



KEMENTERIAN PENDIDIKAN MALAYSIA

# KURIKULUM STANDARD SEKOLAH MENENGAH

## *English Language Scheme of Work Secondary Form 2*



# **Secondary Form 2**

## **Scheme of Work**

## **Contents**

### *Content Overview*

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 2 Curriculum Framework	p.10
4. Differentiation strategies for secondary pupils	p.15
5. Scheme of Work: Lessons 1 – 112	p.21
6. Appendices	p.137
A. Textbook-Based Lessons: extension activities	p.138
B. Non-Textbook-Based Lessons: suggested activities	p.158

## **Secondary Form 2 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 their textbook-based lessons and creating 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 2 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 it is hoped 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 2 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 2 Learning Standards found within the Curriculum Framework.

## 1. Content and organisation of the Scheme of Work

### What is the Secondary Form 2 Scheme of Work and how can it help teachers?

The Secondary Form 2 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 2 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 2 textbook. This textbook is Pulse 2 and Form 2 will cover the content from **Unit 6 to Unit 9** 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 review difference between the use of the Present Perfect and Past Simple).
- 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 2 Scheme of Work covers Units 6 – 9 from the textbook and therefore 44 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:

<b>Lesson</b>	<b>Lesson Skill/Focus</b>	<b>Time</b>
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 three cycles of non-textbook-based lessons (i.e. 3 cycles of 6 lessons = 18 lessons). This is to ensure that the textbook-based lessons are evenly distributed throughout the year.

Teachers should note that the final two lessons in the Form 2 Scheme of Work (Lessons 111 and 112) provide teachers with the opportunity to create project-based lessons. These can be based on a different project focus for each of the two lessons, or one project over the two lessons. Teachers will also have the opportunity to select appropriate Content and Learning Standards for these two 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 2.

### 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 the 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 2 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 2 Curriculum Framework	Meaning
<b>Listening</b>	
<p>Listening 1.1.1</p> <p><b>Understand independently</b> the main ideas in <b>simple longer texts</b> on <b>a range of familiar topics</b></p> <p>See also</p> <ul style="list-style-type: none"> <li>• Listening 1.1.2</li> <li>• Listening 1.1.3</li> <li>• Listening 1.2.1</li> <li>• Reading 3.1.1</li> <li>• Reading 3.1.2</li> <li>• Reading 3.1.3</li> <li>• Reading 3.1.4</li> <li>• Reading 3.1.5</li> <li>• Reading 3.2</li> <li>• Writing 4.2.3</li> </ul>	<p><b>Understand independently</b> Pupils who can understand the main idea of a text independently can understand the main idea without any help.</p> <p><b>simple longer texts</b> 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><b>a range of familiar topics</b> 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 jobs and chores, transport, and sport.</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 1.1.3</p> <p>Recognise <b>with support</b> attitudes or opinions in simple longer texts on a range of familiar topics</p> <p>See also</p> <ul style="list-style-type: none"> <li>• Reading 3.1.5</li> </ul>	<p><b>with support</b></p> <p>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>Listening 1.1.4</p> <p>Understand <b>with little or no support</b> longer sequences of classroom instructions</p> <p>See also</p> <ul style="list-style-type: none"> <li>• Listening 1.1.2</li> <li>• Listening 1.1.5</li> <li>• Listening 1.1.6</li> </ul>	<p><b>little or no support</b></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><b>longer sequences of classroom instructions</b></p> <p>Longer sequences of classroom instructions usually contain 3 sequences or more in the task which pupils do (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</p> <p>Understand with little or no support <b>more complex questions</b></p>	<p><b>more complex questions</b></p> <p>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>Listening 1.1.6</p> <p>Understand with <b>little or no support longer simple narratives</b> on a <b>wide range of familiar topics</b></p>	<p><b>longer simple narratives</b></p> <p>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><b>a wide range of familiar topics</b></p> <p>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 jobs and chores, transport, and sport.</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 2.1.2</p> <p><b>Ask for and respond appropriately to simple suggestions</b></p>	<p><b>simple suggestions</b></p> <p>Simple suggestions are suggestions which are contain ideas and language which pupils can understand e.g. <i>Let's ask Anita to help us.</i></p> <p><b>Ask for and respond appropriately</b></p> <p>Pupils who can ask for suggestions and respond appropriately can ask for a suggestions (e.g. What should we do?) and can respond by accepting or rejecting a suggestion e.g. <i>Good idea! / Thanks, but I've done that already</i>)</p>
<p>Speaking Content Standard 2.3 Focus</p> <p>Manage interaction <b>appropriately</b></p> <p>See also</p> <ul style="list-style-type: none"> <li>• Speaking 2.3</li> <li>• Writing 4.2</li> <li>• Writing 4.2.3</li> </ul>	<p><b>appropriately</b></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</p> <p>Keep interaction going in <b>longer exchanges</b> by checking understanding of what a speaker is saying</p>	<p><b>longer exchanges</b></p> <p>Longer exchanges are usually interactions in which each pupil has more than 4 speaking turns.</p>

Writing	
<p>Writing 4.2.1</p> <p>Punctuate written work <b>with moderate accuracy</b></p> <p>See also</p> <ul style="list-style-type: none"> <li>• Writing 4.2.2</li> </ul>	<p><b>with moderate accuracy</b></p> <p>Moderate accuracy means that punctuation is mostly accurate, but written work sometimes contains mistakes. Such mistakes are typical of A2 learners.</p>
<p>Writing 4.2.3</p> <p>Produce a plan or draft of two paragraphs or more and <b>modify this appropriately</b> either <b>in response to feedback</b> or independently</p>	<p><b>modify this appropriately in response to feedback</b></p> <p>Feedback means comments on a pupil's piece of 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: Health and Environment						
	TOPIC: Environmental Sustainability						
	LANGUAGE/GRAMMAR FOCUS: Vocabulary related to recycling						
CONTENT STANDARD		LEARNINGSTANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b>  <b>Speaking 2.1</b>  Communicate information, ideas, opinions and feelings intelligibly on familiar topics		<b>Main Skill</b>  <b>Speaking 2.1.2</b>  Ask for and respond appropriately to simple suggestions	Teachers to refer to the suggested lesson plan on the following page.	Image provided, or a suitable image of your own related to recycling	Science and Technology	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	
<b>Complementary Skill</b>  <b>Speaking 2.3</b>  Use appropriate communication strategies		<b>Complementary Skill</b>  <b>Speaking 2.3.1</b>  Keep interaction going in longer exchanges by checking understanding of what a speaker is saying					



## **Pre-lesson**

1. Welcome pupils, introduce yourself, and explain that you would like pupils to introduce themselves to each other, and that later they will start a topic focus which will continue for the following 4 lessons.
2. First, ask pupils to introduce themselves in English to classmates sitting near them.
3. Now ask pupils to stand in a line in alphabetical order of their first names.
4. In pairs, pupils remember as many names as they can (e.g. He's Ravi, She's Zil).
5. Finish by eliciting the names of everyone in the line.

## **Lesson delivery**

6. Explain that the focus of the lesson will now turn to speaking about a topic, and that they need to guess the topic
  7. Show the image or one of your own, and elicit the topic (recycling).
  8. Elicit the meaning of 'recycling': be ready to explain the meaning yourself if necessary.
  9. Divide pupils into groups of 3 or 4 and ask them to brainstorm 5 things or more which can be recycled.
  10. Write this statement on the board: 'Recycling is a nice idea, but I don't do it because it's not really my problem.'
  11. Divide pupils into groups of 3 or 4 and ask them to suggest 3 reasons or more why recycling is a good idea. You may need to help pupils with vocabulary as you monitor.
  12. Write suggestions on the board. Again, you may need to help pupils with vocabulary.
- (Possible answers relate to environmental and human benefits, and include:
- it keeps the environment clean and attractive to live in
  - it saves many of the earth's resources (e.g. rainforests)
  - it saves energy needed to make new products: this reduces greenhouse gases and also saves resources).

## **Post lesson**

13. Cover or erase the board and ask pupils to remember and share key reasons for recycling.

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

WEEK: _____	<b>LESSON 2:</b> Listening					
	<b>MAIN SKILL(S) FOCUS:</b> Listening					
	<b>THEME:</b> Health and Environment					
	<b>TOPIC:</b> Environmental Sustainability					
	<b>LANGUAGE/GRAMMAR FOCUS:</b> Vocabulary related to recycling: waste, leftovers, landfill Modals of suggestion: You can ..., You could...					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Listening 1.1</b> Understand meaning in a variety of familiar contexts	<b>Main Skill</b> <b>Listening 1.1.1</b> Understand independently the main ideas in simple longer texts on a range of familiar topics	Teachers to refer to the suggested lesson plan on the following page.	Recording: How much food do you waste? The recording and a transcript are downloadable from <a href="http://www.bbc.co.uk/learningenglish/english/features/6-minute-english/ep-170511">http://www.bbc.co.uk/learningenglish/english/features/6-minute-english/ep-170511</a> Download both before the lesson. Device to play the downloaded recording. If none is available, you could read the transcript out.	Science and Technology	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	
<b>Complementary Skill</b> <b>Speaking 2.1</b> Communicate information, ideas, opinions and feelings intelligibly on familiar topics	<b>Complementary Skill</b> <b>Speaking 2.1.2</b> Ask for and respond appropriately to simple suggestions					

### **Pre-lesson**

1. Introduce the title of the listening text and pre-teach 'waste'.
2. Explain the learning focus of the lesson.
3. Set the pre-listening task from the text and ask pupils to predict the answer.

### **Lesson delivery**

4. Play the recording. Ask pupils to check their answer in pairs.
5. Check the answer with the whole class.
6. Set pupils 2 new listening tasks:
  - i). Who is the main cause of food waste?
    - a) supermarkets
    - b) restaurants
    - c) people in homes
  - ii). What happens to wasted food?

(Answers 1:c, 2:It goes into landfills)
7. Ask pupils to listen again, and then to check their answers in pairs.
8. Check the answer with the whole class.
9. Vocabulary work: write on the board the 6 vocabulary items the transcript focuses on, give an explanation, and ask them to tell you the word.
10. Ask pupils to repeat stage 9 in small groups.
11. Divide pupils into pairs or groups of 3. Tell them to make 3 suggestions or more on why it is a good idea to recycle leftover food (e.g. it saves money, it's better for the environment etc)
12. Elicit their answers as a whole class.
13. Lesson focus now moves on to pupils' own ideas and experiences with wasted food.
14. Give pupils an example of how you could recycle leftover food (e.g. You can/could freeze leftover rice and use it later for another meal, feed it to chickens).
15. Divide pupils into different groups of 3 or 4.
16. Ask pupils to make 3 or more suggestions on how to recycle leftover food.

**Post lesson**

17. Share answers with the whole class. Write suggestions on the board.

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

WEEK: _____	<b>LESSON 3:</b> Reading					
	<b>MAIN SKILL(S) FOCUS:</b> Reading					
	<b>THEME:</b> Health and Environment					
	<b>TOPIC:</b> Environmental Sustainability					
	<b>LANGUAGE/GRAMMAR FOCUS:</b> Present Simple Passive					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning  <b>Complementary Skill</b> <b>Speaking 2.1</b> Communicate information, ideas, opinions and feelings intelligibly on familiar topics	<b>Main Skill</b> <b>Reading 3.1.3</b> Guess the meaning of unfamiliar words from clues provided by other known words and by context on a range of familiar topics  <b>Complementary Skill</b> <b>Speaking 2.1.1</b> Ask about and explain key information from simple texts	Teachers to refer to the suggested lesson plan on the following page.	Copies of worksheets and complete versions of How paper is recycled and How glass is recycled.  See provided materials.	Science and Technology	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

## Pre-lesson

1. Write the titles of the 2 reading texts - *How paper is recycled* and *How glass is recycled* with the words in the wrong order on the board. Ask pupils to sequence the words in the 2 titles in the right order.
2. Explain that these titles will be the focus of the Reading lesson. Ask pupils to explain why the titles use the passive (focus on what happens rather than who makes it happen) and how to form the present simple passive. Pupils can use L1 here if need be, as the focus is on their understanding and learning rather than the accuracy of their English.

## Lesson delivery

3. Divide the class into 2 big groups. Give one half *How paper is recycled* worksheet and the other half *How glass is recycled* worksheet.
4. Tell each half to match the text to the correct pictures, to check their answers in pairs or small groups, and to say each time which aspect of the pictures, text, or both helped them to make their answer.
5. Quickly check answers with each group.  
(How paper is recycled 1B, 2D, 3A, 5E, 6C  
How glass is recycled 1B, 2D, 3C, 5A, 6E).
6. Elicit briefly from each half of the class which clues helped them with their answers.
7. Now write the titles of the 2 texts on the board and key nouns and base words for each step (e.g. How paper is recycled step 1: Paper + take + put + recycling container).
8. Ask pupils to work in pairs to use the prompts on the board to retell the process. They can use the complete text to help, but should try to work mostly from the prompts, so that they are using their own understanding and language rather than simply reading aloud.
9. When pupils are ready, ask them to form new groups of 4, with each group containing 2 pupils from the paper group and 2 from the glass group.
10. Ask pupils to swap pictures, and to give each other a minute or two to think about the new pictures. When they are ready, pupils give the pictures back.
11. Pupils now tell each other about their own process, using the prompts they practised with in stage 7.

## Post lesson

12. Ask pupils in pairs and then as a whole class to say one new or interesting thing they learned about recycling.
13. Hand out the completed texts on paper and glass recycling to the **whole class**.

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

WEEK: _____	LESSON 4: Writing						
	MAIN SKILL(S) FOCUS: Writing						
	THEME: Health and Environment						
	TOPIC: Environmental Sustainability						
	LANGUAGE/GRAMMAR FOCUS: Present Simple Passive						
CONTENT STANDARD		LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Writing 4.1</b>  Communicate intelligibly through print and digital media on familiar topics		<b>Main Skill</b> <b>Writing 4.1.1</b>  Explain simple content from what they have read	Teachers to refer to the suggested lesson plan on the following page.	How aluminium is recycled worksheet  How aluminium is recycled complete version  See provided materials.	Science and Technology	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	
<b>Complementary Skill</b> <b>Writing 4.2</b>  Communicate with appropriate language, form and style		<b>Complementary Skill</b> <b>Writing 4.2.3</b>  Produce a plan or draft of two paragraphs or more and modify this appropriately either in response to feedback or independently					

## Pre-lesson

1. Write the first letter of each word in the title How aluminium is recycled on the board, i.e.

H \_ \_ a \_ \_ \_ \_ \_ i \_ r \_ \_ \_ \_ \_

2. Elicit letters from pupils so that they complete the title.

## Lesson delivery

3. Ask pupils to tell you things made from aluminium. You will probably need to help them with vocabulary here: possibilities include drinks cans, food wrappers, tin foil, ready meals containers. Some knives, forks and spoons also contain aluminium.

4. Remind pupils of the previous lesson and ask them why the title uses the passive (focus on what happens rather than who makes it happen) and how to form the present simple passive. Explain that this will be the language focus of the lesson.

5. Ask pupils to tell you anything they know or can guess about how aluminium is recycled.

6. Hand out the *How aluminium is recycled* worksheet and ask them to tell you if any of their ideas were correct.

7. Complete step 1 of the process together as a whole class, so that pupils have a model for what to do with the rest of the task.

8. Ask pupils to work either alone or in pairs, as appropriate to your context, to complete the remaining steps.

9. Put pupils into pairs if they've worked alone, or into 4s if they've worked in pairs, and ask them to swap work, check each other's answers, and to give each other feedback on their work.

10. Ask individual pupils to come to the board to write answers on the board.

11. Check answers together as a whole class, and ask pupils to make corrections to sentences on the board and in their own work if need be.

## Post lesson

12. Hand out the correct version of the recycling process so that pupils can double check their answers.

13. Ask pupils to tell you one interesting thing they learned about recycling aluminium.

14. If there is time, erase writing on the board, ask pupils to cover the sentences on their worksheets and to explain the process to each other in pairs.



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

WEEK:	<b>LESSON 5:</b> Literature in Action					
	<b>MAIN SKILL(S) FOCUS:</b> Literature in Action					
	<b>THEME:</b> Health and Environment					
	<b>TOPIC:</b> Environmental Sustainability					
	<b>LANGUAGE/GRAMMAR FOCUS:</b> Recycled language from lessons 1 - 4, imperatives					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Literature in Action 5.1</b> Engage with, respond to and interpret a variety of literary text types	<b>Main Skill</b> <b>Literature in Action 5.1.1</b> Explain in simple language connections between characters, places or events in texts and their own lives	Teachers to refer to the suggested lesson plan on the following page.	Video of the song I am the Earth (with lyrics) from <a href="https://www.youtube.com/watch?v=TNtmqStVRo0">https://www.youtube.com/watch?v=TNtmqStVRo0</a> To download the video before the lesson, type in 'ss' before YouTube i.e. <a href="https://www.ssyoutube.com/watch?v=TNtmqStVRo0">https://www.ssyoutube.com/watch?v=TNtmqStVRo0</a> and click on the download video in your browser message in the middle right of your screen. If your pupils like the song, there is a version of Indonesian children singing the song which they might enjoy singing along to once they know the song themselves <a href="https://glynlehmman.com/">https://glynlehmman.com/</a>	Science and Technology	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	
<b>Complementary Skill</b> <b>Literature in Action 5.3</b> Express an imaginative response to literary texts	<b>Complementary Skill</b> <b>Literature in Action 5.3.1</b> Respond imaginatively and intelligibly through creating poems, board games, puzzles and quizzes					

	Other imaginative responses as appropriate					
--	--	--	--	--	--	--

### Pre-lesson

1. Write *I Am the Earth* on the board, and tell pupils that this is the title of the song they will hear and later sing.

### Lesson delivery

2. Tell them that the song refers to a number of natural features on earth e.g. deserts.
3. Ask pupils to predict other words they might hear in the song, and write these on the board
4. Play the song.
5. Check predicted answers as a whole class. Clarify the meaning of 'we turned the tide': this will be helpful in stages 7 and 8.
6. Ask pupils whether they like the song or not, and to tell you why.
7. Play the song again, and ask pupils to sing along.

8. Elicit the meaning of lyrics towards the end of the song, by asking pupils whether the idea is that young people should try to improve the environment or not, and to explain their answer. The specific end-of-song lyrics are:

I am the storm clouds gathering  
We will make the choice  
We share the future  
Stand side by side  
One Earth, one people  
We'll turn the tide  
And in the future  
They'll say with pride  
One Earth, one people  
We turned the tide  
Side by side

9. Clarify if necessary that the message is a positive one (clues include: One earth, one people, stand side by side, we turned the tide etc)

10. Elicit a few things pupils can or already do to improve the environment around them (e.g. throw rubbish in rubbish bins, recycle paper, glass).

11. Divide pupils into 2s or 3s and ask them to make a poster of 5 things we can do to help our world. Ask them to use imperatives when expressing their ideas. Pupils can illustrate their posters if they like, but must work on their text first.

12. Put posters on the wall or on desks, and ask pupils to read their classmates' ideas.

### **Post lesson**

13. Ask pupils to explain any interesting or unusual ideas to their classmates.

14. If there is time, sing the song again together.

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

WEEK: _____	<b>LESSON 6:</b> Language Awareness
	<b>MAIN SKILL(S) FOCUS:</b>
	<b>THEME:</b> Health and Environment
	<b>TOPIC:</b> Environmental Sustainability
	<b>LANGUAGE/GRAMMAR FOCUS:</b> Modal verbs to talk about rules and obligations in the present

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

### **Pre-lesson**

1. Split the class into groups of 4 or 5. Give them the names of places.  
Example: school, hospital, football stadium, petrol station, beach
2. Pupils must write the rules for one of the places assigned to them and then read out the rules to the class. The other groups repeat the rules and guess the location.

### **Lesson delivery**

3. Pupils read a text on recycling.
4. Pupils choose the sentences that depict the do's and don'ts'.
5. Pupils write the do's and don'ts' on a sticky note and paste it on a combo mat.
6. Pupils discuss the answers in a group.
7. Roam or Remain – One of the pupils from each group remains at the table. The others move from one table to another by writing other rules related to the topic.
8. Pupils present their work to the class.
9. Pupils are given a worksheet to match the do's and don'ts.

### **Post Lesson**

10. Teacher poses a question: What do you think will happen to this earth in ten years to come?"
11. Think-pair-share: Pupils turn to the partners and share their responses.

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 6)

WEEK: _____	<b>LESSON 7:</b> Speaking
	<b>MAIN SKILL(S) FOCUS:</b> Speaking
	<b>THEME:</b> Consumerism and Financial Awareness
	<b>TOPIC:</b> Jobs and chores
	<b>LANGUAGE/GRAMMAR FOCUS:</b> Vocabulary related to jobs and chores

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b>  <b>Speaking 2.3</b>  Use appropriate communication strategies	<b>Main Skill</b>  <b>Speaking 2.3.1</b>  Keep interaction going in longer exchanges by checking understanding of what the speaker is saying	<b>Pre-Lesson</b>  See Teacher's Book.  <b>Lesson Delivery</b>  See Teacher's Book.  <b>Post Lesson</b>  See Teacher's Book.	Pulse 2 Unit 6 p.62	Language	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 6)

<b>WEEK:</b>	<b>LESSONS 8 - 9:</b> Reading
	<b>MAIN SKILL(S) FOCUS:</b> Reading
	<b>THEME:</b> Consumerism and Financial Awareness
	<b>TOPIC:</b> Online message board
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning  <b>Complementary Skills</b> <b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning  <b>Speaking 2.1</b> Communicate information, ideas, opinions and feelings intelligibly on familiar topics	<b>Main Skill</b> <b>Reading 3.1.1</b> Understand the main points in simple longer texts on a range of familiar topics  <b>Complementary Skills</b> <b>Reading 3.1.2</b> Understand specific details and information in simple longer texts on a range of familiar topics  <b>Speaking 2.1.1</b> Ask about and explain key information from simple texts	<b>Pre-Lesson</b> See Teacher's Book.  <b>Lesson Delivery</b> See Teacher's Book.  <b>Post Lesson</b> See Teacher's Book.	Pulse 2 Unit 6 p.63	Language	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 6)

<b>WEEK:</b>	<b>LESSON 10:</b> Language Awareness (6.1)
	<b>MAIN SKILL(S) FOCUS:</b>
	<b>THEME:</b> Consumerism and Financial Awareness
	<b>TOPIC:</b> Future plans
	<b>LANGUAGE/GRAMMAR FOCUS:</b> Learn and review <i>be going to</i> for future plans and intentions. Contrast <i>will</i> and <i>going to</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b>  This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.	<b>Main Skill</b>  This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.	<b>Pre-Lesson</b>  See Teacher's Book.  <b>Lesson Delivery</b>  See Teacher's Book.  <b>Post Lesson</b>  See Teacher's Book.	Pulse 2 Unit 6 p.64	Language	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	



## SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 6)

WEEK: _____	<b>LESSON 11:</b> Listening
	<b>MAIN SKILL(S) FOCUS:</b> Listening
	<b>THEME:</b> Consumerism and Financial Awareness
	<b>TOPIC:</b> Money and shopping
	<b>LANGUAGE/GRAMMAR FOCUS:</b> Verbs related to money

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Listening 1.1</b> Understand meaning in a variety of familiar contexts	<b>Main Skills</b> <b>Listening 1.1.2</b> Understand independently specific information and details in simple longer texts on a range of familiar topics	<b>Pre-Lesson</b> See Teacher's Book.  <b>Lesson Delivery</b> See Teacher's Book.	Pulse 2 Unit 6 p.65	Financial Education	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	
<b>Complementary Skill</b> <b>Listening 1.2</b> Use appropriate listening strategies in a variety of contexts	<b>Complementary Skill</b> <b>Listening 1.2.1</b> Guess the meaning of unfamiliar words from clues provided by other words and by context on a range of familiar topics	<b>Post Lesson</b> See Teacher's Book.				

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 6)

<b>WEEK:</b>	<b>LESSON 12:</b> Enrichment Activity
	<b>MAIN SKILL(S) FOCUS:</b> Reading
	<b>THEME:</b> Consumerism and Financial Awareness
	<b>TOPIC:</b> Shopping
	<b>LANGUAGE/GRAMMAR FOCUS:</b> Vocabulary related to shopping

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning  <b>Main Skill</b> <b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning	<b>Main Skill</b> <b>Reading 3.1.2</b> Understand specific details and information in simple longer texts on a range of familiar topics  <b>Complementary Skill</b> <b>Reading 3.1.1</b> Understand the main points in simple longer texts on a range of familiar topics	<b>Pre-Lesson</b> See Teacher's Book.  <b>Lesson Delivery</b> See Teacher's Book.  <b>Post Lesson</b> See Teacher's Book.	Pulse 2 Unit 6 p.66	Financial Education	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 6)

<b>WEEK:</b>	<b>LESSON 13:</b> Language Awareness (6.2)
	<b>MAIN SKILL(S) FOCUS:</b>
	<b>THEME:</b> Consumerism and Financial Awareness
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b> Learn and review a set of future time expressions. Learn and review <i>would like / wouldn't like</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b>  This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.	<b>Main Skill</b>  This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.	<b>Pre-Lesson</b>  See Teacher's Book.  <b>Lesson Delivery</b>  See Teacher's Book.  <b>Post Lesson</b>  See Teacher's Book.	Pulse 2 Unit 6 p.67	Financial Education	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 6)

WEEK: _____	<b>LESSONS 14 - 15:</b> Action Oriented Task
	<b>MAIN SKILL(S) FOCUS:</b> Reading, Listening, Writing and Speaking
	<b>THEME:</b> Consumerism and Financial Awareness
	<b>TOPIC:</b> Pocket Money
	<b>LANGUAGE/GRAMMAR FOCUS:</b> Asking for a favour

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skills</b> <b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning <b>Listening 1.1</b> Understand meaning in a variety of familiar contexts <b>Writing 4.1</b> Communicate intelligibly through print and digital media on familiar topics	<b>Main Skills</b> <b>Reading 3.1.2</b> Understand specific details and information in simple longer texts on a range of familiar topics <b>Listening 1.1.2</b> Understand independently specific information and details in simple longer texts on a range of familiar topics <b>Writing 4.1.2</b> Make and respond to simple requests and suggestions	<b>Pre-Lesson</b> See Teacher's Book. <b>Lesson Delivery</b> See Teacher's Book. <b>Post Lesson</b> See Teacher's Book.	Pulse 2 Unit 6 p.68 – p.69	Language	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

<b>Speaking 2.1</b>  Communicate information, ideas, opinions and feelings intelligibly on familiar topics	<b>Speaking 2.1.2</b>  Ask for and respond appropriately to simple suggestions					
--	--	--	--	--	--	--

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 6)

<b>WEEK:</b>	<b>LESSON 16:</b> Writing
	<b>MAIN SKILL(S) FOCUS:</b> Writing
	<b>THEME:</b> Consumerism and Financial Awareness
	<b>TOPIC:</b> Birthday party
	<b>LANGUAGE/GRAMMAR FOCUS:</b> (1) Writing an informal letter using pronouns to avoid repeating names and nouns

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Writing 4.2</b> Communicate with appropriate language form and style	<b>Main Skill</b> <b>Writing 4.2.3</b> Produce a plan or draft of two paragraphs or more and modify this appropriately either in response to feedback or independently	<b>Pre-Lesson</b> See Teacher's Book.  <b>Lesson Delivery</b> See Teacher's Book.  <b>Post Lesson</b> See Teacher's Book.	Pulse 2 Unit 6 p.70	Language	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 6)

WEEK: _____	<b>LESSON 17:</b> Literature in Action
	<b>MAIN SKILL(S) FOCUS:</b> Literature in Action
	<b>THEME:</b> Consumerism and Financial Awareness
	<b>TOPIC:</b> Teacher to select
	<b>LANGUAGE/GRAMMAR FOCUS:</b> Teacher to select

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b>  <b>Literature in Action 5.1</b>  Engage with, respond to and interpret a variety of literary text types	<b>Main Skill</b>  <b>Literature in Action 5.1.1</b>  Explain in simple language connections between characters, places, or events in texts and their own lives	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 6 of the textbook.  Alternatively, teachers may develop their own lesson based on the themes/topics contained in Unit 6 of the textbook using other possible resources.		Financial Awareness	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

### SCHEME OF WORK: NON-TEXTBOOK BASED LESSON

WEEK: _____	<b>LESSON 18:</b> Listening
	<b>MAIN SKILL(S) FOCUS:</b> Listening
	<b>THEME:</b> People and Culture
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Listening 1.1</b> Understand meaning in a variety of familiar contexts	<b>Main Skills</b> <b>Listening 1.1.6</b> Understand with little or no support longer simple narratives on a wide range of familiar 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.	
<b>Complementary Skill</b> <b>Listening 1.1</b> Understand meaning in a variety of familiar contexts	<b>Complementary Skill</b> <b>Listening 1.1.5</b> Understand with little or no support more complex questions					

### SCHEME OF WORK: NON-TEXTBOOK BASED LESSON



<b>WEEK:</b>	<b>LESSON 19:</b> Speaking
	<b>MAIN SKILL(S) FOCUS:</b> Speaking
	<b>THEME:</b> People and Culture
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Speaking 2.1</b> Communicate information, ideas, opinions and feelings intelligibly on familiar topics  <b>Complementary Skill</b> <b>Speaking 2.1</b> Communicate information, ideas, opinions and feelings intelligibly on familiar topics	<b>Main Skill</b> <b>Speaking 2.1.1</b> Ask about and explain key information from simple texts  <b>Complementary Skill</b> <b>Speaking 2.1.5</b> Express opinions or feelings about character and personality	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

<b>WEEK:</b>	<b>LESSON 20:</b> Reading
	<b>MAIN SKILL(S) FOCUS:</b> Reading
	<b>THEME:</b> People and Culture
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning  <b>Complementary Skill</b> <b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning	<b>Main Skill</b> <b>Reading 3.1.5</b> Recognise with support attitude or opinion of the writer in simple longer texts  <b>Complementary Skill</b> <b>Reading 3.1.1</b> Understand specific details and information in simple longer texts on a range of familiar 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: _____	<b>LESSON 21:</b> Writing
	<b>MAIN SKILL(S) FOCUS:</b> Writing
	<b>THEME:</b> People and Culture
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Writing 4.1</b> Communicate intelligibly through print and digital media on familiar topics  <b>Complementary Skill</b> <b>Writing 4.1</b> Communicate intelligibly through print and digital media on familiar topics  <b>Writing 4.2</b> Communicate with appropriate language, form and style	<b>Main Skill</b> <b>Writing 4.1.1</b> Explain simple content from what they have read  <b>Complementary Skill</b> <b>Writing 4.1.5</b> Organise and sequence ideas within short texts on familiar topics  <b>Writing 4.2.2</b> Spell written work with moderate accuracy	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: _____	<b>LESSON 22:</b> Literature in Action
	<b>MAIN SKILL(S) FOCUS:</b> Literature in Action
	<b>THEME:</b> People and Culture
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Literature in Action 5.1</b> Engage with, respond to and interpret a variety of literary text types	<b>Main Skill</b> <b>Literature in Action 5.1.1</b> Explain in simple language connections between characters, places, or events in texts and their own lives	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: _____	<b>LESSON 23:</b> Language Awareness
	<b>MAIN SKILL(S) FOCUS:</b>
	<b>THEME:</b> People and Culture
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

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

## SCHEME OF WORK: NON-TEXTBOOK BASED LESSON

WEEK: _____	<b>LESSON 24:</b> Listening
	<b>MAIN SKILL(S) FOCUS:</b> Listening
	<b>THEME:</b> Health and Environment
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Listening 1.1</b> Understand meaning in a variety of familiar contexts	<b>Main Skill</b> <b>Listening 1.1.3</b> Recognise with support attitudes or opinions in simple longer texts on a range of familiar 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.	
<b>Complementary Skill</b> <b>Listening 1.1</b> Understand meaning in a variety of familiar contexts	<b>Complementary Skill</b> <b>Listening 1.1.4</b> Understand with little or no support longer sequences of classroom instructions					

## SCHEME OF WORK: NON-TEXTBOOK BASED LESSON

WEEK: _____	<b>LESSON 25:</b> Speaking
	<b>MAIN SKILL(S) FOCUS:</b> Speaking
	<b>THEME:</b> Health and Environment
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Speaking 2.4</b> Communicate appropriately to a small or large group on familiar topics  <b>Complementary Skill</b> <b>Writing 4.1</b> Communicate intelligibly through print and digital media on familiar topics	<b>Main Skill</b> <b>Speaking 2.4.1</b> Communicate opinions or feelings about a story, event or experience  <b>Complementary Skill</b> <b>Writing 4.1.3</b> Summarise the main points of a simple story, text or plot	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: _____	<b>LESSON 26:</b> Reading
	<b>MAIN SKILL(S) FOCUS:</b> Reading
	<b>THEME:</b> Health and Environment
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning  <b>Complementary Skill</b> <b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning	<b>Main Skill</b> <b>Reading 3.1.1</b> Understand the main points in simple longer texts on a range of familiar topics  <b>Complementary Skill</b> <b>Reading 3.1.2</b> Understand specific details and information in simple longer texts on a range of familiar topics  <b>Reading 3.1.4</b> Use independently familiar print and digital resources to check meaning	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: _____	<b>LESSON 27:</b> Writing
	<b>MAIN SKILL(S) FOCUS:</b> Writing
	<b>THEME:</b> Health and Environment
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Writing 4.1</b> Communicate intelligibly through print and digital media on familiar topics  <b>Complementary Skill</b> <b>Writing 4.1</b> Communicate intelligibly through print and digital media on familiar topics	<b>Main Skill</b> <b>Writing 4.1.2</b> Make and respond to simple requests and suggestions  <b>Complementary Skill</b> <b>Writing 4.1.5</b> Organise, and sequence ideas within short texts on familiar 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: _____	<b>LESSON 28:</b> Literature in Action
	<b>MAIN SKILL(S) FOCUS:</b> Literature in Action
	<b>THEME:</b> Health and Environment
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b>  <b>Literature in Action 5.1</b>  Engage with, respond to and interpret a variety of literary text types	<b>Main Skill</b>  <b>Literature in Action 5.1.2</b>  Identify and describe in simple language the key characters and themes 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: _____	<b>LESSON 29:</b> Language Awareness
	<b>MAIN SKILL(S) FOCUS:</b>
	<b>THEME:</b> Health and Environment
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

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

## SCHEME OF WORK: NON-TEXTBOOK BASED LESSON

WEEK: _____	<b>LESSON 30:</b> Listening
	<b>MAIN SKILL(S) FOCUS:</b> Listening
	<b>THEME:</b> Science and Technology
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Listening 1.1</b> Understand meaning in a variety of familiar contexts	<b>Main Skill</b> <b>Listening 1.1.6</b> Understand with little or no support longer simple narratives on a wide range of familiar 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.	
<b>Complementary Skill</b> <b>Listening 1.2</b> Use appropriate listening strategies in a variety of contexts	<b>Complementary Skill</b> <b>Listening 1.2.1</b> Guess the meaning of unfamiliar words from clues provided by other words and by context on a range of familiar topics					

## SCHEME OF WORK: NON-TEXTBOOK BASED LESSON

WEEK: _____	<b>LESSON 31:</b> Speaking
	<b>MAIN SKILL(S) FOCUS:</b> Speaking
	<b>THEME:</b> Science and Technology
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Speaking 2.1</b> Communicate information, ideas, opinions and feelings intelligibly on familiar topics	<b>Main Skill</b> <b>Speaking 2.1.3</b> Express opinions about future plans or events	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: _____	<b>LESSON 32:</b> Reading
	<b>MAIN SKILL(S) FOCUS:</b> Reading
	<b>THEME:</b> Science and Technology
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning  <b>Complementary Skill</b> <b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning	<b>Main Skill</b> <b>Reading 3.1.2</b> Understand specific details and information in simple longer texts on a range of familiar topics  <b>Complementary Skill</b> <b>Reading 3.1.3</b> Guess the meaning of unfamiliar words from clues provided by other known words and by context on a range of familiar 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: _____	<b>LESSON 33:</b> Writing
	<b>MAIN SKILL(S) FOCUS:</b> Writing
	<b>THEME:</b> Science and Technology
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Writing 4.1</b> Communicate intelligibly through print and digital media on familiar topics  <b>Complementary Skill</b> <b>Writing 4.2</b> Communicate with appropriate language, form and style	<b>Main Skill</b> <b>Writing 4.1.3</b> Summarise the main points of a simple story, text or plot  <b>Complementary Skill</b> <b>Writing 4.2.3</b> Produce a plan or draft of two paragraphs or more and modify this appropriately either in response to feedback or independently  <b>Writing 4.2.1</b> Punctuate written work with moderate accuracy	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: _____	<b>LESSON 34:</b> Literature in Action
	<b>MAIN SKILL(S) FOCUS:</b> Literature in Action
	<b>THEME:</b> Science and Technology
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b>  <b>Literature in Action 5.3</b>  Express an imaginative response to literary texts	<b>Main Skill</b>  <b>Literature in Action 5.3.1</b>  Respond imaginatively and intelligibly through creating poems, board games, puzzles and quizzes.  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.	
<b>Complementary Skill</b>  <b>Speaking 2.4</b>  Communicate appropriately to a small or large group on familiar topics	<b>Complementary Skill</b>  <b>Speaking 2.4.1</b>  Communicate opinions or feelings about a story, event or experience					



## SCHEME OF WORK: NON-TEXTBOOK BASED LESSON

WEEK: _____	<b>LESSON 35:</b> Language Awareness
	<b>MAIN SKILL(S) FOCUS:</b>
	<b>THEME:</b> Science and Technology
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

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

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 7)

WEEK: _____	<b>LESSON 36:</b> Speaking
	<b>MAIN SKILL(S) FOCUS:</b> Speaking
	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> Transport
	<b>LANGUAGE/GRAMMAR FOCUS:</b> Vocabulary related to transport

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b>  <b>Speaking 2.3</b>  Use appropriate communication strategies	<b>Main Skill</b>  <b>Speaking 2.3.1</b>  Keep interaction going in longer exchanges by checking understanding of what the speaker is saying	<b>Pre-Lesson</b>  See Teacher's Book.  <b>Lesson Delivery</b>  See Teacher's Book.  <b>Post Lesson</b>  See Teacher's Book.	Pulse 2 Unit 7 p.74	Language	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 7)

<b>WEEK:</b>	<b>LESSONS 37 - 38:</b> Reading
	<b>MAIN SKILL(S) FOCUS:</b> Reading
	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> A journey
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning  <b>Complementary Skill</b> <b>Speaking 2.1</b> Communicate information, ideas, opinions and feelings intelligibly on familiar topics	<b>Main Skill</b> <b>Reading 3.1.2</b> Understand specific details and information in simple longer texts on a range of familiar topics  <b>Complementary Skill</b> <b>Speaking 2.1.1</b> Ask about and explain key information from simple texts	<b>Pre-Lesson</b> See Teacher's Book.  <b>Lesson Delivery</b> See Teacher's Book.  <b>Post Lesson</b> See Teacher's Book.	Pulse 2 Unit 7 p.75	Language	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 7)

<b>WEEK:</b>	<b>LESSON 39:</b> Language Awareness (7.1)
	<b>MAIN SKILL(S) FOCUS:</b>
	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> Experiences
	<b>LANGUAGE/GRAMMAR FOCUS:</b> (1) Learn and review the Present Perfect affirmative and negative (2) Compare the use of <i>gone</i> and <i>been</i> in the Present Perfect

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b>  This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.	<b>Main Skill</b>  This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.	<b>Pre-Lesson</b>  See Teacher's Book.  <b>Lesson Delivery</b>  See Teacher's Book.  <b>Post Lesson</b>  See Teacher's Book.	Pulse 2 Unit 7 p.76	Language	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 7)

WEEK: _____	<b>LESSON 40:</b> Listening
	<b>MAIN SKILL(S) FOCUS:</b> Listening
	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> Verbs of movement
	<b>LANGUAGE/GRAMMAR FOCUS:</b> Verbs related to movement

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Listening 1.1</b> Understand meaning in a variety of familiar contexts	<b>Main Skill</b> <b>Listening 1.1.2</b> Understand independently specific information and details in simple longer texts on a range of familiar topics	<b>Pre-Lesson</b> See Teacher's Book.  <b>Lesson Delivery</b> See Teacher's Book.	Pulse 2 Unit 7 p.77	Language	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	
<b>Complementary Skill</b> <b>Listening 1.1</b> Understand meaning in a variety of familiar contexts	<b>Complementary Skill</b> <b>Listening 1.1.1</b> Understand independently the main ideas in simple longer texts on a range of familiar topics	<b>Post Lesson</b> See Teacher's Book.				

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 7)

<b>WEEK:</b>	<b>LESSON 41:</b> Enrichment Activity
	<b>MAIN SKILL(S) FOCUS:</b> Reading
	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> A car journey in the USA
	<b>LANGUAGE/GRAMMAR FOCUS:</b> Vocabulary related to a car journey in the USA

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning  <b>Complementary Skill</b> <b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning	<b>Main Skills</b> <b>Reading 3.1.2</b> Understand specific details and information in simple longer texts on a range of familiar topics  <b>Complementary Skill</b> <b>Reading 3.1.1</b> Understand the main points in simple longer texts on a range of familiar topics	<b>Pre-Lesson</b> See Teacher's Book.  <b>Lesson Delivery</b> See Teacher's Book.  <b>Post Lesson</b> See Teacher's Book.	Pulse 2 Unit 7 p.78	Language	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 7)

WEEK: _____	<b>LESSON 42:</b> Language Awareness (7.2)
	<b>MAIN SKILL(S) FOCUS:</b>
	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> History of transport
	<b>LANGUAGE/GRAMMAR FOCUS:</b> Learn and review asking questions using the Present Perfect

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b>  This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.	<b>Main Skill</b>  This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.	<b>Pre-Lesson</b>  See Teacher's Book.  <b>Lesson Delivery</b>  See Teacher's Book.  <b>Post Lesson</b>  See Teacher's Book.	Pulse 2 Unit 7 p.79	Language	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 7)

<b>WEEK:</b>	<b>LESSONS 43 - 44:</b> Action Oriented Task
	<b>MAIN SKILL(S) FOCUS:</b> Reading, Listening, Writing and Speaking
	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> Transport
	<b>LANGUAGE/GRAMMAR FOCUS:</b> Asking for travel information

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skills</b> <b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning  <b>Listening 1.1</b> Understand meaning in a variety of familiar contexts  <b>Writing 4.1</b> Communicate intelligibly through print and digital media on familiar topics	<b>Main Skills</b> <b>Reading 3.1.2</b> Understand specific details and information in simple longer texts on a range of familiar topics  <b>Listening 1.1.2</b> Understand independently specific information and details in simple longer texts on a range of familiar topics  <b>Writing 4.1.2</b> Make and respond to simple requests and suggestions	<b>Pre-Lesson</b> See Teacher's Book.  <b>Lesson Delivery</b> See Teacher's Book.  <b>Post Lesson</b> See Teacher's Book.	Pulse 2 Unit 7 p.80 – p.81	Language	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	



<b>Speaking 2.1</b>  Communicate information, ideas, opinions and feelings intelligibly on familiar topics	<b>Speaking 2.1.2</b>  Ask for and respond appropriately to simple suggestions					
--	--	--	--	--	--	--

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 7)

WEEK: _____	<b>LESSON 45:</b> Writing
	<b>MAIN SKILL(S) FOCUS:</b> Writing
	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> Writing a blog post
	<b>LANGUAGE/GRAMMAR FOCUS:</b> Writing a short travel blog post using the adverbs <i>really</i> and <i>a bit</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Writing 4.1</b> Communicate intelligibly through print and digital media on familiar topics	<b>Main Skills</b> <b>Writing 4.1.4</b> Express opinions and common feelings such as happiness, sadness, surprise and interest	<b>Pre-Lesson</b> See Teacher's Book.  <b>Lesson Delivery</b> See Teacher's Book.  <b>Post Lesson</b> See Teacher's Book.	Pulse 2 Unit 7 p.82	Language	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 7)

WEEK: :	<b>LESSON 46:</b> Literature in Action
	<b>MAIN SKILL(S) FOCUS:</b> Literature in Action
	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> Teacher to select
	<b>LANGUAGE/GRAMMAR FOCUS:</b> Teacher to select

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b>  <b>Literature in Action 5.1</b>  Engage with, respond to and interpret a variety of literary text types  <b>Complementary Skill</b>  <b>Speaking 2.1</b>  Communicate information, ideas, opinions and feelings intelligibly on familiar topics	<b>Main Skill</b>  <b>Literature in Action 5.1.1</b>  Explain in simple language connections between characters, places, or events in texts and their own lives  <b>Complementary Skill</b>  <b>Speaking 2.1.5</b>  Express opinions or feelings about character or personality	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 7 of the textbook.  Alternatively, teachers may develop their own lesson based on the themes/topics contained in Unit 7 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: _____	<b>LESSON 47:</b> Listening
	<b>MAIN SKILL(S) FOCUS:</b> Listening
	<b>THEME:</b> Consumerism and Financial Awareness
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Listening 1.1</b> Understand meaning in a variety of familiar contexts	<b>Main Skill</b> <b>Listening 1.1.1</b> Understand independently the main ideas in simple longer texts on a range of familiar 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.	
<b>Complementary Skill</b> <b>Listening 1.1</b> Understand meaning in a variety of familiar contexts	<b>Complementary Skill</b> <b>Listening 1.1.2</b> Understand independently specific information and details in simple longer texts on a range of familiar topics  <b>Listening 1.1.5</b> Understand with little or no support more complex questions					

## SCHEME OF WORK: NON-TEXTBOOK BASED LESSON

WEEK: _____	<b>LESSON 48:</b> Speaking
	<b>MAIN SKILL(S) FOCUS:</b> Speaking
	<b>THEME:</b> Consumerism and Financial Awareness
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Speaking 2.1</b> Communicate information, ideas, opinions and feelings intelligibly on familiar topics	<b>Main Skill</b> <b>Speaking 2.1.4</b> Express opinions about simple spoken or written advice given to themselves or others	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: _____	<b>LESSON 49:</b> Reading
	<b>MAIN SKILL(S) FOCUS:</b> Reading
	<b>THEME:</b> Consumerism and Financial Awareness
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning  <b>Complementary Skill</b> <b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning	<b>Main Skill</b> <b>Reading 3.1.2</b> Understand specific details and information in simple longer texts on a range of familiar topics  <b>Complementary Skill</b> <b>Reading 3.1.4</b> Use independently familiar print and digital resources to check meaning	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: _____	<b>LESSON 50:</b> Writing
	<b>MAIN SKILL(S) FOCUS:</b> Writing
	<b>THEME:</b> Consumerism and Financial Awareness
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Writing 4.1</b> Communicate intelligibly through print and digital media on familiar topics	<b>Main Skill</b> <b>Writing 4.1.4</b> Express opinions and common feelings such as happiness, sadness, surprise and 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.	
<b>Complementary Skill</b> <b>Writing 4.2</b> Communicate with appropriate language, form and style	<b>Complementary Skill</b> <b>Writing 4.2.2</b> Spell written work with moderate accuracy					

## SCHEME OF WORK: NON-TEXTBOOK BASED LESSON

WEEK: _____	<b>LESSON 51:</b> Literature in Action
	<b>MAIN SKILL(S) FOCUS:</b> Literature in Action
	<b>THEME:</b> Consumerism and Financial Awareness
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b>  <b>Literature in Action 5.1</b>  Engage with, respond to and interpret a variety of literary text types	<b>Main Skill</b>  <b>Literature in Action 5.1.2</b>  Identify and describe in simple language the key characters and themes in a text	<p>Teachers develop their own lesson using materials from the Literature Component books. This material will ideally be linked to the themes/topics contained in Unit 7 of the textbook.</p> <p>Alternatively, teachers may develop their own lesson based on the themes/topics contained in Unit 7 of the textbook using other possible resources.</p>			Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	



## SCHEME OF WORK: NON-TEXTBOOK BASED LESSON

WEEK: _____	<b>LESSON 52:</b> Language Awareness
	<b>MAIN SKILL(S) FOCUS:</b>
	<b>THEME:</b> Consumerism and Financial Awareness
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

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

## SCHEME OF WORK: NON-TEXTBOOK BASED LESSON

WEEK: _____	<b>LESSON 53:</b> Listening
	<b>MAIN SKILL(S) FOCUS:</b> Listening
	<b>THEME:</b> Health and Environment
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Listening 1.1</b> Understand meaning in a variety of familiar contexts	<b>Main Skill</b> <b>Listening 1.1.3</b> Recognise with support attitudes or opinions in simple longer texts on a range of familiar 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.	
<b>Complementary Skill</b> <b>Listening 1.1</b> Understand meaning in a variety of familiar contexts	<b>Complementary Skill</b> <b>Listening 1.1.4</b> Understand with little or no support longer sequences of classroom instructions					

## SCHEME OF WORK: NON-TEXTBOOK BASED LESSON

WEEK: _____	<b>LESSON 54:</b> Speaking
	<b>MAIN SKILL(S) FOCUS:</b> Speaking
	<b>THEME:</b> Health and Environment
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Speaking 2.1</b> Communicate information, ideas, opinions and feelings intelligibly on familiar topics	<b>Main Skill</b> <b>Speaking 2.1.5</b> Express opinions or feelings about character and personality	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

<b>WEEK:</b>	<b>LESSON 55:</b> Reading
	<b>MAIN SKILL(S) FOCUS:</b> Reading
	<b>THEME:</b> Health and Environment
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning  <b>Complementary Skill</b> <b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning	<b>Main Skill</b> <b>Reading 3.1.5</b> Recognise with support the attitude or opinion of the writer in simple longer texts  <b>Complementary Skill</b> <b>Reading 3.1.4</b> Use independently familiar print and digital resources to check meaning	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: _____	<b>LESSON 56:</b> Writing
	<b>MAIN SKILL(S) FOCUS:</b> Writing
	<b>THEME:</b> Health and Environment
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Writing 4.1</b> Communicate intelligibly through print and digital media on familiar topics  <b>Complementary Skill</b> <b>Writing 4.2</b> Communicate with appropriate language, form and style	<b>Main Skill</b> <b>Writing 4.1.5</b> Organise, and sequence ideas within short texts on familiar topics  <b>Complementary Skill</b> <b>Writing 4.2.1</b> Punctuate written work with moderate accuracy	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: _____	<b>LESSON 57:</b> Literature in Action
	<b>MAIN SKILL(S) FOCUS:</b> Literature in Action
	<b>THEME:</b> Health and Environment
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Literature in Action 5.3</b> Express an imaginative response to literary texts	<b>Main Skill</b> <b>Literature in Action 5.3.1</b> Respond imaginatively and intelligibly through creating poems, board games, puzzles and quizzes.  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: _____	<b>LESSON 58:</b> Language Awareness
	<b>MAIN SKILL(S) FOCUS:</b>
	<b>THEME:</b> Health and Environment
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

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

## SCHEME OF WORK: NON-TEXTBOOK BASED LESSON

WEEK: _____	<b>LESSON 59:</b> Listening
	<b>MAIN SKILL(S) FOCUS:</b> Listening
	<b>THEME:</b> Science and Technology
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Listening 1.1</b> Understand meaning in a variety of familiar contexts	<b>Main Skill</b> <b>Listening 1.1.6</b> Understand with little or no support longer simple narratives on a wide range of familiar 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.	
<b>Complementary Skill</b> <b>Listening 1.1</b> Understand meaning in a variety of familiar contexts	<b>Complementary Skill</b> <b>Listening 1.1.4</b> Understand with little or no support longer sequences of classroom instructions					



## SCHEME OF WORK: NON-TEXTBOOK BASED LESSON

WEEK: _____	<b>LESSON 60:</b> Speaking
	<b>MAIN SKILL(S) FOCUS:</b> Speaking
	<b>THEME:</b> Science and Technology
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Speaking 2.1</b> Communicate information, ideas, opinions and feelings intelligibly on familiar topics	<b>Main Skill</b> <b>Speaking 2.1.1</b> Ask about and explain key information from simple texts	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

<b>WEEK:</b> _____	<b>LESSON 61:</b> Reading
	<b>MAIN SKILL(S) FOCUS:</b> Reading
	<b>THEME:</b> Science and Technology
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Reading 3.2</b> Explore and expand ideas for personal development by reading independently and widely  <b>Complementary Skill</b> <b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning	<b>Main Skill</b> <b>Reading 3.2.1</b> Read and enjoy fiction/non-fiction and other suitable print and digital texts of interest  <b>Complementary Skill</b> <b>Reading 3.1.3</b> Guess the meaning of unfamiliar words from clues provided by other known words and by context on a range of familiar 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: _____	<b>LESSON 62:</b> Writing
	<b>MAIN SKILL(S) FOCUS:</b> Writing
	<b>THEME:</b> Science and Technology
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Writing 4.1</b> Communicate intelligibly through print and digital media on familiar topics	<b>Main Skill</b> <b>Writing 4.1.1</b> Explain simple content from what they have read	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.	
<b>Complementary Skill</b> <b>Writing 4.2</b> Communicate with appropriate language, form and style	<b>Complementary Skill</b> <b>Writing 4.2.2</b> Spell written work with moderate accuracy					

## SCHEME OF WORK: NON-TEXTBOOK BASED LESSON

WEEK: _____	<b>LESSON 63:</b> Literature in Action
	<b>MAIN SKILL(S) FOCUS:</b> Literature in Action
	<b>THEME:</b> Science and Technology
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Literature in Action 5.1</b> Engage with, respond to and interpret a variety of literary text types	<b>Main Skill</b> <b>Literature in Action 5.1.1</b> Explain in simple language connections between characters, places, or events in texts and their own lives	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: _____	<b>LESSON 64:</b> Language Awareness
	<b>MAIN SKILL(S) FOCUS:</b>
	<b>THEME:</b> Science and Technology
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

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

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 8)

<b>WEEK:</b>	<b>LESSON 65:</b> Speaking
	<b>MAIN SKILL(S) FOCUS:</b> Speaking
	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> Sport and competitions
	<b>LANGUAGE/GRAMMAR FOCUS:</b> Vocabulary related to sport and competitions

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Speaking 2.4</b> Communicate appropriately to a small or large group on familiar topics  <b>Complementary Skill</b> <b>Speaking 2.1</b> Communicate information, ideas, opinions and feelings intelligibly on familiar topics	<b>Main Skill</b> <b>Speaking 2.4.1</b> Communicate opinions or feelings about a story, event or experience  <b>Complementary Skill</b> <b>Speaking 2.1.5</b> Express opinions or feelings about character and personality	<b>Pre-Lesson</b> See Teacher's Book.  <b>Lesson Delivery</b> See Teacher's Book.  <b>Post Lesson</b> See Teacher's Book.	Pulse 2 Unit 8 p.84	Language	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 8)

WEEK: _____	<b>LESSONS 66 - 67:</b> Reading					
	<b>MAIN SKILL(S) FOCUS:</b> Reading					
	<b>THEME:</b> People and Culture					
	<b>TOPIC:</b> Sport					
	<b>LANGUAGE/GRAMMAR FOCUS:</b>					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning  <b>Complementary Skill</b> <b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning  <b>Speaking 2.1</b> Communicate information, ideas, opinions and feelings intelligibly on familiar topics	<b>Main Skill</b> <b>Reading 3.1.2</b> Understand specific details and information in simple longer texts on a range of familiar topics  <b>Complementary Skill</b> <b>Reading 3.1.1</b> Understand the main points in simple longer texts on a range of familiar topics  <b>Speaking 2.1.1</b> Ask about and explain key information from simple texts	<b>Pre-Lesson</b> See Teacher's Book.  <b>Lesson Delivery</b> See Teacher's Book.  <b>Post Lesson</b> See Teacher's Book.	Pulse 2 Unit 8 p.85	Language	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 8)

<b>WEEK:</b>	<b>LESSON 68:</b> Language Awareness (8.1)
	<b>MAIN SKILL(S) FOCUS:</b>
	<b>THEME:</b> People and Culture
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b> Learn and review Present Perfect and the use of <i>for</i> and <i>since</i> . Make questions using <i>How long</i> ?

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b>  This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.	<b>Main Skill</b>  This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.	<b>Pre-Lesson</b>  See Teacher's Book.  <b>Lesson Delivery</b>  See Teacher's Book.  <b>Post Lesson</b>  See Teacher's Book.	Pulse 2 Unit 8 p.86	Language	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	



## SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 8)

WEEK: _____	<b>LESSON 69:</b> Listening
	<b>MAIN SKILL(S) FOCUS:</b> Listening
	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> Verbs of movement (2)
	<b>LANGUAGE/GRAMMAR FOCUS:</b> Verbs related to movement (2)

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Listening 1.1</b> Understand meaning in a variety of familiar contexts	<b>Main Skills</b> <b>Listening 1.1.2</b> Understand independently specific information and details in simple longer texts on a range of familiar topics	<b>Pre-Lesson</b> See Teacher's Book.  <b>Lesson Delivery</b> See Teacher's Book.  <b>Post Lesson</b> See Teacher's Book.	Pulse 2 Unit 8 p.87	Language	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	
<b>Complementary Skill</b> <b>Listening 1.2</b> Use appropriate listening strategies in a variety of contexts	<b>Complementary Skill</b> <b>Listening 1.2.1</b> Guess the meaning of unfamiliar words from clues provided by other words and by context on a range of familiar topics					

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 8)

<b>WEEK:</b>	<b>LESSON 70:</b> Enrichment Activity
	<b>MAIN SKILL(S) FOCUS:</b> Reading
	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> Superstitions
	<b>LANGUAGE/GRAMMAR FOCUS:</b> Vocabulary related to superstitions

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning  <b>Complementary Skill</b> <b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning	<b>Main Skills</b> <b>Reading 3.1.2</b> Understand specific details and information in simple longer texts on a range of familiar topics  <b>Complementary Skill</b> <b>Reading 3.1.1</b> Understand the main points in simple longer texts on a range of familiar topics	<b>Pre-Lesson</b> See Teacher's Book.  <b>Lesson Delivery</b> See Teacher's Book.  <b>Post Lesson</b> See Teacher's Book.	Pulse 2 Unit 8 p.88	Language	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 8)

<b>WEEK:</b>	<b>LESSON 71:</b> Language Awareness (8.2)
	<b>MAIN SKILL(S) FOCUS:</b>
	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> History of superstitions
	<b>LANGUAGE/GRAMMAR FOCUS:</b> Learn and review difference between the use of the Present Perfect and Past Simple

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b>  This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.	<b>Main Skill</b>  This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.	<b>Pre-Lesson</b>  See Teacher's Book.  <b>Lesson Delivery</b>  See Teacher's Book.  <b>Post Lesson</b>  See Teacher's Book.	Pulse 2 Unit 8 p.89	Language	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 8)

<b>WEEK:</b>	<b>LESSON 72 - 73:</b> Action Oriented Task
	<b>MAIN SKILL(S) FOCUS:</b> Reading, Listening, Writing and Speaking
	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> The leisure centre
	<b>LANGUAGE/GRAMMAR FOCUS:</b> Making arrangements

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skills</b> <b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning <b>Listening 1.1</b> Understand meaning in a variety of familiar contexts <b>Writing 4.1</b> Communicate intelligibly through print and digital media on familiar topics	<b>Main Skills</b> <b>Reading 3.1.2</b> Understand specific details and information in simple longer texts on a range of familiar topics <b>Listening 1.1.2</b> Understand independently specific information and details in simple longer texts on a range of familiar topics <b>Writing 4.1.2</b> Make and respond to simple requests and suggestions	<b>Pre-Lesson</b> See Teacher's Book. <b>Lesson Delivery</b> See Teacher's Book. <b>Post Lesson</b> See Teacher's Book.	Pulse 2 Unit 8 p.90 – p.91	Language	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

<b>Speaking 2.1</b>  Communicate information, ideas, opinions and feelings intelligibly on familiar topics	<b>Speaking 2.1.2</b>  Ask for and respond appropriately to simple suggestions					
--	--	--	--	--	--	--

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 8)

WEEK: _____	<b>LESSON 74:</b> Writing
	<b>MAIN SKILL(S) FOCUS:</b> Writing
	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> Writing an email
	<b>LANGUAGE/GRAMMAR FOCUS:</b> Using adjectives to describe feelings

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Writing 4.1</b> Communicate intelligibly through print and digital media on familiar topics	<b>Main Skills</b> <b>Writing 4.1.4</b> Express opinions and common feelings such as happiness, sadness, surprise and interest	<b>Pre-Lesson</b> See Teacher's Book.  <b>Lesson Delivery</b> See Teacher's Book.  <b>Post Lesson</b> See Teacher's Book.	Pulse 2 Unit 8 p.92	Language	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 8)

WEEK: _____	<b>LESSON 75:</b> Literature in Action
	<b>MAIN SKILL(S) FOCUS:</b> Literature in Action
	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> Teacher to select
	<b>LANGUAGE/GRAMMAR FOCUS:</b> Teacher to select

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Literature in Action 5.1</b> Engage with, respond to and interpret a variety of literary text types	<b>Main Skill</b> <b>Literature in Action 5.1.1</b> Explain in simple language connections between characters, places, or events in texts and their own lives	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 8 of the textbook. Alternatively, teachers may develop their own lesson based on the themes/topics contained in Unit 8 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: _____	<b>LESSON 76:</b> Listening
	<b>MAIN SKILL(S) FOCUS:</b> Listening
	<b>THEME:</b> Health and Environment
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Listening 1.1</b> Understand meaning in a variety of familiar contexts	<b>Main Skill</b> <b>Listening 1.1.1</b> Understand independently the main ideas in simple longer texts on a range of familiar 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.	
<b>Complementary Skill</b> <b>Listening 1.1</b> Understand meaning in a variety of familiar contexts	<b>Complementary Skill</b> <b>Listening 1.1.2</b> Understand independently specific information and details in simple longer texts on a range of familiar topics					
	<b>Listening 1.1.5</b> Understand with little or no support more complex questions					



## SCHEME OF WORK: NON-TEXTBOOK BASED LESSON

WEEK: _____	<b>LESSON 77:</b> Speaking
	<b>MAIN SKILL(S) FOCUS:</b> Speaking
	<b>THEME:</b> Health and Environment
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Speaking 2.1</b> Communicate information, ideas, opinions and feelings intelligibly on familiar topics  <b>Complementary Skill</b> <b>Speaking 2.3</b> Use appropriate communication strategies	<b>Main Skill</b> <b>Speaking 2.1.2</b> Ask for and respond appropriately to simple suggestions  <b>Complementary Skill</b> <b>Speaking 2.3.1</b> Keep interaction going in longer exchanges by checking understanding of what a speaker is saying	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: _____	<b>LESSON 78:</b> Reading
	<b>MAIN SKILL(S) FOCUS:</b> Reading
	<b>THEME:</b> Health and Environment
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning  <b>Complementary Skill</b> <b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning	<b>Main Skill</b> <b>Reading 3.1.1</b> Understand the main points in simple longer texts on a range of familiar topics  <b>Complementary Skill</b> <b>Reading 3.1.2</b> Understand specific details and information in simple longer texts on a range of familiar 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: _____	<b>LESSON 79:</b> Writing
	<b>MAIN SKILL(S) FOCUS:</b> Writing
	<b>THEME:</b> Health and Environment
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Writing 4.1</b> Communicate intelligibly through print and digital media on familiar topics	<b>Main Skill</b> <b>Writing 4.1.2</b> Make and respond to simple requests and suggestions	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.	
<b>Complementary Skill</b> <b>Writing 4.2</b> Communicate with appropriate language, form and style	<b>Complementary Skill</b> <b>Writing 4.2.3</b> Produce a plan or draft of two paragraphs or more and modify this appropriately either in response to feedback or independently					

## SCHEME OF WORK: NON-TEXTBOOK BASED LESSON

WEEK: _____	<b>LESSON 80:</b> Literature in Action
	<b>MAIN SKILL(S) FOCUS:</b> Literature in Action
	<b>THEME:</b> Health and Environment
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Literature in Action 5.1</b> Engage with, respond to and interpret a variety of literary text types	<b>Main Skill</b> <b>Literature in Action 5.1.2</b> Identify and describe in simple language the key characters and themes 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: _____	<b>LESSON 81:</b> Language Awareness
	<b>MAIN SKILL(S) FOCUS:</b>
	<b>THEME:</b> Health and Environment
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

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

## SCHEME OF WORK: NON-TEXTBOOK BASED LESSON

WEEK: _____	<b>LESSON 82:</b> Listening
	<b>MAIN SKILL(S) FOCUS:</b> Listening
	<b>THEME:</b> Science and Technology
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Listening 1.1</b> Understand meaning in a variety of familiar contexts	<b>Main Skill</b> <b>Listening 1.1.3</b> Recognise with support attitudes or opinions in simple longer texts on a range of familiar 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.	
<b>Complementary Skill</b> <b>Listening 1.1</b> Understand meaning in a variety of familiar contexts	<b>Complementary Skill</b> <b>Listening 1.1.4</b> Understand with little or no support longer sequences of classroom instructions					

## SCHEME OF WORK: NON-TEXTBOOK BASED LESSON

WEEK: _____	<b>LESSON 83:</b> Speaking
	<b>MAIN SKILL(S) FOCUS:</b> Speaking
	<b>THEME:</b> Science and Technology
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Speaking 2.1</b> Communicate information, ideas, opinions and feelings intelligibly on familiar topics	<b>Main Skill</b> <b>Speaking 2.1.3</b> Express opinions about future plans or events	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: _____	<b>LESSON 84:</b> Reading
	<b>MAIN SKILL(S) FOCUS:</b> Reading
	<b>THEME:</b> Science and Technology
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning  <b>Complementary Skill</b> <b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning	<b>Main Skill</b> <b>Reading 3.1.5</b> Recognise with support the attitude or opinion of the writer in simple longer texts  <b>Complementary Skill</b> <b>Reading 3.1.3</b> Guess the meaning of unfamiliar words from clues provided by other known words and by context on a range of familiar 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: _____	<b>LESSON 85:</b> Writing
	<b>MAIN SKILL(S) FOCUS:</b> Writing
	<b>THEME:</b> Science and Technology
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Writing 4.1</b> Communicate intelligibly through print and digital media on familiar topics  <b>Complementary Skill</b> <b>Writing 4.2</b> Communicate with appropriate language, form and style	<b>Main Skill</b> <b>Writing 4.1.3</b> Explain simple content from what they have read  <b>Complementary Skill</b> <b>Writing 4.2.1</b> Punctuate written work with moderate accuracy  <b>Writing 4.2.3</b> Produce a plan or draft of two paragraphs or more and modify this appropriately either in response to feedback or independently	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: _____	<b>LESSON 86:</b> Literature in Action
	<b>MAIN SKILL(S) FOCUS:</b> Literature in Action
	<b>THEME:</b> Science and Technology
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Literature in Action 5.3</b> Express an imaginative response to literary texts	<b>Main Skill</b> <b>Literature in Action 5.3.1</b> Respond imaginatively and intelligibly through creating poems, board games, puzzles and quizzes.  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: _____	<b>LESSON 87:</b> Language Awareness
	<b>MAIN SKILL(S) FOCUS:</b>
	<b>THEME:</b> Science and Technology
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

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

## SCHEME OF WORK: NON-TEXTBOOK BASED LESSON

WEEK: _____	<b>LESSON 88:</b> Listening
	<b>MAIN SKILL(S) FOCUS:</b> Listening
	<b>THEME:</b> People and Culture
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Listening 1.1</b> Understand meaning in a variety of familiar contexts  <b>Complementary Skill</b> <b>Listening 1.2</b> Use appropriate listening strategies in a variety of contexts	<b>Main Skill</b> <b>Listening 1.1.6</b> Understand with little or no support longer simple narratives on a wide range of familiar topics  <b>Complementary Skill</b> <b>Listening 1.2.1</b> Guess the meaning of unfamiliar words from clues provided by other words and by context on a range of familiar 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: _____	<b>LESSON 89:</b> Speaking
	<b>MAIN SKILL(S) FOCUS:</b> Speaking
	<b>THEME:</b> People and Culture
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Speaking 2.1</b> Communicate information, ideas, opinions and feelings intelligibly on familiar topics	<b>Main Skill</b> <b>Speaking 2.1.4</b> Express opinions about simple spoken or written advice given to themselves or others	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: _____	<b>LESSON 90:</b> Reading
	<b>MAIN SKILL(S) FOCUS:</b> Reading
	<b>THEME:</b> People and Culture
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning  <b>Complementary Skill</b> <b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning	<b>Main Skill</b> <b>Reading 3.1.2</b> Understand specific details and information in simple longer texts on a range of familiar topics  <b>Complementary Skill</b> <b>Reading 3.1.4</b> Use independently familiar print and digital resources to check meaning	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: _____	<b>LESSON 91:</b> Writing
	<b>MAIN SKILL(S) FOCUS:</b> Writing
	<b>THEME:</b> People and Culture
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Writing 4.1</b> Communicate intelligibly through print and digital media on familiar topics  <b>Complementary Skill</b> <b>Writing 4.2</b> Communicate with appropriate language, form and style	<b>Main Skill</b> <b>Writing 4.1.4</b> Express opinions and common feelings such as happiness, sadness, surprise and interest  <b>Complementary Skill</b> <b>Writing 4.2.1</b> Punctuate written work with moderate accuracy	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: _____	<b>LESSON 92:</b> Literature in Action
	<b>MAIN SKILL(S) FOCUS:</b> Literature in Action
	<b>THEME:</b> People and Culture
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b>  <b>Literature in Action 5.1</b>  Engage with, respond to and interpret a variety of literary text types	<b>Main Skill</b>  <b>Literature in Action 5.1.1</b>  Explain in simple language connections between characters, places, or events in texts and their own lives	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: _____	<b>LESSON 93:</b> Language Awareness
	<b>MAIN SKILL(S) FOCUS:</b>
	<b>THEME:</b> People and Culture
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

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

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 9)

<b>WEEK:</b>	<b>LESSON 94:</b> Speaking
	<b>MAIN SKILL(S) FOCUS:</b> Speaking
	<b>THEME:</b> Health and Environment
	<b>TOPIC:</b> Health and Wellbeing
	<b>LANGUAGE/GRAMMAR FOCUS:</b> Vocabulary related to health

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Speaking 2.1</b> Communicate information, ideas, opinions and feelings intelligibly on familiar topics  <b>Complementary Skill</b> <b>Speaking 2.1</b> Communicate information, ideas, opinions and feelings intelligibly on familiar topics	<b>Main Skill</b> <b>Speaking 2.1.2</b> Ask for and respond appropriately to simple suggestions  <b>Complementary Skill</b> <b>Speaking 2.1.4</b> Express opinions about simple spoken or written advice given to themselves or others	<b>Pre-Lesson</b> See Teacher's Book.  <b>Lesson Delivery</b> See Teacher's Book.  <b>Post Lesson</b> See Teacher's Book.	Pulse 2 Unit 9 p.94	Language	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 9)

WEEK: _____	<b>LESSONS 95 - 96:</b> Reading					
	<b>MAIN SKILL(S) FOCUS:</b> Reading					
	<b>THEME:</b> Health and Environment					
	<b>TOPIC:</b> Information leaflet on cyberbullying					
	<b>LANGUAGE/GRAMMAR FOCUS:</b>					
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning  <b>Complementary Skill</b> <b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning  <b>Speaking 2.1</b> Communicate information, ideas, opinions and feelings intelligibly on familiar topics	<b>Main Skill</b> <b>Reading 3.1.1</b> Understand the main points in simple longer texts on a range of familiar topics  <b>Complementary Skill</b> <b>Reading 3.1.2</b> Understand specific details and information in simple longer texts on a range of familiar topics  <b>Speaking 2.1.1</b> Ask about and explain key information from simple texts	<b>Pre-Lesson</b> See Teacher's Book.  <b>Lesson Delivery</b> See Teacher's Book.  <b>Post Lesson</b> See Teacher's Book.	Pulse 2 Unit 9 p.95	Language	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 9)

WEEK: _____	<b>LESSON 97:</b> Language Awareness (9.1)
	<b>MAIN SKILL(S) FOCUS:</b>
	<b>THEME:</b> Health and Environment
	<b>TOPIC:</b> Social networking sites
	<b>LANGUAGE/GRAMMAR FOCUS:</b> Learn and review <i>should</i> and <i>shouldn't</i> and <i>must</i> and <i>mustn't</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b>  This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.	<b>Main Skill</b>  This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.	<b>Pre-Lesson</b>  See Teacher's Book.  <b>Lesson Delivery</b>  See Teacher's Book.  <b>Post Lesson</b>  See Teacher's Book.	Pulse 2 Unit 9 p.96	Language	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 9)

WEEK: _____	<b>LESSON 98:</b> Listening
	<b>MAIN SKILL(S) FOCUS:</b> Listening
	<b>THEME:</b> Health and Environment
	<b>TOPIC:</b> Health
	<b>LANGUAGE/GRAMMAR FOCUS:</b> Words related to health

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Listening 1.1</b> Understand meaning in a variety of familiar contexts	<b>Main Skills</b> <b>Listening 1.1.2</b> Understand independently specific information and details in simple longer texts on a range of familiar topics	<b>Pre-Lesson</b> See Teacher's Book.  <b>Lesson Delivery</b> See Teacher's Book.  <b>Post Lesson</b> See Teacher's Book.	Pulse 2 Unit 9 p.97	Language	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	
<b>Complementary Skill</b> <b>Speaking 2.1</b> Communicate information, ideas, opinions and feelings intelligibly on familiar topics	<b>Complementary Skill</b> <b>Speaking 2.1.2</b> Ask for and respond appropriately to simple suggestions					

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 9)

<b>WEEK:</b>	<b>LESSON 99:</b> Enrichment Activity
	<b>MAIN SKILL(S) FOCUS:</b> Reading
	<b>THEME:</b> Health and Environment
	<b>TOPIC:</b> Australian Outback
	<b>LANGUAGE/GRAMMAR FOCUS:</b> Giving advice

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning  <b>Complementary Skill</b> <b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning	<b>Main Skills</b> <b>Reading 3.1.2</b> Understand specific details and information in simple longer texts on a range of familiar topics  <b>Complementary Skill</b> <b>Reading 3.1.1</b> Understand the main points in simple longer texts on a range of familiar topics	<b>Pre-Lesson</b> See Teacher's Book.  <b>Lesson Delivery</b> See Teacher's Book.  <b>Post Lesson</b> See Teacher's Book.	Pulse 2 Unit 9 p.98	Language	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 9)

<b>WEEK:</b>	<b>LESSON 100:</b> Language Awareness (9.2)
	<b>MAIN SKILL(S) FOCUS:</b>
	<b>THEME:</b> Health and Environment
	<b>TOPIC:</b> Australia
	<b>LANGUAGE/GRAMMAR FOCUS:</b> Review of tenses: Present Simple/Continuous, Past Simple/Continuous, Present Perfect, <i>will</i> and <i>going to</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b>  This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.	<b>Main Skill</b>  This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.	<b>Pre-Lesson</b>  See Teacher's Book.  <b>Lesson Delivery</b>  See Teacher's Book.  <b>Post Lesson</b>  See Teacher's Book.	Pulse 2 Unit 9 p.99	Language	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 9)

WEEK: _____	<b>LESSON 101 - 102:</b> Action Oriented Task
	<b>MAIN SKILL(S) FOCUS:</b> Reading, Listening, Writing and Speaking
	<b>THEME:</b> Health and Environment
	<b>TOPIC:</b> Holidays and health
	<b>LANGUAGE/GRAMMAR FOCUS:</b> Talking about health

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skills</b> <b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning  <b>Listening 1.1</b> Understand meaning in a variety of familiar contexts  <b>Writing 4.1</b> Communicate intelligibly through print and digital media on familiar topics	<b>Main Skills</b> <b>Reading 3.1.2</b> Understand specific details and information in simple longer texts on a range of familiar topics  <b>Listening 1.1.2</b> Understand independently specific information and details in simple longer texts on a range of familiar topics  <b>Writing 4.1.2</b> Make and respond to simple requests and suggestions	<b>Pre-Lesson</b> See Teacher's Book.  <b>Lesson Delivery</b> See Teacher's Book.  <b>Post Lesson</b> See Teacher's Book.	Pulse 2 Unit 9 p.100 – p.101	Language	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	



<b>Speaking 2.1</b>  Communicate information, ideas, opinions and feelings intelligibly on familiar topics	<b>Speaking 2.1.2</b>  Ask for and respond appropriately to simple suggestions					
--	--	--	--	--	--	--

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 9)

WEEK: _____	<b>LESSON 103:</b> Writing
	<b>MAIN SKILL(S) FOCUS:</b> Writing
	<b>THEME:</b> Health and Environment
	<b>TOPIC:</b> Writing an instant message
	<b>LANGUAGE/GRAMMAR FOCUS:</b> Using different tenses

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Writing 4.1</b> Communicate intelligibly through print and digital media on familiar topics	<b>Main Skills</b> <b>Writing 4.1.2</b> Make and respond to simple requests and suggestions	<b>Pre-Lesson</b> See Teacher's Book.  <b>Lesson Delivery</b> See Teacher's Book.  <b>Post Lesson</b> See Teacher's Book.	Pulse 2 Unit 9 p.102	Language	Please refer to provided list of differentiation strategies and select appropriate strategy/strategies.	
<b>Complementary Skill</b> <b>Speaking 2.1</b> Communicate information ideas, opinions and feelings intelligibly on familiar topics	<b>Complementary Skill</b> <b>Speaking 2.1.4</b> Express opinions about simple spoken or written advice given to themselves or others					

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 9)

WEEK: _____	<b>LESSON 104:</b> Literature in Action
	<b>MAIN SKILL(S) FOCUS:</b> Literature in Action
	<b>THEME:</b> Health and Environment
	<b>TOPIC:</b> Teacher to select
	<b>LANGUAGE/GRAMMAR FOCUS:</b> Teacher to select

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Literature in Action 5.3</b>  Express an imaginative response to literary texts	<b>Main Skill</b> <b>Literature in Action 5.3.1</b>  Respond imaginatively and intelligibly through creating poems, board games, puzzles and quizzes.  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 9 of the textbook.  Alternatively, teachers may develop their own lesson based on the themes/topics contained in Unit 9 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: _____	<b>LESSON 105:</b> Listening
	<b>MAIN SKILL(S) FOCUS:</b> Listening
	<b>THEME:</b> Science and Technology
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Listening 1.1</b> Understand meaning in a variety of familiar contexts	<b>Main Skill</b> <b>Listening 1.1.1</b> Understand independently the main ideas in simple longer texts on a range of familiar 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.	
<b>Complementary Skill</b> <b>Listening 1.1</b> Understand meaning in a variety of familiar contexts	<b>Complementary Skill</b> <b>Listening 1.1.5</b> Understand with little or no support more complex questions					

## SCHEME OF WORK: NON-TEXTBOOK BASED LESSON

WEEK: _____	<b>LESSON 106:</b> Speaking
	<b>MAIN SKILL(S) FOCUS:</b> Speaking
	<b>THEME:</b> Science and Technology
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Speaking 2.4</b> Communicate appropriately to a small or large group on familiar topics  <b>Complementary Skill</b> <b>Speaking 2.1</b> Communicate information, ideas, opinions and feelings intelligibly on familiar topics	<b>Main Skill</b> <b>Speaking 2.4.1</b> Communicate opinions or feelings about a story, event or experience  <b>Complementary Skill</b> <b>Speaking 2.1.5</b> Express opinions or feelings about character and personality	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: _____	<b>LESSON 107:</b> Reading
	<b>MAIN SKILL(S) FOCUS:</b> Reading
	<b>THEME:</b> Science and Technology
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Reading 3.2</b> Explore and expand ideas for personal development by reading independently and widely  <b>Complementary Skill</b> <b>Writing 4.1</b> Communicate intelligibly through print and digital media on familiar topics	<b>Main Skill</b> <b>Reading 3.2.1</b> Read and enjoy fiction/non-fiction and other suitable print and digital texts of interest  <b>Complementary Skill</b> <b>Writing 4.1.3</b> Summarise the main points of a simple story, text or plot	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: _____	<b>LESSON 108:</b> Writing
	<b>MAIN SKILL(S) FOCUS:</b> Writing
	<b>THEME:</b> Science and Technology
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Writing 4.1</b> Communicate intelligibly through print and digital media on familiar topics  <b>Complementary Skill</b> <b>Writing 4.2</b> Communicate with appropriate language, form and style	<b>Main Skill</b> <b>Writing 4.1.4</b> Express opinions and common feelings such as happiness, sadness, surprise and interest  <b>Complementary Skill</b> <b>Writing 4.2.1</b> Punctuate written work with moderate accuracy	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: _____	<b>LESSON 109:</b> Literature in Action
	<b>MAIN SKILL(S) FOCUS:</b> Literature in Action
	<b>THEME:</b> Science and Technology
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b> <b>Literature in Action 5.1</b> Engage with, respond to and interpret a variety of literary text types	<b>Main Skill</b> <b>Literature in Action 5.1.2</b> Identify and describe in simple language the key characters and themes 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: _____	<b>LESSON 110:</b> Language Awareness
	<b>MAIN SKILL(S) FOCUS:</b>
	<b>THEME:</b> Science and Technology
	<b>TOPIC:</b>
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

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

## SCHEME OF WORK: NON-TEXTBOOK BASED LESSON

WEEK: _____	<b>LESSON 111 - 112:</b> Project-Based Lessons
	<b>MAIN SKILL(S) FOCUS:</b> Listening, Speaking, Reading, Writing and Literature in Action
	<b>THEME:</b> Teacher to select
	<b>TOPIC:</b> Teacher to select
	<b>LANGUAGE/GRAMMAR FOCUS:</b>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHERS' NOTES / REMARKS
<b>Main Skill</b>  Teachers to select appropriate Content Standard(s) based on the specific needs and interests of their pupils.	<b>Main Skill</b>  Teachers to select appropriate Learning Standard(s) based on the specific needs and interests of their pupils.	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.	
<b>Complementary Skill</b>  Teachers to select appropriate Content Standard(s) based on the specific needs and interests of their pupils.	<b>Complementary Skill</b>  Teachers to select appropriate Learning Standard(s) based on the specific needs and interests of their pupils.					

## **6. 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 6, Unit 7) 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 6

Unit 6: Money  
Learning Standard 4.1.5 / 4.2.2  
page 62

#### WRITE AN ADVERT

**MATERIALS:** paper for posters and coloured pens for drawing

1. Explain pupils are going to make an advert offering their services because they want to earn some extra pocket money.
2. Write the following questions on the board for the pupils to think about.
  - *What kind of job do you want to do?*
  - *When can you do it?*
  - *How can people contact you?*
  - *How can you make the advert look attractive?*
3. Distribute paper and coloured pens. Explain they can write the information and add a drawing or photo. Pupils create the advert either individually or in pairs.
4. Monitor closely to check on spelling as they complete the activity.
5. When finished invite pupils to exchange adverts to read each other's and see how many have the same ideas.

Unit 6: Money  
Learning Standard 1.1.2  
page 63

#### CHORES

**MATERIALS:** notebooks and pens, relevant flashcards (e.g. chores)

1. Briefly brainstorm chores at home with the pupils by using flashcards.
2. Tell pupils you are going to tell them about some teenagers who do chores at home. Ask them to listen and write down the chores they do and which one makes money.  
*E.g. Mary helps her mum do the washing every evening when she finishes school. John doesn't do many chores but he says he's going to clean the windows and do the gardening next week. Susan makes her bed every day and at weekends she delivers newspapers for the local newspaper shop. She has to get up early but she is well paid and can buy a lot of her own clothes. David does a lot of things at home; he does the washing up, lays the table and washes the car!*
3. Pupils listen and write down the answers. Pairs then compare in small groups.
4. Repeat the story again for the pupils to check before doing feedback.

## READ AND MATCH

**MATERIALS:** board and board pen

### Part 1

1. Write the following information on the left-hand side of the board – future plans and intentions, future predictions and spontaneous decisions.
2. On the right-hand side of the board write three example sentences from page 63 for both categories in random order; e.g. *I'll see you tomorrow*, *When I go there, I'll buy some sweets*, *I'll do the washing up*, *I'm going to get a weekend job*, *My sister is going to buy a new phone*, *Are you going to save some money?*
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 or a short paragraph 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.

## WHAT'S THE QUESTION?

**MATERIALS:** pens and notebooks

1. Explain to pupils they are going to hear various questions and they have to listen carefully and count the words then listen again and try to remember each question. Use questions similar to the ones below as the aim is to incorporate more complex questions:
  - a. *What are you going to do at school tomorrow in the morning?*
  - b. *If you can study what you want tomorrow, what would you like to do?*
  - c. *What do you think your family will do in the summer holidays next year?*
  - d. *How many exams do you think you will pass at school this year?*
2. Say the questions one by one, ask pairs to listen, count the words, then write down the number of words for each question.
3. Repeat the questions again, this time asking pupils to listen very carefully and try to remember the question. Give them some time to compare in pairs and ask them to use the number of words from the first listening to help them decide if they have heard the questions correctly. Encourage them to take notes to help.
4. After each question, conduct open class feedback on the corresponding question then continue until all the questions have been covered.
5. When finished ask pairs to take turns asking and answering the questions.

### OUR CAR BOOT SALE

**MATERIALS:** board and board pens, notebooks and pens, old magazines, scissors, and glue

1. Tell pupils to imagine they are going to have a car boot sale in the classroom and they have to decide what they are going to sell then create a display of the items.
2. Distribute the materials and put pupils into pairs or small groups to prepare their display. Mention how many items you want them to display (e.g. five or six should be sufficient).
3. When they are ready, divide the class into shoppers and sellers. The sellers display their items and the buyers go round asking them what they are going to sell and what they would like to sell it for (e.g. the price). Demonstrate this by being the buyer (e.g. *Hello, What are you going to sell? How much would you like to sell it for?*)
4. Pupils act out the role play, as they do this encourage them to ask other questions e.g. *How many things do you think you'll sell?*
5. When finished, ask groups to swap roles and repeat the activity. Ask various pupils what item they would like to buy from the different displays.

### THE FUTURE!

**MATERIALS:** notebook, pens, board and board pen

1. Write or dictate the following time expressions on the board – *tomorrow, next week, this summer, one day, soon.*
2. Ask pupils to choose three of the expressions and write a prediction about themselves or a classmate. Provide a model to clarify, e.g. *I'll pass all my exams next week!*
3. Pupils complete the sentences individually. Monitor closely to check on their writing accuracy.
4. When finished, ask pupils to form groups of four to show their sentences.
5. Ask them to say how many predictions were similar.

### **MONEY! MONEY!**

**MATERIALS:** Notebooks and pens, board and board pens

1 Explain to pupils they are going to listen to some questions and write them down. Dictate the questions. Repeat each question twice to give pupils an opportunity to write them down and check them.

E.g. *What do you spend your money on? Do you save any money? What would you like to buy?? Would you like to be rich? Why? Do you think money makes us happy?*

2. Ask pairs to compare and check their spelling and punctuation, then get volunteers to come up to the board to write each question.

3. Ask each pair to ask and answer the questions. If time allows, get new pairs to do the same again.

4. Do open class feedback on their opinions.

### **THE BIRTHDAY PRESENT**

**MATERIALS:** notebooks and pens.

1. Explain that pupils have to imagine their best friend is going to have their birthday soon and they are going to make a list of presents they can give their friend.

2. Put pupils into small groups and tell them to make a list of ten items. Ask them to make sure each member of the group has their own list.

3. Divide the groups into new groups, each pupil with their lists.

4. Do an open class model to clarify what you want them to do, e.g. Ask a pupil: *What would you like to give your friend?* Pupil answer with: *I'd like to give my friend a book.* Ask groups to take turns asking and telling.

5. To finish, get pupils to say their items and make a list on the board to see which items were the most popular.

## **SPELL THE SENTENCE**

**MATERIALS:** board and board pen

- 1 Think of a key sentence from the page. Write lines to represent each letter in the sentence and a space to separate a new word. (e.g. I'd like to visit Canada. \_' / \_ \_ \_  
\_ / \_ \_ \_ / \_ \_ \_ \_ \_ .)
2. Ask pupils to say letters to guess the sentence. Explain they only have a limited amount of opportunities (e.g. ten or twelve) to say letters. If they do not work out the sentence by the time they have said their set number of letters, the teacher is the winner.
3. Extend the activity by getting pairs to think of their own sentence then ask them to form groups of four and play the spelling game together.



## UNIT 7

Unit 7: Journeys  
Learning Standard 1.2.1  
page 74

### GUESS THE WORD

**MATERIALS:** Pens and notebooks, list A and list B words

1. Divide pupils into pairs. Explain one is pupil A and the other is pupil B. Explain that A and B will get three different words which they have to explain to their partner without saying the word. Their partner has to guess the word.
2. Distribute list of words for A and B pupils, e.g. six different transport words per pupil.
3. Pupils take turns defining and guessing the words to their partner. Monitor closely to ensure the pupils have the correct definitions for the words. Encourage the pupil guessing the word to ask for more information if necessary.
4. Do open class feedback by writing all the words on the board and eliciting their meanings.

Unit 7: Journeys  
Learning Standard 4.1.3 / 5.1.1  
page 75

### A STORY

**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 Amish.
2. Set up the task by putting key information about the text on the board, e.g. USA, farms, horse and carriage, chores, Andrew, Mississippi, journey, London, British teenager, music festival.
3. Pupils form groups of four and discuss what they can remember using the prompts to help them.
4. Encourage them to add other information or a picture to represent the story.
5. Volunteers read out their text to the class or swap texts and read each other's information.

### TRUE/FALSE

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

#### Part 1

1. Think of three (present perfect) true sentences about what things you have done in your life 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 look to see which groups have guessed correctly.

#### Part 2

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.

### WHAT'S THE WORD?

**MATERIALS:** Notebooks and pens

#### Part 1

1. Explain to pupils they are going to work in small groups and they have to think of a verb of movement they would like to mime it to their partner who guesses the verb.
2. When finished, invite pupils to continue miming and guessing verbs.

#### Part 2

3. Pupils continue in their groups. This time, ask them to define a verb of movement, e.g. You need a lot of water to do this (cross the desert). If you want to move something heavy you do this. (push)
4. Monitor closely to help with the definitions.
5. When finished, get volunteer pairs to say their definition to the class to see if they can guess the verb of movement.

### OUR FAVOURITE JOURNEY

**MATERIALS:** paper for posters, coloured pens, blu-tak, list of relevant information, e.g. maps of country, city or region or access to internet and laptops to research roads in country

1. Divide pupils into small groups and explain the activity (they will find famous, long or beautiful roads/routes in their country).
2. Give pupils a few minutes to brainstorm what they know about the theme, then distribute the maps or ask them to do a search on the internet for relevant information.
3. Distribute paper and coloured pens. Ask groups to create a poster with the information. 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. The class walks round reading and looking at each other's information then takes a vote on the one they would like to see and travel on and why.

### FIND SOMEONE WHO...

**MATERIALS:** board model, pens and notebooks

1. Set up the activity by writing the following on the board.  
Find someone who ...  
-has eaten Italian food.  
-has never been to a different country.
2. Elicit the corresponding questions *Have you ever eaten Italian food? Have you ever been to a different country?* Then elicit the answers, e.g. *Yes, I have / No, I haven't.*
3. Ask pupils to copy the information, then form pairs to come up with three or four more areas they want to ask about. Monitor closely to provide ideas when necessary.
4. When they have done this explain they have to walk round the classroom and take turns asking and answering the questions. Each time they ask someone who corresponds to the correct answer (e.g. has never been abroad, has eaten British food) they should write the pupil's name next to the topic.
5. Encourage them to ask for further information, e.g. *What kind of food was it? Did you like it?*
6. Do open class feedback on their answers by getting volunteers to report what they found out, e.g. *Tony has eaten British food. It was sausages and mashed potatoes.*

### ORDER THE PICTURES

**MATERIALS:** key flashcards to correspond to story or key words (e.g. transport)

1. Explain to pupils you are going to tell them a story. Ask them to listen and put the transport in the correct order from the story.
2. Tell them the story (e.g. *First I took a bus to the train station because it is a long way from my house. I caught a train to Manchester and then I got the Underground but I took the wrong one and got lost so I had to go into the street and get a taxi to my friend's house. When I arrived I saw my friend had two bikes so we decided to cycle to the park. When we arrived at the park there was hot-air balloon display which looked great fun. We bought a ticket and went up in one. It was amazing, we saw Manchester from the sky!*)
3. Retell the story so the pupils can check their order.
4. Pupils say the order of flashcards.
5. To end, ask pupils to retell your story.

### MY TRIP

**MATERIALS:** board and board pen, notebooks and pens

#### Part 1

1. Elicit names of famous places the pupils know and write them on the board.
2. Choose one of the places and tell the pupils about it and how you travelled there (invented if necessary.)
3. Ask them to guess which place you are talking about.
4. Put pupils into pairs and ask them to take turns doing the same thing. Monitor closely to help with vocabulary when necessary.

#### Part 2

5. Maintain the pairs and tell them to choose one of the places and imagine they visit it. Ask them to write one or two sentences describing how they felt about the place. Encourage them to include something positive and something negative, e.g. The food wasn't very good but the gardens were beautiful.
6. When finished, ask volunteers to share their sentences with the class.

### THINK AND WRITE

**MATERIALS:** flashcards of key vocabulary and cards with key words written (e.g. verbs)

#### Part 1

1. Place the flashcards (verbs of movement) on the board. Briefly review each one.
2. Hold up a verb card and ask pupils to tell you the past and the participle of it.
3. Do the same with each verb card.
4. Ask pupils to draw three columns in their notebook and make a list by writing each verb in the first column. Do the same on the board in preparation for feedback later on.
5. Ask them to make a chart with the corresponding past tense and participle of each of the verbs by putting the past tenses in the second column and the participle in the third for each one.
6. Divide the pupils into groups or pairs to compare their lists.
7. Monitor closely to check spelling.
8. Do feedback by saying an infinitive and asking volunteers to say the past and the participle of that verb. Ask volunteers to come up to the board to complete that part of the verb column on the board.

## UNIT 8

Unit 8: Good luck, bad luck  
Learning Standard 3.1.2  
page 84

### READ AND GUESS

**MATERIALS:** notebooks and pens, sets of definitions of key words

1. Invite pupils to get into pairs. Explain they are going to read some definitions of words and decide what each one is defining, e.g. sport and competitions – *Someone who doesn't win (loser). You go here to see a competition (stadium).*
2. Distribute half the definitions to one pair and half to another pairs so there is half the class with, for example, five definitions and the other half with five different definitions. Ask pairs to work out what each one defines. Monitor closely to ensure they get the definitions correct.
3. When each pair has decided what the definitions are, ask them to form groups of four. Make sure each pair has different definitions.
4. Pairs take turns reading their definitions to the other pair who then guesses the word.

Unit 8: Good luck, bad luck  
Learning Standard 3.1.3 / 3.1.4  
page 85

### WHAT DOES IT MEAN?

**MATERIALS:** notebooks and pens, board and board pens, corresponding text, dictionaries

1. Ask pupils to look at the corresponding text in the textbook and underline five or six words of which they are not sure of the meanings.
2. Put pupils into groups of three and ask them to show each other their words then try to work out what they could mean from the context.
3. Ask groups to come up to the board to write their words. Get volunteers to say what they think they mean. If they are correct, tick the word.
4. Distribute the dictionaries. Ask groups to look at the words which are not ticked and find their meanings in the dictionaries. Remind them to use the context from the text to help with meanings.
5. Do open class feedback on the words. If not all meanings have been covered, provide clarification for the remaining ones.

## REVIEWING LANGUAGE

**MATERIALS:** notebooks and pens, corresponding language

1. Write the corresponding expressions/language area on the board, e.g. time expressions from exercise 2.
2. Ask pupils to choose 3 of the expressions and write a sentence integrating the expressions about themselves. Provide a model on the board to help them do this, for example, a long time: *I've been a teacher for a long time*. Tell them to write the two sentences about themselves using *for* in one sentence and the other using *since*.
4. When they have completed the sentences, invite them to form small groups and show each other their sentences.
5. An alternative would be to ask pupils to dictate their sentences to each other, then compare with the original.

## LOOK AND THINK

**MATERIALS:** paper and coloured pens, flashcards or pictures (e.g. superstitions)

1. Put the flashcards of superstitions on the board.
2. Ask pupils to say which one they like or think is funny and why.
3. Ask pupils to try to remember what each one is by taking turns telling each other. Monitor closely to ensure they are accurate.
4. When finished ask them to invent a new superstition in their pairs.
5. Distribute paper and coloured pens and invite them to create a drawing to represent the superstition.
6. Pairs form group then take turns to tell show and tell each other about their invented superstition and what they like about it.
7. Take a class vote on the strangest, best and most interesting superstition.

## **POSTER**

**MATERIALS:** paper or card for posters, coloured pens, notebooks and pens.

1. Explain that the pupils are going to collect and display information about their country and superstitions.
2. Put pupils into pairs or small groups.
3. Distribute a large sheet of paper or card and coloured pens for each pair/group.
4. Write the corresponding prompts on the board and tell pupils to include the information in their posters, e.g. superstitions and what they are about, country, what people think or the legend behind them. Tell them they are going to write two short paragraphs about the superstition, then give them to you to check. Ask them to do this in their notebooks.
5. When the paragraphs have been checked, ask pupils to make any necessary corrections then and transfer the paragraphs to the poster paper.
6. Ask them to add pictures to the poster. When finished, pairs or groups present their posters to the rest of the class.

## **TALKING ABOUT A TEXT**

**MATERIALS:** board and pen

1. Write the title of the text on the board, e.g. The history of superstitions. Ask pupils to tell you what they remember about the text.
2. Write the names of each paragraph title on the board, e.g. the evil eye, cats, the number 13.
3. Invite pupils to choose one of the above and ask them to tell each other about the key information in that part of the text.
4. Ask pupils to make small groups, make sure they chose a different paragraph when they worked in pairs so within each group the pupils can talk about the different parts of the text. Ask them to tell each other what they remember.
5. When finished, groups re-read the text to see how much information they have remembered.



### MAKING ARRANGEMENTS

**MATERIALS:** board and board pen

1. Elicit phrases from the pupils about how to ask check what someone is saying. If pupils don't come up with the following phrases, put them on board:  
*-Can you repeat that?*  
*-I don't understand.*  
*-Can you say that again?*  
*-Sorry, I didn't hear what you said!*
2. Ask pupils to form pairs and to create a dialogue (exercise 4, page 91) about making arrangements for the weekend.
3. Explain that they have to make it as long as they can by including the phrases on the board and any other expressions which check what their partner has said.
4. Encourage them to lengthen the dialogue by saying it's a competition to see which pair can create the longest dialogue. Monitor closely as the pairs do the speaking task to make sure they use the phrases for asking or checking what each other has said.
5. Get the pairs that created longer dialogues and included the phrases to demonstrate for the rest of the class.

### HOW DO YOU FEEL?

**MATERIALS:** paper, pens, question sheet with space to write notes after each question, a story you want to tell the pupils about something embarrassing or annoying that happened to you and how you felt

#### Part 1

1. Tell pupils you are going to tell them something that happened to you and you want them to listen then tell each other what happened and how you felt and why.
2. Tell the short story then ask pairs to decide on the answers to the questions.
3. Do open class feedback on the answers then ask them if they would feel the same if it happened to them.

#### Part 2

4. Explain to pupils they are going to work in pairs to ask and answer some questions about their feelings.
5. Distribute the question sheets, e.g. *What makes you happy? When were you last unhappy? Who makes you laugh a lot? When do you get annoyed? What makes you feel embarrassed?*
6. An alternative would be to write the questions on the board and ask pupils to copy them into their notebooks
7. Ask pupils to stand up and take turns asking and answering the questions. Ask them to take notes about the answers of their classmates for each question.
8. Put pupils into pairs and ask them to take turns telling each other about the classmates and the information they have from their notes.
9. Do open class feedback on their answers.

### WHO IS IT?

**MATERIALS:** copies per pair of a picture or flashcards of people doing different sports and activities or the picture from the corresponding page

#### Part 1

1. Show the pictures to the class. Explain that they have to take turns describing someone in the picture and guessing who it is. Add that they need to invent information about the person for example, *This person is a coach; he's been a coach for 5 years and likes running.*
2. Distribute the pictures/flashcards and ask pupils take turns to describe and guess in pairs.

#### Part 2

3. Each pupil or pair chooses one of the people from the pictures/flashcards and invents information in the past tense and the present perfect. Provide a model by choosing one person and asking the pupils to guess who it is for example, *Last night he went to a stadium and watched a football match. He's been a supporter for years of the same team.* Add additional information if necessary in another tense, for example, *he's wearing a... and is about 20 years old.*
4. Explain it's a class competition to see how much information they can invent using the past simple and present perfect.
5. As a volunteer creates a sentence ask the rest of the class to decide if it is grammatically correct and what tense is being used.
6. As the pupils create sentences, add a tick or number on the board each time. At the end count up how many sentences they managed to invent.

## UNIT 9

Unit 9: Take care  
Learning Standard 2.4.1  
page 94

### A HEALTHY MENU

**MATERIALS:** paper for poster, coloured pens

1. Draw three circles on the board, one with the word *breakfast* inside, another with *lunch* and the third with *dinner*.
2. Briefly review healthy food for each of the meals and add the food words pupils come up with inside the corresponding circle.
3. Put pupils into small groups and ask them to devise a healthy menu for a school canteen. Explain they can choose which meal times they want to focus on.
4. Distribute paper and coloured pens and invite them to use some of the ideas from the circles and also ideas of their own.
5. When completed, ask them to present their ideas to the class. Tell them to say why they chose their food, e.g. *Why is it good for us?* and then ask the class to comment on if they think their food is healthy or not.
6. The class vote on the healthiest menu and justify their opinion.

Unit 9: Take care  
Learning Standard 4.1.5  
page 95

### MY FAVOURITE WEBSITE!

**MATERIALS:** paper for poster, coloured pens

1. Explain that the pupils are going to write a short description of their favourite website.
2. Write the following questions on the board to guide pupils as they write about their website.
  - What kind of website is it?
  - What is it called?
  - What can you find on it?
  - What can you do on it?
  - Why do you like it?
3. If the pupils have access to internet you can ask them to include the link in their information. Monitor closely to ensure the pupils choose appropriate websites.
4. Pupils choose how they want to work, for example individually, pairs or small groups and write their description.
5. When completed, pupils display their information around the classroom. Invite pupils to walk round looking at the information. If they can, ask them to use the link to look at the websites and decide if they also think they are interesting.

### THE HOT CHAIR!

**MATERIALS:** slips of paper or board and board pen

1. Explain the activity to the pupils. One volunteer sits in a chair in front of the board. The other pupils are going to give the volunteer advice about a problem they have. The volunteer listens and has to guess the problem.
2. Invite a volunteer to sit at the front. Show the class a slip of paper with a problem on or write the problem on the board and tell the volunteer not to turn round and look at the board. (E.g. *You spend too much time on internet. You have lost your mobile phone. Your mum says you can't use the computer at home. Your brother uses your email account all the time*).
3. Ask pupils to give advice and encourage them to use *should/shouldn't* as they do this.
4. If the volunteer can't guess the problem provide support by giving advice that helps the volunteer guess more easily the problem.
5. Get various volunteers up to do the same. Each time the volunteer guesses the problem, ask everyone to take a vote on the best advice given.
6. As pupils do the activity, take notes on any errors.
7. Do open class feedback by writing some of the errors on the board and asking the class to correct them.

### THE DISAPPEARING DIALOGUE

**MATERIALS:** board dialogue (e.g. an invented one between doctor and patient) Slips of paper

#### Part 1

1. Write the dialogue on the board by eliciting the full sentences from pupils or write it up quickly. See below for an example dialogue.
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 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.

Example:

*Doctor: Hello, What's the problem?*

*Patient: I'm not sleeping well.*

*Doctor: Are you worried about anything?*

*Patient: Yes, I have some exams next week!*

*Doctor: You should do some exercise before you go to bed.*

*Patient: Will that help me sleep?*

*Doctor: Yes, I'm sure it will!*

## Part 2

8. Set up the context by telling pupils to imagine they have a problem. Explain it can be their health or something they are not happy about. Tell them they are going to write their problem on a slip of paper and ask for some help then give it to the pupil sitting next to them. Their partner is going to think of a suggestion to help and write it on the slip of paper and return it.
9. Do an open class example to clarify by writing a problem and the request on the board e.g. I get bored at the weekend and feel lonely! Elicit possible suggestions such as *Would you like to come to the cinema with me? Let's go for a coffee on Saturday.*
10. Distribute the slips of paper and ask pupils to complete the task.
11. When pairs have completed their task ask volunteers to tell the class about the problem and the suggestion.

## Unit 9: Take care

Learning Standard 1.1.2 / 2.1.4

page 98

### GIVING ADVICE

**MATERIALS:** paper or card for posters, coloured pens

1. Explain the pupils are going to make a survival guide poster with advice about what to take on a trip if someone goes there. Tell them to imagine another class is going to go on a trip and they have to make a poster for them about advice for the trip.
2. Put pupils into pairs or small groups and distribute the material.
3. Write the following questions on the board and tell pupils to include the information in their posters, e.g. Where is the trip to? What will the pupils need to think about before they go? What will they need to take with them and why? What should or shouldn't they do when they are there?
4. Explain they can add pictures to the poster.
5. When finished, pairs or groups present their guides to the rest of the class. Ask the class to listen and answer the questions on the board. Give them some time to compare their ideas before getting volunteers to provide the answer to the questions. Do this with each guide presentation.
6. Ask the class to say which guide gives the best advice.

## Unit 9: Take care

Learning Standard 4.1.5

page 99

### MAKE A SENTENCE

**MATERIALS:** slips of paper with relevant words, bag.

1. Before the lesson begins prepare about 10 slips of paper each with relevant vocabulary words or phrases on, e.g. at the moment..., I've seen..., You'll need..., We're going to..., last week, I was..., Crocodiles.... Place them in a bag.
2. Explain to pupils they are going to have a sentence competition. Put the pupils into small groups and ask the groups to take turns taking out a part sentence or word and inventing a sentence using the expression or word. Ask them to write their sentences in their notebooks.
3. If the sentence is correct award a point to the group, then move onto the next group until all the words and expressions have been used.
4. Add up the points to see which group has won the sentence competition.

Unit 9: Take care  
Learning Standard 2.1.4  
pages 100 - 101

### WHAT SHOULD I DO?

**MATERIALS:** board and board pen, notebooks and pens

1. Tell pupils they are going to look at holidays in different places and what they should do or take with them for each one.
2. Write the name of a typical holiday on the board, e.g. You go to a really hot country. Elicit ideas from pupils, e.g. You should wear a hat. You should take some sun cream.
3. With the pupils, write a list of different kinds of holiday (go to the mountain in winter, go on a walking holiday, go swimming in the sea, go skiing, go to the countryside in summer.)
4. Put pupils into small groups and ask them to copy the list and write sentences to give advice about what to do or take on each kind of holiday.
5. When finished, ask groups to form larger ones and take turns telling each other about their advice. Encourage them to comment on the idea, e.g. Do they think it is good idea or not?

Unit 9: Take care  
Learning Standard 1.1.6 / 4.1.3  
page 102

### LISTEN AND SAY

**MATERIALS:** short text about your holidays or travelling, notebooks and pens, paper

1. Tell pupils they are going to listen to a story about the places you have travelled to and they need to listen and try to remember as much as they can about it.
2. Put pupils into pairs and ask them to listen and take notes if they want to help them remember. Explain it's better to write important words rather than try to write complete sentences.
3. Tell the story twice, e.g. I like going to different places. At the moment I'm looking at different places I want to go to. I've been to... I would like to go to...I think I'll go to ---in the summer with my...Last year I went to.... It was really... I visited...and the...When I was -ing I...
4. Ask pupils to look at their words and try to create the full sentences from your story.
5. Repeat the story again, this time saying it very quickly so the pupils do not simply copy what they hear.
6. Ask pupils to form groups of four and summarise what they remember from the information they have. Monitor closely and ask them to try to include the different tenses from the story you told. When finished ask them to copy their texts onto a poster to give to you. Ensure they write it neatly.
7. Get a volunteer from each group to read out what they have.
8. Collect the texts from the pupils for the next activity.

**FIND THE EXAMPLES!**

**MATERIALS:** posters from previous activity (e.g. page 102) board and board pen

1. Ask pupils to form the same groups as the previous activity. Distribute the posters.
2. Write the following language areas on the board – present simple, present continuous, past simple, past continuous, present perfect, will, going to. Leave enough space for the pupils to write a sentence next to each language area.
3. Tell the groups to try to find examples of each in the posters.
4. When the pupils have some examples ask them to go up to the board and write the examples next to or under each tense. Continue until all the language areas have an example.
5. If they do not come up with an example for each one repeat the story again and ask them to listen for the language areas as you read it.

## 2. Non-Textbook-Based Lessons: suggested activities

### Listening Content and Learning Standards


	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:  <a href="http://www.ello.org/index.htm">http://www.ello.org/index.htm</a>  <a href="http://esl-lab.com/">http://esl-lab.com/</a>  <a href="https://learnenglishteens.britishcouncil.org/skills/listening-skills-practice">https://learnenglishteens.britishcouncil.org/skills/listening-skills-practice</a>  <a href="https://www.englishclub.com/listening/">https://www.englishclub.com/listening/</a>  <a href="http://englishteststore.net/index.php?option=com_content&amp;view=article&amp;id=11388&amp;Itemid=357">http://englishteststore.net/index.php?option=com_content&amp;view=article&amp;id=11388&amp;Itemid=357</a>  <a href="http://www.esolcourses.com/content/topicsmenu/listening.html">http://www.esolcourses.com/content/topicsmenu/listening.html</a></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 independently the main ideas in simple longer texts on a range of familiar topics.	<ol style="list-style-type: none"> <li>1. Find a listening text.</li> <li>2. Use any visuals or images from the source material (or use Google and choose suitable images online) to elicit predictions about the text, e.g. if the text is about a day at school, show an image of a school.</li> <li>3. Ask pupils to listen to the text and draw as they listen – they should aim to draw 4 - 5 simple pictures or emojis that represent the key points they hear in the text.</li> <li>4. Play the listening twice.</li> <li>5. Pupils work in pairs and compare what they have drawn. They work together and use their drawings to try and summarise the text.</li> <li>6. Pairs then report back what they have done. If time they can write a short summary together.</li> <li>7. Compare the different summaries and note the key themes on the board.</li> <li>8. Replay the text. Class decides if their own summary was accurate.</li> </ol>
1.1.1	Understand independently the main ideas in simple longer texts on a range of familiar topics.	<ol style="list-style-type: none"> <li>1. Find a listening text and listen yourself in advance to find the key themes. Choose 10 key words from the text that relate to the themes.</li> <li>2. Write the 10 key words on the board. Add in 5 random words mixed in to the list that <b>don't</b> appear in the listening.</li> <li>3. Tell pupils to copy the words and listen. As they listen they should tick the relevant words and put a cross next to the irrelevant words.</li> </ol>



		<p>4. Check answers.</p> <p>5. Ask the pupils to use the 10 correct words to describe the key information in the text.</p> <p>6. If time play a second shorter listening. Ask them to write down 10 key words from the text.</p> <p>7. Put them into pairs to compare their words. Tell pupils you will play the text again and ask each pair to finalise a list of 10 words that they think best shows the key points. They can use a mixture of the words they have chosen or choose / add in new ones.</p> <p>8. Repeat the audio a third and fourth time if necessary.</p> <p>9. Ask the pairs to write their 10 words onto one piece of paper in a random order. Tell each pair to give their list to another pair.</p> <p>10. Ask them to check the list they have been given to make sure they can read the words. Tell them to listen again and identify the order they hear the words in the audio by writing 1-10 next to each word.</p>
<b>1.1.2</b>	Understand independently specific information and details in simple longer texts on a range of familiar topics.	<p>1. Find a listening which has 2 - 3 pictures or select pictures from the web which show the events in the listening. If you are a good artist you could sketch them.</p> <p>2. Make sure a few of the pictures are labelled with additional information which is incorrect or doesn't fit with what is heard.</p> <p>3. Tell the pupils to look at the pictures and predict what the listening is about. You can give them copies of the pictures on a worksheet or project them.</p> <p>4. Ask them to listen and see if they were correct. Play the audio.</p> <p>5. Check answers.</p> <p>6. Tell them to look at the pictures again and find the differences between what they hear and what they see on the labels. Play the audio again.</p> <p>7. Allow them to discuss in pairs, then check with the whole group.</p> <p>8. If they have copies of the pictures, you could ask them to write or draw on them to correct them.</p>
<b>1.1.2</b>	Understand independently specific information and details in simple longer texts on a range of familiar topics.	<p>1. Find a listening text with a transcript.</p> <p>2. Make a copy of the transcript and alter some of it so it is incorrect.</p> <p>3. Tell pupils to listen the audio and read. Give them a copy of the transcript which contains errors. Tell them some of the transcript is incorrect and as they listen they should correct it.</p> <p>4. Play the audio and allow them to complete the task.</p> <p>5. Tell them to compare answers in pairs, then check their suggestions.</p> <p>6. If there is time, tell them to read the corrected transcript and create a sentence that is untrue. They should read this aloud to their partner and see if their partner can correct it. Fast finishers can do additional sentences.</p>
<b>1.1.2</b>	Understand independently specific information and details in simple longer texts on a range of familiar topics.	<p>1. Find a text with lots of factual information, e.g. times/dates/names and so on.</p> <p>2. Create a grid with these as headings.</p> <p>3. First do a gist task to familiarise the pupils with the texts, e.g. choose the best title from three options for this text.</p> <p>4. Play the audio, then check their ideas.</p>

		<p>5. Give the grid out or draw it on the board and ask the pupils to copy it. Tell the pupils to listen to the audio again and complete the information with as much detail as possible.</p> <p>6. Replay the audio and allow them to complete the task then compare answers with a partner.</p> <p>7. Check answers with the group.</p> <p>8. Finally ask the pupils to work in small groups. Tell them to use their grids and create a poster about the listening with as many facts as they can remember about the text.</p>
<b>1.1.3</b>	Recognise with support attitudes or opinions in simple longer texts on a range of familiar topics.	<p>1. Find a listening where there is a discussion or dialogue where people express their opinions.</p> <p>2. Write down the topic or topics that are discussed and ask the pupils for their ideas or what they know about the topic.</p> <p>3. Give the names of the people in the discussion and write up a few key words on the board which summarise the opinions of those people, e.g. <i>agrees with this/disagrees with this; loves this/hates this etc.</i></p> <p>4. Tell the pupils to listen to the discussion and match the person with their reaction.</p> <p>5. Play the audio then let pupils discuss in pairs or threes.</p> <p>6. Check answers.</p> <p>7. Tell the pupils to listen again and this time pick out any words that helped them decide on how the person felt.</p> <p>8. Play the audio and let them check their ideas in their pairs/groups.</p> <p>9. Elicit their ideas. Also pick up on any intonation or pronunciation that helped to identify how the person was feeling and replay the audio to show the pupils.</p> <p>10. Ask the pupils to role play the discussion using some of the phrases they heard.</p>
<b>1.1.3</b>	Recognise with support attitudes or opinions in simple longer texts on a range of familiar topics.	<p>1. Find a listening where there is a discussion or dialogue where people express their opinions. There should be at least two people with different opinions or attitudes speaking.</p> <p>2. Review some language of opinion or attitude with the pupils that they have been learning and ensure you include any from the listening.</p> <p>3. Tell pupils to listen and find out what the people in the dialogue agree or disagree about. If pupils need additional support you could write a list of topics and the names of the people and the pupils tick or cross to show this. Play the audio. Check answers.</p> <p>4. Tell the pupils to choose one of the characters or assign one per person. Tell them to listen again and that they should make a note of the opinion / attitude of the person they have chosen and any phrases they hear that show this.</p> <p>5. Play the audio twice so pupils have time to think. Put them in pairs with someone who is focused on the same speaker to check ideas.</p> <p>6. Now put pupils into pairs or groups – each should have been following a different person in the dialogue. Tell them to use their notes and act out the dialogue. Tell them they should try to use the phrases they have noted to help them but they don't need remember the language, just the meaning. Pupils who need support for this activity can be given a copy of the tapescript to read.</p> <p>7. Monitor as they role play.</p>

1.1.4	Understand with little or no support longer sequences of classroom instructions.	<p>1. Create a sequence of instructions that are logical, e.g. <i>You are going to play a game. Look at the sentences. Choose which sentences are true and which sentences are false. Tick the sentences that are true. Write the false sentences again but change them...etc.</i></p> <p>2. Divide the instructions into sentences and write these on large pieces of card. Create a set of cards for a group of 5 - 6 pupils. (This takes time but you can keep the cards and re-use them many times.)</p> <p>3. Give out the cards to pupils and in groups of 5 - 6.</p> <p>4. Ask the pupils to put the cards into the correct order.</p> <p>5. When they have finished read the instructions aloud and ask them to listen carefully and check.</p> <p>6. Now ask the pupils to create their own sequence of instructions using some of the same language.</p>
1.1.4	Understand with little or no support longer sequences of classroom instructions.	<p><i>Technology based activity: this task can be completed with no technology but if possible pupils will need their own devices, e.g. phones – or tablets or similar.</i></p> <p>1. Record a set of instructions on a voice recorder, e.g. on your phone or on an online recording platform. Include simple instructions, e.g. <i>open your book / write your name / draw a flower / close your book / give your book to your friend / open the book / draw a picture of a face under the flower / give the book back.</i></p> <p>2. Tell pupils they should listen to the instructions they hear and do what they are instructed.</p> <p>3. Play the instructions and monitor as pupils complete the actions.</p> <p>4. Check and see if the pupils have done this accurately.</p> <p>5. Now ask pupils to plan their own instructions. If viable the pupils should record the instructions on their phones or devices.</p> <p>6. Put pupils into small groups of 4 or 5. Tell pupils to take it in turns to play their instructions to each other and check that the other pupils complete the instructions correctly. (Note this may be a little noisy but pupils usually don't find this problematic.)</p> <p>7. Ask a few pupils to bring their device to the front and play their instructions for the group.</p>
1.1.4	Understand with little or no support longer sequences of classroom instructions.	<p>1. Give out a sequence of classroom instructions that you might use in class. When you write it ensure there is one error in each instruction.</p> <p>2. In pairs pupils read and correct the mistakes.</p> <p>3. Now ask them to act out the sequence in pairs – one reads the corrected sentence and the other mimes, then they swap roles and repeat.</p> <p>4. Finally ask them to hide the instructions and see if they can remember some of them without looking.</p>
1.1.5	Understand with little or no support more complex questions.	<p>1. Choose a listening text and create some tasks for it (true or false / Q&amp;A / multiple choice) or find a text with ready-made worksheets.</p> <p>2. Re-type the questions or blank some of the words out.</p> <p>3. Tell the pupils they are going to listen to a text but first of all they will look at some questions.</p> <p>4. Show them the questions and clarify that some of the words are missing.</p>

		<p>5. Tell the pupils to work in pairs and try to complete the questions. For pupils who need more support in this activity you may want to give them the words so they do this as a gap fill. This ensures the pupils really think about the questions.</p> <p>6. Once they have finished check their answers.</p> <p>7. Now ask them to predict what the text is about from the questions. Elicit their ideas.</p> <p>8. Finally ask them to listen and answer the completed questions. Tell them they can listen twice. Play the audio once, let them check in pairs then play again.</p> <p>9. Check the answers with the group.</p>
<b>1.1.6</b>	Understand with little or no support longer simple narratives on a wide range of familiar topics.	<p>1. Find a text with a narrative or simple short story.</p> <p>2. Give pupils a simple process diagram or ask them to draw one.</p> <p>There should be enough space to write a sentence in each shape. E.g.</p>  <p>3. Tell the pupils to listen to the narrative once and stop the audio before the end. Ask them to predict what happens.</p> <p>4. Elicit back their ideas.</p> <p>5. Play the rest of the audio so they can check if they were correct.</p> <p>6. Now tell them to listen again and identify the key events. Tell them to write one key event into each shape on their diagram.</p> <p>7. Play the audio and let them write their ideas.</p> <p>8. Ask them to compare with a partner then play the audio again so they can add or change things.</p> <p>9. Tell the pupils to compare their final diagrams with their partner.</p> <p>10. In pairs ask them to use their diagrams and retell the narrative together. If there is time they could write it.</p>
<b>1.1.6</b>	Understand with little or no support longer simple narratives on a wide range of familiar topics.	<p>1. Find a text with a narrative or simple short story.</p> <p>2. Write a list of key events but with a key error in each.</p> <p>3. Tell pupils to read the events. Check any unfamiliar words.</p> <p>4. Tell pupils there are errors in each event. Ask them to listen to the audio and spot the errors.</p> <p>5. Ask them to compare their ideas then check answers with the whole class.</p> <p>6. Put the pupils into small groups. Ask them to decide which error is the worst. Let them complete the activity then discuss their ideas.</p>
<b>1.2.1</b>	Guess the meaning of unfamiliar words from clues provided by other words and by context on a range of familiar topics.	<p>1. Find a listening which has an audio script available. Copy the text and delete 6 - 7 key words. Find four pictures – three that relate to the text and one which doesn't.</p> <p>2. Show the four pictures to the pupils.</p> <p>3. Tell them to listen and identify which picture is the 'odd one out'.</p> <p>4. Play the audio then elicit their ideas and why.</p> <p>5. Now give pupils the text with the missing words. Ask them to work in pairs and try to guess the word that might fit.</p> <p>6. Elicit their ideas.</p>

		<p>7. Tell them to listen to the audio again and try to write down the missing words from what they hear. Tell them not to worry about spelling.</p> <p>8. Check their answers. Where necessary correct pronunciation and show them the correct spelling on the board.</p> <p>9. Ask them to think about the meaning and what they guessed went into the gaps and try to guess the meaning of the correct word. Allow them to discuss in pairs.</p> <p>10. Finally ask them to check the meaning of the words in the dictionary or online.</p> <p>11. If there is time, ask them to create some sentences that are true for them using 3 of the new words.</p>
<b>1.3.1</b>	N/A for this level.	

## Speaking Content and Learning Standards

	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 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 not speaking English. 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"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>
2.1.1	Ask about and explain key information from simple texts.	<p><i>Project work – this work can be used over a number of lessons.</i></p> <ol style="list-style-type: none"> <li>1. Find some simple texts on a variety of topics, e.g. animals / places / activities / famous people from history. Alternatively ask pupils to find texts they are interested in. You need one text per three pupils.</li> <li>2. Explain that each group needs to read their text and make notes of the key information.</li> <li>3. When they have finished ask them to work in their groups and compare their ideas.</li> <li>4. Tell the pupils to prepare a summary poster – they can do this on paper using coloured pens or – if available – prepare a slide or use other presentation software.</li> <li>5. Ask each group to prepare a short talk for the rest of the class using their posters to present. They can practise in small groups.</li> <li>6. Each group should then present their talks. These can be done over several lessons.</li> <li>7. At the end of each talk, the rest of the class should write 3 questions to ask the presenting group – one beginning ‘why’, one beginning ‘how’ and one beginning ‘what’. The presenting group should think about what they might be asked while they wait.</li> <li>8. The pupils ask their questions to the presenting group who should try to answer as fully as possible.</li> </ol>
2.1.2	Ask for and respond	<ol style="list-style-type: none"> <li>1. Tell pupils to work with a partner and talk about their favourite food. Give them a few minutes.</li> </ol>

	appropriately to simple suggestions.	<p>2. Write a list on the board: <i>picnic, snacks to eat while watching a film, food for a birthday party, snacks for a long train or bus journey.</i></p> <p>3. Check pupils understand each one and ask them to choose one.</p> <p>4. Put the pupils in pairs. Tell them to tell their partner which situation they have chosen. Tell them they need to ask for suggestions about the type of food or drink they should use. Their partner should make suggestions about what they can take and they should respond to the suggestion. If necessary remind them of some of the language they can use for this.</p> <p>5. Allow the pupils to finish the activity. Fast finishers can choose a new context from the list and repeat.</p>
<b>2.1.3</b>	Express opinions about future plans or events.	<p>1. Give each pupil a slip of paper. Ask them to write down 3 plans they have for the next week. Give them a few examples if necessary, e.g. <i>I'm going to play football.</i></p> <p>2. Tell the pupils they will mingle for 10 - 15 minutes and should talk to three other people in the class.</p> <p>3. Tell them each time they speak to another person they will take it in turns to ask and answer questions. Explain they should ask questions to try and find out the plans of the other person and the other pupil can only answer 'yes/no'. Tell them they should ask questions until they can guess what the plan is. Give examples of questions they might ask e.g. <i>Are you going to the cinema? (No) Are you going to do a sport? (Yes) Is it tennis? (No) etc.</i></p> <p>4. Tell them they should remember to swap roles once the first person has guessed the plans – if they asked questions first they now have to answer.</p> <p>3. Explain that when they have guessed the plan they should give a response – go through some example responses, e.g. <i>That's a good idea; that sounds interesting; I'm afraid I don't like football etc.</i></p> <p>4. Allow the pupils to mingle and complete the activity.</p> <p>5. Once the activity is finished complete delayed error correction.</p>
<b>2.1.3</b>	Express opinions about future plans or events.	<p>1. Teach the word 'excursion'. Give some examples of day excursions, e.g. to a historical place or to the beach.</p> <p>2. Tell pupils to imagine they have a business offering excursions. Ask them to work in pairs and think of a name for their company and create a company logo.</p> <p>3. Tell them to think about an exciting day out.</p> <p>4. Ask them to make notes about: the place / the activity / the times to do things / the food or restaurants. When they have finished they should set up their table with the company logo.</p> <p>5. Explain to the pupils that they will now plan an excursion.</p> <p>6. One of the pupils from each pair should sit at the table and explain about the excursion they offer.</p> <p>7. Tell the second pupil to go around the other tables and ask questions about the excursions offered. They should give their opinion about the different parts of the excursion. Once they have talked to at least 5 other tables, they should choose the excursion they like best and will go on.</p> <p>6. Now ask them to swap roles – the pupil who has been walking round sits at their table and their partner now goes around to the other tables and repeats the process of choosing an excursion.</p>

		7. Once the task is completed ask pupils which excursions they chose and why. Ask them to give opinions.
<b>2.1.4</b>	Express opinions about simple spoken or written advice given to themselves or others.	<p>1. Prepare a list of illnesses pupils might know before the lesson and write a list of advice for these illnesses. Include good and bad advice, e.g. for sickness you could include <i>drink some water and rest; eat lots of chocolate</i>.</p> <p>2. Ask pupils to think about different illnesses and write these up on the board.</p> <p>3. Put pupils into pairs and ask them to think about advice they can offer, e.g. for a headache – <i>take a tablet; stay in bed</i>.</p> <p>4. Tell them you have prepared some advice for the illnesses too and you want them to tell you if the advice is useful or not.</p> <p>4. Read your sentences aloud and encourage the pupils to respond with appropriate opinions depending if it is good or bad advice.</p>
<b>2.1.5</b>	Express opinions or feelings about character and personality.	<p>1. Ask pupils to bring in some pictures of people they are happy to talk about e.g. family members or friends. They can use photos from their phones if they prefer.</p> <p>2. Ask the pupils to work in groups of 4 or 5. Tell each pupil to show a picture of the person to the group and talk about</p> <ul style="list-style-type: none"> <li>-who the person is</li> <li>-how they are connected to that person</li> <li>-what the person is like</li> <li>-how they feel about them</li> </ul> <p>3. Once the group has all talked about one person in a picture, tell them to see if there are any similarities between the people they have described.</p>
<b>2.1.5</b>	Express opinions or feelings about character and personality.	<p>1. Ask pupils to write a list of adjectives describing character. If this is challenging, help them by giving a ready-made list and ask them to check the meaning.</p> <p>2. Tell the pupils to decide if they think the characteristics are good or bad.</p> <p>3. Now put the pupils in pairs to compare their ideas and explain why.</p> <p>4. Tell pupils to think of a person they know or know about, e.g. a friend, classmate or celebrity. Ask them to describe the personality of this person to their partner.</p>
<b>2.2.1</b>	N/A for this level.	
<b>2.3.1</b>	Keep interaction going in longer 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.</i></p> <p>1. Go over some phrases that help check understanding of a speaker.</p> <p>2. Put the ideas on the board in a list.</p> <p>3. Ask pupils to find a topic they are interested in and go online to research the topic. Tell them to make notes.</p> <p>4. Tell the pupils to prepare to talk about their topic for 1-2 minutes.</p> <p>5. Put the pupils in pairs and ask them to give their talk. Remind them of the checking phrases. Explain that when they are listening to their partner they should ask at least two checking questions.</p> <p>6. Fast finisher pairs can be re-paired to repeat.</p>
<b>2.3.2</b>	N/A for this level.	



2.4.1	Communicate opinions or feelings about a story, event or experience.	<p>1. Find a short story video online. Example websites: YouTube; <a href="http://kidsloveshortfilms.com/">http://kidsloveshortfilms.com/</a></p> <p>2. At the beginning of the lesson, go through some of the language pupils use to express their opinions or reactions to different events or experiences.</p> <p>3. Watch the video. If possible, prepare an activity for the pupils to complete, e.g. show them a set of screengrabs from the video for them to put in order.</p> <p>4. When the film is finished ask the pupils to tell you, step by step, the events you saw.</p> <p>5. Ask the pupils to provide a reaction to each event saying how they felt when each event happened. Write some key words on the board each time the pupils tell you an event so the pupils can use these as prompts.</p> <p>6. After you have completed this, ask the pupils to work in pairs and repeat the story and their feelings about it.</p>
2.4.1	Communicate opinions or feelings about a story, event or experience.	<p>1. Ask pupils to think about a time they:</p> <ul style="list-style-type: none"> <li>-lost some money</li> <li>-had a surprise</li> <li>-were disappointed.</li> </ul> <p>Tell them they can choose one of the options.</p> <p>2. Tell them to draw a picture (or find some pictures online) that demonstrate something about what happened.</p> <p>3. Put the pupils in small groups of 3 or 4.</p> <p>4. Tell each pupil to show their pictures. The others should guess which of the three options they chose and what they think happened.</p> <p>5. Once they have all guessed each pupil should explain the event and say how they felt about it.</p> <p>6. After all the pupils have finished ask a few pupils to talk about their experiences for the whole group.</p>

## Reading Content and Learning Standards

	Learning Standard	Activity outline
		<p>Choose a text – you can access possible texts online or use any suitable print resources.</p> <p>Possible websites:</p> <p><a href="https://newsela.com/">https://newsela.com/</a></p> <p><a href="http://dreamreader.net/">http://dreamreader.net/</a></p> <p><a href="https://www.gcflearnfree.org/">https://www.gcflearnfree.org/</a></p> <p><a href="http://www.literacynet.org/cnnsf/archives.html">http://www.literacynet.org/cnnsf/archives.html</a></p> <p><a href="http://learnenglishteens.britishcouncil.org/skills/reading-skills-practice">http://learnenglishteens.britishcouncil.org/skills/reading-skills-practice</a></p> <p><a href="https://www.newsinlevels.com/">https://www.newsinlevels.com/</a></p> <p><a href="http://busyteacher.org/classroom_activities-reading-worksheets/">http://busyteacher.org/classroom_activities-reading-worksheets/</a></p>
3.1.1	Understand the main points in simple longer texts on a range of familiar topics.	<ol style="list-style-type: none"> <li>1. Choose a text – you can access possible texts online or use any suitable print resources.</li> <li>2. Read the text and identify the main points. Create a table with 3 columns and a row for each main point plus an additional row for headings. In the left hand column write 'Main ideas' in the top row. Then write the main points in each row under this. Add in some additional points that are similar to the topic but don't actually appear in the text – mix them into the list among the other points.</li> <li>3. In the heading row of column 2 put a tick and a cross. In the heading row of column 3 put 'more information'.</li> <li>4. Write the title of the reading on the board and ask pupils to predict what the text is about.</li> <li>5. Give out the table and ask the pupils to read the list of main ideas. Explain that they need to read the text quickly and put in a tick or a cross if the point appears in the text.</li> <li>6. Once pupils have completed one reading, ask them to compare what they have ticked in pairs.</li> <li>7. Check the answers with the class.</li> <li>8. Ask the pupils to read the text again. In the third column they should write in any extra information about the key ideas that they can find.</li> <li>9. When they have finished, ask them to work in pairs again and compare what they have noted.</li> <li>10. Check ideas with the whole class.</li> </ol>
3.1.1	Understand the main points in simple longer texts on a range of familiar topics.	<ol style="list-style-type: none"> <li>1. Choose a text - you can access possible texts online or use any suitable print resources. Find one with 4 - 5 paragraphs.</li> <li>2. Make copies of the text and cut them up so that each paragraph is separate.</li> <li>3. Write a title for the text on the board that identifies the topic.</li> <li>4. Discuss with the pupils the topic of the text.</li> </ol>

		<p>5. Put pupils into groups of 4-5 depending on the number of paragraphs you have.</p> <p>6. Give each pupil in the group one of the paragraphs in random order.</p> <p>7. Ask pupils to work together and put the text into the correct order.</p> <p>8. Monitor as they work. When all the groups have finished check the order with the whole group.</p> <p>9. Now ask the pupils to work together and find 3 key points from the text together.</p> <p>10. When they have finished, compare their ideas.</p>
<b>3.1.2</b>	Understand specific details and information in simple longer texts on a range of familiar topics.	<p>1. Choose a text – you can access possible texts online or use any suitable print resources.</p> <p>2. Read yourself and find 10 specific details from the text.</p> <p>3. Write these on the board but change something so that each sentence is incorrect. Make sure the errors are about the content not a grammar or word error.</p> <p>4. Create a gist task for the text – some brief true/false questions or multiple choice questions. Give pupils the text and ask them to read it quickly and answer the gist questions.</p> <p>5. Ask them to compare their answers in pairs then check all the answers with the whole class.</p> <p>6. Now ask the pupils to read the sentences on the board. Tell them to read the text again and correct each sentence.</p> <p>7. Once they have finished ask them to compare answers then check the answers with the whole group.</p>
<b>3.1.2</b>	Understand specific details and information in simple longer texts on a range of familiar topics.	<p>1. Choose a text – you can access possible texts online or use any suitable print resources.</p> <p>2. Tell pupils to read the text and find 3 pieces of information they didn't know before.</p> <p>3. Ask them to change one of the sentences slightly so it is not true. Monitor and support.</p> <p>4. Put the pupils into groups of 4 - 6.</p> <p>5. Tell the pupils to take it in turns to present their three facts. The other pupils should spot which one is not correct and explain why.</p> <p>6. The winner is any pupil who can present their facts without the other pupils noticing which one is incorrect.</p>
<b>3.1.3</b>	Guess the meaning of unfamiliar words from clues provided by other known words and by context on a range of familiar topics.	<p>1. Choose a text – you can access possible texts online or use any suitable print resources.</p> <p>2. Find 6-8 words pupils are unlikely to know.</p> <p>3. Give the words to the pupils in a list on the board. Don't show them the text or give them any clues at all.</p> <p>4. Ask them to work in pairs and see if they can explain what the words mean. They shouldn't use dictionaries or any other prompts.</p> <p>5. Elicit back their ideas. If they can't explain the words at all tell them this isn't a problem and they shouldn't worry.</p> <p>6. Now write a title for the text on the board. Ask the pupils to read the text quickly and find out 1 or 2 key things about the title that they didn't know.</p> <p>7. Give them time to read then ask for their ideas.</p> <p>8. Now ask them to look through the text again and find the words on the board and underline them.</p> <p>9. Ask them to read the text and use the sentences to try and guess the meaning. Ask them to work in pairs to do this.</p>

		<p>10. If they find it difficult give them some definitions mixed up on the board to try and support them.</p> <p>11. Check answers.</p>
<b>3.1.4</b>	Use independently familiar print and digital resources to check meaning.	<p>1. Give the pupils a list of links to an online dictionary, an online thesaurus and an information website. Examples include:  <a href="http://dictionary.cambridge.org/">http://dictionary.cambridge.org/</a>  <a href="http://www.thesaurus.com/">http://www.thesaurus.com/</a>  <a href="https://www.q-files.com/">https://www.q-files.com/</a> (some free pages)</p> <p>2. Ask them to work in small groups. Tell them to explore each site and think about how it could help them in lessons. Ask each group to come up with one example for each site of how it might have helped them with a recent lesson, e.g. they might pick a word they recently learnt and show how the dictionary or thesaurus could help them understand it better; they might choose a topic that they could have researched using the online information website.</p> <p>3. Ask each group to share their ideas with the rest of the class.</p>
<b>3.1.5</b>	Recognise with support the attitude or opinion of the writer in simple longer texts.	<p>1. Find a text which has a clear opinion on a particular topic either agreeing or disagreeing</p> <p>2. Tell the pupils the topic area. Ask them to work in small groups and think about the pros and cons or why they might agree or disagree with a particular attitude. They should make a list.</p> <p>3. Compare their ideas.</p> <p>4. Now ask pupils to read the text and see if the writer has given any of the ideas in the lists created.</p> <p>5. Check answers with the group.</p> <p>6. Tell pupils to work in their groups and create a short summary of the writer's opinion.</p>
<b>3.1.5</b>	Recognise with support the attitude or opinion of the writer in simple longer texts.	<p>1. Find a text with different characters in it, e.g. a story based text, which has characters with differing reactions or opinions.</p> <p>2. Write the key events of the story on the board as numbered sentences but mix up the order.</p> <p>3. Ask the pupils to read the story and put the sentences into the correct order.</p> <p>4. Now show the pupils some examples of emoticons – happy face/angry face/sad face etc.</p> <p>5. Ask the pupils to work in pairs, draw a timeline and to choose one character from the story.</p> <p>6. Tell them to write the key events at different points along the time line and underneath each one draw an emoticon showing the feelings of the character they have chosen. Encourage them to read through the story again to do this so they don't miss anything.</p> <p>7. Ask each group to present their timeline to another group and explain their emoticons.</p>
<b>3.1.6</b>	N/A for this level.	
<b>3.2.1</b>	Read and enjoy fiction / non-fiction and other suitable print and digital texts of interest.	<p><i>Project work</i></p> <p>1. Put the pupils into small groups and ask them to design a reading record card.</p> <p>2. Before they start, brainstorm ideas of what might be included with the whole group, e.g. Name of story or book / author / main ideas of story or article / why it is good to read.</p> <p>3. Ask the pupils to present a final version.</p>

		<p>4. Now set them some homework. Tell them to choose a story, article or anything else they think looks interesting and to read it at home. Ask them to fill in the card after they have finished reading and bring it to the next class.</p> <p>5. During the next class let them work in pairs and present their reading record to each other.</p> <p>6. Once they have done this tell them to mingle for 5 - 10 minutes and speak to at least 5 other pupils. They should give each other ideas about what they have read and if they liked it using the cards as prompts.</p> <p>7. At the end tell them they should choose another thing to read – perhaps one recommended by their friend. They can do this in class if there is time or at home if not and fill in a new reading card for this new text.</p> <p>8. Repeat in the next class.</p> <p>9. Continue with this cycle and ask the pupils to keep all their reading record cards as they continue to read different things.</p> <p>10. If suitable, they can do some of the reading at home and some in class and report back at the end of the lesson to explain what they have read to their partners.</p>
--	--	---

## Writing Content and Learning Standards

	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:</p> <p><a href="http://learnenglishteens.britishcouncil.org/skills/writing-skills-practice">http://learnenglishteens.britishcouncil.org/skills/writing-skills-practice</a></p> <p><a href="http://busyteacher.org/classroom_activities-writing-worksheets/">http://busyteacher.org/classroom_activities-writing-worksheets/</a></p> <p><a href="http://www.fluentu.com/english/blog/english-writing-exercises/?lang=en">http://www.fluentu.com/english/blog/english-writing-exercises/?lang=en</a></p>
4.1.1	Explain simple content from what they have read.	<ol style="list-style-type: none"> <li>1. Choose 5 short texts with different content and label them A to E. Try to select texts that are completely different in topic.</li> <li>2. Write a few key words on the board: <ul style="list-style-type: none"> <li>-what</li> <li>-who</li> <li>-where</li> <li>-why</li> </ul> </li> <li>3. Give each pupil a text to read. Make sure a mix of different texts is given out. Tell the pupils to read the text they have been given.</li> <li>4. Tell pupils to think about what they have read and complete a summary by writing notes under each heading on the board.</li> <li>5. Give them time to write and monitor and support as necessary.</li> <li>6. Tell pupils to put aside their summary. Give out the five texts in a mixture, making sure each pupil gets one text e.g. 8 pupils get text A, 8 more get text B and so on. Once they have had time to read the texts swap them around so they can read the second text. Keep going until all the pupils have read all 5 texts.</li> <li>7. Once the pupils have read all the texts tell them to work in groups of 5. Mix the pupils up so that the pupils are sitting with people who summarised a different text.</li> <li>8. Tell each pupil to read their summary aloud. The other pupils guess which text they are summarising.</li> </ol>
4.1.1	Explain simple content from what they have read.	<p><i>Project work and 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"> <li>1. Tell pupils they will create an online catalogue or blog on a particular subject. Divide the pupils into groups. Each group will focus on a different topic – you can either let them choose or assign a topic.</li> <li>2. Ask the pupils to collect video and images related to the topic. They can use their own devices or PCs to research and find this.</li> <li>3. Tell the pupils to look at texts related to the topic – give them texts to use if they don't have anything.</li> <li>4. Ask the pupils to write up the key ideas. They should add each piece of writing to the site or blog including images and audio if they would like.</li> </ol>

		5. Once the groups have completed their blog or site they should visit the others and post a positive comment or response to something they read.
<b>4.1.2</b>	Make and respond to simple requests and suggestions.	<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"> <li>1. Ask pupils to log on to a social media site or app that they commonly use. You can ask them to set one up using a nickname just for your classes.</li> <li>2. Pair the pupils up (but make sure they are not sitting near each other). Give each pupil a letter; A or B.</li> <li>3. Tell pupil A to think of something they would like to do or something they need and send a message inviting the other person to join in e.g. <i>Shall we play football this afternoon?/ Can you lend me your dictionary?</i></li> <li>4. Tell person B to respond to the request or question appropriately.</li> <li>5. Tell the pupils to swap roles and repeat.</li> <li>6. Re-pair the pupils and repeat the process.</li> </ol>
<b>4.1.3</b>	Summarise the main points of a simple story, text or plot.	<ol style="list-style-type: none"> <li>1. Tell pupils to think about a story they have read recently.</li> <li>2. Briefly review the key points of the plot or text orally with the group.</li> <li>3. Tell the pupils they will do this in writing. Ask each pupil to take a piece of paper and write a sentence starting the summary of the plot.</li> <li>4. Ask pupils to pass their page to the person on their right.</li> <li>5. Tell the pupils to read the sentence already there and add a second sentence explaining the next part of the text.</li> <li>6. Repeat again several times so that pupils pass the papers numerous times, building up the summary. Once you think they have had enough turns to complete the summary stop the task.</li> <li>6. Tell each pupil to find their original paper and read through the summary.</li> <li>7. Ask the pupils to work in pairs and improve each of the two summaries they have by correcting, adding in reference words and any other improvements to create the best summary.</li> </ol>
<b>4.1.3</b>	Summarise the main points of a simple story, text or plot.	<ol style="list-style-type: none"> <li>1. Tell pupils to think of their favourite film.</li> <li>2. Show them examples of an infographic. Examples can be found here: <a href="https://uk.pinterest.com/mashable/infographics/">https://uk.pinterest.com/mashable/infographics/</a></li> <li>3. Tell them to create their own infographic about their film. They could divide the information into categories such as characters / story / place and so on.</li> <li>4. If pupils have online access they could create their own infographic using a free online site e.g. <a href="https://www.visme.co/make-infographics/?vc=infographics&amp;qclid=CPzU_d-xdQCFaQW0wodFx8BuA">https://www.visme.co/make-infographics/?vc=infographics&amp;qclid=CPzU_d-xdQCFaQW0wodFx8BuA</a> <a href="https://www.canva.com/create/infographics/">https://www.canva.com/create/infographics/</a> If not, they can use coloured pens and poster paper.</li> <li>5. When they have completed the infographics put the pupils into groups of 3 and ask them to present their infographics to each other, explaining the key points.</li> <li>6. Each group of 3 should choose one of the infographics and write a summary of it together giving information about the story and key events.</li> </ol>

		<p>7. Fast finishers can write up a second summary for one of the other infographics.</p> <p>Note: this exercise can be repeated with a focus on books or other topics rather than films.</p>
4.1.4	Express opinions and common feelings such as happiness, sadness, surprise, and interest.	<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"> <li>1. Ask pupils to use a social media platform that is safe and to write up a post including a picture or video. Tell them to imagine a really interesting event - it doesn't have to be true. They should post about the event, good or bad.</li> <li>2. Once the pupils have finished allow them a few minutes to read through the posts.</li> <li>3. Then give the pupils a time limit. Ask them to write comments in response to at least 5 of the other posts. They can use emoticons and images as well as words but should express their feelings and opinions clearly.</li> </ol>
4.1.5	Organise, and sequence ideas within short texts on familiar topics.	<p><i>Project work - this project can be completed over several lessons and with or without use of technology.</i></p> <ol style="list-style-type: none"> <li>1. Tell pupils they will create a class newsletter.</li> <li>2. Get pupils to choose some topics to include in the newsletter.</li> <li>3. Put them into small groups and ask them to plan the topic or content they want to include. Explain that each group will be responsible for one part of the newsletter.</li> <li>4. Give pupils time (for homework or online) to research the content of the topic.</li> <li>5. Tell each group to plan the content for their part of the newsletter. Monitor and support as they work.</li> <li>6. Ask the groups to write up their draft of the text and find any pictures they want to include.</li> <li>7. If there is time, groups can work together to design an online version. If not put the articles together to make a paper copy of the newsletter.</li> <li>8. Display the newsletter (either share online or put it on the wall of the classroom for the pupils to read).</li> <li>9. If you wish, pupils can vote for the best article.</li> </ol>
4.2.1	Punctuate written work with moderate accuracy.	<ol style="list-style-type: none"> <li>1. Tell the pupils to stand up and teach them some gestures which represent punctuation: a fist for full stop, a downwards arm movement for a comma, a jump for exclamation mark and so on. If you prefer, after showing one or two examples pupils can make up their own movements.</li> <li>2. Go over the punctuation marks a few times encouraging the pupils to do the movements as you call them out.</li> <li>3. Now read a short paragraph to pupils and ask them to listen and tell you the topic.</li> <li>4. Tell them you will read the paragraph again quite slowly. If they think a punctuation mark should be included at any point they should do the movement.</li> <li>5. Complete reading the whole text aloud and allow the pupils to do the punctuation gestures as you do.</li> <li>6. Project the same paragraph onto the board.</li> <li>7. Elicit from the pupils where they decided the punctuation should fit.</li> </ol>



		8. If there is time, pupils can pick their own paragraphs to read to a partner and the partner tries to guess where the punctuation falls. They can then swap and repeat.
<b>4.2.1</b>	Punctuate written work with moderate accuracy.	Any time pupils do writing work, add in a short five minute activity. Ask the pupils to swap their writing and see if they can find at least one punctuation error.
<b>4.2.2</b>	Spell written work with moderate accuracy.	<ol style="list-style-type: none"> <li>1. Ask pupils to bring in some writing they have done which hasn't been corrected.</li> <li>2. Tell them to check through the work and find 2 - 3 words they find difficult to write.</li> <li>3. Ask them to work in pairs. Tell them to look at the three words their partner has chosen and check if they are spelt correctly using a dictionary or online spellcheck.</li> <li>4. Now tell the pupils to test each other by giving the words to each other and spelling them aloud.</li> </ol>
<b>4.2.3</b>	Produce a plan or draft of two paragraphs or more and modify this appropriately either in response to feedback or independently.	<ol style="list-style-type: none"> <li>1. Find a simple essay and write it out again but rewrite to include some errors, e.g. spelling mistakes / missing words / missing punctuation / incorrect tenses.</li> <li>2. Add in symbols from a correction key e.g. write P for punctuation; T for incorrect tense; Sp for incorrect spelling; the symbol ^ where words are missing.</li> <li>3. Show pupils the essay title and say that you have a copy of the essay but it has some errors that need correcting. Give the correction codes out to pupils.</li> <li>4. Give out the essay and ask the pupils to work in pairs using the correction code to find and correct the errors.</li> <li>5. Check their corrections.</li> </ol> <p>Note: once pupils have used the correction code you can use this for correcting their own work too.</p>
<b>4.2.3</b>	Produce a plan or draft of two paragraphs or more and modify this appropriately either in response to feedback or independently.	<ol style="list-style-type: none"> <li>1. Choose an essay title and write it on the board. Give pupils sample paragraph plans for the essay – some good and some bad but don't tell them which are which. You may need to write some samples yourself.</li> <li>2. Ask the pupils to work in pairs and divide the paragraphs into two categories: good writing and writing that needs more work.</li> <li>3. Check the answers.</li> <li>4. Now ask the pupils to look at the 'bad samples' and find at least five ways to improve them.</li> <li>5. Compare answers.</li> <li>6. Note feedback on anything the pupils missed.</li> <li>7. Tell the pupils to write the paragraphs out thinking about the corrections discussed.</li> </ol>
<b>4.2.3</b>	Produce a plan or draft of two paragraphs or more and modify this appropriately either in response to feedback or independently.	<ol style="list-style-type: none"> <li>1. Find an essay title and create a plan for the essay including four paragraphs. Write the first two paragraphs out in full but include some errors. The second two paragraphs should be plans only but with key ideas missing or mixed up.</li> <li>2. Show pupils the essay title and brainstorm ideas of what the essay might include.</li> <li>3. Give them the two paragraphs and tell them that the paragraphs have some errors that need correcting. Get them to work in pairs and make corrections.</li> <li>4. Once they have finished check their corrections with the group.</li> </ol>

		<p>5. Now give out the paragraph plans for the second two paragraphs. Tell the pupils to work in pairs and improve the plans.</p> <p>6. Check answers with the group.</p> <p>7. Ask the pupils to write up the corrected plans. Monitor as they do this.</p> <p>8. Finally ask the pupils to swap their paragraphs with another group and ask them to read the work and make any corrections to it they think would be useful.</p>
<b>4.2.4</b>	N/A for this level.	

## Literature in Action Content and Learning Standards

	Learning Standard	Activity outline
		<p>Choose a text – you can access possible texts online or use any suitable print resources.</p> <p>Possible websites:  <a href="http://www.eslfast.com/">http://www.eslfast.com/</a>  <a href="http://english-e-books.net/">http://english-e-books.net/</a> Select book then ‘read online’ button for access - this needs to be done online with a device or PC.</p>
5.1.1	Explain in simple language connections between characters, places or events in texts and their own lives.	<ol style="list-style-type: none"> <li>1. Ask pupils to write their name at the top of a page of notepaper. Tell them to write down two characters, two places and two events from the story they have read.</li> <li>2. Tell them to pass their paper to the person next to them. Tell them to read the words and connect two of them with an arrow, adding a few words which explains the link, e.g. between a person and a place they might write <i>lives here</i> or <i>had an accident here</i>.</li> <li>3. Tell them to pass the paper on to the next person. Repeat the task.</li> <li>4. Repeat this another 3 or 4 times.</li> <li>5. Tell the pupils to pass the paper back to the original person.</li> <li>6. Put the pupils into pairs. Ask them to look at the lines and notes on their page to read the connections. Tell them to explain to each other what the connections are between the different elements of the story.</li> </ol>
5.1.1	Explain in simple language connections between characters, places or events in texts and their own lives.	<p><i>For this activity you will need large poster paper, marker pens and long pieces of string or ribbon.</i></p> <ol style="list-style-type: none"> <li>1. Choose a text that pupils have read. Start by asking them to work in threes and retell the story. Monitor and correct.</li> <li>2. Elicit back the story.</li> <li>3. Put pupils into groups of 6 - 8. Give each group a large piece of poster paper and markers. Give each group a focus: a character / a place / an event. Each group should have a different focus. Tell them to create a mind map with as much information as they can remember about their particular focus.</li> <li>4. When they have finished tell each group to select a couple of presenters and ask them to present their poster to the rest of the class. Go around and let each group present for a minute or so.</li> <li>5. Give each group 2 - 3 large pieces of ribbon or string – long enough to stretch across the room. Tell pupils in the group to decide how their particular focus (a person, place or event) connects to one of the others in the room. Ask the first group to select another group and explain how they connect, e.g. <i>We have looked at the main character. Our character went on a trek to the mountain and got lost. This group is talking about the places in the story and they talked about the mountain where our character went.</i> If they do this successfully they should hold one end of the string and pass the other end to the other group. Both groups should</li> </ol>

		<p>continue to hold this physical symbol of the connection. Choose a second group and repeat. Continue until you have created a web of string or ribbon across the room connecting all the different aspects of the story. It will get more difficult to pass the string as more and more links are made and there is likely to be a tangled web by the end. This is fine - the pupils enjoy the challenge of passing the string and at the end you can point out how events, people and places all interconnect in life.</p> <p><i>Alternative: if this task is difficult, an alternative is to put the pupils into new groups with one pupil from each of the original groups. Ask them to find a connection between each of their original group ideas.</i></p> <p>6. Once you have finished the activity ask the pupils to sit down again. Tell them to think about the different places, people and events in the story. Give them an example of how they connect to you, e.g. <i>I love the sea and in this story there is a beautiful beach. The main character also loves the sea so we like the same place.</i></p> <p>7. Tell the pupils to think about how the story connects to them. Ask them to work in pairs and tell each other the connections.</p>
5.1.2	Identify and describe in simple language the key characters and themes in a text.	<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 work in groups of 4 and discuss a story. Tell them to summarise the key events.</p> <p>2. Now tell them to think about the key themes or topics of the story.</p> <p>3. Tell them to work together and find 3 pictures that they think show the themes.</p> <p>4. Once they have chosen their pictures get them to create a slide show. Tell them to put a picture on each slide and add notes explaining why their picture shows the themes or information about the characters. You can give an example of your own to model the task.</p> <p>5. If there is time, once they have finished, ask the pupils to present their slides.</p>
5.1.2	Identify and describe in simple language the key characters and themes in a text.	<p>1. Ask pupils to think of a story they like.</p> <p>2. Show them an example of a Venn diagram showing the links and connections between different elements, e.g. two characters names with their similarities in the overlapping part of the circles.</p> <p>3. Tell the pupils to work in small groups of 3 - 4. Each group should choose two elements from the story and create their own Venn diagrams including as many aspects as they can remember.</p> <p>4. Ask each group to work with another group and present their Venn diagrams to each other.</p>
5.2.1	N/A for this level.	
5.3.1	Respond imaginatively and intelligibly through creating poems, board games, puzzles and quizzes.	<p>1. Put pupils into groups of 5. Write a list of question words on the board. <i>Who/what/where/when/how/how often/why.</i></p> <p>2. Tell each group to create one question about the story they have read. Monitor and check while they do this.</p> <p>3. Set up a quiz: tell each group to choose someone to keep a record of the points they score. The groups take it in turns to act as quiz masters and read out their questions to the class. The rest of the groups should write down their answers</p>

	Other imaginative responses as appropriate.	as they listen to the questions. At the end of each mini quiz, the quiz masters give the answers and each group adds up their points. The record keeper notes down their points. Once all the groups have finished giving their quizzes the winning group is the one with the most points.
5.3.1	Respond imaginatively and intelligibly through creating poems, board games, puzzles and quizzes.  Other imaginative responses as appropriate.	<i>Technology based activity: this task can be completed with no technology but if possible pupils will need their own devices, e.g. phones - or tablets or similar.</i> 1. After pupils have read a new story or article, ask them to find 6 - 8 words that are new. 2. Encourage them to check the meanings using online dictionaries <a href="http://dictionary.cambridge.org/">http://dictionary.cambridge.org/</a> 3. Now ask them to work in small groups and create a quiz for the rest of the class about their words. If you don't have access to IT, they could write a list of questions. If you have IT, show them how to do this on Quizlet. <a href="https://quizlet.com/en-gb">https://quizlet.com/en-gb</a> 4. Pupils should then share their quizzes and complete at least one quiz by another group.
5.3.1	Respond imaginatively and intelligibly through creating poems, board games, puzzles and quizzes.  Other imaginative responses as appropriate.	1. Find some blank board game templates online – Possible websites: <a href="http://www.timvandevall.com/templates/blank-board-game-template/">http://www.timvandevall.com/templates/blank-board-game-template/</a> <a href="https://www.tes.com/teaching-resource/create-your-own-board-games-6315552">https://www.tes.com/teaching-resource/create-your-own-board-games-6315552</a> 2. Print out one copy per 6 pupils. 3. Put the pupils into groups of 6. Give a template to each group. Ask them to write the names of characters, places, events or themes on the board. Alternatively tell them what to write or adapt the board game online and print out completed. 4. Give each group counters and dice. Explain that the first person to get round the board is the winner. 5. As the pupils play they throw the dice and move around the board. If they land on a space with a word, they have to give at least one correct fact about the person, place or event listed. If they can do this they can stay on the space. If they can't they have to move back. 6. Monitor and support as they play. <i>Alternative: instead of just words, questions or true or false questions could be added to the board.</i>
5.3.1	Respond imaginatively and intelligibly through creating poems, board games, puzzles and quizzes.  Other imaginative responses as appropriate.	1. Tell pupils to think of a character in a story. 2. Ask them to listen and write a word or phrase according to what they hear. 3. Tell them to write an adjective about the character. 4. Tell them to write a feeling the character often has. 5. Tell them to write the type of weather they think of when they imagine the character. 6. Tell them to write down a colour they think of. 7. Tell them to write down an object or place. 8. Now tell them to add their words into the frame: You are _____. _____. You are _____. Like _____.

		<p><i>E.g.</i>  <i>You are happy.</i>  <i>Warm sun.</i>  <i>You are pink.</i>  <i>Like the city.</i></p> <p>9. Ask them to read their poem and tell them they can change some of it if they want.</p> <p>10. Put the pupils into small groups. Tell them to read their poem to their poem to the group. The rest of the group should guess which character they are describing.</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/>**