predictions).
- Enrichment Activities are based on a reading text with a particular aspect of life in a different English-speaking country highlighted.
- Action-Oriented Tasks are integrated-skills-based lessons where all four skills are practised and developed.
- Literature in Action: There are no specific materials in the textbook to support this lesson type. Therefore, teachers are encouraged to incorporate materials from the Literature Component textbooks provided by the Ministry of Education. At the same time, teachers are also encouraged to create their own lessons based on the themes and topics contained in the relevant textbook unit or by using other possible resources.

It is strongly recommended that teachers follow the above structure in the order that it is presented within the textbook as each section of a unit will follow logically and/or developmentally from the previous section. For example, the Language Awareness grammar structures are often taken from the previous reading text. Therefore the structures are presented to pupils within an already encountered context.

The Form 1 Scheme of Work covers Units 1 – 5 from the textbook and therefore 55 out of the 112 lessons will be textbook-based lessons.

2. Non-Textbook-Based Lessons

These lessons will be developed by teachers either individually or by teachers working together to pool their expertise and experience via the Professional Learning Communities (PLC) within their schools.

The non-textbook-based lessons consist of a 6-lesson cycle and are organised as follows:

Lesson	Lesson Skill/Focus	Time
1 Lesson	Listening	60 minutes
1 Lesson	Speaking	60 minutes
1 Lesson	Reading	60 minutes
1 Lesson	Writing	60 minutes
1 Lesson	Literature in Action	60 minutes
1 Lesson	Language Awareness	60 minutes

Unlike the textbook-based lessons, teachers can teach the above lessons in any order they wish. For example, the teacher may decide to teach the Language Awareness lesson immediately after a Listening lesson and before a Writing lesson. The reason for this could be that the selected listening text contains specific examples of language structures that could then form the basis of the Language Awareness lesson. These structures could then be practised within the following Writing lesson. It is hoped that by not prescribing a specific order of non-textbook-based lessons, teachers will have as much flexibility as possible for those lessons they will be creating themselves.

It is important to note, however, that teachers are required to complete the full 6-lesson cycle before moving on to the next textbook-based or non-textbook-based lesson cycle.

As teachers will observe below, the Scheme of Work is organised in that one textbook-based cycle (i.e. 11 lessons) is followed by two cycles of non-textbook-based lessons (i.e. 2 cycles of 6 lessons = 12 lessons). This is to ensure that the textbook-based lessons are evenly distributed throughout the year.

Teachers should note that the final three lessons in the Form 1 Scheme of Work (Lessons 110 – 112) provide teachers with the opportunity to create a series of project-based lessons. There can be a different project focus for each lesson or one project over a series of two to three lessons. Teachers will also have the opportunity to select appropriate Content and Learning Standards for these project-based lessons based on the specific needs and interests of their pupils.

3. Sample Lessons

Teachers will see that the lessons within the Scheme of Work begin with 6 sample lessons. These cover the first cycle of Speaking, Listening, Reading, Writing, Literature in Action and Language Awareness lessons. These are suggested lessons and teachers may wish to adapt the content of these lessons to ensure they are relevant for their own pupils.

2. Scheme of Work Template: Supporting Information

1. Lesson

Each lesson within the Scheme of Work is given a number followed by the lesson type (e.g. Lesson 1 Speaking, Lesson 2 Writing etc.). Where lessons cover two lessons in total (i.e. in the textbook-based *Reading* and *Action-Oriented Task* lessons) these are indicated by *Lessons x – x* (e.g. Lessons 7 – 8).

2. Main Skill(s) Focus

Each lesson will have one main skills focus with the exception of the Action-Oriented lessons which will have a focus on all four skills (listening, speaking, reading and writing).

3. Theme

The four given themes are:

- People and Culture
- Health and Environment
- Science and Technology
- Consumerism and Financial Awareness

Each cycle of textbook-based lessons and non-textbook-based lessons has been assigned a specific theme. This is to ensure that all of the above themes are adequately covered throughout the course of Form 1.

4. Topic

Teachers will be responsible for selecting the specific topic areas for the non-textbook-based lessons. Teachers will need to ensure that the selected topic fits the given theme.

5. Language/Grammar Focus

This will be related to either a grammatical structure/function (e.g. Present Simple and Present Continuous) or an area of vocabulary (e.g. words related to free-time activities). Teachers are advised to refer to the syllabus for suggested grammar content for the non-textbook-based lessons.

6. Content and Learning Standards

The given Content and Learning Standards are taken from the DSKP and Curriculum Framework Document.

7. Main Skill and Complementary Skill(s)

Each lesson within the Scheme of Work will consist of one main skill and one complementary skill, though there are some lessons which contain two complementary skills. In order to ensure that pupils receive adequate exposure and practice to every Learning Standard within the Curriculum Framework, it is necessary to ensure that each Learning Standard appears at least 2 – 3 times within the Scheme of Work. Sometimes this Learning Standard will appear as a main skill and sometimes as a complementary skill. Therefore it is critical that teachers ensure that **both** the main skill and the complementary skill are covered in each lesson. The complementary skill is not an optional skill that can be ignored or dropped from the lesson. Doing this may risk pupils not receiving adequate practice and exposure to all the given Learning Standards within the Curriculum Framework. When teachers are planning their lessons they

must therefore ensure that both the main skill and complementary skill are each assigned a suitable learning outcome.

Teachers should also be aware that the main skill and complementary skill should not be given equal time and attention within the lesson. Teachers will need to ensure that the complementary skill is covered, but the degree of attention the complementary skill receives in comparison to the main skill, will be up to the teacher's own professional judgement as they will know better the specific learning needs of their pupils.

8. Learning Outline

a. **Textbook-Based Lessons:** Teachers will need to refer to the Teacher's Book which provides detailed information for teachers. This includes not only giving teachers guidance regarding lesson procedures for the main lesson content (Lesson Delivery), but also support with the given lesson warmers/starters (Pre-Lesson), and end of lesson activities (Post Lesson).

b. **Non-Textbook-Based Lessons:** As teachers will be responsible for creating their own lessons, this section of the Scheme of Work has been left blank for teachers to complete themselves. However, teachers will need to refer to the given Content and Learning Standard when planning their lesson.

9. Materials / References

Page numbers from the Teacher's Book have been given for the textbook-based lessons.

For the non-textbook-based lessons, this section has been left blank for teachers to complete.

10. Cross Curricular Element

Teachers will need to refer to the Cross Curricular Elements to complete this section of the Scheme of Work for the non-textbook-based lessons. Suggested Cross Curricular Elements have been provided for the textbook-based lessons.

11. Differentiation Strategies

Teachers have been provided with a number of suggested differentiation strategies (see Section 4 *Differentiation strategies for secondary pupils*). Teachers will need to select those strategies which are suitable in relation to the materials used and the specific needs of their pupils.

12. Teachers' Notes / Remarks

This is has been left blank for teachers to complete as appropriate.

3. Glossary of terms in the Form 1 Curriculum Framework

Each lesson in the Scheme of Work contains specific Content and Learning Standards. Teachers may find useful the following explanations of some of the terms used.

Term in Form 1 Curriculum Framework	Meaning
Listening	
<p>Listening 1.1.1 Understand with little or no support the main ideas in simple longer texts on a range of familiar topics</p> <p>See also:</p> <ul style="list-style-type: none"> • Listening 1.1.2 • Listening 1.1.3 • Listening 1.1.6 • Reading 3.1.1 • Reading 3.1.2 	<p style="text-align: center;">little or no support</p> <p>Little support means that pupils may sometimes need a small amount of help to understand main ideas. No support means that they can understand main ideas without any help.</p> <p>If pupils need help, this can come from the teacher, from classmates, from pictures, examples or explanations in their textbook, or from a reference resource, such as a dictionary.</p> <p style="text-align: center;">simple longer texts</p> <p>Simple texts are texts in which content is organised clearly, and which contain language and ideas which pupils can understand. Longer texts are usually more than 10 lines long.</p> <p>Teachers should use their own judgment on simple longer texts, based on the level and interest of the pupils they teach.</p> <p style="text-align: center;">a range of familiar topics</p> <p>A range of familiar topics means a variety of topics which pupils know. Examples include topics covered in primary school such as clothes, free time and animals, and in the Pulse 2 textbook, such as tourist attractions, art and professions.</p> <p>However, pupils in rural or remote areas and pupils who live in cities may be familiar with different topics. Teachers should use their own judgment here.</p>

<p>Listening 1.1.4 Understand longer sequences of supported classroom instructions</p>	<p>longer sequences of supported classroom instructions Supported classroom instructions are ones which the teacher helps pupils to understand. Examples of support for instructions include using gestures, pictures or checking comprehension by asking pupils questions.</p> <p>Longer sequences of classroom instructions usually contain 3 sequences or more, e.g. <i>First, match the sentences and pictures, then underline the false sentence, explain to your partner why it is wrong, and then write the true sentence together.</i></p> <p>Teachers should use their own judgment on longer sequences of supported classroom instructions, based on the language level and background knowledge of the pupils they teach.</p>
<p>Listening 1.1.5 Understand more complex supported questions</p>	<p>more complex supported questions A more complex question is a question which contains more than one clause, e.g. <i>Where did they go on holiday and why did they enjoy it?</i></p> <p>Supported questions are ones which the teacher helps pupils to understand. Typically teachers can provide this help by checking understanding, explaining the question or writing key question words on the board.</p>
<p>Listening 1.1.6 Understand with support longer simple narratives on a wide range of familiar topics</p>	<p>with support with support means with help. This help can come from the teacher, a classmate, from pictures, examples or explanations in their textbook or from a reference resource, such as a dictionary.</p> <p>longer simple narratives Longer simple narratives are stories which are usually longer than 10 lines. The simple narratives contain language and ideas which pupils can understand.</p> <p>Teachers should use their own judgment on longer simple narratives, based on the level and interest of the pupils they teach.</p> <p>a wide range of familiar topics A wide range of familiar topics means almost all of the topics which pupils know. Examples include the topics which pupils have studied in English in primary school, such as clothes, free time, and animals, and in the Pulse 2 textbook, such as tourist attractions, art and professions.</p> <p>However, pupils in rural or remote areas and pupils who live in cities may be familiar with different topics. Teachers should use their own judgment here.</p>

Speaking	
<p>Speaking 2.1.4 Explain and give reasons for simple advice</p>	<p style="text-align: center;">give reasons for simple advice</p> <p>Pupils who can give reasons for simple advice can explain why they have given the advice, e.g. <i>You should go to George Town if you like history, because the buildings are old and interesting.</i></p>
<p>Content standard 2.3 Focus Manage interaction appropriately</p> <p>See also</p> <ul style="list-style-type: none"> • Speaking 2.3 • Speaking 2.4 • Reading 3.2 focus • Writing 4.2 focus 	<p style="text-align: center;">appropriately</p> <p>Appropriately refers to the successful communication of a message. The message itself may not necessarily be 100% accurate, but the pupil has communicated his or her meaning successfully.</p>
<p>Speaking 2.3.1 Keep interaction going in short exchanges by checking understanding of what a speaker is saying</p>	<p style="text-align: center;">short exchanges</p> <p>Short exchanges are usually interactions in which each pupil has 4 speaking turns or fewer. Here is an example short exchange, in which pupil 2 keeps interaction going by checking understanding of what pupil 1 says:</p> <p>Pupil 1: <i>Langkawi is my favourite place.</i> Pupil 2: <i>Why?</i> Pupil 1: <i>I like beaches, jungle, flowers. Not many people.</i> Pupil 2: <i>So, you like nature and quiet places?</i> Pupil 1: <i>Yes</i></p> <p>Teachers should use their own judgment on short exchanges, based on how simple the speaking task is for their pupils and on how familiar the speaking topic is to them.</p>

<p>Speaking 2.3.2 Agree on a set of basic steps needed to complete extended classroom tasks</p>	<p>basic steps Basic steps are the main steps needed to complete a task successfully.</p> <p>extended classroom tasks An extended classroom task is one which involves a number of stages, and which usually takes longer than 10 minutes to complete. Examples include pupils making a group poster, pupils carrying out a class survey and reporting the results, and pupils planning and giving a short presentation to their classmates.</p>
<p>Writing</p>	
<p>Writing 4.2.2 Spell most high frequency words accurately in independent writing</p>	<p>most high frequency words High frequency words are words which pupils use often in Form 1 writing, for example those which occur in Pulse 2 topics.</p> <p>This learning standard means that pupils can spell the words accurately in general, but will make spelling mistakes with some words.</p> <p>Teachers should use their own judgment on familiar high frequency words, according to the words pupils often write in their lessons.</p> <p>independent writing Independent writing is when a pupil writes alone without help.</p>
<p>Writing 4.2.3 Produce a plan or draft of two paragraphs or more and modify this appropriately in response to feedback</p>	<p>modify this appropriately in response to feedback Feedback means comments on written work from the teacher or from other pupils</p> <p>Pupils who can modify a draft appropriately in response to feedback can use the comments they receive to reorganise content and correct most language errors. The result is a second draft which is easier to understand and which contains fewer language errors than the first draft.</p>

4. Differentiation strategies for secondary pupils

Strategy 1: Differentiate by instruction and feedback

Use classroom management techniques to support differentiation.

1. Ensure that pupils who are finding particular tasks in English challenging still have a chance to contribute in class in order to develop their confidence. You can do this in a number of ways. The following are a few examples:
 - i) Ask them to read instructions aloud.
 - ii) Monitor and check that pupils having difficulty with the task have completed the first few questions correctly and when going through feedback with the whole class, choose them to answer the first one or two questions which you know they have done correctly.
 - iii) Prompt and support during group work if a pupil is having difficulty with the task or with confidence, then indicate and praise them when they have done well. When you check answers with the whole group you will then ask them to do the question you have just seen them answer.
 - iv) Choose them to be 'group leaders' for games or activities, e.g. count the points for team games, ensuring the group completes the work.
 - v) Choose them to 'report back' after group work – this means they will repeat what the group has done even if they didn't come up with ideas themselves.
 - vi) Ask them to take responsibility for classroom tasks, e.g. helping hand out copies so they are involved even if they are struggling with questions.
 - vii) Ask them to write answers up on the board while other pupils call out the answers.
2. Before checking answers with the whole group, always allow pupils to do a peer check (comparing their answers in pairs or small groups). This encourages confidence as there is a shared responsibility for any errors. It also allows peer to peer teaching – some pupils can clarify and those struggling with the tasks will gain extra support.
3. When getting feedback, don't go around the class picking pupils in order. Ask pupils randomly (making a note if it helps to ensure you ask different pupils each time over a few lessons). Choose the respondent according to the level of the task and what you know about your pupils.
4. Monitor closely – this will allow you to check that everyone has understood and is doing the task successfully and to provide extension questions to those finding the task easy.
5. Always do an example for each task. This provides a clear instruction for everybody. Those finding the task easy can help supply the example to increase the challenge.

Strategy 2: Differentiate by the task pupils are given

It is possible to use the same source material and expected outcomes but to adapt and differentiate the way the task works for pupils. This takes slightly more preparation for the teacher but the tasks can often be reused for more than one class.

Examples of **task differentiation** (all taken from *Pulse 2* pages 33 - 35) include the following:

- i) Give more proficient pupils standard 'gap fill' tasks but add in multiple choice options for the less proficient pupils. For example:
 - We're having lots of adventures on our holiday. While we 1. _____ (stay) at a campsite near a river, we 2. _____ (have) a terrible experience.
 - We're having lots of adventures on our holiday. While we 1. stayed/were staying at a campsite near a river, we 2. had/were having a terrible experience.
- ii) Give more proficient pupils sentence constructions e.g. requiring them to add in correct tenses, but change the task to 'tick the correct sentence' or 'use the tense given' for less proficient pupils. For example:
 - Make sentences using the past continuous and past simple:
His brother/eat/when/the lights/go out.
 - Tick the correct sentence in each case
 - a. His brother ate when the lights went out.
 - b. His brother was eating when the lights were going out.
 - c. His brother was eating when the lights went out.
- iii) For exercises involving filling in a table or categorising (see *Pulse 2* page 32, exercise 6) add some items into the table in advance for less proficient pupils but leave more proficient pupils to do all the items themselves and even add some additional ones of their own.
- iv) For grammar analysis boxes where the use of a grammar form has to be completed or matched to a reason (see *Pulse 2* page 35, exercise 1), give the correct answers to less proficient pupils and add examples that they match to the analysis. The more proficient pupils can complete the task as given in the textbook.
- v) For standard question / answer formats, allow more proficient pupils to answer unsupported. Give the answers to less proficient pupils but mix them up so it becomes a matching task.

Sometimes, the teacher can also give different tasks to more proficient and less proficient groups of pupils according to their needs and interests: see strategy 6 for more on this.

Another way to differentiate by task, if using the *same* task for the whole class, is to include some **open-ended items** which allow for a large number of correct responses. This can vary in terms of the amount pupils produce or the complexity of their answers.

Tasks might include:

- i) brainstorming lists
- ii) creating mind maps
- iii) thinking of examples
- iv) playing games requiring personalised answers, e.g. about their hobbies / likes and dislikes / families
- v) doing a presentation of information

Open-ended discussion tasks (e.g. *Tell me about life in cities and life in the country, or What will happen next?*) allow more proficient pupils to contribute with more unusual words, more complex language, or more original ideas.

Project work is particularly good for differentiating tasks. You can give slightly different tasks to less and more proficient pupils, e.g. a stronger group may be asked to create a booklet and presentation on historical places in Malaysia; less proficient pupils might be asked to create the same for one historical place. (See also additional ideas in Strategy 4).

Strategy 3: Differentiate by the type and amount of support provided

The teacher can support pupils to understand and use language with:

- i) their own teacher talk (e.g. *'Look at the words in the box. Which one is a number?'*)
- ii) with gestures or mime
- iii) utilising more proficient pupils to reinforce, e.g. the teacher sets an instruction or clarifies a new word - to check the instruction or reinforce the word, choose a more proficient pupil to repeat or explain again. This will encourage more proficient pupils to produce language and add challenge for them and the repetition will also support less proficient pupils.
- iv) with visuals (e.g. flashcards on the board to help pupils understand or use vocabulary),
- v) with written words (e.g. written words on a worksheet to help pupils with spelling)
- vi) when giving tasks, have two worksheets – add in a gloss (clarification) of important and/or difficult vocabulary in basic English or mother tongue.
- vii) where pupils are doing project work, encourage more proficient pupils to do more, e.g. research content themselves and support less proficient pupils with input e.g. give them handouts of information to start using rather than expect them to find this themselves.

Different types and amount of support can be given to less proficient pupils, depending on their needs, or can be used to provide extra challenge for more proficient pupils.

Strategy 4: Differentiate by the outcome expected from pupils

The teacher may expect more language from some pupils, and less from others. The main aim is that every pupil says or writes something, so that they feel successful. Four useful strategies here are:

- Compulsory plus optional
- Remember and share
- Add on
- Project work

i) Compulsory plus optional

Here, the teacher sets pupils targets such as *With your partner, write 2 sentences or more, or In your group use two new words*. The minimum target (2 sentences, 2 new words) is compulsory, and everyone needs to achieve this to be successful. But the 'or more' is optional, and gives a chance for more proficient pupils to challenge themselves. Some pupils will stop at the minimum target at first, but with more practice, they will soon get the idea of going beyond the minimum target. This can be simple, e.g. *'There are 10 true and false questions for the reading. You have 5 minutes. You must do 5 questions – you can choose any 5. If you have time you can do more.'* This will allow pupils to do more or less and also to choose the questions they find easiest.

ii) Remember and share

If pupils are asked to remember and share, they have to tell the teacher words or ideas they learned in a previous lesson or task. (E.g. *Look at the classroom objects on my table. In one minute, I'll cover them... Now, share with your group what you remember and then tell me*). This task allows all pupils to make successful contributions.

iii) Add on

Monitor during tasks, e.g. reading or listening questions. Where pupils have done well, have a few extension questions to hand and ask them. Alternatively ask them to rewrite sentences or think of their own additional questions to ask other more proficient pupils.

iv) Project outcome

If pupils are doing project work, encourage more proficient pupils to do more – either produce a greater quantity of output or produce more complex outcomes. For example, if pupils are doing a project on the environment, more proficient pupils can research and produce a written report and do a class presentation; less proficient pupils can be given materials to use for ideas and produce a short illustrated summary only.

Strategy 5: Differentiate by the time pupils are given to complete a task.

Some pupils need longer than others to complete tasks, especially when writing is involved. When it's appropriate, these pupils should be given a little more time to finish, and extra tasks for pupils who complete the task early should be provided (e.g. *Write three more sentences using the same new words; Label the picture in the textbook and check any you don't know in the dictionary; Talk with your friend in English: You choose what to talk about*).

If pupils are doing group work, match fast finishers with other fast finishers to do additional work, e.g. *Think of three more questions and ask your new partner*.

Rewarding fast finishers with something 'fun' to do (such as playing a game or using digital applications) should be avoided, as this will encourage pupils to work quickly, rather than to work carefully at their own speed. Extra tasks should extend and enrich learning.

Strategy 6: Differentiate by supporting individual learning preferences and needs

When appropriate, teachers can support preferences by **letting pupils make choices** about what they do and how they do it. Sometimes, for example, pupils decide for themselves which tasks they want to do (e.g. the type of writing task they complete or a revision game), depending on the ways they prefer to learn or topics they find interesting.

Different pairings and groupings will allow pupils to work in different ways – teachers can sometimes pair up pupils who can help and support each other (e.g. one who can write and one who cannot yet write well) or who enjoy working together. It is good to avoid always grouping more proficient pupils and less proficient pupils together all the time. Vary the interactions as this will allow all pupils to benefit from different dynamics. Sometimes teachers might want to mix girls and boys, or have single-sex pairs/groups.

In some tasks, pupils can be assigned **different roles** to do, for example a group manager, writer or artist. Teachers should make sure to vary pairing and grouping over time.

Teachers can support needs by setting **individual tasks and targets** for pupils based on assessment. This works well for reading and writing work in particular. For example, a teacher might decide on a writing target for each child; if a pupil is not yet a proficient writer, the teacher can provide them with different tasks from those pupils who can already write effectively. If a few pupils are proficient writers, they could be given extra tasks. For reading, pupils can be encouraged to keep a reading log (including notes on what they have read, the content of the text, whether they enjoyed it or not etc.). This works well as more proficient pupils can include much more detail and record greater numbers of texts.

Strategy 7: Differentiate by the types of question asked

Closed questions are questions in which the choice of possible answers is very limited. They often involve very short responses. Open questions usually have more possible answers, and longer responses. Asking closed questions to less proficient pupils (e.g. *Why did dinosaurs die? A disease or a natural disaster?*) gives them a chance to produce accurate answers, as they are usually easier to answer than open questions.

Asking **open questions** to more proficient pupils (e.g. *What should we do if there was a natural disaster like a flood?*) provides extra challenge. As less proficient pupils grow in confidence and competence,

teachers can ask them more open questions. Sometimes there are also good reasons for asking more proficient pupils easier questions, as this involves them in the lesson and helps the pace of the lesson.

Strategy 8: Differentiate by the feedback given

Feedback given to pupils should be varied according to their ability to act on the feedback. For example, if a pupil who is currently less proficient at writing has tried hard and produces work with a number of misspellings, feedback can be given on what they did well, and only 1 – 3 misspellings of common or important words highlighted. The pupil should respond to this feedback because the suggested improvement is achievable for them. If a more proficient pupil writes well and makes 2 misspellings, the teacher can tell them the lines in which the misspellings are, and ask them to find and correct them.

Teachers can use a correction code for written tasks, e.g. have a set of symbols or letters which identify errors (T - mistake with tense; Sp - mistake with spelling, WW – mistake with word choice etc.). More proficient pupils could use the correction key and find their errors. The pupil should be able to respond to the extra challenge built in to this feedback. The same principle could also apply to giving feedback on pupils' speaking.

Summary

It is extremely important that teachers are aware that a pupil's proficiency in English is not fixed and because a pupil is currently less proficient in English, this does not mean in any way that this will remain true throughout a pupil's secondary education. It is important that all pupils are given equal opportunity to develop over time and teachers should ensure that all their pupils are challenged and given equal opportunity for development. There has been a considerable amount of research recently into the subject of the 'growth mindset' which looks at, amongst other things, how teacher feedback can impact on a pupil's development over time. Further information on the 'growth mindset' can be found at:

<https://www.mindsetworks.com/science/>

5. SCHEME OF WORK

LESSONS 1 - 112

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON (SAMPLE LESSON)

WEEK:	LESSON 1: Speaking
	MAIN SKILL(S) FOCUS: Speaking
	THEME: Consumerism and Financial Awareness
	TOPIC: Money
	LANGUAGE/GRAMMAR FOCUS: Vocabulary related to the topic of money

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Speaking 2.1</p> <p>Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p> <p>Complementary Skill</p> <p>Reading 3.1</p> <p>Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p>	<p>Main Skill</p> <p>Speaking 2.1.1</p> <p>Ask about and give detailed information about themselves and others</p> <p>Complementary Skill</p> <p>Reading 3.1.4</p> <p>Use with some support familiar print and digital resources to check meaning</p>	<p>Teachers to refer to the suggested lesson plan on the following page.</p>	<p>Access to bilingual dictionaries suitable for A2 learners</p>	<p>Financial Education</p>	<p>Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.</p>	

Pre-lesson

1. Greet pupils and explain that in this lesson, they'll get to know each other a little, and will practise speaking, listening and using dictionaries about a topic which they'll be studying over the next 5 lessons. Tell them they'll find out the topic later.

Lesson delivery

2. Introduce yourself. Tell pupils a little about your family, something you like and why, and something you don't like and why.

3. Tell pupils that you want them to introduce themselves to each other in small groups, and that they will need to remember what their classmates tell them, as they'll report this information to other classmates.

4. Divide pupils into groups of 3, and ask them to tell each other about their family, something they like and why, and something they don't like and why.

5. Create new groups of 3 and ask pupils to tell their new groups about themselves and the classmates in the previous groups.

6. Ask a few pupils to tell you one interesting thing they learned about a classmate.

7. Divide pupils into groups of 5 or 6 and explain that the topic of the lesson is now changing. Tell pupils that you'll say 5 letters of the alphabet, and that the group must make this letter together in any way they choose, so that their group represents the letter. E.g. if you say C, they could stand in a semi-circle.

8. Say the letters M-O-N-E-Y pausing after each letter, so that groups have time to make the letter.

9. Elicit from the class the word they've made (Money).

10. Ask pupils to work in pairs and think of 5 ways or more people can get money (e.g. find it on the street): tell them that they can use dictionaries to find and check words if necessary.

11. Elicit suggestions on the board.

(Possibilities include find money, earn it, steal it, inherit it, win it, borrow it, beg for it)

Post lesson

12. Ask pupils to put these ways of getting money in order from most common to least common: pupils do this individually, and then share answers as a whole class.

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON (SAMPLE LESSON)

WEEK:	LESSON 2: Listening
	MAIN SKILL(S) FOCUS: Listening
	THEME: Consumerism and Financial Awareness
	TOPIC: Money
	LANGUAGE/GRAMMAR FOCUS: Past Simple Verbs

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Listening 1.1</p> <p>Understand meaning in a variety of familiar contexts</p> <p>Complementary Skill</p> <p>Speaking 2.4</p> <p>Communicate appropriately to a small or large group on familiar topics</p>	<p>Main Skill</p> <p>Listening 1.1.6</p> <p>Understand with support longer simple narratives on a wide range of familiar topics</p> <p>Complementary Skill</p> <p>Speaking 2.4.1</p> <p>Narrate short stories, events and experiences</p>	<p>Teachers to refer to the suggested lesson plan on the following page.</p>	<p>Copy of the story: You cannot steal the moon and story prompts on the pages following this lesson outline.</p>	<p>Financial Education</p>	<p>Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.</p>	

Pre-lesson

1. Write lesson aims on the board:

- to understand the events in a story
- to retell the story with your classmates

2. Draw stick figures of 2 men, a small hut (teach or check this word if necessary) and the moon on the board. You can use pictures instead if you prefer.

3. Tell pupils that you will tell them a story, and ask them to predict the connection between the men, the hut and the moon.

4. Elicit suggestions from the whole class and write them briefly on the board.

Lesson delivery

5. Tell pupils the story.

6. Ask them to compare their predictions with real connection in the story briefly in pairs and then as a whole class.

7. Now ask pupils to listen again to the story and to be ready to tell you some of the details of the story.

8. Tell the story again and elicit some of the key details.

9. Tell pupils that you'll ask them to retell the story together.

10. Hand out the story prompts and ask pupils to use them to tell the story together in pairs or small groups.

11. If necessary, tell the story once more to help pupils while they are working with the prompts.

12. Elicit the story, line by line, as a whole class activity.

Post lesson

13. Ask pupils what the final part of the story means, and elicit their suggestions.

(There is no correct answer, as the story is open to different interpretations. One interpretation is that rich people are people who want to give, and poor ones are ones who want to take. Another is that we should think about the beauty of the world around us, not about possessions. Other interpretations are possible.)

14. Hand out the story so that pupils can check their work.

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON (SAMPLE LESSON)

WEEK:	LESSON 3: Reading
	MAIN SKILL(S) FOCUS: Reading
	THEME: Consumerism and Financial Awareness
	TOPIC: Money
	LANGUAGE/GRAMMAR FOCUS: Vocabulary related to the topic of money

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Reading 3.1</p> <p>Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p> <p>Complementary Skill</p> <p>Reading 3.1</p> <p>Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p>	<p>Main Skill</p> <p>Reading 3.1.2</p> <p>Understand specific details and information in simple longer texts</p> <p>Complementary Skill</p> <p>Reading 3.1.3</p> <p>Guess the meaning of unfamiliar words from clues provided by other known words and by context</p>	<p>Teachers to refer to the suggested lesson plan on the following page.</p>	<p>Candy's shopping trip worksheet.</p> <p>Answers are on the page following the worksheets.</p>	<p>Financial Education</p>	<p>Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.</p>	

Pre-lesson

1. Give pupils the text on Candy's shopping trip. Ask them to cover or fold them so that they can see only Candy.
2. Elicit suggestions from the whole class in response to the question above the picture of Candy.

Lesson delivery

3. Ask pupils to uncover or unfold the text, to read it, and to answer questions 1 and 2.
4. Check the answers with the whole class.
5. Tell pupils that they'll now focus on how language is used in the text.
6. Focus briefly on coordinating conjunctions ('linking words' may be a more learner-friendly phrase) as a whole class. Give an example, and then ask pupils to identify other examples, and to explain what they link. Pupils can use L1 if necessary, as the main focus here is on understanding and learning, not on language use
7. Give an example of a reference pronoun and what it refers to.
8. Divide the class into 2. Tell pupils in the one half to circle reference pronouns in paragraphs 1-3 of the text and to be ready to say who or what the pronouns refer to. Tell pupils in the other half to do the same for paragraphs 4-6.
9. Elicit feedback: if time is short, elicit just a few examples, so that you leave time for stage 10.

Post lesson

10. Briefly ask pupils to tell you the skills and language focus for the lesson.
11. Ask pupils whether they think it was a good idea to spend the money in this way. There are no right or wrong answers here: the aim is to elicit opinions.

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON (SAMPLE LESSON)

WEEK:	LESSON 4: Writing
	MAIN SKILL(S) FOCUS: Writing
	THEME: Consumerism and Financial Awareness
	TOPIC: Money
	LANGUAGE/GRAMMAR FOCUS: Past Simple Verbs, Reference Pronouns and Coordinating Conjunctions

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Writing 4.1</p> <p>Communicate intelligibly through print and digital media on familiar topics</p> <p>Complementary Skill</p> <p>Writing 4.1</p> <p>Communicate intelligibly through print and digital media on familiar topics</p>	<p>Main Skill</p> <p>Writing 4.1.3</p> <p>Narrate factual and imagined events and experiences</p> <p>Complementary Skill</p> <p>Writing 4.1.5</p> <p>Connect sentences into two coherent paragraphs or more using basic coordinating conjunctions and reference pronouns</p>	<p>Teachers to refer to the suggested lesson plan on the following page.</p>	<p>Candy's shopping trip text from Lesson 4.</p> <p>Ron's shopping trip worksheet</p>	<p>Financial Education</p>	<p>Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.</p>	

Pre-lesson

1. Ask pupils to remind you about how Candy spent her inheritance in the previous reading lesson.
2. Briefly focus pupils' attention on the text on Candy's shopping trip, and remind them of their focus on coordinating conjunctions and on reference pronouns. Elicit a few examples.

Lesson delivery

3. Tell pupils that Candy has a brother, Ron, who also inherited 2000 ringgits. Tell pupils that they will create a short text about Ron's shopping trip, which they will swap with classmates, who will calculate how much he spent and how much he has left.
4. Divide pupils into pairs, hand out the worksheet and tell pupils to create their text. Tell them that they can use the Candy text to help, if necessary, and that they should pay attention to coordinating conjunctions, reference pronouns, and simple past tense verbs.
5. Monitor and support as necessary and make a note of any common language errors relating to use of past simple, coordinating conjunctions and reference pronouns.
6. Tell pairs to swap texts and to complete the table to calculate how much Ron spent and how much he has left.
7. Tell pupils to check their answers with each other.
8. Write any common language errors from stage 3 on the board, and ask pupils to correct these as a whole class.

Post lesson

9. Ask pupils to read each other's texts and to underline one thing the writers have done well (e.g. good use of vocabulary, good idea for spending the inheritance)
10. Elicit examples from the whole class.

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON (SAMPLE LESSON)

WEEK:	LESSON 5: Literature in Action					
	MAIN SKILL(S) FOCUS: Literature in Action					
	THEME: Consumerism and Financial Awareness					
	TOPIC: Money					
	LANGUAGE/GRAMMAR FOCUS: Adjectives and nouns					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
Main Skill Literature in Action 5.3 Express an imaginative response to literary texts	Main Skill Literature in Action 5.3.1 Respond imaginatively and intelligibly through creating simple stories and poems. Other imaginative responses as appropriate	Teachers to refer to the suggested lesson plan on the following page.	Octopoem about friendship and Octopoem template	Financial Education	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

Pre-lesson

1. Write this statement on the board: *Money is a friend and an enemy.*
2. Ask pupils to think about whether they agree with this sentence in connection with their own lives, and why/why not.
3. Tell pupils to share their opinions in groups of 3 or 4.

Lesson delivery

4. Elicit answers and reasons from a few pupils in the whole class.
5. Tell pupils that this task prepares them to think about what money is and does, and that they will write a poem about money in the lesson.
6. Show them the Octopoem about Friendship and ask them to think about possible reasons for the writer's opinions.
7. Elicit suggestions from the whole class.
8. Now ask pupils to complete the Octopoem about money. They can do this individually or in pairs, depending on their preference and what you think is most suitable.
9. Ask fast finishers to share their poems and ask each other questions about the poems.
10. Put the poems on the classroom wall or on desks and ask pupils to walk around, read the poems, and note down one phrase they like.

Post lesson

11. With the whole class, ask pupils to share phrases they like, and to say why.

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON (SAMPLE LESSON)

WEEK:	LESSON 6: Language Awareness
	MAIN SKILL(S) FOCUS:
	THEME: Consumerism and Financial Awareness
	TOPIC: Money
	LANGUAGE/GRAMMAR FOCUS: Giving advice and making suggestions

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p>Main Skill</p> <p>This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p>Pre-lesson</p> <p>Refer to sample lesson plan</p> <p>Lesson Delivery</p> <p>Refer to sample lesson plan</p> <p>Post Lesson</p> <p>Refer to sample lesson plan</p>	<p>Handouts</p>	<p>Language</p>	<p>Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.</p>	

Pre-lesson

1. Teacher writes on the board 'party' and asks pupils to work in groups of 3 - 4 to come up with as many words they can think of which are connected to 'party' (e.g. balloons, food, music, dancing, gifts etc.)
2. Teacher introduces theme of the lesson – pupils will be working in groups to organise a class party. They will need to decide what they will buy for the party (i.e. decorations, food, drink, games etc.) and think of possible games and activities for the party. However, they will only have a fixed amount of money to spend.

Lesson delivery

3. Teacher prepares before the lesson a handout containing a short dialogue between 2 – 3 pupils discussing what to buy. Teacher to ensure that target language structures are included within the dialogue (e.g. Why don't we ..., How about ..., What about ..., Could we ...? / That's a good idea / suggestion. I'm not sure about that etc.)
4. Teacher gives the handout to pupils and asks them to read the dialogue and underline the giving, accepting / rejecting language structures. The teacher may wish to select a group of more confident pupils to act out the dialogue in front of the class.
5. Teacher then goes through the structures and drills pupils chorally and individually to ensure pupils have an awareness of pronunciation and intonation of the given structures.
6. Pupils are then put into groups of 3 – 4 and are tasked with deciding what they will do for the class party. This could involve them putting together some events/games etc. as well as deciding on food and drink. Teacher will explain that the party will last for two hours and they will have a fixed amount of money to spend. Before the lesson, the teacher will need to prepare a price list of various items / food / drinks etc. that pupils may wish to buy for their party and also on the amount that pupils are allowed to spend.
8. Pupils then plan their party using the language structures presented at the beginning of the lesson.
9. Once pupils have decided on their plans for the party they can then report back their ideas to the whole class or are reformed into different groups (i.e. one pupil from each group form new groups and tell their new group about their plans).
10. Class can then vote on which party they would most like to attend..

Post lesson

11. To round off the lesson pupils then tell each other about a party they have been to and what they liked about it.
12. Homework task - pupils can write an email to an imaginary friend who needs some advice on organising their own class party.

SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 1)

WEEK:	LESSON 7: Speaking					
	MAIN SKILL(S) FOCUS: Speaking					
	THEME: People and Culture					
	TOPIC: Free Time Activities					
	LANGUAGE/GRAMMAR FOCUS: Free Time Activities					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Speaking 2.1</p> <p>Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p> <p>Complementary skill</p> <p>Reading 3.1</p> <p>Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p>	<p>Main Skill</p> <p>Speaking 2.1.1</p> <p>Ask about and give detailed information about themselves and others</p> <p>Complementary skill</p> <p>Reading 3.1.2</p> <p>Understand specific details and information in simple longer texts</p>	<p>Pre-Lesson</p> <p>See Teacher's Book.</p> <p>Lesson Delivery</p> <p>See Teacher's Book.</p> <p>Post Lesson</p> <p>See Teacher's Book.</p>	Pulse 2 Unit 1 p.10	Language	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 1)

WEEK:	LESSONS 8 - 9: Reading					
	MAIN SKILL(S) FOCUS: Reading					
	THEME: People and Culture					
	TOPIC: Free Time Activities					
	LANGUAGE/GRAMMAR FOCUS:					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Reading 3.1</p> <p>Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p> <p>Complementary Skill</p> <p>Speaking 2.1</p> <p>Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p> <p>Speaking 2.3</p> <p>Use appropriate communication strategies</p>	<p>Main Skill</p> <p>Reading 3.1.2</p> <p>Understand specific details and information in simple longer texts</p> <p>Complementary Skill</p> <p>Speaking 2.1.1</p> <p>Ask about and give detailed information about themselves and others</p> <p>Speaking 2.3.2</p> <p>Agree on a set of basic steps needed to complete extended classroom tasks</p>	<p>Pre-Lesson</p> <p>See Teacher's Book.</p> <p>Lesson Delivery</p> <p>See Teacher's Book.</p> <p>Post Lesson</p> <p>See Teacher's Book.</p>	Pulse 2 Unit 1 p.11	Language	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 1)

WEEK:	LESSON 10: Language Awareness (1.1)
	MAIN SKILL(S) FOCUS:
	THEME: People and Culture
	TOPIC: Free Time Activities
	LANGUAGE/GRAMMAR FOCUS: Present Simple / Present Continuous (affirmative, negative, questions and short answer questions)

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p>Main Skill</p> <p>This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p>Pre-Lesson</p> <p>See Teacher's Book.</p> <p>Lesson Delivery</p> <p>See Teacher's Book.</p> <p>Post Lesson</p> <p>See Teacher's Book.</p>	Pulse 2 Unit 1 p.12	Language	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 1)

WEEK:	LESSON 11: Listening
	MAIN SKILL(S) FOCUS: Listening
	THEME: People and Culture
	TOPIC: Skills and Abilities
	LANGUAGE/GRAMMAR FOCUS: Skills and Abilities / I can ... / I can't ... / I'm good at ... / I'm not good at ...

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Listening 1.1</p> <p>Understand meaning in a variety of familiar contexts</p> <p>Complementary Skill</p> <p>Listening 1.1</p> <p>Understand meaning in a variety of familiar contexts</p>	<p>Main Skills</p> <p>Listening 1.1.1</p> <p>Understand with little or no support the main ideas in simple longer texts on a range of familiar topics</p> <p>Complementary Skill</p> <p>Listening 1.1.2</p> <p>Understand with little or no support specific information and details in simple longer texts on a range of familiar topics</p>	<p>Pre-Lesson</p> <p>See Teacher's Book.</p> <p>Lesson Delivery</p> <p>See Teacher's Book.</p> <p>Post Lesson</p> <p>See Teacher's Book.</p>	Pulse 2 Unit 1 p.13	Language	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 1)

WEEK:	LESSON 12: Enrichment Activity
	MAIN SKILL(S) FOCUS: Reading
	THEME: People and Culture
	TOPIC: Tourist Attractions
	LANGUAGE/GRAMMAR FOCUS: Vocabulary related to amusement and theme parks

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Reading 3.1</p> <p>Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p> <p>Complementary Skill</p> <p>Reading 3.1</p> <p>Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p>	<p>Main Skills</p> <p>Reading 3.1.1</p> <p>Understand the main points in simple longer texts</p> <p>Complementary Skill</p> <p>Reading 3.1.2</p> <p>Understand specific details information in simple longer texts</p>	<p>Pre-Lesson</p> <p>See Teacher's Book.</p> <p>Lesson Delivery</p> <p>See Teacher's Book.</p> <p>Post Lesson</p> <p>See Teacher's Book.</p>	Pulse 2 Unit 1 p.14	Language	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 1)

WEEK:	LESSON 13: Language Awareness (1.2)					
	MAIN SKILL(S) FOCUS:					
	THEME: People and Culture					
	TOPIC: Art					
	LANGUAGE/GRAMMAR FOCUS: Present Simple and Present Continuous					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p>Main Skill</p> <p>This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p>Pre-Lesson</p> <p>See Teacher's Book.</p> <p>Lesson Delivery</p> <p>See Teacher's Book.</p> <p>Post Lesson</p> <p>See Teacher's Book.</p>	<p>Pulse 2 Unit 1 p.15</p>	<p>Language</p>	<p>Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.</p>	

SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 1)

WEEK:	LESSONS 14 – 15: Action Oriented Task					
	MAIN SKILL(S) FOCUS: Reading, Listening, Writing and Speaking					
	THEME: People and Culture					
	TOPIC: Activity Camp					
	LANGUAGE/GRAMMAR FOCUS: Asking for personal information					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skills</p> <p>Reading 3.1</p> <p>Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p> <p>Listening 1.1</p> <p>Understand meaning in a variety of familiar contexts</p>	<p>Main Skills</p> <p>Reading 3.1.2</p> <p>Understand specific details and information in simple longer texts</p> <p>Listening 1.1.1</p> <p>Understand with little or no support the main ideas in simple longer texts on a range of familiar topics</p> <p>Listening 1.1.2</p> <p>Understand with little or no support specific information and details in simple longer texts on a range of familiar topics</p>	<p>Pre-Lesson</p> <p>See Teacher's Book.</p> <p>Lesson Delivery</p> <p>See Teacher's Book.</p> <p>Post Lesson</p> <p>See Teacher's Book.</p>	<p>Pulse 2 Unit 1 p.16 – p.17</p>	<p>Language</p>	<p>Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.</p>	

<p>Writing 4.1</p> <p>Communicate intelligibly through print and digital media on familiar topics</p> <p>Speaking 2.1</p> <p>Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p>	<p>Writing 4.1.1</p> <p>Give detailed information about themselves and others</p> <p>Speaking 2.1.1</p> <p>Ask about and give detailed information about themselves and others</p>					
--	--	--	--	--	--	--

SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 1)

WEEK:	LESSON 16: Writing					
	MAIN SKILL(S) FOCUS: Writing					
	THEME: People and Culture					
	TOPIC: Personal Profiles					
	LANGUAGE/GRAMMAR FOCUS: (1) Writing a personal profile using <i>because</i> and <i>so</i> to give reasons and link ideas (2) Present Simple and Present Continuous					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Writing 4.1</p> <p>Communicate intelligibly through print and digital media on familiar topics</p> <p>Complementary Skill</p> <p>Writing 4.2</p> <p>Communicate with appropriate language form and style</p>	<p>Main Skills</p> <p>Writing 4.1.1</p> <p>Give detailed information about themselves and others</p> <p>Complementary Skill</p> <p>Writing 4.2.3</p> <p>Produce a plan or draft of two paragraphs or more and modify this appropriately in response to feedback</p>	<p>Pre-Lesson</p> <p>See Teacher's Book.</p> <p>Lesson Delivery</p> <p>See Teacher's Book.</p> <p>Post Lesson</p> <p>See Teacher's Book.</p>	Pulse 2 Unit 1 p.18	Language	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 1)

WEEK: _____	LESSON 17: Literature in Action
	MAIN SKILL(S) FOCUS: Literature in Action
	THEME: People and Culture
	TOPIC: Teacher to select
	LANGUAGE/GRAMMAR FOCUS: Teacher to select

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Literature in Action 5.1</p> <p>Engage with, respond to and interpret a variety of literary text types</p> <p>Complementary Skill</p> <p>Speaking 2.1</p> <p>Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p>	<p>Main Skill</p> <p>Literature in Action 5.1.1</p> <p>Describe in simple language a character's actions or feelings and explain the reasons for them</p> <p>Complementary Skill</p> <p>Speaking 2.1.5</p> <p>Ask about and describe personality</p>	<p>Teachers to develop their own lesson using materials from the Literature Component books. This material will ideally be linked to the themes/topics contained in Unit 1 of the textbook.</p> <p>Alternatively, teachers may develop their own lesson based on the themes/topics contained in Unit 1 of the textbook using other possible resources.</p>		Language	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies	

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

WEEK:	LESSON 18: Listening					
	MAIN SKILL(S) FOCUS: Listening					
	THEME: Science and Technology					
	TOPIC:					
	LANGUAGE/GRAMMAR FOCUS:					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Listening 1.1</p> <p>Understand meaning in a variety of familiar contexts</p> <p>Complementary Skill</p> <p>Listening 1.1</p> <p>Understand meaning in a variety of familiar contexts</p>	<p>Main Skills</p> <p>Listening 1.1.2</p> <p>Understand with little or no support specific information and details in simple longer texts on a range of familiar topics</p> <p>Complementary Skill</p> <p>Listening 1.1.4</p> <p>Understand longer sequences of supported classroom instructions</p>	<p>Teachers to develop their own lesson.</p>	<p>Teachers to select their own materials.</p>		<p>Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.</p>	

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

WEEK:	LESSON 19: Speaking					
	MAIN SKILL(S) FOCUS: Speaking					
	THEME: Science and Technology					
	TOPIC:					
	LANGUAGE/GRAMMAR FOCUS:					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Speaking 2.1</p> <p>Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p> <p>Complementary Skill</p> <p>Speaking 2.1</p> <p>Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p>	<p>Main Skill</p> <p>Speaking 2.1.2</p> <p>Ask about and express rules and obligations</p> <p>Complementary Skill</p> <p>Speaking 2.1.4</p> <p>Explain and give reasons for simple advice</p>	<p>Teachers to develop their own lesson.</p>	<p>Teachers to select their own materials.</p>		<p>Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.</p>	

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

WEEK:	LESSON 20: Reading
	MAIN SKILL(S) FOCUS: Reading
	THEME: Science and Technology
	TOPIC:
	LANGUAGE/GRAMMAR FOCUS:

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Reading 3.1</p> <p>Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p> <p>Complementary Skill</p> <p>Reading 3.1</p> <p>Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p>	<p>Main Skill</p> <p>Reading 3.1.2</p> <p>Understand specific details and information in simple longer texts</p> <p>Complementary Skill</p> <p>Reading 3.1.3</p> <p>Guess the meaning of unfamiliar words from clues provided by other known words and by context</p>	<p>Teachers to develop their own lesson.</p>	<p>Teachers to select their own materials.</p>		<p>Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.</p>	

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

WEEK:	LESSON 21: Writing					
	MAIN SKILL(S) FOCUS: Writing					
	THEME: Science and Technology					
	TOPIC:					
	LANGUAGE/GRAMMAR FOCUS:					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Writing 4.1</p> <p>Communicate intelligibly through print and digital media on familiar topics</p> <p>Complementary Skill</p> <p>Writing 4.2</p> <p>Communicate with appropriate language form and style</p> <p>Writing 4.1</p> <p>Communicate intelligibly through print and digital media on familiar topics</p>	<p>Main Skill</p> <p>Writing 4.1.2</p> <p>Describe future plans or events</p> <p>Complementary Skill</p> <p>Writing 4.2.2</p> <p>Spell most high frequency words accurately in independent writing</p> <p>Writing 4.1.5</p> <p>Connect sentences into two coherent paragraphs or more using basic coordinating conjunctions and pronouns</p>	<p>Teachers to develop their own lesson.</p>	<p>Teachers to select their own materials.</p>		<p>Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.</p>	

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

WEEK:	LESSON 22: Literature in Action					
	MAIN SKILL(S) FOCUS: Literature in Action					
	THEME: Science and Technology					
	TOPIC:					
	LANGUAGE/GRAMMAR FOCUS:					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
Main Skill Literature In Action 5.1 Engage with, respond to and interpret a variety of literary texts	Main Skill Literature in Action 5.1.2 Identify and describe in simple language the key characters in a text	Teachers to develop their own lesson using materials from the Literature Component books.			Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

WEEK:	LESSON 23: Language Awareness
	MAIN SKILL(S) FOCUS:
	THEME: Science and Technology
	TOPIC:
	LANGUAGE/GRAMMAR FOCUS:

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p>Main Skill</p> <p>This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p>Teachers to develop their own lesson.</p> <p>Teachers refer to syllabus for suggested grammar focus.</p>	<p>Teachers to select their own materials.</p>	<p>Language</p>	<p>Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.</p>	

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

WEEK:	LESSON 24: Listening					
	MAIN SKILL(S) FOCUS: Listening					
	THEME: Health and Environment					
	TOPIC:					
	LANGUAGE/GRAMMAR FOCUS:					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Listening 1.1</p> <p>Understand meaning in a variety of familiar contexts</p> <p>Complementary Skill</p> <p>Speaking 2.1</p> <p>Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p>	<p>Main Skill</p> <p>Listening 1.1.5</p> <p>Understand more complex supported questions</p> <p>Complementary Skill</p> <p>Speaking 2.1.4</p> <p>Explain and give reasons for simple advice</p>	Teachers to develop their own lesson.	Teachers to select their own materials.		Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

WEEK:	LESSON 25: Speaking					
	MAIN SKILL(S) FOCUS: Speaking					
	THEME: Health and Environment					
	TOPIC:					
	LANGUAGE/GRAMMAR FOCUS:					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Speaking 2.1</p> <p>Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p> <p>Complementary Skill</p> <p>Writing 4.1</p> <p>Communicate intelligibly through print and digital media on familiar topics</p>	<p>Main Skill</p> <p>Speaking 2.1.3</p> <p>Ask about and describe future plans or events</p> <p>Complementary Skill</p> <p>Writing 4.1.2</p> <p>Describe future plans or events</p>	Teachers to develop their own lesson.	Teachers to select their own materials.		Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

WEEK:	LESSON 26: Reading					
	MAIN SKILL(S) FOCUS: Reading					
	THEME: Health and Environment					
	TOPIC:					
	LANGUAGE/GRAMMAR FOCUS:					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Reading 3.1</p> <p>Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p> <p>Complementary Skill</p> <p>Reading 3.1</p> <p>Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p>	<p>Main Skill</p> <p>Reading 3.1.2</p> <p>Understand specific details and information in simple longer texts</p> <p>Complementary Skill</p> <p>Reading 3.1.4</p> <p>Use with some support familiar print and digital resources to check meaning</p>	Teachers to develop their own lesson.	Teachers to select their own materials.		Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

WEEK:	LESSON 27: Writing					
	MAIN SKILL(S) FOCUS: Writing					
	THEME: Health and Environment					
	TOPIC:					
	LANGUAGE/GRAMMAR FOCUS:					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Writing 4.1</p> <p>Communicate intelligibly through print and digital media on familiar topics</p> <p>Complementary Skill</p> <p>Writing 4.2</p> <p>Communicate with appropriate language form and style</p>	<p>Main Skill</p> <p>Writing 4.1.3</p> <p>Narrate factual and imagined events and experiences</p> <p>Complementary Skill</p> <p>Writing 4.2.3</p> <p>Produce a plan or draft of two paragraphs or more and modify this appropriately in response to feedback</p>	<p>Teachers to develop their own lesson.</p>	<p>Teachers to select their own materials.</p>		<p>Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.</p>	

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

WEEK:	LESSON 28: Literature in Action					
	MAIN SKILL(S) FOCUS: Literature in Action					
	THEME: Health and Environment					
	TOPIC:					
	LANGUAGE/GRAMMAR FOCUS:					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
Main Skill Literature in Action 5.3 Express an imaginative response to literary texts	Main Skill Literature in Action 5.3.1 Respond imaginatively and intelligibly through creating simple stories and simple poems Other imaginative responses as appropriate	Teachers to develop their own lesson using materials from the Literature Component books.			Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

WEEK:	LESSON 29: Language Awareness					
	MAIN SKILL(S) FOCUS:					
	THEME: Health and Environment					
	TOPIC:					
	LANGUAGE/GRAMMAR FOCUS:					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p>Main Skill</p> <p>This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p>Teachers to develop their own lesson.</p> <p>Teachers to refer to syllabus for suggested grammar focus.</p>	<p>Teachers to select their own materials.</p>	<p>Language</p>	<p>Please refer to provided list of differentiation strategies and select appropriate strategy/strategies</p>	

SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 2)

WEEK:	LESSON 30: Speaking					
	MAIN SKILL(S) FOCUS: Speaking					
	THEME: People and Culture					
	TOPIC: Literature					
	LANGUAGE/GRAMMAR FOCUS: Literary Genres					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Speaking 2.1</p> <p>Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p> <p>Complementary Skill</p> <p>Reading 3.1</p> <p>Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p>	<p>Main Skill</p> <p>Speaking 2.1.1</p> <p>Ask about and give detailed information about themselves and others</p> <p>Complementary Skill</p> <p>Reading 3.1.2</p> <p>Understand specific details and information in simple longer texts</p>	<p>Pre-Lesson</p> <p>See Teacher's Book.</p> <p>Lesson Delivery</p> <p>See Teacher's Book.</p> <p>Post Lesson</p> <p>See Teacher's Book.</p>	Pulse 2 Unit 2 p.20	Language	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 2)

WEEK:	LESSON 31 – 32: Reading					
	MAIN SKILL(S) FOCUS: Reading					
	THEME: People and Culture					
	TOPIC: Literature					
	LANGUAGE/GRAMMAR FOCUS:					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Reading 3.1</p> <p>Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p> <p>Complementary Skill</p> <p>Writing 4.1</p> <p>Communicate intelligibly through print and digital media on familiar topics</p>	<p>Main Skill</p> <p>Reading 3.1.2</p> <p>Understand specific details and information in simple longer texts</p> <p>Complementary Skill</p> <p>Writing 4.1.1</p> <p>Give detailed information about themselves and others</p>	<p>Pre-Lesson</p> <p>See Teacher's Book.</p> <p>Lesson Delivery</p> <p>See Teacher's Book.</p> <p>Post Lesson</p> <p>See Teacher's Book.</p>	Pulse 2 Unit 2 p.21	Language	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 2)

WEEK:	LESSON 33: Language Awareness (2.1)					
	MAIN SKILL(S) FOCUS:					
	THEME: People and Culture					
	TOPIC: Literature					
	LANGUAGE/GRAMMAR FOCUS: Past Simple (regular and irregular verbs)					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p>Main Skill</p> <p>This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p>Pre-Lesson</p> <p>See Teacher's Book.</p> <p>Lesson Delivery</p> <p>See Teacher's Book.</p> <p>Post Lesson</p> <p>See Teacher's Book.</p>	<p>Pulse 2 Unit 2 p.22</p>	<p>Language</p>	<p>Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.</p>	

SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 2)

WEEK:	LESSON 34: Listening					
	MAIN SKILL(S) FOCUS: Listening					
	THEME: People and Culture					
	TOPIC: Professions					
	LANGUAGE/GRAMMAR FOCUS: Vocabulary related to professions					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Listening 1.1</p> <p>Understand meaning in a variety of familiar contexts</p>	<p>Main Skills</p> <p>Listening 1.1.1</p> <p>Understand with little or no support the main ideas in simple longer texts on a range of familiar topics</p>	<p>Pre-Lesson</p> <p>See Teacher's Book.</p> <p>Lesson Delivery</p> <p>See Teacher's Book.</p>	Pulse 2 Unit 2 p.23	Language	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	
<p>Complementary Skill</p> <p>Listening 1.1</p> <p>Understand meaning in a variety of familiar contexts</p>	<p>Complementary Skill</p> <p>Listening 1.1.2</p> <p>Understand with little or no support specific information and details in simple longer texts on a range of familiar topics</p>	<p>Post Lesson</p> <p>See Teacher's Book.</p>				

SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 2)

WEEK:	LESSON 35: Enrichment Activity					
	MAIN SKILL(S) FOCUS: Reading					
	THEME: People and Culture					
	TOPIC: Festivals					
	LANGUAGE/GRAMMAR FOCUS: Vocabulary related to festivals					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Reading 3.1</p> <p>Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p> <p>Complementary Skill</p> <p>Reading 3.1</p> <p>Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p>	<p>Main Skills</p> <p>Reading 3.1.2</p> <p>Understand specific details information in simple longer texts</p> <p>Complementary Skill</p> <p>Reading 3.1.1</p> <p>Understand the main points in simple longer texts</p>	<p>Pre-Lesson</p> <p>See Teacher's Book.</p> <p>Lesson Delivery</p> <p>See Teacher's Book.</p> <p>Post Lesson</p> <p>See Teacher's Book.</p>	Pulse 2 Unit 2 p.24	Language	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 2)

WEEK:	LESSON 36: Language Awareness (2.2)					
	MAIN SKILL(S) FOCUS:					
	THEME: People and Culture					
	TOPIC: A famous writer					
	LANGUAGE/GRAMMAR FOCUS: Learn and revise <i>was/were</i> and <i>could/couldn't</i> . Revise Past Simple (regular and irregular verbs)					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p>Main Skill</p> <p>This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p>Pre-Lesson</p> <p>See Teacher's Book.</p> <p>Lesson Delivery</p> <p>See Teacher's Book.</p> <p>Post Lesson</p> <p>See Teacher's Book.</p>	<p>Pulse 2 Unit 2 p.25</p>	<p>Language</p>	<p>Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.</p>	

SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 2)

WEEK:	LESSON 37 - 38: Action Oriented Task
	MAIN SKILL(S) FOCUS: Reading, Listening, Writing and Speaking
	THEME: People and Culture
	TOPIC: A tourist attraction
	LANGUAGE/GRAMMAR FOCUS: Asking for information and talking about experiences

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skills</p> <p>Reading 3.1</p> <p>Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p> <p>Listening 1.1</p> <p>Understand meaning in a variety of familiar contexts</p>	<p>Main Skills</p> <p>Reading 3.1.2</p> <p>Understand specific details and information in simple longer texts</p> <p>Listening 1.1.1</p> <p>Understand with little or no support the main ideas in simple longer texts on a range of familiar topics</p> <p>Listening 1.1.2</p> <p>Understand with little or no support specific information and details in simple longer texts on a range of familiar topics</p>	<p>Pre-Lesson</p> <p>See Teacher's Book</p> <p>Lesson Delivery</p> <p>See Teacher's Book.</p> <p>Post Lesson</p> <p>See Teacher's Book.</p>	<p>Pulse 2 Unit 2 p.26 – p.27</p>	<p>Language</p>	<p>Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.</p>	

<p>Writing 4.1</p> <p>Communicate intelligibly through print and digital media on familiar topics</p> <p>Speaking 2.1</p> <p>Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p> <p>Speaking 2.4</p> <p>Communicate appropriately to a small or large group on familiar topics</p>	<p>Writing 4.1.1</p> <p>Give detailed information about themselves and others</p> <p>Speaking 2.1.1</p> <p>Ask about and give detailed information about themselves and others</p> <p>Speaking 2.4.1</p> <p>Narrate short stories, events and experiences</p>					
---	--	--	--	--	--	--

SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 2)

WEEK:	LESSON 39: Writing
	MAIN SKILL(S) FOCUS: Writing
	THEME: People and Culture
	TOPIC: Places
	LANGUAGE/GRAMMAR FOCUS: Writing a review using <i>also</i> and <i>too</i> , past simple verbs, <i>could</i> and <i>couldn't</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Writing 4.1</p> <p>Communicate intelligibly through print and digital media on familiar topics</p> <p>Complementary Skill</p> <p>Writing 4.2</p> <p>Communicate with appropriate language form and style</p>	<p>Main Skills</p> <p>Writing 4.1.1</p> <p>Give detailed information about themselves and others</p> <p>Complementary Skill</p> <p>Writing 4.2.3</p> <p>Produce a plan or draft of two paragraphs or more and modify this appropriately in response to feedback</p>	<p>Pre-Lesson</p> <p>See Teacher's Book.</p> <p>Lesson Delivery</p> <p>See Teacher's Book.</p> <p>Post Lesson</p> <p>See Teacher's Book.</p>	Pulse 2 Unit 2 p.28	Language	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 2)

WEEK: _____	LESSON 40: Literature in Action					
	MAIN SKILL(S) FOCUS: Literature in Action					
	THEME: People and Culture					
	TOPIC: Teacher to select					
	LANGUAGE/GRAMMAR FOCUS: Teacher to select					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
Main Skill Literature in Action 5.1 Engage with, respond to and interpret a variety of literary text types	Main Skill Literature in Action 5.1.2 Identify and describe in simple language the key characters in a text	Teachers to develop their own lesson using materials from the Literature Component books. This material will ideally be linked to the themes/topics contained in Unit 2 of the textbook. Alternatively, teachers may develop their own lesson based on the themes/topics contained in Unit 2 of the textbook using other possible resources.		Language	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

WEEK:	LESSON 41: Listening
	MAIN SKILL(S) FOCUS: Listening
	THEME: Consumerism and Financial Awareness
	TOPIC:
	LANGUAGE/GRAMMAR FOCUS:

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Listening 1.1</p> <p>Understand meaning in a variety of familiar contexts</p> <p>Complementary Skill</p> <p>Speaking 2.1</p> <p>Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p>	<p>Main Skill</p> <p>Listening 1.1.6</p> <p>Understand with support longer simple narratives on a wide range of familiar topics</p> <p>Complementary Skill</p> <p>Speaking 2.1.4</p> <p>Explain and give reasons for simple advice</p>	<p>Teachers to develop their own lesson.</p>	<p>Teachers to select their own materials.</p>		<p>Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.</p>	

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

WEEK:	LESSON 42: Speaking
	MAIN SKILL(S) FOCUS: Speaking
	THEME: Consumerism and Financial Awareness
	TOPIC:
	LANGUAGE/GRAMMAR FOCUS:

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Speaking 2.1</p> <p>Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p> <p>Complementary Skill</p> <p>Speaking 2.3</p> <p>Use appropriate communication strategies</p>	<p>Main Skill</p> <p>Speaking 2.1.2</p> <p>Ask about and express rules and obligations</p> <p>Complementary Skill</p> <p>Speaking 2.3.1</p> <p>Keep interaction going in short exchanges by checking understanding of what a speaker is saying</p>	<p>Teachers to develop their own lesson.</p>	<p>Teachers to select their own materials.</p>		<p>Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.</p>	

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

WEEK:	LESSON 43: Reading					
	MAIN SKILL(S) FOCUS: Reading					
	THEME: Consumerism and Financial Awareness					
	TOPIC:					
	LANGUAGE/GRAMMAR FOCUS:					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Reading 3.2</p> <p>Explore and expand ideas for personal development by reading independently and widely</p>	<p>Main Skill</p> <p>Reading 3.2.1</p> <p>Read and enjoy fiction/non-fiction and other suitable print and digital texts of interest</p>	<p>Teachers to develop their own lesson.</p>	<p>Teachers to select their own materials.</p>		<p>Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.</p>	

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

WEEK:	LESSON 44: Writing
	MAIN SKILL(S) FOCUS: Writing
	THEME: Consumerism and Financial Awareness
	TOPIC:
	LANGUAGE/GRAMMAR FOCUS:

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Writing 4.1</p> <p>Communicate intelligibly through print and digital media on familiar topics</p> <p>Complementary Skill</p> <p>Writing 4.1</p> <p>Communicate intelligibly through print and digital media on familiar topics</p> <p>Writing 4.2</p> <p>Communicate with appropriate language form and style</p>	<p>Main Skill</p> <p>Writing 4.1.4</p> <p>Describe personality</p> <p>Complementary Skill</p> <p>Writing 4.1.5</p> <p>Connect sentences into two coherent paragraphs or more using basic coordinating conjunctions and reference pronouns</p> <p>Writing 4.2.2</p> <p>Spell most high frequency words accurately in independent writing</p>	<p>Teachers to develop their own lesson.</p>	<p>Teachers to select their own materials.</p>		<p>Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.</p>	

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

WEEK:	LESSON 45: Literature in Action
	MAIN SKILL(S) FOCUS: Literature in Action
	THEME: Consumerism and Financial Awareness
	TOPIC:
	LANGUAGE/GRAMMAR FOCUS:

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Literature in Action 5.1</p> <p>Engage with, respond to and interpret a variety of literary texts</p> <p>Complementary Skill</p> <p>Speaking 2.1</p> <p>Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p>	<p>Main Skill</p> <p>Literature in Action 5.1.2</p> <p>Identify and describe in simple language the key characters in a text</p> <p>Complementary Skill</p> <p>Speaking 2.1.5</p> <p>Ask about and describe personality</p>	<p>Teachers to develop their own lesson using materials from the Literature Component books.</p>			<p>Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.</p>	

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

WEEK:	LESSON 46: Language Awareness
	MAIN SKILL(S) FOCUS:
	THEME: Consumerism and Financial Awareness
	TOPIC:
	LANGUAGE/GRAMMAR FOCUS:

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p>Main Skill</p> <p>This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p>Teachers to develop their own lesson.</p> <p>Teachers refer to syllabus for suggested grammar focus.</p>	<p>Teachers to select their own materials.</p>	<p>Language</p>	<p>Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.</p>	

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

WEEK:	LESSON 47: Listening
	MAIN SKILL(S) FOCUS: Listening
	THEME: People and Culture
	TOPIC:
	LANGUAGE/GRAMMAR FOCUS:

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Listening 1.2</p> <p>Use appropriate listening strategies in a variety of contexts</p> <p>Complementary Skill</p> <p>Speaking 2.1</p> <p>Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p>	<p>Main Skill</p> <p>Listening 1.2.1</p> <p>Guess the meaning of unfamiliar words from clues provided by other known words and by context on familiar topics</p> <p>Complementary Skill</p> <p>Speaking 2.1.5</p> <p>Ask about and describe personality</p>	<p>Teachers to develop their own lesson.</p>	<p>Teachers to select their own materials.</p>		<p>Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.</p>	

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

WEEK:	LESSON 48: Speaking
	MAIN SKILL(S) FOCUS: Speaking
	THEME: People and Culture
	TOPIC:
	LANGUAGE/GRAMMAR FOCUS:

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Speaking 2.1</p> <p>Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p> <p>Complementary Skill</p> <p>Speaking 2.3</p> <p>Use appropriate communication strategies</p>	<p>Main Skill</p> <p>Speaking 2.1.4</p> <p>Explain and give reasons for simple advice</p> <p>Complementary Skill</p> <p>Speaking 2.3.1</p> <p>Keep interaction going in short exchanges by checking understanding of what a speaker is saying</p>	Teachers to develop their own lesson.	Teachers to select their own materials.		Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

WEEK:	LESSON 49: Reading					
	MAIN SKILL(S) FOCUS: Reading					
	THEME: People and Culture					
	TOPIC:					
	LANGUAGE/GRAMMAR FOCUS:					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Reading 3.1</p> <p>Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p> <p>Complementary Skill</p> <p>Reading 3.1</p> <p>Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p>	<p>Main Skill</p> <p>Reading 3.1.2</p> <p>Understand specific details and information in simple longer texts</p> <p>Complementary Skill</p> <p>Reading 3.1.1</p> <p>Understand the main points in simple longer texts</p>	<p>Teachers to develop their own lesson.</p>	<p>Teachers to select their own materials.</p>		<p>Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.</p>	

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

WEEK:	LESSON 50: Writing					
	MAIN SKILL(S) FOCUS: Writing					
	THEME: People and Culture					
	TOPIC:					
	LANGUAGE/GRAMMAR FOCUS:					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Writing 4.1</p> <p>Communicate intelligibly through print and digital media on familiar topics</p> <p>Complementary Skill</p> <p>Writing 4.2</p> <p>Communicate with appropriate language form and style</p>	<p>Main Skill</p> <p>Writing 4.1.3</p> <p>Narrate factual and imagined events and experiences</p> <p>Complementary Skills</p> <p>Writing 4.2.1</p> <p>Use capitals, full stops, commas in lists, question marks, and speech marks appropriately at discourse level</p> <p>Writing 4.2.3</p> <p>Produce a plan or draft of two paragraphs or more and modify this appropriately in response to feedback</p>	<p>Teachers to develop their own lesson.</p>	<p>Teachers to select their own materials.</p>		<p>Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.</p>	

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

WEEK:	LESSON 51: Literature in Action					
	MAIN SKILL(S) FOCUS: Literature in Action					
	THEME: People and Culture					
	TOPIC:					
	LANGUAGE/GRAMMAR FOCUS:					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
Main Skill Literature in Action 5.3 Express an imaginative response to literary texts	Main Skill Literature in Action 5.3.1 Respond imaginatively and intelligibly through creating simple stories and simple poems Other imaginative responses as appropriate	Teachers to develop their own lesson using materials from the Literature Component books.			Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

WEEK:	LESSON 52: Language Awareness					
	MAIN SKILL(S) FOCUS:					
	THEME: People and Culture					
	TOPIC:					
	LANGUAGE/GRAMMAR FOCUS:					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p>Main Skill</p> <p>This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p>Teachers to develop their own lesson.</p> <p>Teachers to refer to syllabus for suggested grammar focus.</p>	<p>Teachers to select their own materials.</p>	<p>Language</p>	<p>Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.</p>	

SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 3)

WEEK:	LESSON 53: Speaking					
	MAIN SKILL(S) FOCUS: Speaking					
	THEME: Health and Environment					
	TOPIC: Weather					
	LANGUAGE/GRAMMAR FOCUS: Vocabulary related to the weather					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Speaking 2.1</p> <p>Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p> <p>Complementary Skill</p> <p>Speaking 2.3</p> <p>Use appropriate communication strategies</p>	<p>Main Skill</p> <p>Speaking 2.1.1</p> <p>Ask about and give detailed information about themselves and others</p> <p>Complementary Skill</p> <p>Speaking 2.3.2</p> <p>Agree on a set of basic steps needed to complete extended classroom tasks</p>	<p>Pre-Lesson</p> <p>See Teacher's Book.</p> <p>Lesson Delivery</p> <p>See Teacher's Book.</p> <p>Post Lesson</p> <p>See Teacher's Book.</p>	Pulse 2 Unit 3 p.30	Language	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 3)

WEEK:	LESSON 54 - 55: Reading					
	MAIN SKILL(S) FOCUS: Reading					
	THEME: Health and Environment					
	TOPIC: Weather					
	LANGUAGE/GRAMMAR FOCUS:					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Reading 3.1</p> <p>Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p> <p>Complementary Skill</p> <p>Reading 3.1</p> <p>Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p> <p>Speaking 2.4</p> <p>Communicate appropriately to a small or large group on familiar topics</p>	<p>Main Skill</p> <p>Reading 3.1.2</p> <p>Understand specific details and information in simple longer texts</p> <p>Complementary Skill</p> <p>Reading 3.1.1</p> <p>Understand the main points in simple longer texts</p> <p>Speaking 2.4.1</p> <p>Narrate short stories, events and experiences</p>	<p>Pre-Lesson</p> <p>See Teacher's Book.</p> <p>Lesson Delivery</p> <p>See Teacher's Book.</p> <p>Post Lesson</p> <p>See Teacher's Book.</p>	Pulse 2 Unit 3 p.31	Environmental sustainability	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 3)

WEEK:	LESSON 56: Language Awareness (3.1)					
	MAIN SKILL(S) FOCUS:					
	THEME: Health and Environment					
	TOPIC:					
	LANGUAGE/GRAMMAR FOCUS: Learn and revise Past Continuous and regular and irregular adverbs					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p>Main Skill</p> <p>This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p>Pre-Lesson</p> <p>See Teacher's Book.</p> <p>Lesson Delivery</p> <p>See Teacher's Book.</p> <p>Post Lesson</p> <p>See Teacher's Book.</p>	<p>Pulse 2 Unit 3 p.32</p>	<p>Language</p>	<p>Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.</p>	

SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 3)

WEEK:	LESSON 57: Listening					
	MAIN SKILL(S) FOCUS: Listening					
	THEME: Health and Environment					
	TOPIC: Natural disasters					
	LANGUAGE/GRAMMAR FOCUS: Vocabulary related to extreme weather					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Listening 1.1</p> <p>Understand meaning in a variety of familiar contexts</p> <p>Complementary Skill</p> <p>Listening 1.1</p> <p>Understand meaning in a variety of familiar contexts</p>	<p>Main Skills</p> <p>Listening 1.1.2</p> <p>Understand with little or no support specific information and details in simple longer texts on a range of familiar topics</p> <p>Complementary Skill</p> <p>Listening 1.1.1</p> <p>Understand with little or no support the main ideas in simple longer texts on a range of familiar topics</p>	<p>Pre-Lesson</p> <p>See Teacher's Book.</p> <p>Lesson Delivery</p> <p>See Teacher's Book.</p> <p>Post Lesson</p> <p>See Teacher's Book.</p>	Pulse 2 Unit 3 p.33	Environmental sustainability	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 3)

WEEK:	LESSON 58: Enrichment Activity
	MAIN SKILL(S) FOCUS: Reading
	THEME: Health and Environment
	TOPIC: Natural disasters - earthquakes
	LANGUAGE/GRAMMAR FOCUS: Vocabulary related to earthquakes

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Reading 3.1</p> <p>Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p> <p>Complementary Skill</p> <p>Reading 3.1</p> <p>Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p>	<p>Main Skill</p> <p>Reading 3.1.2</p> <p>Understand specific details information in simple longer texts</p> <p>Complementary Skill</p> <p>Reading 3.1.1</p> <p>Understand the main points in simple longer texts</p>	<p>Pre-Lesson</p> <p>See Teacher's Book.</p> <p>Lesson Delivery</p> <p>See Teacher's Book.</p> <p>Post Lesson</p> <p>See Teacher's Book.</p>	Pulse 2 Unit 3 p.34	Language	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 3)

WEEK:	LESSON 59: Language Awareness (3.2)
	MAIN SKILL(S) FOCUS:
	THEME: Health and Environment
	TOPIC: Historical events
	LANGUAGE/GRAMMAR FOCUS: Contrast the use of the Past Simple and Past Continuous

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p>Main Skill</p> <p>This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p>Pre-Lesson</p> <p>See Teacher's Book.</p> <p>Lesson Delivery</p> <p>See Teacher's Book.</p> <p>Post Lesson</p> <p>See Teacher's Book.</p>	<p>Pulse 2 Unit 3 p.35</p>	<p>Language</p>	<p>Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.</p>	

SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 3)

WEEK:	LESSONS 60 - 61: Action Oriented Task
	MAIN SKILL(S) FOCUS: Reading, Listening, Writing and Speaking
	THEME: Health and Environment
	TOPIC: Weather
	LANGUAGE/GRAMMAR FOCUS: Reacting to news

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skills</p> <p>Reading 3.1</p> <p>Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p> <p>Listening 1.1</p> <p>Understand meaning in a variety of familiar contexts</p>	<p>Main Skills</p> <p>Reading 3.1.1</p> <p>Understand the main points in simple longer texts</p> <p>Reading 3.1.2</p> <p>Understand specific details and information in simple longer texts</p> <p>Listening 1.1.1</p> <p>Understand with little or no support the main ideas in simple longer texts on a range of familiar topics</p> <p>Listening 1.1.2</p> <p>Understand with little or no support specific information and details in simple longer texts on a range of familiar topics</p>	<p>Pre-Lesson</p> <p>See Teacher's Book.</p> <p>Lesson Delivery</p> <p>See Teacher's Book.</p> <p>Post Lesson</p> <p>See Teacher's Book.</p>	<p>Pulse 2 Unit 3 p.36 – p.37</p>	<p>Environmental sustainability</p>	<p>Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.</p>	

<p>Writing 4.1</p> <p>Communicate intelligibly through print and digital media on familiar topics</p> <p>Speaking 2.1</p> <p>Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p> <p>Speaking 2.4</p> <p>Communicate appropriately to a small or large group on familiar topics</p>	<p>Writing 4.1.1</p> <p>Give detailed information about themselves and others</p> <p>Speaking 2.1.1</p> <p>Ask about and give detailed information about themselves and others</p> <p>Speaking 2.4.1</p> <p>Narrate short stories, events and experiences</p>					
---	--	--	--	--	--	--

SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 3)

WEEK:	LESSON 62: Writing
	MAIN SKILL(S) FOCUS: Writing
	THEME: Health and Environment
	TOPIC: A fictional narrative
	LANGUAGE/GRAMMAR FOCUS: Writing a fictional narrative using Past Simple and Past Continuous and sequencing words (i.e. <i>One day, soon, then, by then, later, in the end</i>)

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Writing 4.1</p> <p>Communicate intelligibly through print and digital media on familiar topics</p> <p>Complementary Skill</p> <p>Writing 4.2</p> <p>Communicate with appropriate language form and style</p>	<p>Main Skills</p> <p>Writing 4.1.3</p> <p>Narrate factual and imagined events and experiences</p> <p>Complementary Skill</p> <p>Writing 4.2.3</p> <p>Produce a plan or draft of two paragraphs or more and modify this appropriately in response to feedback</p>	<p>Pre-Lesson</p> <p>See Teacher's Book.</p> <p>Lesson Delivery</p> <p>See Teacher's Book.</p> <p>Post Lesson</p> <p>See Teacher's Book.</p>	Pulse 2 Unit 3 p.38	Language	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 3)

WEEK: _____	LESSON 63: Literature in Action					
	MAIN SKILL(S) FOCUS: Literature in Action					
	THEME: Health and Environment					
	TOPIC: Teacher to select					
	LANGUAGE/GRAMMAR FOCUS: Teacher to select					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
Main Skill Literature in Action 5.3 Engage with, respond to and interpret a variety of literary text types	Main Skill Literature in Action 5.3.1 Respond imaginatively and intelligibly through creating simple stories and simple poems Other imaginative responses as appropriate	Teachers to develop their own lesson using materials from the Literature Component books. This material will ideally be linked to the themes/topics contained in Unit 3 of the textbook. Alternatively, teachers may develop their own lesson based on the themes/topics contained in Unit 3 of the textbook using other possible resources.		Language	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

WEEK:	LESSON 64: Listening
	MAIN SKILL(S) FOCUS: Listening
	THEME: Consumerism and Financial Awareness
	TOPIC:
	LANGUAGE/GRAMMAR FOCUS:

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Listening 1.1</p> <p>Understand meaning in a variety of familiar contexts</p> <p>Complementary Skill</p> <p>Listening 1.2</p> <p>Use appropriate listening strategies in a variety of contexts</p>	<p>Main Skill</p> <p>Listening 1.1.2</p> <p>Understand with little or no support specific information and details in simple longer texts on a range of familiar topics</p> <p>Complementary Skill</p> <p>Listening 1.2.1</p> <p>Guess the meaning of unfamiliar words from clues provided by other known words and by context on familiar topics</p>	<p>Teachers to develop their own lesson.</p>	<p>Teachers to select their own materials.</p>		<p>Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.</p>	

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

WEEK:	LESSON 65: Speaking					
	MAIN SKILL(S) FOCUS: Speaking					
	THEME: Consumerism and Financial Awareness					
	TOPIC:					
	LANGUAGE/GRAMMAR FOCUS:					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Speaking 2.1</p> <p>Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p> <p>Complementary Skill</p> <p>Speaking 2.3</p> <p>Use appropriate communication strategies</p>	<p>Main Skill</p> <p>Speaking 2.1.4</p> <p>Explain and give reasons for simple advice</p> <p>Complementary Skill</p> <p>Speaking 2.3.1</p> <p>Keep interaction going in short exchanges by checking understanding of what a speaker is saying</p>	Teachers to develop their own lesson.	Teachers to select their own materials.		Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

WEEK:	LESSON 66: Reading					
	MAIN SKILL(S) FOCUS: Reading					
	THEME: Consumerism and Financial Awareness					
	TOPIC:					
	LANGUAGE/GRAMMAR FOCUS:					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Reading 3.1</p> <p>Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p> <p>Complementary Skill</p> <p>Reading 3.1</p> <p>Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p>	<p>Main Skill</p> <p>Reading 3.1.2</p> <p>Understand specific details and information in simple longer texts</p> <p>Complementary Skill</p> <p>Reading 3.1.3</p> <p>Guess the meaning of unfamiliar words from clues provided by other known words and by context</p>	<p>Teachers to develop their own lesson.</p>	<p>Teachers to select their own materials.</p>		<p>Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.</p>	

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

WEEK:	LESSON 67: Writing					
	MAIN SKILL(S) FOCUS: Writing					
	THEME: Consumerism and Financial Awareness					
	TOPIC:					
	LANGUAGE/GRAMMAR FOCUS:					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Writing 4.1</p> <p>Communicate intelligibly through print and digital media on familiar topics</p> <p>Complementary Skill</p> <p>Writing 4.2</p> <p>Communicate with appropriate language form and style</p>	<p>Main Skill</p> <p>Writing 4.1.1</p> <p>Give detailed information about themselves and others</p> <p>Complementary Skill</p> <p>Writing 4.2.1</p> <p>Use capitals, full stops, commas in lists, question marks, and speech marks appropriately at discourse level</p>	<p>Teachers to develop their own lesson.</p>	<p>Teachers to select their own materials.</p>		<p>Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.</p>	

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

WEEK:	LESSON 68: Literature in Action					
	MAIN SKILL(S) FOCUS: Literature in Action					
	THEME: Consumerism and Financial Awareness					
	TOPIC:					
	LANGUAGE/GRAMMAR FOCUS:					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Literature in Action 5.1</p> <p>Engage with, respond to and interpret a variety of literary text types</p>	<p>Main Skill</p> <p>Literature in Action 5.1.1</p> <p>Describe in simple language a character's actions or feelings and explain the reasons for them</p>	<p>Teachers to develop their own lesson using materials from the Literature Component books.</p>			<p>Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.</p>	

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

WEEK:	LESSON 69: Language Awareness					
	MAIN SKILL(S) FOCUS:					
	THEME: Consumerism and Financial Awareness					
	TOPIC:					
	LANGUAGE/GRAMMAR FOCUS:					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p>Main Skill</p> <p>This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p>Teachers to develop their own lesson.</p> <p>Teachers refer to syllabus for suggested grammar focus.</p>	<p>Teachers to select their own materials.</p>	<p>Language</p>	<p>Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.</p>	

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

WEEK:	LESSON 70: Listening					
	MAIN SKILL(S) FOCUS: Listening					
	THEME: Science and Technology					
	TOPIC:					
	LANGUAGE/GRAMMAR FOCUS:					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Listening 1.1</p> <p>Understand meaning in a variety of familiar contexts</p> <p>Complementary Skill</p> <p>Listening 1.1</p> <p>Understand meaning in a variety of familiar contexts</p>	<p>Main Skill</p> <p>Listening 1.1.6</p> <p>Understand with support longer simple narratives on a wide range of familiar topics</p> <p>Complementary Skill</p> <p>Listening 1.1.4</p> <p>Understand longer sequences of supported classroom instructions</p>	<p>Teachers to develop their own lesson.</p>	<p>Teachers to select their own materials.</p>		<p>Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.</p>	

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

WEEK:	LESSON 71: Speaking					
	MAIN SKILL(S) FOCUS: Speaking					
	THEME: Science and Technology					
	TOPIC:					
	LANGUAGE/GRAMMAR FOCUS:					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Speaking 2.1</p> <p>Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p> <p>Complementary Skill</p> <p>Speaking 2.3</p> <p>Use appropriate communication strategies</p>	<p>Main Skill</p> <p>Speaking 2.1.2</p> <p>Ask about and express rules and obligations</p> <p>Complementary Skill</p> <p>Speaking 2.3.1</p> <p>Keep interaction going in short exchanges by checking understanding of what a speaker is saying</p>	<p>Teachers to develop their own lesson.</p>	<p>Teachers to select their own materials.</p>		<p>Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.</p>	

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

WEEK:	LESSON 72: Reading
	MAIN SKILL(S) FOCUS: Reading
	THEME: Science and Technology
	TOPIC:
	LANGUAGE/GRAMMAR FOCUS:

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Reading 3.1</p> <p>Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p> <p>Complementary Skill</p> <p>Reading 3.1</p> <p>Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p>	<p>Main Skill</p> <p>Reading 3.1.2</p> <p>Understand specific details and information in simple longer texts</p> <p>Complementary Skill</p> <p>Reading 3.1.4</p> <p>Use with some support familiar print and digital resources to check meaning</p>	<p>Teachers to develop their own lesson.</p>	<p>Teachers to select their own materials.</p>		<p>Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.</p>	

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

WEEK:	LESSON 73: Writing					
	MAIN SKILL(S) FOCUS: Writing					
	THEME: Science and Technology					
	TOPIC:					
	LANGUAGE/GRAMMAR FOCUS:					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Writing 4.1</p> <p>Communicate intelligibly through print and digital media on familiar topics</p> <p>Complementary Skill</p> <p>Writing 4.2</p> <p>Communicate with appropriate language form and style</p>	<p>Main Skill</p> <p>Writing 4.1.4</p> <p>Describe personality</p> <p>Complementary Skill</p> <p>Writing 4.2.2</p> <p>Spell most high frequency words accurately in independent writing</p>	<p>Teachers to develop their own lesson.</p>	<p>Teachers to select their own materials.</p>		<p>Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.</p>	

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

WEEK:	LESSON 74: Literature in Action					
	MAIN SKILL(S) FOCUS: Literature in Action					
	THEME: Science and Technology					
	TOPIC:					
	LANGUAGE/GRAMMAR FOCUS:					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
Main Skill Literature in Action 5.1 Engage with, respond to and interpret a variety of literary text types	Main Skill Literature in Action 5.1.2 Identify and describe in simple language the key characters in a text	Teachers to develop their own lesson using materials from the Literature Component books.			Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

WEEK:	LESSON 75: Language Awareness					
	MAIN SKILL(S) FOCUS:					
	THEME: Science and Technology					
	TOPIC:					
	LANGUAGE/GRAMMAR FOCUS:					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p>Main Skill</p> <p>This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p>Teachers to develop their own lesson.</p> <p>Teachers refer to syllabus for suggested grammar focus.</p>	<p>Teachers to select their own materials.</p>	<p>Language</p>	<p>Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.</p>	

SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 4)

WEEK:	LESSON 76: Speaking					
	MAIN SKILL(S) FOCUS: Speaking					
	THEME: Health and Environment					
	TOPIC: Geography					
	LANGUAGE/GRAMMAR FOCUS: Vocabulary related to geography and landscape					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Speaking 2.1</p> <p>Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p> <p>Complementary Skill</p> <p>Speaking 2.3</p> <p>Use appropriate communication strategies</p>	<p>Main Skill</p> <p>Speaking 2.1.1</p> <p>Ask about and give detailed information about themselves and others</p> <p>Complementary Skill</p> <p>Speaking 2.3.1</p> <p>Keep interaction going in short exchanges by checking understanding of what a speaker is saying</p>	<p>Pre-Lesson</p> <p>See Teacher's Book.</p> <p>Lesson Delivery</p> <p>See Teacher's Book.</p> <p>Post Lesson</p> <p>See Teacher's Book.</p>	Pulse 2 Unit 4 p.42	Language	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 4)

WEEK:	LESSONS 77 - 78: Reading					
	MAIN SKILL(S) FOCUS: Reading					
	THEME: Health and Environment					
	TOPIC: A Scottish island					
	LANGUAGE/GRAMMAR FOCUS:					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Reading 3.1</p> <p>Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p> <p>Complementary Skills</p> <p>Reading 3.1</p> <p>Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p> <p>Speaking 2.1</p> <p>Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p>	<p>Main Skill</p> <p>Reading 3.1.2</p> <p>Understand specific details and information in simple longer texts</p> <p>Complementary Skills</p> <p>Reading 3.1.1</p> <p>Understand the main points in simple longer texts</p> <p>Speaking 2.1.1</p> <p>Ask about and give detailed information about themselves and others</p>	<p>Pre-Lesson</p> <p>See Teacher's Book.</p> <p>Lesson Delivery</p> <p>See Teacher's Book.</p> <p>Post Lesson</p> <p>See Teacher's Book.</p>	Pulse 2 Unit 4 p.43	Language	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 4)

WEEK:	LESSON 79: Language Awareness (4.1)					
	MAIN SKILL(S) FOCUS:					
	THEME: Health and Environment					
	TOPIC:					
	LANGUAGE/GRAMMAR FOCUS: Learn and revise Comparatives and Superlatives					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p>Main Skill</p> <p>This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p>Pre-Lesson</p> <p>See Teacher's Book.</p> <p>Lesson Delivery</p> <p>See Teacher's Book.</p> <p>Post Lesson</p> <p>See Teacher's Book.</p>	Pulse 2 Unit 3 p.44	Language	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 4)

WEEK:	LESSON 80: Listening					
	MAIN SKILL(S) FOCUS: Listening					
	THEME: Health and Environment					
	TOPIC: Animals					
	LANGUAGE/GRAMMAR FOCUS: Vocabulary related to animals					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Listening 1.1</p> <p>Understand meaning in a variety of familiar contexts</p> <p>Complementary Skill</p> <p>Listening 1.1</p> <p>Understand meaning in a variety of familiar contexts</p>	<p>Main Skills</p> <p>Listening 1.1.1</p> <p>Understand with little or no support the main ideas in simple longer texts on a range of familiar topics</p> <p>Complementary Skill</p> <p>Listening 1.1.2</p> <p>Understand with little or no support specific information and details in simple longer texts on a range of familiar topics</p>	<p>Pre-Lesson</p> <p>See Teacher's Book.</p> <p>Lesson Delivery</p> <p>See Teacher's Book.</p> <p>Post Lesson</p> <p>See Teacher's Book.</p>	Pulse 2 Unit 4 p.45	Environmental sustainability	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 4)

WEEK:	LESSON 81: Enrichment Activity					
	MAIN SKILL(S) FOCUS: Reading					
	THEME: Health and Environment					
	TOPIC: Safaris					
	LANGUAGE/GRAMMAR FOCUS: Vocabulary related to safaris in South Africa					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Reading 3.1</p> <p>Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p> <p>Complementary Skill</p> <p>Reading 3.1</p> <p>Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p>	<p>Main Skills</p> <p>Reading 3.1.2</p> <p>Understand specific details information in simple longer texts</p> <p>Complementary Skill</p> <p>Reading 3.1.1</p> <p>Understand the main points in simple longer texts</p>	<p>Pre-Lesson</p> <p>See Teacher's Book.</p> <p>Lesson Delivery</p> <p>See Teacher's Book.</p> <p>Post Lesson</p> <p>See Teacher's Book.</p>	Pulse 2 Unit 4 p.46	Language	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 4)

WEEK:	LESSON 82: Language Awareness (4.2)					
	MAIN SKILL(S) FOCUS:					
	THEME: Health and Environment					
	TOPIC: Natural science					
	LANGUAGE/GRAMMAR FOCUS: Learn and revise rules for countable and uncountable nouns (i.e. <i>a/an, some, any, much, many, a lot</i>)					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p>Main Skill</p> <p>This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p>Pre-Lesson</p> <p>See Teacher's Book.</p> <p>Lesson Delivery</p> <p>See Teacher's Book.</p> <p>Post Lesson</p> <p>See Teacher's Book.</p>	Pulse 2 Unit 4 p.47	Language	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 4)

WEEK:	LESSON 83 - 84: Action Oriented Task					
	MAIN SKILL(S) FOCUS: Reading, Listening, Writing and Speaking					
	THEME: Health and Environment					
	TOPIC: Volunteering					
	LANGUAGE/GRAMMAR FOCUS: Expressing preferences					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skills</p> <p>Reading 3.1</p> <p>Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p> <p>Listening 1.1</p> <p>Understand meaning in a variety of familiar contexts</p>	<p>Main Skills</p> <p>Reading 3.1.1</p> <p>Understand the main points in simple longer texts</p> <p>Listening 1.1.1</p> <p>Understand with little or no support the main ideas in simple longer texts on a range of familiar topics</p> <p>Listening 1.1.2</p> <p>Understand with little or no support specific information and details in simple longer texts on a range of familiar topics</p>	<p>Pre-Lesson</p> <p>See Teacher's Book.</p> <p>Lesson Delivery</p> <p>See Teacher's Book.</p> <p>Post Lesson</p> <p>See Teacher's Book.</p>	<p>Pulse 2 Unit 4 p.48 – p.49</p>	<p>Environmental sustainability</p>	<p>Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.</p>	

<p>Writing 4.1</p> <p>Communicate intelligibly through print and digital media on familiar topics</p> <p>Speaking 2.1</p> <p>Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p>	<p>Writing 4.1.1</p> <p>Give detailed information about themselves and others</p> <p>Speaking 2.1.1</p> <p>Ask about and give detailed information about themselves and others</p>					
--	--	--	--	--	--	--

SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 4)

WEEK:	LESSON 85: Writing
	MAIN SKILL(S) FOCUS: Writing
	THEME: Health and Environment
	TOPIC: A geographical description
	LANGUAGE/GRAMMAR FOCUS: Writing a description of a country using paragraphing and adjectival ordering

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Writing 4.1</p> <p>Communicate intelligibly through print and digital media on familiar topics</p> <p>Complementary Skill</p> <p>Writing 4.2</p> <p>Communicate with appropriate language form and style</p> <p>Reading 3.1</p> <p>Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p>	<p>Main Skill</p> <p>Writing 4.1.1</p> <p>Give detailed information about themselves and others</p> <p>Complementary Skill</p> <p>Writing 4.2.3</p> <p>Produce a plan or draft of two paragraphs or more and modify this appropriately in response to feedback</p> <p>Reading 3.1.2</p> <p>Understand specific details and information in simple longer texts</p>	<p>Pre-Lesson</p> <p>See Teacher's Book.</p> <p>Lesson Delivery</p> <p>See Teacher's Book.</p> <p>Post Lesson</p> <p>See Teacher's Book.</p>	Pulse 2 Unit 4 p.50	Patriotism and Citizenship	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 4)

WEEK: :	LESSON 86: Literature in Action					
	MAIN SKILL(S) FOCUS: Literature in Action					
	THEME: Health and Environment					
	TOPIC: Teacher to select					
	LANGUAGE/GRAMMAR FOCUS: Teacher to select					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Literature in Action 5.3</p> <p>Engage with, respond to and interpret a variety of literary text types</p>	<p>Main Skill</p> <p>Literature in Action 5.3.1</p> <p>Respond imaginatively and intelligibly through creating simple stories and simple poems</p> <p>Other imaginative responses as appropriate</p>	<p>Teachers to develop their own lesson using materials from the Literature Component books. This material will ideally be linked to the themes/topics contained in Unit 4 of the textbook.</p> <p>Alternatively, teachers may develop their own lesson based on the themes/topics contained in Unit 4 of the textbook using other possible resources.</p>		Language	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

WEEK:	LESSON 87: Listening					
	MAIN SKILL(S) FOCUS: Listening					
	THEME: Science and Technology					
	TOPIC:					
	LANGUAGE/GRAMMAR FOCUS:					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Listening 1.1</p> <p>Understand meaning in a variety of familiar contexts</p> <p>Complementary Skill</p> <p>Listening 1.1</p> <p>Understand meaning in a variety of familiar contexts</p>	<p>Main Skill</p> <p>Listening 1.1.1</p> <p>Understand with little or no support specific information and details in simple longer texts on a range of familiar topics</p> <p>Complementary Skill</p> <p>Listening 1.1.5</p> <p>Understand more complex supported questions</p>	<p>Teachers to develop their own lesson.</p>	<p>Teachers to select their own materials.</p>		<p>Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.</p>	

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

WEEK:	LESSON 88: Speaking					
	MAIN SKILL(S) FOCUS: Speaking					
	THEME: Science and Technology					
	TOPIC:					
	LANGUAGE/GRAMMAR FOCUS:					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Speaking 2.3</p> <p>Use appropriate communication strategies</p> <p>Complementary Skill</p> <p>Speaking 2.3</p> <p>Use appropriate communication strategies</p>	<p>Main Skill</p> <p>Speaking 2.3.2</p> <p>Agree on a set of basic steps needed to complete extended classroom tasks</p> <p>Complementary Skill</p> <p>Speaking 2.3.1</p> <p>Keep interaction going in short exchanges by checking understanding of what a speaker is saying</p>	<p>Teachers to develop their own lesson.</p>	<p>Teachers to select their own materials.</p>		<p>Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.</p>	

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

WEEK:	LESSON 89: Reading					
	MAIN SKILL(S) FOCUS: Reading					
	THEME: Science and Technology					
	TOPIC:					
	LANGUAGE/GRAMMAR FOCUS:					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
Main Skill Reading 3.2 Explore and expand ideas for personal development by reading independently and widely	Main Skill Reading 3.2.1 Read and enjoy fiction/non-fiction and other suitable print and digital texts of interest	Teachers to develop their own lesson.	Teachers to select their own materials.		Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

WEEK:	LESSON 90: Writing					
	MAIN SKILL(S) FOCUS: Writing					
	THEME: Science and Technology					
	TOPIC:					
	LANGUAGE/GRAMMAR FOCUS:					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Writing 4.1</p> <p>Communicate intelligibly through print and digital media on familiar topics</p> <p>Complementary Skill</p> <p>Writing 4.1</p> <p>Communicate intelligibly through print and digital media on familiar topics</p> <p>Writing 4.2</p> <p>Communicate with appropriate language form and style</p>	<p>Main Skill</p> <p>Writing 4.1.1</p> <p>Give detailed information about themselves and others</p> <p>Complementary Skill</p> <p>Writing 4.1.5</p> <p>Connect sentences into two coherent paragraphs or more using basic coordinating conjunctions and reference pronouns</p> <p>Writing 4.2.1</p> <p>Use capitals, full stops, commas in lists, question marks, and speech marks appropriately at discourse level</p>	<p>Teachers to develop their own lesson.</p>	<p>Teachers to select their own materials.</p>		<p>Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.</p>	

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

WEEK:	LESSON 91: Literature in Action					
	MAIN SKILL(S) FOCUS: Literature in Action					
	THEME: Science and Technology					
	TOPIC:					
	LANGUAGE/GRAMMAR FOCUS:					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
Main Skill Literature in Action 5.3 Express an imaginative response to literary texts	Main Skill Literature in Action 5.3.1 Respond imaginatively and intelligibly through creating simple stories and simple poems Other imaginative responses as appropriate	Teachers to develop their own lesson using materials from the Literature Component books.			Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

WEEK:	LESSON 92: Language Awareness					
	MAIN SKILL(S) FOCUS:					
	THEME: Science and Technology					
	TOPIC:					
	LANGUAGE/GRAMMAR FOCUS:					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p>Main Skill</p> <p>This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p>Teachers to develop their own lesson.</p> <p>Teachers to refer to syllabus for suggested grammar focus.</p>	<p>Teachers to select their own materials.</p>	<p>Language</p>	<p>Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.</p>	

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

WEEK: _____	LESSON 93: Listening					
	MAIN SKILL(S) FOCUS: Listening					
	THEME: Consumerism and Financial Awareness					
	TOPIC:					
	LANGUAGE/GRAMMAR FOCUS:					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
Main Skill Listening 1.1 Understand meaning in a variety of familiar contexts	Main Skill Listening 1.1.6 Understand with support longer simple narratives on a wide range of topics	Teachers to develop their own lesson.	Teachers to select their own materials.		Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

WEEK:	LESSON 94: Speaking					
	MAIN SKILL(S) FOCUS: Speaking					
	THEME: Consumerism and Financial Awareness					
	TOPIC:					
	LANGUAGE/GRAMMAR FOCUS:					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Speaking 2.4</p> <p>Communicate appropriately to a small or large group on familiar topics</p> <p>Complementary Skills</p> <p>Speaking 2.1</p> <p>Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p> <p>Speaking 2.3</p> <p>Use appropriate communication strategies</p>	<p>Main Skill</p> <p>Speaking 2.4.1</p> <p>Narrate short stories, events and experiences</p> <p>Complementary Skill</p> <p>Speaking 2.1.4</p> <p>Explain and give reasons for simple advice</p> <p>Speaking 2.3.1</p> <p>Keep interaction going in short exchanges by checking understanding of what a speaker is saying</p>	Teachers to develop their own lesson.	Teachers to select their own materials.		Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

WEEK:	LESSON 95: Reading					
	MAIN SKILL(S) FOCUS: Reading					
	THEME: Consumerism and Financial Awareness					
	TOPIC:					
	LANGUAGE/GRAMMAR FOCUS:					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Reading 3.1</p> <p>Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p> <p>Complementary Skill</p> <p>Reading 3.1</p> <p>Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p>	<p>Main Skill</p> <p>Reading 3.1.2</p> <p>Understand specific details and information in simple longer texts</p> <p>Complementary Skill</p> <p>Reading 3.1.4</p> <p>Use with some support familiar print and digital resources to check meaning</p>	<p>Teachers to develop their own lesson.</p>	<p>Teachers to select their own materials.</p>		<p>Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.</p>	

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

WEEK:	LESSON 96: Writing					
	MAIN SKILL(S) FOCUS: Writing					
	THEME: Consumerism and Financial Awareness					
	TOPIC:					
	LANGUAGE/GRAMMAR FOCUS:					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Writing 4.1</p> <p>Communicate intelligibly through print and digital media on familiar topics</p> <p>Complementary Skill</p> <p>Writing 4.2</p> <p>Communicate with appropriate language form and style</p>	<p>Main Skill</p> <p>Writing 4.1.3</p> <p>Narrate factual and imagined events and experiences</p> <p>Complementary Skill</p> <p>Writing 4.2.2</p> <p>Spell most high frequency words accurately in independent writing</p>	<p>Teachers to develop their own lesson.</p>	<p>Teachers to select their own materials.</p>		<p>Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.</p>	

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

WEEK:	LESSON 97: Literature in Action					
	MAIN SKILL(S) FOCUS: Literature in Action					
	THEME: Consumerism and Financial Awareness					
	TOPIC:					
	LANGUAGE/GRAMMAR FOCUS:					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Literature in Action 5.1</p> <p>Engage with, respond to and interpret a variety of literary text types</p>	<p>Main Skill</p> <p>Literature in Action 5.1.1</p> <p>Describe in simple language a character's actions or feelings and explain the reasons for them</p>	<p>Teachers to develop their own lesson using materials from the Literature Component books.</p>			<p>Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.</p>	

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

WEEK:	LESSON 98: Language Awareness					
	MAIN SKILL(S) FOCUS:					
	THEME: Consumerism and Financial Awareness					
	TOPIC:					
	LANGUAGE/GRAMMAR FOCUS:					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p>Main Skill</p> <p>This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p>Teachers to develop their own lesson.</p> <p>Teachers to refer to syllabus for suggested grammar focus.</p>	<p>Teachers to select their own materials.</p>	<p>Language</p>	<p>Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.</p>	

SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 5)

WEEK:	LESSON 99: Speaking					
	MAIN SKILL(S) FOCUS: Speaking					
	THEME: Science and Technology					
	TOPIC: Science					
	LANGUAGE/GRAMMAR FOCUS: Vocabulary related to science					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Speaking 2.1</p> <p>Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p> <p>Complementary Skill</p> <p>Speaking 2.3</p> <p>Use appropriate communication strategies</p>	<p>Main Skill</p> <p>Speaking 2.1.1</p> <p>Ask about and give detailed information about themselves and others</p> <p>Complementary Skill</p> <p>Speaking 2.3.1</p> <p>Keep interaction going in short exchanges by checking understanding of what a speaker is saying</p>	<p>Pre-Lesson</p> <p>See Teacher's Book.</p> <p>Lesson Delivery</p> <p>See Teacher's Book.</p> <p>Post Lesson</p> <p>See Teacher's Book.</p>	Pulse 2 Unit 5 p.52	Science and technology	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 5)

WEEK:	LESSONS 100 - 101: Reading
	MAIN SKILL(S) FOCUS: Reading
	THEME: Science and Technology
	TOPIC: The Future
	LANGUAGE/GRAMMAR FOCUS:

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Reading 3.1</p> <p>Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p> <p>Complementary Skill</p> <p>Reading 3.1</p> <p>Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p> <p>Speaking 2.1</p> <p>Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p>	<p>Main Skill</p> <p>Reading 3.1.2</p> <p>Understand specific details and information in simple longer texts</p> <p>Complementary Skill</p> <p>Reading 3.1.1</p> <p>Understand the main points in simple longer texts</p> <p>Speaking 2.1.3</p> <p>Ask about and describe future plans or events</p>	<p>Pre-Lesson</p> <p>See Teacher's Book.</p> <p>Lesson Delivery</p> <p>See Teacher's Book.</p> <p>Post Lesson</p> <p>See Teacher's Book.</p>	Pulse 2 Unit 5 p.53	Science and technology	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 5)

WEEK:	LESSON 102: Language Awareness (5.1)					
	MAIN SKILL(S) FOCUS:					
	THEME: Science and Technology					
	TOPIC:					
	LANGUAGE/GRAMMAR FOCUS: Learn and revise <i>will</i> and <i>won't</i> to make future predictions					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p>Main Skill</p> <p>This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p>Pre-Lesson</p> <p>See Teacher's Book.</p> <p>Lesson Delivery</p> <p>See Teacher's Book.</p> <p>Post Lesson</p> <p>See Teacher's Book.</p>	<p>Pulse 2 Unit 5 p.54</p>	<p>Language</p>	<p>Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.</p>	

SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 5)

WEEK:	LESSON 103: Listening					
	MAIN SKILL(S) FOCUS: Listening					
	THEME: Science and Technology					
	TOPIC: Science in the classroom					
	LANGUAGE/GRAMMAR FOCUS: Vocabulary related to science					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Listening 1.1</p> <p>Understand meaning in a variety of familiar contexts</p> <p>Complementary Skill</p> <p>Listening 1.1</p> <p>Understand meaning in a variety of familiar contexts</p>	<p>Main Skill</p> <p>Listening 1.1.2</p> <p>Understand with little or no support specific information and details in simple longer texts on a range of familiar topics</p> <p>Complementary Skill</p> <p>Listening 1.1.1</p> <p>Understand with little or no support the main ideas in simple longer texts on a range of familiar topics</p>	<p>Pre-Lesson</p> <p>See Teacher's Book.</p> <p>Lesson Delivery</p> <p>See Teacher's Book.</p> <p>Post Lesson</p> <p>See Teacher's Book.</p>	Pulse 2 Unit 5 p.55	Science and technology	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 5)

WEEK:	LESSON 104: Enrichment Activity					
	MAIN SKILL(S) FOCUS: Reading					
	THEME: Science and Technology					
	TOPIC: Space exploration					
	LANGUAGE/GRAMMAR FOCUS: Vocabulary related to space exploration					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Reading 3.1</p> <p>Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p> <p>Complementary Skill</p> <p>Reading 3.1</p> <p>Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p>	<p>Main Skill</p> <p>Reading 3.1.2</p> <p>Understand specific details information in simple longer texts</p> <p>Complementary Skill</p> <p>Reading 3.1.1</p> <p>Understand the main points in simple longer texts</p>	<p>Pre-Lesson</p> <p>See Teacher's Book.</p> <p>Lesson Delivery</p> <p>See Teacher's Book.</p> <p>Post Lesson</p> <p>See Teacher's Book.</p>	<p>Pulse 2 Unit 5 p.56</p>	<p>Science and technology</p>	<p>Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.</p>	

SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 5)

WEEK:	LESSON 105: Language Awareness (5.2)					
	MAIN SKILL(S) FOCUS:					
	THEME: Science and Technology					
	TOPIC:					
	LANGUAGE/GRAMMAR FOCUS: Learn and revise the First Conditional to talk about possible actions in the future and their results					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p>Main Skill</p> <p>This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p>Pre-Lesson</p> <p>See Teacher's Book.</p> <p>Lesson Delivery</p> <p>See Teacher's Book.</p> <p>Post Lesson</p> <p>See Teacher's Book.</p>	<p>Pulse 2 Unit 5 p.57</p>	<p>Language</p>	<p>Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.</p>	

SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 5)

WEEK:	LESSONS 106 - 107: Action Oriented Task
	MAIN SKILL(S) FOCUS: Reading, Listening, Writing and Speaking
	THEME: Science and Technology
	TOPIC: Making a time capsule
	LANGUAGE/GRAMMAR FOCUS: Making suggestions

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skills</p> <p>Reading 3.1</p> <p>Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p> <p>Listening 1.1</p> <p>Understand meaning in a variety of familiar contexts</p>	<p>Main Skills</p> <p>Reading 3.1.1</p> <p>Understand the main points in simple longer texts</p> <p>Reading 3.1.2</p> <p>Understand specific details and information in simple longer texts</p> <p>Listening 1.1.1</p> <p>Understand with little or no support the main ideas in simple longer texts on a range of familiar topics</p> <p>Listening 1.1.2</p> <p>Understand with little or no support specific information and details in simple longer texts on a range of familiar topics</p>	<p>Pre-Lesson</p> <p>See Teacher's Book.</p> <p>Lesson Delivery</p> <p>See Teacher's Book.</p> <p>Post Lesson</p> <p>See Teacher's Book.</p>	<p>Pulse 2 Unit 5 p.58 – p.59</p>	<p>Science and technology</p>	<p>Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.</p>	

<p>Writing 4.1</p> <p>Communicate intelligibly through print and digital media on familiar topics</p> <p>Speaking 2.1</p> <p>Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p>	<p>Writing 4.1.2</p> <p>Describe future plans or events</p> <p>Speaking 2.1.1</p> <p>Ask about and give detailed information about themselves and others</p>					
--	--	--	--	--	--	--

SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 5)

WEEK:	LESSON 108: Writing					
	MAIN SKILL(S) FOCUS: Writing					
	THEME: Science and Technology					
	TOPIC: Computers					
	LANGUAGE/GRAMMAR FOCUS: Writing an opinion essay using <i>on the one hand</i> and <i>on the other hand</i> to show contrasting opinions					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Writing 4.2</p> <p>Communicate with appropriate language form and style</p> <p>Complementary Skill</p> <p>Reading 3.1</p> <p>Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p>	<p>Main Skills</p> <p>Writing 4.2.3</p> <p>Produce a plan or draft of two paragraphs or more and modify this appropriately in response to feedback</p> <p>Complementary Skill</p> <p>Reading 3.1.2</p> <p>Understand specific details and information in simple longer texts</p>	<p>Pre-Lesson</p> <p>See Teacher's Book.</p> <p>Lesson Delivery</p> <p>See Teacher's Book.</p> <p>Post Lesson</p> <p>See Teacher's Book.</p>	Pulse 2 Unit 5 p.60	Science and technology	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 5)

WEEK:	LESSON 109: Literature in Action					
	MAIN SKILL(S) FOCUS: Literature in Action					
	THEME: Science and Technology					
	TOPIC: Teacher to select					
	LANGUAGE/GRAMMAR FOCUS: Teacher to select					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
Main Skill Literature in Action 5.3 Express an imaginative response to literary texts	Main Skill Literature in Action 5.3.1 Respond imaginatively and intelligibly through creating simple stories and simple poems Other imaginative responses as appropriate	Teachers to develop their own lesson using materials from the Literature Component books. This material will ideally be linked to the themes/topics contained in Unit 5 of the textbook. Alternatively, teachers may develop their own lesson based on the themes/topics contained in Unit 5 of the textbook using other possible resources.		Language	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

WEEK:	LESSONS 110 - 112: Project-Based Lessons					
	MAIN SKILL(S) FOCUS: Listening, Speaking, Reading, Writing and Literature in Action					
	THEME: Teacher to select					
	TOPIC: Teacher to select					
	LANGUAGE/GRAMMAR FOCUS:					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<p>Main Skill</p> <p>Teachers to select appropriate Content Standard(s) based on the specific needs and interests of their pupils.</p> <p>Complementary Skill</p> <p>Teachers to select appropriate Content Standard(s) based on the specific needs and interests of their pupils.</p>	<p>Main Skill</p> <p>Teachers to select appropriate Learning Standard(s) based on the specific needs and interests of their pupils.</p> <p>Complementary Skill</p> <p>Teachers to select appropriate Learning Standard(s) based on the specific needs and interests of their pupils.</p>	Teachers to develop their own lesson.	Teachers to select their own materials.		Please refer to provided list of differentiation strategies and select appropriate strategy/strategies	

Appendices

Supplementary support materials for teachers

1. Textbook-Based Lessons: extension activities

In this section, teachers are provided with a range of textbook extension activities which can be used at the end of a textbook-based lesson. These activities are organised by unit (e.g. Unit 1, Unit 2) and the page number is given so that teachers can match the activity to the Pulse 2 textbook. Also provided is the Learning Standard that this activity meets.

These activities will vary in the length of classroom time needed to complete them so teachers may need to adapt them according to their own particular teaching context. These are suggested activities only and teachers may find that the textbook provides their pupils with enough materials. Teachers may also find these activities a useful reference for when they have to create their own lesson plans for the non-textbook-based lessons.

2. Non-Textbook-Based Lessons: suggested activities

In this section, teachers are provided with a range of activities which they can use for the lessons they will need to create themselves. These activities are organised according to the specific Learning Standard they meet and teachers will find activities for their listening, speaking, reading, writing and Literature in Action lessons. Again, these are suggested activities only and teachers may need to adapt these activities to meet the needs of their pupils.

1. Textbook-Based Lessons: extension activities

UNIT 1

Unit 1: What do you like?
Learning Standard 4.1.1 / 4.2.1
page 10

WRITE YOUR OWN QUIZ

MATERIALS: notebooks and pens

Part 1

1. Ask pupils to write different options for each question from the quiz. Do an open class example if necessary:

E.g. You've got an hour of free time.

Do you...

- a) play a game on your mobile?
- b) help you mum?
- c) read a book?

2. Pupils devise their own quiz in pairs.

3. Remind pupils to use capital letters and question marks as in the example when they write the questions and different options.

4. Monitor closely to provide feedback on their writing and punctuation.

5. When finished, each pair split to find another partner and take turns asking and answering their quiz questions.

Part 2

6. Each pupil writes a sentence or two about their partner from the information gained in the quiz.

Unit 1: What do you like?
Learning Standard 4.2.2 / 2.1.1
page 11

POSTER

MATERIALS: paper or card for posters, coloured pens, old magazines and scissors

1. Briefly review sports vocabulary by saying a word and asking volunteers to spell it.

2. Explain the pupils are going to display information about their chosen urban sports. Put pupils into pairs or small groups.

3. Distribute a large sheet of paper or card and coloured pens for each pair/group and the old magazines and posters.

4. Write the corresponding prompts on the board and tell pupils to include the information in their posters, e.g. name of sport, clothes needed, equipment, where to practise.

5. As they complete their posters point out any spelling mistakes and ask them to correct the words.

6. Explain they can add pictures to the poster.

7. When finished, ask pairs or groups to do one final check on their spelling of the words on their posters, then present their posters to the rest of the class.

READ AND MATCH

MATERIALS: board and board pen

Part 1

1. Write three examples of the target language in context on the left-hand side of the board. (e.g. present simple and the present continuous; include an affirmative, a negative, a question)
2. On the right-hand side of the board write a short description of the grammatical term of each sentence in random order, e.g. Present simple negative.
3. Put pupils into groups of three.
4. Ask them to read and match the examples with the correct grammatical category.
5. Volunteers come up to the board to draw lines.
6. Do feedback on the results.

Part 2

7. Pupils maintain their groups and create a new example sentence for each language area related to the theme of the lesson then come up to the board to write their examples next to the corresponding grammatical term. Other pupils read the information and decide if it's in the right grammatical category.

MAKING DECISIONS

MATERIALS: board and board pens, notebooks and pens, flashcards

1. Display the flashcards of relevant vocabulary on the board. Briefly review the vocabulary by showing each flashcard and eliciting the word.
3. Ask pupils to choose six of the words (e.g. skills someone might do on a talent show).
4. Pupils form small groups and negotiate the final six words and in which order they should be (e.g. should appear on the talent show).
5. Pupils then decide how to show the class their 6 words and choice of order for example, displaying them on the board, saying the order or finding another group to share and tell.
6. Each group presents their ideas for the order to the class.

FAMOUS PLACES

MATERIALS: old magazines, scissors, coloured pens, paper, blu-tak.

Part 1

1. Explain to pupils they are going to draw pictures or use cut ups from magazines of three famous places people can visit in their country, region or city and write two short paragraphs about each one with information a tourist might find useful.
2. Invite pupils to decide if they want to work individually, in pairs or small groups, and which area they want to focus on (e.g. country, region, city).
3. Write the adverbs of frequency on the board (*always, often, never*) and the linkers *and, but, because* on the board. Ask pupils to try to use some of the adverbs and connect some of their sentences with those linkers or any others they want to use.
4. When completed pupils form groups to show and tell each other about their famous places.
5. Collect the paragraphs for the next activity.

Part 2

6. Write an example sentence from one of the pupils' paragraphs, e.g. *Malaysia is a very hot country. Malaysia is very beautiful.* Ask pupils to think how they can change the second sentence by using a pronoun so they don't repeat the name again – It is very beautiful.
7. Distribute the paragraphs again and ask them to look and see where they can substitute the noun for a pronoun. Monitor closely to ensure accuracy.
8. Ask for class feedback on some of their changes.

WHO IS IT?

MATERIALS: copies per pair of a picture or relevant flashcards (e.g. doing different activities).
Blu-tak

Part 1

1. Show the pictures to the class. Explain that they have to take turns describing someone in the picture and what they are doing, then their partner guesses who it is.
2. Do an open class example to clarify what kind of language they should use in their descriptions, e.g. *He's wearing tennis shoes and shorts. He's playing a game with his friends.*
3. Put pupils into pairs and distribute the pictures/flashcards.
4. Pupils take turns to describe and guess.
5. Extend the activity by asking the groups to place all the pictures/flashcards on the board. Ask a volunteer to describe what is happening in the picture and for the class to say which picture they are referring to. Leave the pictures on the board for part 2.

Part 2

6. Put pupils into pairs. Ask them to choose a person from the pictures and invent two pieces of information about them. Do an open class model to clarify the language they are expected to produce, e.g. *This person usually goes to the park and plays football with his/her friends.* (Picture of a boy playing football in the park)

MY NEW FRIEND

MATERIALS: paper, pens, Blu-tak

1. Explain that the pupils have to imagine they meet a new friend (e.g. on the adventure holiday) and they write about their friend in their diary. Before beginning, review adjectives of personality such as kind, funny, interesting, etc.
Distribute paper for the writing.
2. Ask pupils to write the answers to the questions below as they complete their diary entry, e.g.
 - *What's your friend's name?*
 - *Where is your friend from?*
 - *What can your friend do?*
 - *What sport or hobby does your friend like?*
 - *What is your friend like?*
 - *Why is he/she your friend?*
 - *What other information can you write about your friend?*
3. When finished, ask them to read their information to a partner.
4. Pupils display their work on the classroom walls.
5. Invite the class to stand up to ask the questions to each other to find out about their partner's friend.
6. To conclude, ask the class to say what makes a good friend, e.g. *They are kind and help you a lot.*

LISTEN AND TELL

MATERIALS: pupils' own texts (e.g. personal profile)

1. Ask pupils to take their text and form pairs.
2. Instruct pupils to take turns listening to each other's information.
3. As they do this, ask them to try and remember as much detail about their partner's information as possible. Point out they can listen to it twice to help them remember.
4. Pupils then take turns retelling what they can remember as their partner listens.
5. When finished, ask them to say if they think their partner remembered everything about them.
6. If time allows, ask pupils to repeat the activity with a new partner.

THE SPELLING GAME

MATERIALS: slips of paper with relevant vocabulary on them (e.g. free-time activities) and a container (e.g. bag) to place them in

1. Prepare the slips of paper (each word written on a separate slip of paper inside a bag).
2. Explain that the pupils are going to have a spelling competition.
3. Divide the class into groups and ask them to think of a name for their group. Write the group names on the board.
4. Invite a volunteer from one of the groups to come up and take a slip of paper, read it to his/her group who then have to spell the word correctly and write it on the board under their group name.
5. If the spelling is correct, they get a point if not the next group continues.
6. At the end of the game count up the points of each group to see who are the best spellers.

UNIT 2

Unit 2: Fact or fiction?
Learning Standard 1.2.1 / 3.1.4
page 20

WHAT DOES IT MEAN?

MATERIALS: pens and notebooks, bilingual dictionaries, list A and list B words

1. Divide pupils into pairs, one is pupil A and the other is pupil B. Explain that A and B will get three different new words to look up and then explain to their partner what they mean (e.g. A. front cover, chapter, hardback. B. index, title, paperback)
2. Distribute the bilingual dictionaries and the list of words for A and B pupils.
3. Pupils find the meaning of the words then teach them to their partner. Monitor closely to ensure the pupils have the correct definitions for the words.
4. Do open class feedback by writing all the words on the board and eliciting their meanings.

Unit 2: Fact or fiction?
Learning Standard 5.3.1
page 21

A STORY

MATERIALS: board and board pen to write the questions, notebooks and pens

1. Explain to pupils that they are going to invent a short story (about their mobile phone).
2. Set up the context, e.g. tell pupils to imagine they lost their mobile phone one day but found it again.
3. Write key questions on the board for them to answer to create their story around on the board and the first part sentence to help them begin.
e.g.
-Where did you lose it? I lost it...
-What did you do?
-Who found it for you?
-Where was it?
-What other information can you write?
4. Pupils invent their story by writing answers to the questions.
5. Encourage them to add other information or a picture to represent the story.
6. Volunteers read out their stories to the class or swap stories and read each other's stories.

TRUE/FALSE

MATERIALS: board and different coloured board pens, notebooks and pens

1. Think of two (past tense) true sentences about what you did (last week) and one false sentence. Write them on the board.
2. Put pupils into small groups and explain that two of the sentences are true and one is false and they need to decide which are true and which one is false.
3. Distribute a different coloured board pen to each group.
4. Pupils decide on the false sentence then come up to the board to tick it with their corresponding coloured board pen.
5. Say the false one, then ask which groups have guessed correctly.
6. Groups write three sentences about themselves, two true and one false then groups swap sentences, read and decide which one from each group is false.

CAN YOU GUESS?

MATERIALS: notebooks and pens

1. Explain to pupils they are going to work in pairs and they have to think of a profession they would like to do (without saying the name of the profession) and describe it to their partner who guesses the profession. Explain that the listener can ask for clarification by asking questions about things they don't understand or need to hear again. Write suggestions about the kind of questions they can ask to check they have understood what their partner is saying, e.g.
What did you say?
What does that mean?
Can you say that again?
2. Pupils describe and guess professions, using the questions on the board when needed.
3. Now, ask pupils to think of a famous person (again without saying their name) and describe the person to their partner to guess who it is. Give them a few minutes to prepare their information. Remind them to use the appropriate tense. (Present for famous living people, past for famous people who are no longer alive).
4. Write questions on the board to help them focus, e.g.
What does this person do? / What did this person do?
Why is this person famous? / Why was this person famous?
5. Pupils take turns describing their famous person. Ask them to use the questions on the board when they need further clarification.

OUR FAVOURITE FESTIVAL

MATERIALS: paper for posters, coloured pens, Blu-tak, list of relevant information, e.g. list of festivals/information about festivals from own region/city/country or access to internet and laptops.

1. Divide pupils into small groups according to preferences (e.g. the festival they prefer).
2. Give pupils a few minutes to think of everything they know about it.
3. Distribute paper and coloured pens. Ask groups to create a poster with the information. (If they have internet Access, they could search for more specific information such as when it first began). Encourage them to add pictures to make the poster more attractive.
4. When finished, invite pupils to display their posters around the classroom walls.
5. Pupils walk round reading and looking at each other's information then take a vote on the one they like the best and why. (Explain they can't vote for their own festival).

THE DISPEARING DIALOGUE

MATERIALS: board dialogue (e.g. the completed version from page 25, exercise 4 or an invented one)

Before beginning this activity make sure pupils have their Pulse 2 textbooks closed.

1. Write the dialogue on the board by eliciting the full sentences from pupils or write it up quickly. Include punctuation such as commas, speech marks etc.
2. Ask pupils to read the dialogue with you.
3. Rub out a word in each sentence and replace each one with a line.
4. Ask pupils to repeat the full dialogue.
5. Continue asking them to repeat the dialogue; before each repetition rub out another word until there are only lines on the board and the punctuation such as a capital letter for the first word and if necessary a few words as prompts.
6. Ask pairs to act out the dialogue from memory.
7. Invite two volunteers to come to the front to act out the dialogue.
8. Ask pairs to reproduce the dialogue and include the correct punctuation as well as the words.
9. Elicit the dialogue back onto the board from the class and focus on the punctuation too when necessary.

LISTEN AND FIND

MATERIALS: flashcards of key vocabulary and Blu-tak

1. Place the flashcards (e.g. literature) around the classroom walls.
2. Explain that pupils need to listen to your definition, decide on the kind of literature and then take the flashcard and place it on the table.
3. Divide the pupils into groups or pairs to play the game.
4. Define the words and keep a check on the pair or group who get the most flashcards to see who the winners are.
5. Extend the activity by allocating a flashcard to each group. Ask them to think of a definition for the word.
6. Place the flashcards on the board or floor and ask groups to take turns defining their own and the rest of the groups identifying the corresponding flashcard.

UNIT 3

Unit 3: Wild weather
Learning Standard 3.1.1
page 30

READ AND FIND

MATERIALS: enough copies of one or two texts with relevant information for groups to share (e.g. the weather in different parts of the pupils' country such as weather maps) notebooks and pens, board and board pen

1. Ask pupils to get into small groups. Dictate the following questions or write them on the board for the pupils to copy:
-What's the weather like in summer?
-What do people usually wear in summer?
-What's the weather like in winter?
-What do people usually wear in winter?
-Does it ever snow or rain a lot?
-Is the weather the same in all the country?
2. Explain that they need to look at the information and find out the answers to the questions and use their own knowledge of the weather in Malaysia and make a diagram in their notebooks showing the different weather conditions and seasons.
3. When pupils have finished, ask them to find a partner from a different group and take turns asking and answering the questions and to check if they have the same or different information.
4. Finally, ask pupils to tell each other which is their favourite weather and why, then compare their diagrams to see what each pupil has included from the information.

Unit 3: Wild weather
Learning Standard 3.1.3
page 31

NEW WORDS!

MATERIALS: text from page 31 of Pulse 2 textbook

1. Ask pupils to read the text again, this time underlining or noting down six words they don't understand or about whose meaning they are unsure.
2. Put pupils into small groups and ask them to share their words to see how many are the same and to check if anyone in the group can explain their classmates words.
3. Ask groups to locate the words in the text and focus on the words around the unknown one and to decide if they can work out the meaning from the context. Encourage them to guess the meaning based on the surrounding context.
4. Invite pupils to take turns writing on their board the words they don't understand or are not sure about.
5. Ask the class to give suggestions on their meaning. If some of the words have not been clarified, provide a definition of the word and ask pupils to say which word from the list they think the definition corresponds to.

DESCRIBING A SITUATION

MATERIALS: flashcards (e.g. weather condition, a place, people) notebooks and pens

1. Show the flashcards and ask pupils to say what they can see. Explain they are going to invent a story using the past simple and past continuous.
2. Provide an open class example, e.g. *It was raining outside and I was looking through the window. I saw...*
3. Explain their story must include the flashcard words but they can invent other sentences about what happened.
4. Pupils plan and write their stories in pairs or small groups.
5. When finished, ask them to exchange stories so other pupils can check for spelling and punctuation. Ask each group to feedback on the other stories by underlining words they think are not correct and highlighting spelling and punctuation errors in a different colour.
6. Pupils give back the story with their feedback to the corresponding groups. Groups then write the final version of their story.
7. Invite groups to either take turns reading out their story or swapping stories to read.

WORK OUT THE WORD

MATERIALS: relevant vocabulary words in anagrams on board, e.g. natural disasters, notebooks and pens

1. Put pupils into pairs or small groups. Write the anagrams on the board or have them on a prepared list to hand out to each group.
2. Ask pupils to work out the words and spell them.
3. Invite volunteers to come to the board to write the corresponding word under each anagram.
4. Extend the activity by defining one of the words and asking the class to say which one it is. E.g. it's when there hasn't been any rain for a long time in a place and plants and trees die. (drought)

GEOGRAPHY QUIZ

MATERIALS: information about New Zealand (either text or internet access)

1. Put pupils into groups and tell them they are going to do a quiz about New Zealand.
2. Write the following questions on the board.
 - *Where is New Zealand?*
 - *What is the weather like?*
 - *What kind of animals live there?*
 - *What language or languages do they speak there?*
 - *What is the capital city of New Zealand?*
 - *What is the country like?*
3. You can ask pupils to research the answers on the internet or give them a text with the information to the answers to the questions.
4. When finished, go through the answers in open class.
5. If time allows, extend the activity by asking groups to think of five or six questions about their own country to ask other groups.

OUR COMIC

MATERIALS: paper and coloured pens, Blu-tak

1. Explain to pupils that they are going to make a comic. In the comic they have to include six pictures and a dialogue between two characters about a disaster and the two characters in the story.
2. Elicit examples of past tense, past continuous and the interrupted past (I was walking down the street when I saw...). Draw six squares on the board. In square one, draw a speech bubble and ask e.g. *What happened?* Pupils provide an example. In square two, draw another speech bubble and elicit an answer. *I was at home when I heard a typhoon!* Elicit what kind of picture the pupils could draw for each one and who the characters are.
3. Pupils decide how they want to work, individually, in pairs or groups. Distribute paper and coloured pens. Ask pupils to draw the six squares then create their comic.
4. Monitor closely to guide and offer suggestions.
5. When ready, ask pupils to display their comics around the classroom walls.
6. Invite pupils to go round reading each other's comics and say which they like and why.

THE NEWS!

MATERIALS: notebooks, microphone (if possible), table and chairs to set out as a news desk

1. Explain to pupils they are going to invent the news. Tell them to imagine they are reporting on what happened to their classmates, family or neighbourhood during the evening yesterday.
2. Ask pupils to form small groups and to make a draft of their news. They also need to decide how they are going to divide up the information so each member of the group can take part. Give them the option of using the microphone and explain they will sit at the table to act out the news presentation.
3. When pupils have a draft copy of the news ask them to hand it in for feedback. Correct the errors and if time allows, discuss them with each group.
4. When pupils have amended their news information, ask them to practise their presentation in their group.
5. Set out the table and chairs and get groups to take turns giving the news to their classmates. Encourage the classmates to applaud or show their appreciation of each group's effort.
6. To conclude, ask the class to retell the news they heard/remembered from other groups.

MY FAVOURITE BOOK!

MATERIALS: famous titles of books on the board or names of readers used in class, various stories the pupils created about a fictional narrative

1. Write the titles of books you know the pupils have heard of.
2. Put pupils into pairs and ask them to tell each other what they know about any of them.
3. Elicit other titles of books pupils have read onto the board. Explain they are going to tell their partner about their favourite book and they can use the titles on the board or choose their own.
4. Write the following questions on the board and ask pairs to take turns discussing them.
 - *What's the name of the book?*
 - *What's the story about?*
 - *Who are the characters?*
 - *Which one do you like the best? Why?*
 - *Why do you like it?*
5. If you have access to stories the pupils wrote in previous lessons distribute them to the class and ask them to read at least three of them, then say who the characters are. Another alternative is to focus on a reader you use in class and ask them to write down all the characters they remember from the book and say who they prefer and why.

TEST YOUR CLASSMATES!

MATERIALS: board and board pen, notebooks and pens

1. Explain to pupils they are going to create their own test to give to their classmates.
2. Briefly review the key language areas from the unit and the vocabulary through questioning, e.g. Can you remember five words about the weather? Can you give me a sentence in the past continuous about yesterday?
3. Put pupils into small groups and ask them to think of six statements or questions about the unit to test their classmates on. If necessary provide some example statements/questions on the board as models, for example *Write two sentences in the past tense. Can you write five different natural disasters?*
4. Tell groups they can use the same kind of questions/statements but not copy the examples from the board. Monitor closely to ensure accuracy.
5. When ready, groups swap their tests with another group and answer the questions.
6. When they have completed the test they give it back to the original group to check their answers.
7. Do open class feedback to find out how many groups managed to answer the questions correctly.

UNIT 4

Unit 4: Life on Earth
Learning Standard 4.1.4
page 42

MY OPINION!

MATERIALS: board and board pens, paper and coloured pens, flashcards

1. Write the relevant adjectives on the board (e.g. to describe places – boring, interesting, beautiful, dangerous, amazing, unusual).
2. Put the flashcards on the board (e.g. places).
3. Ask pupils to form pairs or small groups and decide which pictures correspond to which places.
4. Ask pairs/groups to tell the class their opinion of each place. Encourage them to create full sentences, e.g. *We think xxx is very unusual*. As they give feedback on their opinion, write the adjectives under the flashcards to see which the most interesting, boring, etc.
5. Extend the activity by asking the pairs/groups to decide on people they know or who are well known in their neighbourhood, region or country. Elicit possible adjectives on the board, e.g. boring, interesting, kind, funny. Briefly remind them how some adjectives can be used for people and places and others only for people or places.
6. Pairs/groups discuss the people.
7. For feedback get groups exchange opinions in open class.

Unit 4: Life on Earth
Learning Standard 2.4.1
page 43

HOW LONG CAN YOU TALK!

MATERIALS: pens and notebooks

1. Explain to pupils they are going to have a conversation with a classmate and try to talk for as long as possible.
2. Ask pupils to think about the place where they live and take notes about the people, places facilities, parks schools, etc.
3. Put pupils into pairs and ask them to take turns talking about their neighbourhood. Encourage them to ask questions to each other as they explain and listen.
4. When completed, ask them to form new pairs and repeat the process.
5. Extend the activity by asking pupils to tell each other if they like their neighbourhood and why.

SPELL THE WORDS

MATERIALS: pens and notebooks

1. Write the heading 'adjectives' on the board.
2. Put pupils into pairs and ask them to listen and write down the adjectives.
3. Dictate the adjectives one by one, e.g. small, big, friendly, interesting, good, bad.
4. Ask volunteers to come up to the board to write the words under the headings.
5. Add the headings comparatives and superlatives on the board and ask pupils to copy all the information.
6. Ask pairs to add the corresponding comparative and superlative for each adjective.
7. Extend the activity, if time allows, by asking pupils to choose one of the adjectives and make a comparative and a superlative sentence about the classroom or the school.
8. Ask pupils to share their sentences with the class.

THE MEMORY GAME

MATERIALS: flashcards and corresponding word cards

1. Place the word cards and the flashcards (about eight of each, in this case endangered animals) on the floor face down and explain what the game is about. Teams take turns turning over a word card and a flashcard to see if they match, then make a sentence with the word about the animal; encourage them to talk about their opinion of the animal or if they think it is dangerous/interesting, etc. If the team finds a matching pair they take the cards, if they don't they have to turn the cards over again and place them in the same spot as before.
2. Put the pupils into small teams and shuffle the flashcards and word cards, making sure all of them are face down.
3. Teams play the game; at the end ask them to count how many pairs they have. The team with the most pairs is the winner.
4. Play the game again, either with the same flashcards and word cards or use different ones to review vocabulary further.

ORDER THE TEXT

MATERIALS: copies of cut-up text from page, envelopes

Part 1

1. Cut up the copies of the text into small chunks and place each cut-up text inside an envelope.
2. Put the pupils into small groups and give an envelope to each group.
3. Ask them to read the text sections again and put them in the correct order.
4. When completed, ask groups to compare their text order with other groups then to look in the course book to check.

Part 2

5. Ask them to close the course book and put the text back in the envelopes.
6. Tell groups to summarise what they can remember about the text.
7. Do open class feedback by asking each group to share two things they remember about the text with the class.

WHAT WAS IT LIKE?

MATERIALS: pens and notebooks, board and board pens

1. Write the following on the board – *a/an, some, any, much, many, a lot of*.
2. Tell pupils to imagine they went to a wildlife reserve yesterday and they are going to write sentences about what they saw there. Provide a model to clarify the language you want them to use, e.g. *We saw lots of elephants and there were other animals too.*
3. Put pupils into pairs and ask them to write two short paragraphs and integrate the words on the board into their sentences. Remind them to use connectors (*and, but, so, because*).
4. Ask pupils to form groups of four and compare their sentences.
5. Do feedback by getting volunteers to read their sentences to the class.

WHAT WAS IT LIKE?

MATERIALS: pens and notebooks, board and board pens

1. Ask pupils to brainstorm things they can volunteer for in their region. Provide suggestions if necessary through questioning, e.g. *Are there lots of old people? What can you do to help?*
2. Ask them to choose one of the volunteer jobs and interview each other in pairs. Write the following questions on the board to help them focus.
 - What volunteer job do you prefer and why?*
 - Why do you think you would be good at it?*
 - How will you help?*
 - What do you think is important about the volunteer job?*
3. When they have finished ask them to form new pairs and repeat the interview.
4. During feedback ask each pupil which volunteer job they chose and tick the corresponding job on the board to see which one is the most popular then ask pupils to discuss what kind of person would be good for the job.

WHICH ONE IS IT?

MATERIALS: paper, pens, relevant flashcards (e.g. of different places), Blu-tak

1. Put the flashcards of places on the board and number each one.
2. Divide pupils into pairs and ask them to choose one of the pictures.
3. Distribute the paper. Pupils write a description about it without saying the name. Monitor closely to encourage creativity and ideas. Encourage the pupils to use adjectives to make the text more interesting
4. Ask pupils to place the descriptions on the wall.
5. Tell pupils to walk around the room and read the descriptions and decide which flashcard they correspond to.
6. When finished, point to a flashcard and ask a volunteer pair to take the description which corresponds to it. Do this with each one until all the flashcards and descriptions match.

THE COMPETITION!

MATERIALS: page from course book, pens and notebooks

1. Put pupils into small groups and explain they are going to have a competition.
2. Ask them to open their course books on page 51 and be ready to answer the questions. Explain the first group to answer wins a point.
3. Ask questions about the content of the page, for example:
Find a question with 'any'. Find then spell two words related to geography that begin with the letter C. How many comparatives can you find on the page? Find the sentence that begins with 'I don't mind...' and invent a full sentence. Spell these words without looking – elephant, crocodile, rhinoceros. What isn't clean in some countries? What's the word before special food in the sentence? How do you make a question using 'any'?
4. Pupils answer the questions by looking at the page.
5. Do open class feedback.

FORM 1 EXTENSION ACTIVITIES (PULSE 2)

UNIT 5

Unit 5: Let's experiment!
Learning Standard 4.2.1
page 52

PUNCTUATION

MATERIALS: pens and notebooks, board and board pen

1. Put pupils into pairs and explain they are going to look at some statements which don't have the correct punctuation. Elicit the kind of punctuation statements need, e.g. Capital letter and full stop and also contractions, e.g. apostrophe.
2. Write the statements without punctuation on the board and ask pupils to add the punctuation. For this focus, write ones which relate to the future, e.g. *we will live a lot longer / we will do all our shopping online / we wont use landline telephone/ we wont go to the cinema etc.*
3. Pairs complete the sentences then compare in small groups. Do open class feedback on the answers by getting volunteers to come to the board to write the punctuated sentences.
4. Extend the activity by asking pairs to make the statements into questions e.g. Will we live a lot longer? Provide a model if necessary on the board to clarify.
5. Pairs creates questions, then do open class feedback again on the board.
6. Use the questions as an open class discussion to see what the pupils think about the future.

Unit 5: Let's experiment!
Learning Standard 4.1.2 / 2.1.3
page 53

MY FUTURE

MATERIALS: text from course book, pens and notebooks

1. Briefly recap on the predictions in the text and the pupils' opinions from exercise 3 on the page.
2. Write the following question on the board: *How do you think the predictions will change your lives?* Encourage pupils to comment, provide further questions, if necessary as prompts for discussion, e.g. *Do you think it's a good idea for cars to drive themselves or would you prefer to drive?*
3. Put pupils into pairs and ask them to read the text again and to imagine these things will happen in their life time and think about how they will change their lives. Tell them to write a short paragraph about if they think the predications will be good or bad for them and why. Provide some sentence starters to help with the writing for example:
I think sweets with vitamins will be...
I don't think playing videos games will be...
When people work in space stations they will...
4. When finished ask groups to discuss their opinions and encourage them to ask why each of them think that.

PLANNING THE FUTURE

MATERIALS: pens and notebooks, slips of paper with the names of each pupil on, bag

1. Explain to pupils they are going to plan the future of one of their classmates. Place all the names of the pupils inside the bag and invite each pupil to take out a name. Tell them they will plan the future of the classmate whose name they have.
2. Write the following categories on the board – where live, job, money, house, car, hobbies, travel – then ask the pupils to think of sentences using *will* or *won't* about their classmates' future using the categories, provide an example if necessary, e.g. Tony will live in a different country. He won't....
3. Pupils think of sentences then form groups to tell each other about their predictions.
4. When finished, get volunteers to talk about their classmate in open class and for the classmate to say if he/she likes the predictions.

GIVING INSTRUCTIONS!

MATERIALS: pens and notebooks, cut-up pictures (from activity 4), transcript of listening if necessary

1. Put pupils into pairs and distribute the sets of the pictures from activity 4.
2. Ask pairs to try to remember what the instructions were for the experiment by taking turns telling each other, and order the process by putting the picture in the correct order.
3. Ask pairs to form groups of four and compare their ideas to see if they have the correct order, then to compare with the answers they had from the listening text of the order.
4. Tell them to imagine they have to write the instruction for another class to do the experiment. Ask them to write the instructions for the experiment, encourage them to use the information from the listening to help them. If necessary give them the transcript and remind them they have to use imperatives in the instructions, e.g. Fill the glass...
5. When finished, ask pairs to form groups and to take turns listening to each other's instructions to see if they are correct.

WHAT CAN I REMEMBER?

MATERIALS: board and board pen to write the information, notebooks and pens

1. Explain to pupils that they are going to recreate the information about the day in the life of an astronaut, the things she does and why.
2. Set up task by putting key information about the text and the times on the board, e.g. 8.15 pm: wash, no shower.
3. Pupils form groups of four and recreate what they can remember using the prompts to help them. Encourage them to take notes or write sentences to help them remember their points.
4. Ask them to add other information or a picture to represent the astronaut's day.
5. Volunteers read out their information to the class or swap texts and read each other's information.

WHAT WILL I DO?

MATERIALS: board and board pens, notebooks and pens, relevant flashcards

1. Write the following part question on the board and elicit ideas on how to complete it from the pupils and place some relevant flashcards related to the theme of the lesson to stimulate ideas, e.g. science.
What will you do if...
2. Ask pupils to form pairs and think of five or six questions as in the example of things they would like to ask their classmates, clarify that they do not have to be related to science if they prefer to write about other areas.
3. When they are ready, ask them to stand up and find a different partner to take turns asking and answering the questions.
4. Encourage fast finishers to find new partners to continue the activity.
5. Do open class feedback by getting volunteers to say their question and tell the class who they asked and what they said.

MAKING A JIGSAW

MATERIALS: paper, scissors, coloured pens, envelopes

1. Pupils work in pairs to draw a time capsule. Distribute the paper and coloured pens. Ask them to make the picture fairly big so it can be cut up later. Encourage them to colour it to make it look more attractive.
2. Ask them to write a message on the time capsule about the future using the first conditional (if / will).
3. When completed, distribute the scissors and envelopes and tell pupils to cut the picture into a maximum of 8 parts and a minimum of six and place the cut-up bits into the envelope.
4. Collect the envelopes and explain that pairs will now try to put the pieces of the jigsaw together to find out what the time capsule looks like and what the message says on it.
5. When completed, pairs compare with the jigsaw's pair to see if they have put it together correctly and tell them the message.
6. Extend the activity by asking pairs to write two or three sentences to describe the time capsule.

TRUE/FALSE

MATERIALS: text from exercise 1

1. Explain to pupils you are going to read the information about the people living on the moon and they have to listen and decide which information is false.
2. Read the text for the pupils and change some of the information (e.g. *wouldn't like the idea of going on holiday to the moon/the number of people on Earth is getting smaller/we will always have lots of food and energy on Earth/ the moon is a very comfortable place to live/it is too cold.*) Pupils listen and note down the incorrect information. Read the text twice to give them time to think and write.
3. Pupils compare their ideas in pairs.
4. Do open class feedback on their ideas, then ask them to change the information to make it correct.
5. When finished, ask them to compare with the original text.

LONG QUESTIONS!

MATERIALS: relevant flashcards (e.g. science, robots) board and board pens

1. Divide the board into two parts. On the left hand side write part questions, for example *Will humans be able to... / If scientists continue to .../ What will you do if...*
On the other side of the board write the second part of the question in random order, e.g. *...drive cars that fly in the sky?/ ...experiment with different kinds of medicine, will they find cures for everything?/ ...robots do all your work for you?*
2. Ask pupils to come up to the board to draw lines to match the question halves.
3. Ask pupils to work in pairs and create two of their own questions. Tell them each question must have at least eight words and use the structures from page 61.
4. When they have thought of the questions ask them to come up to the board and write half the question on the left hand side of the board and the other on the other side. When several pupils have written their sentences ask them to choose a flashcard or draw a picture next to the sentence half on the right hand side to help everyone match it to the first half.
5. Pupils take turns coming up to match the sentence halves.
6. When finished, ask pupils to take turns asking and answering the questions in pairs. Monitor closely to provide support and guidance with answer if necessary.

B. Non-Textbook-Based Lessons: suggested activities

Listening Content and Learning Standards

Form 1

	Learning standard	Activity outline
		<p>You will need to find suitable listening texts for these activities. You can find these in supplementary resource books. You can also find listening texts online.</p> <p>Example websites where you can find listening texts include: http://www.ello.org/index.htm http://esl-lab.com/ https://learnenglishteens.britishcouncil.org/skills/listening-skills-practice https://www.englishclub.com/listening/ http://englishteststore.net/index.php?option=com_content&view=article&id=11388&Itemid=357 http://www.esolcourses.com/content/topicsmenu/listening.html</p> <p>*Note that many sites have activities that are ready made. You can use these but you don't need to. For some of the tasks below you need to listen to the audio yourself in advance and prepare a few questions as per the instructions.</p>
1.1.1	Understand with little or no support the main ideas in simple longer texts on a range of familiar topics.	<ol style="list-style-type: none"> 1. Choose a listening text with a clear order, e.g. with a logical set of events or a process that can be easily ordered and listen yourself in advance. Pre-teach a few key vocabulary items as necessary. 2. Write five sentences describing the text but put the sentences into the wrong order. Either: number and write the sentences on the board or provide a copied worksheet with the sentences on it. 3. Tell the pupils they will listen and should decide on the correct order for the sentences. If you wrote the sentences on the board they can write down the numbers of the sentences from the board in the correct order. If you use a photocopy they can write 1 to 5 next to the sentences to show the order. <i>Alternative:</i> write the 5 sentences onto a page make one copy of this sheet per three pupils. Cut up each sheet so that there are 5 sentences on 5 strips of paper for each group. (If you don't have time, give the paper and scissors to the groups and they can start by cutting up the sentences – if you do this make sure the sentences are in mixed order on the original sheet so they can't remember.) Tell the pupils they should listen and move the sentences so they are laid out in the correct order. 4. In their groups, and using the sentences, pupils should retell the audio content as accurately as possible.
1.1.1	Understand with little or no support the main ideas in simple longer texts on a range of familiar topics.	<p><i>Technology based activity: for this you will need a computer room or pupils will need their own devices.</i></p> <ol style="list-style-type: none"> 1. Choose a listening text with a clear order. Choose 5-6 parts of the text and write summary sentences. Mix the order and write them on the board. 2. Ask pupils to look at the sentences and predict the content of the text. 3. Play the audio to see if they are correct.

		<p>4. Tell the pupils to listen again and this time to put the sentences in the order they hear them. Play the audio again. Ask pupils to check in pairs then do a full class check.</p> <p>5. Tell pupils they will now find pictures to represent the audio. They should use a search engine and find 6 pictures that represent the audio. They should copy and paste the pictures onto a document or slide but can mix the order.</p> <p>6. Give pupils time to do this. They can complete the task alone or in pairs.</p> <p>7. Once pupils have prepared their images, tell them to share them with another pupil or pair. They can either print or use an online platform or email.</p> <p>8. The pupil or pair should put the pictures of their partner/partner pair into the correct order according to the audio.</p> <p>9. Play the audio one more time so that they can check.</p> <p>10. Ask pupils to show the order they have chosen to the original person/pair and see if they were correct.</p>
1.1.1	Understand with little or no support the main ideas in simple longer texts on a range of familiar topics.	<p>1. Choose a listening text with a story. Find some images or clip art pictures online that show the story events. Mix them up and show them on a slide or put them onto a worksheet.</p> <p>2. Tell pupils to listen to the story and try to put the pictures in the correct order. They can write the numbers of the pictures in the order they happen.</p> <p>3. Ask pupils to compare their answers in pairs, then check answers with the whole group.</p> <p>4. If there is time, pupils can work in pairs and retell the story using the pictures as prompts.</p>
1.1.2	Understand with little or no support specific information and details in simple longer texts on a range of topics.	<p>1. Choose a listening text and listen yourself in advance.</p> <p>2. Write 3 true or false questions on the board – one from information at the start of the text, one from the middle and one from the end.</p> <p>3. Play the text then let pupils compare their answers in pairs. Check answers.</p> <p>4. Tell pupils to listen again and identify the key information in the text – play the audio then elicit their ideas. Write up 4-5 headings on the board.</p> <p>5. Tell the pupils you will play the text again and they need to add at least one piece of more detailed information under each heading.</p> <p>6. Play the audio again and repeat a third time if needed.</p> <p>7. Get pupils to check their detailed information in pairs then elicit back with whole class.</p> <p>8. Add the ideas to the board.</p> <p>9. Tell pupils to try and rebuild the text – it doesn't need to be exactly the same words but as close as they can remember.</p> <p>10. Play the text again so they can check.</p>
1.1.2	Understand with little or no support specific information and details in simple longer texts on a range of topics.	<p>1. Choose a listening text and listen yourself in advance. Identify 5 sentences from the text – change a couple of them so that they are not correct.</p> <p>2. Write down three possible topics on the board including one which is the topic of the listening.</p> <p>3. Tell pupils to listen and identify which of the three topics is the best one to describe the audio. Check answers.</p> <p>4. Write the 5 sentences – including the incorrect ones – on the board. Label them A to E. Put pupils in groups of five. Give each pupil a letter A to E.</p> <p>5. Tell the pupils to read the sentence with their letter, e.g. pupil A reads sentence A and so on. Tell them they will listen again and decide if their sentence is true or false. If false, they should think about why it is false.</p> <p>6. Play the audio. Ask each group to discuss together and share their answers.</p>

		<p>7. Check with the whole group.</p> <p>8. Tell the pupils to listen again and write a sentence of their own from the text. Explain that they can write a sentence that is true or that is false.</p> <p>9. After they listen they share their sentence with their group. The rest of the group decides if their sentence is true or false.</p> <p>10. If there is time ask groups to swap sentences and decide if the sentences of the other group are true or false.</p>
1.1.2	Understand with little or no support specific information and details in simple longer texts on a range of topics.	<p>1. Find a listening text with a lot of factual or number based information. Write out key sentences from the text with this key information missing. Write the missing words onto large cards.</p> <p>2. Give the pupils a title for the text. Ask them to predict what the text might be about.</p> <p>3. Tell them to listen to the text and see if their predictions are correct. Play the audio. Check answers.</p> <p>4. Put the large cards around the walls.</p> <p>5. If pupils can see the cards easily, give them the gapped text you prepared and tell them they need to complete the missing information by filling in the information from the cards. Play the audio again. Tell the pupils to compare their answers in pairs then check with the whole class.</p> <p>6. If it is difficult for pupils to see the cards, begin by telling the pupils to work in pairs – one writer and one runner. Give them a time limit of 2-3 minutes. The runner should move around the room, look at each card without touching it, and run back to his/her partner who writes down the word. Tell the pupils to whisper which will help keep noise levels low. Pupils can then use the dictated words to listen and complete the gaps.</p>
1.1.3	N/A for level.	
1.1.4	Understand longer sequences of classroom instructions.	<p>1. Use a voice recorder to record a set of instructions.</p> <p>2. Write the instructions out so they are a copy of what you recorded.</p> <p>3. Mix the order of the instructions up and put them onto a worksheet or a slide.</p> <p>4. Tell the pupils to read through the list of instructions. Put them in pairs and tell them to try and work out the correct order.</p> <p>5. Ask them for their ideas but don't tell them if they are right or wrong.</p> <p>6. Tell them to listen carefully to the audio and note the correct order.</p> <p>7. Play the audio while the pupils put the instructions into the correct order.</p> <p>8. Check answers.</p>
1.1.4	Understand longer sequences of classroom instructions.	<p>1. Tell pupils to listen carefully and do what you ask them. They need a piece of paper and pencils/pens. Before you start, draw a grid on the board with 9 squares: 3 squares across by 3 squares down. Pre-teach the necessary words, e.g. square / draw / different</p> <p>2. Give pupils a set of instructions to follow:</p> <p><i>Draw a grid on your paper. It has 9 squares. Look at the example on the board.</i></p> <p><i>Now draw your friend or someone in your family in one square.</i></p> <p><i>Draw a hobby you like in a different square.</i></p> <p><i>Draw a place you like in a different square.</i></p> <p><i>Draw your favourite food in a different square.</i></p> <p><i>Draw your favourite sport in a different square.</i></p> <p><i>Draw your favourite singer in a different square.</i></p> <p><i>Draw a picture of you in a different square.</i></p> <p><i>Draw a famous place in a different square.</i></p> <p><i>Draw your favourite animal in the last square.</i></p> <p>Pause after each one to give time for pupils to draw.</p>

		<p>3. When they have finished tell them to work in pairs and share their pictures. Model asking and answering questions: e.g. <i>Is that you? No it isn't.</i> <i>Is that your favourite singer? No it isn't.</i> <i>Is that your friend? No it's my sister.</i></p> <p>4. Pupils work in pairs asking and answering questions. 5. If there is time put the pairs together in groups of four. Ask the pupils to tell each other about their partner. E.g. <i>Ali's favourite food is curry. He likes football. His favourite place is the park.</i> *Pupils could write rather than draw as an alternative.</p>
1.1.4	Understand longer sequences of classroom instructions.	<p>1. Draw some pictures that symbolise instructions on the board using simple images – or find appropriate images online and stick them to the board. Examples: <i>someone opening a book; mobile phone symbol crossed out; a person with their finger to their lips; pictures of a food items with a cross next them.</i></p> <p>2. Ask the pupils to work in pairs. Tell them to try and understand the classroom rules related to the pictures. 3. Elicit their ideas e.g. <i>open your books; don't talk please; don't eat food in the class please.</i> 4. Ask the pairs of pupils to copy the images onto pieces of paper. 5. Tell them you will read some instructions and when they hear the instruction related to the picture they should hold it up. 6. Read a set of instructions based around the pictures you have given them. <i>E.g. Hello class. Today we are going to do some reading. Please don't speak when you are reading [pupils hold up picture] and remember not to eat in class too [pupils hold up picture]. Now open your books at page 10 please [pupils hold up picture]. You can continue with instructions such as answer the questions; now turn to page 15; write down notes etc.</i> 7. Repeat step 6 if necessary. 8. Now ask pupils to practise giving instructions to each other. One of the pair says the instructions while the other pupil indicates the pictures then they swap roles.</p>
1.1.5	Understand more complex supported questions.	<p>1. Find a listening text and listen yourself in advance. 2. Create 10 questions about the text and their answers. 3. Pick 5 key words from the text and write them on the board. Ask the pupils to predict the topic of the listening from the key words. 4. Play the audio and ask them to listen and see if they are correct. 5. Let pupils check their ideas in pairs then check with the whole group. 6. Now write up the 10 questions and 10 answers (or project them or put them on a worksheet) but mix up the answers. 7. Ask the pupils to work in pairs and see if they can predict which answer goes with which question. 8. Elicit back their ideas very quickly but don't correct them. 9. Play the audio again so they can do the matching. 10. Check answers 11. Now ask pupils to identify key words or phrases in the answers that helped them work out which ones went together.</p>
1.1.5	Understand more complex supported questions.	<p>1. Find a listening text and listen yourself in advance. Write 6-8 questions about the text and their answers. 2. Choose some images from the source material or images linked to the listening. 3. Show the pupils the images and ask them to predict what the text is about. 4. Play the text and ask pupils to check their predictions. 5. Check answers. 6. Write on the board the 6-8 answers to your pre-prepared questions. Tell pupils to work in pairs. Tell them to read the answers on the board and see if they can work out what the</p>

		<p>questions are. Give them time to write out their suggested questions. Elicit their ideas but don't correct at this point.</p> <p>7. Play the audio again and ask the pupils to see if their suggested questions are correct. Give them time to correct their suggestions. If necessary play the audio again.</p> <p>8. Ask pupils to think of 2 more questions that they could write themselves. Give them time to write out the questions. Monitor and support.</p> <p>9. Ask the pupils to mingle for 5 - 10 minutes and ask their two questions to other pupils. If there isn't space for this tell them to work in small groups of 5 and share their questions.</p> <p>10. Finish the activity by eliciting some examples of the questions and answers they have suggested.</p>
1.1.6	Understand with support longer simple narratives on a wide range of familiar topics.	<p>1. Find a listening text with a narrative. Draw or find 8 pictures that represent the narrative. Make large copies and put up on the board numbering each one at the front. Alternatively copy one set of pictures per 4 pupils. Write a detailed question that relates to each picture and the section of audio it represents.</p> <p>2. Put pupils into groups of 4. Tell the pupils they should listen to the audio and put the pictures into the correct order. They can either write down the numbers of the pictures on the board or, if they have set of pictures each group, they can put them into the correct order.</p> <p>3. Play the audio while the pupils put the pictures into order.</p> <p>4. If necessary replay the audio.</p> <p>5. Check answers.</p> <p>6. Now give out or show the questions that relate to each picture. Ask the pupils to listen again and find the answers. Play the audio again then let them compare their answers in their groups. Check with the whole class.</p> <p>7. If you have sets of pictures for each group, distribute the pictures randomly so each pupil in the group has 2 pictures each.</p> <p>8. Play the audio again. When the pupil hears something about their picture, they should hold the picture up in the air.</p>
1.1.6	Understand with support longer simple narratives on a wide range of familiar topics.	<p>1. Find a listening text with a narrative. Draw or find 4 pictures that represent the narrative but include some key differences. Make large copies and put up on the board numbering each one at the front. Alternatively copy one set of pictures per 4 pupils.</p> <p>2. Put pupils into groups of 3. Tell the pupils they should listen to the audio and put the pictures into the correct order. They can either write down the numbers of the pictures on the board or, if they have set of pictures each group, they can put them into the correct order.</p> <p>3. Play the audio while the pupils put the pictures into order.</p> <p>4. If necessary replay the audio.</p> <p>5. Check answers.</p> <p>6. Now tell the pupils there is a difference in the picture from what is said on the audio. Tell them to listen again and find the differences. Play the audio and then get them to compare their answers in pairs.</p> <p>7. Write five challenging questions on the board. Ask pupils to work in pairs and see if they can remember the answers.</p> <p>8. Play the audio again so they can check.</p> <p>9. Go through the answers with the class.</p>
1.2.1	Guess the meaning of unfamiliar words from clues provided by other known words and by context on familiar topics.	<p>1. Find a listening text which has an audio script available (e.g. from a supplementary book) and select 10 words that you think pupils are unlikely to know.</p> <p>2. If you want you could create a word cloud from the words – use a website such as those listed here https://elearningindustry.com/the-8-best-free-word-cloud-creation-tools-for-teachers or http://www.wordclouds.com/. Alternatively write the words on the board.</p>

		<p>3. Ask the pupils to discuss the words in small groups of 2-3 and decide if they understand them. If they do, they should help the rest of their group understand. If they don't they should move on to the next word and not try to check e.g. in a dictionary or online.</p> <p>4. Write down a summary list of key points from the listening text on the board but add in a couple of distractors/things that don't appear.</p> <p>5. Tell pupils they will listen to a text and they should decide which items they hear and which they don't.</p> <p>6. Play the audio and ask them to check with a partner.</p> <p>7. Check answers with the group.</p> <p>8. Now draw their attention back to the words on the board, tell them to listen again and see if they can spot the words as they hear them. They should raise their hands each time they hear the words.</p> <p>9. Provide each pupil with a copy of the audio script – or project it onto the board. Ask them to listen a final time and read. Tell them they should try to guess the meaning of each word from what they hear and read.</p> <p>10. After the audio allow them to work in pairs and discuss.</p> <p>11. Elicit their ideas back and establish the meaning of the words.</p> <p>12. As a follow up you could create a gap fill exercise using the new words.</p>
1.2.1	Guess the meaning of unfamiliar words from clues provided by other known words and by context on familiar topics.	<p>1. Find a listening text with 4 - 5 challenging words in it.</p> <p>2. List the definitions of the new words on the board using simple language. If the words refer to objects you can use pictures instead.</p> <p>3. Tell the pupils to guess what they think the words might be.</p> <p>4. Now show the pupils a transcript of the audio. Ask the pupils to read it and see if they can find a word that might match the definitions on the board.</p> <p>5. Check answers.</p> <p>6. Now tell pupils to listen to the text and raise their hands when they hear one of the new words.</p>
1.3.1	N/A for this level.	

Speaking Content and Learning Standards

Form 1

	Learning Standard	Activity outline
		<p>Error correction: When providing speaking practice, it is important to allow space for the pupils to practise without worrying about accuracy. This will allow them to focus on fluency and producing longer turns in spoken English. It will also enable them to become more confident speaking English. For this reason, when pupils are doing the tasks monitor without interrupting to check that the pupils are on task and speaking English.</p> <p>If you want to deal with errors, keep a record of these during the task and deal with them at the end. Select the errors that are most common or have caused communication difficulties rather than every single error.</p> <p>To do the delayed correction you can:</p> <ul style="list-style-type: none"> • Keep a list. Add these onto the board in the last few minutes of the task. Once the task is completed, put the pupils in pairs and ask them to look at the sentences and spot the errors. • As you hear them, write the errors on slips of paper. After the task is complete, put the pupils into groups and give each group 1 - 2 of the papers. Ask them to discuss what is wrong with the sentences. Then swap the papers between groups and repeat. • Create a worksheet for homework. Write down the sentences with errors but include some sentences that are correct. Tell the pupils to tick the sentences that are correct and correct those that are not.
2.1.1	Ask about and give detailed information about themselves and others.	<ol style="list-style-type: none"> 1. Put pupils into small groups of 4 - 5. Give each group a set of post-it notes or pieces of paper. 2. With the class, brainstorm a list of information or topics you might find out about people – note these on the board and ask the pupils to write down the key words on the post-it notes or papers. They can take it in turns to write or one person can write. Examples: <i>birthday, pet, brothers or sisters, favourite food, favourite drink, favourite colour / film / app / website.</i> 3. As you elicit the key words, check that pupils know how to formulate the questions, e.g. <i>When is your birthday? What is your favourite...?</i> 4. Once you have elicited as many questions as the pupils can think about, tell the pupils to put the papers in the centre of the table. Tell them to take it in turns to pick up a paper and ask the question to someone else in the group. Tell the group to ask different people each time. 5. Let the pupils work together and ask and answer questions. Keep a note of any errors you hear for delayed correction.
2.1.1	Ask about and give detailed information about themselves and others.	<p><i>Technology based activity: for this you will need a computer room or pupils will need their own devices.</i></p> <ol style="list-style-type: none"> 1. Ask pupils to log onto a site where they can create a fake social media profile such as 'fakebook' https://www.classtools.net/FB/home-page 2. Tell the pupils to create a fake account for their favourite fictional character from a book or film. 3. If there is time, ask them to share their fakebook profiles with each other. They can add posts and comments to each other's profiles.

		<p>4. Now put the pupils in pairs and ask them to read the fake profile created by their partner. Tell the pupils to think of 5 - 6 questions that they would like to ask that person.</p> <p>5. Ask the pupils to interview each other and roleplay as their characters answering the questions as that character would do.</p> <p>6. If there is time, ask a few of the pupils to act out their interviews for the other pupils.</p>
2.1.2	Ask about and express rules and obligations.	<p>1. Elicit the idea of rules.</p> <p>2. Ask the group to think of some rules for school. Share their ideas.</p> <p>3. Tell them they are now going to create a set of classroom rules to share with each other.</p> <p>4. Put the pupils into groups of 4 and give them poster paper and pens.</p> <p>5. Ask the pupils to work together and create a set of class rules on their poster.</p> <p>6. Once they have finished, ask 2 pupils to stay next to their poster and the other 2 pupils to go around and look at the posters produced by other groups. As they go around they should ask the 2 pupils who have stayed questions about the rules.</p> <p>7. Once they have done this for sufficient time, swap roles so the 2 pupils who stayed by their poster can go and look at the others and the 2 pupils who have looked go back and stay with their own poster.</p> <p>8. Once all the pupils have seen the other groups' work, ask the pupils to sit down.</p> <p>9. Hold a vote to see which set of rules they liked best.</p>
2.1.2	Ask about and express rules and obligations.	<p>1. Put pupils into groups. Write a list of situations on the board, e.g. going through an airport / taking a book out of a library / using social media. Alternatively give them picture prompts.</p> <p>2. Tell each group to choose one of the situations.</p> <p>3. Ask them to create a list of rules for their situation.</p> <p>4. Monitor and check.</p> <p>5. Now ask the pupils to work in pairs – put each pupil with someone from a different group.</p> <p>6. Tell the pupils to ask and answer questions about their situation.</p>
2.1.3	Ask about and describe future plans or events.	<p><i>Project work</i></p> <p>1. Put the pupils into project groups with 4 - 5 pupils in each. Ask them to work together and think about the future. Give them some topic headings: home, food, work, family, hobbies and free time etc.</p> <p>2. Tell the group to imagine that they are important leaders in the world and they need to create plans for what the world will be like in 50 years' time.</p> <p>3. Ask the pupils to work in their groups to highlight their ideas for each of the topics.</p> <p>4. Give pupils time to research online, think and plan. Tell them they will present their ideas at the end of the project.</p> <p>5. Pupils plan and create an outline of their ideas. They could do this as a slide show or on poster paper. The planning stage may take several lessons.</p> <p>6. Once the pupils are ready ask each group to present their slides or posters to the rest of the class. Give them 5 minutes per group and tell them there will be 5 minutes Q&A at the end. Tell the pupils watching that they must think of one question they want to ask by the end of each talk.</p> <p>7. Each group should present their ideas orally. The rest of the class asks questions about what they have seen.</p> <p>8. Do some delayed error correction.</p>

2.1.3	Ask about and describe future plans or events.	<ol style="list-style-type: none"> 1. Tell pupils to imagine they are on holiday. 2. Give them a table with 3 columns – the first should be titled 'holiday plans' the second should be titled 'me' and the third should say 'my friend'. In the first column ask them to create a row for each planning area: the place they will stay / the activities they will do / who they will go with / food they will eat. 3. Tell them to fill in the second column giving details – for each area – of their dream holiday. 4. Now put the pupils in pairs. 5. Tell them to ask questions to their partner and fill in the second column. 6. When they have finished they should decide if they would also like to go on their friend's holiday or not.
2.1.4	Explain and give reasons for simple advice.	<ol style="list-style-type: none"> 1. Set up a role play. Brainstorm a list of possible problems pupils might have, e.g. finding work difficult, feeling worried about an exam, being nervous about making friends. Ask them to think about different ways of solving the problem. 2. Set up a role play. Put the pupils into pairs. Explain that one pupil is a pupil adviser and the other is a pupil. 3. Tell them to act out a scene: the pupil should explain a problem and the adviser should give some advice and explain why. Monitor as they work and ask them to change roles after 5 minutes. 4. Complete delayed error correction.
2.1.5	Ask about and describe personality.	<p><i>Technology based activity: for this you will need a computer room or pupils will need their own devices.</i></p> <ol style="list-style-type: none"> 1. Ask pupils to go online and research their favourite celebrity. 2. Tell them to create a 'fact sheet' about the celebrity with information about what they do, where they are from, their family and interests and so on. This can be on paper or on a presentation platform such as a slideshow. If it is online they can include short video clips or audio of the celebrity. 3. Once they have finished, brainstorm a list of adjectives and ways of describing people with the whole group. 4. Put the pupils into small groups of 3 - 4. Tell each pupil to present the basic information about their celebrity. 5. When they finish the other pupils should ask questions about the personality of the celebrity. Give some examples, e.g. <i>Is she confident or shy? Is he energetic or lazy?</i> The pupil should reply giving reasons. <i>E.g. I think she is confident because she is always on TV.</i>
2.2.1	N/A for this level.	
2.3.1	Keep interaction going in short exchanges by checking understanding of what a speaker is saying.	<p><i>Technology based activity: for this you will need a computer room or pupils will need their own devices with headphones.</i></p> <ol style="list-style-type: none"> 1. Tell pupils they will speak to each other on Skype/Whatsapp or similar and they will need to check they have understood what the other person is saying. Brainstorm a list of phrases or ways of doing this and note these on the board. 2. Put the pupils in pairs and make sure they can connect online via an audio medium. If this is not possible, ask them to sit back to back in class as if they are on the phone and can't see the other person. 3. Tell them to have a short discussion to arrange a meeting, e.g. to go to a café or cinema for example. Tell them they must check they have understood their partner regularly. 4. Monitor as they do the task. 5. Some pupils may wish to act out their dialogue for the class. 6. Complete delayed correction.

2.3.1	Keep interaction going in short exchanges by checking understanding of what a speaker is saying.	<ol style="list-style-type: none"> 1. Tell pupils to create some fake details, e.g. a fake name, phone number, address, date of birth and write down the details. 2. Now tell them they are going to do a role play. Before you start check they know phrases for checking understanding of a speaker. 3. Tell them they need to get a passport. Put the pupils into pairs and give them a letter – A or B. 4. Tell pupil A they work in the passport office. Demonstrate how to ask for details e.g. What is your name? Can you spell it? 5. Tell them to ask pupil B for their details. They should check they have understood all the information correctly. 6. When they have finished they should check they have understood correctly. 7. Once they have finished they should swap roles. 8. If there is time, pupils could create pictures of their 'fake passports' for each other.
2.3.2	Agree on a set of basic steps needed to complete extended classroom tasks.	<ol style="list-style-type: none"> 1. Tell pupils that they will be doing lots of project work. 2. Ask them to work in pairs and think of the steps needed to achieve this, e.g. plan an idea / discuss with a group / make a timetable. 3. Once they have agreed the steps put each pair with another pair and get them to present their ideas. As a four they need to prepare a final version of steps. 4. Compare ideas with the whole class at the end. 5. Complete delayed error correction.
2.4.1	Narrate short stories, events and experiences.	<p><i>Technology based activity: for this you will need a computer room or pupils will need their own devices.</i></p> <ol style="list-style-type: none"> 1. Tell pupils to log onto a website where they can create mini comic strips, e.g. https://www.storyboardthat.com/storyboard-creator http://www.makebeliefscomix.com/Comix/ 2. Pupils can work in pairs or alone. They should create a short narrative story using the comic strip creator. 3. When they have finished ask each pupil or pair of pupils to work with another pupil/pair. 4. Each pupil or pair should show their comic strip to the others and narrate the story. 5. Monitor as they work for a final delayed error slot.
2.4.1	Narrate short stories, events and experiences.	<ol style="list-style-type: none"> 1. Tell pupils to think of a simple favourite story they remember. 2. Ask them to think about the words they will need to tell the story and use a dictionary to find any they don't know. 3. Tell them to draw 5 pictures from their story and add labels. 4. Put the pupils into pairs. Tell the pupils to show their pictures to each other. 5. Each pupil should try to guess the story of their partner from the pictures. Their partner can tell them if they are correct or not. 6. After they have guessed each pupil should tell their story to each other.

Reading Content and Learning Standards

Form 1

	Learning standard	Activity outline
		<p>Choose a text – you can access possible texts online or use any suitable print resources.</p> <p>Possible websites: https://newsela.com/ http://dreamreader.net/ https://www.gcflearnfree.org/ http://www.literacynet.org/cnnsf/archives.html http://learnenglishteens.britishcouncil.org/skills/reading-skills-practice https://www.newsinlevels.com/ http://busyteacher.org/classroom_activities-reading-worksheets/</p>
3.1.1	Understand the main points in simple longer texts.	<ol style="list-style-type: none"> 1. Choose a text – you can access possible texts online or use any suitable print resources. 2. Give each pupil a copy of the chosen text. Use any visuals / titles / headlines to elicit ideas about the topic of the text. 3. Ask pupils to use their finger and place it at the top of the text. Tell them to move their finger down the centre of the text reasonably rapidly – it should take about 30 seconds. They should follow their finger with their eyes. Allow them 30 seconds to do this. Ask them to turn over the reading so they can't see it. 4. Ask the pupils to call out any words they can remember and create a mind map on the board – adding any words they can remember. Although it seems unlikely they will remember much they often get a lot of the key language. This also helps them with the idea that they can skim read a text much faster than they imagine and get a lot of information even if they don't think they can. 5. Pupils should use the mind map to guess the content of the text. Elicit back their ideas. 6. Now ask pupils to read the text and see if their predictions were correct.
3.1.1	Understand the main points in simple longer texts.	<ol style="list-style-type: none"> 1. Create some cards with key ideas on them, e.g. 6 cards each with a different key word or phrase or sentence from the text. Have enough sets of 6 to have one per pupil. (If you have one to two pupils without a card assign them to work in a pair with another pupil and share the card). 2. Create 3 true or false questions about the text - one from the beginning, one from the middle, one from the end. 3. Write the true or false questions on the board and ask the pupils to read the text quickly, not worrying about every word, and find the answers. After they have read, ask them to compare answers with a partner. Check answers with the whole group. 4. Give out the cards you prepared – one per pupil. 5. Ask them to create a group of 6 by finding 5 other people in the room with a different card to them. In this way they will form groups. 6. Now ask them to try and stand in the order that their cards appear in the text and think about how they are connected. If necessary they can read the text again. 7. Monitor and check.

		8. If there is space the pupils could line up in the order they have decided; if not check the order they have chosen and why.
3.1.2	Understand specific details and information in simple longer texts.	<p>1. Ask pupils to choose a text they find interesting, e.g. online. They should bring in or be able to access a copy. Tell them to read the text fully and write 2 - 3 sentences describing the topic and why it is interesting.</p> <p>2. Ask them to read the text again and write 5 questions about information in the text. Monitor and check as they create their questions. (If necessary let them do this for homework and check and correct.)</p> <p>3. Put the pupils into pairs and ask them to read their summary sentences to each other.</p> <p>4. Tell them to give their text and questions to their partner.</p> <p>5. Ask them to read the new text and answer the questions. When they have both finished, their partner should check their answers and correct any mistakes.</p>
3.1.2	Understand specific details and information in simple longer texts.	<p><i>Technology based activity: for this you will need a computer room or pupils will need their own devices.</i></p> <p>1. Give pupils a text with a narrative or event. Tell them they are journalists and will report the story.</p> <p>2. Ask them to read carefully and make notes on as much as they can remember.</p> <p>3. Tell them to work in pairs and present a television news report and that they should include as much detail as possible.</p> <p>4. Give each pair time to prepare. If possible they could use their phones or devices to film the report. Alternatively they could role play at the front of the room.</p>
3.1.3	Guess the meaning of unfamiliar words from clues provided by other known words and by context.	<p>1. Find a text and analyse it for approximately 7 - 8 words that the pupils are unlikely to know. Add in another 5 - 6 words from the text that you think they will understand. Prepare a few multiple choice questions about the content of the text.</p> <p>2. Put the pupils into small groups and give each group a large piece of paper divided into three columns. Tell them to write 'K' at the top of the first column, 'W' at the top of the second column and 'L' at the top of the third column.</p> <p>3. Give each group a set of post-it notes. Write the words you have chosen (mixed up) on the board and ask the pupils to write each word on a post-it note.</p> <p>4. Now elicit the meaning of the letters on the paper. K= Know it W= would like to learn it and L= learned.</p> <p>5. Tell the pupils to ignore the final 'L' column. In their group they should stick the words under either K for ones they know and W for ones they don't yet know. If one pupil in the group believes they know a word the others don't tell them to teach the rest of the group. Monitor and check as they work.</p> <p>6. Once they have grouped their words, give pupils the text they are going to read and the multiple choice questions you have prepared. Tell the pupils to read the text quickly and answer the questions without worrying about parts they don't understand.</p> <p>7. Check answers to the questions.</p> <p>8. Ask the pupils to read the text again and find the unknown words from their 'W' list and underline them. Check and monitor as they do this.</p> <p>9. Tell the pupils to work in their groups again and try to guess the meaning of the words by reading the text for context. Monitor and guide as necessary.</p> <p>10. Elicit back from the pupils the words they have guessed and correct as necessary.</p> <p>11. Ask each group to try and write an example sentence using the new words. Monitor and check.</p>

		12. Now ask pupils to go back to their K/W/L chart. Ask them to look at the W words and – if they are confident about them – move them into the L for ‘learnt’ column. Encourage them to only do this if they are completely confident. Check their lists again. If there are any words still in the K list, review them again or make a note to go back to them in a future lesson.
3.1.3	Guess the meaning of unfamiliar words from clues provided by other known words and by context.	<ol style="list-style-type: none"> 1. Find a text with lots of new words, e.g. nouns in it. Good stories might include places or characteristics. 2. Find pictures which represent the words. 3. Either project the pictures onto a screen or put them onto a worksheet with the words next to them or in a box and jumbled up. 4. Put the pupils in pairs and ask them to match the picture and the word. At this stage they will guess. 5. Now ask them to read the text and check or change the matches they have chosen using the story to help them. 6. Once they have finished they should compare their matches with a partner. Then check answers with the whole group. 7. If there is time, pupils should write example sentences using the new words.
3.1.4	Use with some support familiar print and digital resources to check meaning.	<p><i>Technology based activity: for this you will need a computer room or pupils will need their own devices. If possible you also need a set of good hard copy dictionaries so there is one per 3 pupils. If these are not available pupils may have their own.</i></p> <ol style="list-style-type: none"> 1. Write 5 unfamiliar words on the board. 2. Ask pupils how they might learn about these words – elicit the idea of using dictionaries or similar. 3. Take the first word as an example and ask pupils to check in hard copy dictionaries. Ask the pupils to work in groups of 3 and look up the word giving advice on how to do this if they aren’t sure. 4. Once pupils have found the word, check that they understand the meaning. Elicit from them any other information they can find about it. This will depend on the dictionary they are using but could include word class / phonemic transcription / example sentence / translation. 5. Now ask pupils to go to an online dictionary and ask them to look up the same word. They could choose from dictionaries such as: http://dictionary.cambridge.org/ http://www.dictionary.com/ https://www.merriam-webster.com/ 6. Ask them to compare what they find online – e.g. the chance to hear the word, quick links to similar words. 7. Discuss which of the online dictionaries has useful information. 8. Tell pupils to look at the remaining 4 words on the board. Ask them to work in pairs and look them up in the dictionaries. Tell them to try more than one dictionary and think about which one they found helpful. Ask them to create an example sentence of their own for each word to show that they understand it. 9. Monitor and support as the pupils work. 10. Round up by eliciting some examples of the sentences they have written and then ask them which dictionaries they enjoyed using and why.
3.1.5	N/A for this level.	
3.1.6	N/A for this level.	
3.2.1	Read and enjoy fiction / non-fiction and other suitable print and digital texts of interest.	<p><i>Technology based activity: for this you will need a computer room or pupils will need their own devices.</i></p> <p><i>Project work</i></p> <ol style="list-style-type: none"> 1. Tell pupils to look online for something they find interesting to read in English.

		<p>2. Ask them to prepare some notes about this. They can do it at home if you prefer. The notes should be made under the following headings:</p> <ol style="list-style-type: none"> a. My reading b. The topic c. Where did I find it? d. Why do I like it? <p>3. Ask the pupils to bring in their notes and work in groups of 6. Each group will need a PC or tablet or other device.</p> <p>4. Tell each pupil to present their reading idea to the rest of the group. Monitor as they do so.</p> <p>5. When the pupils have finished presenting ask them to choose one of the 6 readings presented by their peer to work on.</p> <p>6. Tell the pupils to read the chosen text and be ready to make summary notes on 'What I liked/What I learned'.</p> <p>7. When they finish reading they complete the notes.</p> <p>8. Once everyone has finished their notes ask them to work in their group again and share what they liked and learned from each other's texts.</p> <p>9. This process can be repeated on different occasions.</p> <p>10. At the end of the project, each pupil can go back to their notes and decide which thing they liked reading the best.</p>
3.2.1	Read and enjoy fiction / non-fiction and other suitable print and digital texts of interest.	<p><i>Project work</i></p> <ol style="list-style-type: none"> 1. Ask pupils to spend time choosing a text they think they will enjoy reading. They could do this online if you have facilities or they could go to the library if available. 2. Let them spend time doing this then ask them to work in groups. 3. Each pupil should present what they have chosen explaining why they like it. They can show the book, article, pictures etc. to the group either in hard copy or online. 3. Set up a reading circle. (Each circle should have 5-6 pupils in it). Pupils either read at home and come back in next lesson or sit in their reading circle (on the floor / on chairs around a table / in a circle of chairs) and read silently together. 4. When they have finished reading (or if they did this at home and have arrived for the lesson), pupils pair with another pupil from their reading circle and talk about what they read explaining what happened, if they liked it or not, and why or why not. 5. Now each pair reports back to the reading circle – they explain what their partner read and if they liked it. 6. Each person in the reading circle should now pass what they read to someone else in the reading circle. Monitor or if the pupils can't agree, you assign the texts. 7. Pupils now read their new text. When they have finished, they tell the group if they enjoyed it and why. 8. This stage can be repeated if required.
3.2.1	Read and enjoy fiction / non-fiction and other suitable print and digital texts of interest.	<ol style="list-style-type: none"> 1. Find some short interesting articles and make large copies of them to stick around the walls. You should find 6 - 8 with clear titles and pictures. Number the articles. 2. Put pupils into pairs. Ask them to write 1 - 6 or 1 - 8 depending on the number of articles. 3. Ask them to move around the room in a clockwise direction and look at each article, thinking about the title and pictures. Tell them they won't have time to read the articles in any detail – just to get an overall impression. Next to each number they should note the topic and put ticks or crosses according to how much they like it. 4. When pupils have had time to go around the room, complete a vote. Ask pupils to hold up their hands as you call out the numbers of the texts for the one they like best. 5. Select the most popular text. Either project the text or give out copies (you may do this in the next lesson).

		<p>6. Ask pupils to make predictions based on the title and pictures that they saw. Note these on the board.</p> <p>7. Tell pupils to read the text and check if their predictions are correct. Ask them to compare their answers together. Check answers with the whole group.</p> <p>8. Ask them to discuss in pairs if they liked the text or not.</p>
--	--	---

Writing Content and Learning Standards

Form 1

	Learning standard	Activity outline
		<p>Use some online resources to find additional worksheets or activities to complete to practise writing skills.</p> <p>Possible websites: http://learnenglishteens.britishcouncil.org/skills/writing-skills-practice http://busyteacher.org/classroom_activities-writing-worksheets/ http://www.fluentu.com/english/blog/english-writing-exercises/?lang=en</p>
4.1.1	Give detailed information about themselves and others.	<ol style="list-style-type: none"> 1. Write a list of 5 jobs on the board. 2. Ask the pupils to work in groups of 3 or 4. Tell them to look at each job and note down the skills a person would need to be good at the job. 3. Tell each group to choose one of the jobs and create an application form. Show them some simple examples. Monitor and support as necessary. 4. Make sure each pupil writes out their own form as they plan. 5. Once the pupils have completed their forms put them into pairs. Get them to swap their forms and tell them to imagine they are applying for a job and should fill in the form. 6. Tell pupils to give the form back to the person who wrote it. 7. Explain to the pupils that they must write a summary of the applications they have received. Show them an example, e.g. <i>This person's name is xxxx. She lives in xxxx. She can type. She can use a computer.</i>
4.1.1	Give detailed information about themselves and others.	<ol style="list-style-type: none"> 1. Give out small credit-card-sized pieces of cardboard. Tell pupils they are going to create a pupil ID for summer school. 2. Tell pupils to think about the type of information that is normally included on an ID. Elicit ideas on to the board. 3. Tell pupils they should create their own ID. Explain that they should imagine a character or use a fictional character they like and make their ID. 4. Let them create the ID adding in a picture and details. Support and monitor as they do. If pupils have access to a computer or similar they can create their IDs and print them online. 5. Divide pupils into two groups – school administrators and pupils. Tell the administrators they need to ask questions about the pupil to see if the correct information is on their ID. 6. Tell the pupils to mingle and role play. If space is limited, pair the pupils up then move them around after a few minutes. 7. After a while get the pupils to swap roles and repeat.
4.1.2	Describe future plans or events.	<p><i>Technology based activity: for this you will need a computer room or pupils will need their own devices.</i></p> <ol style="list-style-type: none"> 1. Tell pupils to imagine they are in the future. Get them to search the web for images based on life in the future. 2. Ask them to imagine where they will be and what they will be doing. 3. Ask pupils to work in pairs and discuss their ideas. Tell them to give as much detail as possible to each other. 4. Now ask the pupils to write an email. They should imagine they are living in that future place and are arranging a special weekend. The email should describe their plans for that weekend.

		<p>5. Tell each pupil to send their email to a friend (if pupils have a safe online account) or to you.</p> <p>6. As a follow-up pupils can reply to each other's emails.</p>
4.1.2	Describe future plans or events.	<p>1. Tell pupils to think about a lesson they would like to do in the future. Tell them to think about the topic, if they want to practise speaking, reading, writing or listening or a mixture and if there are any words or language they would like to learn.</p> <p>2. Put them into pairs and ask them to agree on the lesson they would like.</p> <p>3. Once they have planned, put each pair with another to make groups of 4.</p> <p>4. Tell each pair to present their ideas and explain what they will do in the lesson.</p> <p>5. Once they have finished, tell the group of 4 to choose which lesson they would do.</p> <p>6. If it is possible you could note some of their ideas and do some of the topics or lessons they have suggested.</p>
4.1.3	Narrate factual and imagined events and experiences.	<p><i>Technology based activity: for this you will need a computer room or pupils will need their own devices.</i></p> <p>1. Choose a blogging site that pupils can use. Example sites: https://edublogs.org/ https://www.blogger.com/about/</p> <p>2. Look at some sample blogs.</p> <p>3. Tell pupils to imagine an event that happened that day. Tell them to find a few pictures online and write about the event using the pictures to illustrate their blog.</p> <p>4. If there is time, pupils can add comments to each other's posts.</p>
4.1.3	Narrate factual and imagined events and experiences.	<p>1. Ask pupils to pick one of their favourite celebrities – a sports person, singer, writer etc.</p> <p>2. Tell them to work in pairs and tell their partner who they chose and why.</p> <p>3. Now tell the pupils they will imagine they are the celebrity and are writing a diary or blog entry for that celebrity. Give them some ideas of what they should include – what time they get up, what kind of activities they do, who they see, where they go and what they eat and drink.</p> <p>4. Give them time to write. Monitor and support.</p> <p>5. Once they have finished, ask the pupils to swap diaries and read each other's writing. Tell them to think of one question to ask their partner.</p> <p>6. Tell the pupils to ask each other their questions and to imagine the answer the celebrity would give.</p>
4.1.4	Describe personality.	<p>1. Ask pupils to write a list of 10 adjectives that describe people.</p> <p>2. Elicit their ideas and add the words to the board. Keep going until the pupils can't offer any new ones.</p> <p>3. Put 8-10 images of people onto the screen or give them to pupils on a handout. Ask the pupils to choose one image and imagine the person in detail.</p> <p>4. Tell them to write a short paragraph about the person describing them and their personality.</p> <p>5. Once the pupils have completed their paragraphs, ask them to work in groups of 5 or 6. Tell each pupil to read out their paragraph without saying which picture they chose. The other pupils should guess which picture they are describing.</p>
4.1.5	Connect sentences into two coherent paragraphs or more using basic coordinating	<p>1. Find 2 short paragraphs. Write them out again but replace all the reference pronouns with nouns. Take out all the coordinating conjunctions.</p> <p>2. Give the paragraphs to the pupils or project it. Show them the repeated nouns. Tell them to rewrite the text adding in reference pronouns. They can do this alone or in pairs.</p>

	conjunctions and reference pronouns.	<p>3. Check answers.</p> <p>4. Now explain that the coordinating conjunctions have been removed. Tell pupils to read the paragraphs again and add some back in.</p> <p>5. Check answers.</p>
4.1.5	Connect sentences into two coherent paragraphs or more using basic coordinating conjunctions and reference pronouns	<p>1. Find a short text and rewrite it. Take out all the coordinating conjunctions and paragraphing – list the sentences one by one.</p> <p>2. Give the list of sentences to the pupils and ask them to work in pairs.</p> <p>3. Ask the pupils to try and write the text out again adding in the coordinating conjunctions. Monitor and support.</p> <p>4. Check their ideas and rewritten paragraphs.</p> <p>5. Show them the original version of the text and ask them to find the elements that you removed.</p>
4.2.1	Use capitals, full stops, commas in lists, question marks, and speech marks appropriately at discourse level.	<p>1. Choose a short text and write it out removing all the capitals and punctuation marks. Use a short paragraph rather than full text if more suitable for pupils.</p> <p>2. You can email this, put it on a worksheet, or project it for pupils.</p> <p>3. Ask the pupils to correct the text or rewrite the text putting in the capitals and punctuation.</p> <p>4. Check answers.</p>
4.2.1	Use capitals, full stops, commas in lists, question marks, and speech marks appropriately at discourse level.	<p>1. Find a short simple paragraph. This could be from a text the pupils have recently read.</p> <p>2. Ask the pupils to get out a notebook and pen.</p> <p>3. Tell them to listen and write. Dictate the paragraph slowly but don't include full stops, question marks or any other punctuation.</p> <p>4. Dictate it a second time.</p> <p>5. Once you have finished, put the pupils into pairs and ask them to compare what they have written. Get them to ask about any words or anything they are not sure about.</p> <p>6. Once they all have the correct content, tell them to work through the paragraphs again and add in the punctuation.</p>
4.2.2	Spell most high frequency words accurately in independent writing.	<p>1. Give pupils a short spelling test covering some common words.</p> <p>2. Write the correct spellings up on the board and ask the pupils to check their answers.</p> <p>3. Tell pupils to select 5 of the words and try to remember them. Clean the words from the board. Tell the pupils to cover up the words they wrote so they can't copy.</p> <p>4. Ask them to write one or two paragraphs and ensure that they include the five words. Monitor and check as they write.</p> <p>5. Tell the pupils to swap their papers and read the paragraphs. Ask them to find the 5 words that their partner included and check the spelling.</p>
4.2.3	Produce a plan or draft of two paragraphs or more and modify this appropriately in response to feedback.	<p><i>Technology based activity: for this you will need a computer room or pupils will need their own devices.</i></p> <p>1. Tell pupils to use a random picture generator. Example website: http://writingexercises.co.uk/random-image-generator.php Alternatively use the same site to generate a random title.</p> <p>2. Ask the pupils to work in pairs and create a plan for what they will write. This could be a story or a factual essay about a topic.</p> <p>3. Ask them to brainstorm a list of ideas. Encourage them to do this by creating a mind map.</p> <p>4. Tell them to look at the ideas and group them together. Explain that each group of ideas will be a paragraph.</p> <p>5. Give them time to do this.</p> <p>6. Now tell each pupil in the pair to write up one of the paragraphs.</p> <p>7. Once they have done this ask the pupils to swap their paragraphs. Tell them to read what their partner has written and find one thing they can improve, e.g. some spelling; a language error; add in a connecting word.</p>

4.2.3	Produce a plan or draft of two paragraphs or more and modify this appropriately in response to feedback.	<ol style="list-style-type: none"> 1. Write an essay title on the board. 2. Put pupils in small groups and ask them to discuss what they would put in the essay and note down a list of ideas. 3. After 5 minutes tell each group to pass their list to another group. 4. Tell the groups to look at the list of ideas and plan how they would fit into paragraphs by reorganising the list. They should write out the list again in the correct order. Monitor and support. 5. Tell each group to pass their paragraph plans to a new group. 6. Each group should now read through the paragraph plans and make changes if they think it needs improvement. 7. Give the final plans back to the original group to look at. If there is time the original group can write out the paragraphs.
4.2.4	N/A for this level.	

Literature in Action Content and Learning Standards

Form 1

	Learning standard	Activity outline
		<p>Choose a text – you can access possible texts online or use any suitable print resources.</p> <p>Possible websites: http://www.eslfast.com/ http://english-e-books.net/ Select book then ‘read online’ button for access- this needs to be done online with a device or PC.</p>
5.1.1	Describe in simple language a character’s actions or feelings and explain the reasons for them.	<ol style="list-style-type: none"> 1. Find a simple narrative with a character who does lots of things. 2. Create a simple table with the headings ‘Actions’ and ‘Reasons’. Pre-teach these words. Add the subheadings <i>xxxx did this....</i> under actions and <i>because....</i> under reasons. 3. When the pupils have read the story ask them to work in pairs. Tell them to choose a character and fill in the ‘actions’ column, listing all the key actions that the character did. They can choose different characters if there is more than one in the story. 4. When they have finished, ask them to pass their paper to a different pair. 5. The new pair should read the actions listed and in the ‘reasons’ column write down why the character did them. 6. Tell them to pass the paper back to the original pair to check if they agree.
5.1.1	Describe in simple language a character’s actions or feelings and explain the reasons for them.	<p><i>Technology based activity: for this you will need a computer room or pupils will need their own devices.</i></p> <ol style="list-style-type: none"> 1. After reading a story ask the pupils to think about how the person felt at different points in the story. 2. Tell the pupils to open an app tool for messaging or writing e.g. email / text / messaging app. They should open a new message or document. 3. Tell them to choose 4 - 5 emoticons (smiley faces or symbols) that show the events / feelings of their character and put them into a message. 4. Ask the pupils to work in pairs. They can either send their message to their partner or simply show them the draft on their own device. They should tell their partner what each emoticon represents.
5.1.2	Identify and describe in simple language the key characters in a text.	<ol style="list-style-type: none"> 1. Find a text with at least 3 - 4 significant characters in it. 2. Create a mind map for each key character with the name in the centre. Include 3 - 4 mind maps. Write a set of characteristics / adjectives or actions in a list not linked to any of the mind maps. 3. Ask the pupils to read the story and decide which of the words should be added to which mind map. 4. Give pupils time to read and put the words onto the mind maps. 5. Ask them to compare their ideas with a partner. 6. Check answers together. 7. Now ask pupils to work together and create a description of one of the characters. Give some stem sentences adapting these to the context e.g. <i>Harry is..... He likes... In the story he.....because.....</i> 8. Check their ideas.
5.1.2	Identify and describe in simple language the key characters in a text.	<ol style="list-style-type: none"> 1. Ask the pupils to choose a favourite character from a story they have read recently. Alternatively ask them to read a short story and choose a character they like. 2. Ask them to complete a writing frame. Put this on the board or give it to them as a worksheet with gaps for them to write in. <i>My favourite character is.....</i> <i>He/she is.....[what kind of character]</i>

		<p><i>He/she....[what does he/she look like]</i> <i>In the story he/she....[what important things do they do?]</i> <i>I like this character because....</i></p> <p>3. Now ask pupils to change some of their sentences into questions. Give examples. E.g. <i>He is tall and he has dark hair</i> becomes <i>Is he tall or short? She is very kind</i> becomes <i>Is she kind or selfish? Why?</i></p> <p>4. Give pupils time to write the questions and check and monitor as they do.</p> <p>5. Put pupils into pairs. Tell them to ask their questions and see if the other pupil can answer correctly.</p>
5.1.2	Identify and describe in simple language the key characters in a text.	<p><i>Project work</i></p> <p>1. Explain that you will be making a 'character wall' in the project.</p> <p>2. With pupils design a 'character ID' template. This could include basic details but also character, interests, key events etc. Leave space for a picture. You can have an electronic template or a paper one.</p> <p>3. Each time the pupils read a narrative / story / part of a narrative ask them to choose a character and fill in the character ID. If this is on paper they can draw a picture. If it is electronic they can find a picture they think fits the character.</p> <p>4. When they have finished they should find another pupil with the same character and see if they have similar information.</p> <p>5. Each pupil should keep their character IDs. They can go in an electronic folder or a paper folder depending on how they are working.</p> <p>6. At the end of the project, ask pupils to find all their character IDs and look at them.</p> <p>7. Tell them to choose the 'best' and 'worst' character. Put them into small groups and ask them to explain to their group who they have chosen and why. They should see if anyone else in the group has selected the same characters.</p> <p>8. If you have time ask each pupil to choose their favourite ID and make a wall display or gallery of characters for everyone to look at. (If the pupils have used IT they could bring in a print out of their favourite.)</p>
5.2.1	N/A for this level.	
5.3.1	Respond imaginatively and intelligibly through creating simple stories and simple poems. Other imaginative responses as appropriate.	<p><i>Technology based activity: for this you will need a computer room or pupils will need their own devices.</i></p> <p>1. Ask pupils to log on to the following site and follow the instructions adding in names, adjectives and so on to the correct boxes. http://www.readathon.org/the-storymaker/?gclid=CKWWgOLtrtQCFSIG0wodjjsKLw</p> <p>2. Allow them to create a story. They could choose a theme or character from something they have read. Monitor what they are doing carefully.</p> <p>3. Ask them to work with a partner and read each other's stories.</p> <p>4. When they have finished tell them to try and retell the story to their partner.</p> <p>5. Their partner should correct them if possible.</p> <p>6. When they finish they can check the original stories to see if they are correct.</p>
5.3.1	Respond imaginatively and intelligibly through creating simple stories and simple poems.	<p>1. Find a story for pupils to read. Choose one with some tasks or worksheets or create these so the pupils read carefully.</p> <p>2. When they finish ask them to work in small groups.</p> <p>3. Give them large poster paper and pens.</p> <p>4. Ask them to choose one part of the story and create a picture including as many details as they can.</p> <p>5. Give them time to complete their pictures.</p>

	<p>Other imaginative responses as appropriate.</p>	<p>6. When they have finished they should show their pictures to the class. Ask the other pupils to identify which part of the story they have drawn.</p> <p>7. After the pupils have finished sharing their pictures, tell them to choose a person / animal from the image if there is one and describe how that person / animal is feeling and why. They can do this as a speaking or a writing task.</p> <p>If there are no people or animals they can choose an object or place in the picture and describe it instead.</p> <p>8. Now ask them to think of a short story of their own which features the same person / object or place.</p> <p>9. In groups they write their own simple narrative. Monitor as they do so and support as necessary.</p> <p>10. When they finish they can read their stories to the class.</p>
<p>5.3.1</p>	<p>Respond imaginatively and intelligibly through creating simple stories and simple poems.</p> <p>Other imaginative responses as appropriate.</p>	<p><i>Project work</i></p> <p><i>These tasks could be completed over a number of lessons</i></p> <p>1. After reading a story, ask the pupils to work in groups. Assign a character from the story to each group.</p> <p>2. Ask them to work together and imagine what happened to that character after the original story ended.</p> <p>3. Give them time to discuss and work on this, monitoring to support.</p> <p>4. When they have finished get each group to role play what happened.</p> <p>5. Confident pupils could do their role play for the rest of the class.</p> <p>6. Ask the pupils to now write their new narrative into a story and create illustrations for it. When they have finished they can either read their story to the group and project their images, or they could put the stories up on the classroom walls.</p> <p>7. Tell pupils to read the story of one of the other groups and imagine they are the character from the story. Each pupil should now write a 'diary entry' or 'blog' as if they were that character.</p>

**Bahagian Pembangunan Kurikulum
Kementerian Pendidikan Malaysia**

Aras 4-8, Blok E9

Kompleks Kerajaan Parcel E

62604 W.P. Putrajaya

Tel: 03-8884 2000 Fax: 03-8888 9917

<http://bpk.moe.gov.my/>