



KEMENTERIAN PENDIDIKAN MALAYSIA

KURIKULUM STANDARD SEKOLAH MENENGAH

English Language
Scheme of Work

Secondary Form 3



Secondary Form 3

Scheme of Work

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Secondary Form 3 Scheme of Work Content Overview

The purpose of this document is to provide teachers with support and information on 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.

In 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. Supporting information

This section provides teachers with an explanation of the information 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. Differentiation strategies for secondary pupils

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

4. Glossary of terms in the Form 3 Curriculum Framework

Teachers should refer to the Content and Learning Standards contained within the Scheme of Work. These Content and Learning Standards come from the Standards-Based Curriculum and Assessment Document (DSKP) and the Curriculum Framework document.

This section provides teachers with supporting explanations for some of these Content and Learning Standards. It also provides explanations of important terms used in some of the lessons. These terms are mainly found in the Learning Outline section (see the first table in the Glossary of Terms).

5. Scheme of Work (Lessons 1 – 112)

This is the main section of the scheme of work. It provides teachers with details for the textbook-based and non-textbook-based lessons.

1. Content and organisation of the Secondary Form 3 Scheme of Work

What is the Secondary Form 3 Scheme of Work and how can it help teachers?

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

What does the Secondary Form 3 Scheme of Work consist of?

The Scheme of Work consists 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 **two** types of lesson:

- 1. Textbook-Based Lessons:** The materials for these lessons include learning activities from the selected Form 3 textbook. This textbook is *Close-up* and Form 3 will cover the content from **Unit 1** to **Unit 11** 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. There are four types of non-textbook-based lessons in Form 3 Scheme of Work; Literature in Action, Revision, Project-Based Learning Lessons and one Writing lesson (lesson 108)

How are the Secondary Form 3 Scheme of Work lessons organised?

Almost all the lessons in the Scheme of Work are textbook-based lessons, with the exception of the Literature in Action Lessons (see lesson cycle below), Revision Lessons (Lessons 106 (Listening), 109, and 110), Writing Lesson (108) and two Project-Based Learning Lessons (Lessons 111 and 112).

Typical lesson cycles

Each unit (units 1-11) of *Close-Up* will provide teachers with enough materials for 9 lessons (with a few exceptions, see revision lessons section below). Together with the non-textbook-based Literature in Action lesson, each unit of *Close-Up* corresponds with a 10-lesson cycle consisting of the following typical lesson sequence:

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

Teachers should note the following:

- Reading, Listening, Speaking and Writing will mainly cover a total of two lessons (i.e. 120 minutes) in each cycle due to the amount of material available for these lesson types in *Close-Up*. There are occasional exceptions when Speaking and Writing lessons are replaced with revision lessons: see the revision lessons section for further information on these lessons.
- Language Awareness Lessons will focus on learning a specific grammatical structure or function (e.g. learn and review the difference between the use of the Present Simple and Present Continuous). Teachers can cover the vocabulary sections in the Student's Book units as part of the lessons (Reading, Listening, Speaking and Writing) if possible or as part of homework. Teachers are encouraged to complete the majority of these vocabulary sections to help pupils practise and revise new vocabulary in the unit.
- Literature in Action (LiA): There are no specific materials in the Student's Book (*Close-up*) to support this lesson type. Therefore, teachers are encouraged to create their own lessons by incorporating materials from the Literature Component textbooks provided by the Ministry of Education.
- Revision Lessons are available in two cycles, see below for more information.
- The final two lessons (Lessons 111 and 112) provide teachers with the opportunity to create Project-Based Learning Lessons (PBL). This will be one project over the two lessons. Teachers will also have the opportunity to select appropriate Content and Learning Standards for these two Project-Based Learning lessons depending on the specific needs and interests of their pupils. These lessons are not based on the textbook.

It is strongly recommended that teachers follow the above structure in the order that it is presented within the Scheme of Work. Each activity in each unit of the Student's Book follows on logically and/or developmentally from the previous activity, unless the Scheme of Work states a different order. In this case, follow the order in the Scheme of Work.

Teachers are expected to use both the Student's Book and Teacher's Book when preparing textbook-based lessons. If teachers do not have regular access to the Teacher's Book they should prepare a few lessons in advance as necessary. If access to the Teacher's Book is very limited, teachers are advised to be proactive and collaborative by planning together and consulting with the English Head or a senior teacher at their school. It is important that teachers obtain the correct answers from the answer key sections available in the Teacher's Book. The Teacher's Book also provides a lot of guidance and ideas, background information and the listening script. Therefore, it would be useful for all teachers to access it, even if only periodically.

Exam Close-up and Exam Task:

The *Close-up* Student's Book contains Exam Close-up and Exam Task sections in every skill-based lesson. The exam tips and activities are generally in line with Form 3 assessment objectives. However, please be aware that they may not mirror exactly the actual assessment tasks in the Form 3 final exam. While there are differences in the tasks used, the underlying principles are often similar, and both have been developed with extensive reference to the CEFR. Exam Close-ups and Exam Tasks are therefore useful for practising for the final exam and for developing language skills that are valuable for current and future language learning and assessment.

Revision Lessons

Some lessons are planned in the Scheme of Work for revising, reviewing and consolidating learning. These are lessons 56 and 57, which take place mid-way through cycle 6 (Unit 6 of the textbook) and lessons 106, 109 and 110, as part of cycle 11 (Unit 11 of the textbook). This means that lessons in cycles 6 and 11 do not follow the usual ten-lesson cycle, because one of the speaking lessons from the sequence is replaced by a revision lesson (units 6 and 11) and one writing lesson is replaced by a revision lesson (unit 11 only). Also the second Listening lesson in cycle 11 (lesson 106) is dedicated to revising listening skills based on pupils' needs. For lesson 106, teachers can either re-use listening material from the textbook or from other sources.

Teachers will develop these revision lessons either individually or by working together to pool their expertise and experience via the Professional Learning Communities (PLC) within their schools. The lessons will respond to the needs of the pupils as identified by teachers.

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 Reading; Lesson 3 Language Awareness etc.).

2. Main Skill Focus

Each lesson will have one main skill focus.

3. Theme

The four given themes are:

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

Each cycle of ten 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 3.

4. Topic

Topics are taken from the textbook.

5. Cross Curricular Elements

Each cycle of lessons has been assigned a specific Cross Curricular Element. Teachers will need to refer to the section on the Cross Curricular Elements in Standards-Based Curriculum and Assessment Document (DSKP) for further guidance.

Teachers are encouraged to link to other Cross Curricular Elements within a lesson cycle, in addition to the suggested one given, if they identify opportunities where relevant cross-curricular connections can be made.

6. Language/Grammar Focus

This will be related to a grammatical structure/function (e.g. Present Simple versus Present Continuous).

7. Content Standards and Learning Standards

The given Content and Learning Standards are taken from the Standards-Based Curriculum and Assessment Document (DSKP) and the Curriculum Framework Document.

8. Main Skill and Complementary Skill

Each lesson within the Scheme of Work focuses on one main skill and one complementary skill. To ensure that pupils receive sufficient exposure to and practice in every Learning Standard within the Curriculum Framework, each Learning Standard appears at least once within the Scheme of Work. Learning Standards may be covered as a main skill or as a complementary skill. It is therefore 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 mean that pupils do not receive adequate practice in 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 objective.

Teachers should also be aware that the main skill and complementary skill should not however 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 this 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.

9. Learning Outline

The Learning Outline provides guidance to teachers for the delivery of a lesson. Three main stages of every lesson are highlighted: Pre-lesson, Lesson delivery and Post-lesson. Teachers will also need to refer to the Teacher's Book, which provides detailed information about the delivery of the textbook activities for the textbook-based-lessons. The learning outline states in bold which activities from the textbook will be the focus for that lesson. The learning outline also indicates which activities are related to the main skill and which activities are related to the complementary skill.

Each cycle of ten lessons includes Pre-lesson, Lesson delivery and Post-lesson; some of these activities are not activities taken from the textbook. Pre-lesson activities activate and review pupils' prior knowledge by, for example, reviewing relevant learning from a previous lesson or using a

short activity as an opportunity for pupils to share what they already know about the lesson topic. Post-lesson activities take place at the end of lessons to review and consolidate the learning from a lesson.

10. Materials / References

The relevant page numbers of the Student's Book and Teacher's Book have been given for the textbook-based lessons.

11. Differentiation Strategies

Suggestions for differentiation are given in the Scheme of Work. For the Reading, Language Awareness and Writing lessons, the suggestions focus on differentiating the time pupils are allotted to complete each task. Fast finishers can be moved on to the next activity in the sequence of learning in the Reading, Language Awareness and Writing lessons, and suggestions for extension tasks for fast finishers in these lessons are also included. For Listening and Speaking lessons, the suggested differentiation strategy focuses on using differentiated support that addresses individual learning preferences and needs. Pupils can be paired up in these lessons to help and support each other (for example, a more able pupil with a less able one). In Speaking lessons especially, different groupings can help to vary the interactions and will allow pupils to benefit from different dynamics.

However, teachers will need to select additional differentiation strategies that are suitable in relation to the materials used and the specific needs of their pupils. Teachers are provided with detailed explanations of a number of differentiation strategies that they can use (see Section 3 Differentiation strategies for secondary pupils).

3. 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 does not feel confident enough 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 did not 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 extension support.
3. When getting feedback, do not 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** include the following:

- i) Give pupils standard 'gap fill' tasks but add in multiple-choice options for the less proficient pupils. For example (*Close-up* page 9, activity F):
 - I 1. _____ (think) that identical twins are fascinating. They 2. _____ (have) the same DNA, but they...
 - I 1. think/am thinking that identical twins are fascinating. They 2. have/are having the same DNA, but they...
- ii) For grammar analysis boxes where the use of a grammar form has to be completed or matched to a reason (*Close-up* page 9, activity A), give the activity as it is to all pupils but give the correct answers to less proficient pupils and add additional, clear examples that they match to the analysis. Give more proficient pupils sentence writing, e.g. requiring them to write new sentences based on the prompts a-d (habits, scientific facts, etc.) using the present simple.
- iii) For activities involving filling in a table or categorising (*Close-up* page 20, activity A), add some items into the table in advance for less proficient pupils but leave other pupils to do all the items themselves, and add some additional items for more proficient pupils.
- iv) For a standard writing activity, pupils write an email using the prompts provided (*Close-up* page 14, activity G) but give less proficient pupils a skeleton or an outline to help them organise their ideas. Ask more proficient pupils to write responses to other proficient pupils' emails.

Sometimes, you 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:

- brainstorming lists
- creating mind maps
- thinking of examples
- playing games requiring personalised answers, e.g. about their families / favourite food
- 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) your 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. you set an instruction or clarify a new word - to check the instruction or reinforce the word, then 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 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. 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 extension challenge for more proficient pupils.

Strategy 4: Differentiate by the outcome expected from pupils

You 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:

i. Compulsory plus optional

Here, you set 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 you 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. Extension tasks for pupils who complete the task early should also 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. Extension tasks should extend and enrich learning.

Strategy 6: Differentiate by supporting individual learning preferences and needs

When appropriate, you 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 – you 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 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 you 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. You should make sure to vary pairing and grouping over time.

You 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, you might decide on a writing target for each child; if a pupil is not yet a proficient writer, you 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 extension 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 extension challenge. As less proficient pupils grow in confidence and competence, you 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 can help the pace of the lesson too.

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, you can tell them the lines in which the misspellings are, and ask them to find and correct them.

You 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. These pupils should be able to respond to the extension challenge built into 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 challenged and given equal opportunity to develop over time. 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/>

4. Glossary of terms in Form 3

Each lesson in the Scheme of Work includes a Learning Outline with guidance for delivering the lesson. Teachers may find useful the following explanations of important terms used in Learning Outlines.

Term in Form 3 Scheme of Work	Meaning
<i>fast finishers</i>	Pupils who are able to work at a faster pace on a specific task than the majority of pupils in a class. They are therefore ready to move on to the next task sooner than the majority of pupils.
<i>peer-assessment</i>	Involving pupils in the process of assessment by asking pupils to give feedback to a peer on specific aspects of their learning, such as a specific aspect of the quality of a piece of work. For example, when a pupil gives feedback to another pupil on an aspect of their learning, the feedback takes the form of two things that were good (stars) and one area for improvement (wish).
<i>post-lesson</i>	Activity at the end of a lesson to review and consolidate the learning.
<i>pre-lesson</i>	Activity at the beginning of a lesson to activate pupils' prior knowledge.
<i>prior knowledge</i>	Knowledge and skills which pupils already have, possibly acquired from previous lessons or previous years.
<i>probing questions</i>	Questions that aim to dig deeper than the surface (e.g. <i>Is there a different way to say the same thing?</i> / <i>What would you say instead (of...)?</i> / <i>Does anyone agree/disagree with that? Why?</i>)
<i>self-assessment</i>	Involving pupils in the process of assessment by asking pupils to self-assess specific aspects of their learning. For example, learning diaries kept by pupils can reveal areas that need clarification or specific skills that need further development
<i>talk partners</i>	Providing pupils with an opportunity to talk through their ideas with a partner or in a small group. When teachers give pupils time to discuss their ideas with a partner or in a small group, they can assume that everyone in the class is ready to provide an answer.
<i>wait time</i>	The time given between asking a question and expecting a response to it.

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 3 Curriculum Framework	Meaning
Listening	
<p>Listening 1.1.1</p> <p>Understand independently the main ideas in simple longer texts on an increased range of familiar topics</p> <p>See also</p> <ul style="list-style-type: none"> • Listening 1.1.2 • Listening 1.1.3 • Listening 1.1.4 • Listening 1.1.5 • Listening 1.1.6 • Listening 1.2.1 • Listening 1.3 • Reading 3.1.1 • Reading 3.1.2 • Reading 3.1.3 • Reading 3.1.4 • Reading 3.1.5 • Reading 3.2 • Writing 4.1.5 • Writing 4.2.3 	<p>understand independently Pupils who can understand the main idea of a text independently can understand the main idea without any help from the teacher or their peers.</p> <p>simple texts Simple texts are texts in which content is organised clearly, and which contain language and ideas that pupils can understand.</p> <p>longer texts Longer texts for a B1 low learner are usually more than 150 words and up to approximately 400 words 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>increased range of familiar topics The increased range of topics that pupils are exposed to in Form 3 means that this range must increase in comparison with Form 2. Familiar topics are topics that pupils know. Examples include the topics covered in the <i>Close-Up</i> textbook, such as family, food, nature, sport and entertainment.</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 with little or no support attitudes or opinions in longer texts on an increased range of familiar topics</p>	<p>little or no support 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>

Term in Form 3 Curriculum Framework	Meaning
<p>Listening 1.1.4</p> <p>Understand independently longer sequences of classroom instructions</p> <p>See also</p> <ul style="list-style-type: none"> • Listening 1.1.2 • Listening 1.1.5 • Listening 1.1.6 	<p>longer sequences of classroom instructions</p> <p>Longer sequences of classroom instructions usually contain 3 sequences or more in the task that 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 classroom instructions based on the language level and background knowledge of the pupils they teach.</p>
<p>Listening 1.1.5</p> <p>Understand independently more complex questions</p>	<p>more complex questions</p> <p>A more complex question is a question that contains more than one clause (e.g. <i>Why did the author travel to Argentina to write his novel?</i>). A more complex question is also a probing question (questions that aim to dig deeper than the surface).</p>
<p>Listening 1.1.6</p> <p>Understand independently longer simple narratives on a range of familiar topics</p>	<p>longer simple narratives</p> <p>Longer simple narratives are stories which are usually more than 150 words and up to approximately 400 words long. The simple narratives contain language and ideas that pupils can understand. Teachers should use their own judgment on longer simple narratives, based on the level and interest of the pupils they teach.</p> <p>a range of familiar topics</p> <p>Familiar topics are topics that pupils know. A range of familiar topics means a variety of topics which pupils know. Examples include the topics covered in the <i>Close-Up</i> textbook, such as family, food, nature, sport and entertainment.</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>

Term in Form 3 Curriculum Framework	Meaning
<p>Listening 1.3.1</p> <p>Recognise with support typical features at word, sentence and text levels of a small number of spoken genres</p> <p>See also</p> <ul style="list-style-type: none"> • Reading 3.1.5 • Reading 3.1.6 	<p>with support With support means with help. This help can come from the teacher, a classmate, from pictures, examples or explanations in their textbook or from a reference resource, such as a dictionary.</p> <p>features at word, sentence and text levels Features at word, sentence and text levels refers to the organisation and uses of language at different levels: at a word level means the choice of vocabulary and chunks (connected groups of words); at a sentence level refers to the use of syntactical features and the ways sentences are constructed; at a text level looks at the ways in which the text as a whole is structured and organised.</p> <p>genres Genres are distinctive text types. Spoken genres include: conversations, interviews, speeches, presentations, debates, poems and songs.</p> <p>a small number of spoken genres Form 3 pupils will listen to a limited number of spoken genres suitable for their proficiency level. These are usually conversations, interviews and presentations.</p>
Speaking	
<p>Speaking 2.1.1</p> <p>Paraphrase short simple texts</p>	<p>paraphrase Pupils paraphrase by rewording a written or spoken text using their own words which are different to those used in the original text.</p> <p>short simple texts Short simple texts are usually up to approximately 150 words long.</p>
<p>Speaking 2.1.2</p> <p>Ask about and explain simple processes</p> <p>See also</p> <ul style="list-style-type: none"> • Writing 4.1.2 	<p>ask about Pupils can ask about a simple process by using questions that ask for elaboration (e.g. <i>Tell me more about...?</i>), clarification (e.g. <i>What do you mean by...?</i>) and repetition (e.g. <i>Can you explain that to me again?</i>).</p> <p>explain simple processes Examples of simple processes are: preparing food; painting a picture in art; creating a plan for a writing task. The language associated with explaining a simple process includes: linking words to show a cause (<i>because, due to, since</i>); linking words to show effect (<i>so, as a result, therefore</i>); listing words (<i>firstly, secondly, thirdly, finally</i>); conditionals or 'if' statements (<i>if you boil water, it evaporates</i>).</p>

Term in Form 3 Curriculum Framework	Meaning
<p>Speaking Content Standard 2.2 Focus</p> <p>Use register appropriately in familiar contexts</p> <p>See also</p> <ul style="list-style-type: none"> • Speaking 2.3 • Writing 4.2.3 	<p>appropriately</p> <p>Appropriately refers to the successful communication of a message. The message itself may not necessarily be 100% accurate, but the pupil has communicated his or her meaning successfully.</p>
<p>Speaking 2.2.1</p> <p>Use formal and informal registers appropriately in some familiar contexts</p> <p>See also</p> <ul style="list-style-type: none"> • Writing 4.2.4 	<p>formal and informal registers</p> <p>Register refers to style of speaking/writing according to the communicative purpose and social context.</p> <p>Formal register is usually associated with situations that are serious or involve people who are older or with whom the speaker/writer is not familiar. Formal register includes the language of politeness (qualifiers, softeners, negative question forms) and passive structures. A formal register is common in presentations, applications, letters and formal emails.</p> <p>Informal register is commonly used in situations that are relaxed or involve people well-known to the speaker/writer. Informal register is characterised by contractions, relative clauses without a relative pronoun and ellipses, and is common among siblings and friends and frequently used on social networks and informal emails.</p> <p>some familiar contexts</p> <p>Familiar contexts are communicative situations that pupils know. Examples include interactions that are related to topics covered in the <i>Close-Up</i> textbook, such as conversations with family members and friends, speaking with teachers, communicating in shops and restaurants, talking to a Doctor.</p> <p>However, pupils in rural or remote areas and pupils who live in cities may be familiar with different contexts. Teachers should use their own judgment here.</p>
<p>Speaking 2.3.1</p> <p>Keep interaction going in longer exchanges by asking a speaker to slow down, speak up or to repeat what they have said</p>	<p>longer exchanges</p> <p>Longer exchanges are usually interactions in which each pupil has more than 4 speaking turns.</p>

Term in Form 3 Curriculum Framework	Meaning
Reading	
<p>Reading 3.1.6</p> <p>Recognise with support typical features at word, sentence and text levels of a range of genres</p>	<p>genres</p> <p>Genres are distinctive text types. Written genres include: articles, adverts, blog posts, brochures, leaflets, news reports, recipes, song lyrics, stories and text messages.</p> <p>range of genres</p> <p>Pupils are expected to be able to link, with support, the reading texts they will come across (at word, sentence and text levels) with the different types of texts included in Form 3. The range of texts is listed in the Scheme of Works and includes the texts in the <i>Close-up</i> textbook and the Literature Component textbook.</p>
Writing	
<p>Writing 4.2.1</p> <p>Punctuate written work with moderate accuracy</p> <p>See also</p> <ul style="list-style-type: none"> • Writing 4.2.2 	<p>moderate accuracy</p> <p>Moderate accuracy means that punctuation in written work is mostly accurate, but sometimes contains mistakes. Such mistakes are typical of B1 low learners.</p>
<p>Writing 4.2.3</p> <p>Produce a plan or draft of two paragraphs or more and modify this appropriately independently</p>	<p>modify this appropriately independently</p> <p>Pupils who can modify a plan or draft appropriately independently know what to look for in their written work (for example, spelling, grammar and punctuation errors, as well as the structure of the writing) in order to improve their work without always needing feedback from the teacher. The result is a second draft of their work that is easier to understand and which contains fewer language errors than the first draft.</p>
<p>Writing 4.2.4</p> <p>Begin to use formal and informal registers appropriate to the target audience in familiar situations</p>	<p>target audience in familiar situations</p> <p>The target audience for written texts is the expected reader whom the text is meant to address. When pupils write an email they should think about whom they are writing for, i.e. their target audience. They should consider what the reader expects to read in terms of the genre (e.g. email, story), text format (e.g. beginning and end) and content (e.g. thriller story, invitation).</p> <p>Pupils are expected to write about familiar situations (e.g. holiday, reply to invitation) and address an audience they are already familiar with (family, friends, teachers).</p> <p>However, pupils in rural or remote areas and pupils who live in cities may be familiar with different contexts. Teachers should use their own judgment here.</p>

Term in Form 3 Curriculum Framework	Meaning
Literature in Action	
Literature in Action 5.2.1 Identify key stylistic features of a text and explain briefly why the author uses them	key stylistic features Stylistic features are the ways in which words and sentences are arranged and how they affect meaning. Stylistic features can distinguish the work of individual authors. Particular text types are associated with the use of particular stylistic features, for example, alliteration is commonly associated with poetry. The key stylistic features for Form 3 are metaphor and simile.

5. Scheme of Work: Lessons 1 – 112

UNIT 1

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 1)

WEEK: _____	LESSON 1 (Reading 1)	MAIN SKILL FOCUS: Reading	THEME: People and Culture
	TOPIC: Family Ties	CROSS-CURRICULAR ELEMENT: Values	LANGUAGE/GRAMMAR FOCUS: Family-related vocabulary, including collocations and expressions

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Reading 3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning Complementary Skill Speaking 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics	Main Skill Reading 3.1.1 Understand the main points in longer texts on an increased range of familiar topics Complementary Skill Speaking 2.1.4 Explain own point of view	Pre-lesson Activate prior knowledge in this lesson using the 'Unit opener' in Teacher's Book. Aim to cover the <i>first three stages</i> only of the described activity. For each stage of the activity, ensure that pupils have an opportunity to discuss their ideas with talk partner(s) before collecting responses. Use Activity A to elicit vocabulary relevant to the topic of the lesson. Lesson delivery This lesson focuses on Activity C and Ideas Focus. See Teacher's Book for detailed guidance. Note that in Activity C pupils are asked to scan the text for the main points in the text. Understanding the main points in a text is applying reading for gist skill. Activity C focuses on developing the main skill for this lesson. Ideas Focus focuses on the complementary skill. Post-lesson Ask pupils to review their learning in this lesson by getting them to identify with their talk partner(s) at least one new word or expression that they have learned in relation to the topic Family Ties. When pupils are ready, collect and share words/expressions as a whole class.	Close-Up Student's Book, p.5-7 Close-Up Teacher's Book, p.8-9	For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 1)

WEEK: —	LESSON 2 (Reading 2)	MAIN SKILL FOCUS: Reading	THEME: People and Culture
	TOPIC: Family Ties	CROSS-CURRICULAR ELEMENT: Values	LANGUAGE/GRAMMAR FOCUS: Family-related vocabulary, including collocations and expressions

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Reading 3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p> <p>Complementary Skill</p> <p>Reading 3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p>	<p>Main Skill</p> <p>Reading 3.1.2 Understand specific details and information in longer texts on an increased range of familiar topics</p> <p>Complementary Skill</p> <p>Reading 3.1.3 Guess the meaning of unfamiliar words from clues provided by other words and by context on an increased range of familiar topics</p>	<p>Pre-lesson Activate prior knowledge in this lesson using 'Unit opener' in Teacher's Book. Use stages four and five that ask pupils to look at the picture on p. 5 of their Student's Book. Ensure that pupils have an opportunity to practise their answers with their talk partner(s) before collecting their responses.</p> <p>Lesson delivery This lesson focuses on Activities D, E and F. See Teacher's Book for detailed guidance. Do not include the suggested first stage described in the Teacher's Book for Activity F (asking pupils to make their own family tree about their own families, which can be used instead as a possible fast finisher task).</p> <p>Activities D and E focus on developing the main skill for this lesson. Activity F focuses on the complementary skill.</p> <p>Post-lesson Ask pupils to review their learning in this lesson by getting them to close their textbooks and then to recall with their talk partner(s) the exam tips they read on p. 7 ('Exam Close-Up'). When pupils are ready, collect and share ideas as a whole class. Write ideas on the board, checking that all five tips have been included.</p>	<p>Close-Up Student's Book, p.5-7</p> <p>Close-Up Teacher's Book, p.9</p>	<p>Fast finishers can move on to the next activity in the sequence. After Activity F, fast finishers can be given the 'Ideas Focus' tasks on p. 7 of the Student's book as either speaking or writing tasks (if not used in previous lesson).</p> <p>An alternative fast finisher task is to ask pupils to make their own family tree about their own families. Alternatively, choose another appropriate extension activity that better suits pupils' needs/interests and that will help pupils develop further the main and/or complementary skill for this lesson.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 1)

WEEK:	LESSON 3 (Language Awareness 1)	MAIN SKILL FOCUS: Language Awareness	THEME: People and Culture
	TOPIC: Family Ties	CROSS-CURRICULAR ELEMENT: Values	LANGUAGE/GRAMMAR FOCUS: Present simple, present continuous and stative verbs.

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered.	Main Skill This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered.	<p>Pre-lesson Activate prior knowledge in this lesson by following the introductory notes on page 10 in the Teacher's Book (under Grammar heading).</p> <p>Lesson delivery This lesson focuses on Grammar Activities A to G. See Teacher's Book for detailed guidance. Note that pupils have encountered the present simple and present continuous in Form 2. When going through answers for Grammar Activity C, explain that stative verbs are verbs that are only used in the present simple and provide examples (e.g. 'Peter hates his new school' <i>not</i> 'Peter is hating his new school').</p> <p>Post-lesson Ask pupils to write two sentences using vocabulary introduced in the unit. One sentence using a stative verb and the other using an action verb in the present continuous. Allow peer assessment and give individuals feedback as you move between pupils' desks.</p> <p>Remind pupils that they can find more information about today's lesson in the Grammar Focus section at the end of the Student's Book (p.162).</p>	Close-Up Student's Book, p.9 Close-Up Teacher's Book, p.10-11	<p>See p.13 in Student's Book for further grammar activities that can be used as extension tasks with fast finishers and/or homework.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 1)

WEEK:	LESSON 4 (Listening 1)	MAIN SKILL FOCUS: Listening	THEME: People and Culture
	TOPIC: Family Ties	CROSS-CURRICULAR ELEMENT: Values	LANGUAGE/GRAMMAR FOCUS: Family-related vocabulary

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Listening 1.1 Understand meaning in a variety of familiar contexts Complementary Skill Speaking 2.3 Use appropriate communication strategies	Main Skill Listening 1.1.1 Understand independently the main ideas in simple longer texts on an increased range of familiar topics Complementary Skill Speaking 2.3.1 Keep interaction going in longer exchanges by asking a speaker to slow down, speak up or to repeat what they have said	<p>Pre-lesson Use Activity A as a pre-lesson activity. For this activity pupils look at pictures and discuss them with their talk partner(s). Note that Activity A uses <i>how? where?</i> and <i>who?</i> as questions to stimulate discussion. For example, ask “when do we play the violin, watch TV, ride a bicycle?” Elicit from pupils that they do these activities during their free time. Then ask <i>how</i> do they spend their free time and write the question on the board, then ask pupils to discuss the question with talk partner(s) before collecting responses. Facilitate remaining categories in the same way (<i>where</i> and <i>who</i> questions).</p> <p>Lesson delivery This lesson focuses on Activities A, B and C. See Teacher’s Book for detailed guidance. For Activity B, ensure all pupils understand the instructions and explain that they match the sentences to the categories (not to a particular picture as they still haven’t heard the recording). For Activity C, give pupils the opportunity to listen to the recording at least twice. After the listening task, ask pupils to check and discuss their answers in small groups. Draw attention to working on the complementary skill during these discussions.</p> <p>Activities A and B do not address the main skill in this lesson, but they help to prepare pupils for Activity C. Activity C focuses on developing the main and complementary skill for this lesson.</p> <p>Post-lesson Review pupils’ learning in this lesson with <i>Tell me three things...</i></p> <ul style="list-style-type: none"> • <i>You have learnt today</i> • <i>You have done well</i> • <i>Your talk partner has done well</i> 	Close-Up Student’s Book, p.10 Close-Up Teacher’s Book, p.11-12 Student’s Book Audio CD	<p>Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil.</p> <p>Support can be given to less proficient pupils during the pre-lesson activity, depending on their needs. For example, by providing vocabulary to use in a speaking task, or sentence starters and model sentence constructions to help the pupil produce sentences.</p> <p>To support less confident pupils, pause the listening track at selected intervals to allow thinking time. Alternatively, read and pause at specific intervals from the audio script in the Teacher’s Book if it helps less proficient pupils to listen to your voice rather than that of a native speaker. Play the track from the CD when pupils feel more confident.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/ strategies based on the needs of the pupils.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 1)

WEEK: —	LESSON 5 (Listening 2)	MAIN SKILL FOCUS: Listening	THEME: People and Culture
	TOPIC: Family Ties	CROSS-CURRICULAR ELEMENT: Values	LANGUAGE/GRAMMAR FOCUS: Family-related vocabulary

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Listening 1.1 Understand meaning in a variety of familiar contexts Complementary Skill Writing 4.1 Communicate intelligibly through print and digital media on familiar topics	Main Skill Listening 1.1.2 Understand independently specific information and details in longer texts on an increased range of familiar topics Complementary Skill Writing 4.1.1 Explain simple content from what they have read or heard	<p>Pre-lesson Activate prior knowledge in this lesson using ABCD cards for multiple-choice questions that have four choices. Each pupil has four cards, each with one letter (A, B, C, or D) which corresponds to the four choices. The pupils use one of the cards to show their response to a series of questions that check pupils' understanding of the meaning of family-related vocabulary from previous lessons.</p> <p>Lesson delivery This lesson focuses on Activities D, E and F. See Teacher's Book for detailed guidance.</p> <p>Note that in Activity D pupils are asked to make notes about the differences, similarities or connections between the pictures. During Activity E the recording can be paused in order to allow pupils to discuss their answers with a talk partner. The final stage to Activity E allows pupils to discuss their answers as a class and for individual pupils to explain or justify their answers. Activity F gives pupils the opportunity to listen to the recording a second time and to check the correct answers (see Teacher's Book for answers).</p> <p>Activities E and F focus on developing the main skill for this lesson. Activity D focuses on the complementary skill.</p> <p>Post-lesson Ask pupils to review their learning in this lesson by getting them to close their textbooks and then to recall with their talk partner(s) the exam tips they read on p. 10 ('Exam Close-Up'). When pupils are ready, collect and share ideas as a whole class. Write ideas on the board, checking that all three tips have been included.</p>	Close-Up Student's Book, p.10 Close-Up Teacher's Book, p.12 Student's Book Audio CD	<p>Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil.</p> <p>To support less confident pupils, pause the listening track at selected intervals to allow thinking time. Alternatively, read and pause at specific intervals from the audio script in the Teacher's Book if it helps less proficient pupils to listen to your voice rather than that of a native speaker. Play the track from the CD when pupils feel more confident.</p> <p>Support can be given to less proficient pupils during Activity D, by providing vocabulary to use in the writing task, or sentence starters and model sentence constructions to help the pupil produce sentences.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/ strategies based on the needs of the pupils.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 1)

WEEK: —	LESSON 6 (Speaking 1)	MAIN SKILL FOCUS: Speaking	THEME: People and Culture
	TOPIC: Family Ties	CROSS-CURRICULAR ELEMENT: Values	LANGUAGE/GRAMMAR FOCUS: Words and expressions for showing emotions / Prepositions of position

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Speaking 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics Complementary Skill Writing 4.2 Communicate with appropriate language, form and style	Main Skill Speaking 2.1.5 Express and respond to common feelings such as happiness, sadness, surprise, and interest Complementary Skill Writing 4.2.2 Spell written work with moderate accuracy	<p>Pre-lesson Activate prior knowledge in this lesson by asking pupils to write down words and expressions for showing emotions such as happiness, sadness, surprise, and interest. Allow pupils to discuss their ideas with their talk partner(s) before collecting ideas as a class. Write the pupils' ideas on the board and draw attention to spelling when necessary. Some of these words/expressions can be used in Activity A.</p> <p>Lesson delivery This lesson focuses on Activities A and C. See Teacher's Book for detailed guidance. Extend Activity A questions to encourage the use of words that express feelings. For example, after question 1 you could ask: <i>Do you like how big/small your family is? Why/why not?</i> or after question 2: <i>describe what you do with your family in your free time.</i> You can write the extension questions on the board for all to refer to when they work in pairs. Encourage pupils to follow up with more questions to extend the conversation. Allow pupils to discuss their ideas with their talk partner(s) before collecting ideas as a class. Invite pupils to provide follow-up responses that include the words from the pre-lesson activity.</p> <p>Note that the Teacher's Book suggests that pupils read the 'Useful Expressions' before Activity C. To develop the complementary skill in Activity C, after filling in the gaps, ask pupils to close their books and use their notebooks to write. The teacher reads out the completed sentences and pupils write them while ensuring that they spell the words correctly. When everyone has finished, pupils can sit in pairs to check and give feedback. The second phase of this suggested activity (in which pupils write sentences using the useful expressions) could be used as a fast finisher task.</p> <p>Activity A focuses on developing the main skill for this lesson. Activity C focuses on the complementary skill.</p> <p>Post-lesson Ask pupils to review their learning by giving a one-minute verbal summary of the lesson. Allow pupils to discuss their ideas with their talk partner(s) and then choose pupils to share their summaries with the class.</p>	Close-Up Student's Book, p.11 Close-Up Teacher's Book, p.12	Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil. Support can be given to less proficient pupils during the post-lesson activity, depending on their needs. For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/ strategies based on the needs of the pupils.

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 1)

WEEK:	LESSON 7 (Speaking 2)	MAIN SKILL FOCUS: Speaking	THEME: People and Culture
	TOPIC: Family Ties	CROSS-CURRICULAR ELEMENT: Values	LANGUAGE/GRAMMAR FOCUS: Language of description, including prepositions of position and adjectives; language for formal register

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Speaking 2.2 Use register appropriately Complementary Skill Speaking 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics	Main Skill Speaking 2.2.1 Use formal and informal registers appropriately in some familiar contexts Complementary Skill Speaking 2.1.4 Explain own point of view	<p>Pre-lesson Activate prior knowledge in this lesson with a True/False activity. Give pupils red and green cards (red to show False, green to show True). Start the lesson verbally or with a series of statements on the whiteboard and each pupil has to tell whether they think each statement is True or False using their cards. For example, the statements might focus on specific aspects of language use or understanding of grammar from previous lessons.</p> <p>Lesson delivery This lesson focuses on Activity B, D and 'Ideas Focus'. See Teacher's Book for detailed guidance. Activity B does not address the main skill in this lesson, but it helps to prepare pupils for the following activities. It also helps the teacher to check if the pupils do not know any of the words listed (e.g. board game, indoors) and explain them.</p> <p>Pupils can use informal register to complete Activity D. They do not need to talk about what is an informal register at this point in the lesson. Use the 'Ideas Focus', second question, as small-group discussion activities (groups of 3 or 4 pupils). Before the discussions start ensure the pupils understand the speaking skill that they are learning: using an informal register. Discuss with the class the appropriate phrases and expressions to use in the discussion.</p> <p>Activity D and 'Ideas Focus' focus on developing the main skill for this lesson. 'Ideas Focus' also focuses on the complementary skill. Activity B helps pupils practise vocabulary relevant to the topic.</p> <p>Post-lesson Ask pupils to review their learning in this lesson by getting pupils to write down what was the most important thing they learned in the lesson.</p>	Close-Up Student's Book, p.11 Close-Up Teacher's Book, p.12-13	<p>Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil.</p> <p>Support can be given to less proficient pupils depending on their needs, such as by providing vocabulary to use in a speaking task, or sentence starters and model sentence constructions to help the pupil produce sentences for Activity D and the 'Ideas Focus' activity.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/ strategies based on the needs of the pupils.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 1)

WEEK:	LESSON 8 (Writing 1)	MAIN SKILL FOCUS: Writing	THEME: People and Culture
	TOPIC: Family Ties	CROSS-CURRICULAR ELEMENT: Values	LANGUAGE/GRAMMAR FOCUS: Abbreviations

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Writing 4.2 Communicate with appropriate language, form and style Complementary Skill Reading 3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning	Main Skill Writing 4.2.1 Punctuate written work with moderate accuracy Complementary Skill Reading 3.1.2 Understand specific details and information in longer texts on an increased range of familiar topics	Pre-lesson Explain what is meant by the term 'abbreviation' and provide one or two examples that are written on the board. Activate prior knowledge in this lesson by then asking pupils to identify abbreviations that they already know. Allow pupils to discuss their ideas with their talk partner(s) before collecting ideas as a class. Write the pupils' ideas on the board and then compare them with the abbreviations in the 'Learning Focus' on p.14 of the Student's Book. Note that abbreviations here do not refer to abbreviations commonly used in text messages or on social media (like ur, @, thx). Lesson delivery This lesson focuses on Activities A, B, C, D and E. See Teacher's Book for detailed guidance. Do not do the first stage described in the Teacher's Book for Activity A since this is covered in the pre-lesson. Extend Activity B to write answers to questions 1-3. Help pupils to punctuate the sentences correctly. Note that sentence 5 in activity A answer key (p.15) should have a full stop at the end. The email is a short text, but it is intended to prepare pupils to understand specific details. Activities A and B focus on developing the main skill for this lesson. Activities C and D focus on the complementary skill. Post-lesson Ask pupils to review their learning in this lesson by describing <i>what</i> they have learnt in the lesson and <i>how</i> they learnt it. Allow pupils to discuss their ideas with their talk partner(s) before collecting ideas as a class.	Close-Up Student's Book, p.14-15 Close-Up Teacher's Book, p.15	Fast finishers can move on to the next activity in the sequence. After Activity E, fast finishers can be given extension activities from the Vocabulary and Grammar activities on p. 12-13 of the Student's Book. Alternatively, choose another appropriate extension activity that better suits pupils' needs/interests and that will help pupils develop further the main and/or complementary skill for this lesson. For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/ strategies based on the needs of the pupils.

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 1)

WEEK:	LESSON 9 (Writing 2)	MAIN SKILL FOCUS: Writing	THEME: People and Culture
	TOPIC: Family Ties	CROSS-CURRICULAR ELEMENT: Values	LANGUAGE/GRAMMAR FOCUS: Useful expressions for an invitation email

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Writing 4.1 Communicate intelligibly through print and digital media on familiar topics Complementary Skill Speaking 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics	Main Skill Writing 4.1.5 Organise, sequence and develop ideas within short texts on familiar topics Complementary Skill Speaking 2.1.3 Describe future plans and ambitions	<p>Pre-lesson Activate prior knowledge in this lesson by asking pupils to explain how they will go about planning a piece of writing. Allow pupils to discuss their ideas with their talk partner(s) before collecting ideas as a class. This pre-lesson activity is an opportunity to link to the previous lesson (see Activity E).</p> <p>Lesson delivery This lesson focuses on Activities F and G. See Teacher's Book for detailed guidance. Note that for Activity F there is a suggested plan in the Teacher's Book. This can also be used as a skeleton or outline that provides a structure for those pupils who may need extra support. Activity F also includes a speaking practice element (practising the useful expressions). Note that the Teacher's Book includes a suggested answer for Activity G. This can be given to pupils as an exemplar for them to compare their own written work with.</p> <p>Activity F and G focus on developing the main skill for this lesson. The speaking practice element in Activity F provides an opportunity for developing the complementary skill.</p> <p>Post-lesson Ask pupils to review their learning in this lesson by completing an exit card: '<i>what went well</i> in your learning?' and 'your learning would have been <i>even better if...</i>' Collect the cards and use them for planning the writing lessons in lesson cycle 2.</p>	Close-Up Student's Book, p.15 Close-Up Teacher's Book, p.16	<p>Fast finishers can move on to the next activity in the sequence. After Activity G, they can be given extension activities from the Vocabulary and Grammar activities on p. 12-13 of the Student's Book. Alternatively, choose another appropriate extension activity that better suits pupils' needs/interests and that will help pupils develop further the main and/or complementary skill for this lesson.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.</p>

SCHEME OF WORK: NON-TEXTBOOK BASED LESSON

WEEK:	LESSON 10 (Literature in Action 1)	MAIN SKILL FOCUS: Literature in Action	THEME: n/a
	TOPIC: Teacher to select	CROSS-CURRICULAR ELEMENT: Teacher to select	LANGUAGE/GRAMMAR FOCUS: Teacher to select

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Literature in Action 5.1 Engage with, respond to and interpret a variety of literary text types	Main Skill Literature in Action 5.1.1 Explain why a part or aspect of a text interests them	Teachers will develop their own lesson using materials from the Literature Component books. Teachers should ensure that their lesson covers the Literature in Action content and learning standard specified for this lesson.	Teacher to select	For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.

UNIT 2

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 2)

WEEK:	LESSON 11 (Reading 3)	MAIN SKILL FOCUS: Reading	THEME: People and Culture
	TOPIC: Food, Food, Food!	CROSS-CURRICULAR ELEMENT: Global Sustainability	LANGUAGE/GRAMMAR FOCUS: Food related vocabulary

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Reading 3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning Complementary Skill Writing 4.2 Communicate with appropriate language, form and style	Main Skill Reading 3.1.6 Recognise with support typical features at word, sentence and text levels of a range of genres Complementary Skill Writing 4.2.2 Spell written work with moderate accuracy	Pre-lesson See 'Unit opener' in Teacher's Book for detailed guidance. Ensure that pupils have an opportunity to speak in small groups or with talk partners before collecting their responses. See also the 'Background Information' in Teacher's Book about the image used for this activity. Lesson delivery This lesson focuses on Activities D, F and G. See Teacher's Book for detailed guidance. Note that this reading lesson begins from Activity D to ensure the activities are organised logically. Note that in Activity D pupils must write sentences on their own using the key words in this activity (final point in Activity D in the Teacher's Book). Ask pupils to write sentences for 'liquid' and 'disease' only (the other words are above B1 level). Ask pupils to check each other's sentences and give feedback on spelling and language accuracy. Activities F and G focus on developing the main skill for this lesson. Activity D focuses on the complementary skill. Post-lesson Ask pupils to identify with their talk partner(s) at least one new word or expression that they have learned in relation to the topic. Collect and share words/expressions as a whole class.	Close-Up Student's Book, p.17-19 Close-Up Teacher's Book, p.18-19	Fast finishers can move on to the next activity in the sequence. Choose appropriate extension activities that suit pupils' needs/interests and that will help pupils develop further the main and/or complementary skill for this lesson. For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 2)

WEEK:	LESSON 12 (Reading 4)	MAIN SKILL FOCUS: Reading	THEME: People and Culture
	TOPIC: Food, Food, Food!	CROSS-CURRICULAR ELEMENT: Global Sustainability	LANGUAGE/GRAMMAR FOCUS: Food related vocabulary

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Reading 3.2 Explore and expand ideas for personal development by reading independently and widely	Main Skill Reading 3.2.1 Read enjoy and give a personal response to fiction / non-fiction and other suitable print and digital texts of interest	<p>Pre-lesson Ask pupils to keep their textbooks closed. Write the words in red in the 'Word Focus' on p.18 of the Student's Book on the board. Ask pupils to discuss with their talk partner the meaning of each word. Then ask pupils to look at these same words in red in the text and to check meaning by looking carefully at the sentence each word is found in. Then ask pupils to read the 'Word Focus' box and compare their definitions with those given. Draw pupils' attention to the main skill for this lesson. See 'Word Focus' guidance in Teacher's Book for additional suggestions.</p> <p>Lesson delivery This lesson focuses on Activities A, B, C, E and 'Ideas Focus'. See Teacher's Book for detailed guidance.</p> <p>Note that for the 'Ideas Focus' activity pupils discuss in small groups. When pupils are ready, collect and share responses to the discussions as a whole class. Draw attention to food related vocabulary that is used by pupils. Encourage pupils to express feelings such as happiness, sadness, surprise, or interest.</p> <p>Activities A, B and C focus on developing the main skill for this lesson. 'Ideas Focus' activity focuses on the complementary skill.</p> <p>Post-lesson Put pupils in small groups and ask them to tell each other about what they had for dinner last night. Ask them to stick to English only during their conversation.</p>	Close-Up Student's Book, p.18-19 Close-Up Teacher's Book, p.18-19	<p>Fast finishers can move on to the next activity in the sequence. After Activity G, fast finishers can be given the Grammar tasks on p.25 of the Student's Book. Alternatively, choose another appropriate extension activity that better suits pupils' needs/interests and that will help pupils develop further the main and/or complementary skill for this lesson.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 2)

WEEK: —	LESSON 13 (Language Awareness 2)	MAIN SKILL FOCUS: Language Awareness	THEME: People and Culture
	TOPIC: Food, Food, Food!	CROSS-CURRICULAR ELEMENT: Global Sustainability	LANGUAGE/GRAMMAR FOCUS: Past continuous vs. past simple

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered.	Main Skill This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered.	<p>Pre-lesson Ask questions to pupils (or write questions on the board) to elicit responses using either the past simple or past continuous (see questions in the pre-grammar lesson activity guidance on p.20 of the Teacher's Book). Ensure pupils have appropriate wait time and/or opportunities to discuss their responses with talk partners.</p> <p>Lesson delivery This lesson focuses on Grammar Activities A, B, C and D. See Teacher's Book for detailed guidance. Note that in activities C and D there is an opportunity to link back to Unit 1 work on stative verbs.</p> <p>Post-lesson Ask pupils to think of different questions that will elicit responses using either the past simple or past continuous. Pupils then share and respond to their questions in small groups. Monitor and assist to check correct usage of the two different tenses.</p>	Close-Up Student's Book, p.21 Close-Up Teacher's Book, p.20-21	<p>Fast finishers can move on to the next activity in the sequence. After Grammar Activity D, fast finishers can be given other activities in the textbook not covered in the Learning Outline (i.e. activities E-G).</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 2)

WEEK: —	LESSON 14 (Listening 3)	MAIN SKILL FOCUS: Listening	THEME: People and Culture
	TOPIC: Food, Food, Food!	CROSS-CURRICULAR ELEMENT: Global Sustainability	LANGUAGE/GRAMMAR FOCUS: Food related vocabulary

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Listening 1.1 Understand meaning in a variety of familiar contexts Complementary Skill Writing 4.2 Communicate with appropriate language, form and style	Main Skill Listening 1.1.4 Understand independently longer sequences of classroom instructions Complementary Skill Writing 4.2.1 Punctuate written work with moderate accuracy	<p>Pre-lesson Play a game to review food related vocabulary from previous lessons. Alternatively, choose another appropriate pre-lesson activity that better suits pupils' needs/interests and that will review language and/or vocabulary and prepare the pupils for the lesson.</p> <p>Lesson delivery This lesson focuses on Activities A and B. See Teacher's Book for detailed guidance.</p> <p>Ask pupils to keep the Student's Book closed. Provide each pupil with a handout that contains the options in Activity A and B but without the instruction. Read out the instruction in Activity A, and follow relevant details from the Teacher's Book. Read out instruction in Activity B, and follow relevant details from the Teacher's Book.</p> <p>Activities A and B focus on developing the main skill for this lesson. Activity B also includes opportunities for pupils to practise the complementary skill. Ensure that pupils punctuate their sentences with a question mark. Ask pupils to check each other's sentences and give feedback on spelling and language accuracy.</p> <p>Post-lesson Ask pupils to write down questions to ask other pupils about their learning in this lesson. You can give one question as an example. Collect questions and select pupils for responses. Ensure pupils have appropriate wait time.</p>	Close-Up Student's Book, p.22 Close-Up Teacher's Book, p.21-22 Student's Book Audio CD	<p>Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil.</p> <p>To support less confident pupils, pause the listening track at selected intervals to allow thinking time. Alternatively, read and pause at specific intervals from the audio script in the Teacher's Book if it helps less proficient pupils to listen to your voice rather than that of a native speaker. Play the track from the CD when pupils feel more confident.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 2)

WEEK:	LESSON 15 (Listening 4)	MAIN SKILL FOCUS: Listening	THEME: People and Culture
	TOPIC: Food, Food, Food!	CROSS-CURRICULAR ELEMENT: Global Sustainability	LANGUAGE/GRAMMAR FOCUS: Food related vocabulary

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Listening 1.1 Understand meaning in a variety of familiar contexts Complementary Skill Reading 3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning	Main Skill Listening 1.1.2 Understand independently specific information and details in longer texts on an increased range of familiar topics Complementary Skill Reading 3.1.2 Understand specific details and information in longer texts on an increased range of familiar topics	Pre-lesson Play a game to review food related vocabulary from previous lessons. Alternatively, choose another appropriate pre-lesson activity that better suits pupils' needs/interests and that will review language and/or vocabulary and prepare the pupils for the lesson. Lesson delivery This lesson focuses on Activities C, D and E. See Teacher's Book for detailed guidance. The reading text type in this lesson is instruction and a quiz. The reading skill (i.e. understand specific details) is meant to support the listening tasks in Activities D and E. Activities D and E focus on developing the main skill for this lesson. Activity C focuses on the complementary skill. Post-lesson Ask pupils to provide peer feedback on each other's performance (in pairs or small groups) using <i>two stars and a wish</i> : two things that were good (stars) and one area for improvement (wish). While monitoring the activity collect examples of the feedback to share (anonymously) with the whole class.	Close-Up Student's Book, p.22 Close-Up Teacher's Book, p.22 Student's Book Audio CD	Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil. To support less confident pupils, pause the listening track at selected intervals to allow thinking time. Alternatively, read and pause at specific intervals from the audio script in the Teacher's Book if it helps less proficient pupils to listen to your voice rather than that of a native speaker. Play the track from the CD when pupils feel more confident. For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 2)

WEEK: —	LESSON 16 (Speaking 3)	MAIN SKILL FOCUS: Speaking	THEME: People and Culture
	TOPIC: Food, Food, Food!	CROSS-CURRICULAR ELEMENT: Global Sustainability	LANGUAGE/GRAMMAR FOCUS: Using adjectives

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Speaking 2.3 Use appropriate communication strategies Complementary Skill Listening 1.1 Understand meaning in a variety of familiar contexts	Main Skill Speaking 2.3.1 Keep interaction going in longer exchanges by asking a speaker to slow down, speak up or to repeat what they have said Complementary Skill Listening 1.1.5 Understand independently more complex questions	Pre-lesson Play a game to review adjectives (pupils have learned about adjectives, including comparatives and superlatives, in Form 2). Alternatively, choose another appropriate pre-lesson activity that better suits pupils' needs/interests and that will review language and/or vocabulary and prepare the pupils for the lesson. Lesson delivery This lesson focuses on Activities A and B. See Teacher's Book for detailed guidance. Note that in Activity A pupils work in pairs and need to help each other to keep the interaction going (avoiding one word answers). They can also be encouraged to ask each other follow-up questions. Activity A focuses on developing the main skill for this lesson. Activity A also focuses on the complementary skill. Post-lesson Ask pupils to write out the alphabet (e.g. in their notebooks or on flip chart paper). Next to each letter pupils must write an adjective that starts with that letter. Pupils may work with a partner or in small groups. When ready, share words with the whole class.	Close-Up Student's Book, p.23 Close-Up Teacher's Book, p.22	Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil. For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 2)

WEEK: —	LESSON 17 (Speaking 4)	MAIN SKILL FOCUS: Speaking	THEME: People and Culture
	TOPIC: Food, Food, Food!	CROSS-CURRICULAR ELEMENT: Global Sustainability	LANGUAGE/GRAMMAR FOCUS: Using adjectives

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Speaking 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics Complementary Skill Speaking 2.3 Use appropriate communication strategies	Main Skill Speaking 2.1.4 Explain own point of view Complementary Skill Speaking 2.3.1 Keep interaction going in longer exchanges by asking a speaker to slow down, speak up or to repeat what they have said	Pre-lesson Play a game to review adjectives (pupils have learned about adjectives, including comparatives and superlatives, in Form 2). Alternatively, choose another appropriate pre-lesson activity that better suits pupils' needs/interests and that will review language and/or vocabulary and prepare the pupils for the lesson. Lesson delivery This lesson focuses on Activities C and D. See Teacher's Book for detailed guidance. Note that in Activity D pupils are provided with some useful expressions. As a follow-on activity to Activity D, pose the following question to the class: Do you think it's important to know where our food comes from? Why? / Why not? Ask pupils to discuss in groups. Monitor discussions and provide support for any problems with form or pronunciation. Provide comments and feedback to the whole class on points that came up in the discussions. Explain how this topic can be linked with the cross-curricular element (global sustainability). Activities C and D focus on developing the main and complementary skills. Post-lesson Choose an appropriate post-lesson activity that suits pupils' needs/interests and that will review learning in the lesson.	Close-Up Student's Book, p.23 Close-Up Teacher's Book, p.22-23	Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil. Support can be given to less proficient pupils during the post-lesson activity, depending on their needs. For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/ strategies based on the needs of the pupils.

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 2)

WEEK:	LESSON 18 (Writing 3)	MAIN SKILL FOCUS: Writing	THEME: People and Culture
	TOPIC: Food, Food, Food!	CROSS-CURRICULAR ELEMENT: Global Sustainability	LANGUAGE/GRAMMAR FOCUS: Food related vocabulary and using adjectives

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Writing 4.1 Communicate intelligibly through print and digital media on familiar topics</p> <p>Complementary Skill</p> <p>Reading 3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p>	<p>Main Skill</p> <p>Writing 4.1.1 Explain simple content from what they have read or heard</p> <p>Complementary Skill</p> <p>Reading 3.1.2 Understand specific details and information in longer texts on an increased range of familiar topics</p>	<p>Pre-lesson Use the pre writing a review activity on p.25 of the Teacher's Book. Note that the words for this activity (<i>colourful, tasty, traditional, trendy</i> and <i>brightly-coloured</i>) have not been introduced to pupils in previous lessons and will need to be explained (they are in a vocabulary activity on p.24 of the Student's Book which has not been covered).</p> <p>Lesson delivery This lesson focuses on Activities A, B, C and D. See Teacher's Book for detailed guidance. For Activity D pupils must write down answers in order to address the main skill.</p> <p>The reading text type in this lesson is a quiz (Activities A-C). The reading skill (i.e. understand specific details) is meant to support the writing, especially for Activity D and lesson 19 (Writing 4).</p> <p>Activity D focuses on developing the main skill for this lesson. Activities A-C focus on the complementary skill.</p> <p>Post-lesson Ask pupils to identify with their talk partner(s) at least one new word or expression that they have learned in relation to the topic. When pupils are ready, collect and share words/expressions as a whole class.</p>	<p>Close-Up Student's Book, p.26-27</p> <p>Close-Up Teacher's Book, p.25</p>	<p>Fast finishers can move on to the next activity in the sequence. After Activity D, fast finishers can be given activities from the Vocabulary activities on p.20 and p.24 of the Student's Book.</p> <p>Alternatively, choose another appropriate extension activity that better suits pupils' needs/interests and that will help pupils develop further the main and/or complementary skill for this lesson.</p> <p>Use the exit cards from Lesson 9 ('<i>what went well</i> in your learning?' and '<i>even better if...</i>' to identify any individual needs in this lesson and the next.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 2)

WEEK:	LESSON 19 (Writing 4)	MAIN SKILL FOCUS: Writing	THEME: People and Culture
	TOPIC: Food, Food, Food!	CROSS-CURRICULAR ELEMENT: Global Sustainability	LANGUAGE/GRAMMAR FOCUS: Food related vocabulary; using adjectives; using past simple and past continuous

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Writing 4.2 Communicate with appropriate language, form and style Complementary Skill Listening 1.1 Understand meaning in a variety of familiar contexts	Main Skill Writing 4.2.3 Produce a plan or draft of two paragraphs or more and modify this appropriately independently Complementary Skill Listening 1.1.4 Understand independently longer sequences of classroom instructions	<p>Pre-lesson Play a game to review food related vocabulary and adjectives from previous lessons. Alternatively, choose another appropriate pre-lesson activity that better suits pupils' needs/interests and that will review language and/or vocabulary and prepare the pupils for the lesson.</p> <p>Lesson delivery This lesson focuses on Activities E, F, G and H. See Teacher's Book for detailed guidance. Give pupils some time to go through the text from Activity C in order to complete Activity E. Note that in Activity F pupils must be asked to shut their textbooks and listen to the teacher reading aloud the 'Exam Task' instruction and 'Exam Close-up' tips in order to address the complementary skill. The writing task can be completed as homework if necessary.</p> <p>Activities E, G and H focus on developing the main skill for this lesson. Activity F (done as listening not reading) focuses on the complementary skill.</p> <p>Post-lesson Ask pupils to review their learning in this lesson by describing <i>what</i> they have learnt in the lesson and <i>how</i> they learnt it. Allow pupils to discuss their ideas with their talk partner(s) before collecting ideas as a class.</p>	Close-Up Student's Book, p.27 Close-Up Teacher's Book, p.25-26	<p>Fast finishers can move on to the next activity in the sequence. After Activity H, fast finishers can be given activities from the Vocabulary activities on p.20 and p.24 of the Student's Book. Alternatively, choose another appropriate extension activity that better suits pupils' needs/interests and that will help pupils develop further the main and/or complementary skill for this lesson.</p> <p>The Teacher's Book includes an exemplar restaurant review (see 'Suggested answers', p. 26), which can be used as support for less proficient pupils.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.</p>

SCHEME OF WORK: NON-TEXTBOOK BASED LESSON

WEEK:	LESSON 20 (Literature in Action 2)	MAIN SKILL FOCUS: Literature in Action	THEME: n/a
	TOPIC: Teacher to select	CROSS-CURRICULAR ELEMENT: Teacher to select	LANGUAGE/GRAMMAR FOCUS: Teacher to select

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Literature in Action 5.1 Engage with, respond to and interpret a variety of literary text types	Main Skill Literature in Action 5.1.2 Explain briefly the development of plot, characters and themes in a text	Teachers will develop their own lesson using materials from the Literature Component books. Teachers should ensure that their lesson covers the Literature in Action content and learning standard specified for this lesson. Focus on the development of plot only.	Teacher to select	For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.

UNIT 3

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 3)

WEEK:	LESSON 21 (Reading 5)	MAIN SKILL FOCUS: Reading	THEME: Health and Environment
	TOPIC: The Wonders of Nature	CROSS-CURRICULAR ELEMENT: Environmental Sustainability	LANGUAGE/GRAMMAR FOCUS: Environment related vocabulary

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Reading 3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning Complementary Skill Speaking 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics	Main Skill Reading 3.1.6 Recognise with support typical features at word, sentence and text levels of a range of genres Complementary Skill Speaking 2.1.1 Paraphrase short simple texts	<p>Pre-lesson See 'Unit opener' in Teacher's Book for detailed guidance. At each stage of the activity, ensure that pupils have an opportunity to discuss their ideas with their talk partner(s) before collecting their responses.</p> <p>Lesson delivery This lesson focuses on Activities A, B and C. See Teacher's Book for detailed guidance. Include the 'Word Focus' activity on p. 31 of the Teacher's Book. Note that in Activity C pupils are asked to scan the text. To address the main skill with Activity C, ensure that pupils are given additional guidance, if necessary, about the word, sentence and text level features of informational texts. To address the complementary skill, ask pupils to shut their textbooks after Activity C. They then take it in turns with a partner or in small groups to paraphrase the text they have read quickly in Activity C by using their own words.</p> <p>Activity A is required in order to introduce text types. Activities B and C focus on developing the main skill for this lesson. The follow-on activity to Activity C addresses the complementary skill.</p> <p>Post-lesson Ask pupils to identify with their talk partner(s) at least one new word or expression that they have learned in relation to the topic. When pupils are ready, collect and share words/expressions as a whole class.</p>	Close-Up Student's Book, p.31-32 Close-Up Teacher's Book, p.30-31	<p>Fast finishers can move on to the next activity in the sequence. After Activity C, fast finishers can be given the 'Ideas Focus' tasks on p.33 of the Student's Book as either speaking or writing tasks. Alternatively, choose another appropriate extension activity that better suits pupils' needs/interests and that will help pupils develop further the main and/or complementary skill for this lesson.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 3)

WEEK: —	LESSON 22 (Reading 6)	MAIN SKILL FOCUS: Reading	THEME: Health and Environment
	TOPIC: The Wonders of Nature	CROSS-CURRICULAR ELEMENT: Environmental Sustainability	LANGUAGE/GRAMMAR FOCUS: Environment related vocabulary

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Reading 3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p> <p>Complementary Skill</p> <p>Speaking 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p>	<p>Main Skill</p> <p>Reading 3.1.1 Understand the main points in longer texts on a range of familiar topics</p> <p>Complementary Skill</p> <p>Speaking 2.1.4 Explain own point of view</p>	<p>Pre-lesson Activate prior knowledge in this lesson by asking pupils to recall with their talk partner(s) the new vocabulary they have learnt from the previous lesson. When pupils are ready, collect and share ideas as a whole class. Write the words on the board. Ensure that the words in the 'Word Focus' box on p.33 of the Student's Book are included (add these to the pupils' words if necessary).</p> <p>Lesson delivery This lesson focuses on Activities D, E and F. See Teacher's Book for detailed guidance. Note that in Activity F pupils may need support with useful expressions.</p> <p>Activities D, E and F focus on developing the main skill for this lesson. Activity F provides an opportunity for developing the complementary skill.</p> <p>Post-lesson Ask pupils to review their learning in this lesson by getting them to close their textbooks and then to recall with their talk partner(s) the exam tips they read on p.33 of the Student's Book ('Exam Close-Up'). When pupils are ready, collect and share ideas as a whole class. Write ideas on the board, checking that all four tips have been included.</p>	<p>Close-Up Student's Book, p.32-33</p> <p>Close-Up Teacher's Book, p.31</p>	<p>Fast finishers can move on to the next activity in the sequence. After Activity F, fast finishers can be given the 'Ideas Focus' tasks on p.33 of the Student's Book as either speaking or writing tasks (if not used in previous lesson).</p> <p>An alternative fast finisher task is to ask pupils to work on the Vocabulary activities on p. 34 of the Student's Book. Alternatively, choose another appropriate extension activity that better suits pupils' needs/interests and that will help pupils develop further the main and/or complementary skill for this lesson.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 3)

WEEK: —	LESSON 23 (Language Awareness 3)	MAIN SKILL FOCUS: Language Awareness	THEME: Health and Environment
	TOPIC: The Wonders of Nature	CROSS-CURRICULAR ELEMENT: Environmental Sustainability	LANGUAGE/GRAMMAR FOCUS: Present perfect continuous vs. present perfect simple

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered.	Main Skill This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered.	<p>Pre-lesson Write two sentences on the board to illustrate each tense (see the pre-grammar lesson activity guidance on p.32 of the Teacher's Book). Go through the affirmative, negative, question forms and short answers of the two tenses (see 'Grammar Focus' on p.163-164 of Student's Book).</p> <p>Lesson delivery This lesson focuses on Activities A, B, C and D. See Teacher's Book for detailed guidance. Note that after Activity D there is an opportunity to go through the Grammar Focus' again on p.163-164 of Student's Book, which will help to consolidate learning.</p> <p>Remind pupils that using contracted forms for the negative is suitable for speaking and less formal writing.</p> <p>Post-lesson Ask pupils to write down sentences of their own using each tense. When ready, collect examples. This activity can be extended by asking pupils to write down their own examples of affirmative, negative, question forms and short answers for each tense.</p> <p>Pupils can do Activities E-G as homework (fast finishers who may have already done these activities during the lesson can be given homework activities from the Vocabulary and Grammar activities on p. 38-39 of the Student's Book.</p>	Close-Up Student's Book, p.35, p.163-4 Close-Up Teacher's Book, p.32-33	<p>Fast finishers can move on to the next activity in the sequence. After Grammar Activity D, fast finishers can be given other activities in the textbook not covered in the Learning Outline (i.e. activities E-G).</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 3)

WEEK:	LESSON 24 (Listening 5)	MAIN SKILL FOCUS: Listening	THEME: Health and Environment
	TOPIC: The Wonders of Nature	CROSS-CURRICULAR ELEMENT: Environmental Sustainability	LANGUAGE/GRAMMAR FOCUS: Environment related vocabulary

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Listening 1.2 Use appropriate listening strategies in a variety of contexts</p> <p>Complementary Skill</p> <p>Speaking 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p>	<p>Main Skill</p> <p>Listening 1.2.1 Guess the meaning of unfamiliar words from clues provided by other words and by context on an increased range of familiar topics</p> <p>Complementary Skill</p> <p>Speaking 2.1.1 Ask about and explain key information from simple texts</p>	<p>Pre-lesson Activate prior knowledge in this lesson with the pre-listening lesson activity on p.33 of the Teacher's Book. Pupils look at the image on p.36 of the Student's Book and discuss with their talk partner(s) what they know about Great White Sharks.</p> <p>Lesson delivery This lesson focuses on Activities A and B. See Teacher's Book for detailed guidance. After listening more than once to the track (Activity B), ask pupils to make a note of any words which they are not sure about their meaning. They can check in pairs before sharing with the rest of the class. You can write these words on the board for all to see. As a follow-on discussion activity, ask pupils to talk with their talk partner(s) about something interesting they found out about Great White Sharks from listening to the talk in Activity B. When ready, collect responses from pupils as a class.</p> <p>Activities A and B focus on developing the main skill for this lesson. The follow-on discussion activity to Activity B provides an opportunity for developing the complementary skill.</p> <p>Post-lesson Choose a post-lesson activity based on your pupils' ability and interests.</p>	<p>Close-Up Student's Book, p.36</p> <p>Close-Up Teacher's Book, p.33-34</p> <p>Student's Book Audio CD</p>	<p>Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil.</p> <p>Support can be given to less proficient pupils during the discussion activities, depending on their needs. For example, by providing vocabulary to use in a speaking task, or sentence starters and model sentence constructions to help the pupil produce sentences.</p> <p>To support less confident pupils, pause the listening track at selected intervals to allow thinking time. Alternatively, read and pause at specific intervals from the audio script in the Teacher's Book if it helps less proficient pupils to listen to your voice rather than that of a native speaker. Play the track from the CD when pupils feel more confident.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/ strategies based on the needs of the pupils.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 3)

WEEK:	LESSON 25 (Listening 6)	MAIN SKILL FOCUS: Listening	THEME: Health and Environment
	TOPIC: The Wonders of Nature	CROSS-CURRICULAR ELEMENT: Environmental Sustainability	LANGUAGE/GRAMMAR FOCUS: Environment related vocabulary

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Listening 1.3 Recognise features of spoken genres on familiar topics Complementary Skill Speaking 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics	Main Skill Listening 1.3.1 Recognise with support typical features at word, sentence and text levels of a small number of spoken genres Complementary Skill Speaking 2.1.4 Explain own point of view	<p>Pre-lesson Play a game to review environment related vocabulary from previous lessons and/or what pupils have learned about Great White Sharks. Alternatively, choose another appropriate pre-lesson activity that better suits pupils' needs/interests and that will review language and/or vocabulary and prepare the pupils for the lesson.</p> <p>Lesson delivery This lesson focuses on Activities C, D and E. See Teacher's Book for detailed guidance. To address the main skill with Activity C, ensure that pupils are given additional guidance, if necessary, about word level features of the language of science. As a follow-on discussion activity, pose the following question to the class: Do you think it's important to protect sharks from extinction? Why? / Why not? Ask pupils to discuss in groups. Monitor discussions and provide support for any problems with form or pronunciation. Provide comments and feedback to the whole class on points that came up in the discussions. Explain how this topic can be linked with the cross curricular element (environmental sustainability).</p> <p>Activities C and D focus on developing the main skill for this lesson. The follow-on discussion activity provides an opportunity for developing the complementary skill.</p> <p>Post-lesson Choose a post-lesson activity based on your pupils' ability and interests.</p>	Close-Up Student's Book, p.36 Close-Up Teacher's Book, p.34 Student's Book Audio CD	<p>Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil.</p> <p>You can pause the track at selected intervals to allow pupils to think and complete a gap in Activity D. Alternatively, read and pause at specific intervals from the audio script in the Teacher's Book if it helps less proficient pupils to listen to your voice rather than that of a native speaker. Play the track from the CD when pupils feel more confident.</p> <p>Support can be given to less proficient pupils during the post-lesson activity, depending on their needs. For example, by providing vocabulary to use in a speaking task, or sentence starters and model sentence constructions to help the pupil produce sentences.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/ strategies based on the needs of the pupils.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 3)

WEEK: —	LESSON 26 (Speaking 5)	MAIN SKILL FOCUS: Speaking	THEME: Health and Environment
	TOPIC: The Wonders of Nature	CROSS-CURRICULAR ELEMENT: Environmental Sustainability	LANGUAGE/GRAMMAR FOCUS: Useful expressions for explaining processes

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Speaking 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics Complementary Skill Listening 1.1 Understand meaning in a variety of familiar contexts	Main Skill Speaking 2.1.2 Ask about and explain simple processes Complementary Skill Listening 1.1.4 Understand independently longer sequences of classroom instructions	<p>Pre-lesson Activate prior knowledge in this lesson with the pre-speaking lesson activity on p.34 of the Teacher's Book. Pupils look at the image in the top right-hand corner of p.37 of the Student's Book and predict what the lesson is going to be about. Pupils then write down examples of environmental problems and consequences, which are then shared as a class.</p> <p>Lesson delivery This lesson focuses on Activities A and B. See Teacher's Book for detailed guidance. Note that the pre-lesson activity helps to prepare pupils for Activity A. To address the main skill with Activity A, ensure that pupils are given support for explaining processes (e.g. processes of environmental damage) such as useful words/expressions for describing cause and effect. In Activity B pupils are asked to listen to the 'Exam Task' instruction (see Student's Book Audio CD).</p> <p>Activity A focuses on developing the main skill for this lesson. Activity B focuses on the complementary skill.</p> <p>Post-lesson Ask pupils to identify with their talk partner(s) at least one new word or expression that they have learned in relation to the topic. When pupils are ready, collect and share words/expressions as a whole class. Draw attention to words/expressions for explaining processes.</p>	Close-Up Student's Book, p.37 Close-Up Teacher's Book, p.34-35 Student's Book Audio CD	Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil. Support can be given to less proficient pupils during the Activity A speaking task, depending on their needs. For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/ strategies based on the needs of the pupils.

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 3)

WEEK: —	LESSON 27 (Speaking 6)	MAIN SKILL FOCUS: Speaking	THEME: Health and Environment
	TOPIC: The Wonders of Nature	CROSS-CURRICULAR ELEMENT: Environmental Sustainability	LANGUAGE/GRAMMAR FOCUS: Useful expressions for discussions

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Speaking 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p> <p>Complementary Skill</p> <p>Reading 3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p>	<p>Main Skill</p> <p>Speaking 2.1.4 Explain own point of view</p> <p>Complementary Skill</p> <p>Reading 3.1.3 Guess the meaning of unfamiliar words from clues provided by other words and by context on an increased range of familiar topic</p>	<p>Pre-lesson Play a game to review useful expressions for discussions. Alternatively, choose another appropriate pre-lesson activity that better suits pupils' needs/interests and that will review language and/or vocabulary and prepare the pupils for the lesson.</p> <p>Lesson delivery This lesson focuses on Activities C and D. See Teacher's Book for detailed guidance. Note that in Activity C pupils are asked to match words (i.e. make a relevant phrase). They then look for these words from this activity in the 'Exam Task' (the pictures and captions about ways to protect the environment). Note that not all of the words from Activity C can be found in the Exam Task written captions, in which case pupils need to look for a match with a picture.</p> <p>Activities C and D focus on developing the main skill. Activity C also focuses on the complementary skill.</p> <p>Post-lesson Ask pupils to discuss in small groups the 'Ideas Focus' questions on p. 37 of the Student's Book. Monitor discussions and provide support for any problems with form or pronunciation. Provide comments and feedback to the whole class on their use of expressions in the discussions.</p>	<p>Close-Up Student's Book, p.37</p> <p>Close-Up Teacher's Book, p.35</p>	<p>Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil.</p> <p>Support can be given to less proficient pupils during the speaking tasks, depending on their needs.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/ strategies based on the needs of the pupils.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 3)

WEEK: —	LESSON 28 (Writing 5)	MAIN SKILL FOCUS: Writing	THEME: Health and Environment
	TOPIC: The Wonders of Nature	CROSS-CURRICULAR ELEMENT: Environmental Sustainability	LANGUAGE/GRAMMAR FOCUS: Useful expressions for an informal email

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Writing 4.2 Communicate with appropriate language, form and style Complementary Skill Reading 3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning	Main Skill Writing 4.2.4 Begin to use formal and informal registers appropriate to the target audience in familiar situations Complementary Skill Reading 3.1.2 Understand specific details and information in longer texts on an increased range of familiar topics	<p>Pre-lesson Activate prior knowledge in this lesson with the pre-writing lesson activity on p.37 of the Teacher's Book. Pupils discuss the three pictures on p. 40-41 of the Student's Book. See Teacher's Book for detailed guidance.</p> <p>Lesson delivery This lesson focuses on Learning Focus on Activities A, B and C. See Teacher's Book for detailed guidance. Note that in Activity B pupils are asked to scan the text for main points in the text.</p> <p>The reading text type in this lesson is instruction (Learning Focus) and an email (Activity A). The reading skill (i.e. understand specific details) is meant to support writing.</p> <p>Activity B focuses on developing the main skill. Learning Focus and Activity A focus on the complementary skill.</p> <p>Post-lesson Ask pupils to review their learning in this lesson by getting them to identify with their talk partner(s) as many different useful expressions for an informal email that they can think of. Ensure that they have closed their textbooks. When pupils are ready, collect and share words/expressions as a whole class.</p>	Close-Up Student's Book, p.40-41 Close-Up Teacher's Book, p.37-38	<p>Fast finishers can move on to the next activity in the sequence. After Activity C, fast finishers can be given extension activities from the Vocabulary and Grammar activities on p. 38-39 of the Student's Book. Alternatively, choose another appropriate extension activity that better suits pupils' needs/interests and that will help pupils develop further the main and/or complementary skill for this lesson.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/ strategies based on the needs of the pupils.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 3)

WEEK: —	LESSON 29 (Writing 6)	MAIN SKILL FOCUS: Writing	THEME: Health and Environment
	TOPIC: The Wonders of Nature	CROSS-CURRICULAR ELEMENT: Environmental Sustainability	LANGUAGE/GRAMMAR FOCUS: Useful expressions for an informal email

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Writing 4.2 Communicate with appropriate language, form and style Complementary Skill Writing 4.2 Communicate with appropriate language, form and style	Main Skill Writing 4.2.3 Produce a plan or draft of two paragraphs or more and modify this appropriately independently Complementary Skill Writing 4.2.1 Punctuate written work with moderate accuracy	Pre-lesson Play a game to review useful expressions for an informal email. Alternatively, choose another appropriate pre-lesson activity that better suits pupils' needs/interests and that will review language and/or vocabulary and prepare the pupils for the lesson. Lesson delivery This lesson focuses on Activities D, E and F. See Teacher's Book for detailed guidance. Note that Activity D refers to the example email on p. 40 of the Student's Book. Also, note that in Activity E the pupils need to read the 'Exam Close-up' box, which helps them with the main skill for this lesson. Ask pupils to pay attention to punctuation when they write their email. Pupils can either check each other's emails or the teacher can collect their work and give feedback. Activities D, E and F focus on developing the main skill for this lesson. Activity F also focuses on the complementary skill. Post-lesson Ask pupils to review their learning in this lesson by completing an exit card: ' <i>what went well</i> in your learning?' and 'your learning would have been <i>even better if...</i> ' Collect the cards and use them for planning the writing lessons in lesson cycle 4.	Close-Up Student's Book, p.41 Close-Up Teacher's Book, p.38	Fast finishers can move on to the next activity in the sequence. After Activity F, fast finishers can be given extension activities from the Vocabulary and Grammar activities on p. 38-39 of the Student's Book. Alternatively, choose another appropriate extension activity that better suits pupils' needs/interests and that will help pupils develop further the main and/or complementary skill for this lesson. Support can be given to less proficient pupils for the planning work in this lesson, such as a mind map or a writing frame, depending on their needs. For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.

SCHEME OF WORK: NON-TEXTBOOK BASED LESSON

WEEK:	LESSON 30 (Literature in Action 3)	MAIN SKILL FOCUS: Literature in Action	THEME: n/a
	TOPIC: Teacher to select	CROSS-CURRICULAR ELEMENT: Teacher to select	LANGUAGE/GRAMMAR FOCUS: Teacher to select

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Literature in Action 5.1 Engage with, respond to and interpret a variety of literary text types	Main Skill Literature in Action 5.1.2 Explain briefly the development of plot, characters and themes in a text	Teachers will develop their own lesson using materials from the Literature Component books. Teachers should ensure that their lesson covers the Literature in Action content and learning standard specified for this lesson. Focus on characters.	Teacher to select	For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.

UNIT 4

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 4)

WEEK:	LESSON 31 (Reading 7)	MAIN SKILL FOCUS: Reading	THEME: Health and Environment
	TOPIC: Special Relationships	CROSS-CURRICULAR ELEMENT: Values	LANGUAGE/GRAMMAR FOCUS: Vocabulary related to the topic of relationships

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Reading 3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning Complementary Skill Speaking 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics	Main Skill Reading 3.1.1 Understand the main points in longer texts on an increased range of familiar topics Complementary Skill Speaking 2.1.4 Explain own point of view	Pre-lesson See 'Unit opener' in Teacher's Book for detailed guidance. Pupils discuss in small groups any special relationships that they have. Pupils then look at the picture on p. 43 of the Student's Book and discuss their reaction to it. Lesson delivery This lesson focuses on Activities A, B and C. See Teacher's Book for detailed guidance. Note that in Activity C pupils are asked to skim through the text to find the answer to the question. Activity C focuses on developing the main skill for this lesson. Activities A, B and C provide opportunities to practise the complementary skill. Post-lesson Ask pupils to review their learning by giving a one-minute verbal summary of the lesson. Allow pupils to discuss their ideas with their talk partner(s) and then to choose pupils to share their summaries with the class.	Close-Up Student's Book, p.43-45 Close-Up Teacher's Book, p.40	Since there are several opportunities for pupils to interact in this lesson, organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil. Support can be given to less proficient pupils during the speaking activities, depending on their needs. Fast finishers can move on to the next activity in the sequence. After Activity C, fast finishers can be given the Vocabulary activities on p.46 of the Student's Book. Alternatively, choose another appropriate extension activity that better suits pupils' needs/interests and that will help pupils develop further the main and/or complementary skill for this lesson. For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 4)

WEEK:	LESSON 32 (Reading 8)	MAIN SKILL FOCUS: Reading	THEME: Health and Environment
	TOPIC: Special Relationships	CROSS-CURRICULAR ELEMENT: Values	LANGUAGE/GRAMMAR FOCUS: Vocabulary related to the topic of relationships

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Reading 3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning Complementary Skill Reading 3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning	Main Skill Reading 3.1.2 Understand specific details and information in longer texts on an increased range of familiar topics Complementary Skill Reading 3.1.3 Guess the meaning of unfamiliar words from clues provided by other words and by context on an increased range of familiar topics	Pre-lesson Play a game to review vocabulary from the previous lesson. Include the words in the 'Word Focus' box on p. 44 of the Student's Book. Alternatively, choose another appropriate pre-lesson activity that better suits pupils' needs/interests and that will review language and/or vocabulary and prepare the pupils for the lesson. Lesson delivery This lesson focuses on Activities D and E. See Teacher's Book for detailed guidance. Note that in Activity D the pupils need to read the 'Exam Close-up' box, which helps them with the main skill for this lesson. Also note that in Activity D pupils do the task individually but answers should then be discussed in small groups before checking answers as a class. Activity D focuses on developing the main skill. . Activity E focuses on the complementary skill. Post-lesson Ask pupils to discuss in small groups the 'Ideas Focus' questions on p.45 of the Student's Book. Monitor discussions and provide support for any problems with form or pronunciation. Provide comments and feedback to the whole class on their use of vocabulary related to the topic of relationships.	Close-Up Student's Book, p.44-45 Close-Up Teacher's Book, p.40-41	Fast finishers can move on to the next activity in the sequence. After Activity E, fast finishers can be given the Vocabulary activities on p.46 and/or p. 50 of the Student's Book. Alternatively, choose another appropriate extension activity that better suits pupils' needs/interests and that will help pupils develop further the main and/or complementary skill for this lesson. For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 4)

WEEK:	LESSON 33 (Language Awareness 4)	MAIN SKILL FOCUS: Language Awareness	THEME: Health and Environment
	TOPIC: Special Relationships	CROSS-CURRICULAR ELEMENT: Values	LANGUAGE/GRAMMAR FOCUS: Relative clauses

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered.	Main Skill This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered.	Pre-lesson Activate prior knowledge in this lesson with the pre-grammar lesson activity on p.42 of the Teacher's Book. Pupils are asked questions that contain relative clauses. Lesson delivery This lesson focuses on Activities A, B, C and D. See Teacher's Book for detailed guidance. Post-lesson Review pupils' learning in this lesson with <i>Tell me three things...</i> <ul style="list-style-type: none"> <i>You have learnt today</i> <i>You have done well</i> <i>Your talk partner has done well</i> 	Close-Up Student's Book, p.47 Close-Up Teacher's Book, p.42	Fast finishers can move on to the next activity in the sequence. After Grammar Activity C, fast finishers can be given other activities in the textbook not covered in the Learning Outline (i.e. activities E-G). See also p.50-51 in Student's Book for further vocabulary and grammar activities that can be used as extension tasks and/or homework. For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 4)

WEEK: —	LESSON 34 (Listening 7)	MAIN SKILL FOCUS: Listening	THEME: Health and Environment
	TOPIC: Special Relationships	CROSS-CURRICULAR ELEMENT: Values	LANGUAGE/GRAMMAR FOCUS: Vocabulary related to the topic of relationships

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Listening 1.1 Understand meaning in a variety of familiar contexts Complementary Skill Speaking 2.3 Use appropriate communication strategies	Main Skill Listening 1.1.3 Recognise with little or no support attitudes or opinions in longer texts on an increased range of familiar topics Complementary Skill Speaking 2.3.1 Keep interaction going in longer exchanges by asking a speaker to slow down, speak up or to repeat what they have said	Pre-lesson Play a game to review vocabulary and/or grammar from previous lessons. Alternatively, choose another appropriate pre-lesson activity that better suits pupils' needs/interests and that will review language and/or vocabulary and prepare the pupils for the lesson. Lesson delivery This lesson focuses on Activities A and B. See Teacher's Book for detailed guidance. Note that in Activity A pupils are asked to work with partners taking it in turns to describe the pictures on p.48 of the Student's Book. This activity addresses the complementary skill and works best if the pupil who is listening shuts their textbook so they cannot see the picture described to them. The pupil who is listening must be encouraged to keep interaction going by asking their partner to repeat or clarify what they have said. Activity B focuses on developing the main skill. Activity A focuses on the complementary skill. Post-lesson Ask pupils to identify with their talk partner(s) at least one new word or expression that they have learned in relation to the lesson topic. When pupils are ready, collect and share words/expressions as a whole class.	Close-Up Student's Book, p.48 Close-Up Teacher's Book, p.44 Student's Book Audio CD	Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil. Support can be given to less proficient pupils during Activity A, depending on their needs. For example, by providing vocabulary to use during the speaking task, or sentence starters and model sentence constructions to help the pupil produce sentences. To support less confident pupils, pause the listening track at selected intervals to allow thinking time. Alternatively, read and pause at specific intervals from the audio script in the Teacher's Book if it helps less proficient pupils to listen to your voice rather than that of a native speaker. Play the track from the CD when pupils feel more confident. For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/ strategies based on the needs of the pupils.

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 4)

WEEK: —	LESSON 35 (Listening 8)	MAIN SKILL FOCUS: Listening	THEME: Health and Environment
	TOPIC: Special Relationships	CROSS-CURRICULAR ELEMENT: Values	LANGUAGE/GRAMMAR FOCUS: Vocabulary related to the topic of relationships

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Listening 1.2 Use appropriate listening strategies in a variety of contexts Complementary Skill Speaking 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics	Main Skill Listening 1.2.1 Guess the meaning of unfamiliar words from clues provided by other words and by context on an increased range of familiar topics Complementary Skill Speaking 2.1.1 Paraphrase short simple texts	Pre-lesson Play a game to review vocabulary and/or grammar from previous lessons. Alternatively, choose another appropriate pre-lesson activity that better suits pupils' needs/interests and that will review language and/or vocabulary and prepare the pupils for the lesson. Lesson delivery This lesson focuses on Activities C, D and E. See Teacher's Book for detailed guidance. Note that in Activity C the pupils need to read the 'Exam Close-up' box, which helps them with the main skill for this lesson. The listening text does not match the exam task word for word, so pupils should try to listen for similar words. Extend Activity E to include asking pupils to summarise what they have heard using their own words. Activities C, D and E focus on developing the main skill for this lesson. Extension to Activity E provides an opportunity to practise the complementary skill. Post-lesson Ask pupils to identify with their talk partner(s) at least one new word or expression that they have learned in relation to the lesson topic. When pupils are ready, collect and share words/expressions as a whole class.	Close-Up Student's Book, p.48 Close-Up Teacher's Book, p.45 Student's Book Audio CD	Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil. To support less confident pupils, pause the listening track at selected intervals to allow thinking time. Alternatively, read and pause at specific intervals from the audio script in the Teacher's Book if it helps less proficient pupils to listen to your voice rather than that of a native speaker. Play the track from the CD when pupils feel more confident. For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 4)

WEEK: —	LESSON 36 (Speaking 7)	MAIN SKILL FOCUS: Speaking	THEME: Health and Environment
	TOPIC: Special Relationships	CROSS-CURRICULAR ELEMENT: Values	LANGUAGE/GRAMMAR FOCUS: Useful expressions for giving advice

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Speaking 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p> <p>Complementary Skill</p> <p>Listening 1.1 Understand meaning in a variety of familiar contexts</p>	<p>Main Skill</p> <p>Speaking 2.1.4 Explain own point of view</p> <p>Complementary Skill</p> <p>Listening 1.1.3 Recognise with little or no support attitudes or opinions in longer texts on an increased range of familiar topics</p>	<p>Pre-lesson Play a game to review vocabulary and/or grammar from previous lessons. Alternatively, choose another appropriate pre-lesson activity that better suits pupils' needs/interests and that will review language and/or vocabulary and prepare the pupils for the lesson.</p> <p>Lesson delivery This lesson focuses on Activities A and B. See Teacher's Book for detailed guidance. Note that in Activity B pupils are asked to identify if a sentence gives advice, an order or makes suggestions. Pupils therefore need to recognise the speaker's attitude.</p> <p>Activity A focuses on developing the main skill for this lesson. Activity B focuses on the complementary skill.</p> <p>Post-lesson Ask pupils to write down different sentences that give advice, orders or suggestions. Allow pupils to share their sentences with talk partner(s) before collecting examples as a class.</p>	<p>Close-Up Student's Book, p.49</p> <p>Close-Up Teacher's Book, p.44</p> <p>Student's Book Audio CD</p>	<p>Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil.</p> <p>Support can be given to less proficient pupils during the post-lesson activity, depending on their needs.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/ strategies based on the needs of the pupils.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 4)

WEEK: —	LESSON 37 (Speaking 8)	MAIN SKILL FOCUS: Speaking	THEME: Health and Environment
	TOPIC: Special Relationships	CROSS-CURRICULAR ELEMENT: Values	LANGUAGE/GRAMMAR FOCUS: Useful expressions for giving advice

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Speaking 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics Complementary Skill Listening 1.1 Understand meaning in a variety of familiar contexts	Main Skill Speaking 2.1.3 Describe future plans and ambitions Complementary Skill Listening 1.1.4 Understand independently longer sequences of classroom instructions	<p>Pre-lesson Play a game to review useful expressions for giving advice. Alternatively, choose another appropriate pre-lesson activity that better suits pupils' needs/interests and that will review language and/or vocabulary and prepare the pupils for the lesson.</p> <p>Lesson delivery This lesson focuses on Activity C and the 'Ideas Focus'. See Teacher's Book for detailed guidance. Note that in Activity C pupils need to use phrases in the 'Useful Expressions' box on p.49 as these phrases are used to give advice about a future plan (whether or not to go to a party the night before an exam) and this practises the main skill for this lesson. In Activity C pupils are also asked to listen to the teacher reading out the 'Exam Close-up' tips, which is how the complementary skill is addressed. It is also important to emphasize to pupils that there are no right or wrong answers in Activity C.</p> <p>Activity C addresses the main skill for this lesson. Activity C also provides an opportunity to practise the complementary skill.</p> <p>Post-lesson Ask pupils to review their learning in this lesson by describing <i>what</i> they have learnt in the lesson and <i>how</i> they learnt it. Allow pupils to discuss their ideas with their talk partner(s) before collecting ideas as a class.</p>	Close-Up Student's Book, p.49 Close-Up Teacher's Book, p.44-45	Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil. Support can be given to less proficient pupils depending on their needs, such as by providing vocabulary to use in a speaking task, or sentence starters and model sentence constructions to help the pupil produce sentences. For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/ strategies based on the needs of the pupils.

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 4)

WEEK:	LESSON 38 (Writing 7)	MAIN SKILL FOCUS: Writing	THEME: Health and Environment
	TOPIC: Special Relationships	CROSS-CURRICULAR ELEMENT: Values	LANGUAGE/GRAMMAR FOCUS: Words/expressions for telling a story

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Writing 4.1 Communicate intelligibly through print and digital media on familiar topics</p> <p>Complementary Skill</p> <p>Reading 3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p>	<p>Main Skill</p> <p>Writing 4.1.3 Summarise the main points and explain key details of a story, text or plot</p> <p>Complementary Skill</p> <p>Reading 3.1.1 Understand the main points in longer texts on an increased range of familiar topics</p>	<p>Pre-lesson Activate prior knowledge in this lesson by asking pupils to discuss with their talk partner(s) how they think a story needs to be organised/structured. Ensure that textbooks are kept closed during these discussions. Then ask pupils to open the Student's Book and to compare their ideas with the ideas in the 'Learning Focus' box on p.52. Elicit questions from the pupils to check their understanding of what they have read.</p> <p>Lesson delivery This lesson focuses on Activities A, B, C and D. See Teacher's Book for detailed guidance. Note that activities C and D must be extended in order to address the main skill for this lesson. After completing Activity D, pupils should write a short summary in their own words of the main points in the story that they have read. Ask pupils to focus on the main events and leave out the description of the characters (e.g. adjectives describing Molly) and secondary details (e.g. Before Molly turned into her street...).</p> <p>Activities A-D (with the extension activity described above) focus on the main skill for this lesson. Activities C and D also provide an opportunity to practise the complementary skill.</p> <p>Post-lesson Ask pupils to review their learning by telling what they learned in this lesson and how the lesson went as a story. Pupils need to re-use vocabulary from the lesson (e.g. the words in yellow in Activity A). Allow pupils to practise telling their story to a talk partner before selecting pupils to tell their story to the class.</p>	<p>Close-Up Student's Book, p.52</p> <p>Close-Up Teacher's Book, p.46-47</p>	<p>Fast finishers can move on to the next activity in the sequence. After Activity D, fast finishers can be given activities from the Vocabulary and Grammar activities on p. 50-51 of the Student's Book. Alternatively, choose another appropriate extension activity that better suits pupils' needs/interests and that will help pupils develop further the main and/or complementary skill for this lesson.</p> <p>Use the exit cards from Lesson 29 ('<i>what went well</i> in your learning?' and '<i>even better if...</i>' to identify any individual needs in this lesson and the next.</p> <p>Support can be given to less proficient pupils depending on their needs, such as by providing vocabulary to use in the post-lesson activity, or sentence starters and model sentence constructions.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/ strategies based on the needs of the pupils.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 4)

WEEK:	LESSON 39 (Writing 8)	MAIN SKILL FOCUS: Writing	THEME: Health and Environment
	TOPIC: Special Relationships	CROSS-CURRICULAR ELEMENT: Values	LANGUAGE/GRAMMAR FOCUS: Using adjectives

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Writing 4.1 Communicate intelligibly through print and digital media on familiar topics</p> <p>Complementary Skill</p> <p>Speaking 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p>	<p>Main Skill</p> <p>Writing 4.1.5 Organise, sequence and develop ideas within short texts on familiar topics</p> <p>Complementary Skill</p> <p>Speaking 2.1.2 Ask about and explain simple processes</p>	<p>Pre-lesson Play a game to review expressions for telling a story. Alternatively, choose another appropriate pre-lesson activity that better suits pupils' needs/interests and that will review language and/or vocabulary and prepare the pupils for the lesson.</p> <p>Lesson delivery This lesson focuses on Activities E, F, G and H. See Teacher's Book for detailed guidance. Note that in Activity G pupils are asked to read the 'Exam Close-up' tips, which helps them to practise the main skill. There is also an opportunity for pupils to think about the language of explaining processes used in the 'Exam Close-up' tips (e.g. use of the imperative). In Activity G, pupils discuss with a talk partner their ideas for a story, and this discussion should include ideas for the sequencing of events in the story, which is also practise for the complementary skill. Provide examples of language for the pupils to use in these discussions that focuses on sequencing (e.g. <i>first, next, finally</i>).</p> <p>Activities G and H focus on the main skill for this lesson. Activity G provides an opportunity to practise the complementary skill.</p> <p>Post-lesson Ask pupils to review their learning in this lesson by completing an exit card: '<i>what went well</i> in your learning?' and 'your learning would have been <i>even better if...</i>' Collect the cards and use them for planning the writing lessons in lesson cycle 5.</p>	<p>Close-Up Student's Book, p.53</p> <p>Close-Up Teacher's Book, p.47</p>	<p>Fast finishers can move on to the next activity in the sequence. After Activity H, fast finishers can be given activities from the Vocabulary and Grammar activities on p. 50-51 of the Student's Book. Alternatively, choose another appropriate extension activity that better suits pupils' needs/interests and that will help pupils develop further the main and/or complementary skill for this lesson.</p> <p>Use the exit cards from Lesson 29 ('<i>what went well</i> in your learning?' and '<i>even better if...</i>' to identify any individual needs in this lesson.</p> <p>Support can be given to less proficient pupils depending on their needs, such as by providing a writing frame to use in Activity H (e.g. sentence starters and/or model sentence constructions).</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/ strategies based on the needs of the pupils.</p>

SCHEME OF WORK: NON-TEXTBOOK BASED LESSON

WEEK:	LESSON 40 (Literature in Action 4)	MAIN SKILL FOCUS: Literature in Action	THEME: n/a
	TOPIC: Teacher to select	CROSS-CURRICULAR ELEMENT: Teacher to select	LANGUAGE/GRAMMAR FOCUS: Teacher to select

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Literature in Action 5.1 Engage with, respond to and interpret a variety of literary text types	Main Skill Literature in Action 5.1.2 Explain briefly the development of plot, characters and themes in a text	Teachers will develop their own lesson using materials from the Literature Component books. Teachers should ensure that their lesson covers the Literature in Action content and learning standard specified for this lesson. Focus on themes.	Teacher to select	For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.

UNIT 5

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 5)

WEEK:	LESSON 41 (Reading 9)	MAIN SKILL FOCUS: Reading	THEME: Science and Technology
	TOPIC: A Place to Call Home	CROSS-CURRICULAR ELEMENT: Science and Technology	LANGUAGE/GRAMMAR FOCUS: Home related vocabulary

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Reading 3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p> <p>Complementary Skill</p> <p>Speaking 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p>	<p>Main Skill</p> <p>Reading 3.1.4 Use independently familiar print and digital resources to check meaning and extend understanding</p> <p>Complementary Skill</p> <p>Speaking 2.1.4 Explain own point of view</p>	<p>Pre-lesson See 'Unit opener' in Teacher's Book for detailed guidance. Pupils brainstorm words they associate with the word 'home'. Pupils then look at the picture on p. 57 of the Student's Book and work with their talk partner to describe the picture.</p> <p>Lesson delivery This lesson focuses on Activities A and B. See Teacher's Book for detailed guidance. Note that in all activities (including pre-lesson) pupils need to be supplied with dictionaries (print or digital) to practise the main skill for this lesson. In Activity B, for example, pupils can use dictionaries to find more job titles. The final phase to Activity B (pupils explaining their answers) addresses the complementary skill.</p> <p>Activities A and B focus on the main skill for this lesson. Activity B provides an opportunity to practise the complementary skill.</p> <p>Post-lesson Play a dictionary game to review the main skill for this lesson. Alternatively, choose another appropriate post-lesson activity that will check pupils' understanding of grammar and/or vocabulary from the lesson.</p>	<p>Close-Up Student's Book, p.57-58</p> <p>Close-Up Teacher's Book, p.51</p>	<p>Fast finishers can move on to the next activity in the sequence. After Activity B, fast finishers can be given the Vocabulary activities on p.60 of the Student's Book. Alternatively, choose another appropriate extension activity that better suits pupils' needs/interests and that will help pupils develop further the main and/or complementary skill for this lesson.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 5)

WEEK: —	LESSON 42 (Reading 10)	MAIN SKILL FOCUS: Reading	THEME: Science and Technology
	TOPIC: A Place to Call Home	CROSS-CURRICULAR ELEMENT: Science and Technology	LANGUAGE/GRAMMAR FOCUS: Home-related vocabulary

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Reading 3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p> <p>Complementary Skill</p> <p>Speaking 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p>	<p>Main Skill</p> <p>Reading 3.1.2 Understand specific details and information in longer texts on an increased range of familiar topics</p> <p>Complementary Skill</p> <p>Speaking 2.1.4 Explain own point of view</p>	<p>Pre-lesson Play a game to review home-related vocabulary from the previous lesson. Alternatively, choose another appropriate pre-lesson activity that better suits pupils' needs/interests and that will review language and/or vocabulary and prepare the pupils for the lesson.</p> <p>Lesson delivery This lesson focuses on Activities C, D and Ideas Focus. See Teacher's Book for detailed guidance. Note that in Activity D the answers are checked as a class.</p> <p>Activities C and D focus on the main skill for this lesson. 'Idea Focus' focuses on the complementary skill.</p> <p>Post-lesson Choose a post-lesson activity that summarises the learning achieved so far.</p>	<p>Close-Up Student's Book, p.59</p> <p>Close-Up Teacher's Book, p.51-52</p>	<p>Fast finishers can move on to the next activity in the sequence. After Activity D, fast finishers can be given Vocabulary activities on p.60 and p.64 of the Student's Book. Alternatively, choose another appropriate extension activity that better suits pupils' needs/interests and that will help pupils develop further the main and/or complementary skill for this lesson.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 5)

WEEK: —	LESSON 43 (Language Awareness 5)	MAIN SKILL FOCUS: Language Awareness	THEME: Science and Technology
	TOPIC: A Place to Call Home	CROSS-CURRICULAR ELEMENT: Science and Technology	LANGUAGE/GRAMMAR FOCUS: Future forms (<i>will, be going to</i>)

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered.	Main Skill This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered.	Pre-lesson Activate prior knowledge in this lesson with the pre-grammar lesson activity on p.53 of the Teacher's Book. Pupils look at the picture in the top right-hand corner of p.61 of the Student's Book. Working with their talk partner, they talk about what they might be able to see and do there. Lesson delivery This lesson focuses on Activities A, B, C and D. See Teacher's Book for detailed guidance. Post-lesson Ask pupils to write their own sentences using the future forms practised in this lesson. Alternatively, choose another appropriate post-lesson activity that will check pupils' understanding of grammar and/or vocabulary from the lesson.	Close-Up Student's Book, p.61 Close-Up Teacher's Book, p.53	Fast finishers can move on to the next activity in the sequence. After Grammar Activity D, fast finishers can be given other activities in the textbook not covered in the Learning Outline (i.e. activities E-G). See also p.64-65 in Student's Book for further vocabulary and grammar activities that can be used as extension tasks and/or homework. For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 5)

WEEK: —	LESSON 44 (Listening 9)	MAIN SKILL FOCUS: Listening	THEME: Science and Technology
	TOPIC: A Place to Call Home	CROSS-CURRICULAR ELEMENT: Science and Technology	LANGUAGE/GRAMMAR FOCUS: Home-related vocabulary

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Listening 1.2 Use appropriate listening strategies in a variety of contexts Complementary Skill Reading 3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning	Main Skill Listening 1.2.1 Guess the meaning of unfamiliar words from clues provided by other words and by context on an increased range of familiar topics Complementary Skill Reading 3.1.3 Guess the meaning of unfamiliar words from clues provided by other words and by context on an increased range of familiar topic	Pre-lesson Play a game to review home-related vocabulary from previous lessons. Alternatively, choose another appropriate pre-lesson activity that better suits pupils' needs/interests and that will review language and/or vocabulary and prepare the pupils for the lesson. Lesson delivery This lesson focuses on Activities A, B and C. See Teacher's Book for detailed guidance. Note that this lesson provides an opportunity for pupils to see how the main (listening) skill connects with an identical complementary skill (for reading). Activities B and C focus on the main skill for this lesson. Activities B and C also provide an opportunity to practise the complementary skill. Post-lesson Ask pupils to identify with their talk partner(s) at least one new word or expression that they have learned in relation to the lesson topic. When pupils are ready, collect and share words/expressions as a whole class.	Close-Up Student's Book, p.62 Close-Up Teacher's Book, p.53-54 Student's Book Audio CD	Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil. To support less confident pupils, pause the listening track at selected intervals to allow thinking time. Alternatively, read and pause at specific intervals from the audio script in the Teacher's Book if it helps less proficient pupils to listen to your voice rather than that of a native speaker. Play the track from the CD when pupils feel more confident. For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 5)

WEEK:	LESSON 45 (Listening 10)	MAIN SKILL FOCUS: Listening	THEME: Science and Technology
	TOPIC: A Place to Call Home	CROSS-CURRICULAR ELEMENT: Science and Technology	LANGUAGE/GRAMMAR FOCUS: Home-related vocabulary

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Listening 1.3 Recognise features of spoken genres on familiar topics Complementary Skill Speaking 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics	Main Skill Listening 1.3.1 Recognise with support typical features at word, sentence and text levels of a small number of spoken genres Complementary Skill Speaking 2.1.4 Explain own point of view	<p>Pre-lesson Play a game to review home-related vocabulary from previous lessons. Alternatively, choose another appropriate pre-lesson activity that better suits pupils' needs/interests and that will review language and/or vocabulary and prepare the pupils for the lesson.</p> <p>Lesson delivery This lesson focuses on Activities D, E, F and 'Ideas Focus' (on p.60 of the Student's Book). See Teacher's Book for detailed guidance. Note that in Activity D pupils are asked to read the 'Exam Close-up' box. This also provides an opportunity to draw pupils' attention to the use of technical words as a language feature of science and technology information texts. Use the 'Ideas Focus' questions on p.60 of the Student's Book for small group discussions. Pose each question to the class and ask pupils to discuss in their groups. Monitor discussions and provide support for any problems with form or pronunciation.</p> <p>Activities D, E and F focus on the main skill for this lesson. The 'Ideas Focus' provides an opportunity to practise the complementary skill.</p> <p>Post-lesson Choose an appropriate post-lesson activity that will check pupils' understanding of grammar and/or vocabulary from the lesson.</p>	Close-Up Student's Book, p.60 and p.62 Close-Up Teacher's Book, p.54 Student's Book Audio CD	<p>Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil.</p> <p>Support can be given to less proficient pupils depending on their needs, such as by providing vocabulary to use in the post-lesson speaking task, or sentence starters and model sentence constructions to help the pupil produce sentences.</p> <p>To support less confident pupils, pause the listening track at selected intervals to allow thinking time. Alternatively, read and pause at specific intervals from the audio script in the Teacher's Book if it helps less proficient pupils to listen to your voice rather than that of a native speaker. Play the track from the CD when pupils feel more confident.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/ strategies based on the needs of the pupils.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 5)

WEEK: —	LESSON 46 (Speaking 9)	MAIN SKILL FOCUS: Speaking	THEME: Science and Technology
	TOPIC: A Place to Call Home	CROSS-CURRICULAR ELEMENT: Science and Technology	LANGUAGE/GRAMMAR FOCUS: Home-related vocabulary and expressions

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Speaking 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p> <p>Complementary Skill</p> <p>Speaking 2.3 Use appropriate communication strategies</p>	<p>Main Skill</p> <p>Speaking 2.1.4 Explain own point of view</p> <p>Complementary Skill</p> <p>Speaking 2.3.1 Keep interaction going in longer exchanges by asking a speaker to slow down, speak up or to repeat what they have said</p>	<p>Pre-lesson Play a game to review home-related vocabulary from previous lessons. Alternatively, choose another appropriate pre-lesson activity that better suits pupils' needs/interests and that will review language and/or vocabulary and prepare the pupils for the lesson.</p> <p>Lesson delivery This lesson focuses on Activities A, B and C. See Teacher's Book for detailed guidance. Note that pupils need to read the 'Useful Expressions' before doing Activity A. Activities A and B focus on the main skill for this lesson. Activity C provides an opportunity to practise the complementary skill.</p> <p>Post-lesson Ask pupils to provide peer feedback on each other's performance in the lesson (in pairs or small groups) using <i>two stars and a wish</i>: two things that were good (stars) and one area for improvement (wish). While monitoring the activity collect examples of the feedback to share (anonymously) with the whole class.</p>	<p>Close-Up Student's Book, p.63</p> <p>Close-Up Teacher's Book, p.54</p>	<p>Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil.</p> <p>Support can be given to less proficient pupils depending on their needs, such as by providing vocabulary to use in a speaking task, or sentence starters and model sentence constructions to help the pupil produce sentences.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 5)

WEEK: _____	LESSON 47 (Speaking 10)	MAIN SKILL FOCUS: Speaking	THEME: Science and Technology
	TOPIC: A Place to Call Home	CROSS-CURRICULAR ELEMENT: Science and Technology	LANGUAGE/GRAMMAR FOCUS: Home-related vocabulary and expressions

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Speaking 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics	Main Skill Speaking 2.1.5 Express and respond to common feelings such as happiness, sadness, surprise, and interest	Pre-lesson Play a game to review home-related vocabulary and expressions from previous lessons. Alternatively, choose another appropriate pre-lesson activity that better suits pupils' needs/interests and that will review language and/or vocabulary and prepare the pupils for the lesson. Lesson delivery This lesson focuses on Activities D, E. and 'Ideas Focus'. See Teacher's Book for detailed guidance. Activities D, E and 'Ideas Focus' focus on the main skill for this lesson. These activities all provide an opportunity to practise the complementary skill as well.	Close-Up Student's Book, p.63 Close-Up Teacher's Book, p.55	Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil. Support can be given to less proficient pupils depending on their needs, such as by providing vocabulary to use in a speaking task, or sentence starters and model sentence constructions to help the pupil produce sentences. For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/ strategies based on the needs of the pupils.
Complementary Skill Speaking 2.3 Use appropriate communication strategies	Complementary Skill Speaking 2.3.1 Keep interaction going in longer exchanges by asking a speaker to slow down, speak up or to repeat what they have said	Post-lesson Ask pupils to review their learning in this lesson by describing <i>what</i> they have learnt in the lesson and <i>how</i> they learnt it. Allow pupils to discuss their ideas with their talk partner(s) before collecting ideas as a class.		

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 5)

WEEK: —	LESSON 48 (Writing 9)	MAIN SKILL FOCUS: Writing	THEME: Science and Technology
	TOPIC: A Place to Call Home	CROSS-CURRICULAR ELEMENT: Science and Technology	LANGUAGE/GRAMMAR FOCUS: Home-related vocabulary and expressions

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Writing 4.1 Communicate intelligibly through print and digital media on familiar topics Complementary Skill Reading 3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning	Main Skill Writing 4.1.5 Organise, sequence and develop ideas within short texts on familiar topics Complementary Skill Reading 3.1.1 Understand the main points in longer texts on an increased range of familiar topics	<p>Pre-lesson Activate prior knowledge in this lesson with the pre-writing lesson activity on p.57 of the Teacher's Book. Pupils discuss their previous experiences of sending letters to friends and what kind of things they write about. Share ideas as a whole class. If pupils have no prior experience of writing letters to friends then ask them to think about other ways they communicate with friends (e.g. email, social media etc.).</p> <p>Lesson delivery This lesson focuses on Activities A, B, C and D. See Teacher's Book for detailed guidance.</p> <p>In this lesson, pupils are beginning to prepare for writing a letter to respond to a friend. Pupils will start actual writing in lesson 49 (Writing 10).</p> <p>Activity A and C focus on the main skill for this lesson. Activities B, C and D provide an opportunity to practise the complementary skill.</p> <p>Post-lesson Ask pupils to identify with their talk partner(s) at least one new word or expression that they have learned in relation to the lesson topic. Encourage pupils to focus on words/expressions that can be used for writing an informal letter to a friend. When pupils are ready, collect and share words/expressions as a whole class.</p>	<p>Close-Up Student's Book, p.66-67</p> <p>Close-Up Teacher's Book, p.57</p>	<p>Fast finishers can move on to the next activity in the sequence. After Activity D, fast finishers can be given extension activities from the Vocabulary and Grammar activities on p. 64-65 of the Student's Book.</p> <p>Alternatively, choose another appropriate extension activity that better suits pupils' needs/interests and that will help pupils develop further the main and/or complementary skill for this lesson.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/ strategies based on the needs of the pupils.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 5)

WEEK: _____	LESSON 49 (Writing 10)	MAIN SKILL FOCUS: Writing	THEME: Science and Technology
	TOPIC: A Place to Call Home	CROSS-CURRICULAR ELEMENT: Science and Technology	LANGUAGE/GRAMMAR FOCUS: Home-related vocabulary and expressions

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Writing 4.2 Communicate with appropriate language, form and style Complementary Skill Reading 3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning	Main Skill Writing 4.2.4 Begin to use formal and informal registers appropriate to the target audience in familiar situations Complementary Skill Reading 3.1.2 Understand specific details and information in longer texts on an increased range of familiar topics	<p>Pre-lesson Play a game to review home-related vocabulary and expressions from previous lessons. Alternatively, choose another appropriate pre-lesson activity that better suits pupils' needs/interests and that will review language and/or vocabulary and prepare the pupils for the lesson.</p> <p>Lesson delivery This lesson focuses on Activities E, F, G and H. See Teacher's Book for detailed guidance. Note that in Activity G pupils are asked to read the 'Useful Expressions' box, which provides support for the writing task. The reading text type in this lesson is a letter (reference to Activity D). The reading skill (i.e. understand specific details) is meant to support the writing. Activities G and H focus on the main skill for this lesson. Activities E-G provide an opportunity to practise the complementary skill.</p> <p>Post-lesson Ask pupils to review their learning in this lesson by completing an exit card: '<i>what went well</i> in your learning?' and 'your learning would have been <i>even better if...</i>' Collect the cards and use them for planning the writing lessons in lesson cycle 6.</p>	Close-Up Student's Book, p.67 Close-Up Teacher's Book, p.57-58	<p>Fast finishers can move on to the next activity in the sequence. After Activity H, fast finishers can be given extension activities from the Vocabulary and Grammar activities on p. 64-65 of the Student's Book.</p> <p>Alternatively, choose another appropriate extension activity that better suits pupils' needs/interests and that will help pupils develop further the main and/or complementary skill for this lesson.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/ strategies based on the needs of the pupils.</p>

SCHEME OF WORK: NON-TEXTBOOK BASED LESSON

WEEK:	LESSON 50 (Literature in Action 5)	MAIN SKILL FOCUS: Literature in Action	THEME: n/a
	TOPIC: Teacher to select	CROSS-CURRICULAR ELEMENT: Teacher to select	LANGUAGE/GRAMMAR FOCUS: Teacher to select

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Literature in Action 5.1 Engage with, respond to and interpret a variety of literary text types	Main Skill Literature in Action 5.1.2 Explain briefly the development of plot, characters and themes in a text	Teachers will develop their own lesson using materials from the Literature Component books. Teachers should ensure that their lesson covers the Literature in Action content and learning standard specified for this lesson. Focus on the themes.	Teacher to select	For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.

UNIT 6

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 6)

WEEK:	LESSON 51 (Reading 11)	MAIN SKILL FOCUS: Reading	THEME: Health and Environment
	TOPIC: Ready, Steady, Go!	CROSS-CURRICULAR ELEMENT: Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: Sport related vocabulary

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Reading 3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning Complementary Skill Speaking 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics	Main Skill Reading 3.1.5 Recognise with support the attitude or opinion of the writer in simple longer texts on an increased range of familiar topics Complementary Skill Speaking 2.1.4 Explain own point of view	Pre-lesson See 'Unit opener' in Teacher's Book for detailed guidance. Note that pupils may need prompts to identify when they would hear the phrase <i>ready, steady, go!</i> (stage one of the opener). In stage two of the activity pupils describe the picture on p. 69 of the Student's Book and discuss as a class how they feel about the image. Lesson delivery This lesson focuses on Activities A, B and C. See Teacher's Book for detailed guidance. Note that in Activity A pupils are asked to discuss their ideas with a talk partner. In Activity C pupils read the 'Exam Task' box on p.71 and are asked to recognise attitudes/opinions in this text. Activity C focuses on developing the main skill for this lesson. The discussion stages in Activity A provide an opportunity to practise the complementary skill. Post-lesson Ask pupils to identify with their talk partner(s) at least one new word or expression that they have learned in relation to the lesson topic. When pupils are ready, collect and share words/expressions as a whole class.	Close-Up Student's Book, p.69 - 71 Close-Up Teacher's Book, p.60	Fast finishers can move on to the next activity in the sequence. After Activity C, fast finishers can be given the 'Ideas Focus' tasks on p. 71 of the Student's Book as either speaking or writing tasks. Alternatively, choose another appropriate extension activity that better suits pupils' needs/interests and that will help pupils develop further the main and/or complementary skill for this lesson. For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 6)

WEEK: —	LESSON 52 (Reading 12)	MAIN SKILL FOCUS: Reading	THEME: Health and Environment
	TOPIC: Ready, Steady, Go!	CROSS-CURRICULAR ELEMENT: Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: Sport related vocabulary

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Reading 3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p> <p>Complementary Skill</p> <p>Speaking 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p>	<p>Main Skill</p> <p>Reading 3.1.3 Guess the meaning of unfamiliar words from clues provided by other words and by context on an increased range of familiar topics</p> <p>Complementary Skill</p> <p>Speaking 2.1.1 Paraphrase short simple texts</p>	<p>Pre-lesson Play a game to review sport related vocabulary from previous lessons. Alternatively, choose another appropriate pre-lesson activity that better suits pupils' needs/interests and that will review language and/or vocabulary and prepare the pupils for the lesson.</p> <p>Lesson delivery This lesson focuses on Activities D, E and F. See Teacher's Book for detailed guidance. Note that in Activity E the class discussion of the answers provides an opportunity for pupils to paraphrase sections of the text. See also the 'Background Information' box on p.61 of the Teacher's Book for further information about each sport mentioned in the text. In Activity F pupils read the text to find words to complete gaps in sentences. Other forms of the words are given in the yellow word bank. Draw attention to the method of looking at word formation as a strategy for guessing the meaning of words.</p> <p>Activity F focuses on developing the main skill for this lesson. The class discussion stage in Activity E provides an opportunity to practise the complementary skill.</p> <p>Post-lesson Ask pupils to identify with their talk partner(s) at least one new word or expression that they have learned in relation to the lesson topic. When pupils are ready, collect and share words/expressions as a whole class.</p>	<p>Close-Up Student's Book, p.71</p> <p>Close-Up Teacher's Book, p.61</p>	<p>Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil.</p> <p>Support can be given to less proficient pupils during Activity E depending on their needs. For example, useful expressions for paraphrasing can be made available.</p> <p>Fast finishers can move on to the next activity in the sequence. After Activity F, fast finishers can be given the Vocabulary tasks on p.72 of the Student's Book. Alternatively, choose another appropriate extension activity that better suits pupils' needs/interests and that will help pupils develop further the main and/or complementary skill for this lesson.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 6)

WEEK: —	LESSON 53 (Language Awareness 6)	MAIN SKILL FOCUS: Language Awareness	THEME: Health and Environment
	TOPIC: Ready, Steady, Go!	CROSS-CURRICULAR ELEMENT: Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: Zero and First Conditional

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered.	Main Skill This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered.	Pre-lesson Ask 'if' sentence questions to pupils (or write questions on the board) and elicit responses (see questions in the pre-Grammar lesson activity guidance on p.62 of the Teacher's Book). Explain that the questions use conditionals. Lesson delivery This lesson focuses on Activities A, B, C and D. See Teacher's Book for detailed guidance. Post-lesson Ask pupils to think of different 'if' sentence questions to ask their peers. Pupils then share and respond to their questions in small groups. Monitor and assist to check correct usage of the conditionals (including use of the comma to separate clauses).	Close-Up Student's Book, p.73 Close-Up Teacher's Book, p.62-63	Fast finishers can move on to the next activity in the sequence. After Grammar Activity D, fast finishers can be given Vocabulary activities on p.72 and p.76 and/or Grammar activities on p.77. For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 6)

WEEK:	LESSON 54 (Listening 11)	MAIN SKILL FOCUS: Listening	THEME: Health and Environment
	TOPIC: Ready, Steady, Go!	CROSS-CURRICULAR ELEMENT: Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: Sport related vocabulary/language for expressing emotions

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Listening 1.1 Understand meaning in a variety of familiar contexts</p> <p>Complementary Skill</p> <p>Speaking 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p>	<p>Main Skill</p> <p>Listening 1.1.5 Understand independently more complex questions</p> <p>Complementary Skill</p> <p>Speaking 2.1.5 Express and respond to common feelings such as happiness, sadness, surprise, and interest</p>	<p>Pre-lesson Play a game to review sport related vocabulary from previous lessons. Alternatively, choose another appropriate pre-lesson activity that better suits pupils' needs/interests and that will review language and/or vocabulary and prepare the pupils for the lesson.</p> <p>Lesson delivery This lesson focuses on Activities A and B. See Teacher's Book for detailed guidance. Note that in Activity A pupils need to listen to the questions read out by the teacher in order to practise the main skill (the questions in the Student's Book can be covered to emphasize this). Read the questions out one at a time and give pupils wait time before selecting pupils for their response to the question. Do not include the activity in the 'Teaching Tip' box on p.63 of the Teacher's Book (this activity is covered in the next lesson).</p> <p>Activity A focuses on developing the main skill for this lesson. Activities A and B provide opportunities to practise the complementary skill.</p> <p>Post-lesson Ask pupils to review their learning in this lesson by describing <i>what</i> they have learnt in the lesson and <i>how</i> they learnt it. Allow pupils to discuss their ideas with their talk partner(s) before collecting ideas as a class. Draw attention to connections between the pupils' ideas and the main and complementary skills.</p>	<p>Close-Up Student's Book, p.74</p> <p>Close-Up Teacher's Book, p.63</p>	<p>Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil.</p> <p>Fast finishers can be given Vocabulary activities on p.72 and p.76 and/or Grammar activities on p.77.</p> <p>To support less confident pupils, pause the listening track at selected intervals to allow thinking time. Alternatively, read and pause at specific intervals from the audio script in the Teacher's Book if it helps less proficient pupils to listen to your voice rather than that of a native speaker. Play the track from CD when pupils feel more confident.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 6)

WEEK:	LESSON 55 (Listening 12)	MAIN SKILL FOCUS: Listening	THEME: Health and Environment
	TOPIC: Ready, Steady, Go!	CROSS-CURRICULAR ELEMENT: Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: Sport related vocabulary/language for expressing emotions

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Listening 1.1 Understand meaning in a variety of familiar contexts Complementary Skill Speaking 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics	Main Skill Listening 1.1.1 Understand independently the main ideas in simple longer texts on an increased range of familiar topics Complementary Skill Speaking 2.1.5 Express and respond to common feelings such as happiness, sadness, surprise, and interest	Pre-lesson Play a game to review sport related vocabulary from previous lessons. Alternatively, choose another appropriate pre-lesson activity that better suits pupils' needs/interests and that will review language and/or vocabulary and prepare the pupils for the lesson. Lesson delivery This lesson focuses on Activities C and D. See Teacher's Book for detailed guidance. Note that in Activity C pupils are asked to read the 'Exam Close-up' box and identify words they expect to hear that will express certain emotions (this is practice for both listening and speaking) as well as the 'Exam Task' text. Activities C and D focus on developing the main and complementary skills. Post-lesson Ask pupils to practise with their talk partner(s) saying the sentences and expressing the emotions mentioned in Activity B on p.74 of the Student's Book — see the 'Teaching Tip' box on p.63 of the Teacher's Book. When ready, select pupils to demonstrate expressing the different emotions.	Close-Up Student's Book, p.74 Close-Up Teacher's Book, p.63-64 Student's Book Audio CD	Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil. To support less confident pupils, pause the listening track at selected intervals to allow thinking time. Alternatively, read and pause at specific intervals from the audio script in the Teacher's Book if it helps less proficient pupils to listen to your voice rather than that of a native speaker. Play the track from the CD when pupils feel more confident. For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 6)

WEEK:	LESSON 56-57 (Revision lessons 1 & 2)	MAIN SKILL FOCUS: Revision	THEME: N/A
	TOPIC: N/A	CROSS-CURRICULAR ELEMENT: N/A	LANGUAGE/GRAMMAR FOCUS: Teacher to select

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill This is a revision lesson so more than one skill can be covered.	Main Skill This is a revision lesson so more than one skill can be covered.	Teachers will need to develop their own lesson based on the needs of their pupils. Relevant revision materials from the Student's Book include: Review 1 (p. 29-30); Review 2 (p. 55-56); Review 3 (p. 81-82).	Teacher to select	For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 6)

WEEK: —	LESSON 58 (Speaking 11)	MAIN SKILL FOCUS: Speaking	THEME: Health and Environment
	TOPIC: Ready, Steady, Go!	CROSS-CURRICULAR ELEMENT: Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: Sport related vocabulary/language for giving opinions

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Speaking 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p> <p>Complementary Skill</p> <p>Speaking 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p>	<p>Main Skill</p> <p>Speaking 2.1.4 Explain own point of view</p> <p>Complementary Skill</p> <p>Speaking 2.1.5 Express and respond to common feelings such as happiness, sadness, surprise, and interest</p>	<p>Pre-lesson Play a game to review sport related vocabulary from previous lessons. Alternatively, choose another appropriate pre-lesson activity that better suits pupils' needs/interests and that will review language and/or vocabulary and prepare the pupils for the lesson.</p> <p>Lesson delivery This lesson focuses on Activities A, C, D and E. See Teacher's Book for detailed guidance. Ensure that Activity A is a short discussion activity in order to have suitable time for Activities D and E.</p> <p>Activities A, C, D and E focus on developing the main and complementary skill for this lesson.</p> <p>Post-lesson Pose the 'Ideas Focus' questions to the class (see also Teacher's Book for detailed guidance). Ask pupils to discuss the questions in groups. Monitor discussions and provide support for any problems with form or pronunciation. Provide comments and feedback to the whole class on points that came up in the discussions, as well as any structural mistakes that were made (without saying who made them). Pupils can be asked to provide corrections.</p>	<p>Close-Up Student's Book, p.75</p> <p>Close-Up Teacher's Book, p.64</p>	<p>Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil.</p> <p>Support can be given to less proficient pupils during the speaking activities and post-lesson activity, depending on their needs.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 6)

WEEK: —	LESSON 59 (Writing 11)	MAIN SKILL FOCUS: Writing	THEME: Health and Environment
	TOPIC: Ready, Steady, Go!	CROSS-CURRICULAR ELEMENT: Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: Sport related vocabulary/clauses of purpose

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Writing 4.2 Communicate with appropriate language, form and style Complementary Skill Listening 1.1 Understand meaning in a variety of familiar contexts	Main Skill Writing 4.2.2 Spell written work on a range of text types with reasonable accuracy Complementary Skill Listening 1.1.4 Understand independently longer sequences of classroom instructions	<p>Pre-lesson See the pre-Writing lesson activity in Teacher's Book. Read through the 'Learning Focus' box on p.78 of the Student's Book and then ask pupils to look at the pictures on p.78-79. Pupils then discuss with talk partner(s) the skills needed for the different sports, using clauses of purpose.</p> <p>Lesson delivery This lesson focuses on Activities A, B, C and D. See Teacher's Book for detailed guidance. Note that in Activity D, pupils work in pairs: one pupil reads a sentence from Activity C and the other writes it. After they have finished, they check their spelling and correct their errors. In Activity B ask pupils to close their books and listen to the teacher reading the instruction in order to address the complementary skill.</p> <p>Activity A is intended to enhance pupils' writing skills.</p> <p>Activity D and the follow-up activity focus on developing the main skill for this lesson. Activity B provides an opportunity to practise the complementary skill.</p> <p>Post-lesson Ask pupils to write down sentences that contain clauses of purpose. Use a sentence starter based on the lesson topic (e.g. 'We play sport...'). Monitor and provide support for any problems with form or punctuation. When ready, select pupils to read out their sentences. Alternatively, choose another appropriate post-lesson activity that better suits pupils' needs/interests and that will review language and/or vocabulary from this lesson.</p>	Close-Up Student's Book, p.78-79 Close-Up Teacher's Book, p.66-67	<p>Fast finishers can move on to the next activity in the sequence. After Activity D, fast finishers can be given activities from the Vocabulary and Grammar activities on p. 76-77 of the Student's Book. Alternatively, choose another appropriate extension activity that better suits pupils' needs/interests and that will help pupils develop further the main and/or complementary skill for this lesson.</p> <p>Support can be given to less proficient pupils during the pre-lesson speaking activity, depending on their needs.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/ strategies based on the needs of the pupils.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 6)

WEEK:	LESSON 60 (Writing 12)	MAIN SKILL FOCUS: Writing	THEME: Health and Environment
	TOPIC: Ready, Steady, Go!	CROSS-CURRICULAR ELEMENT: Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: Sport related vocabulary/clauses of purpose

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Writing 4.2 Communicate with appropriate language, form and style</p> <p>Complementary Skill</p> <p>Reading 3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p>	<p>Main Skill</p> <p>Writing 4.2.2 Spell written work with moderate accuracy</p> <p>Complementary Skill</p> <p>Reading 3.1.2 Understand specific details and information in longer texts on an increased range of familiar topics</p>	<p>Pre-lesson Play a game to review clauses of purpose covered in the previous lesson. Alternatively, choose another appropriate pre-lesson activity that better suits pupils' needs/interests and that will review language and/or vocabulary and prepare the pupils for the lesson.</p> <p>Lesson delivery This lesson focuses on Activities E, F and G. See Teacher's Book for detailed guidance. Note that in Activity G pupils must complete the sentences by writing them in their books. Focus attention on correct spelling during this activity. Also draw attention to how possible word type (verb, noun, preposition, adverb or adjective) for the gaps in the sentences in Activity G is based on position in the sentence.</p> <p>The text type in this lesson is instruction and a quiz. The reading skill (i.e. understand specific details) is meant to support the listening tasks in Activities F and G.</p> <p>Activity G focuses on developing the main skill for this lesson. Activities F and G provide an opportunity to practise the complementary skill.</p> <p>Post-lesson Ask pupils to write down sentences that contain the words they found for the gaps in the sentences they completed for Activity G. Monitor and provide support for any problems with form or spelling. When ready, select pupils to read out their sentences. Alternatively, choose another appropriate post-lesson activity that better suits pupils' needs/interests and that will review language and/or vocabulary from this lesson.</p>	<p>Close-Up Student's Book, p.79</p> <p>Close-Up Teacher's Book, p.67</p>	<p>Fast finishers can move on to the next activity in the sequence. After Activity G, fast finishers can be given activities from the Vocabulary and Grammar activities on p. 76-77 of the Student's Book. Alternatively, choose another appropriate extension activity that better suits pupils' needs/interests and that will help pupils develop further the main and/or complementary skill for this lesson.</p> <p>Use the exit cards from Lesson 49 ('<i>what went well</i> in your learning?' and '<i>even better if...</i>' to identify any individual needs in this lesson.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/ strategies based on the needs of the pupils.</p>

SCHEME OF WORK: NON-TEXTBOOK BASED LESSON

WEEK:	LESSON 61 (Literature in Action 6)	MAIN SKILL FOCUS: Literature in Action	THEME: n/a
	TOPIC: Teacher to select	CROSS-CURRICULAR ELEMENT: Teacher to select	LANGUAGE/GRAMMAR FOCUS: Teacher to select

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Literature in Action 5.2 Analyse and evaluate a variety of literary text types	Main Skill Literature in Action 5.2.1 Identify key stylistic features of a text and explain briefly why the author uses them	Teachers will develop their own lesson using materials from the Literature Component books. Teachers should ensure that their lesson covers the Literature in Action content and learning standard specified for this lesson.	Teacher to select	For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.

UNIT 7

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 7)

WEEK:	LESSON 62 (Reading 13)	MAIN SKILL FOCUS: Reading	THEME: Health and Environment
	TOPIC: Extreme Situations	CROSS-CURRICULAR ELEMENT: Entrepreneurship	LANGUAGE/GRAMMAR FOCUS: Vocabulary related to extreme situations

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Reading 3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning Complementary Skill Speaking 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics	Main Skill Reading 3.1.1 Understand the main points in longer texts on a range of familiar topics Complementary Skill Speaking 2.1.4 Explain own point of view	Pre-lesson See 'Unit opener' in Teacher's Book for detailed guidance. Pupils brainstorm words they know that can be associated with extreme situations. They then look at the picture on p.83 and describe to their talk partner(s) what they think is happening in the picture. Lesson delivery This lesson focuses on Activities A and B. See Teacher's Book for detailed guidance. Note that in Activity A pupils are asked to discuss their answers in small groups. Activities A and B focus on developing the main skill for this lesson. Activity A provides an opportunity to practise the complementary skill. Post-lesson Ask pupils to identify with their talk partner(s) at least one new word or expression that they have learned in relation to the lesson topic. When pupils are ready, collect and share words/expressions as a whole class.	Close-Up Student's Book, p. 83-85 Close-Up Teacher's Book, p.71	Fast finishers can move on to the next activity in the sequence. After Activity B, fast finishers can be given the 'Ideas Focus' tasks on p.85 of the Student's Book as either speaking or writing tasks. Alternatively, choose another appropriate extension activity that better suits pupils' needs/interests and that will help pupils develop further the main and/or complementary skill for this lesson. For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 7)

WEEK:	LESSON 63 (Reading 14)	MAIN SKILL FOCUS: Reading	THEME: Health and Environment
	TOPIC: Extreme Situations	CROSS-CURRICULAR ELEMENT: Entrepreneurship	LANGUAGE/GRAMMAR FOCUS: Vocabulary related to extreme situations

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Reading 3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p> <p>Complementary Skill</p> <p>Reading 3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p>	<p>Main Skill</p> <p>Reading 3.1.1 Understand the main points in longer texts on an increased range of familiar topics</p> <p>Complementary Skill</p> <p>Reading 3.1.4 Use independently familiar print and digital resources to check meaning and extend understanding</p>	<p>Pre-lesson Play a game to review vocabulary related to extreme situations from the previous lesson. Alternatively, choose another appropriate pre-lesson activity that better suits pupils' needs/interests and that will review language and/or vocabulary and prepare the pupils for the lesson.</p> <p>Lesson delivery This lesson focuses on Activities C, D and E. See Teacher's Book for detailed guidance. Note that in Activity C pupils read the 'Exam Close-up' box and this provides an opportunity to link the skills that are explained in this box to the main skill. In order to address the complementary skill, in Activity D pupils must be allowed to use dictionaries (print and/or online) to help them find the meaning of the words in the yellow word bank.</p> <p>Activity C focuses on developing the main skill for this lesson. Activity D provides an opportunity to practise the complementary skill.</p> <p>If you have time, cover Activity E or assign it as homework.</p> <p>Post-lesson Play a dictionary game to review the main skill for this lesson. Alternatively, choose another appropriate post-lesson activity that will check pupils' understanding of grammar and/or vocabulary from the lesson.</p>	<p>Close-Up Student's Book, p.85</p> <p>Close-Up Teacher's Book, p.71-72</p>	<p>Fast finishers can move on to the next activity in the sequence. After Activity E, fast finishers can be given the Vocabulary activities on p.86 of the Student's Book. Alternatively, choose another appropriate extension activity that better suits pupils' needs/interests and that will help pupils develop further the main and/or complementary skill for this lesson.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 7)

WEEK:	LESSON 64 (Language Awareness 7)	MAIN SKILL FOCUS: Language Awareness	THEME: Health and Environment
	TOPIC: Extreme Situations	CROSS-CURRICULAR ELEMENT: Entrepreneurship	LANGUAGE/GRAMMAR FOCUS: Past perfect simple vs. past perfect continuous

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.	Main Skill This is a grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.	Pre-lesson See pre-Grammar lesson activity on p.73 in Teacher's Book for detailed guidance. Ask pupils questions using the past perfect simple and past perfect continuous. Lesson delivery This lesson focuses on Activities A, B, C, D and E. See Teacher's Book for detailed guidance. Post-lesson Ask pupils to write their own sentences using the tenses practised in this lesson. Alternatively, choose another appropriate post-lesson activity that will check pupils' understanding of grammar and/or vocabulary from the lesson.	Close-Up Student's Book, p.87 Close-Up Teacher's Book, p.73-74	Fast finishers can move on to the next activity in the sequence. After Grammar Activity E, fast finishers can be given other activities in the textbook not covered in the Learning Outline (i.e. activities F-H). For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 7)

WEEK: —	LESSON 65 (Listening 13)	MAIN SKILL FOCUS: Listening	THEME: Health and Environment
	TOPIC: Extreme Situations	CROSS-CURRICULAR ELEMENT: Entrepreneurship	LANGUAGE/GRAMMAR FOCUS: Vocabulary related to extreme situations

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Listening 1.1 Understand meaning in a variety of familiar contexts Complementary Skill Reading 3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning	Main Skill Listening 1.1.4 Understand independently longer sequences of classroom instructions Complementary Skill Reading 3.1.3 Guess the meaning of unfamiliar words from clues provided by other words and by context on an increased range of familiar topic	<p>Pre-lesson See pre-Listening lesson activity on p.74 in Teacher's Book for detailed guidance. Ask pupils to look at the picture on p.88 of the Student's Book and to come up with as many ideas as possible about why people might be walking across the desert. Allow pupils to discuss their ideas with their talk partner(s) before collecting ideas as a class.</p> <p>Lesson delivery This lesson focuses on Activities A and B. See Teacher's Book for detailed guidance. Note that in Activity B pupils must be asked to close the Student's Book and to listen to the classroom instruction and task read aloud by the teacher in order to address the main skill. Repeat or paraphrase instruction to make sure pupils understand what they should do in Activity B.</p> <p>In activity A, some pupils may find a few of the highlighted words difficult. While completing the sentences, they can guess their meaning and decide if they fit in the gap. They can then check their guesses during feedback.</p> <p>Activity B focuses on developing the main skill for this lesson (including the teacher reading instruction). Activity A provides an opportunity to practise the complementary skill.</p> <p>Post-lesson Ask pupils to identify with their talk partner(s) at least one new word or expression that they have learned in relation to the lesson topic. When pupils are ready, collect and share words/expressions as a whole class.</p>	Close-Up Student's Book, p.88 Close-Up Teacher's Book, p. 74-75 Student's Book Audio CD	Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil. To support less confident pupils, pause the listening track at selected intervals to allow thinking time. Alternatively, read and pause at specific intervals from the audio script in the Teacher's Book if it helps less proficient pupils to listen to your voice rather than that of a native speaker. Play the track from the CD when pupils feel more confident. For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/ strategies based on the needs of the pupils.

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 7)

WEEK: _____	LESSON 66 (Listening 14)	MAIN SKILL FOCUS: Listening	THEME: Health and Environment
	TOPIC: Extreme Situations	CROSS-CURRICULAR ELEMENT: Entrepreneurship	LANGUAGE/GRAMMAR FOCUS: Vocabulary related to extreme situations

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Listening 1.1 Understand meaning in a variety of familiar contexts Complementary Skill Writing 4.2 Communicate with appropriate language, form and style	Main Skill Listening 1.1.2 Understand independently specific information and details in longer texts on an increased range of familiar topics Complementary Skill Writing 4.2.2 Spell written work with moderate accuracy	Pre-lesson Play a game to review vocabulary from previous lessons. Alternatively, choose another appropriate pre-lesson activity that better suits pupils' needs/interests and that will review language and/or vocabulary and prepare the pupils for the lesson. Lesson delivery This lesson focuses on Activities C, D and E. See Teacher's Book for detailed guidance. Note that in Activity D and E pupils are asked to pay attention to their spelling (see also the 'Exam Close-up' box). Activities C, D and E focus on developing the main skill for this lesson. Activities D and E provide an opportunity to practise the complementary skill. Post-lesson Ask pupils to identify with their talk partner(s) at least one new word or expression that they have learned in relation to the lesson topic. When pupils are ready, collect and share words/expressions as a whole class.	Close-Up Student's Book, p.88 Close-Up Teacher's Book, p.75 Student's Book Audio CD	Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil. You can pause the track at selected intervals to allow pupils to think and complete an activity. Alternatively, read and pause at specific intervals from the audio script in the Teacher's Book if it helps less proficient pupils to listen to your voice rather than that of a native speaker. Play the track from the CD when pupils feel more confident. For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/ strategies based on the needs of the pupils.

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 7)

WEEK: —	LESSON 67 (Speaking 12)	MAIN SKILL FOCUS: Speaking	THEME: Health and Environment
	TOPIC: Extreme Situations	CROSS-CURRICULAR ELEMENT: Entrepreneurship	LANGUAGE/GRAMMAR FOCUS: Vocabulary related to extreme situations

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Speaking 2.3 Use appropriate communication strategies Complementary Skill Reading 3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning	Main Skill Speaking 2.3.1 Keep interaction going in longer exchanges by asking a speaker to slow down, speak up or to repeat what they have said Complementary Skill Reading 3.1.3 Guess the meaning of unfamiliar words from clues provided by other words and by context on an increased range of familiar topics	Pre-lesson Play a game to review vocabulary from previous lessons. Alternatively, choose another appropriate pre-lesson activity that better suits pupils' needs/interests and that will review language and/or vocabulary and prepare the pupils for the lesson. Lesson delivery This lesson focuses on Activities A and B. See Teacher's Book for detailed guidance. Note that in Activity A pupils must be encouraged to keep the interaction going for as long as possible. In Activity B pupils must guess the meaning of any unfamiliar words in the sentences they read by using strategies for guessing meaning that have been covered in previous lessons (pupils may need to be reminded of these strategies). Activity A focuses on developing the main skill for this lesson. Activity B provides an opportunity to practise the complementary skill. Post-lesson Ask pupils to identify with their talk partner(s) at least one new word or expression that they have learned in relation to the topic of the lesson. When pupils are ready, collect and share words/expressions as a whole class.	Close-Up Student's Book, p.89 Close-Up Teacher's Book, p.75	Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil. Support can be given to less proficient pupils during Activity A depending on their needs. Fast finishers can move on to the 'Ideas Focus' tasks. For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 7)

WEEK: _____	LESSON 68 (Speaking 13)	MAIN SKILL FOCUS: Speaking	THEME: Health and Environment
	TOPIC: Extreme Situations	CROSS-CURRICULAR ELEMENT: Entrepreneurship	LANGUAGE/GRAMMAR FOCUS: Useful expressions for paraphrasing

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Speaking 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics Complementary Skill Speaking 2.3 Use appropriate communication strategies	Main Skill Speaking 2.1.1 Paraphrase short simple texts Complementary Skill Speaking 2.3.1 Keep interaction going in longer exchanges by asking a speaker to slow down, speak up or to repeat what they have said	<p>Pre-lesson Play a game to review vocabulary from previous lessons. Alternatively, choose another appropriate pre-lesson activity that better suits pupils' needs/interests and that will review language and/or vocabulary and prepare the pupils for the lesson.</p> <p>Lesson delivery This lesson focuses on Activities C and D. See Teacher's Book for detailed guidance. Note that in Activity C pupils are asked to read the 'Useful Expressions' before undertaking the task.</p> <p>Extend activity C by preparing two texts (approximately 150 words each); Text A about rock climbing and text B is about working in the arctic. Give half the pupils text A and the other half text B. Put the pupils in pairs (Text A and Text B) and ask them to read their text silently, then paraphrase to their talk partner.</p> <p>In Activity D pupils listen to their descriptions of the photographs.</p> <p>Activity C and its extension focus on developing the main skill for this lesson. Activity D provides an opportunity to practise the complementary skill.</p> <p>Post-lesson Ask pupils to provide peer feedback on each other's performance in the lesson (in pairs or small groups) using <i>two stars and a wish</i>: two things that were good (stars) and one area for improvement (wish). While monitoring the activity collect examples of the feedback to share (anonymously) with the whole class.</p>	Close-Up Student's Book, p.89 Close-Up Teacher's Book, p.75-76	Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil. Support can be given to less proficient pupils during the speaking activities, depending on their needs. For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/ strategies based on the needs of the pupils.

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 7)

WEEK:	LESSON 69 (Writing 13)	MAIN SKILL FOCUS: Writing	THEME: Health and Environment
	TOPIC: Extreme Situations	CROSS-CURRICULAR ELEMENT: Entrepreneurship	LANGUAGE/GRAMMAR FOCUS: Vocabulary related to extreme situations/past perfect simple and past perfect continuous.

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Writing 4.2 Communicate with appropriate language, form and style Complementary Skill Reading 3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning	Main Skill Writing 4.2.2 Spell written work with moderate accuracy Complementary Skill Reading 3.1.2 Understand specific details and information in longer texts on an increased range of familiar topics	<p>Pre-lesson Play a game to review the past perfect simple and past perfect continuous and/or vocabulary from previous lessons. Alternatively, choose another appropriate pre-lesson activity that better suits pupils' needs/interests and that will review language and/or vocabulary and prepare the pupils for the lesson.</p> <p>Lesson delivery This lesson focuses on Activities A, B and C. See Teacher's Book for detailed guidance. Note that before starting Activity A, pupils must read through the 'Learning Focus' box — see pre-Writing lesson activity on p.78 in Teacher's Book. In Activity C pupils must demonstrate understanding of specific details in the story by recognising the correct use of past tenses. As a follow-up activity to Activity C, and to practise the main skill for this lesson, read out the correct answers for Activity C and ask pupils to write these words down (after closing the textbook). Then check correct spelling.</p> <p>The text type in this lesson is instruction and a quiz. The reading skill (i.e. understand specific details) is meant to support the writing activities. Activity A focuses on developing the main skill for this lesson. Learning Focus and Activity C provide an opportunity to practise the complementary skill.</p> <p>Post-lesson Pose the following question to the class: What's the most exciting thing you've ever done and why was it exciting? Ask pupils to discuss in groups. Monitor discussions and provide support for any problems with form or pronunciation. Provide comments and feedback to the whole class on points that came up in the discussions and explain how these ideas can be linked with the cross curricular element (entrepreneurship): for example, willingness to take risks or to try out something new; use of imagination etc.</p>	Close-Up Student's Book, p.92 Close-Up Teacher's Book, p.78	<p>Fast finishers can move on to the next activity in the sequence. After Activity C, fast finishers can be given extension activities from the Vocabulary and Grammar activities on p. 90-91 of the Student's Book. Alternatively, choose another appropriate extension activity that better suits pupils' needs/interests and that will help pupils develop further the main and/or complementary skill for this lesson.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 7)

WEEK:	LESSON 70 (Writing 14)	MAIN SKILL FOCUS: Writing	THEME: Health and Environment
	TOPIC: Extreme Situations	CROSS-CURRICULAR ELEMENT: Entrepreneurship	LANGUAGE/GRAMMAR FOCUS: Vocabulary related to extreme situations/past perfect simple and past perfect continuous.

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Writing 4.2 Communicate with appropriate language, form and style Complementary Skill Reading 3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning	Main Skill Writing 4.2.3 Produce a plan or draft of two paragraphs or more and modify this appropriately independently Complementary Skill Speaking 3.1.3 Guess the meaning of unfamiliar words from clues provided by other words and by context on an increased range of familiar topics	Pre-lesson Use Activity D as a lesson starter. Pupils need to read the model story again to do this activity. See Teacher's Book for detailed guidance. Lesson delivery This lesson focuses on Activities E, F, G and H. See Teacher's Book for detailed guidance. Note that in Activity F pupils need to guess the meaning of unfamiliar words by matching parts of sentences. For Activity H pupils should be encouraged to use the past perfect simple and past perfect continuous in their stories. Activities E and G focus on developing the main skill for this lesson. Activity F provides an opportunity to practise the complementary skill. Post-lesson Ask pupils to review their learning in this lesson by completing an exit card: ' <i>what went well</i> in your learning?' and 'your learning would have been <i>even better if...</i> ' Collect the cards and use them for planning the writing lessons in lesson cycle 8.	Close-Up Student's Book, p.93 Close-Up Teacher's Book, p.78-79	Fast finishers can move on to the next activity in the sequence. After Activity H, fast finishers can be given extension activities from the Vocabulary and Grammar activities on p. 90-91 of the Student's Book. Alternatively, choose another appropriate extension activity that better suits pupils' needs/interests and that will help pupils develop further the main and/or complementary skill for this lesson. Support can be given to less proficient pupils for the planning work in this lesson, such as producing a mind map or a writing frame, depending on their needs. For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/ strategies based on the needs of the pupils.

SCHEME OF WORK: NON-TEXTBOOK BASED LESSON

WEEK:	LESSON 71 (Literature in Action 7)	MAIN SKILL FOCUS: Literature in Action	THEME: Teacher to select
	TOPIC: Teacher to select	CROSS-CURRICULAR ELEMENT: Teacher to select	LANGUAGE/GRAMMAR FOCUS: Teacher to select

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Literature in Action 5.2 Analyse and evaluate a variety of literary text types	Main Skill Literature in Action 5.2.1 Identify key stylistic features of a text and explain briefly why the author uses them	Teachers will develop their own lesson using materials from the Literature Component books. Teachers should ensure that their lesson covers the Literature in Action content and learning standard specified for this lesson.	Teacher to select	For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.

UNIT 8

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 8)

WEEK:	LESSON 72 (Reading 15)	MAIN SKILL FOCUS: Reading	THEME: People and Culture
	TOPIC: Time to Spare	CROSS-CURRICULAR ELEMENT: Patriotism and Citizenship	LANGUAGE/GRAMMAR FOCUS: Vocabulary related to free time

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Reading 3.2 Explore and expand ideas for personal development by reading independently and widely	Main Skill Reading 3.2.1 Read enjoy and give a personal response to fiction / non-fiction and other suitable print and digital texts of interest	Pre-lesson Use 'Unit opener' in the Teacher's Book as a lesson starter. Pupils discuss in small groups the picture on p.95 of their Student's Book. Lesson delivery This lesson focuses on Activities A, B and C. See Teacher's Book for detailed guidance. As a follow-up activity to Activity C, and to practise further the main skill for this lesson, give pupils in small groups (of 3 or 4) one section of the text to read and ask them to discuss what they find most interesting in their reading. Collect some responses as a whole class. Activity C and the follow-up activity focus on developing the main skill for this lesson. Activities A, B and C provide an opportunity to practise the complementary skill.	Close-Up Student's Book, p.95-96 Close-Up Teacher's Book, p.81	Fast finishers can move on to the next activity in the sequence. After Activity C, fast finishers can be given the 'Ideas Focus' activities on p.97 of the Student's Book as either speaking or writing tasks. Alternatively, choose another appropriate extension activity that better suits pupils' needs/interests and that will help pupils develop further the main and/or complementary skill for this lesson. For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.
Complementary Skill Speaking 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics	Complementary Skill Speaking 2.1.4 Explain own point of view	Post-lesson Ask pupils to identify with their talk partner(s) at least one new word or expression that they have learned in relation to the lesson topic. When pupils are ready, collect and share words/expressions as a whole class.		

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 8)

WEEK:	LESSON 73 (Reading 16)	MAIN SKILL FOCUS: Reading	THEME: People and Culture
	TOPIC: Time to Spare	CROSS-CURRICULAR ELEMENT: Patriotism and Citizenship	LANGUAGE/GRAMMAR FOCUS: Vocabulary related to free time

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Reading 3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p> <p>Complementary Skill</p> <p>Writing 4.2 Communicate with appropriate language, form and style</p>	<p>Main Skill</p> <p>Reading 3.1.3 Guess the meaning of unfamiliar words from clues provided by other words and by context on an increased range of familiar topics</p> <p>Complementary Skill</p> <p>Writing 4.2.2 Spell written work with moderate accuracy</p>	<p>Pre-lesson Play a game to review vocabulary related to free time from the previous lesson. Alternatively, choose another appropriate pre-lesson activity that better suits pupils' needs/interests and that will review language and/or vocabulary and prepare the pupils for the lesson.</p> <p>Lesson delivery This lesson focuses on Activities D, E and F. See Teacher's Book for detailed guidance. Note that in Activity D the pupils read the 'Exam Close-up' advice, which helps with practising the main skill. In Activity E the word options that pupils need for the task are in the Teacher's Book (p. 82). For Activities E and F pupils should be instructed to write down the words they choose to fill the gaps, (not just to mark the correct letter standing for each word as indicated in the 'Exam Task' instruction) and for Activities D, E and F attention must be drawn to the correct spelling of the words pupils choose.</p> <p>Activities D, E and F focus on developing the main skill for this lesson. Activities D, E and F also provide an opportunity to practise the complementary skill.</p> <p>Post-lesson Ask pupils to identify with their talk partner(s) at least one new word or expression that they have learned in relation to the lesson topic. When pupils are ready, collect and share words/expressions as a whole class. Alternatively, choose another appropriate post-lesson activity that better suits pupils' needs/interests and that will review learning in the lesson.</p>	<p>Close-Up Student's Book, p.97</p> <p>Close-Up Teacher's Book, p.81-82</p>	<p>Fast finishers can move on to the next activity in the sequence. After Activity F, fast finishers can be given Vocabulary activities on p.98 of the Student's Book. Alternatively, choose another appropriate extension activity that better suits pupils' needs/interests and that will help pupils develop further the main and/or complementary skill for this lesson.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 8)

WEEK: _____	LESSON 74 (Language Awareness 8)	MAIN SKILL FOCUS: Language Awareness	THEME: People and Culture
	TOPIC: Time to Spare	CROSS-CURRICULAR ELEMENT: Patriotism and Citizenship	LANGUAGE/GRAMMAR FOCUS: Modals and semi-modals

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered.	Main Skill This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered.	Pre-lesson See pre-Grammar lesson activity on p.83 in Teacher's Book for detailed guidance. Ask pupils questions that contain modal verbs. Lesson delivery This lesson focuses on Activities A, B, and C. See Teacher's Book for detailed guidance. Post-lesson Use Activity D to check pupils' learning. See Teacher's Book for detailed guidance.	Close-Up Student's Book, p.99 Close-Up Teacher's Book, p.83	Fast finishers can move on to the next activity in the sequence. After Grammar Activity C, fast finishers can be given Vocabulary and/or Grammar activities on p. 98 and/or p.102-103. For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 8)

WEEK:	LESSON 75 (Listening 15)	MAIN SKILL FOCUS: Listening	THEME: People and Culture
	TOPIC: Time to Spare	CROSS-CURRICULAR ELEMENT: Patriotism and Citizenship	LANGUAGE/GRAMMAR FOCUS: Vocabulary related to free time

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Listening 1.1 Understand meaning in a variety of familiar contexts Complementary Skill Speaking 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics	Main Skill Listening 1.1.1 Understand independently the main ideas in simple longer texts on an increased range of familiar topics Complementary Skill Speaking 2.1.4 Explain own point of view	Pre-lesson Play a game to review vocabulary related to free time and/or modal verbs. Alternatively, choose another appropriate pre-lesson activity that better suits pupils' needs/interests and that will review language and/or vocabulary and prepare the pupils for the lesson. Lesson delivery This lesson focuses on Activities A, B and C. See Teacher's Book for detailed guidance. Note that in Activity A pupils do not need to name the objects or places, but must say how they are connected. In Activity B pupils can name the objects or places. In Activity B pupils are asked to think about the words that could be used to talk about each of the connected pictures. The listening task in Activity C refers back to the pictures in Activity A. Activity C focuses on developing the main skill for this lesson. Activity B provides an opportunity to practise the complementary skill. Post-lesson Ask pupils to identify with their talk partner(s) at least one new word or expression that they have learned in relation to the lesson topic. When pupils are ready, collect and share words/expressions as a whole class. Alternatively, choose another appropriate post-lesson activity that better suits pupils' needs/interests and that will review learning in the lesson.	Close-Up Student's Book, p.100 Close-Up Teacher's Book, p.84 Student's Book Audio CD	Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil. Support can be given to less proficient pupils during Activity B, depending on their needs. For example, by providing vocabulary to use during the speaking task, or sentence starters and model sentence constructions to help the pupil produce sentences. To support less confident pupils, pause the listening track at selected intervals to allow thinking time. Alternatively, read and pause at specific intervals from the audio script in the Teacher's Book if it helps less proficient pupils to listen to your voice rather than that of a native speaker. Play the track from the CD when pupils feel more confident. For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 8)

WEEK: _____	LESSON 76 (Listening 16)	MAIN SKILL FOCUS: Listening	THEME: People and Culture
	TOPIC: Time to Spare	CROSS-CURRICULAR ELEMENT: Patriotism and Citizenship	LANGUAGE/GRAMMAR FOCUS: Vocabulary related to free time

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Listening 1.1 Understand meaning in a variety of familiar contexts Complementary Skill Writing 4.2 Communicate with appropriate language, form and style	Main Skill Listening 1.1.2 Understand independently specific information and details in longer texts on an increased range of familiar topics Complementary Skill Writing 4.2.2 Spell written work with moderate accuracy	<p>Pre-lesson Play a game to review vocabulary related to free time and/or modal verbs. Alternatively, choose another appropriate pre-lesson activity that better suits pupils' needs/interests and that will review language and/or vocabulary and prepare the pupils for the lesson.</p> <p>Lesson delivery This lesson focuses on Activities D and E. See Teacher's Book for detailed guidance. Note that as part of Activity D pupils are asked to read the 'Exam Close-up' advice, which helps with practising the main skill. In Activity D pupils are then asked to write down words they think they might hear to do with the pictures. Attention also needs to be given to the spelling of these words. For Activity E exam conditions can be simulated by asking pupils to do the activity on their own, and to listen to the recording twice. Then go through answers as a class and listen again to the recording to check pupils' understanding.</p> <p>Activity D and E focus on developing the main skill for this lesson. Activity D provides an opportunity to practise the complementary skill, see the instructions in the Teacher's Book.</p> <p>Post-lesson Ask pupils to provide peer feedback on each other's performance (in pairs or small groups) using <i>two stars and a wish</i>: two things that were good (stars) and one area for improvement (wish). While monitoring the activity collect examples of the feedback to share (anonymously) with the whole class.</p>	Close-Up Student's Book, p.100 Close-Up Teacher's Book, p.84 Student's Book Audio CD	<p>Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil.</p> <p>Read and pause in between recordings from the audio script in the Teacher's Book if it helps less proficient pupils to listen to your voice rather than that of a native speaker. Play the track from the CD when pupils feel more confident.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 8)

WEEK: —	LESSON 77 (Speaking 14)	MAIN SKILL FOCUS: Speaking	THEME: People and Culture
	TOPIC: Time to Spare	CROSS-CURRICULAR ELEMENT: Patriotism and Citizenship	LANGUAGE/GRAMMAR FOCUS: Useful expressions to talk about possibility

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Speaking 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics Complementary Skill Speaking 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics	Main Skill Speaking 2.1.5 Express and respond to common feelings such as happiness, sadness, surprise, and interest Complementary Skill Speaking 2.1.4 Explain own point of view	Pre-lesson Play a game to review vocabulary related to free time and/or modal verbs. Alternatively, choose another appropriate pre-lesson activity that better suits pupils' needs/interests and that will review language and/or vocabulary and prepare the pupils for the lesson. Lesson delivery This lesson focuses on Activities A and B. See Teacher's Book for detailed guidance. Note that in Activity A pupils are asked to work in pairs and take turns answering the questions. As well as expressing their feelings in response to the questions, pupils can also be encouraged to express their responses to each other's answers to the questions. In addition, during the monitoring of Activity A, and as part of the answer check as a class for Activity B, check that pupils explain their attitudes or opinions of their talk partner. For Activity B pupils compare and justify their answers with a talk partner and this provides a further opportunity to practise the main skill. Activities A and B focus on developing the main and complementary skills. Post-lesson Ask pupils to review their learning in this lesson by describing <i>what</i> they have learnt in the lesson and <i>how</i> they learnt it. Allow pupils to discuss their ideas with their talk partner(s) before collecting ideas as a class.	Close-Up Student's Book, p.101 Close-Up Teacher's Book, p.84-85	Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil. Support can be given to less proficient pupils during the speaking tasks, depending on their needs. For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/ strategies based on the needs of the pupils.

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 8)

WEEK: _____	LESSON 78 (Speaking 15)	MAIN SKILL FOCUS: Speaking	THEME: People and Culture
	TOPIC: Time to Spare	CROSS-CURRICULAR ELEMENT: Patriotism and Citizenship	LANGUAGE/GRAMMAR FOCUS: Useful expressions to talk about possibility

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Speaking 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p> <p>Complementary Skill</p> <p>Speaking 2.3 Use appropriate communication strategies</p>	<p>Main Skill</p> <p>Speaking 2.1.3 Describe future plans and ambitions</p> <p>Complementary Skill</p> <p>Speaking 2.3.1 Keep interaction going in longer exchanges by asking a speaker to slow down, speak up or to repeat what they have said</p>	<p>Pre-lesson Play a game to review vocabulary related to free time and/or modal verbs. Alternatively, choose another appropriate pre-lesson activity that better suits pupils' needs/interests and that will review language and/or vocabulary and prepare the pupils for the lesson.</p> <p>Lesson delivery This lesson focuses on Activities C and D. See Teacher's Book for detailed guidance. Note that in Activity C pupils should look at the 'Useful Expressions' box that contains phrases to use in Activity D.</p> <p>Activities C and D focus on developing the main skill for this lesson. Activity D provides an opportunity to practise the complementary skill.</p> <p>Post-lesson Ask pupils to discuss in small groups the 'Ideas Focus' questions on p. 101 of the Student's Book. Monitor discussions and provide support for any problems with form or pronunciation. Provide comments and feedback to the whole class on their use of expressions for talking about possibility.</p>	<p>Close-Up Student's Book, p.101</p> <p>Close-Up Teacher's Book, p.84-85</p>	<p>Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil.</p> <p>Support can be given to less proficient pupils depending on their needs, such as by providing vocabulary to use in a speaking task, or sentence starters and model sentence constructions to help the pupil produce sentences.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/ strategies based on the needs of the pupils.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 8)

WEEK:	LESSON 79 (Writing 15)	MAIN SKILL FOCUS: Writing	THEME: People and Culture
	TOPIC: Time to Spare	CROSS-CURRICULAR ELEMENT: Patriotism and Citizenship	LANGUAGE/GRAMMAR FOCUS: Linking words and phrases

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Writing 4.1 Communicate intelligibly through print and digital media on familiar topics</p> <p>Complementary Skill</p> <p>Writing 4.2 Communicate with appropriate language, form and style</p>	<p>Main Skill</p> <p>Writing 4.1.5 Organise, sequence and develop ideas within short texts on familiar topics</p> <p>Complementary Skill</p> <p>Writing 4.2.2 Spell written work with moderate accuracy</p>	<p>Pre-lesson Use the pre-Writing lesson activity on p.86 in Teacher's Book. Pupils discuss writing postcards. They then look at the image in the top right-hand corner of p.104 and identify what they could write in a postcard about this picture.</p> <p>Lesson delivery This lesson focuses on Activities A, B and C. See Teacher's Book for detailed guidance. This lesson focuses on recognising linking words and phrases (in activities A and C). It is important to explain to pupils that they will need to use these linking words and phrases in their own writing when they want to organise, sequence and develop ideas.</p> <p>Activities A and C focus on developing the main skill for this lesson. Activity B provides an opportunity to practise the complementary skill.</p> <p>Post-lesson Ask pupils to review their learning by writing a postcard about their learning in this lesson (the postcard can be addressed to an imagined friend in another class or school). Pupils need to re-use linking words and phrases from the lesson. Allow pupils to practise reading their postcard to a talk partner before selecting pupils to read their postcard to the class.</p>	<p>Close-Up Student's Book, p.104</p> <p>Close-Up Teacher's Book, p.86-87</p>	<p>Fast finishers can move on to the next activity in the sequence. After Activity C, fast finishers can be given activities from the Vocabulary and Grammar activities on p.102-103 of the Student's Book. Alternatively, choose another appropriate extension activity that better suits pupils' needs/interests and that will help pupils develop further the main and/or complementary skill for this lesson.</p> <p>Use the exit cards from Lesson 70 ('<i>what went well</i>' in your learning?' and '<i>even better if...</i>' to identify any individual needs in this lesson and the next.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 8)

WEEK: _____	LESSON 80 (Writing 16)	MAIN SKILL FOCUS: Writing	THEME: People and Culture
	TOPIC: Time to Spare	CROSS-CURRICULAR ELEMENT: Patriotism and Citizenship	LANGUAGE/GRAMMAR FOCUS: Linking words and phrases

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Writing 4.2 Communicate with appropriate language, form and style Complementary Skill Writing 4.1 Communicate intelligibly through print and digital media on familiar topics	Main Skill Writing 4.2.1 Punctuate written work with moderate accuracy Complementary Skill Writing 4.1.5 Organise, sequence and develop ideas within short texts on familiar topics	<p>Pre-lesson Play a game to review linking words and phrases. Alternatively, choose another appropriate pre-lesson activity that better suits pupils' needs/interests and that will review language and/or vocabulary and prepare the pupils for the lesson.</p> <p>Lesson delivery This lesson focuses on Activities D, E and F. See Teacher's Book for detailed guidance. Note that in Activities E and F pupils must pay attention to punctuation. Monitor pupils' written work and provide support for any problems with punctuation. If necessary, provide comments and feedback to the whole class on punctuation.</p> <p>Activities E and F focus on developing the main skill for this lesson. Activity E provides an opportunity to practise the complementary skill.</p> <p>Post-lesson Ask pupils to review their learning in this lesson by completing an exit card: '<i>what went well</i> in your learning?' and '<i>your learning would have been even better if...</i>' Collect the cards and use them for planning the writing lessons in lesson cycle 9.</p>	Close-Up Student's Book, p.105 Close-Up Teacher's Book, p.87	<p>Fast finishers can move on to the next activity in the sequence. After Activity F, fast finishers can be given activities from the Vocabulary and Grammar activities on p.102-103 of the Student's Book. Alternatively, choose another appropriate extension activity that better suits pupils' needs/interests and that will help pupils develop further the main and/or complementary skill for this lesson.</p> <p>Use the exit cards from Lesson 70 ('<i>what went well</i> in your learning?' and '<i>even better if...</i>' to identify any individual needs in this lesson.</p> <p>Support can be given to less proficient pupils depending on their needs, such as by providing vocabulary, sentence starters and model sentence constructions to use in the writing task (in addition to the support provided in the 'Useful Expressions' box on p.105 of the Student's Book).</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/ strategies based on the needs of the pupils.</p>

SCHEME OF WORK: NON-TEXTBOOK BASED LESSON

WEEK:	LESSON 81 (Literature in Action 8)	MAIN SKILL FOCUS: Literature in Action	THEME: n/a
	TOPIC: Teacher to select	CROSS-CURRICULAR ELEMENT: Teacher to select	LANGUAGE/GRAMMAR FOCUS: Teacher to select

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Literature in Action 5.3 Express an imaginative response to literary texts	Main Skill Literature in Action 5.3.1 Respond imaginatively and intelligibly through creating power points, visuals, posters, blogs and webpages Other imaginative responses as appropriate	Teachers will develop their own lesson using materials from the Literature Component books. Teachers should ensure that their lesson covers the Literature in Action content and learning standard specified for this lesson. Focus on PowerPoint presentation and visuals.	Teacher to select	For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.

UNIT 9

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 9)

WEEK:	LESSON 82 (Reading 17)	MAIN SKILL FOCUS: Reading	THEME: Science and Technology
	TOPIC: High-Tech World	CROSS-CURRICULAR ELEMENT: Information and Communications Technology	LANGUAGE/GRAMMAR FOCUS: Technology-related vocabulary

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Reading 3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning Complementary Skill Speaking 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics	Main Skill Reading 3.1.5 Recognise with support the attitude or opinion of the writer in simple longer texts on an increased range of familiar topics Complementary Skill Speaking 2.1.4 Explain own point of view	<p>Pre-lesson See 'Unit opener' in Teacher's Book for detailed guidance. Pupils look at the picture on p.109 of the Student's Book and discuss this picture with a talk partner. See also 'Background Information' on p.91 of the Teacher's Book.</p> <p>Lesson delivery This lesson focuses on Activities A, B, C and D. See Teacher's Book for detailed guidance. Note that for Activity B pupils must quickly read the text. Set a strict time limit for this activity in order to have sufficient time for Activities C and D. Ensure that support and guidance is given to pupils during Activity B and when going through the answers, so that pupils are practising the main learning standard within the set time limit. In Activity C pupils are asked to read the 'Exam Close-up' guidance, which also helps them with the main skill.</p> <p>Activities B, C and D focus on developing the main skill for this lesson. Activity A provides an opportunity to practise the complementary skill.</p> <p>Post-lesson Ask pupils to identify with their talk partner(s) at least one new word or expression that they have learned in relation to the topic for the lesson. When pupils are ready, collect and share words/expressions as a whole class.</p>	Close-Up Student's Book, p.109-111 Close-Up Teacher's Book, p.91-92	<p>Fast finishers can move on to the next activity in the sequence. After Activity D, fast finishers can be given the Vocabulary activities on p.112 of the Student's Book. Alternatively, choose another appropriate extension activity that better suits pupils' needs/interests and that will help pupils develop further the main and/or complementary skill for this lesson.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 9)

WEEK: —	LESSON 83 (Reading 18)	MAIN SKILL FOCUS: Reading	THEME: Science and Technology
	TOPIC: High-Tech World	CROSS-CURRICULAR ELEMENT: Information and Communications Technology	LANGUAGE/GRAMMAR FOCUS: Technology-related vocabulary

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Reading 3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p> <p>Complementary Skill</p> <p>Speaking 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p>	<p>Main Skill</p> <p>Reading 3.1.4 Use independently familiar print and digital resources to check meaning and extend understanding</p> <p>Complementary Skill</p> <p>Speaking 2.1.4 Explain own point of view</p>	<p>Pre-lesson Play a game to review technology-related vocabulary from the previous lesson. Alternatively, choose another appropriate pre-lesson activity that better suits pupils' needs/interests and that will review language and/or vocabulary and prepare the pupils for the lesson.</p> <p>Lesson delivery This lesson focuses on Activity E and the 'Ideas Focus'. See Teacher's Book for detailed guidance. Note that in this lesson pupils need to be supplied with dictionaries (print or digital) to practise the main skill for this lesson. In Activity E pupils must re-read the same text used in the previous lesson. There is an opportunity to develop the 'Ideas Focus' questions into a class debate.</p> <p>Activity E focuses on developing the main skill for this lesson. The 'Ideas Focus' provides an opportunity to practise the complementary skill.</p> <p>Post-lesson Play a dictionary game to review the main skill for this lesson. Alternatively, choose another appropriate post-lesson activity that will check pupils' understanding of grammar and/or vocabulary from the lesson.</p>	<p>Close-Up Student's Book, p.111</p> <p>Close-Up Teacher's Book, p.92</p>	<p>Fast finishers can move on to the next activity in the sequence. After Activity E, fast finishers can be given Vocabulary activities on p.112 and/or p.116 of the Student's Book. Alternatively, choose another appropriate extension activity that better suits pupils' needs/interests and that will help pupils develop further the main and/or complementary skill for this lesson.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 9)

WEEK: —	LESSON 84 (Language Awareness 9)	MAIN SKILL FOCUS: Language Awareness	THEME: Science and Technology
	TOPIC: High-Tech World	CROSS-CURRICULAR ELEMENT: Information and Communications Technology	LANGUAGE/GRAMMAR FOCUS: The passive voice

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered.	Main Skill This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered.	<p>Pre-lesson Use the pre-Grammar lesson activity on p.93 in Teacher's Book. Ask pupils questions that are constructed using the passive voice.</p> <p>Lesson delivery This lesson focuses on Activities A, B, C and D. See Teacher's Book for detailed guidance. Note that in Activity D pupils are asked to look back at the text used in the previous reading lessons (on p.110-111 of the Student's Book). In Activity D pupils also encounter the passive voice constructed using the present perfect simple (<i>has been cleaned</i>), past perfect simple (<i>had been put in</i>) and future simple (<i>will be shown</i>). See p.169-170 of Student's Book for further support with the passive voice.</p> <p>Post-lesson Ask pupils to look at the picture in the top right-hand corner of p.113 of the Student's Book. Pupils then write questions about the picture using the passive voice. Ask pupils to practise asking and answering their questions with talk partner(s) before selecting questions (and answers to the questions) from pupils as a class.</p>	Close-Up Student's Book, p.113 Close-Up Teacher's Book, p.93	<p>Fast finishers can move on to the next activity in the sequence. After Grammar Activity D, fast finishers can be given other activities in the textbook not covered in the Learning Outline (i.e. activities E-F).</p> <p>See also p.116 in Student's Book for further vocabulary activities that can be used as extension tasks and/or homework.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 9)

WEEK: —	LESSON 85 (Listening 17)	MAIN SKILL FOCUS: Listening	THEME: Science and Technology
	TOPIC: High-Tech World	CROSS-CURRICULAR ELEMENT: Information and Communications Technology	LANGUAGE/GRAMMAR FOCUS: Technology-related vocabulary

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Listening 1.1 Understand meaning in a variety of familiar contexts Complementary Skill Speaking 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics	Main Skill Listening 1.1.1 Understand independently the main ideas in simple longer texts on an increased range of familiar topics Complementary Skill Speaking 2.1.3 Describe future plans and ambitions	Pre-lesson Play a game to review technology-related vocabulary from previous lessons. Alternatively, choose another appropriate pre-lesson activity that better suits pupils' needs/interests and that will review language and/or vocabulary and prepare the pupils for the lesson. Lesson delivery This lesson focuses on the pre-Listening lesson activity and Activities A and B. Note that in the pre-Listening activity (on p.94 in Teacher's Book) pupils take it in turns to describe to a talk partner the picture on p.114 of the Student's Book. Pupils are then able to discuss why scientists make robots and how robots might help us in the future. Attention needs to be given to future tenses for this activity in order to practise the complementary skill. Activity B focuses on developing the main skill for this lesson. The pre-Listening activity (on p.94 in Teacher's Book) and Activity B provide an opportunity to practise the complementary skill. Post-lesson Ask pupils to identify with their talk partner(s) at least one new word or expression that they have learned in relation to the lesson topic. When pupils are ready, collect and share words/expressions as a whole class. Alternatively, choose another appropriate post-lesson activity that better suits pupils' needs/interests and that will review learning in the lesson.	Close-Up Student's Book, p.114 Close-Up Teacher's Book, p.94 Student's Book Audio CD	Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil. Support can be given to less proficient pupils for the pre-Listening activity depending on their needs, such as by providing sentence starters and model sentence constructions using future tenses, to help the pupil produce sentences. For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 9)

WEEK: _____	LESSON 86 (Listening 18)	MAIN SKILL FOCUS: Listening	THEME: Science and Technology
	TOPIC: High-Tech World	CROSS-CURRICULAR ELEMENT: Information and Communications Technology	LANGUAGE/GRAMMAR FOCUS: Technology-related vocabulary

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Listening 1.1 Understand meaning in a variety of familiar contexts Complementary Skill Reading 3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning	Main Skill Listening 1.1.6 Understand independently longer simple narratives on a range of familiar topics Complementary Skill Reading 3.1.2 Understand specific details and information in longer texts on an increased range of familiar topics	Pre-lesson Play a game to review technology-related vocabulary from previous lessons. Alternatively, choose another appropriate pre-lesson activity that better suits pupils' needs/interests and that will review language and/or vocabulary and prepare the pupils for the lesson. Lesson delivery This lesson focuses on Activities C, D and E. See Teacher's Book for detailed guidance. Note that in Activity C pupils read the 'Exam Close-up' guidance. In Activity C pupils also read and underline the key words in the 'Exam Task'. The text type in this lesson is instruction and a quiz. Activities C, D and E focus on developing the main skill for this lesson. Activity C also provides an opportunity to practise the complementary skill. Post-lesson Ask pupils to identify with their talk partner(s) at least one new word or expression that they have learned in relation to the topic for the lesson. When pupils are ready, collect and share words/expressions as a whole class. Alternatively, choose another appropriate post-lesson activity that better suits pupils' needs/interests and that will review learning in the lesson.	Close-Up Student's Book, p.114 Close-Up Teacher's Book, p.94-95 Student's Book Audio CD	Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil. Pause the listening track at selected intervals to allow pupils to think and complete an activity. For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 9)

WEEK: —	LESSON 87 (Speaking 16)	MAIN SKILL FOCUS: Speaking	THEME: Science and Technology
	TOPIC: High-Tech World	CROSS-CURRICULAR ELEMENT: Information and Communications Technology	LANGUAGE/GRAMMAR FOCUS: Technology-related vocabulary

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Speaking 2.3 Use appropriate communication strategies Complementary Skill Listening 1.1 Understand meaning in a variety of familiar contexts	Main Skill Speaking 2.3.1 Keep interaction going in longer exchanges by asking a speaker to slow down, speak up or to repeat what they have said Complementary Skill Listening 1.1.5 Understand independently more complex questions	Pre-lesson Play a game to review technology-related vocabulary from previous lessons. Alternatively, choose another appropriate pre-lesson activity that better suits pupils' needs/interests and that will review language and/or vocabulary and prepare the pupils for the lesson. Lesson delivery This lesson focuses on Activities A, B and C. See Teacher's Book for detailed guidance. Note that in Activity A pupils should be asked to listen to the questions read out by the teacher, before they read them on their own, in order to practise the complementary skill. In Activity B pupils are asked to compare answers with their talk partner and to discuss any differences in their answers before the answers are checked as a class. In Activity C pupils must then agree with their partner on a combined answer. In all three activities in this lesson it is important to remind pupils that they need to keep their interaction going and to draw attention to how they can do this. Activities A, B and C focus on developing the main skill for this lesson. Activity A provides an opportunity to practise the complementary skill. Post-lesson Ask pupils to identify with their talk partner(s) how they kept the interaction going in the discussion activities in this lesson. When pupils are ready, collect and share ideas as a whole class.	Close-Up Student's Book, p.115 Close-Up Teacher's Book, p.95	Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil. Support can be given to less proficient pupils depending on their needs, such as by providing vocabulary to use in a speaking task, or sentence starters and model sentence constructions to help the pupil produce sentences. For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 9)

WEEK: —	LESSON 88 (Speaking 17)	MAIN SKILL FOCUS: Speaking	THEME: Science and Technology
	TOPIC: High-Tech World	CROSS-CURRICULAR ELEMENT: Information and Communications Technology	LANGUAGE/GRAMMAR FOCUS: Useful expressions for making decisions

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Speaking 2.3 Use appropriate communication strategies Complementary Skill Speaking 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics	Main Skill Speaking 2.3.1 Keep interaction going in longer exchanges by asking a speaker to slow down, speak up or to repeat what they have said Complementary Skill Speaking 2.1.4 Explain own point of view	Pre-lesson Play a game to review technology-related vocabulary from previous lessons. Alternatively, choose another appropriate pre-lesson activity that better suits pupils' needs/interests and that will review language and/or vocabulary and prepare the pupils for the lesson. Lesson delivery This lesson focuses on Activity D and the 'Ideas Focus'. Note in Activity D pupils must read the 'Useful Expressions', which they need to use in their group discussions. For the 'Ideas Focus' discussions pupils should be asked to reach a group answer to each question. Activity D and 'Ideas Focus' both focus on developing the main complementary skills for this lesson. Post-lesson Ask pupils to shut their textbooks and to write down useful expressions for reaching decisions in a group discussion. Monitor and provide support for any problems with spelling. When ready, select pupils to read out their ideas and, if necessary, provide additional expressions. Alternatively, choose another appropriate post-lesson activity that better suits pupils' needs/interests and that will review language and/or vocabulary from this lesson.	Close-Up Student's Book, p.115 Close-Up Teacher's Book, p.95-96	Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil. Support can be given to less proficient pupils during the discussion activities, depending on their needs. For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 9)

WEEK:	LESSON 89 (Writing 17)	MAIN SKILL FOCUS: Writing	THEME: Science and Technology
	TOPIC: High-Tech World	CROSS-CURRICULAR ELEMENT: Information and Communications Technology	LANGUAGE/GRAMMAR FOCUS: Technology-related vocabulary/collocations

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Writing 4.1 Communicate intelligibly through print and digital media on familiar topics Complementary Skill Writing 4.2 Communicate with appropriate language, form and style	Main Skill Writing 4.1.1 Explain simple content from what they have read or heard Complementary Skill Writing 4.2.2 Spell written work with moderate accuracy	Pre-lesson Use the pre-Writing lesson activity on p.97 in the Teacher's Book to activate prior knowledge. Ask pupils to read the 'Learning Focus' box and then to think of further examples of collocations. Allow pupils time to discuss their ideas with their talk partner(s) before collecting ideas as a class. Lesson delivery This lesson focuses on Activities A, B, and C. See Teacher's Book for detailed guidance. Note that in Activity C pupils must be asked to write down their answers as complete sentences in order to practise the main skill. Activity C focuses on developing the main skill for this lesson. Activity B focuses on developing the complementary skill. Post-lesson Ask pupils to identify with their talk partner(s) at least one new word or expression that they have learned in relation to the lesson topic. When pupils are ready, collect and share words/expressions as a whole class. Alternatively, choose another appropriate post-lesson activity that better suits pupils' needs/interests and that will review learning in the lesson.	Close-Up Student's Book, p.118 Close-Up Teacher's Book, p.97-98	Fast finishers can move on to the next activity in the sequence. After Activity C, fast finishers can be given activities from the Grammar activities on p.117 of the Student's Book. Alternatively, choose another appropriate extension activity that better suits pupils' needs/interests and that will help pupils develop further the main and/or complementary skill for this lesson. Use the exit cards from Lesson 80 (' <i>what went well</i> in your learning?' and ' <i>even better if...</i> ') to identify any individual needs in this lesson and the next. For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/ strategies based on the needs of the pupils.

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 9)

WEEK: —	LESSON 90 (Writing 18)	MAIN SKILL FOCUS: Writing	THEME: Science and Technology
	TOPIC: High-Tech World	CROSS-CURRICULAR ELEMENT: Information and Communications Technology	LANGUAGE/GRAMMAR FOCUS: Technology-related vocabulary/collocations

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Writing 4.2 Communicate with appropriate language, form and style</p> <p>Complementary Skill</p> <p>Speaking 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p>	<p>Main Skill</p> <p>Writing 4.2.2 Spell written work with moderate accuracy</p> <p>Complementary Skill</p> <p>Speaking 2.1.4 Explain own point of view.</p>	<p>Pre-lesson Play a game to review technology-related vocabulary and/or collocations from the previous lesson. Alternatively, choose another appropriate pre-lesson activity that better suits pupils' needs/interests and that will review language and/or vocabulary and prepare the pupils for the lesson.</p> <p>Lesson delivery This lesson focuses on Activities D, E, F, G and H. See Teacher's Book for detailed guidance. Note that in Activity D pupils are asked to speculate on why certain words in the writing task have been underlined. Allow pupils to discuss their ideas with talk partner(s) before collecting opinions as a class. In activities E, F and H pupils must pay attention to spelling.</p> <p>Activities E, F and H focus on developing the main skill for this lesson. Activity D provides an opportunity to practise the complementary skill.</p> <p>Post-lesson Ask pupils to identify with their talk partner(s) at least one new word or expression that they have learned in relation to the lesson topic. When pupils are ready, collect and share words/expressions as a whole class. Alternatively, choose another appropriate post-lesson activity that better suits pupils' needs/interests and that will review learning in the lesson.</p>	<p>Close-Up Student's Book, p.118-119</p> <p>Close-Up Teacher's Book, p.98</p>	<p>Fast finishers can move on to the next activity in the sequence. After Activity H, fast finishers can be given activities from the Grammar activities on p.117 of the Student's Book and/or the 'Ideas Focus' questions on p.120 of the Student's Book as writing tasks. Alternatively, choose another appropriate extension activity that better suits pupils' needs/interests and that will help pupils develop further the main and/or complementary skill for this lesson.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.</p>

SCHEME OF WORK: NON-TEXTBOOK BASED LESSON

WEEK:	LESSON 91 (Literature in Action 9)	MAIN SKILL FOCUS: Literature in Action	THEME: n/a
	TOPIC: Teacher to select	CROSS-CURRICULAR ELEMENT: Teacher to select	LANGUAGE/GRAMMAR FOCUS: Teacher to select

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Literature in Action 5.3 Express an imaginative response to literary texts	Main Skill Literature in Action 5.3.1 Respond imaginatively and intelligibly through creating power points, visuals, posters, blogs and webpages Other imaginative responses as appropriate	Teachers will develop their own lesson using materials from the Literature Component books. Teachers should ensure that their lesson covers the Literature in Action content and learning standard specified for this lesson. Focus on Posters and visuals.	Teacher to select	For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.

UNIT 10

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 10)

WEEK:	LESSON 92 (Reading 19)	MAIN SKILL FOCUS: Reading	THEME: People and Culture
	TOPIC: That's Entertainment	CROSS-CURRICULAR ELEMENT: Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: Entertainment related vocabulary

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Reading 3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning Complementary Skill Speaking 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics	Main Skill Reading 3.1.1 Understand the main points in longer texts on an increased range of familiar topics Complementary Skill Speaking 2.1.4 Explain own point of view	<p>Pre-lesson See 'Unit opener' in Teacher's Book for detailed guidance. Pupils discuss the picture on p.121 of the Student's Book.</p> <p>Lesson delivery This lesson focuses on Activities A, B and C. See Teacher's Book for detailed guidance. Note that in Activity B pupils are asked to skim read the texts. Activity C is preparation for the Exam Task in Activity D, which pupils complete in the next lesson. Pupils read the 'Exam Close-up' guidance as part of Activity C. In Activity C it is important to activate pupils' prior knowledge of text types, particularly of short texts (e.g. email, text message, advert), before pupils identify the five text types in the activity. For all activities ensure that pupils have opportunities to discuss their answers with talk partner(s) before checking answers as a class, in order to practise the complementary skill.</p> <p>Activities B and C focus on developing the main skill for this lesson. Activities A, B and C provide an opportunity to practise the complementary skill.</p> <p>Post-lesson Ask pupils to identify with their talk partner(s) at least one new word or expression that they have learned in relation to the lesson topic. When pupils are ready, collect and share words/expressions as a whole class. Alternatively, choose another appropriate post-lesson activity that better suits pupils' needs/interests and that will review learning in the lesson.</p>	Close-Up Student's Book, p.121-123 Close-Up Teacher's Book, p.100-101	<p>Fast finishers can move on to the next activity in the sequence. After Activity C, fast finishers can be given the Vocabulary activities on p.124 of the Student's Book. Alternatively, choose another appropriate extension activity that better suits pupils' needs/interests and that will help pupils develop further the main and/or complementary skill for this lesson.</p> <p>Support can be given to less proficient pupils for the pre-lesson activity depending on their needs, such as by providing sentence starters and model sentence constructions, to help the pupil produce sentences.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 10)

WEEK: —	LESSON 93 (Reading 20)	MAIN SKILL FOCUS: Reading	THEME: People and Culture
	TOPIC: That's Entertainment	CROSS-CURRICULAR ELEMENT: Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: Entertainment related vocabulary

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Reading 3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning Complementary Skill Speaking 2.3 Use appropriate communication strategies	Main Skill Reading 3.1.3 Guess the meaning of unfamiliar words from clues provided by other words and by context on an increased range of familiar topics Complementary Skill Speaking 2.3.1 Keep interaction going in longer exchanges by asking a speaker to slow down, speak up or to repeat what they have said	Pre-lesson Play a game to review entertainment-related vocabulary from the previous lesson. Alternatively, choose another appropriate pre-lesson activity that better suits pupils' needs/interests and that will review language and/or vocabulary and prepare the pupils for the lesson. Lesson delivery This lesson focuses on Activities D, E and 'Ideas Focus'. See Teacher's Book for detailed guidance. Note that in Activity D pupils should re-read the 'Exam Close-up' guidance (this was done as part of Activity C in previous lesson). Activities D and E focus on developing the main skill for this lesson. The 'Ideas Focus' provides an opportunity to practise the complementary skill. Post-lesson Ask pupils to identify with their talk partner(s) at least one new word or expression that they have learned in relation to the lesson topic. When pupils are ready, collect and share words/expressions as a whole class. Alternatively, choose another appropriate post-lesson activity that better suits pupils' needs/interests and that will review learning in the lesson.	Close-Up Student's Book, p.123 Close-Up Teacher's Book, p.101	Fast finishers can move on to the next activity in the sequence. After the 'Ideas Focus' activity, fast finishers can be given the Vocabulary activities on p.124 and/or p. 128 of the Student's Book. Alternatively, choose another appropriate extension activity that better suits pupils' needs/interests and that will help pupils develop further the main and/or complementary skill for this lesson. For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 10)

WEEK: _____	LESSON 94 (Language Awareness 10)	MAIN SKILL FOCUS: Language Awareness	THEME: People and Culture
	TOPIC: That's Entertainment	CROSS-CURRICULAR ELEMENT: Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: Reported speech

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered.	Main Skill This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered.	<p>Pre-lesson Play a game to review entertainment-related vocabulary from previous lesson. Alternatively, choose another appropriate pre-lesson activity that better suits pupils' needs/interests and that will review language and/or vocabulary and prepare the pupils for the lesson.</p> <p>Lesson delivery This lesson focuses on Activities A, B, C and D. See Teacher's Book for detailed guidance. Note that further support and explanation of the grammar in this lesson is available on p.170-171 of the Student's Book.</p> <p>Post-lesson Ask pupils to write sentences that report on what other pupils have said in this lesson. Ask pupils to show these to their talk partner(s), to practise saying the sentences and to receive peer feedback on them, before selecting pupils to read out their sentences to the class.</p>	Close-Up Student's Book, p.125 Close-Up Teacher's Book, p.102	<p>Fast finishers can move on to the next activity in the sequence. After Grammar Activity D, fast finishers can be given other activities in the textbook not covered in the Learning Outline (i.e. activities E-F).</p> <p>See also p.129 in Student's Book for further grammar activities that can be used as extension tasks and/or homework.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 10)

WEEK:	LESSON 95 (Listening 19)	MAIN SKILL FOCUS: Listening	THEME: People and Culture
	TOPIC: That's Entertainment	CROSS-CURRICULAR ELEMENT: Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: Entertainment related vocabulary

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Listening 1.1 Understand meaning in a variety of familiar contexts Complementary Skill Speaking 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics	Main Skill Listening 1.1.4 Understand independently longer sequences of classroom instructions Complementary Skill Speaking 2.1.4 Explain own point of view	<p>Pre-lesson Use pre-Listening lesson activity on p.103 in Teacher's Book. Ask pupils if they have ever acted in a play or been behind the scenes in a theatre. Ask them what it was like. If they have not had these experiences, ask them what they imagine it would be like.</p> <p>Lesson delivery This lesson focuses on Activities A, B and C. See Teacher's Book for detailed guidance. Note that in Activity B the word 'props' refers to any objects used on the stage by actors during a performance. In all activities pupils must be asked to listen to the activity instruction, in order to practise the main skill. Ask pupils to close their textbooks while giving instruction and check for pupils' understanding of instructions before they open their books again.</p> <p>Activities A, B and C focus on developing the main skill for this lesson. Activity B provides an opportunity to practise the complementary skill.</p> <p>Post-lesson Ask pupils to identify with their talk partner(s) at least one new word or expression that they have learned in relation to the lesson topic. When pupils are ready, collect and share words/expressions as a whole class.</p>	Close-Up Student's Book, p.126 Close-Up Teacher's Book, p.103 Student's Book Audio CD	<p>Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil.</p> <p>Support can be given to less proficient pupils during Activity B, depending on their needs. For example, by providing vocabulary to use during the speaking task, or sentence starters and model sentence constructions to help the pupil produce sentences.</p> <p>To support less confident pupils, pause the listening track at selected intervals to allow thinking time.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/ strategies based on the needs of the pupils.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 10)

WEEK: _____	LESSON 96 (Listening 20)	MAIN SKILL FOCUS: Listening	THEME: People and Culture
	TOPIC: That's Entertainment	CROSS-CURRICULAR ELEMENT: Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: Entertainment related vocabulary

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Listening 1.1 Understand meaning in a variety of familiar contexts Complementary Skill Reading 3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning	Main Skill Listening 1.1.2 Understand independently specific information and details in longer texts on an increased range of familiar topics Complementary Skill Reading 3.1.3 Guess the meaning of unfamiliar words from clues provided by other words and by context on an increased range of familiar topics	Pre-lesson Play a game to review entertainment-related vocabulary from previous lessons. Alternatively, choose another appropriate pre-lesson activity that better suits pupils' needs/interests and that will review language and/or vocabulary and prepare the pupils for the lesson. Lesson delivery This lesson focuses on Activities D, E and F. See Teacher's Book for detailed guidance. Note that in Activity D pupils are asked to think of words that could fit in each gap in the Exam Task text, which is practice for the complementary skill. Activities D, E and F focus on developing the main skill for this lesson. Activity D also provides an opportunity to practise the complementary skill. Post-lesson Ask pupils to identify with their talk partner(s) at least one new word or expression that they have learned in relation to the lesson topic. When pupils are ready, collect and share words/expressions as a whole class.	Close-Up Student's Book, p.126 Close-Up Teacher's Book, p.103 Student's Book Audio CD	Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil. To support less confident pupils, pause the listening track at selected intervals to allow thinking time. For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 10)

WEEK: —	LESSON 97 (Speaking 18)	MAIN SKILL FOCUS: Speaking	THEME: People and Culture
	TOPIC: That's Entertainment	CROSS-CURRICULAR ELEMENT: Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: Useful expressions for describing people, places or things

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Speaking 2.3 Use appropriate communication strategies	Main Skill Speaking 2.3.1 Keep interaction going in longer exchanges by asking a speaker to slow down, speak up or to repeat what they have said	Pre-lesson Play a game to review entertainment-related vocabulary from previous lessons and/or useful expressions for describing people, places or things. Alternatively, choose another appropriate pre-lesson activity that better suits pupils' needs/interests and that will review language and/or vocabulary and prepare the pupils for the lesson. Lesson delivery This lesson focuses on Activities A, B and C. See Teacher's Book for detailed guidance. Activate pupils' prior knowledge of useful expressions for describing people, places or things. Activities A, B and C focus on developing the main skill for this lesson. Activity A also provides an opportunity to practise the complementary skill.	Close-Up Student's Book, p.127 Close-Up Teacher's Book, p.104	Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil. Support can be given to less proficient pupils depending on their needs, such as by providing vocabulary to use in a speaking task, or sentence starters and model sentence constructions to help the pupil produce sentences. For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.
Complementary Skill Speaking 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics	Complementary Skill Speaking 2.1.5 Express and respond to common feelings such as happiness, sadness, surprise, and interest	Post-lesson Ask pupils to provide peer feedback on each other's performance in the lesson (in pairs or small groups) using <i>two stars and a wish</i> : two things that were good (stars) and one area for improvement (wish). While monitoring the activity collect examples of the feedback to share (anonymously) with the whole class.		

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 10)

WEEK: —	LESSON 98 (Speaking 19)	MAIN SKILL FOCUS: Speaking	THEME: People and Culture
	TOPIC: That's Entertainment	CROSS-CURRICULAR ELEMENT: Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: Useful expressions for describing people, places or things

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Speaking 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics Complementary Skill Speaking 2.3 Use appropriate communication strategies	Main Skill Speaking 2.1.5 Express and respond to common feelings such as happiness, sadness, surprise, and interest Complementary Skill Speaking 2.3.1 Keep interaction going in longer exchanges by asking a speaker to slow down, speak up or to repeat what they have said	Pre-lesson Play a game to review entertainment-related vocabulary from previous lessons and/or useful expressions for describing people, places or things. Alternatively, choose another appropriate pre-lesson activity that better suits pupils' needs/interests and that will review language and/or vocabulary and prepare the pupils for the lesson. Lesson delivery This lesson focuses on Activity D and the 'Ideas Focus'. The 'Ideas Focus' focuses on developing the main skill for this lesson. Both Activity D and 'Ideas Focus' provide an opportunity to practise the complementary skill. Post-lesson Review pupils' learning in this lesson with <i>Tell me three things...</i> <ul style="list-style-type: none"> <i>You have learnt today</i> <i>You have done well</i> <i>Your talk partner has done well</i> 	Close-Up Student's Book, p.127 Close-Up Teacher's Book, p.104	Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil. Support can be given to less proficient pupils depending on their needs, such as by providing vocabulary to use in a speaking task, or sentence starters and model sentence constructions to help the pupil produce sentences. For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 10)

WEEK: —	LESSON 99 (Writing 19)	MAIN SKILL FOCUS: Writing	THEME: People and Culture
	TOPIC: That's Entertainment	CROSS-CURRICULAR ELEMENT: Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: Entertainment related vocabulary/phrases for ordering ideas

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Writing 4.1 Communicate intelligibly through print and digital media on familiar topics</p> <p>Complementary Skill</p> <p>Reading 3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p>	<p>Main Skill</p> <p>Writing 4.1.2 Explain simple processes</p> <p>Complementary Skill</p> <p>Reading 3.1.1 Understand the main points in longer texts on an increased range of familiar topics</p>	<p>Pre-lesson Use pre-Writing lesson activity on p.106 in Teacher's Book. Read the 'Learning Focus' information. Ask pupils to complete a sentence using the phrases for ordering ideas. See Teacher's Book for detailed guidance.</p> <p>Lesson delivery This lesson focuses on Activities A, B and C. See Teacher's Book for detailed guidance. As a follow-up activity to Activity A, and to practise further the main skill for this lesson, ask pupils to write an explanation of a simple process (e.g. how to make a cup of tea or change a bicycle tire) using phrases for ordering ideas.</p> <p>The text type in this lesson is instruction and a letter. Activity A and the follow-up activity focus on developing the main skill for this lesson. Activity C and 'Learning Focus' provide an opportunity to practise the complementary skill. Activity B prepares the pupils to do Activity C in preparation for the writing task in the next writing lesson.</p> <p>Post-lesson Ask pupils to identify with their talk partner(s) at least one new word or expression that they have learned in relation to the topic of the lesson. When pupils are ready, collect and share words/expressions as a whole class. Alternatively, choose another appropriate post-lesson activity that better suits pupils' needs/interests and that will review learning in the lesson.</p>	<p>Close-Up Student's Book, p.130</p> <p>Close-Up Teacher's Book, p.106-107</p>	<p>Fast finishers can move on to the next activity in the sequence. After Activity C, fast finishers can be given activities from the Vocabulary and Grammar activities on p. 128-129 of the Student's Book. Alternatively, choose another appropriate extension activity that better suits pupils' needs/interests and that will help pupils develop further the main and/or complementary skill for this lesson.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 10)

WEEK: —	LESSON 100 (Writing 20)	MAIN SKILL FOCUS: Writing	THEME: People and Culture
	TOPIC: That's Entertainment	CROSS-CURRICULAR ELEMENT: Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: Entertainment related vocabulary/phrases for ordering ideas

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Writing 4.1 Communicate intelligibly through print and digital media on familiar topics Complementary Skill Writing 4.2 Communicate with appropriate language, form and style	Main Skill Writing 4.1.5 Organise, sequence and develop ideas within short texts on familiar topics Complementary Skill Writing 4.2.3 Produce a plan or draft of two paragraphs or more and modify this appropriately independently	<p>Pre-lesson Play a game to review entertainment-related vocabulary from previous lessons and/or phrases for ordering ideas. Alternatively, choose another appropriate pre-lesson activity that better suits pupils' needs/interests and that will review language and/or vocabulary and prepare the pupils for the lesson.</p> <p>Lesson delivery This lesson focuses on Activities D, E, F and G. See Teacher's Book for detailed guidance. Note that in Activity G pupils should be given time to plan their letter or story in the lesson. The writing task can then be set as homework if necessary. There is additional support for the writing task in the Student's Book: for writing letters on p.177; for writing stories on p.179.</p> <p>Activities D-G focus on developing the main and complementary skills for this lesson.</p> <p>Post-lesson Ask pupils to review their learning by telling a story about their learning in this lesson. Pupils need to re-use the phrases for ordering ideas that they learnt in this lesson and the previous lesson. Allow pupils to practise telling their story to a talk partner before selecting pupils to tell their story to the class.</p>	Close-Up Student's Book, p.131 Close-Up Teacher's Book, p.107	<p>Fast finishers can move on to the next activity in the sequence. After Activity G, fast finishers can be given activities from the Vocabulary and Grammar activities on p. 128-129 of the Student's Book. Alternatively, choose another appropriate extension activity that better suits pupils' needs/interests and that will help pupils develop further the main and/or complementary skill for this lesson.</p> <p>Support can be given to less proficient pupils depending on their needs, such as by providing a writing frame to use in Activity G (e.g. sentence starters and/or model sentence constructions).</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/ strategies based on the needs of the pupils.</p>

SCHEME OF WORK: NON-TEXTBOOK BASED LESSON

WEEK:	LESSON 101 (Literature in Action 10)	MAIN SKILL FOCUS: Literature in Action	THEME: n/a
	TOPIC: Teacher to select	CROSS-CURRICULAR ELEMENT: Teacher to select	LANGUAGE/GRAMMAR FOCUS: Teacher to select

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Literature in Action 5.3 Express an imaginative response to literary texts	Main Skill Literature in Action 5.3.1 Respond imaginatively and intelligibly through creating power points, visuals, posters, blogs and webpages Other imaginative responses as appropriate	Teachers will develop their own lesson using materials from the Literature Component books. Teachers should ensure that their lesson covers the Literature in Action content and learning standard specified for this lesson. Focus on blogs and webpages.	Teacher to select	For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.

UNIT 11

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 11)

WEEK:	LESSON 102 (Reading 21)	MAIN SKILL FOCUS: Reading	THEME: People and Culture
	TOPIC: Lessons to Learn	CROSS-CURRICULAR ELEMENT: Patriotism and Citizenship	LANGUAGE/GRAMMAR FOCUS: Vocabulary related to education

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Reading 3.2 Explore and expand ideas for personal development by reading independently and widely	Main Skill Reading 3.2.1 Read, enjoy and give a personal response to fiction / non-fiction and other suitable print and digital texts of interest	Pre-lesson See 'Unit opener' in Teacher's Book for detailed guidance. Pupils write down in one minute as many words and phrases they know related to education. They then look at the picture on p.135 of the Student's Book and describe what they think the boy in the picture is feeling. Lesson delivery This lesson focuses on Activities A, B, C and 'Ideas Focus'. See Teacher's Book for detailed guidance. Note that in Activity C pupils are asked to scan the texts, this is to address 'reading' in 3.2.1. Pupils' answer which courses are creative and non-creative. After Activity C, ask pupils to discuss in small groups the first question in the 'Ideas Focus' activity ('Are you interested in any of the activities mentioned in the texts? Which ones?'). Encourage pupils to give a personal response in the discussion in order to practise the main skill for the lesson. Activity C and 'Ideas Focus' discussion activity focuses on developing the main skill for this lesson. Activities A and B provide opportunities to practise the complementary skill. Post-lesson Ask pupils to identify with their talk partner(s) at least one new word or expression that they have learned in relation to the lesson topic. When pupils are ready, collect and share words/expressions as a whole class. Alternatively, choose another appropriate post-lesson activity that better suits pupils' needs/interests and that will review learning in the lesson.	Close-Up Student's Book, p.135-137 Close-Up Teacher's Book, p.111-112	Fast finishers can move on to the next activity in the sequence. After the 'Ideas Focus' discussion, fast finishers can be given the Vocabulary activities on p.138 of the Student's Book. Alternatively, choose another appropriate extension activity that better suits pupils' needs/interests and that will help pupils develop further the main and/or complementary skill for this lesson. Support can be given to less proficient pupils during the speaking elements of activities, depending on their needs, such as by providing vocabulary to use or sentence starters and model sentence constructions to help the pupil produce sentences. For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.
Complementary Skill Speaking 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics	Complementary Skill Speaking 2.1.4 Explain own point of view			

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 11)

WEEK: —	LESSON 103 (Reading 22)	MAIN SKILL FOCUS: Reading	THEME: People and Culture
	TOPIC: Lessons to Learn	CROSS-CURRICULAR ELEMENT: Patriotism and Citizenship	LANGUAGE/GRAMMAR FOCUS: Vocabulary related to education

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Reading 3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p> <p>Complementary Skill</p> <p>Speaking 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p>	<p>Main Skill</p> <p>Reading 3.1.6 Recognise with support typical features at word, sentence and text levels of a range of genres</p> <p>Complementary Skill</p> <p>Speaking 2.1.4 Explain own point of view</p>	<p>Pre-lesson Play a game to review education-related vocabulary from the previous lesson. Alternatively, choose another appropriate pre-lesson activity that better suits pupils' needs/interests and that will review language and/or vocabulary and prepare the pupils for the lesson.</p> <p>Lesson delivery This lesson focuses on Activities D, E, F and 'Ideas Focus'. See Teacher's Book for detailed guidance. Note that Activity E requires the following additional phase: explain to the pupils what the term 'persuasion' means; ask pupils to look for word and sentence level features in the adverts that help persuade the reader (such as rhetorical questions that the advert answers and attention-grabbing adjectives); ask pupils to explain how these features persuade the reader. For the 'Ideas Focus' discussion, pupils discuss the second and third question (the first question is covered in the previous lesson).</p> <p>Activity E (with the added phase) focuses on developing the main skill for this lesson. The 'Ideas Focus' provides an opportunity to practise the complementary skill.</p> <p>Post-lesson Ask pupils to identify with their talk partner(s) at least one new word or expression that they have learned in relation to the lesson topic. When pupils are ready, collect and share words/expressions as a whole class. Alternatively, choose another appropriate post-lesson activity that better suits pupils' needs/interests and that will review learning in the lesson.</p>	<p>Close-Up Student's Book, p.136-137</p> <p>Close-Up Teacher's Book, p.111-112</p>	<p>Fast finishers can move on to the next activity in the sequence. After the 'Ideas Focus' discussion, fast finishers can be given the Vocabulary activities on p.138 and/or p.142 of the Student's Book. Alternatively, choose another appropriate extension activity that better suits pupils' needs/interests and that will help pupils develop further the main and/or complementary skill for this lesson.</p> <p>Support can be given to less proficient pupils during the 'Ideas Focus' discussions, depending on their needs, such as by providing vocabulary to use or sentence starters and model sentence constructions to help the pupil produce sentences.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 11)

WEEK: —	LESSON 104 (Language Awareness 11)	MAIN SKILL FOCUS: Language Awareness	THEME: People and Culture
	TOPIC: Lessons to Learn	CROSS-CURRICULAR ELEMENT:	LANGUAGE/GRAMMAR FOCUS: Gerunds and infinitives

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>This is a vocabulary and grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p> <p>Complementary Skill</p> <p>This is a vocabulary and grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p>Main Skill</p> <p>This is a vocabulary and grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p> <p>Complementary Skill</p> <p>This is a vocabulary and grammar focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p>Pre-lesson Use the pre-Grammar lesson activity on p.116 in Teacher's Book. Pose the questions to pupils and collect responses. Explain that the questions use gerunds and infinitives and explain what these are.</p> <p>Lesson delivery This lesson focuses on Activities A, B, C, D, E and F. See Teacher's Book for detailed guidance.</p> <p>Post-lesson Ask pupils to write questions that use gerunds and infinitives. Allow pupils to practise asking and answering questions with a talk partner before selecting pupils to ask questions to the class.</p>	<p>Close-Up Student's Book, p.143</p> <p>Close-Up Teacher's Book, p.116</p>	<p>Fast finishers can move on to the next activity in the sequence. After Grammar Activity F, fast finishers can be given other activities in the textbook not covered in the Learning Outline (i.e. activities G-K).</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils</p>

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 11)

WEEK: —	LESSON 105 (Listening 21)	MAIN SKILL FOCUS: Listening	THEME: People and Culture
	TOPIC: Lessons to Learn	CROSS-CURRICULAR ELEMENT: Patriotism and Citizenship	LANGUAGE/GRAMMAR FOCUS: Vocabulary related to education

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Listening 1.1 Understand meaning in a variety of familiar contexts</p> <p>Complementary Skill</p> <p>Listening 1.1 Understand meaning in a variety of familiar contexts</p>	<p>Main Skill</p> <p>Listening 1.1.6 Understand independently longer simple narratives on a range of familiar topics</p> <p>Complementary Skill</p> <p>Listening 1.1.4 Understand independently longer sequences of classroom instructions</p>	<p>Pre-lesson Use the pre-Listening lesson activity on p.114 in Teacher's Book. Pupils discuss the picture in the bottom half of p.140 of the Student's Book.</p> <p>Lesson delivery This lesson focuses Activities A, B, C and D. See Teacher's Book for detailed guidance.</p> <p>For Activity B, pupils close their books and listen to the teacher's explanation of the content of Exam Close-up. The teacher's explanation should be clear. Respond to all pupils' questions before they return to the task. Then pupils can open their books and underline the key words in the Exam Task.</p> <p>Note that in Activity C pupils are asked to work with a partner and compare the words they underlined in Activity B.</p> <p>Activities C and D focus on developing the main skill for this lesson. Activity B provides an opportunity to practise the complementary skill.</p> <p>Post-lesson Ask pupils to identify with their talk partner(s) at least one new word or expression that they have learned in relation to the lesson topic. When pupils are ready, collect and share words/expressions as a whole class. Alternatively, choose another appropriate post-lesson activity that better suits pupils' needs/interests and that will review learning in the lesson.</p>	<p>Close-Up Student's Book, p.140-141</p> <p>Close-Up Teacher's Book, p.114</p> <p>Student's Book Audio CD</p>	<p>Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil.</p> <p>You can pause the track at selected intervals to allow pupils to think and complete an activity.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.</p>

SCHEME OF WORK: TEXTBOOK OR NON-TEXTBOOK BASED LESSON

WEEK:	LESSON 106 (Revision 3 - Listening)	MAIN SKILL FOCUS: Listening	THEME: Teacher to select
	TOPIC: N/A	CROSS-CURRICULAR ELEMENT: Teacher to select	LANGUAGE/GRAMMAR FOCUS: Teacher to select

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill This is a listening review lesson so teacher to choose from the listening learning standards	Main Skill This is a listening review lesson so teacher to choose from the listening learning standards	Teachers will need to develop their own lesson based on the needs of their pupils. Prepare materials to practise listening skills that need further consolidation and/or use listening activities from previous units that pupils would benefit from practising again.	Teacher to select	For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/ strategies based on the needs of the pupils.

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 11)

WEEK: —	LESSON 107 (Speaking 20)	MAIN SKILL FOCUS: Speaking	THEME: People and Culture
	TOPIC: Lessons to Learn	CROSS-CURRICULAR ELEMENT: Patriotism and Citizenship	LANGUAGE/GRAMMAR FOCUS: Useful expressions for discussions

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Speaking 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics Complementary Skill Reading 3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning	Main Skill Speaking 2.1.4 Explain own point of view Complementary Skill Reading 3.1.3 Guess the meaning of unfamiliar words from clues provided by other words and by context on an increased range of familiar topics	Pre-lesson Play a game to review education-related vocabulary from previous lessons and/or useful expressions for discussions. Alternatively, choose another appropriate pre-lesson activity that better suits pupils' needs/interests and that will review language and/or vocabulary and prepare the pupils for the lesson. Lesson delivery This lesson focuses on Activities A, B, C and D. See Teacher's Book for detailed guidance. Note that time will need to be closely monitored for Activities A, B and C in order to have sufficient time for Activity D. Activities A, C and D focus on developing the main skill for this lesson. Activity B provides an opportunity to practise the complementary skill. Post-lesson Ask pupils to review their learning in this lesson by describing <i>what</i> they have learnt in the lesson and <i>how</i> they learnt it. Allow pupils to discuss their ideas with their talk partner(s) before collecting ideas as a class.	Close-Up Student's Book, p.141 Close-Up Teacher's Book, p.114-115	Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil. Support can be given to less proficient pupils during the speaking tasks, depending on their needs. For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.

SCHEME OF WORK: NON-TEXTBOOK BASED LESSON

WEEK:	LESSON 108 (Writing 21)	MAIN SKILL FOCUS: Writing	THEME: Teacher to select
	TOPIC: Teacher to select	CROSS-CURRICULAR ELEMENT: Teacher to select	LANGUAGE/GRAMMAR FOCUS: Teacher to select

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Writing 4.2 Communicate with appropriate language, form and style Complementary Skill Writing 4.1 Communicate intelligibly through print and digital media on familiar topics	Main Skill Writing 4.2.3 Produce a plan or draft of two paragraphs or more and modify this appropriately independently Complementary Skill Writing 4.1.5 Organise, sequence and develop ideas within short texts on familiar topics	Teachers will need to develop their own lesson based on the main and complementary learning standards in this lesson. The writing lessons content in the textbook (p144-145) focuses on report writing which is not part of Form 3 learning.	Teachers to select their own materials	For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.

SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 11)

WEEK:	LESSON 109 (Revision 4)	MAIN SKILL FOCUS: Revision	THEME: N/A
	TOPIC: N/A	CROSS-CURRICULAR ELEMENT: Teacher to select	LANGUAGE/GRAMMAR FOCUS: Teacher to select

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill This is a revision lesson so several skills will be covered.	Main Skill This is a revision lesson so several skills will be covered.	Teachers will need to develop their own lesson based on the needs of their pupils. Relevant revision materials from the Student's Book include: Review 4 (p.107-108); Review 5 (p.133-134); Review 6 (p.159-160).	Teacher to select	For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.

SCHEME OF WORK: TEXTBOOK BASED LESSON

WEEK:	LESSON 110 (Revision 5)	MAIN SKILL FOCUS: Revision	THEME: N/A
	TOPIC: N/A	CROSS-CURRICULAR ELEMENT: Teacher to select	LANGUAGE/GRAMMAR FOCUS: Teacher to select

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill This is a revision lesson so several skills will be covered.	Main Skill This is a revision lesson so several skills will be covered.	Teachers will need to develop their own lesson based on the needs of their pupils. Relevant revision materials from the Student's Book include: Review 4 (p.107-108); Review 5 (p.133-134); Review 6 (p.159-160).	Teacher to select	For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.

SCHEME OF WORK: NON-TEXTBOOK BASED LESSON

WEEK:	LESSONS 111-112 (Project-Based Learning 1 & 2)	MAIN SKILL FOCUS: Listening, Speaking, Reading and Writing	THEME: Teacher to select
	TOPIC: Teacher to select	CROSS-CURRICULAR ELEMENT: Teacher to select	LANGUAGE/GRAMMAR FOCUS: Teacher to select

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Teachers to select an appropriate main skill and complementary skill based on the needs and interest of the pupils,	Teachers to select an appropriate main skill and complementary skill based on the needs and interest of the pupils,	Teachers will need to develop their own lessons based on topic/themes and resources that they select. Ideas for projects should be based on the needs and interests of the pupils.	Teacher to select their own materials	For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.

**Bahagian Pembangunan Kurikulum
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