



KEMENTERIAN PENDIDIKAN MALAYSIA

KURIKULUM STANDARD SEKOLAH MENENGAH

English Language

Scheme of Work

Secondary Form 5



Secondary Form 5

Scheme of Work

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Secondary Form 5 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.

The Scheme of Work is divided into sections which provide the following information and content:

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 in their planning to help meet the needs of the pupils in their class.

4. Glossary of terms in the Form 5 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.

7. Appendix 1: Learning Standards mapping

This section consists of a table which lists all 112 lessons in the Scheme of Work and their Learning Standards. The mapping table enables teachers to see the coverage of the Learning Standards at a glance.

1. Content and organisation of the Form 5 Scheme of Work

What is the Secondary Form 5 Scheme of Work and how can it help teachers?

The Scheme of Work gives teachers an overview of every lesson in Form 5, including the **Content and Learning Standards which must be covered within each lesson**. The Scheme of Work will assist teachers in their daily, weekly and long-term planning of lessons.

What does the Secondary Form 5 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 112.

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

- A. Textbook-Based Lessons:** The materials for these lessons include learning activities from the selected Form 5 textbook. This textbook is *English Download* and Form 5 will cover all content from Units 1 to 12 of this textbook. The majority of skill-based lessons (Reading, Writing, etc.) are textbook-based. Teachers can also plan their lessons according to pupils' needs using additional materials that are at B1 level.
- B. Non-Textbook-Based Lessons:** For this type of lesson, teachers will be responsible for developing the lesson content and creating the necessary learning materials. Non-textbook-based lessons in Form 5 Scheme of Work can be one of the following lessons: Literature in Action (LiA), Project-Based Learning(PBL), skill-based (Reading, Writing, Listening or Speaking) or Revision lessons. Revision lessons can be based either on the textbook or additional materials according to pupils' needs.

How are the Secondary Form 5 Scheme of Work lessons organised?

Most of the lessons in the Scheme of Work are Textbook-Based lessons. Textbook-Based and Non-Textbook-Based lessons are organised into lesson cycles.

Typical lesson cycles

Each unit (units 1–12) of *English Download* provides teachers with enough materials for at least five skill-based and Language Awareness lessons. Each unit in the Scheme of Work also contains one Revision lesson to allow teachers to either review and extend learning or reteach certain areas that teachers feel should be retaught based on their observations. PBL lessons are included in Unit 7.

A typical cycle presents lessons in this order:

- Reading lesson(s)
- Language Awareness lesson
- Listening lesson(s)
- Speaking lesson(s)
- Writing lesson(s)
- LiA lesson (units 1-8 only)
- Revision lesson

In every unit, each skill may have one or two lessons. Please follow the lesson cycles as they appear in the Scheme of Work in order to ensure your pupils will cover all of the textbook units. Some of the non-textbook-based skill lessons recommend extending learning using B2 First

Certificate sample papers available on www.cambridgeenglish.org/exams-and-tests/first/preparation/. More information about which content from B2 First sample materials is available in the relevant lessons.

Finally, there are twelve Language Awareness lessons as well as two PBL lessons, eight LiA lessons and twelve Revision lessons. To see how many and which lessons are available in every unit, see the mapping table in Appendix 1 at the end of this Scheme of Work.

Teachers should note the following:

1. Teachers are expected to teach six units in each school term.
2. Reading, Listening, Speaking and Writing will mainly cover a total of two lessons (i.e. 120 minutes) in each cycle. Revision lessons can be repurposed to help extend the time required for teaching a skill (e.g. Writing) if pupils would benefit from additional time.
3. There are two lessons in Unit 7 which provide teachers with the opportunity to create PBL lessons. 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 PBL lessons depending on the specific needs and interests of their pupils. These lessons are not based on the textbook.
4. LiA: There are no specific materials in the Student's Book to support this lesson type. Teachers are expected to create their own lessons by incorporating materials from the Literature Component textbooks provided by the Ministry of Education. There are eight LiA lessons available across the Scheme of Work.
5. Skill-based lessons which recommend material from the two sample B2 First papers are designed to help increase the time required for teaching a skill (e.g. Speaking), and have been mapped to the Learning Standards.
6. Pupils are expected to have their own copy of the Student's Book and use it in every lesson. Pupils should also have their own notebook and bring it to every lesson.
7. **Teachers should be able to access the Teacher's Book for every skill-based lesson.** If teachers do not have regular access to the Teacher's Book they should prepare a few lessons in advance while they have the Teacher's Book. 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 English teacher at their school. The Teacher's Book provides a lot of guidance and ideas as well as the listening audio scripts, thus considerably saving preparation time. It is therefore very useful for all teachers to be able to access it, even if only periodically.
8. **Teachers are expected to plan lessons based on the lesson outline in the Scheme of Work.** They may need to develop and produce worksheets and prepare other material and resources for some lessons.
9. Language Awareness lessons will focus on learning specific grammatical structures or functions (e.g. learn and review the difference between the use of the Present Simple and Present Perfect). Teachers should cover the two 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.
10. **Pre-lesson and post-lesson** stages in the lesson outline are important stages in the lesson. **They should not be neglected or rushed.**
11. At the end of every unit, pupils are encouraged to review and assess their learning in that unit. This self-assessment can be guided by using a worksheet which identifies the language

covered in the unit, what pupils learned well and what they need to focus on. Pupils can also make a note about what they need to do in order to improve. Once completed, these self-assessment worksheets can be collected and used to identify the areas where pupils need further assistance. They will also inform teachers on what advice they should give pupils to improve their language skills during study time.

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. For example: Lesson: 7 (Writing 1), Lesson: 24 (Speaking 5).

2. Main Skill Focus

Each lesson will have one main skill focus. If the focus of the lesson is not on language skills (Listening, Speaking, Reading, Writing), then the main skill focus will reflect the focus area of the lesson (e.g. Language Awareness, Literature in Action, Project-Based Learning).

3. Theme

The four given themes are:

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

4. Topic

Topics are taken from the associated textbook. Topics for non-textbook lessons are either guided by the Literature Component content or decided by the teachers.

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 the Standards-Based Curriculum and Assessment Document (DSKP) for further guidance. Teachers are encouraged to link their lesson to other Cross-Curricular Elements, in addition to the suggested one given, if they identify opportunities where relevant cross-curricular connections can be made.

6. Language/Grammar Focus

7. This will be related to a grammatical structure/function (e.g. Present Simple versus Present Continuous). **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. **These should be followed as they appear in the lessons to ensure the Learning Standards are covered as intended.** See Appendix 1 for an overview of the mapping of Learning Standards.

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 in the Scheme of Work. Learning Standards are 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 so 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 lesson Learning Objective.

Teachers should also be aware that the main skill and complementary skill are not normally 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 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.

Please note that some Learning Standards appear less frequently than others. **Less frequent Learning Standards must be covered as they appear in the Scheme of Work.** See Appendix 1 for a map of the Learning Standards coverage.

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 textbook-based-lessons.

The **Lesson Delivery** stage is where the main and complementary skills should be both addressed to develop pupils' language skills. Teachers should create their own Learning Objectives for each lesson based on the specified Learning Standards – both for the main skill and the complementary skill. The Learning Objectives should relate to and reflect the activities in the Lesson Delivery stage.

Textbook-Based Lessons in the Learning Outline provide teachers with a structured description for what to cover (and what to skip) and how to plan their lessons. They refer to specific activities in the Student's Book and the associated guidance available in the Teacher's Book. Some additional explanation or instruction may be provided in the Lesson Delivery to ensure teachers plan activities that relate to the main and complementary Learning Standards specified for the lesson. Please note that, in some of the Textbook-Based lessons, activities may be tweaked, expanded or left out. This is to ensure the best activities are selected for the stated Learning Standards and to follow the lessons cycle.

As teachers are working with pupils and supporting their learning, they should be aware of their pupils' development and the emerging challenges. Throughout the lessons, teachers are expected to use formative assessment strategies (e.g. questioning, scanning) to assess pupils' progress and give clear and meaningful feedback. This feedback should enable pupils to understand which areas they need to pay attention to and how to improve. Of course, teachers are not expected to give every pupil feedback after every activity in every lesson. However, teachers should use all opportunities available to communicate feedback to pupils and help them take ownership of their own learning.

Teachers are encouraged to follow the instruction in the Lesson Delivery stage when provided because it reduces lesson preparation time and ensures the Content and Learning Standards are addressed.

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 or language. They provide an opening to the lesson and get pupils in the right frame of mind for hearing, reading and using English. They can be whole-class activities which are fun and engaging or pair-work which is then opened up to a class discussion.

Post-lesson activities are short activities that take place at the end of lessons to review and consolidate the learning from a lesson. Although post-lesson activities can be fun and should not be too challenging so that pupils leave the class in a positive frame of mind, they are an important stage that should be planned by the teachers. During the post-lesson stage, teachers can conduct a quick and informal evaluation of the lesson and the pupils' understanding of the learning that has taken place. Post-lesson activities can be used for formative assessment and can give teachers an overall evaluation of the pupils' development and indicate any issues individual pupils might have. Evaluating learning in the post-lesson stage is particularly useful when new language is introduced for the first time or followed up from a previous lesson. Therefore, teachers should give careful consideration to the purpose of the post-lesson activities they choose for their lessons. Post-lesson activities are **not**, therefore, optional extras to be done if there is time. Teachers should make sure to leave a few minutes for post-lesson activities, even if they are running short of time in their main lesson stages.

Each lesson includes a suggestion for Pre-lesson and Post-lesson activities in the Lesson Outline. Some of these are outlined in the Learning Outline, and sometimes teachers are directed to the textbook. Teachers can also create their own pre- and post-lesson activities provided that they fulfil the function described above.

10. Materials/ References

The relevant page numbers of the Student's Book and Teacher's Book have been given for the Textbook-Based Lessons. Occasionally teachers are asked to source extra materials such as, for example, pictures of the environment or paper for pupils to write on.

11. Differentiation Strategies

This column refers to section 3, Differentiation strategies for secondary pupils, which lists eight strategies. It sometimes provides advice tailored around the lesson specifics and expected challenges. Teachers should, however, consider the most suitable strategies for differentiating learning with each of their own individual classes, based on the learning needs of the pupils in those classes.

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:

- 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, 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, 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 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 5

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 5 Scheme of Work	Meaning
<i>fast finishers</i>	Pupils who are able to work at a faster pace on a specific activity than the majority of pupils in a class. They are therefore ready to move on to the next activity 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>	<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>
<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 terms used in the Content and Learning Standards.

Terms in Form 5 Curriculum Framework	Meaning
Listening	
<p>Listening 1.1.1 Understand independently the main ideas in extended texts on a wide range of familiar topics and some unfamiliar topics</p> <p>See also</p> <ul style="list-style-type: none"> • 1.1.2 • 1.1.3 • 1.1.6 • 1.2.1 • 3.1.3 • 4.1.5 <p>For 'extended texts' definition in 3.1.1, 3.1.2, 3.1.5 go to the Reading section in this glossary.</p>	<p>understand independently Pupils who can understand the main ideas in extended texts independently can do so without any help from the teacher or their peers.</p> <p>extended texts Extended texts for a B1 High learner are usually between 300-450 words. Extended <i>listening</i> texts that are above B1 High and up to C1 level on the CEFR can be up to 600-650 words (which corresponds to the revised SPM test design).</p> <p>Teachers should use their own judgement on the length of extended texts, based on the level and interest of the pupils they teach.</p> <p>a wide range of familiar topics The wide range of topics that pupils are exposed to in Form 5 means that this range has further increased in comparison with Form 3 and Form 4. Familiar topics are topics that pupils know. Examples include the topics covered in Form 3 <i>Close Up B1</i> and Form 4 <i>Full Blast Plus 4</i>, such as society, 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 judgement here.</p> <p>unfamiliar topics Unfamiliar topics are topics which expand on a familiar topic or are new and unknown to pupils. They are topics which have not been previously covered in Form 3 or Form 4 textbooks.</p>
<p>Listening 1.1.3 Recognise independently attitudes or opinions in extended texts on a wide range of familiar topics and some unfamiliar topics</p>	<p>recognise independently Pupils who can recognise the attitudes or opinions given in texts on familiar and some less familiar topics without any help from the teacher or their peers.</p>

<p>Listening 1.1.6 Understand independently longer more complex narratives on a wide range of familiar topics and some unfamiliar topics</p>	<p>longer more complex narratives Longer more complex narratives are stories which are usually between 350-400 words. A more complex narrative contains language and ideas that pupils find more challenging. Pupils may need to infer the meaning of unknown words from the context. Information about characters, plot and setting may be implicit (implied rather than stated). Teachers should use their own judgement on longer more complex narratives, based on the level and interest of the pupils they teach.</p>
<p>Listening 1.2.1 Guess the meaning of unfamiliar words from clues provided by other words and by context on a wide range of familiar topics and some unfamiliar topics</p> <p>Also see</p> <ul style="list-style-type: none"> • 3.1.3 	<p>Guess the meaning of unfamiliar words At B1 High level, pupils are expected to guess the meaning of unfamiliar <u>words AND simple phrases</u>.</p>
<p>Listening 1.3.1 Recognise with little or no support typical features at word, sentence and text levels of a range of spoken genres</p> <p>See also</p> <ul style="list-style-type: none"> • 3.1.6 	<p>with little or no support With no support means with no help. With little support means with minimum help from the teacher, a peer, or other stimuli, such as the textbook or 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 range of spoken genres Form 5 pupils will listen to an increasing number of spoken genres suitable for their proficiency level. These include discussions; radio reports; conversations; radio interviews; real-life scenarios and monologues.</p>

Speaking	
<p>Speaking 2.1.1</p> <p>Explain information on familiar topics from diagrams, charts, tables, graphs or other visuals</p>	<p>explain information</p> <p>Pupils explain the main ideas presented in visual, non-verbal form using their own words.</p> <p>diagrams, charts, tables, graphs or other visuals</p> <p>Any visual, non-verbal form of communication suitable for B1 High level.</p>
<p>Speaking 2.1.2</p> <p>Ask about and explain advantages and disadvantages of ideas plans arrangements</p> <p>See also</p> <ul style="list-style-type: none"> • Writing 4.1.2 	<p>ask about</p> <p>Pupils can ask about the advantages and disadvantages by using questions that invite sharing one's thoughts (e.g. <i>What do you think about...?</i>), finding solutions (e.g. <i>What are some of the possible solutions for ...?</i>) and listing the good and bad points (e.g. <i>What are the advantages/disadvantages of ...?</i>).</p> <p>explain advantages and disadvantages</p> <p>Pupils give details to support what they think are the good points and bad points of ideas, plans or arrangements.</p> <p>ideas, plans and arrangements</p> <p>An idea is a thought or suggestion as to a possible course of action. A plan is what is intended (for the future), i.e. we decide we want to go to the cinema on Friday; an arrangement is what is organised (for the future) i.e. we agree to meet outside the cinema at 5pm.</p>
<p>Speaking 2.1.3</p> <p>Explain and justify plans and ambitions</p> <p>See also</p> <ul style="list-style-type: none"> • 2.1.4 • 2.1.5 	<p>justify</p> <p>Give reasons or evidence to support explanation</p> <p>plans and ambitions</p> <p>Plans are what you intend to do; ambitions are what you want to achieve.</p>
<p>Speaking 2.1.4</p> <p>Explain and justify the point of view of classmates or others</p>	<p>point of view</p> <p>An attitude or opinion on a matter.</p> <p>others</p> <p>Others' point of view excludes pupils' peers, and includes opinions expressed by non-classmates, such as teachers, head teachers, parents, authors, speakers, etc.</p>
<p>Speaking 2.1.5</p> <p>Explain and justify own feelings or those of others</p>	<p>feelings</p> <p>Feelings are an expression of what ideas and events provoke.</p>

<p>Speaking 2.2.1 Use formal and informal registers appropriately in most familiar and some unfamiliar contexts</p> <p>See also</p> <ul style="list-style-type: none"> • Writing 4.2.4 	<p>appropriately 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>formal and informal registers Register refers to style of speaking/writing according to the communicative purpose and social context. 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, reports, 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. It is common among siblings and friends and frequently used on social networks and informal emails.</p> <p>most familiar contexts Familiar contexts are communicative situations that pupils know. Examples include interactions that are related to topics covered in Form 3 and Form 4, such as group discussions about different forms of entertainment or a presentation about a researched topic. However, pupils in rural or remote areas and pupils who live in cities may be familiar with different contexts. Teachers should use their own judgement here.</p> <p>unfamiliar contexts Unfamiliar contexts are communicative situations that expand on familiar contexts or that are new and unknown to pupils. Examples include discussions on the advantages and disadvantages of an idea before making a final group decision; expressing an opinion you are unsure about; giving an opinion about international news.</p>
<p>Speaking 2.3.1 Keep interaction going in discourse-level exchanges by paraphrasing and rephrasing appropriately</p>	<p>interaction The interchange of communication where pupils respond to each other's comments and ideas</p> <p>discourse-level exchanges Communication or discussion in a communicative situation that pupils are familiar with (e.g. a two-way conversation about plans for the weekend; a group discussion about how to make the school more environmentally friendly; a class debate about the advantages and disadvantages of doing team sports).</p> <p>paraphrasing and rephrasing appropriately Pupils are able to explain and repeat back the same information or ideas expressed using different wording to show their understanding.</p>

Reading	
<p>Reading 3.1.1 Understand the main points in extended texts on a wide range of familiar topics and some unfamiliar topics</p> <p>See also</p> <ul style="list-style-type: none"> • Reading 3.1.2 • Reading 3.1.5 	<p>extended texts</p> <p>Extended texts for a B1 High learner are usually between 300-450 words. Extended <i>reading</i> texts that are above B1 High and up to B2 level on the CEFR range between 650-700 words (which corresponds to the revised SPM test design).</p> <p>Teachers should use their own judgement on the length of extended texts, based on the level and interest of the pupils they teach.</p>
<p>Reading 3.1.4 Use independently a range of familiar print and digital resources and some unfamiliar resources to check meaning and extend understanding</p>	<p>a range</p> <p>The range of familiar print and digital resources that pupils use in Form 5 is increased in comparison with Form 4.</p> <p>unfamiliar resources</p> <p>A text which expands on a familiar topic or is of a different topic to those covered in Form 4 so far (or in Form 3).</p>
<p>Reading 3.1.6 Recognise with little or no support typical features at word, sentence and text levels of a wide 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>a wide range of genres</p> <p>Pupils are expected to be able to link with little or no support the reading texts they will come across (at word, sentence and text levels) in Form 5 with a range of different text types that are wider than the range in previous grades. The range of texts is listed in the Syllabus and Scheme of Works and includes the texts in Form 5 textbook and the Literature Component textbook.</p>
<p>Reading 3.2.1 Read a variety of suitable print and digital texts to investigate and analyse global issues</p>	<p>investigate and analyse global issues</p> <p>Pupils take an interest in what is happening around the world and expand their knowledge by further reading about events and happenings of international importance, which are current and relevant, for example a newspaper or articles in print or on the internet. Such readings support researching specific topics and examining information, attitudes and judgements.</p>
Writing	
<p>Writing 4.1.1 Explain and evaluate</p> <p>(i) visual</p> <p>(ii) read</p> <p>(iii) heard information</p>	<p>explain and evaluate (i) visual (ii) read (iii) heard information</p> <p>Pupils can explain and form a judgement about information and ideas that they see, read or hear.</p>

4.1.3 Explain the main points for and against an idea or argument	Explain the main points for and against an idea or argument Provide details to explain the writer's point of view about an idea or argument to help the reader understand why the writer is for or against them.
Writing 4.1.4 Express and respond to real or imagined opinions and feelings	real or imagined The opinions and feelings of real people, for example pupils in the class, or the opinions and feelings expressed by fictional people, such as characters in a narrative.
Writing 4.1.5 Organise, sequence and develop ideas within a text of several paragraphs on familiar topics and some unfamiliar topics	within a text of several paragraphs Write a text made up of a few paragraphs. The number of paragraphs is <i>not fixed</i> , however, based on the number of words expected at B1 High level (for writing: 140-190 for average proficiency and up to 250 for high proficiency), the number of paragraphs is likely to be around five on average,
Writing 4.2.1 Punctuate written work on a range of text types with reasonable accuracy See also <ul style="list-style-type: none"> • Writing 4.2.2 	reasonable accuracy Reasonable accuracy means that punctuation in written work is mostly accurate, but contains occasional mistakes. Mistakes do not impede communication. Such mistakes are typical of B1 High learners.
Writing 4.2.3 Produce a plan or draft and modify this appropriately independently	plan or draft A plan of a written text is usually an outline of the main points and sections of a text done in the preparation phase. A draft is an early version of the text that requires revision and possibly some corrections. modify this appropriately independently 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 text and the ideas the pupil is communicating) in order to improve their work without needing feedback from the teacher or peers. The result is a second draft of their work that is easier to understand and which contains fewer language errors and clearer ideas than the first draft.
Writing 4.2.4 Use formal and informal registers appropriate to the target audience in most familiar and some unfamiliar situations	target audience in most familiar and some unfamiliar situations 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). 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) and some unfamiliar situations (e.g. an article for a

	<p>magazine, a formal letter of application) and address an audience that is new or unknown (the readers of a magazine, a potential employer).</p> <p>However, pupils in rural or remote areas and pupils who live in cities may be familiar or unfamiliar with different contexts. Teachers should use their own judgement here.</p>
Literature in Action	
<p>Literature in Action 5.1.1</p> <p>Explain in detail the feelings and opinions a text provokes in them</p>	<p>in detail</p> <p>In detail means pupils can give a full and thorough explanation of how a text makes them feel and the opinions they have regarding it.</p>
<p>Literature in Action 5.1.2</p> <p>Compare and contrast the way in which different literary extracts treat the same theme</p>	<p>different literary extracts treat the same theme</p> <p>Pupils are expected to be able to compare and contrast how writers approach a theme differently. For example, one writer might present the themes of love, kindness, compassion and perseverance differently to another writer, therefore allowing pupils to compare and contrast.</p>
<p>Literature in Action 5.2.1</p> <p>Evaluate and explain in detail stylistic features an author uses to show character, events or place</p>	<p>evaluate and explain in detail</p> <p>Describe in detail what stylistic features are used by an author to show character, events or place and say how successful these features are.</p> <p>stylistic features</p> <p>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.</p>
<p>Literature in Action 5.3.1</p> <p>Respond imaginatively and intelligibly through live performance of stage plays</p>	<p>live performance of stage plays</p> <p>Pupils are able to portray a particular character by depicting movement, mannerisms, reaction to other characters and situations and/or the way the character speaks.</p>

5. Scheme of Work: Lessons 1–112

Unit 1

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

WEEK:	LESSON 1 (Reading 1)	MAIN SKILL(S) FOCUS: Reading	THEME: People and Culture
	TOPIC: It's Personal!	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Words/phrases related to family members; 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 extended texts on a wide range of familiar topics and some unfamiliar topics Complementary Skill Speaking 2.1.5 Explain and justify own feelings or those of others	Pre-lesson Activate pupils' prior knowledge in this lesson by writing on the whiteboard: adoptive family, blended family, extended family, single-parent family and traditional family. Ask pupils to discuss in pairs what they think these terms mean. When ready, share pupils' ideas as a class. Complete Activity 1, p5. See the Teacher's Book for detailed guidance. Lesson delivery This lesson focuses on Activities 1–3. Activities 1–2 focus on developing the complementary skill. Activity 3 with additional questions (see below) focus on developing the main skill. See the Teacher's Book for detailed guidance. To achieve the main skill, begin Activity 3 by giving pupils at least three open-ended questions (i.e. <i>Wh</i> questions) that focus on the main points in the text. This will help pupils understand what the text is about, which in turn will aid them when selecting the text title. In order to focus on the complementary skill, extend the speaking activity by asking pupils to explain how they feel about doing these and other household chores. Do they enjoy doing household chores? Do they feel it is their duty to help their parents with household chores? Why/Why not? Post-lesson Put pupils in small groups to discuss the topic in the extension activity on the bottom of p10 in the Teacher's Book. Monitor and help with vocabulary if necessary, but do not interrupt fluency. Make a note of	<i>English Download</i> Student's Book, p5–6 Teacher's Book, p8–10	Support can be given to less proficient pupils depending on their needs, such as by providing vocabulary to use in the speaking activity, or sentence starters. Challenge more proficient pupils by asking them to come up with a summary sentence/phrase for each of the four paragraphs. (For example: who should do the chores at home/why teens don't do chores/Jessica decides enough is enough/why Jessica didn't ask for help sooner). 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>any mistakes to go over with the class after the discussion. When pupils are ready, share their ideas as a whole class.</p> <p>Note: By the end of this unit, ensure that Vocabulary sections in the textbook are completed. These activities can be divided into smaller, more manageable chunks, i.e. one or two activities at a time. Choose which days to give homework depending on what best suits the lessons and pupils' needs.</p>		
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SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 1)

WEEK: 	LESSON 2 (Reading 2)	MAIN SKILL(S) FOCUS: Reading	THEME: People and Culture
	TOPIC: It's Personal!	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Words/phrases related to household chores; 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 3.1.2 Understand specific details and information in extended texts on a wide range of familiar topics and some unfamiliar topics. Complementary Skill Speaking 2.1.3 Explain and justify plans and ambitions	Pre-lesson Activate pupils' prior knowledge in this lesson by asking them to express their opinions about helping their parents with household chores. Lesson delivery This lesson focuses on Activities 4–6. Activity 4 focuses on developing the main skill, and Activity 5 provides further practice. See the Teacher's Book for detailed guidance. In order to focus on the complementary skill, extend the speaking activity in Activity 6. Tell pupils to work in pairs and imagine they share a flat. One of them has a birthday the next day and they have invited a group of friends to come to the flat to celebrate. They must make a plan of everything they need to do, including household chores, food preparation and decorations etc. When they have completed their plan, they should discuss the list of chores and decide who does what, when and why. Post-lesson Ask pupils to review their learning in the 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 reading text topic. When pupils are ready, collect and share words/expressions as a whole class.	<i>English Download</i> Student's Book, p6–7 Teacher's Book, p9–10	Support can be given to less proficient pupils depending on their needs, such as by providing them with a simple definition of each of the expressions in Activity 5 (e.g. <i>put your feet up</i> means have some rest). Show pupils how to use the context of the article and the sentences to match the definition to the correct expression. For the speaking activity, provide relevant vocabulary to use describing different household chores and sentence starters such as 'If you then I will.....'. 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 3 (Language Awareness 1)	MAIN SKILL(S) FOCUS: Language Awareness	THEME: People and Culture
	TOPIC: It's Personal!	CROSS-CURRICULAR ELEMENT(S): Language	LANGUAGE/GRAMMAR FOCUS: present simple; present continuous; stative verbs; 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	<p>Pre-lesson</p> <p>Activate pupils' prior knowledge in this lesson by asking questions to pupils (or write questions on the board) to elicit responses using either the present simple or present continuous. Ask pupils to explain why the present simple or present continuous is used. Elicit the different uses of present simple and present continuous. Ask pupils if they remember what stative verbs are. Ask pupils to think of examples of stative verbs. Ensure pupils have appropriate wait time and/or opportunities to discuss their responses with talk partners. When ready, share pupils' ideas with the class.</p> <p>Lesson delivery</p> <p>This lesson focuses on present simple vs present continuous and relative clauses. See the Teacher's Book for detailed guidance.</p> <p>Note that pupils have encountered the present simple and present continuous in Form 2, Form 3 and Form 4 so they should be able to complete these activities relatively quickly. For Activities 2 and 3, p9, give pupils the opportunity to check and discuss their answers in small groups before collecting responses. For Activity 4, ask pupils to complete the activity individually. Monitor and use this opportunity to note who is competent in using the present tenses and who needs further practice.</p> <p>Move on to relative clauses activities, p11. For Activity 2, give pupils the opportunity to check and discuss their answers in small groups before collecting responses. For Activity 3 ask pupils to complete it individually. Monitor and use this opportunity to note who is competent in using relative clauses and who needs further practice. You may need to ask pupils to complete Activity 3, p11 as homework if time in the lesson is too short.</p> <p>Post-lesson</p> <p>Ask pupils to review their learning in this lesson by working in pairs and making their own sentences using relative clauses. Put a list of relative clauses on the board. When ready, ask pupils to share their ideas with the class.</p>	<i>English Download</i> Student's Book, p9 and p11 Teacher's Book, p11–13	<p>Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil.</p> <p>Challenge more proficient pupils by asking them to write their own paragraph about a topic (i.e. the plot of a film they like). Put a list of relative pronouns on the board and see who can use the most relative pronouns correctly in their paragraph. Ask pupils to write out the paragraph again, this time with gaps where the relative pronouns should go. Ask pupils to swap paragraphs and see if they can fill all the gaps with the correct relative pronouns.</p> <p>In the post-lesson you can include some more challenging relative clauses which use prepositions (such as 'for which' and 'to whom') in the list for more 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: TEXTBOOK-BASED LESSON (UNIT 1)

WEEK:	LESSON 4 (Listening 1)	MAIN SKILL(S) FOCUS: Listening	THEME: People and Culture
	TOPIC: It's Personal!	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Words/phrases related to admirable qualities in people

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 1.1.3 Recognise independently attitudes or opinions in extended texts on a wide range of familiar topics and some unfamiliar topics Complementary Skill Speaking 2.1.4 Explain and justify the point of view of classmates or others	Pre-lesson Activate pupils' prior knowledge in this lesson by asking them to look at Activity 1. First let pupils work alone and then discuss their answers in pairs. When ready, ask pupils to share their answers with the class. Put pupils in pairs, give each pair two phrases from Activity 1 and ask them to put them in sentences. When ready, ask pupils to share their sentences with the class. If you come across the wrong phrase usage, encourage pupils to self- and peer-correct. Lesson delivery This lesson focuses on Activities 2 and 3. Activity 3 focuses on developing the main skill. An extension of Activity 2 focuses on developing the complementary skill. In order to focus on the complementary skill, first ask pupils to complete Activity 2 alone and then to explain their answers to a partner. When ready, ask each pupil to find another partner. Pupils then explain to their new partner which qualities their previous partner found admirable and why. Read Download Box and do Activity 3. See the Teacher's Book for detailed guidance. Post-lesson Have a class discussion. Ask pupils which of the listed qualities they find most admirable and why? Are there any other qualities they think are admirable which are not listed? What qualities do they admire most in their friends? If they could be given any one quality, what would it be?	<i>English Download</i> Student's Book, p12 Teacher's Book, p13–14	Make a note for yourself to follow up with pupils who appear less proficient during the pre-lesson activity. To support less confident pupils in Activity 3, pause the listening track at selected intervals to allow thinking time. Challenge more proficient pupils by asking them to create a list of abstract nouns (such as patience, courage in Activity 2) and deciding whether they describe good/admirable qualities or bad/less admirable qualities. 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 5 (Speaking 1)	MAIN SKILL(S) FOCUS: Speaking	THEME: People and Culture
	TOPIC: It's Personal!	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Words/phrases related to giving advice; explaining advantages and disadvantages

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 2.1.2 Ask about and explain advantages and disadvantages of ideas, plans, arrangements	Pre-lesson Activate pupils' prior knowledge in this lesson by asking them to look at Activity 1. See the Teacher's Book for detailed guidance. Lesson delivery This lesson focuses on Activities 2–4 and an extension activity. Activity 2 provides pupils with phrases that can be used in the activities which follow. Activities 3–4 focus on developing the main skill. An extension to Activity 4 focuses on developing the complementary skill. Pupils work through activities 2–3 including the Download Box. See the Teacher's Book for detailed guidance. Ask pupils to complete Activity 4 in pairs. When they finish, ask Student B to be ready to explain and justify to another pair the advice that Student A gave them. Remind pupils that this activity is not about whether they agree or disagree with Student A's advice, rather it is about being able to explain and justify someone else's viewpoint. Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class after the activity. Post-lesson Get pupils to review their learning in this lesson by asking them to complete Activity 5. See the Teacher's Book for detailed guidance.	<i>English Download</i> Student's Book, p13, p188, and p191 (for Student A and B respectively) Teacher's Book, p14-15	Support can be given to less proficient pupils depending on their needs, such as by providing them with cards with the polite sentence openers from Activity 2 or the Language bank so they can use these in their dialogue without having to refer back to the Student's Book. Challenge more proficient pupils by asking them to come up with a completely different scenario, i.e. a problem with two possible solutions both with advantages and disadvantages. 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 and justify the point of view of classmates or others			

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

WEEK: 	LESSON 6 (Speaking 2)	MAIN SKILL(S) FOCUS: Speaking	THEME: People and Culture
	TOPIC: Using formal register	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Formal language; words/phrases related to: leisure time, likes/dislikes feelings (e.g. fear, excitement), celebrations

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill Speaking 2.2 Use register appropriately</p> <p>Complementary Skill Speaking 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p>	<p>Main Skill Speaking 2.2.1 Use formal and informal registers appropriately in most familiar and some unfamiliar contexts</p> <p>Complementary Skill Speaking 2.1.5 Explain and justify own feelings or those of others</p>	<p>Pre-lesson</p> <p>Choose an appropriate pre-lesson activity that suits pupils' needs/interests and that will review language and/or vocabulary and prepare the pupils for the lesson.</p> <p>Lesson delivery</p> <p>This lesson focuses on speaking activities. The speaking activities focus on the main skill (i.e. use of appropriate register). The final speaking activity (pupils' feelings about past speaking tests) focuses on the complementary skill.</p> <p>Ask pupils to work in pairs and discuss the following question: What is the appropriate register to use when speaking to an examiner in a speaking test? Why? Allow pupils to discuss in pairs or small groups. For example, respectful, quite formal – but not too formal, articulate, fluent, coherent, no slang/colloquial language, etc.</p> <p>Ask pupils to work in pairs: A and B. Pupil A takes on the role of the examiner to ask two questions from the likes and dislikes. For exemplar questions, see Part 1 Speaking from Sample Paper 1 (available on www.cambridgeenglish.org/exams-and-tests/first/preparation/). Pupil B answers the questions. The pairs then swap roles. Pupil B asks two questions from the remaining questions and Pupil A answers. Monitor carefully, focusing on the appropriateness of register, but do not intervene. Make a note of any errors, register use or any particular successful responses and go over these with the class afterwards. Use questions from the special occasion section if there is time.</p> <p>At the end of the role play rounds, ask pupils to explain in pairs or small groups the feelings they experienced in previous speaking tests. Select a few pupils to share with the rest of the class their feelings about past speaking tests and encourage the class to ask them to</p>	<p>List of questions about likes and dislikes and special occasions. See Part 1 Speaking from Sample Paper 1 for examples, or use other sources or teacher's own materials provided they meet the learning standards for this lesson.</p>	<p>Give new rounds of questions to pairs that are proficient and give feedback to the pairs that need support then ask them to repeat their role play.</p> <p>Plan additional speaking activities in case your pupils complete all the role play rounds if there is still 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>

		<p>justify these feelings. Ensure this activity is done as it focuses on the complementary skill.</p> <p>Post-lesson</p> <p>Ask pupils to review their learning in this lesson by completing an exit card about the speaking activities: 'what they were able to do well in the activities?' and 'what they found particularly challenging about the activities?' Collect the cards and use them for planning subsequent lessons.</p>		
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SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 1)

WEEK:	LESSON 7 (Writing 1)	MAIN SKILL(S) FOCUS: Writing	THEME: People and Culture
	TOPIC: It's Personal!	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Words/phrases related to leisure time; adverbs describing routine

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 4.2.3 Produce a plan or draft and modify this appropriately independently</p> <p>Complementary Skill</p> <p>Reading 3.1.6 Recognise with little or no support typical features at word, sentence and text levels of a wide range of genres</p>	<p>Pre-lesson</p> <p>Get pupils to review their learning in the unit so far by asking them to explain which famous person they most admire. Tell them it can be anybody (i.e. a sports person, politician, ruler, writer, artist) and the person can be from the past or living now. They should explain why they admire this person. Allow pupils time to discuss their ideas in small groups before sharing their responses with the class.</p> <p>Lesson delivery</p> <p>This lesson focuses on Activities 1–4. An extension to Activity 2 focuses on the main skill. Activities 1–4 help prepare pupils to produce a plan and a rough draft, therefore also supporting the main skill. Ask about the typical features of informal emails in order to focus on the complementary skill. See the Teacher's Book for detailed guidance.</p> <p>First complete Activity 1. Ask pupils if they think the email is formal or informal and justify their answers. Pupils should identify the typical features of informal emails (e.g. no address at the beginning, informal greeting ('Hi') or no greeting, informal language like 'can you', use of contractions, exclamation marks). Complete Activity 2 and ask pupils to explain why the second email is informal. To focus on the main skill, extend Activity 2 by asking pupils to make a plan of an informal email they would write in reply to the email in Activity 2. Then ask pupils to use this plan to write a rough draft of their reply (make sure pupils are not distracted by the email in Activity 3). The drafts are expected to be simple and incomplete at this stage. After completing Activities 3 and 4, ask pupils to modify their rough draft by making sure that they have used separate paragraphs for each new topic in their emails.</p> <p>Post-lesson</p> <p>Ask pupils to work in groups and discuss the easiest and most challenging part of creating a plan. Allow them a few minutes to exchange their opinions. Monitor and make a note of their feedback so you can plan support in future writing lessons.</p>	<p><i>English Download</i> Student's Book, p14–15 Teacher's Book, p15</p>	<p>Allow more proficient pupils to work on the activities independently. Ensure less proficient pupils focus on the planning stage and can start drafting as homework if necessary.</p> <p>Support can be given to less proficient pupils during Activities 1 and 2 by making them teacher-led activities. Talk through the seven points, eliciting answers and asking pupils to give explanations for their answers. Do the same for Activity 2.</p> <p>If pupils need support with ideas, you can help them create a mind map of different activities that Malaysian teenagers do at home on the whiteboard.</p> <p>Pupils can use the email in Activity 3 to modify their plans.</p> <p>Challenge more proficient pupils by asking them to write a more detailed rough draft of what teenagers do in Malaysia in their free time (Activity 2) using up to 250 words.</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 2)	MAIN SKILL(S) FOCUS: Writing	THEME: People and Culture
	TOPIC: It's Personal!	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Present Simple and present continuous to talk about daily routine and leisure time activities; informal connectives; email language

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 a text of several paragraphs on familiar topics and some unfamiliar topics Complementary Skill Writing 4.2.4 Use formal and informal registers appropriate to the target audience in most familiar and some unfamiliar situations	Pre-lesson Choose an appropriate pre-lesson activity that 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 5–7. Activities 5–7 focus on the main skill. Activity 7 also focuses on the complementary skill. See the Teacher's Book for detailed guidance. Ask pupils to prepare their plans first, as they did in the previous lesson. Remind pupils they are emailing a friend so they should use an informal register. Monitor as pupils write their emails and help where necessary, but do not over-correct grammatical or spelling errors because this is first draft stage. Keep the focus on meaning. Make a note of any mistakes or successes, focusing particularly on use of connectives to link ideas and the use of an informal register. Go over these with the class afterwards. As homework, ask pupils to complete the final draft of their email at home and bring their email to you to give individual feedback. Post-lesson Ask pupils to review their learning in this lesson by completing an exit card: 'what went well in your writing?' and 'your writing would have been even better if...' Collect the cards and use them for planning subsequent lessons.	<i>English Download</i> Student's Book, p15 Teacher's Book, p16	In the writing activity, allow less proficient pupils to write only three paragraphs. Monitor to check that they are using connectives to link their ideas and the appropriate register. Challenge more proficient pupils by asking them to write a more detailed account of their family routine and how they spend their leisure time together. Ask them to use 200–250 words. 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 (UNIT 1)

WEEK:	LESSON 9 (Literature in Action 1)	MAIN SKILL FOCUS: Literature in Action	THEME: Teacher to select
	TOPIC: Teacher to select	CROSS-CURRICULAR ELEMENT(S): 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 in detail the feelings and opinions a text provokes in 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.

SCHEME OF WORK: TEXTBOOK / NON-TEXTBOOK LESSON (UNIT 1)

WEEK: 	LESSON 10 (Revision 1)	MAIN SKILL(S) FOCUS: Teacher to select	THEME: Teacher to select
	TOPIC: Teacher to select	CROSS-CURRICULAR ELEMENT(S): 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 their pupils' needs and interests	Teachers to select an appropriate main skill and complementary skill based on their pupils' needs and interests	Teachers can either develop their own lesson based on the needs of their pupils or use this lesson to go over pupils' writing and improve their work from the previous lesson.	Teacher to select from <i>English Download</i> or other resources.	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(S) FOCUS: Reading	THEME: People and Culture
	TOPIC: Life's Great Mysteries	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Words/phrases related to mystery and intrigue, 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 2.4 Communicate appropriately to a small or large group on familiar topics	Main Skill Reading 3.1.5 Recognise independently the attitude or opinion of the writer in extended texts on a wide range of familiar topics and some unfamiliar topics Complementary Skill Speaking 2.4.1 Explain the main points of an idea or argument	Pre-lesson Activate prior knowledge in this lesson by writing Area 51, Teotihuacan and The Bermuda Triangle on the whiteboard. Ask if anyone knows anything about these three places. When ready, collect pupils' ideas. Ask pupils to complete activity 2, p17 of the Student's Book. See the Teacher's Book for detailed guidance. Alternatively, choose an appropriate pre-lesson activity that suits pupils' needs/interests, which will review language and/or vocabulary and prepare the pupils for the lesson. Lesson delivery This lesson focuses on Activities 1–3. Activities 1–2 focus on developing the complementary skill. Activity 3, with an extension activity, focuses on developing the main skill. See the Teacher's Book for detailed guidance. Ask pupils to read the words in Activity 1 and explain any words they do not understand. In order to focus on the complementary skill, put pupil's in groups of four. Ask pupils to take turns to explain and justify their answers in Activity 1. If they do not believe in any of the creatures, then ask them to justify this opinion. In the same groups of four ask pupils to complete Activity 2 together. When ready, split pupils into new pairs. Ask pupils to explain to their new partner the ideas of their previous group for Activity 2. To focus on the main skill, first read the instructions to Activity 3 with the class. Then write on the whiteboard: What is the writer's attitude towards Sarah Winchester? What is the writer's attitude towards Winchester Mystery House? Ask pupils to skim read 'A house of mystery' to answer the question in Activity 3 and the questions on the whiteboard. Ask them to find evidence	<i>English Download</i> Student's Book, p17 and p19 Teacher's Book, p18–20	Support can be given to less proficient pupils depending on their needs, such as by putting them in a small group and reading the text together. While reading, stop at relevant places and ask questions to help pupils identify the writer's opinions as opposed to facts. 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>in the text to support their answers. Allow pupils to check their answers in pairs before checking as a class.</p> <p>Answer: <i>The writer thinks Sarah Winchester was strange/eccentric.</i></p> <p><i>Evidence: she never slept in the same room/she communicated with good spirits/she had special robes to talk to the spirits/she asked for construction guidance</i></p> <p><i>The writer thinks Winchester Mystery House makes a fascinating story/might be haunted/that it was strange.</i></p> <p><i>Evidence: a staircase to a ceiling/doors opening to walls/secret passageways</i></p> <p>Post-lesson</p> <p>Choose a post-lesson activity that summarises pupils learning in this lesson. For example, have a discussion about haunted houses. Do pupils believe the Winchester Mystery House was really haunted by spirits or was Sarah Winchester imagining ghosts?</p> <p>Note: By the end of this unit, ensure that Vocabulary sections in the textbook are completed. These activities can be divided into smaller, more manageable chunks, i.e. one or two activities at a time. Choose which days to give homework depending on what best suits the lessons and pupils' needs.</p>		
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SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 2)

WEEK:	LESSON 12 (Reading 4)	MAIN SKILL(S) FOCUS: Reading	THEME: People and Culture
	TOPIC: Life's Great Mysteries	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Words/phrases related to mystery and intrigue; answering multiple choice questions

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 extended texts on a wide range of familiar topics and some unfamiliar topics</p> <p>Complementary Skill</p> <p>Speaking 2.1.5 Explain and justify own feelings or those of others</p>	<p>Pre-lesson</p> <p>Ask pupils to discuss the questions in <i>Let's talk about it!</i>, p19 Teacher's Book. Allow pupils to discuss their ideas in groups before opening up the discussion as a class.</p> <p>Lesson delivery</p> <p>This lesson focuses on Activities 4–6. Activity 4 focuses on developing the main skill. Activity 6 focuses on developing the complementary skill. Ask pupils to read through the Download Box and work through Activities 4, 5 and 6. See the Teacher's Book for detailed guidance.</p> <p>Post-lesson</p> <p>Complete Extension Activity at the bottom of p20 Teacher's Book in groups of four or five. If possible, get the groups to sit in a circle. Give each pupil in the group a piece of A4 paper with the opening line and follow the instructions in the Teacher's Book. Alternatively, you may find it easier to complete the activity orally, i.e. read out loud the opening line and then ask the pupils to take it in turns to add a line or two to the story before passing it on to the person next to them to continue.</p>	<p><i>English Download</i> Student's Book, p18–19 Teacher's Book, p19–20</p>	<p>Support can be given to less proficient pupils depending on their needs, such as by providing vocabulary to use in the speaking activity. In the reading activity narrow the options for each question to two or three possible answers.</p> <p>Monitor carefully and help pupils to locate the relevant information that will reveal the correct answers for Activity 5. Allow pupils to use a dictionary if they struggle to find the meaning by context.</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(S) FOCUS: Language Awareness	THEME: People and Culture
	TOPIC: Life's Great Mysteries	CROSS-CURRICULAR ELEMENT(S): Language	LANGUAGE/GRAMMAR FOCUS: Past simple, past continuous; used to, would, be/get used to

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered	This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered	<p>Pre-lesson</p> <p>Ask questions to pupils (or write questions on the board) to elicit responses using either the past simple or past continuous (sometimes called progressive). Ensure pupils have appropriate wait time and/or opportunities to discuss their responses with talk partners. Alternatively, play a game which reviews the uses of present simple vs present continuous or revises stative verbs (e.g. hate, like, seem, understand, see, need, believe, imagine, know) which do not usually take the continuous form.</p> <p>Lesson delivery</p> <p>This lesson focuses on past simple vs past continuous and used to, would, be/get used to. See the Teacher's Book for detailed guidance. Note that pupils have encountered the past simple and past continuous in Form 2, Form 3 and Form 4 so they should be able to complete these activities relatively quickly. For Activity 3, p21, give pupils the opportunity to check and discuss their answers in small groups before collecting responses. For Activity 4 ask pupils to complete the activity individually. Monitor and use this opportunity to note who is competent in using the past tenses and who needs further practice.</p> <p>Move on to p23 and the difference in meaning of used to/would and be/get used to something. For Activity 3 give pupils the opportunity to check and discuss their answers in small groups before collecting responses. For Activities 4 and 5 ask pupils to complete them individually. Monitor and use this opportunity to note who is competent in using used to/would and be/get used to something and who needs further practice. You may need to ask pupils to complete Activities 4 and/or 5, p23 as homework if time in the lesson is too short.</p> <p>Post-lesson</p> <p>Ask pupils to review their learning in this lesson by doing the extension activity on p23 in the Teacher's Book.</p>	<p><i>English Download</i> Student's Book, p21, p23 Teacher's Book, p21, p23</p>	<p>Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil.</p> <p>Challenge more proficient pupils by asking them to write a paragraph using used to/would/be/get used to. Tell pupils to imagine they have left Malaysia to live in another country that is very different culturally. Ask pupils to swap paragraphs with a partner to check for any mistakes of the targeted grammar.</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 2)	MAIN SKILL(S) FOCUS: Listening	THEME: People and Culture
	TOPIC: Life's Great Mysteries	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Words/phrases related to the legend of Robin Hood

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 Listening 1.2 Use appropriate listening strategies in a variety of contexts	Main Skill Listening 1.1.2 Understand independently specific information and details in extended texts on a wide range of familiar topics and some unfamiliar topics Complementary Skill Listening 1.2.1 Guess the meaning of unfamiliar words from clues provided by other words and by context on a wide range of familiar topics and some unfamiliar topics	Pre-lesson Activate prior knowledge in the lesson's topic by asking pupils to work in small groups to list as many heroes/heroines from Malaysian legends/folk tales that they can think of. Then ask them to decide who is the greatest hero/heroine from the list and why. Lesson delivery This lesson focuses on Activities 1–3. Activities 1-3 focus on developing the main skill. Activity 2 also focuses on developing the complementary skill. Please note that Activity 2 focuses on teaching pupils the skill of using known clues, words and context (i.e. the information they have in the questions and understanding the sort of answer being asked for) to work out the meaning of what might be the unfamiliar words or simple phrases they hear in the audio text (see the glossary for an explanation for the terms in Listening 1.2.1). Introduce Robin Hood who is a character from an English legend. Work through activities 1–3. See the Teacher's Book for detailed guidance. Post-lesson Assess pupils' ability to understand specific details of the listening text by reading the statements you prepared before the lesson and asking pupils to say if the statements are true or false (see materials). You may need to play the audio again.	<i>English Download</i> Student's Book, p24 Teacher's Book, p23–24 A list of true and false statements written using the audio transcript of the Robin Hood listening text on p139, Teacher's Book.	Support can be given to less proficient pupils depending on their needs, such as by providing some of the answers to the listening task on a paper. Pupils need to listen and can add the correct answer to the appropriate gap. 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 15 (Speaking 3)	MAIN SKILL(S) FOCUS: Speaking	THEME: People and Culture
	TOPIC: Life's Great Mysteries	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Language of expressing advantages and disadvantages; comparative and superlative forms

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 discourse-level exchanges by paraphrasing and rephrasing appropriately Complementary Skill Speaking 2.1.1 Explain information on familiar topics from diagrams, charts, tables, graphs or other visuals	Pre-lesson Activate prior knowledge in the lesson's topic by asking pupils to look at Activity 1. First let pupils work in pairs and then discuss their ideas in small groups. Lesson delivery This lesson focuses on Activities 2 and 3. Activities 2 and 3 focus on developing the main skill. Activity 3 also focuses on developing the complementary skill. Complete Activity 2. See the Teacher's Book for detailed guidance. Read the instructions to Activity 3. Explain that Activity 3 is similar to speaking exam tasks. Pupils are tested on their ability to keep interaction going by paraphrasing and rephrasing what their talking partner has said and adding their own ideas. Tell pupils to use the language from Activity 2 as a starting point but extend the examples so that pupils are paraphrasing and rephrasing each other's ideas before adding their own to their plans (thus addressing the complementary skill). Mirror how to do this. i.e. 'So you think.....? Is that right? That's good but I think I would prefer.....' Put pupils in a new pair and tell them to use their rough drafts to help them come up with new ideas. Monitor and help with phrases and grammar if necessary but do not interrupt fluency. Make a note of any mistakes or successes to go over with the class after the speaking activity. Post-lesson Ask pupils to review their learning in this lesson by having a class discussion to decide which the best way is to research a local mystery.	<i>English Download</i> Student's Book, p25 Teacher's Book, p24-25	Support can be given to less proficient pupils depending on their needs, such as by providing them with cards with the appropriate language mirrored in the lesson and the language of comparative and superlative forms from Activity 2 or the Language Bank so they can use these in their dialogue without having to refer back to the Student's Book. For the writing activity, provide less proficient pupils with a list of relevant advantages and disadvantages to add to some of the ideas in Activity 3 and allow them to do the same for the remaining ideas. 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 (UNIT 2)

WEEK:	LESSON 16 (Speaking 4)	MAIN SKILL(S) FOCUS: Speaking	THEME: People and Culture
	TOPIC: Life's Great Mysteries	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Words/phrases related to expressing opinions/preference

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 advantages and disadvantages of ideas plans arrangements Complementary Skill Listening 1.1.3 Recognise independently attitudes or opinions in extended texts on a wide range of familiar topics and some unfamiliar topics	Pre-lesson Activate prior knowledge in this lesson by reviewing the topic or new vocabulary introduced in the unit. Lesson delivery This lesson focuses on a listening activity. Teachers can use a listening activity from the following site: https://www.cambridgeenglish.org/exams-and-tests/first/preparation/ Part 3 of the Speaking Paper from Sample Paper 1. This activity focuses on developing the main skill. Part 3 of the Listening Paper from Sample Test Paper 1 focuses on developing the complementary skill. To fully achieve the main skill, copy the instructions and the mind map labelled Task 21 (from Part 3 of the Speaking Paper, Sample Test Paper 1) onto the whiteboard or show it on a screen. Instead of working in pairs (as pupils would in exam conditions) ask pupils to work in groups of four to discuss all the different options for attracting tourists to the town. When finished regroup pupils into new groups of four. In their new groups, pupils take turns to explain the ideas their original group came up with in the discussion. For the listening activity, remind pupils they completed a similar listening task in Unit 1. Post-lesson Choose a post-lesson activity that summarises pupils' learning in this lesson.	Part 3 of the Speaking Paper and Part 3 of the Listening Paper from Sample Paper 1.	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 2)

WEEK:	LESSON 17 (Writing 3)	MAIN SKILL(S) FOCUS: Writing	THEME: People and Culture
	TOPIC: Life's Great Mysteries	CROSS CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: The conventions of story writing; words/phrases describing feelings

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 4.1.4 Express and respond to real or imagined opinions and feelings Complementary Skill Speaking 2.1.5 Explain and justify own feelings or those of others	Pre-lesson Activate prior knowledge in this lesson by asking pupils to complete Activities 1–2 in pairs. See the Teacher's Book for detailed guidance. Lesson delivery This lesson focuses on Activities 6–7. Activity 6 focuses on developing the complementary skill. Activity 7 focuses on developing the main skill. To fully focus on the complementary skill, ask pupils to describe how each of the senses aroused by being on the beach makes them feel and to justify their ideas for each of the senses to their partner. Complete Activity 7. See the Teacher's Book for detailed guidance. If possible, monitor the rough draft of each pupil. If time is limited then monitor those pupils who need the most help. If necessary, allow pupils to complete the final draft of their articles for homework. Post-lesson Ask pupils to review their learning in this lesson by completing an exit card: 'what went well in your writing?' and 'your writing would have been even better if...' Collect the cards and use them for planning subsequent lessons.	<i>English Download</i> Student's Book, p26–27 Teacher's Book, p25	Allow more proficient pupils to work on the activities independently. Support can be given to less proficient pupils during Activities 1 and 2 by giving them a list of definitions of the adverbs in Activity 1 and adjectives in Activity 2 to help them chose the correct word to fill the gaps. In the writing activity, allow less proficient pupils to write only three paragraphs i.e. a beginning a middle and an end. Monitor to check that they are using time expressions, adjectives of feeling, and words describing feelings (see Language Bank) to make their narratives more interesting. Challenge more proficient pupils by asking them to write a more detailed narrative. Tell them to use 200–250 words. 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 (UNIT 2)

WEEK:	LESSON 18 (Literature in Action 2)	MAIN SKILL FOCUS: Literature in Action	THEME: Teacher to select
	TOPIC: Teacher to select	CROSS-CURRICULAR ELEMENT(S): 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 Compare and contrast the way in which different literary extracts treat the same theme	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.

SCHEME OF WORK: TEXTBOOK / NON-TEXTBOOK LESSON (UNIT 2)

WEEK: 	LESSON 19 (Revision 2)	MAIN SKILL(S) FOCUS: Teacher to select	THEME: Teacher to select
	TOPIC: Teacher to select	CROSS CURRICULAR ELEMENT(S): 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 their pupils' needs and interests	Teachers to select an appropriate main skill and complementary skill based on their pupils' needs and interests	Teachers can either develop their own lesson based on the needs of their pupils or use this lesson to go over pupils' writing and improve their work from the previous lesson.	Teacher to select from <i>English Download</i> or other resources	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 20 (Reading 5)	MAIN SKILL(S) FOCUS: Reading	THEME: Health and Environment
	TOPIC: The World of Sport	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Words/phrases related to sport, sponsorships, money

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 Complementary Skill Reading 3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning	Main Skill Reading 3.2.1 Read a variety of suitable print and digital texts to investigate and analyse global issues Complementary Skill Reading 3.1.4 Use independently a range of familiar print and digital resources and some unfamiliar resources to check meaning and extend understanding	Pre-lesson Activate prior knowledge in this lesson by asking pupils to work in pairs and complete Activity 1. See the Teacher's Book for guidance. Lesson delivery This lesson focuses on Activities 2–4. Activities 2 and 3 focus on developing the main skill. Activity 4 focuses on developing the complementary skill. Allow pupils to use dictionaries or digital resources to clarify the meaning of the different types of payments. See the Teacher's Book for guidance. Post-lesson Depending on time either ask pupils to work in pairs and complete Activity 5 or review the vocabulary introduced in Activity 4 by playing true or false. Ask pupils to close their books then read out a word/phrase and one of the definitions. Pupils decide whether it is the right definition or not. They can use traffic light cards or just raise their hand if they think the definition is correct. Note: By the end of this unit, ensure that Vocabulary sections in the textbook are completed. These activities can be divided into smaller, more manageable chunks, i.e. one or two activities at a time. Choose which days to give homework depending on what best suits the lessons and pupils' needs.	<i>English Download</i> Student's Book, p32–33 Teacher's Book, p32–33	Support can be given to less proficient pupils depending on their needs by for example, giving them a copy of the text where you have located and highlighted the relevant information to answer the questions in Activity 3. All pupils need to do then is decide which information is relevant to which question. For Activity 4, give written definitions of the more challenging words or phrases. Alternatively, give pupils a dictionary and allow them to look up the words. Challenge fast finishers to think of some of their own ideas either for or against athletes earning so much money and to write a list to share with the class. 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 21 (Language Awareness 3)	MAIN SKILL(S) FOCUS: Language Awareness	THEME: Health and Environment
	TOPIC: The World of Sport	CROSS-CURRICULAR ELEMENT(S): Language	LANGUAGE/GRAMMAR FOCUS: The present perfect simple, the present perfect continuous and the past simple.

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered	This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered	<p>Pre-lesson</p> <p>Activate prior knowledge in this lesson by writing sentences on the board in the present perfect simple and the present perfect continuous. Ask pupils to work with their talk partner(s) and say: which verb form has been used; why has it been used; and come up with another example using the same tense for the same reason.</p> <p>When ready collect answers onto the board – encourage the rest of the class to say if they agree or disagree with the explanations given.</p> <p>Lesson delivery</p> <p>This lesson focuses on Activities 1–3, p35 and Activities 1–4, p37. These activities focus on the use of the present perfect tenses. See the Teacher’s Book for detailed guidance. Note that pupils have encountered the present perfect in Form 4. For Activities 2 and 3, p35, give pupils the opportunity to check and discuss their answers in small groups before collecting responses. When ready move on to p37. For Activities 2 and 3, give pupils the opportunity to check and discuss their answers in small groups before collecting responses. For Activity 4, ask pupils to complete the activity individually. Monitor and use this opportunity to note who is competent in using the present perfect simple and who needs further practice. If time is limited, give remaining grammar activities as homework.</p> <p>Post-lesson</p> <p>Choose a post-lesson activity that summarises pupils’ learning in this lesson. For example, if the focus of the lesson is the perfect tenses the teacher can choose a game to revise the different uses of the perfect tense.</p>	<p><i>English Download</i> Student’s Book, p35, p37 Teacher’s Book, p34–36</p>	<p>Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil.</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 (Listening 3)	MAIN SKILL(S) FOCUS: Listening	THEME: Health and Environment
	TOPIC: The World of Sport	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Words and phrases connected with assault courses and challenges

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 1.1.2 Understand independently specific information and details in extended texts on a wide range of familiar topics and some unfamiliar topics Complementary Skill Speaking 2.1.1 Explain information on familiar topics from diagrams, charts, tables, graphs or other visuals	Pre-lesson Activate prior knowledge in the lesson's topic by putting 'obstacle course' on the whiteboard and its definition, 'a course over rough land where participants must run and overcome obstacles by climbing, crawling under or crossing them by ropes'. Check pupils understanding. Tell pupils the school is going to create a short outdoor obstacle course to help pupils exercise during physical education lessons. Asks pupils to work in pairs to design a challenging assault course that will help pupils keep fit. When ready share their ideas with the class. Lesson delivery This lesson focuses on Activities 1–3. Activity 1 focuses on developing the complementary skill. Activities 2–3 and the Download Box focus on developing the main skill. Work through Activities 1–3. See the Teacher's Book for detailed guidance. When focusing on Activity 1, ask pupils to discuss each of the pictures in terms of an obstacle course i.e. how can they use a brick wall in an obstacle course? What do pupils have to do? How will the activity improve pupil's fitness? Will it test anything else such as a pupil's ability to rationalise? Did they include any of the ideas in the pictures in their own design of an obstacle course? Post-lesson Ask pupils to discuss the Spartan race. Would they like to enter such a race? Why?/Why not? What is a Spartan race testing? What characteristics does a person need to complete such a race? When ready, collect pupils' ideas and share with class.	<i>English Download</i> Student's Book, p38 Teacher's Book, p36–37	If possible, group less proficient pupils together and allow them to listen to the audio text more often, pausing more times to allow pupils to discuss the information they have heard in pairs. Challenge more proficient pupils by giving them extra multiple-choice questions. Look at the audio tape script (p140, Teacher's Book) and create further multiple-choice questions similar to the one in Activity 3 Student's Book. 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 (UNIT 3)

WEEK:	LESSON 23 (Listening 4)	MAIN SKILL(S) FOCUS: Listening	THEME: Health and Environment
	TOPIC: The World of Sport	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Teachers choose

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 2.4 Communicate appropriately to a small or large group on familiar topics	Main Skill Listening 1.1.3 Recognise independently attitudes or opinions in extended texts on a wide range of familiar topics and some unfamiliar topics Complementary Skill Speaking 2.4.1 Explain the main points of an idea or argument	Pre-lesson Choose an appropriate pre-lesson activity that suits pupils' needs/interests, which will review language and/or vocabulary and prepare the pupils for the lesson. Lesson delivery This lesson focuses on a teacher-sourced listening text and speaking activity. If possible, source an audio text about a Malaysian sport celebrity or an interview conducted in English with a well-known successful Malaysian sports person such as Nicol David, Pandelesa Rinong or Lee Chong Wei. Create questions appropriate for the audio based on the B2 First-type questions. The difficulty of the questions depends on the level of pupils. Try to create differentiated questions. The questions should target the attitude / opinion of the chosen sport celebrity. If unable to source own audio text then use Part 4 of the Listening Paper from Sample Paper 2. https://www.cambridgeenglish.org/exams-and-tests/first/preparation/ Allow pupils to check their answers in pairs before checking as a class. To focus on the complementary skill first ask pupils to think about the positive things sports people bring to society i.e. good role models, someone for young people to look up to and admire, they get young people active, create national pride and unity, give money to charity, help make higher awareness of certain charities etc. Write on the board 'Sports people earn too much money.' Then divide the class into small groups. Tell half the members of the group they are in favour of the statement and the other half they are against. Give pupils time to list the points of their argument before holding group debates. Monitor and help where	A sourced audio with questions. Audio should be about a Malaysian sport celebrity or an interview conducted in English with a well-known successful Malaysian sports person or international sports people who have done a lot for charity i.e. raised/given a lot of money, held charity events, made appeals for certain charities – include world famous sports people as well as national ones. Or Part 4 of the Listening Paper from Sample Paper 2. You will need photocopies of multiple-choice questions accompanying the audio.	Questions should be differentiated to meet the needs of different pupils. 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>needed but do not interrupt fluency. Make a note of any mistakes or successes to go over with the class after the discussions.</p> <p>Post-lesson</p> <p>Elicit from pupils all the main points made in the debates both for and against the statement. Then have a class vote to decide whether they think the statement is true or false. Ask: should some sports pay more prize money than others? Why?/Why not?</p>		
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SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 3)

WEEK: 	LESSON 24 (Speaking 5)	MAIN SKILL(S) FOCUS: Speaking	THEME: Health and Environment
	TOPIC: The World of Sport	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Language of comparison, words/phrases connected with sport and exercise

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 2.1.1 Explain information on familiar topics from diagrams, charts, tables, graphs or other visuals Complementary Skill Writing 4.2.2 Spell written work on a range of text types with reasonable accuracy	<p>Pre-lesson Activate prior knowledge in the lesson's topic by asking them to discuss the questions in Activity 1 in pairs. See the Teacher's Book for detailed guidance.</p> <p>Lesson delivery This lesson focuses on Activities 2–3 and an extension of Activity 3. Activities 2 and 3 focus on developing the main skill. An extension of Activity 3 focuses on developing the complementary skill. Work through Activities 2 and 3 and the Download Box. See the Teacher's Book for detailed guidance.</p> <p>To focus on achieving the complementary skill, ask pupils to choose either photos A and B or C and D and write a paragraph answering the question 'what are the advantages of each sport' and 'why do you think each sport is popular'. Tell pupils to use the Language Bank to help create appropriate comparison sentences and to focus in particular on correct spelling. Monitor and help with vocabulary when asked. Make a note of any spelling mistakes to go over in class at the end of the activity. If time allows, ask pupils' to swap paragraphs and check each other's spelling.</p> <p>Post-lesson Ask pupils to look at the questions in Activity 4 in pairs. Give them 5 minutes to think of some ideas then have a short class discussion.</p>	<i>English Download</i> Student's Book, p39 Teacher's Book, p37–38	<p>Support can be given to less proficient pupils depending on their needs, such as by providing them with cards with the appropriate language mirrored in the lesson and the language of comparison from Activity 2 or the Language Bank so they can use these in their dialogue without having to refer back to the Student's Book.</p> <p>For the writing activity, provide less proficient pupils with some ideas and ask them to add a few of their own.</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 (Writing 4)	MAIN SKILL(S) FOCUS: Writing	THEME: Health and Environment
	TOPIC: The World of Sport	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Language introducing and supporting/contrasting ideas such as connectives used to add ideas and introduce opposite ideas

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Writing 4.2 Communicate with appropriate language, form and style Complementary Skill Speaking 2.4 Communicate appropriately to a small or large group on familiar topics	Main Skill Writing 4.2.3 Produce a plan or draft and modify this appropriately independently Complementary Skill Speaking 2.4.1 Explain the main points of an idea or argument	Pre-lesson Ask pupils to discuss 'What are the pros and cons of being an internationally famous person?' (a celebrity such as Leonardo Di Caprio or Madonna or someone famous for their political role such as Nelson Mandela). Allow time for pupils to discuss the question in pairs before opening up the activity for a short class discussion. Lesson delivery This lesson focuses on Activities 1–3. Activities 1–3 focus on developing the complementary skill. An extension of Activity 3 focuses on developing the main skill. Work through the activities using the Teacher's Book as guidance but instead of getting the pupils to complete the activities individually, ask pupils to work in pairs and discuss the main ideas of the arguments. Explain that '_____ (your own idea)' is asking candidates for another point in the argument NOT their opinion. Their opinion can be included with the summing up in the conclusion. To fully focus on the main skill, extend Activity 3 by asking pupils to make a plan with rough notes listing main ideas. The plan should be for five paragraphs: <ul style="list-style-type: none"> • introduction • the right to privacy • their friends and family • your own idea • conclusion, summing up/own opinion When pupils have completed their plans ask them to talk through their essay plans and their supporting ideas with a partner. Tell pupils they should give each other constructive feedback and then make the improvements to their plans if necessary.	<i>English Download</i> Student's Book, p40 Teacher's Book, p38	Allow more proficient pupils to work on the activities independently. Support can be given to less proficient pupils during Activities 1 and 2 by going through the ideas and discussing them together. In Activity 2, ask probing questions about each extra idea to help pupils decide in which conversation they fit i.e. is this a positive statement towards sport people? For the writing activity, ask pupils to write a rough plan of their essay. Help formulate ideas if necessary. You could give pupils a suitable introduction, then ask them to write three short paragraphs with one relevant idea in each paragraph. If possible, help them to write a conclusion summarising their ideas or giving their own opinion. Challenge more proficient pupils by asking them to write a more detailed argument for the three relevant points (two given, one of their own) expressing two or three ideas in each paragraph.

		<p>Post-lesson</p> <p>Choose a post-lesson activity that summarises pupils' learning in this lesson. For example ask pupils if they can think of any advantages of a sports celebrity being in the media all the time, such as earning a lot of money advertising famous brands</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>
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SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 3)

WEEK: 	LESSON 26 (Writing 5)	MAIN SKILL(S) FOCUS: Writing	THEME: Health and Environment
	TOPIC: The World of Sport	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Language of writing ideas for and against a statement

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 4.1.3 Explain the main points for and against an idea or argument Complementary Skill Reading 3.1.5 Recognise independently the attitude or opinion of the writer in extended texts on a wide range of familiar topics and some unfamiliar topics	Pre-lesson Look at Extension Activity, p39 in the Teacher's Book. Write on the whiteboard 'The Olympic Games are unnecessary.' Ask pupils to come up with two ideas in support of this statement and one that opposes it. When ready, share the ideas with the class. Lesson delivery This lesson focuses on Activities 4–6. Activity 4 focuses on developing the complementary skill. Activities 5-6 with the Download Box focus on developing the main skill. See the Teacher's Book for detailed guidance. Note that the Teacher's Book states that pupils must give their own opinion in the introduction. You might want to point out to pupils that this is not always true. Pupils can introduce the question in the introduction stating that this is the topic of the discussion – as long as they give their opinion clearly in the summary. Try to ensure all pupils produce a rough draft for Activity 6 in class. Monitor as pupils write and check that their ideas are cohesive. Remind pupils of the first lesson in Unit 3 where you looked at the use of connectives to strengthen ideas and introduce new contrasting ideas. If possible, monitor the rough draft of each pupil. If time is limited, then monitor those pupils who need the most help. If necessary, allow pupils to complete the final draft of their articles for homework. Post-lesson Choose a post-lesson activity that summarises pupils' learning in Unit 3. For example, use true or false statements and get pupils to hold up green cards for true and red cards for false.	<i>English Download</i> Student's Book, p41 Teacher's Book, p38–39	Pupils should be familiar with the topic of the essay in Activity 4 as they wrote their own answer to Activity 3 in the previous lesson. In the writing activity, support less proficient pupils to formulate their ideas relating to the given topics and an extra topic of their own. If appropriate help pupils write an introduction before using their notes to complete paragraphs 3–4. Help pupils to write a final paragraph summarising ideas and restating own opinion. Challenge more proficient pupils by asking them to write a more detailed argument. Tell them to use 200–250 words. 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 (UNIT 3)

WEEK:	LESSON 27 (Literature in Action 3)	MAIN SKILL FOCUS: Literature in Action	THEME: Teacher to select
	TOPIC: Teacher to select	CROSS-CURRICULAR ELEMENT(S): 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 in detail the feelings and opinions a text provokes in 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.

SCHEME OF WORK: TEXTBOOK / NON-TEXTBOOK LESSON (UNIT 3)

WEEK: 	LESSON 28 (Revision 3)	MAIN SKILL(S) FOCUS: Teacher to select	THEME: Teacher to select
	TOPIC: Teacher to select	CROSS-CURRICULAR ELEMENT(S): 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 their pupils' needs and interests	Teachers to select an appropriate main skill and complementary skill based on their pupils' needs and interests	Teachers can either develop their own lesson based on the needs of their pupils or use this lesson to go over pupils' writing and improve their work from the previous lesson.	Teacher to select from <i>English Download</i> or other resources	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 29 (Reading 6)	MAIN SKILL(S) FOCUS: Reading	THEME: Consumerism and Financial Awareness
	TOPIC: Shopping Therapy	CROSS-CURRICULAR ELEMENT(S): Financial Education	LANGUAGE/GRAMMAR FOCUS: Words/phrases related to shopping, features of non-fiction texts, advantages/disadvantages

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 little or no support typical features at word, sentence and text levels of a wide range of genres Complementary Skill Speaking 2.1.2 Ask about and explain advantages and disadvantages of ideas plans arrangements	Pre-lesson Revise knowledge of shopping vocabulary by playing a game. For example: Take a piece of paper and cut into small squares. Make sure you have one square for each pupil. On half the squares put a word/phrase related to shopping (see list below). On the other half put a corresponding definition. Give each pupil a paper. Tell them to stand up and mingle until they find their partner i.e. word and correct definition. Possible words/phrases to use: a browser (someone looking through things casually); shopaholic (someone who just can't stop shopping); food court (area in a shopping centre selling different kinds of food); retail therapy (to shop to make oneself happier); bargain hunter (someone looking for something at a good or low price); full refund (getting your money back); price tag (a label with an item's price); window shopping (looking at items in a shop but not buying); click and collect (ordering online then collecting from the shop); shoplifter (someone who steals items from a shop). Lesson delivery This lesson focuses on Activities 1–3. Activities 1 and 2 focus on developing the complementary skill. Activity 3 focuses on developing the main skill. See the Teacher's Book for detailed guidance. To fully focus on the complementary skill, ask pupils to discuss Activities 1 and 2 in pairs before opening up the question in Activity 2 as a class discussion. To fully achieve the main skill, ask pupils where each of the four texts come from and what typical features of their genre does each text illustrate. Answers:	<i>English Download</i> Student's Book, p44–45 Teacher's Book, p42	Support can be given to less proficient pupils depending on their needs, such as by providing a list of the typical features illustrated in the different types of articles in Activity 3 for them to find examples of. 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><i>New-Tech Magazine.</i> A magazine introducing and reviewing new (technological) gadgets on the market. Typical features include: personal, informal tone speaking directly to the reader, rhetorical questions, persuasive language, punctuation such as ellipses and exclamation marks used for emphasis, describing personal experience, a concluding paragraph summing up opinion.</p> <p><i>No Lessons Needed!</i> An advertisement. Typical features include: persuasive language, punctuation such as exclamation marks used for emphasis, facts/information ordered with bullet points so easy to read, subheadings to make information easier to read, use of phrases rather than full sentences to get across main points.</p> <p>FAQs from the instruction manual/magazine/article about gTar, etc. Typical features include: formal, impersonal tone. A question first in italics and different colour from answer to stand out, question followed by an explanation.</p> <p>To: Jimmy Sage</p> <p>A personal email found on a computer, laptop, iPad, phone. Typical features include: the subject of the email, informal friendly tone, contractions, talking directly to reader, name signed off.</p> <p>Post-lesson</p> <p>Review the vocabulary introduced in the pre-lesson activity by playing true or false. Read out a word/phrase and one of the definitions. Pupils decide whether the definition is right or wrong. They can use traffic light cards or just raise their hand if they think the definition is correct.</p> <p>Note: By the end of this unit, ensure that Vocabulary sections in the textbook are completed. These activities can be divided into smaller, more manageable chunks, i.e. one or two activities at a time. Choose which days to give homework depending on what best suits the lessons and pupils' needs.</p>		
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SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 4)

WEEK:	LESSON 30 (Reading 7)	MAIN SKILL(S) FOCUS: Reading	THEME: Consumerism and Financial Awareness
	TOPIC: Shopping Therapy	CROSS-CURRICULAR ELEMENT(S): Financial Education	LANGUAGE/GRAMMAR FOCUS: Words/phrases related to shopping and gadgets, multiple-choice questions

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 3.1.1 Understand the main points in extended texts on a wide range of familiar topics and some unfamiliar topics</p> <p>Complementary Skill</p> <p>Writing 4.2.4 Use formal and informal registers appropriate to the target audience in most familiar and some unfamiliar situations</p>	<p>Pre-lesson</p> <p>Activate prior knowledge in this lesson by asking pupils to discuss the Extension Activity on p43, Teacher's Book (left column). When ready collect their ideas and discuss as a class.</p> <p>Lesson delivery</p> <p>This lesson focuses on Activities 4–6. Activity 4 focuses on developing the main skill. Activity 6 focuses on developing the complementary skill. Ask pupils to read through the Download Box and work through Activities 4, 5 and 6. See the Teacher's Book for detailed guidance. For Activity 6, remind pupils that the tone of their advertisement should reflect their target audience i.e. an informal register for a younger audience but a more formal tone for adults.</p> <p>Post-lesson</p> <p>Pupils present their gadgets to the rest of the class. As they listen, ask the class to think of questions to ask and then give feedback i.e. in the form of two stars and a wish.</p>	<p><i>English Download</i> Student's Book, p44–45 Teacher's Book, p42–43</p>	<p>Support can be given to less proficient pupils depending on their needs, such as by helping them to locate the relevant information in the articles to answer the questions. Mirror this process for questions 1–3 and allow pupils to attempt 4–7. If necessary, narrow the options for each question to two or three possible answers.</p> <p>Challenge fast finishers and more proficient pupils to write a more detailed advertisement and/or a FAQs article that could be part of an instruction manual.</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 31 (Language Awareness 4)	MAIN SKILL(S) FOCUS: Language Awareness	THEME: Consumerism and Financial Awareness
	TOPIC: Shopping Therapy	CROSS-CURRICULAR ELEMENT(S): Financial Education	LANGUAGE/GRAMMAR FOCUS: past perfect simple, past perfect continuous, past simple

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered	This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered	<p>Pre-lesson</p> <p>Ask questions to pupils (or write questions on the board) to elicit responses using either the past perfect simple or past perfect continuous (sometimes called progressive). Ensure pupils have appropriate wait time and/or opportunities to discuss their responses with talk partners. Alternatively, play a game which reviews the uses of past perfect simple vs past perfect continuous.</p> <p>Lesson delivery</p> <p>This lesson focuses on the past perfect tenses p47 and p49. See the Teacher's Book for detailed guidance. Note that pupils have encountered the past perfect simple and continuous in Form 4. For Activities 2 and 3, p47 give pupils the opportunity to check and discuss their answers in small groups before collecting responses. For Activity 4, ask pupils to complete the activity individually. Monitor and use this opportunity to note who is competent in using the past perfect tenses and who needs further practice. When ready, move on to p49. For Activities 2 and 3, give pupils the opportunity to check and discuss their answers in small groups before collecting responses. For Activity 4, ask pupils to complete the activity individually. Monitor and use this opportunity to note who is competent in using the past perfect tenses vs past simple and who needs further practice. You may need to ask pupils to complete some of the activities as homework if time in the lesson is too short.</p> <p>Post-lesson</p> <p>Ask pupils to review their learning in this lesson by doing one of the Extension Activities on p44 or p46 in the Teacher's Book.</p>	<p><i>English Download</i> Student's Book, p47, p49 Teacher's Book, p43–44, p45–46</p>	<p>Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil.</p> <p>Challenge more proficient pupils by asking them to write their own sentences using the past perfect simple and continuous.</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 32 (Listening 5)	MAIN SKILL(S) FOCUS: Listening	THEME: Consumerism and Financial Awareness
	TOPIC: Shopping Therapy	CROSS-CURRICULAR ELEMENT(S): Financial Education	LANGUAGE/GRAMMAR FOCUS: Words/phrases related to shopping; questions.

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 extended texts on a wide range of familiar topics and some unfamiliar topics Complementary Skill Speaking 2.1.1 Explain information on familiar topics from diagrams, charts, tables, graphs or other visuals	Pre-lesson Choose an appropriate pre-lesson activity that suits pupils' needs/interests, which will review language and/or vocabulary and prepare the pupils for the lesson. For example, play 'spot the difference'. Pupils work in pairs and take it in turns to spot then explain the differences between two pictures. Lesson delivery This lesson focuses on Activities 1–3. Activities 1–2 focus on developing the complementary skill. Activity 3 focuses on developing the main skill. See the Teacher's Book for detailed guidance. Post-lesson Ask pupils to work in pairs. Give one pupil from each pair a simple line drawing which they do not show to their partner (each pair has the same picture of, for example, a simple house, an animal, a park using shapes such as circles, squares and triangles). Ask the pupil to describe the picture to their partner who will listen and try to draw the picture from the description given. When ready pairs can swap roles. Give a second picture to describe.	<i>English Download</i> Student's Book, p50 Teacher's Book, p46–47 'Spot the difference' activities can be sourced online. You could choose one with two simple line drawings made up of shapes such as squares, triangles and circles. Pictures can be abstract or of an animal, house, park, etc.	Support can be given to less proficient pupils depending on their needs, such as by reading the audio text to them at a slightly slower speed (see the audio text, p140–141 of the Teacher's Book). Challenge more proficient pupils by creating more (multiple-choice) questions from the audio text. Use the audio script, p140–141 in the Teacher's Book, and example listening papers from B2 First to check the difficulty level. 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 (Speaking 6)	MAIN SKILL(S) FOCUS: Speaking	THEME: Consumerism and Financial Awareness
	TOPIC: Shopping Therapy	CROSS-CURRICULAR ELEMENT(S): Financial Education	LANGUAGE/GRAMMAR FOCUS: Words/phrases related to making comparisons, contrasting advantages and disadvantages

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 2.4 Communicate appropriately to a small or large group on familiar topics	Main Skill Speaking 2.1.2 Ask about and explain advantages and disadvantages of ideas plans arrangements Complementary Skill Speaking 2.4.1 Explain the main points of an idea or argument	Pre-lesson Activate prior knowledge in the lesson's topic by asking pupils to look at Activity 1. First let pupils work in pairs and then discuss their ideas in small groups. Lesson delivery This lesson focuses on Activities 2–3 and 5. Activities 2–3 focus on developing the main skill. Activity 5 focuses on developing the complementary skill. Work through Activities 2–3. See the Teacher's Book for detailed guidance. In order to focus on the complementary skill, first ask pupils to work in pairs to answer the questions in Activity 5 and formulate reasons for their opinions. When ready, put pupils into groups to share their answers and discuss their ideas. If possible, try to form groups where pupils' opinions on the three bulleted points differ. Monitor carefully, focusing on pupils' ability to explain their points of view clearly, but do not intervene. Make a note of any errors or any particularly successful responses and go over these with the class afterwards. Post-lesson Choose one of the three bulleted points as a class discussion to wrap up the lesson.	<i>English Download</i> Student's Book, p51 Teacher's Book, p47	Support can be given to less proficient pupils depending on their needs, such as by providing them with cards with the appropriate language mirrored in Activity 2 and the language of contrasting advantages and disadvantages given in the Language Bank so they can use these in their dialogue without having to refer back to the Student's Book. 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 (Writing 6)	MAIN SKILL(S) FOCUS: Writing	THEME: Consumerism and Financial Awareness
	TOPIC: Shopping Therapy	CROSS-CURRICULAR ELEMENT(S): Financial Education	LANGUAGE/GRAMMAR FOCUS: Features of article writing, asking the reader questions, using inclusive language

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Writing 4.2 Communicate with appropriate language, form and style Complementary Skill Speaking 2.4 Communicate appropriately to a small or large group on familiar topics	Main Skill Writing 4.2.3 Produce a plan or draft and modify this appropriately independently Complementary Skill Speaking 2.4.1 Explain the main points of an idea or argument	<p>Pre-lesson</p> <p>If you have sourced a range of articles from different magazines and newspapers give out to pupils. In pairs or small groups, ask pupils to use the articles to create a list of typical features. If you are not able to source articles, ask pupils to think of the articles from magazines/newspapers that they have read and to come up with a list of typical features. When ready, elicit pupils' ideas and make a class list on the whiteboard. Read 'Article: Getting your readers' attention' as a class. Did you list all the ideas described?</p> <p>Lesson delivery</p> <p>This lesson focuses on Activities 1–3. Activities 1–3 focus on developing the complementary and main skill. To fully focus on developing the complementary skill, extend Activity 3 by asking pupils to work in pairs to explain and answer the three points that must be included in the article. Tell them to discuss and justify their answers. To fully focus on developing the main skill, ask pairs to make a plan of the article for Activity 3. They can map out their main ideas for each paragraph on a mind map.</p> <p>Post-lesson</p> <p>Share some of the rough drafts of the articles as a class. Ask pupils to listen carefully. Do the articles express clear opinions on all three main points? Do the articles illustrate some of the typical features of articles listed in the pre-lesson activity? At the end, ask the class to respond with two stars and a wish i.e. two things they think worked well and one thing that could be improved.</p>	<p><i>English Download</i> Student's Book, p52 Teacher's Book, p48</p> <p>If possible, collect a selection of different articles from different sources targeted at different audiences. i.e. an article from a teenage magazine, an article from a local/national newspaper/an article from a fashion magazine/an article off the internet, etc.</p>	<p>Allow more proficient pupils to work on the activities independently. Support can be given to less proficient pupils during Activities 1 and 2 by making them teacher-led activities.</p> <p>Challenge more proficient pupils by asking them to use their plan to write a rough draft of their article.</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 35 (Writing 7)	MAIN SKILL(S) FOCUS: Writing	THEME: Consumerism and Financial Awareness
	TOPIC: Shopping Therapy	CROSS-CURRICULAR ELEMENT(S): Financial Education	LANGUAGE/GRAMMAR FOCUS: Features of article writing, asking the reader questions, using inclusive language

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 on a range of text types with reasonable accuracy Complementary Skill Reading 3.1.5 Recognise independently the attitude or opinion of the writer in extended texts on a wide range of familiar topics and some unfamiliar topics	<p>Pre-lesson</p> <p>Prepare an activity to revise punctuation. Alternatively, write the following punctuation marks on the board: ! : ; ... — - () (i.e. an exclamation mark, colon, semi-colon, ellipsis, dash, hyphen and brackets). Ask pupils to work in pairs to devise a rule for when each punctuation mark is used and to write a sample sentence. Tell early finishers that there are 14 punctuation marks altogether – can they list the other seven?</p> <p>Lesson delivery</p> <p>This lesson focuses on Activities 4–6. See the Teacher's Book for detailed guidance. Activity 4 focuses on developing the complementary skill. Complete Activity 5 before moving onto Activity 6. Activity 6, with an extension activity, focuses on developing the main skill. Remind pupils that the target audience is other teenagers so their article should use an appropriately informal and inclusive tone. Tell pupils to focus in particular on the accuracy of their punctuation. Ask pupils to include at least three punctuation marks from the seven on the whiteboard. Monitor carefully, focusing on pupils' use of punctuation, but do not intervene. Make a note of any errors or any particularly successful responses and go over these with the class afterwards.</p> <p>If possible, monitor the rough draft of each pupil. If time is limited, then monitor those pupils who need the most help. If necessary, allow pupils to complete the final draft of their articles for homework.</p> <p>Post-lesson</p> <p>Ask pupils to review their learning in this lesson by completing an exit card: 'what went well in your writing?' and 'your writing would have been even better if...' Collect the cards and use them for planning subsequent lessons.</p>	<p><i>English Download</i> Student's Book, p52 Teacher's Book, p48-49</p>	<p>Allow less proficient pupils to write shorter paragraphs. If necessary, give them the opening sentence to each paragraph. Monitor to check that they are using the appropriate tone for the target audience and including rhetorical questions (see Language Bank) to make their articles more interesting.</p> <p>Challenge more proficient pupils by asking them to write a more detailed article describing teenagers' favourite form of relaxation and giving opinions why this form of relaxation is so popular. Tell them to use 200–250 words.</p> <p>Challenge more proficient pupils by asking them to use five or six of the seven punctuation marks from the whiteboard.</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 (UNIT 4)

WEEK:	LESSON 36 (Literature in Action 4)	MAIN SKILL FOCUS: Literature in Action	THEME: Teacher to select
	TOPIC: Teacher to select	CROSS-CURRICULAR ELEMENT(S): 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 Compare and contrast the way in which different literary extracts treat the same theme	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.

SCHEME OF WORK: TEXTBOOK / NON-TEXTBOOK LESSON (UNIT 4)

WEEK: 	LESSON 37 (Revision 4)	MAIN SKILL(S) FOCUS: Teacher to select	THEME: Teacher to select
	TOPIC: Teacher to select	CROSS-CURRICULAR ELEMENT(S): 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 their pupils' needs and interests	Teachers to select an appropriate main skill and complementary skill based on their pupils' needs and interests	Teachers can either develop their own lesson based on the needs of their pupils or use this lesson to go over pupils' writing and improve their work from the previous lesson.	Teacher to select from <i>English Download</i> or other resources	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 38 (Reading 8)	MAIN SKILL(S) FOCUS: Reading	THEME: Health and Environment
	TOPIC: The Environment	CROSS-CURRICULAR ELEMENT(S): Environmental Sustainability.	LANGUAGE/GRAMMAR FOCUS: Words/phrases related to the environment/listening and reading for gist/multiple matching

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 Complementary Skill Reading 3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning	Main Skill Reading 3.2.1 Read a variety of suitable print and digital texts to investigate and analyse global issues Complementary Skill Reading 3.1.3 Guess the meaning of unfamiliar words from clues provided by other words and by context on a wide range of familiar topics and some unfamiliar topics	Pre-lesson Activate prior knowledge in this lesson by asking pupils to work in pairs and complete Activities 1 and 2. See Teacher's Book for guidance. Lesson delivery This lesson focuses on Activities 3–5. Activities 3 and 4 focus on developing the main skill. Activity 5 focuses on developing the complementary skill. See Teacher's Book for guidance. Remember that, as per definition in the glossary, pupils are expected to guess the meaning of words or simple phrases in 3.1.3. Post-lesson Allow pupils to work in pairs to do the environmental quiz, p57 of the Student's Book. When ready, go through the answers. Were they particularly surprised by any of the answers? If time, go onto Activity 2 discussing the causes for pollution. Note: By the end of this unit, ensure that Vocabulary sections in the textbook are completed. These activities can be divided into smaller, more manageable chunks, i.e. one or two activities at a time. Choose which days to give homework depending on what best suits the lessons and pupils' needs.	<i>English Download</i> Student's Book, p58–59 Teacher's Book, p55–56	Support can be given to less proficient pupils depending on their needs, such as by helping them to locate the relevant information in the articles to answer the questions. Mirror this process for questions 1–5 and allow pupils to attempt 6–10. Challenge more proficient pupils by asking them to look at Activity 6 and come up with a detailed plan of the environmental issues they wish to tackle. 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 39 (Language Awareness 5)	MAIN SKILL(S) FOCUS: Language Awareness	THEME: Health and Environment
	TOPIC: The Environment	CROSS-CURRICULAR ELEMENT(S): Language	LANGUAGE/GRAMMAR FOCUS: Future simple, future perfect simple and future perfect continuous

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered	This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered	<p>Pre-lesson</p> <p>Play a game to review future tenses. Alternatively, ask pupils to discuss their future plans either the immediate future i.e. the weekend or more distant future i.e. college/career etc.</p> <p>Lesson delivery</p> <p>This lesson focuses on Activities 1–3, p61 and 1–4, p63. These activities focus on the future simple and future perfect simple and continuous. See the Teacher's Book for detailed guidance. Note that pupils have encountered the future simple in Form 4. For Activities 2 and 3, p61 give pupils the opportunity to check and discuss their answers in small groups before collecting responses. When ready, move on to p63. For Activities 2 and 3, give pupils the opportunity to check and discuss their answers in small groups before collecting responses. For Activity 4, ask pupils to complete the activity individually. Monitor and use this opportunity to note who is competent in using the future tenses and who needs further practice. You may need to ask pupils to complete some of the activities as homework if time in the lesson is too short.</p> <p>Post-lesson</p> <p>Choose a post-lesson that summarises pupils' learning. For example, put on the whiteboard: 'By the time I'm thirty...' and mirror an example such as 'By the time I'm thirty, I will have written my first novel.' Ask pupils to complete the sentence with their own ideas.</p>	<p><i>English Download</i> Student's Book, p61, p63 Teacher's Book, p57, p59</p>	<p>Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil.</p> <p>Challenge more proficient pupils by asking them to write their own sentences using the future perfect simple and continuous.</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 40 (Listening 6)	MAIN SKILL(S) FOCUS: Listening	THEME: Health and Environment
	TOPIC: The Environment	CROSS-CURRICULAR ELEMENT(S): Environmental Sustainability	LANGUAGE/GRAMMAR FOCUS: Using questions to learn information about what pupils will hear

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 extended texts on a wide range of familiar topics and some unfamiliar topics Complementary Skill Speaking 2.1.1 Explain information on familiar topics from diagrams, charts, tables, graphs or other visuals	Pre-lesson Activate prior knowledge in this lesson by asking pupils to name all the Malaysian National Parks. Ask pupils why are National Parks created? i.e. to protect indigenous flora and fauna, to allow flora and fauna to thrive naturally without interference from humans, to protect the natural beauty of an area to enjoy etc. Lesson delivery This lesson focuses on Activities 1–3. Activity 1 with an extension focuses on developing the complementary skill. Activities 2 and 3 focus on developing the main skill. See the Teacher's Book for detailed guidance. To fully focus on the complementary skill, ask pupils to complete Activity 1 and then in pairs discuss each picture and what its relevance to a special wildlife area could be i.e. picture 1 is of a pond where pond skater, water snails, leeches, worms, water beetles, water boatmen, dragonfly larvae, frogs, newts and small fishes can flourish. Pupils can study the pond life and the amphibians/insects that live close to water. Read the Download Box and work through Activities 2 and 3. Post-lesson Ask pupils to use the ideas in Activity 1 or ideas that are more specifically relevant to their local area of Malaysia to design their own wildlife garden to encourage the local flora and fauna to thrive. When they are ready, ask pupils to explain their ideas to a partner.	<i>English Download</i> Student's Book, p64 Teacher's Book, p59-60	Support can be given to less proficient pupils depending on their needs, such as by reading the audio text to them at a slightly slower speed (see the audio text, p141 of the Teacher's Book). Challenge more proficient pupils by creating more (multiple-choice) questions from the audio text. Use the audio script, p141 in the Teacher's Book, and example listening papers from B2 First sample papers to check the difficulty level that you should set the questions at. 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 (UNIT 5)

WEEK: 	LESSON 41 (Listening 7)	MAIN SKILL(S) FOCUS: Listening	THEME: Health and Environment
	TOPIC: The Environment	CROSS-CURRICULAR ELEMENT(S): Environmental Sustainability	LANGUAGE/GRAMMAR FOCUS: Teacher to select

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 1.1.6 Understand independently longer more complex narratives on a wide range of familiar topics and some unfamiliar topics Complementary Skill Speaking 2.1.2 Ask about and explain advantages and disadvantages of ideas plans arrangements	Pre-lesson Choose an appropriate pre-lesson activity that 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 a listening activity. In order to focus on the main activity, source an audio of an extract from a narrative at a suitable level for your pupils. If you are unable to find an audio, then read aloud a suitable extract from an unfamiliar fiction book. In order to expose pupils to different accents you might want to ask another teacher to record themselves reading the extract. Teachers should link the complementary skill with the main listening activity by asking pupils to ask/explain advantages or disadvantages related to the listening text. Post-lesson Ask pupils to review their learning in this lesson by completing an exit card: 'what they were able to do well in the activities?' and 'what they found particularly challenging about the activities?' Collect the cards and use them for planning subsequent lessons.	A listening activity sourced by teachers.	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 5)

WEEK:	LESSON 42 (Speaking 7)	MAIN SKILL(S) FOCUS: Speaking	THEME: Health and Environment
	TOPIC: The Environment	CROSS-CURRICULAR ELEMENT(S): Environmental Sustainability	LANGUAGE/GRAMMAR FOCUS: Words/phrases related to asking and giving an opinion

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Speaking 2.3 Use appropriate communication strategies Complementary Skill Speaking 2.4 Communicate appropriately to a small or large group on familiar topics	Main Skill Speaking 2.3.1 Keep interaction going in discourse-level exchanges by paraphrasing and rephrasing appropriately Complementary Skill Speaking 2.4.1 Explain the main points of an idea or argument	Pre-lesson Activate pupils' prior knowledge in the lesson's topic by asking them to complete Activity 1 in pairs. When ready, collect their answers and discuss as a class. Lesson delivery This lesson focuses on Activities 2–3. Activities 2–3 focus on developing the main skill and the complementary skill. Explain that Activity 3 is the kind of speaking activity used in B2 First examinations. Candidates are tested on their ability to keep interaction going by paraphrasing and rephrasing what their talking partner has said and adding their own ideas. Tell pupils to use the language from the Language Bank as a starting point but to extend the examples so that they are paraphrasing and rephrasing each other's ideas before adding their own. Mirror how to do this. i.e. 'So you think.....? Is that right? That's good but I think it would be better to.....' At the end of the activity, ask pupils to find a new partner and take it in turns to say which two ideas they think the council should choose and to explain why they chose those as the best two ideas. Monitor and help with phrases/grammar and vocabulary if necessary but do not interrupt fluency. Pay special attention to pupils' ability to paraphrase/rephrase and keep the discussion flowing. Make a note of any mistakes or successes to go over with the class afterwards. Post-lesson Have a class discussion. Talk about the advantages and disadvantages of each of the ideas, and then take a class vote on which of the two ideas would work best. Do they have any other solutions of their own to the litter problem?	<i>English Download</i> Student's Book, p65 Teacher's Book, p60-61	Support can be given to less proficient pupils depending on their needs, such as by providing them with cards with the appropriate language from the Language Bank or relevant phrases such as 'Yes, that's an excellent idea but what if...' or 'I agree with you that....is a good idea and also...' so they can use these in their dialogue without having to refer back to the Student's Book. 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 43 (Writing 8)	MAIN SKILL(S) FOCUS: Writing	THEME: Health and Environment
	TOPIC: The Environment	CROSS-CURRICULAR ELEMENT(S): Environmental Sustainability	LANGUAGE/GRAMMAR FOCUS: Words/phrases related to the environment, describing food, producing food, growing food, connectives, introducing examples

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 4.1.2 Explain advantages and disadvantages of i) ideas ii) plans or iii) arrangements Complementary Skill Writing 4.2.1 Punctuate written work on a range of text types with reasonable accuracy	Pre-lesson Activate prior knowledge in the lesson's topic by asking pupils to think about opening lines. What makes an opening line of a discussion a good, strong opening? Write a good opening line to an essay titled 'All plastic bottles should be banned'. When ready collect pupils' ideas and opening lines. Read 'Essay: Writing a strong introduction.' Did they come up with all the same ideas? One good idea pupils may have which is not in the book is asking a rhetorical question. Lesson delivery This lesson focuses on Activities 1–3. Activities 1–3 (with an extension) focus on developing the complementary and the main skill. Work through Activities 1–3. See the Teacher's Book for detailed guidance. After completing Activity 3, write a list of controversial statements about the environment on the whiteboard that are relevant locally or nationally i.e. Cars should be banned from all city centres/Shops should stay closed two days a week/To help the environment and national economy, people should go on holiday in their own country rather than abroad/People should eat less meat and more vegetables/People should only eat locally-sourced food and only when in season. Ask pupils to work in pairs and to choose one of the statements and decide what their opinion is. Ask them to write a good strong opening paragraph. When they are happy with their opening paragraph, ask pupils to write a paragraph either describing all the advantages or disadvantages of the statement, depending on their opinion. Tell pupils to focus carefully on their punctuation and fluency of ideas. Monitor and help with wording if necessary and pay special attention to cohesion and punctuation. If time allows, pupils can swap and give peer feedback in the form of two stars and a wish. Make a note of any mistakes or successes to go over with the class afterwards. Post-lesson Ask volunteers to read out their favourite opening paragraphs and get the class to give feedback. Vote for the class's favourite opening paragraph.	<i>English Download</i> Student's Book, p66 Teacher's Book, p61	Allow more proficient pupils to work on the activities independently. Support can be given to less proficient pupils during Activities 1–3 by making them teacher-led activities. For the extension to Activity 3 allow pupils to work in pairs and come up with one good opening line. Challenge more proficient pupils by asking them to complete the opening paragraphs for another statement or by writing opening paragraphs for the same statement but with the opposite point of view. 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 (Writing 9)	MAIN SKILL(S) FOCUS: Writing	THEME: Health and Environment
	TOPIC: The Environment	CROSS-CURRICULAR ELEMENT(S): Environmental Sustainability	LANGUAGE/GRAMMAR FOCUS: Words/phrases related to the environment, describing food, producing food, growing food, connectives, introducing examples

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 a text of several paragraphs on familiar topics and some unfamiliar topics Complementary Skill Reading 3.1.1 Understand the main points in extended texts on a wide range of familiar topics and some unfamiliar topics	Pre-lesson Activate prior knowledge in the lesson's topic by asking pupils to discuss the Extension Activity on p62 of the Teacher's Book. When ready, collect answers as a class. Lesson delivery This lesson focuses on Activities 4–6. Activity 4 focuses on developing the complementary skill. Activities 5 and 6 focus on developing the main skill. Work your way through Activities 4–6. See the Teacher's Book for detailed guidance. If possible, monitor the rough draft of each pupil. If time is limited, then monitor those pupils who need the most help. If necessary, allow pupils to complete the final draft of their articles for homework. Post-lesson Ask pupils to review their learning in this lesson by completing an exit card about the writing activities: 'what they were able to do well in the activities?' and 'what they found particularly challenging about the activities?' Collect the cards and use them for planning subsequent lessons.	<i>English Download</i> Student's Book, p67 Teacher's Book, p61–62	Allow less proficient pupils to write shorter paragraphs. If necessary, give them the opening sentence to each paragraph. Monitor to check that they are using the appropriate tone for the target audience and including the correct punctuation as well as relevant vocabulary (see Language Bank) to make their essays more concise. Challenge more proficient pupils by asking them to write a more detailed essay about growing your own food. Tell them to use 200–250 words. 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 (UNIT 5)

WEEK:	LESSON 45 (Literature in Action 5)	MAIN SKILL FOCUS: Literature in Action	THEME: Teacher to select
	TOPIC: Teacher to select	CROSS-CURRICULAR ELEMENT(S): 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 Evaluate and explain in detail stylistic features an author uses to show character, events or place	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.

SCHEME OF WORK: TEXTBOOK / NON-TEXTBOOK LESSON (UNIT 5)

WEEK:	LESSON 46 (Revision 5)	MAIN SKILL(S) FOCUS: Teacher to select	THEME: Teacher to select
	TOPIC: Teacher to select	CROSS-CURRICULAR ELEMENT(S): 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 their pupils' needs and interests	Teachers to select an appropriate main skill and complementary skill based on their pupils' needs and interests	Teachers can either develop their own lesson based on the needs of their pupils or use this lesson to go over pupils' writing and improve their work from the previous lesson.	Teacher to select from <i>English Download</i> or other resources	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 47 (Reading 9)	MAIN SKILL(S) FOCUS: Reading	THEME: People and Culture
	TOPIC: Crime	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Words/phrases related to crime/reading for gist multiple matching

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 3.1.1 Understand the main points in extended texts on a wide range of familiar topics and some unfamiliar topics Complementary Skill Reading 3.1.2 Understand specific details and information in extended texts on a wide range of familiar topics and some unfamiliar topics	Pre-lesson Activate prior knowledge in this lesson by asking pupils to look at Activity 2 on p69 of the Student's Book. Ask them to solve the mystery. Tell them that one of the pictures is a big clue. When ready go through the answer explaining the vocabulary in terms of steps in photography (see Teacher's Book). Lesson delivery This lesson focuses on Activities 2–4. Activity 2 focuses on developing the main skill and Activity 2 focuses on developing the complementary skill. Activity 4 is for practice. See the Teacher's Book for detailed guidance. For Activity 2, when pupils are ready, allow them to discuss their answers in pairs before going through the answers as a class. Read the download box together and ask pupils to complete Activities 3 and 4. Post-lesson Choose an appropriate post-lesson activity to revise the vocabulary introduced in the lesson. For example, if time allows, play Pictionary on the whiteboard. Divide the class into two. Ask for a volunteer. Give the volunteer one crime word, i.e. 'stealing' and ask them to draw a picture on the board to describe the word. The class have to guess the word. The half that guesses the word first gets the point. The volunteer can choose a new volunteer. Note: By the end of this unit, ensure that Vocabulary sections in the textbook are completed. These activities can be divided into smaller, more manageable chunks, i.e. one or two activities at a time. Choose which days to give homework depending on what best suits the lessons and pupils' needs.	<i>English Download</i> Student's Book, p69-71 Teacher's Book, p64-66	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 48 (Language Awareness 6)	MAIN SKILL(S) FOCUS: Language Awareness	THEME: People and Culture
	TOPIC: Crime	CROSS-CURRICULAR ELEMENT(S): Language	LANGUAGE/GRAMMAR FOCUS: Modal verbs

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered	This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered	<p>Pre-lesson</p> <p>Play a game revising the use of modal verbs. For example: Give each pupil a paper with a list of different abilities (see materials). Tell pupils to get up, walk around and talk to each other. They need to put a different peer's name against each of the abilities. When ready, ask pupils go back to their seats and collect their answers.</p> <p>Lesson delivery</p> <p>This lesson focuses on modal verbs. Activities 1–4 p73 and 1–3 p75. These activities focus on the different uses of modal verbs. See the Teacher's Book for detailed guidance. Note that pupils have encountered modal verbs in Form 4. For Activities 2 and 3, p73 give pupils the opportunity to check and discuss their answers in small groups before collecting responses. For Activity 4, ask pupils to complete the activity individually. Monitor and use this opportunity to note who is competent in using modals of ability, permission, requests, offers and suggestions and who needs further practice. When ready, move on to p75. For Activity 2, give pupils the opportunity to check and discuss their answers in small groups before collecting responses. For Activity 3, ask pupils to complete the activity individually. Monitor and use this opportunity to note who is competent in using modals of obligation, necessity, prohibition, possibility, deduction, advice and criticism and who needs further practice. You may need to ask pupils to complete some of the activities as homework if time in the lesson is too short.</p> <p>Post-lesson</p> <p>Choose a post-lesson activity that summarises pupils' learning in this lesson. For example, individually pupils write gapped sentences using the pairs in Activity 3. They then swap with a partner who must write the correct words in the gaps.</p>	<p><i>English Download</i> Student's Book, p73, p75 Teacher's Book, p66–68</p> <p>A can-do of 10–15 abilities listed on a piece of paper with space for the name to be filled in. One paper for each pupil. For example: can speak three languages can cook authentic Chinese food can touch their nose with their tongue can run a one and a half kilometre in 6 minutes</p>	<p>Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil.</p> <p>Challenge more proficient pupils by asking them to write their own sentences expressing ability, permission, a request, an offer and a suggestion.</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 49 (Listening 8)	MAIN SKILL(S) FOCUS: Listening	THEME: People and Culture
	TOPIC: Crime	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Recognising words and phrases talking about feelings/opinions

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 Listening 1.2.1 Use appropriate listening strategies in a variety of contexts	Main Skill Listening 1.1.3 Recognise independently attitudes or opinions in extended texts on a wide range of familiar topics and some unfamiliar topics Complementary Skill Listening 1.2.1 Guess the meaning of unfamiliar words from clues provided by other words and by context on a wide range of familiar topics and some unfamiliar topics	Pre-lesson Activate prior knowledge in this lesson by asking pupils to complete the Extension Activity on p69 of the Teacher's Book. You may need to go over some of the vocabulary in Vocabulary 2, Activity 1 p74 Student's Book to help pupils with the appropriate wording. Lesson delivery This lesson focuses on Activities 1–3. Activities 1 and 2 focus on developing the complementary skill. Activity 3 focuses on developing the main skill. See the Teacher's Book for detailed guidance. Post-lesson Play a game such as word bingo or true/false definitions to revise words and phrases connected with crime introduced in the unit so far.	<i>English Download</i> Student's Book, p76 Teacher's Book, p69–70	Support can be given to less proficient pupils depending on their needs, such as by reading the audio text to them at a slightly slower speed (see the audio text on p141–142 of the Teacher's Book). Challenge more proficient pupils by creating more (multiple-choice) questions from the audio texts. Use the audio script on p141–142 in the Teacher's Book and example listening papers from B2 First to check the difficulty level that you should set the questions at. 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 / NON-TEXTBOOK LESSON (UNIT 6)

WEEK:	LESSON 50 (Listening 9)	MAIN SKILL(S) FOCUS: Listening	THEME: People and Culture
	TOPIC: Teacher to select	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Recognising words and phrases talking about feelings/opinions

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Listening 1.1 Understand meaning in a variety of familiar contexts	Main Skill Listening 1.1.3 Recognise independently attitudes or opinions in extended texts on a wide range of familiar topics and some unfamiliar topics	Pre-lesson Choose an appropriate pre-lesson activity that suits pupils' needs/interests, which will review language and/or vocabulary and prepare the pupils for the lesson. Lesson delivery This lesson focuses on a listening activity. A multiple-choice listening activity, Part 1 Listening from Sample Paper 2, from the following site https://www.cambridgeenglish.org/exams-and-tests/first/preparation/ focuses on developing the main and complementary skills. To focus on the main skill, read the Download Box on p76 of the Student's Book. If possible, give out copies of the narratives spoken in two of the situations in the Listening audio lesson 49 (see audio text on p141–142 of the Teacher's Book); otherwise show two narrative texts on the whiteboard. Use one narrative to show how all three options in the multiple-choice answers A, B and C are all related to the narratives, but two options can be ruled out because they are inaccurate. <u>Example</u> Narrative 1: (font colour and style in the text match the options) I've been in the police force for thirty years and of course I've seen some big changes in that time. There have always been risks in the job, and nowadays there are definitely more people carrying guns and knives than in the past. But we're better protected too, with special equipment, so I generally feel pretty safe. Computers have completely changed our job though. Without them we wouldn't solve half the crimes we do now. And what's nice is that they've actually reduced the number of reports we have to write, so <u>paperwork has thankfully decreased</u> , leaving us more time to catch criminals.	<i>English Download</i> Student's Book, p76 Teacher's Book, p141–142 A Listening task of people talking in eight different situations. It is a multiple-choice activity. See Part 1 Listening from Sample Paper 2 for activities or use other sources or teacher's 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.
Complementary Skill Listening 1.1 Understand meaning in a variety of familiar contexts	Complementary Skill Listening 1.1.2 Understand independently specific information and details in extended texts on a wide range of familiar topics and some unfamiliar topics			

		<p>A: It's more dangerous than the past (No)</p> <p>B: Technology plays an important part (Yes)</p> <p>C: Paperwork takes too long (No)</p> <p>Allow pupils to work on the other narrative text. Ask them to find the information relevant for each option: A, B or C. Then ask them to underline the information which rules out two options. When ready, collect pupils' answers. Explain that they are going to listen to people speaking in eight more situations. Play the audio from Part 1 Listening from Sample Paper 2. Pupil answer the multiple choice questions.</p> <p>Post-lesson</p> <p>Review the vocabulary introduced in the lesson by playing true or false. Read out a word/phrase and one of the definitions. Pupils decide whether the definition is right or wrong. They can use traffic light cards or just raise their hand if they think the definition is correct.</p>		
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SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 6)

WEEK:	LESSON 51 (Speaking 8)	MAIN SKILL(S) FOCUS: Speaking	THEME: People and Culture
	TOPIC: Crime	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Words and phrases related to crime and crime prevention, expressing uncertainty

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 2.1.1 Explain information on familiar topics from diagrams, charts, tables, graphs or other visuals Complementary Skill Speaking 2.1.5 Explain and justify own feelings or those of others	Pre-lesson Activate prior knowledge in the lesson's topic by asking pupils to complete Activity 1 in pairs. When ready collect pupils' ideas and open up the discussion as a whole class. See the Teacher's Book for detailed guidance. Lesson delivery This lesson focuses on Activities 2–4. Activities 2–3 focus on developing the main skill. Activity 4 focuses on developing the complementary skill. Work through Activities 2, 3 and 4. See the Teacher's Book for detailed guidance. You can read the Download Box as a class but point out to pupils that in their end-of-year exam pupils do not have two pictures to look at and compare as in the B2 First exam – they have a text or verbal prompt to discuss. To fully focus on the complementary skill instead of opening up the discussion to the class at the end of Activity 4, ask pupils to work with a new partner. Ask pupils to explain and justify their opinions about the three questions asked in Activity 4. Post-lesson Ask pupils to review their learning in this lesson by getting them to identify with their talk partner(s) at least three new words or expressions that they have learned in relation to the topic of crime. When pupils are ready, collect and share words/expressions as a whole class	<i>English Download</i> Student's Book, p77 Teacher's Book, p70–71	Support can be given to less proficient pupils depending on their needs, such as by providing them with cards with the appropriate language from the Language Bank or relevant phrases such as 'Yes, that's an excellent idea but what if...' or 'I agree with you that....is a good idea and also...' so they can use these in their dialogue without having to refer back to the Student's Book. 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 (Writing 10)	MAIN SKILL(S) FOCUS: Writing	THEME: People and Culture
	TOPIC: Crime	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Words and phrases related to crime and crime, expressing different viewpoints, expressing opinion, modal verbs

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 2.1.4 Communicate information, ideas, opinions and feelings intelligibly on familiar topics	Main Skill Writing 4.1.1 Explain and evaluate (i) visual (ii) read (iii) heard information Complementary Skill Speaking 2.1.4 Explain and justify the point of view of classmates or others	Pre-lesson Activate prior knowledge in the lesson's topic by asking pupils to work in pairs and decide what information should come in the final paragraph of a bias argument (i.e. an argument giving one point of view as opposed to a balanced argument giving both sides of an argument). When ready, collect pupils' ideas and read through 'Essay: Writing good conclusions' on p78 of the Student's Book. Lesson delivery This lesson focuses on Activities 1–4. Activities 1–2 with an extension focus on developing the complementary skill. Activities 3–4 with an extension focus on developing the main skill. Work through Activities 1–2. See the Teacher's Book for detailed guidance. In order to focus on the complementary skill, ask pupils to discuss the three stated opinions in Activity 1 and justify them. In Activity 2 ask pupils to answer whether they think it is a good or bad thing for the music industry and justify their opinions using the notes given. In other words, to explain what they would write if set this task and justify their opinions. Activities 3 and 4 focus on the main skill. See the Teacher's Book for detailed guidance. For example: <ul style="list-style-type: none"> • First paragraph introducing the topic • Each new paragraph describes a new point in support of opinion • Final paragraph summarises the main points and makes a final comment about the future • The tone is impersonal and formal • Comparative connectives – used to compare, discuss and argue • Giving other opinions and showing they are wrong Post-lesson Have a class discussion on a topic which is both national and global. For example: Why do they think there is less crime in Malaysia than in America/Europe? Do teenagers in Malaysia do the same things as teenagers in the West?	<i>English Download</i> Student's Book, p78–79 Teacher's Book, p71	Allow more proficient pupils to work on the activities independently. Support can be given to less proficient pupils by grouping them together during the activities and by making them more teacher-led. 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 53 (Writing 11)	MAIN SKILL(S) FOCUS: Writing	THEME: People and Culture
	TOPIC: Crime	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Words and phrases related to crime and crime, expressing different viewpoints, expressing opinion, modal verbs

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 4.1 Communicate intelligibly through print and digital media on familiar topics	Main Skill Writing 4.1.4 Express and respond to real or imagined opinions and feelings Complementary Skill Writing 4.1.5 Organise, sequence and develop ideas within a text of several paragraphs on familiar topics and some unfamiliar topics	Pre-lesson Have a discussion about prisons. Tell pupils that about 30% of prisoners reoffend as soon as they are let out of prison. What do they think governments should do to try to stop this happening? What do prisoners need to make them law-abiding citizens? Allow pupils to discuss the questions in groups then open up to a class discussion. Lesson delivery This lesson focuses on Activities 5–6. Activities 5 and 6 focus on developing the complementary and main skill. Work your way through the activities. See the Teacher's Book for detailed guidance. If possible, monitor the rough draft of each pupil. If time is limited, then monitor those pupils who need the most help. If necessary, allow pupils to complete the final draft of their essays for homework. Post-lesson Ask pupils to review their learning in this lesson by completing an exit card about the writing activities: 'what they were able to do well in the activities?' and 'what they found particularly challenging about the activities?' Collect the cards and use them for planning subsequent lessons.	<i>English Download</i> Student's Book, p79 Teacher's Book, p72	Allow less proficient pupils to write shorter paragraphs. If necessary, give them the opening sentence to each paragraph. Monitor to check that they are using the appropriate tone for the target audience and including the correct punctuation as well as relevant vocabulary (see Language Bank) to make their essays more concise. Challenge more proficient pupils by asking them to write a more detailed essay about young offenders and the punishments they should be given. Tell them to use 200–250 words. 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 (UNIT 6)

WEEK:	LESSON 54 (Literature in Action 6)	MAIN SKILL FOCUS: Literature in Action	THEME: Teacher to select
	TOPIC: Teacher to select	CROSS-CURRICULAR ELEMENT(S): 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 Evaluate and explain in detail stylistic features an author uses to show character, events or place	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.

SCHEME OF WORK: TEXTBOOK / NON-TEXTBOOK LESSON (UNIT 6)

WEEK: 	LESSON 55 (Revision 6)	MAIN SKILL(S) FOCUS: Teacher to select	THEME: Teacher to select
	TOPIC: Teacher to select	CROSS-CURRICULAR ELEMENT(S): 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 their pupils' needs and interests	Teachers to select an appropriate main skill and complementary skill based on their pupils' needs and interests	Teachers will need to develop their own lesson based on the needs of their pupils.	Teacher to select from <i>English Download</i> or other resources	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 56 (Reading 10)	MAIN SKILL(S) FOCUS: Reading	THEME: Science and Technology
	TOPIC: The Media	CROSS-CURRICULAR ELEMENT(S): Science and Technology	LANGUAGE/GRAMMAR FOCUS: Words/phrases related to different kinds of media

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 3.1.5 Recognise independently the attitude or opinion of the writer in extended texts on a wide range of familiar topics and some unfamiliar topics Complementary Skill Reading 3.1.2 Understand specific details and information in extended texts on a wide range of familiar topics and some unfamiliar topics	Pre-lesson Activate prior knowledge in this lesson by asking pupils to discuss Activities 1 and 2 in small groups. When ready, collect pupils' ideas and open up to a class discussion. Lesson delivery This lesson focuses on Activities 3–5. Activity 3, with an extension, focuses on developing the main skill and Activity 4 focuses on developing the complementary skill. In order to fully focus on the main skill write on the whiteboard: 'What is the writer's opinion about the future of newspapers? Why? What is the writer's opinion about the future of books? Why?' For Activity 3, ask pupils to skim read the article to answer the question in the Student's Book and the two questions on the whiteboard. When ready, collect pupils' answers. Read the Download Box together. Complete Activity 4. When ready, move on to Activity 5. Depending on time available and proficiency level of your pupils, you may want to add more words to find (see differentiation strategies). See the Teacher's Book for detailed guidance. Answers: The writer thinks printed newspapers will be replaced by digital newspapers because they're more affordable for readers and online readers get a more interactive experience. For Newspaper owners, money is saved because it is not spent on ink, paper, warehouses and delivery vans. So online papers make more profit and there is less waste of resources. The writer thinks people might carry on reading books. Reading e-books gives people headaches/eye-strain. E-books may need to be charged. -. Device can get broken or stolen. Devices can be expensive. People prefer tactile feel of books. Printed books have charm for some people.	<i>English Download</i> Student's Book, p84–85 Teacher's Book, p78-79	Support can be given to less proficient pupils depending on their needs, such as by helping them to locate the relevant information in the article to answer the multiple-choice questions. Mirror this process for questions 1–3 and allow pupils to attempt 4–6 independently. Challenge more proficient pupils by asking them to find more words/phrases in Activity 5. Choose words that are not familiar and write a short definition of them as in Activity 5. Provide the number of the paragraph where the word/phrase can be found. Words/phrases might include: trends (1) readily available (2) subscription (3) curling up (5) get lost in (5) gadget-savvy (5) For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies

		<p>Post-lesson</p> <p>Choose a post-lesson activity that summarises pupils learning in this lesson. For example, ask pupils to discuss Activity 6 in pairs.</p> <p>Note: By the end of this unit, ensure that Vocabulary sections in the textbook are completed. These activities can be divided into smaller, more manageable chunks, i.e. one or two activities at a time. Choose which days to give homework depending on what best suits the lessons and pupils' needs.</p>		based on the needs of the pupils.
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SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 7)

WEEK:	LESSON 57 (Language Awareness 7)	MAIN SKILL(S) FOCUS: Language Awareness	THEME: Science and Technology
	TOPIC: The Media	CROSS-CURRICULAR ELEMENT(S): Science and Technology	LANGUAGE/GRAMMAR FOCUS: Passive structures

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered	This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered	<p>Pre-lesson</p> <p>Devise an activity or play a game to revise the passive form.</p> <p>Lesson delivery</p> <p>This lesson focuses on passive forms and the impersonal and personal structures. Activities 1–4, p87 and 1–4, p89. These activities focus on the different uses of the passive voice. See the Teacher's Book for detailed guidance. For Activities 2 and 3, p87, give pupils the opportunity to check and discuss their answers in small groups before collecting responses. For Activity 4, ask pupils to complete the activity individually. Monitor and use this opportunity to note who is competent in using the passive voice and who needs further practice. When ready, move on to p89. For Activities 2 and 3, give pupils the opportunity to check and discuss their answers in small groups before collecting responses. For Activity 4, ask pupils to complete the activity individually. Monitor and use this opportunity to note who is competent in using impersonal and personal passive structures and who needs further practice. You may need to ask pupils to complete some of the activities as homework if time in the lesson is too short.</p> <p>Post-lesson</p> <p>Choose a post-lesson activity that summarises pupils' learning in this lesson. For example, ask pupils to write sentences in the active form individually then swap them with a partner and change the active sentences into the passive form.</p>	<p><i>English Download</i> Student's Book, p87, p89 Teacher's Book, p80–82</p>	<p>Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil.</p> <p>Challenge more proficient pupils by asking them to write sensational newspaper headings using passive form, e.g. 'A painting worth 2 million is stolen from museum'.</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 58 (Listening 10)	MAIN SKILL(S) FOCUS: Listening	THEME: Science and Technology
	TOPIC: The Media	CROSS-CURRICULAR ELEMENT(S): Science and Technology	LANGUAGE/GRAMMAR FOCUS: Recognising words and phrases talking about media and communication

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 Listening 1.1 Understand meaning in a variety of familiar contexts	Main Skill Listening 1.1.1 Understand independently the main ideas in extended texts on a wide range of familiar topics and some unfamiliar topics Complementary Skill Listening 1.1.2 Understand independently specific information and details in extended texts on a wide range of familiar topics and some unfamiliar topics	Pre-lesson Activate prior knowledge in this lesson by asking pupils to complete the activities in the Let's talk about it! Box on p78 of the Teacher's Book. Lesson delivery This lesson focuses on Activities 1–4. Activities 1–3 focus on developing the complementary skill. Activity 4 focuses on developing the main skill. See the Teacher's Book for detailed guidance. Post-lesson Play a game such as word bingo or true/false definitions to revise words and phrases connected with the media introduced in the unit so far.	<i>English Download</i> Student's Book, p90 Teacher's Book, p82–83	Support can be given to less proficient pupils depending on their needs, such as by reading the audio text to them at a slightly slower speed (see the audio text p142–143 of the Teacher's Book). 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 59 (Speaking 9)	MAIN SKILL(S) FOCUS: Speaking	THEME: Science and Technology
	TOPIC: The Media	CROSS-CURRICULAR ELEMENT(S): Science and Technology	LANGUAGE/GRAMMAR FOCUS: Words and phrases related to media sites and communicating with the public

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 2.1.3 Explain and justify plans and ambitions Complementary Skill Speaking 2.3.1 Keep interaction going in discourse-level exchanges by paraphrasing and rephrasing appropriately	Pre-lesson Activate prior knowledge in the lesson's topic by asking pupils to complete Activity 1 in pairs. When ready, collect pupils' ideas and open up the discussion as a whole class. See the Teacher's Book for detailed guidance. Lesson delivery This lesson focuses on Activities 2–4. Activity 3 focuses on developing the main skill. Activity 4 focuses on developing the complementary skill. Work through Activities 2, 3 and 4. See the Teacher's Book for detailed guidance. To fully focus on the main skill in Activity 3, tell pupils that cousin Hannah has asked them to take control of attracting more customers to her shop so they must use the ideas in the Student's Book to make plans about what they would do to gain more customers. When ready, ask pupils to group with another pair and take it in turns to explain and justify their plans to get more customers to visit Hannah's shop. In Activity 4, to fully focus on the complementary skill, remind pupils how to keep the discussion going by paraphrasing and rephrasing (see the lesson delivery notes for lesson 15 of the SoW for reference). Post-lesson When ready, collect pupils' ideas for Activity 4 and open up the discussion as a whole class.	<i>English Download</i> Student's Book, p91 Teacher's Book, p83–84	Support can be given to less proficient pupils depending on their needs, such as by providing them with cards with the appropriate language from the Language Bank or relevant phrases such as 'Yes, that's an excellent idea but what if...' or 'I agree with you that....is a good idea and also...' so they can use these in their dialogue without having to refer back to the Student's Book. 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 (UNIT 7)

WEEK:	LESSON 60 (Speaking 10)	MAIN SKILL(S) FOCUS: Speaking	THEME: Science and Technology
	TOPIC: The Media	CROSS-CURRICULAR ELEMENT(S): Science and Technology	LANGUAGE/GRAMMAR FOCUS: Teachers to select

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Speaking 2.2 Use register appropriately Complementary Skill Speaking 2.4 Communicate appropriately to a small or large group on familiar topics	Main Skill Speaking 2.2.1 Use formal and informal registers appropriately in most familiar and some unfamiliar contexts Complementary Skill Speaking 2.4.1 Explain the main points of an idea or argument	Pre-lesson Choose an appropriate pre-lesson activity that 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 speaking activities sourced by teachers. Organise a speaking activity that achieves the main and complementary skill. For example: Tell pupils that their school has just received a large sum of money by a mystery donor The head teacher is going to decide how to spend the money. Divide pupils into groups and give each group a worthy cause for the funds i.e. new books for the school library; sport apparatus for the gym; start-up of an online school magazine; instruments or sound-proof room the music department; more computers for ICT; plants and shrubs for a school garden; and so on. Tell pupils that they are going to make a presentation to a committee which includes the head teacher, teachers and parents so they must use a formal register. They must present the main points of their argument, clearly stating why their cause is the best cause for the donated funds. Give pupils enough time to practise their group presentations. When ready, ask each group to give their presentation to the class. At the end, have a class vote on who gave the best presentation. Post-lesson Ask pupils to review their learning in this lesson by completing an exit card about the speaking activity: 'what they were able to do well in the activity?' and 'what they found particularly challenging about the activities?'. Collect the cards and use them for planning subsequent lessons.	A speaking activity sourced by teachers	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 7)

WEEK:	LESSON 61 (Writing 12)	MAIN SKILL(S) FOCUS: Writing	THEME: Science and Technology
	TOPIC: The Media	CROSS-CURRICULAR ELEMENT(S): Science and Technology	LANGUAGE/GRAMMAR FOCUS: Words and phrases related to the media, using passive forms to create formal tone

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Writing 4.2 Communicate with appropriate language, form and style	Main Skill Writing 4.2.4 Use formal and informal registers appropriate to the target audience in most familiar and some unfamiliar situations	Pre-lesson Activate prior knowledge in the lesson's topic by writing a number of statements on the whiteboard that could be in a newspaper article. Write the sentences in active form and ask pupils to change the statements into the passive form. For example: <ul style="list-style-type: none"> Rescuers find a baby alive and healthy two days after earthquake. Man finds escaped pet snake living on a tree in his house garden. Lesson delivery This lesson focuses on Activities 1–4. Activities 1–4a focus on developing the main skill. Activity 4b, with an extension, focuses on developing the complementary skill. Work through Activities 1–4a. See the Teacher's Book for detailed guidance. In order to focus on the complementary skill, ask pupils to explain and justify the writer's suggestions and final recommendation for 4b. Then, in pairs discuss what types of programmes they would show on a T.V. channel for their own school. See the Extension Activity box at the top of p85 of the Teacher's Book for further ideas. When ready, ask pupils to swap partners and take it in turns to explain and justify their ideas for their school channel. Post-lesson Choose a post-lesson activity that summarises pupils' learning in this lesson. For example, hold a class discussion about what would be the best programmes to show on their school channel.	<i>English Download</i> Student's Book, p92 Teacher's Book, p84–85	Allow more proficient pupils to work on the activities independently. Support can be given to less proficient pupils by grouping them together during the activities and by making them more teacher-led. 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 and justify the point of view of classmates or others			

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

WEEK: 	LESSON 62 (Writing 13)	MAIN SKILL(S) FOCUS: Writing	THEME: Science and Technology
	TOPIC: The Media	CROSS-CURRICULAR ELEMENT(S): - Science and Technology	LANGUAGE/GRAMMAR FOCUS: Words and phrases related to the media, using passive forms to create formal tone

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Writing 4.2 Communicate with appropriate language, form and style Complementary Skill Speaking 2.1. Communicate information, ideas, opinions and feelings intelligibly on familiar topics	Main Skill Writing 4.2.4 Use formal and informal registers appropriate to the target audience in most familiar and some unfamiliar situations Complementary Skill Speaking 2.1.2 Ask about and explain advantages and disadvantages of ideas plans arrangements	Pre-lesson Activate prior knowledge in the lesson's topic by telling pupils that the school has decided to start a monthly magazine for pupils. Ask them to work with a talk partner and decide what kind of features and articles they would like to be included in the magazine. Lesson delivery This lesson focuses on Activities 5–8. Activity 5 with an extension focuses on developing the complementary skill. Activities 6–8 focus on developing the main skill. To fully focus on the complementary skill, once pupils have completed Activity 5, ask them to work in pairs and discuss the advantages and disadvantages of each of the seven suggestions made in Activity 5. Ask them to decide which of the seven suggestions they would like to include in their magazine. Work your way through the Activities 6–8. See the Teacher's Book for detailed guidance. In Activity 8, monitor to check that pupils are using the appropriate formal tone for a report. If possible, monitor the rough draft of each pupil. If time is limited, then monitor those pupils who need the most help. If necessary, allow pupils to complete the final draft of their articles for homework. Post-lesson Ask pupils to review their learning in this lesson by completing an exit card about the writing activities: 'what they were able to do well in the activities?' and 'what they found particularly challenging about the activities?' Collect the cards and use them for planning subsequent lessons.	<i>English Download</i> Student's Book, p93 Teacher's Book, p84–85	Allow less proficient pupils to write shorter paragraphs. If necessary, give them the opening sentence to each paragraph. Monitor to check that they are using the appropriate formal tone and including the correct punctuation as well as relevant vocabulary (see Language Bank) to make their reports more concise. Challenge more proficient pupils by asking them to write a more detailed report. Tell them to use 200–250 words. 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 (UNIT 7)

WEEK: 	LESSON 63 (Literature in Action 7)	MAIN SKILL FOCUS: Literature in Action	THEME: Teacher to select
	TOPIC: Teacher to select	CROSS-CURRICULAR ELEMENT(S): 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 live performance of stage plays 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.	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 (UNIT 7)

WEEK:	LESSON 64 and 65 (Project-Based Learning 1 & 2)	MAIN SKILL FOCUS: Project-Based Learning	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 their pupils' needs and interests	Teachers to select an appropriate main skill and complementary skill based on their pupils' needs and interests	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.

SCHEME OF WORK: TEXTBOOK /NON-TEXTBOOK LESSON (UNIT 7)

WEEK:	LESSON 66 (Revision 7)	MAIN SKILL(S) FOCUS: Teacher to select	THEME: Teacher to select
	TOPIC: Teacher to select	CROSS-CURRICULAR ELEMENT(S): 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 their pupils' needs and interests	Teachers to select an appropriate main skill and complementary skill based on their pupils' needs and interests	Teachers can either develop their own lesson based on the needs of their pupils or use this lesson to go over pupils' writing and improve their work from the previous lesson.	Teacher to select from <i>English Download</i> or other resources	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 67 (Reading 11)	MAIN SKILL(S) FOCUS: Reading	THEME: People and Culture
	TOPIC: A Hard Day's Work	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Words/phrases related to water theme parks, jobs, recognising different text types, answering multiple-choice questions

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 extended texts on a wide range of familiar topics and some unfamiliar topics Complementary Skill Reading 3.1.6 Recognise with little or no support typical features at word, sentence and text levels of a wide range of genres	Pre-lesson Activate prior knowledge in this lesson by asking pupils to discuss the questions in Activity 1. When ready, collect pupils' ideas and open up to a class discussion. Lesson delivery This lesson focuses on Activities 2 and 3. Activity 2, with an extension, focuses on developing the complementary skill and Activity 3 focuses on developing the main skill. In order to fully focus on the complementary skill, tell pupils they are going to read four different types of texts. As they read the texts quickly to answer the question in Activity 2, they should also decide what type of text each one of the texts is and give two typical features of each text type illustrated in the texts. When ready, collect pupils' ideas – write up the four text types on the whiteboard with a list of typical features illustrated in the texts. Complete Activity 3. See the Teacher's Book for detailed guidance. Answers: A: information text/non-chronological report. Present tense, some technical language, descriptive and factual, third person, quotation. B: promotion/information pamphlet. Heading, powerful adjectives, superlative, exclamation marks, personal tone, questions, details i.e. prices/further information. C: formal letter of application. Name and address, Dear..., formal tone, purpose established first paragraph, relevant details, ending on a positive note (looking forward to hearing from you), formal ending. D: (internal) work email. No address but 'subject' instead, informal tone but still professional, hyphens, exclamation marks, purpose for writing established, specific details.	<i>English Download</i> Student's Book, p96–97 Teacher's Book, p88	Support can be given to less proficient pupils depending on their needs, such as by helping them to locate the relevant information in the article to answer the multiple-choice questions. Mirror this process for questions 1–4 and allow pupils to attempt 5–8 independently. 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>Post-lesson</p> <p>Choose a post-lesson activity that summarises pupils' learning in this lesson. For example, do pupils think Richard Dunk's job is the most enjoyable? What job connected to theme parks would they like to do? Would they like to test the speed of roller coasters?</p> <p>Note: By the end of this unit, ensure that Vocabulary sections in the textbook are completed. These activities can be divided into smaller, more manageable chunks, i.e. one or two activities at a time. Choose which days to give homework depending on what best suits the lessons and pupils' needs.</p>		
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SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 8)

WEEK:	LESSON 68 (Reading 12)	MAIN SKILL(S) FOCUS: Reading	THEME: People and Culture
	TOPIC: A Hard Day's Work	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Words/phrases related to jobs and work

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 3.1.4 Use independently a range of familiar print and digital resources and some unfamiliar resources to check meaning and extend understanding Complementary Skill Reading 3.1.3 Guess the meaning of unfamiliar words from clues provided by other words and by context on a wide range of familiar topics and some unfamiliar topics	Pre-lesson Activate prior knowledge in this lesson by asking pupils to complete Activity 5 in pairs. Give pupils a time limit before asking for some volunteers to share their ideas. Lesson delivery This lesson focuses on Activity 4, p97 and Activities 1–4, p98. Make sure all pupils have access to a print or digital resource to look up words. Activity 4, p97 and Activities 1–4, p98 focus on developing the main and the complementary skill. Ask pupils to work through the activities. Ask them to first use the context and other clues given to try and guess the meaning of any unknown words and then to use a dictionary/digital resource to check meaning. See the Teacher's Book for detailed guidance. Post-lesson Ask pupils to review their learning in this lesson by getting them to work in pairs and identify at least three new words or phrases that they have learned in relation to the topic of work. When pupils are ready, collect and share words/expressions as a whole class.	<i>English Download</i> Student's Book, p97–98 Teacher's Book, p88–89	Challenge more proficient pupils by asking them to find the meaning of other words related to jobs and work and putting them into a sentence. For example: co-creation; collaboration; delegation; employability; job security; livelihood; off site; probation.

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

WEEK:	LESSON 69 (Language Awareness 8)	MAIN SKILL(S) FOCUS: Language Awareness	THEME: People and Culture
	TOPIC: A Hard Day's Work	CROSS-CURRICULAR ELEMENT(S): Language	LANGUAGE/GRAMMAR FOCUS: Conditionals and mixed conditionals

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered	This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered	<p>Pre-lesson</p> <p>Devise an activity or play a game to revise the conditionals and/or mixed conditionals.</p> <p>Lesson delivery</p> <p>This lesson focuses on conditionals and mixed conditionals.</p> <p>Activities 1–4, p99 and 1–4, p101. These activities focus on the different uses of conditional sentences. See the Teacher's Book for detailed guidance. For Activities 2 and 3, p99, give pupils the opportunity to check and discuss their answers in small groups before collecting responses. For Activity 4 ask pupils to complete the activity individually. Monitor and use this opportunity to note who is competent in using conditionals and who needs further practice. When ready, move on to p101. For Activity 3, give pupils the opportunity to check and discuss their answers in small groups before collecting responses. For Activity 4, ask pupils to complete the activity individually. Monitor and use this opportunity to note who is competent in using mixed conditionals and who needs further practice. You may need to ask pupils to complete some of the activities as homework if time in the lesson is too short.</p> <p>Post-lesson</p> <p>Choose a post-lesson activity that summarises pupils learning in this lesson. For example, ask pupils to write a sentence using each of the conditionals relating to themselves.</p>	<p><i>English Download</i> Student's Book, p99, and p101 Teacher's Book, p89–92</p>	<p>Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil.</p> <p>Challenge more proficient pupils by asking them to write mixed conditionals relating to their own lives i.e. If I hadn't been given a new pair of trainers for my birthday, I would still be wearing my old pair now.</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 70 (Listening 11)	MAIN SKILL(S) FOCUS: Listening	THEME: People and Culture
	TOPIC: A Hard Day's Work	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Words and phrases related to the workplace and job interviews

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 Listening 1.1 Understand meaning in a variety of familiar contexts	Main Skill Listening 1.1.3 Recognise independently attitudes or opinions in extended texts on a wide range of familiar topics and some unfamiliar topics Complementary Skill Listening 1.1.1 Understand independently the main ideas in extended texts on a wide range of familiar topics and some unfamiliar topics	Pre-lesson Devise an activity to revise conditional structures. For example see the Extension Activity on p90, Teacher's Book. Alternatively, activate prior knowledge in this lesson by asking pupils to discuss which kind of jobs they would not like to do in the future. When ready, collect pupils' ideas and open up to a class discussion. Lesson delivery This lesson focuses on Activities 1–3. Activities 1–3 focus on developing the main skill. Activity 3 also focuses on developing the complementary skill. See the Teacher's Book for detailed guidance. Post-lesson Play a game such as word bingo or true/false definitions to revise words/adjectives describing how people feel – try to relate these to feelings about work situations.	<i>English Download</i> Student's Book, p102 Teacher's Book, p92	Support can be given to less proficient pupils depending on their needs, such as by reading the audio text to them at a slightly slower speed (see the audio text, p143–144 of the Teacher's Book).

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

WEEK:	LESSON 71 (Speaking 11)	MAIN SKILL(S) FOCUS: Speaking	THEME: People and Culture
	TOPIC: A Hard Day's Work	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Words and phrases related to jobs and careers

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 2.1.4 Explain and justify the point of view of classmates or others Complementary Skill Speaking 2.1.3 Explain and justify plans and ambitions	Pre-lesson Activate prior knowledge in the lesson's topic by asking pupils to discuss the first question of Activity 4 (Do you believe that it's essential to go to university if you want to get a good job?). Lesson delivery This lesson focuses on Activities 1–3. Activity 1 focuses on developing the complementary skill. Activities 2–3, with an extension focus on developing the main skill. To fully focus on the complementary skill in Activity 1, ask pupils to explain their future career plans/ambitions in some detail. When ready, go on to Activities 2 and 3. See the Teacher's Book for detailed guidance. To fully focus on the main skill, once pupils have completed Activity 3, tell pupils to find a new partner. Ask pupils to take it in turn to explain the opinion/feelings/point of view of their previous partner to their new partner. Tell pupils that they are not just telling what their previous partner's point of view is but are also justifying why that is their opinion. Post-lesson Choose a post-lesson activity that summarises pupils' learning in this lesson. Alternatively, ask pupils to discuss the remaining three questions in Activity 4.	<i>English Download</i> Student's Book, p103 Teacher's Book, p92–93	Support can be given to less proficient pupils depending on their needs, such as by providing them with cards with the appropriate language from the Language Bank or relevant phrases such as 'Well, I think that...because I.....' or 'In my opinion I would prefer..... so that...' so they can use these in their dialogue without having to refer back to the Student's Book. 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 (UNIT 8)

WEEK:	LESSON 72 (Speaking 12)	MAIN SKILL(S) FOCUS: Speaking	THEME: People and Culture
	TOPIC: A Hard Day's Work	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Words and phrases related to jobs and careers

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 Explain and justify own feelings or those of others Complementary Skill Speaking 2.1.1 Explain information on familiar topics from diagrams, charts, tables, graphs or other visuals	Pre-lesson Choose an appropriate pre-lesson activity that suits pupils' needs/interests, which will review language and/or vocabulary and prepare the pupils for the lesson. Lesson delivery This lesson focuses on two speaking activities. In order to focus on the main skill, ask pupils to describe how they would feel about: <ul style="list-style-type: none"> not being allowed to go to university doing a university course remotely from home doing a 9–5 office job for your entire life being offered your dream job but having to work in Europe having a job you really enjoy but being paid very little if your partner/wife/husband had a better job than you and wanted you to give up your job to look after the children working in a company where your father/mother/sibling/wife/husband is the boss. Monitor carefully, focusing on pupils' ability to explain and justify their feelings on the topics clearly, but do not intervene. Make a note of any errors or any particular successful responses and go over these with the class afterwards. When ready, open up the topics for a class discussion. In order to focus on the complementary skill, give pupils Task 1 of Speaking Part 2 from Sample Paper 2 from https://www.cambridgeenglish.org/exams-and-tests/first/preparation/ Monitor carefully, focusing on pupils' ability to explain their ideas about the two photos but do not intervene. Make a note of any errors or any particularly successful responses and go	A Speaking task consisting of two photos to compare. See Task 1 of Speaking Part 2 from Sample Paper 2. Write the following on the whiteboard. How would you feel about: <ul style="list-style-type: none"> not being allowed to go to university doing a university course remotely from home doing a 9–5 office job for your entire life being offered your dream job but having to work in Europe having a job you really enjoy but being paid very little if your wife/husband had a better job than you and wanted you to give up your job to look after the children working in a company where your father/mother/sibling/wife/husband is the boss. 	For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.

		<p>over these with the class afterwards. When ready, collect pupils' ideas.</p> <p>Post-lesson</p> <p>Choose an appropriate post-lesson activity that reviews pupils' learning in the lesson and suits their needs/interests.</p>		
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SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 8)

WEEK: 	LESSON 73 (Writing 14)	MAIN SKILL(S) FOCUS: Writing	THEME: People and Culture
	TOPIC: A Hard Day's Work	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Language of formal letter writing, using phrases so that every sentence does not begin with I

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 and evaluate (i) visual (ii) read (iii) heard information Complementary Skill Writing 4.2.3 Produce a plan or draft and modify this appropriately independently	Pre-lesson Activate prior knowledge in the lesson's topic by asking pupils to think what information should be given on a curriculum vitae and what information should they include in a letter of application. When ready, collect pupils' ideas and open up to a class discussion. Lesson delivery This lesson focuses on Activities 1–4. Activities 1 and 2 with an extension focus on developing the complementary skill. Activities 3–4 focus on developing the main skill. Pupils complete Activities 1 and 2. See the Teacher's Book for detailed guidance. Then write on the whiteboard: Summer holiday waiters/waitresses needed at our Rock Café. You need to: <ul style="list-style-type: none"> • be good at working with people • have a good knowledge of music • be able to work under pressure during busy periods Write saying why you would be suitable for the job to: Marc Bolan, Manager. Ask pupils to produce a plan of their application letter. Give a time limit. Monitor and help with phrases and grammar if necessary but do not interrupt fluency. Complete Activity 3 and 4. See the Teacher's Book for detailed guidance. Post-lesson Having looked at a sample letter of application in Activity 4, ask pupils to discuss in pairs how they would modify their letter plans/rough drafts. When ready, collect pupils' ideas.	<i>English Download</i> Student's Book, p104–105 Teacher's Book, p93–94	Allow more proficient pupils to work on the activities independently. Support can be given to less proficient pupils by grouping them together during the activities and by making them more teacher-led. 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 74 (Writing 15)	MAIN SKILL(S) FOCUS: Writing	THEME: People and Culture
	TOPIC: A Hard Day's Work	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Language of formal letter writing, using phrases so that every sentence does not begin with I

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 on a range of text types with reasonable accuracy Complementary Skill Writing 4.1.5 Organise, sequence and develop ideas within a text of several paragraphs on familiar topics and some unfamiliar topics	Pre-lesson Activate prior knowledge in the lesson's topic by asking pupils to complete Activity 5. When ready, collect pupils' ideas. Lesson delivery This lesson focuses on Activity 6. Activity 6 with an extension focuses on developing the complementary and main skills. To fully focus on the main skill, before completing Activity 6, recap on the standard conventions of formal letter writing, paying particular attention to punctuation i.e. The greeting is always followed by a comma: <div style="text-align: center;">Dear Jana, or</div> <div style="text-align: center;">Dear Mr Rickman,</div> If you are writing to a firm or an institution, and you have no name, you may use the greeting Dear Sir/Madam. The <i>closing</i> always takes a comma: <div style="text-align: center;">Yours sincerely, or</div> <div style="text-align: center;">Yours faithfully,</div> Only the first word of the closing is capitalised. You close with Yours sincerely when writing to a named person but Yours faithfully when using the Dear Sir/Madam greeting. Ask pupils to complete Activity 6. Ask them to pay particular attention to punctuation. Monitor and help with formal phrases and punctuation	<i>English Download</i> Student's Book, p105 Teacher's Book, p94–95	Allow less proficient pupils to write shorter paragraphs. If necessary, give them the opening sentence to each paragraph. Monitor to check that they are using the appropriate formal tone and including the correct punctuation as well as relevant vocabulary (see Language Bank) to make their letters more concise. Challenge more proficient pupils by asking them to write a more detailed letter. Tell them to use 200–250 words. 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>if necessary but do not interrupt fluency. Make a note of any mistakes or successes to go over with the class at the end of the activity.</p> <p>If possible, monitor the rough draft of each pupil. If time is limited, then monitor those pupils who need the most help. If necessary, allow pupils to complete the final draft of their letter for homework.</p> <p>Post-lesson</p> <p>Choose a post-lesson activity that summarises pupils' learning in this lesson. Alternatively, ask pupils to review their learning in this lesson by completing an exit card about the writing activities: 'what they were able to do well in the activities?' and 'what they found particularly challenging about the activities?' Collect the cards and use them for planning subsequent lessons.</p>		
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SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON (UNIT 8)

WEEK:	LESSON 75 (Literature in Action 8)	MAIN SKILL FOCUS: Literature in Action	THEME: Teacher to select
	TOPIC: Teacher to select	CROSS-CURRICULAR ELEMENT(S): 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 live performance of stage plays 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. Note: this is the final Literature in Action 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.

SCHEME OF WORK: TEXTBOOK / NON-TEXTBOOK LESSON (UNIT 8)

WEEK:	LESSON 76 (Revision 8)	MAIN SKILL(S) FOCUS: Teacher to select	THEME: Teacher to select
	TOPIC: Teacher to select	CROSS-CURRICULAR ELEMENT(S): 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 their pupils' needs and interests	Teachers to select an appropriate main skill and complementary skill based on their pupils' needs and interests	Teachers can either develop their own lesson based on the needs of their pupils or use this lesson to go over pupils' writing and improve their work from the previous lesson.	Teacher to select from <i>English Download</i> or other resources	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 77 (Reading 13)	MAIN SKILL(S) FOCUS: Reading	THEME: People and Culture
	TOPIC: Getting Away	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Words/phrases related to holiday and travel, scanning texts

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 extended texts on a wide range of familiar topics and some unfamiliar topics Complementary Skill Reading 3.1.5 Recognise independently the attitude or opinion of the writer in extended texts on a wide range of familiar topics and some unfamiliar topics	Pre-lesson Activate prior knowledge in this lesson by asking pupils to discuss Activity 1, p109. Allow pupils to discuss their ideas in pairs before opening up the discussion as a class to find out which country the most pupils would like to visit. Lesson delivery This lesson focuses on Activities 1–4. Activity 1 focuses on developing the complementary skill. Activities 2–3 focus on developing the main skill. Work through Activities 1–4. See the Teacher's Book for detailed guidance. Post-lesson Choose a post-lesson activity that summarises pupils' learning in this lesson. For example, discuss the questions in the Let's talk about it! box in the Teacher's Book, p98. Note: By the end of this unit, ensure that Vocabulary sections in the textbook are completed. These activities can be divided into smaller, more manageable chunks, i.e. one or two activities at a time. Choose which days to give homework depending on what best suits the lessons and pupils' needs.	<i>English Download</i> Student's Book, p109–111 Teacher's Book, p98-99	Support can be given to less proficient pupils depending on their needs, such as by helping them to locate the relevant information in the article to answer the questions. Mirror this process for questions 1–3 and allow pupils to attempt 4–10 independently. 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 78 (Reading 14)	MAIN SKILL(S) FOCUS: Reading	THEME: People and Culture
	TOPIC: Getting Away	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Words/phrases related to holiday and travel

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 4.2.1 Communicate with appropriate language, form and style	Main Skill Reading 3.1.4 Use independently a range of familiar print and digital resources and some unfamiliar resources to check meaning and extend understanding Complementary Skill Writing 4.2.1 Punctuate written work on a range of text types with reasonable accuracy	Pre-lesson Activate prior knowledge in this lesson by asking pupils to complete Activity 1, p112 in pairs. When ready, collect pupils' answers. Ask which of the holiday activities they would most like to do. Lesson delivery This lesson focuses on Activities 5–6 and Vocabulary 1 Activities 2–4. Activity 6 focuses on developing the complementary skill. Activity 5, p111 and Activities 2–4, p112 focus on developing the main skill. In order to fully focus on the complementary skill, ask pupils to complete Activity 6, paying particular attention to punctuation. Before pupils start writing, quickly recap on the use of relevant punctuation such as the colon when giving information, E.G. Cost: £199 per week. Included in the price: a single room, breakfast, evening meals, all drinks, two local tours. Monitor and help with vocabulary and punctuation if necessary but do not interrupt fluency. Set a time limit so there is enough time to cover the main skill. Allow pupils access to dictionaries and/or digital resources. Work through Activity 5, p111 and Activities 2–4 allowing pupils to check meaning of words or phrases when necessary. See the Teacher's Book for detailed guidance. Post-lesson Ask pupils to review their learning in this lesson by getting them to work in pairs and identify at least three new words or phrases that they have learned in relation to the topic of holidays. When pupils are ready, collect and share words/expressions as a whole class.	<i>English Download</i> Student's Book, p111–112 Teacher's Book, p99–100	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 9)

WEEK:	LESSON 79 (Language Awareness 9)	MAIN SKILL(S) FOCUS: Language Awareness	THEME: People and Culture
	TOPIC: Getting Away	CROSS-CURRICULAR ELEMENT(S): Language	LANGUAGE/GRAMMAR FOCUS: Gerunds and infinitives; make and let; comparison of adjectives and adverbs

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered	This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered	<p>Pre-lesson</p> <p>Devise an activity or play a game to demonstrate the difference between ‘make someone do something’ and ‘let someone do something’. Alternatively, write the two forms on the board and ask pupils to explain the difference.</p> <p>Lesson delivery</p> <p>This lesson focuses on gerunds and infinitives; make and let; comparison of adjectives and adverbs. Activities 1–3, p113 and 1–4 p115. These activities focus on the different uses of the passive voice. See the Teacher’s Book for detailed guidance. For Activities 2 and 3, p113 give pupils the opportunity to check and discuss their answers in small groups before collecting responses. Monitor the discussions and use the opportunity to note who is competent in using the gerunds or infinitives and who needs further practice. When ready, move on to p115. For Activities 2 and 3, give pupils the opportunity to check and discuss their answers in small groups before collecting responses. For Activity 4, ask pupils to complete the activity individually. Monitor and use this opportunity to note who is competent in using adjectives and adverbs of comparison and who needs further practice. You may need to ask pupils to complete some of the activities as homework if time in the lesson is too short.</p> <p>Post-lesson</p> <p>Choose a post-lesson activity that summarises pupils’ learning in this lesson. For example, ask pupils to write sentences using adjectives and adverbs of comparison to describe their own past holiday experiences.</p>	<p><i>English Download</i> Student’s Book, p113, p115 Teacher’s Book, p100–102</p>	<p>Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil.</p> <p>Challenge more proficient pupils by asking them to write two comparative and two superlative sentences about holiday destinations in Malaysia. For example: The beaches around the Perhentian Island is more popular with tourists than Morib beach.</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 80 (Listening 12)	MAIN SKILL(S) FOCUS: Listening	THEME: People and Culture
	TOPIC: Getting Away	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Recognising words and phrases connected with holidays, note taking, using words heard to complete notes

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 Listening 1.1 Understand meaning in a variety of familiar contexts	Main Skill Listening 1.2.1 Guess the meaning of unfamiliar words from clues provided by other words and by context on a wide range of familiar topics and some unfamiliar topics Complementary Skill Listening 1.1.2 Understand independently specific information and details in extended texts on a wide range of familiar topics and some unfamiliar topics	Pre-lesson Activate prior knowledge in this lesson by asking pupils: what is their idea of a holiday camp? Have any of them been to summer holiday camps during school holidays? Do they think holiday camps for children during school holidays are a good thing? What do they think about holiday camps for families? What are the pros and cons of holiday camps? Lesson delivery This lesson focuses on Activities 1–4. Activities 1–4 focus on developing the main skill. Activity 4 focuses on developing the complementary skill. Work through Activities 1–4. See the Teacher's Book for detailed guidance. Post-lesson Play a game such as word bingo or true/false definitions to revise words and phrases connected with the media introduced in the unit so far.	<i>English Download</i> Student's Book, p116 Teacher's Book, p103	Support can be given to less proficient pupils depending on their needs, such as by reading the audio text to them at a slightly slower speed (see the audio text, p144–145 of the Teacher's Book). Challenge more proficient pupils by finding challenging words in the audio text and listing them on the whiteboard. Ask pupils to listen out for the words and try to guess the meaning by the clues provided by the context the words are in. 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 (UNIT 9)

WEEK:	LESSON 81 (Listening 13)	MAIN SKILL(S) FOCUS: Listening	THEME: Teacher to select
	TOPIC: Teacher to select	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Teacher to select

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 1.3 Recognise features of spoken genres on familiar topics	Main Skill Listening 1.1.6 Understand independently longer more complex narratives on a wide range of familiar topics and some unfamiliar topics Complementary Skill Speaking 1.3.1 Recognise with little or no support typical features at word, sentence and text levels of a range of spoken genres	<p>Pre-lesson Choose an appropriate pre-lesson activity that suits pupils' needs/interests, which will review language and/or vocabulary and prepare the pupils for the lesson.</p> <p>Lesson delivery This lesson focuses on a listening activity. See Part 2, Listening from Sample Paper 1 about spectacled bears from the following site: https://www.cambridgeenglish.org/exams-and-tests/first/preparation/</p> <p>In order to focus on the complementary skill, give learners a copy of the audio text with gaps. Ask pupils to work in pairs and read the text. For each gap decide what information is missing, what type of word is missing i.e. a noun, adjective, verb, etc. and give possible examples of the missing words. Monitor and help those who are struggling by mirroring how to decide what type of word is missing. When ready, collect pupils' ideas. To focus on the main activity, play the audio and ask pupils to complete the gaps. Play the audio twice without stopping. At this stage you may want to ask pupils to work independently so you can monitor and use the activity to see who is competent at listening tasks and who needs further practice.</p> <p>Post-lesson Choose an appropriate post-lesson activity that reviews the lessons activities and suits pupils' needs/interests.</p>	A gap-fill Listening task of a woman talking about spectacled bears. See Part 2 Listening from Sample Paper 1 for activity or use other sources or teacher's 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 9)

WEEK:	LESSON 82 (Speaking 13)	MAIN SKILL(S) FOCUS: Speaking	THEME: People and Culture
	TOPIC: Getting Away	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Words and phrases related to holidays, justifying your opinion

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 2.1.4 Explain and justify the point of view of classmates or others Complementary Skill Speaking 2.1.2 Ask about and explain advantages and disadvantages of ideas plans arrangements	Pre-lesson Activate prior knowledge in the lesson's topic by asking pupils to complete Activity 1 in pairs. When ready, collect pupils' ideas and open up the discussion as a whole class. See the Teacher's Book for detailed guidance. Lesson delivery This lesson focuses on Activities 2–3. Activities 2 and 3 with an extension focus on developing the main skill. Activities 2 and 3 focus on developing the complementary skill. Work through Activity 2. See the Teacher's Book for detailed guidance. To make Activity 3 more relevant to your pupils, tell them that their English friend's family is coming to Malaysia (none of the other details change). Ask pupils to replace Italy, France, Spain and England with places in Malaysia i.e. an all-inclusive resort in Langkawi. Ask pupils to work in pairs and discuss the advantages and disadvantages of each destination. When ready, each pupil should choose one destination that they think will best suit the English family's needs and explain to their partner why. To fully focus on the main skill, once pupils have completed Activity 3, tell them to work with a new partner and take it in turns to explain and justify the choice of their previous partners. When ready, collect some pupils' ideas and open up the discussion as a whole class. Post-lesson Choose a post-lesson activity that summarises pupils' learning in this lesson. For example, you could ask pupils to discuss the questions in Activity 4 in pairs or have a class discussion.	<i>English Download</i> Student's Book, p117 Teacher's Book, p103–104	Support can be given to less proficient pupils depending on their needs, such as by providing them with cards with the appropriate language from the Language Bank or relevant phrases such as 'Yes, that's a good idea but in my opinion...' or 'I believe you're right because...' or 'I don't agree with you because...' so they can use these in their dialogue without having to refer back to the Student's Book. 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 83 (Writing 16)	MAIN SKILL(S) FOCUS: Writing	THEME: People and Culture
	TOPIC: Getting Away	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Words and phrases related to holidays, using adjectives to describe facts and opinions

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 4.1 Communicate intelligibly through print and digital media on familiar topics	Main Skill Writing 4.1.1 Explain and evaluate (i) visual (ii) read (iii) heard information Complementary Skill Writing 4.1.4 Express and respond to real or imagined opinions and feelings	Pre-lesson Explain that in many countries, between the end of the final school year and before going to university, many teenagers choose to go on a special holiday in a group together. Ask pupils to decide what sort of holiday they would like to go on and where with a group of their friends. When ready, collect pupils' ideas. Lesson delivery This lesson focuses on Activities 1–6. Activities 1–4 with an extension focus on developing the complementary skill. Activities 5–6 focus on developing the main skill. Work through Activities 1–4. See the Teacher's Book for detailed guidance. In order to fully focus on the complementary skill, ask pupils to work with a different partner from the pre-lesson activity. Ask pupils to think together of a destination for a holiday with a group of their teenage friends. They should then decide whether their review will be positive or negative, and then what their opinion is about the place, the food and the activities available. Ask pupils to make rough notes of their ideas to use in the next lesson. Work through Activities 5 and 6. At the end of Activity 6, ask pupils to evaluate if the review in Activity 5 is a well-written review and explain why/why not. Post-lesson Choose a post-lesson activity that summarises pupils learning in this lesson. For example, collect pupils' ideas about which places are good for groups of teenagers to visit and why. Have a class discussion.	<i>English Download</i> Student's Book, p118–119 Teacher's Book, p104–105	Allow more proficient pupils to work on the activities independently. Support can be given to less proficient pupils by grouping them together during the activities and by making them more teacher-led. 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 84 (Writing 17)	MAIN SKILL(S) FOCUS: Writing	THEME: People and Culture
	TOPIC: Getting Away	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Words and phrases related to holidays, using adjectives to describe facts and opinions

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 4.1.2 Explain advantages and disadvantages of i) ideas ii) plans or iii) arrangements Complementary Skill Writing 4.2.2 Spell written work on a range of text types with reasonable accuracy	Pre-lesson Have a class discussion about the place described in the review in Activity 5. Ask pupils if they would like to stay there and to explain why/why not. Lesson delivery This lesson focuses on Activities 7–9. Activities 7–9 focus on developing the main skill. Activity 9 focuses on developing the complementary skill. Work through Activities 7 and 8. See the Teacher's Book for detailed guidance. Read the Download Box together, reminding pupils to use adjectives to show opinion and that a review can include both positive and negative comments. In order to fully focus on the main skill, tell pupils they must include a mixture of advantages and disadvantages but if the review is positive, there will be more advantages and if the review is negative, there will be more disadvantages. Ask them to use the language in the language bank to help them and that they should focus on correct spelling. While pupils write their reviews, monitor to check that they are using the appropriate language and correct spelling. If possible, monitor the rough draft of each pupil. If time is limited, then monitor those pupils who need the most help. If necessary, allow pupils to complete the final draft of their reviews for homework. Post-lesson Ask pupils to review their learning in this lesson by completing an exit card about the writing activities: 'what they were able to do well in the activities?' and 'what they found particularly challenging about the activities?' Collect the cards and use them for planning subsequent lessons.	<i>English Download</i> Student's Book, p119 Teacher's Book, p105-p106	Allow less proficient pupils to write shorter paragraphs. If necessary, give them the opening sentence to each paragraph. Monitor to check that they are expressing their opinions clearly and including relevant vocabulary spelt correctly (see Language Bank) to make their reviews more concise. Challenge more proficient pupils by asking them to write a more detailed reviews Tell them to use 200–250 words. 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 / NON-TEXTBOOK LESSON (UNIT 9)

WEEK:	LESSON 85 (Revision 9)	MAIN SKILL(S) FOCUS: Teacher to select	THEME: Teacher to select
	TOPIC: Teacher to select	CROSS-CURRICULAR ELEMENT(S): 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 their pupils' needs and interests	Teachers to select an appropriate main skill and complementary skill based on their pupils' needs and interests	Teachers can either develop their own lesson based on the needs of their pupils or use this lesson to go over pupils' writing and improve their work from the previous lesson.	Teacher to select from <i>English Download</i> or other resources	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 86 (Reading 15)	MAIN SKILL(S) FOCUS: Reading	THEME: People and Culture
	TOPIC: Where on Earth?	CROSS CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Words/phrases related to culture, answering multiple-choice questions

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 Complementary Skill Reading 3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning	Main Skill Reading 3.2.1 Read a variety of suitable print and digital texts to investigate and analyse global issues Complementary Skill Reading 3.1.1 Understand the main points in extended texts on a wide range of familiar topics and some unfamiliar topics	Pre-lesson Activate prior knowledge in this lesson by asking pupils to complete Activities 1–3, p121, Student's Book. See the Teacher's Book for detailed guidance. When ready, collect pupils' ideas to share with the class. Lesson delivery This lesson focuses on Activities 1 and 3. Activities 1–3 focus on developing the main skill. Activities 2–3 focus on developing the complementary skill. See the Teacher's Book for detailed guidance. Post-lesson Choose a post-lesson activity that summarises pupils learning in this lesson. For example, discuss the question in the Extension Activity Box about the Arabian Oryx Sanctuary in the Teacher's Book p109. Note: By the end of this unit, ensure that Vocabulary sections in the textbook are completed. These activities can be divided into smaller, more manageable chunks, i.e. one or two activities at a time. Choose which days to give homework depending on what best suits the lessons and pupils' needs.	<i>English Download</i> Student's Book, p121–123 Teacher's Book, p107–109	Support can be given to less proficient pupils depending on their needs, such as by helping them to locate the relevant information in the texts to answer the multiple-choice questions. Mirror this process for Questions 1–3 and allow pupils to attempt 4–8 independently. 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 87 (Reading 16)	MAIN SKILL(S) FOCUS: Reading	THEME: People and Culture
	TOPIC: Where on Earth?	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Words/phrases related to culture, answering multiple-choice questions

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 3.1.3 Guess the meaning of unfamiliar words from clues provided by other words and by context on a wide range of familiar topics and some unfamiliar topics Complementary Skill Reading 3.1.4 Use independently a range of familiar print and digital resources and some unfamiliar resources to check meaning and extend understanding	Pre-lesson Ask pupils to complete Activity 5 in small groups of three or four. When ready, collect pupils' ideas and discuss as a class. Lesson delivery This lesson focuses on Activity 4, p123 and Activities 1–4 p124. Activity 4 focuses on developing the main skill. Depending on the proficiency level of your pupils, you may want to add more words/phrases to find (see differentiation) Activities 3–4, p124 focuses on developing the complementary skill. Work through Activities 1–2 as a class. To focus on the complementary skill in Activities 3 and 4, allow pupils to look up any unknown words in a printed dictionary or online. See the Teacher's Book for detailed guidance. Post-lesson Ask pupils to review their learning in this lesson by getting them to work in pairs and identify at least three new words or phrases that they have learned in relation to the topic of the media. When pupils are ready, collect and share words/expressions as a whole class.	<i>English Download</i> Student's Book, p123–124 Teacher's Book, p109	Challenge more proficient pupils by asking them to find more words/phrases in Activity 4. Choose words that are not familiar to them and ask pupils to use the context they are in to guess the meaning of the word and to write a definition. Point out in which text the word/phrase can be found. 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 88 (Language Awareness 10)	MAIN SKILL(S) FOCUS: Language Awareness	THEME: People and Culture
	TOPIC: Where on Earth?	CROSS-CURRICULAR ELEMENT(S): Language	LANGUAGE/GRAMMAR FOCUS: Reported speech: statements, questions, commands and requests and reporting verbs

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered	This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered	<p>Pre-lesson</p> <p>Devise an activity or game to revise reported speech.</p> <p>Lesson delivery</p> <p>This lesson focuses on reported speech: statements, questions, commands and requests and reporting verbs.</p> <p>Activities 1–3, p125 and 1–4, p127. These activities focus on the different uses of reported speech. See the Teacher's Book for detailed guidance. For Activities 2 and 3, p125 give pupils the opportunity to check and discuss their answers in small groups before collecting responses. When ready, move on to p127. For Activities 2 and 3, give pupils the opportunity to check and discuss their answers in small groups before collecting responses. For Activity 4, ask pupils to complete the activity individually. Monitor and use this opportunity to note who is competent in using reported verbs and who needs further practice. You may need to ask pupils to complete some of the activities as homework if time in the lesson is too short.</p> <p>Post-lesson</p> <p>Choose a post-lesson activity that summarises pupils' learning in this lesson. For example, ask pupils to write sentences in the active form individually then swap them with a partner and change the active sentences into the passive form.</p>	<p><i>English Download</i></p> <p>Student's Book, p125, p127</p> <p>Teacher's Book, p110–112</p>	<p>Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil.</p> <p>Challenge more proficient pupils by asking them to write a statement, a question, a command and a request in direct speech. Ask them to swap with a partner who then writes the reported forms. Pupils check each other's work.</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 89 (Listening 14)	MAIN SKILL(S) FOCUS: Listening	THEME: People and Culture
	TOPIC: Where on Earth?	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Recognising words and phrases connected with the health of babies

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 Listening 1.2 Use appropriate listening strategies in a variety of contexts	Main Skill Listening 1.1.1 Understand independently the main ideas in extended texts on a wide range of familiar topics and some unfamiliar topics Complementary Skill Listening 1.2.1 Guess the meaning of unfamiliar words from clues provided by other words and by context on a wide range of familiar topics and some unfamiliar topics	Pre-lesson Devise an activity to revise passive structures. For example, see the Extension Activity, bottom of p80 Teacher's Book. Alternatively, activate prior knowledge in this lesson by asking pupils to complete the activities in the Let's talk about it! Box, p78, Teacher's Book. Lesson delivery This lesson focuses on Activities 1–3. Activities 1–2 focus on developing the complementary skill. Activity 3 focuses on developing the main skill. See the Teacher's Book for detailed guidance. Post-lesson Play a game such as word bingo or true/false definitions to revise words and phrases connected with the media introduced in the unit so far.	<i>English Download</i> Student's Book, p128 Teacher's Book, p112–113	Support can be given to less proficient pupils depending on their needs, such as by reading the audio text to them at a slightly slower speed (see the audio text, p145–146 of the Teacher's Book). 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 (UNIT 10)

WEEK:	LESSON 90 (Listening 15)	MAIN SKILL(S) FOCUS: Listening	THEME: People and Culture
	TOPIC: Where on Earth?	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Teacher to select

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 1.1.6 Understand independently longer more complex narratives on a wide range of familiar topics and some unfamiliar topics Complementary Skill Speaking 2.1.4 Explain and justify the point of view of classmates or others	Pre-lesson Choose an appropriate pre-lesson activity that 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 a listening activity. In order to focus on the main activity, source an audio of an extract from a narrative at a suitable level for your pupils. If you are unable to find an audio, then read aloud a suitable extract from an unfamiliar fiction book. In order to expose pupils to different accents you might want to ask another teacher to record themselves reading the extract. Teachers should link the complementary skill with the main listening activity by asking pupils to explain/justify the point of view of classmates or others in relation to the listening text. Post-lesson Ask pupils to review their learning in this lesson by completing an exit card: 'what they were able to do well in the activities?' and 'what they found particularly challenging about the activities?' Collect the cards and use them for planning subsequent lessons.	A listening activity sourced by teachers	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 10)

WEEK:	LESSON 91 (Speaking 14)	MAIN SKILL(S) FOCUS: Speaking	THEME: People and Culture
	TOPIC: Where on Earth?	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Words and phrases related to learning in another country and travelling

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 2.1.3 Explain and justify plans and ambitions Complementary Skill Speaking 2.1.2 Ask about and explain advantages and disadvantages of ideas plans arrangements	Pre-lesson Activate prior knowledge in the lesson's topic by asking pupils to complete Activity 1 in pairs. When ready, collect pupils' ideas and open up the discussion as a whole class. See the Teacher's Book for detailed guidance. Lesson delivery This lesson focuses on Activities 2–3. Activity 3 with an extension focuses on developing the main and complementary skill. Work through Activity 2. See the Teacher's Book for detailed guidance. To fully focus on the main skill in Activity 3, tell Student A that they should choose one of the two options given i) English course in Britain or ii) travelling in Europe) and explain to Student B their future plan to go to university in Britain and do option i) or ii). Explain the reasons for doing both and how Student A hopes it will benefit them in the future. Student B should talk about the advantages and disadvantages of Student A going to university in Britain and the activity i) or ii) that Student A chose. When ready, Students A and B swap roles and Student B can plan to do the alternative activity to Student A. Student B explains his/her future plan i) or ii) and why they want to do it. Student A talks about the advantages and disadvantages. Post-lesson Choose a post-lesson activity that summarises pupils' learning in this lesson. For example, ask pupils to complete activity 5 in pairs and then open up the questions for a class debate.	<i>English Download</i> Student's Book, p129, p140 Teacher's Book, p113	Support can be given to less proficient pupils depending on their needs, such as by providing them with cards with the appropriate language from the Language Bank or relevant phrases such as 'Yes, that's an excellent idea but what if...' or 'I agree with you that....is a good idea and also...' so they can use these in their dialogue without having to refer back to the Student's Book. 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 (UNIT 10)

WEEK:	LESSON 92 (Speaking 15)	MAIN SKILL(S) FOCUS: Speaking	THEME: People and Culture
	TOPIC: Where on Earth?	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Teacher to select

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 discourse-level exchanges by paraphrasing and rephrasing appropriately Complementary Skill Speaking 2.1.3 Explain and justify plans and ambitions	Pre-lesson Choose an appropriate pre-lesson activity that 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 a speaking activity. In order to focus on the main activity, source an activity that is at a suitable level for your pupils. Make sure you plan an activity that addresses the main and complementary skills selected for this lesson as they require more attention at this point in the year. Teachers should link the complementary skill with the main speaking activity by asking pupils to explain/justify plans of ambitions in relation to the speaking activity while maintaining the focus of the lesson, i.e. keeping interaction going in discourse-level by paraphrasing and rephrasing appropriately. Help your pupils if they find paraphrasing and rephrasing challenging by demonstrating examples. Post-lesson Ask pupils to review their learning in this lesson by completing an exit card: 'what they were able to do well in the activities?' and 'what they found particularly challenging about the activities?' Collect the cards and use them for planning subsequent lessons.	A speaking activity sourced by teachers	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 10)

WEEK:	LESSON 93 (Writing 18)	MAIN SKILL(S) FOCUS: Writing	THEME: People and Culture
	TOPIC: Where on Earth?	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Using words and phrases to link paragraphs and sentences

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 4.1 Communicate intelligibly through print and digital media on familiar topics	Main Skill Writing 4.1.5 Organise, sequence and develop ideas within a text of several paragraphs on familiar topics and some unfamiliar topics Complementary Skill Writing 4.1.3 Explain the main points for and against an idea or argument	Pre-lesson Activate prior knowledge in the lesson's topic by asking pupils to work in pairs and complete activity 1 and 2. Ask pupils to think of other connective words and phrases which link contrasting and similar ideas. Give a time limit. When ready, collect pupils' ideas and list the connectives under the relevant headings (contrasting ideas/similar ideas) on the whiteboard. (See materials/references) Lesson delivery This lesson focuses on Activities 3–5. Activities 3–5 focus on developing the main skill. Activity 3, with an extension, also focuses on developing the complementary skill. Work through Activity 3. See the Teacher's Book for detailed guidance. In order to focus on the complementary skill, ask pupils to look at the essay question in Activity 3 and make a list of points for and points against a young person adding to their education by staying in another country. Tell them to give an example for each specific reason for and against. When ready, collect pupils' ideas. Post-lesson Choose a post-lesson activity that summarises pupils' learning in this lesson. For example, ask pupils to share their ideas from the extension to Activity 3. You could focus on the ideas against as Activity 5 discussed ideas for.	<i>English Download</i> Student's Book, p130–131 Teacher's Book, p114–115 <i>Possible ideas include:</i> <u>Contrasting ideas</u> but, in contrast, conversely, however, still, nevertheless, nonetheless, yet, and yet, on the other hand, on the contrary, or, in spite of this, actually, in fact. <u>Similar ideas</u> and, also, besides, further, furthermore, too, moreover, in addition, then, of equal importance, equally important, another.	Allow more proficient pupils to work on the activities independently. Support can be given to less proficient pupils by grouping them together during the activities and by making them more teacher-led. 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 (Writing 19)	MAIN SKILL(S) FOCUS: Writing	THEME: People and Culture
	TOPIC: Where on Earth?	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Writing longer sentences, using words and phrases to link paragraphs and sentences

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 4.1 Communicate intelligibly through print and digital media on familiar topics	Main Skill Writing 4.1.3 Explain the main points for and against an idea or argument Complementary Skill Writing 4.1.5 Organise, sequence and develop ideas within a text of several paragraphs on familiar topics and some unfamiliar topics	Pre-lesson Choose a pre-lesson activity that activates pupils' prior knowledge in the lesson. For example, revise the uses of different connective words and phrases used in writing bias or balanced arguments. Lesson delivery This lesson focuses on Activities 6–7. Activity 6 focuses on developing the complementary skill. Activity 7, with an extension, focuses on developing the main skill. Complete activity 6. See the Teacher's Book for detailed guidance. After completing Activity 6, ask pupils to close their books. Write on the whiteboard: 'Should young people leave home when they start working to become independent or should they remain living at home?' Ask pupils to work in pairs and make a list of ideas for and against living independently or remaining in the family home. When ready, collect pupils' ideas. For Activity 7, tell pupils they can follow the plan given in the book for writing a biased argument or they can follow the plan below for a balanced argument. <ul style="list-style-type: none"> Paragraph 1: Introduce the topic Paragraph 2: three reasons for statement with examples Paragraph 3: three reasons against statement with examples Paragraph 4: summarise ideas and give your own opinion with reason or comment As pupils write, monitor to check that they are using connectives appropriately and relevant vocabulary from the Language Bank. If possible, monitor the rough draft of each pupil. If time is limited, then monitor those pupils who need the most help. If necessary, allow pupils to complete the final draft of their essay (biased or balanced argument) for homework. Post-lesson Ask pupils to review their learning in this lesson by completing an exit card about the writing activities: 'what they were able to do well in the activities?' and 'what they found particularly challenging about the activities?' Collect the cards and use them for planning subsequent lessons.	<i>English Download</i> Student's Book, p131 Teacher's Book, p115	Allow less proficient pupils to write shorter paragraphs of two ideas for and against. If necessary, give them the opening sentence to each paragraph. Monitor to check that they are using the appropriate connectives as well as relevant vocabulary (see Language Bank) to communicate their ideas effectively. Challenge more proficient pupils by asking them to write a more detailed report giving more ideas for and against. Tell them to use 200–250 words. 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 / NON-TEXTBOOK LESSON (UNIT 10)

WEEK:	LESSON 95 (Revision 10)	MAIN SKILL(S) FOCUS: Teacher to select	THEME: Teacher to select
	TOPIC: Teacher to select	CROSS-CURRICULAR ELEMENT(S): 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 their pupils' needs and interests	Teachers to select an appropriate main skill and complementary skill based on their pupils' needs and interests	Teachers can either develop their own lesson based on the needs of their pupils or use this lesson to go over pupils' writing and improve their work from the previous lesson.	Teacher to select from <i>English Download</i> or other resources	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 96 (Reading 17)	MAIN SKILL(S) FOCUS: Reading	THEME: Science and Technology
	TOPIC: High-Tech World	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Words/phrases related to technology, identifying sentences that explain something in a text

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 3.1.3 Guess the meaning of unfamiliar words from clues provided by other words and by context on a wide range of familiar topics and some unfamiliar topics Complementary Skill Reading 3.1.2 Understand specific details and information in extended texts on a wide range of familiar topics and some unfamiliar topics	Pre-lesson Activate prior knowledge in this lesson by asking pupils to complete Activities 1–2. See the Teacher's Book for detailed guidance. When ready collect pupils' ideas to share with the class. Lesson delivery This lesson focuses on Activities 3–5. Activities 3 and 5, with an extension, focus on developing the main skill. Activity 4 focuses on developing the complementary skill. Complete Activity 3. See the Teacher's Book for detailed guidance. In order to fully focus on the main skill, move on to Activity 5. Depending on the proficiency of your pupils you may want to add more unfamiliar words from the text for learners to guess the meaning from context (see differentiation strategies). When ready, collect pupils' answers. Complete Activity 4. Post-lesson Choose a post-lesson activity that summarises pupils' learning in this lesson. For example, discuss the questions in Activity 6. Note: By the end of this unit, ensure that Vocabulary sections in the textbook are completed. These activities can be divided into smaller, more manageable chunks, i.e. one or two activities at a time. Choose which days to give homework depending on what best suits the lessons and pupils' needs.	<i>English Download</i> Student's Book, p136–137 Teacher's Book, p120 twiddle your thumbs: <i>be bored or idle</i> off grid: <i>not using public energy</i> converting: <i>change form/function</i> motion: <i>movement</i> generate: <i>produce/create</i>	Support can be given to less proficient pupils depending on their needs, such as by helping them to locate the relevant information in the text to help them find the meaning of words in context. Use this process for questions 1–3 and allow pupils to attempt 4–6 independently or by helping them place the right sentence in the right gap by looking for clues in the gap sentences or around the gaps. Mirror how to use this process for questions A–C and allow pupils to attempt D–G independently. 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 11)

WEEK: 	LESSON 97 (Language Awareness 11)	MAIN SKILL(S) FOCUS: Language Awareness	THEME: Science and Technology
	TOPIC: High-Tech World	CROSS-CURRICULAR ELEMENT(S): Language	LANGUAGE/GRAMMAR FOCUS: Causative forms, wishes and preferences

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered	This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered	<p>Pre-lesson</p> <p>Devise an activity or game to revise reported speech.</p> <p>Lesson delivery</p> <p>This lesson focuses on causative forms, wishes and preferences. Activities 1-4, p139 and 1-4, p141. These activities focus on causative forms have/get something done and have somebody do something/get someone to do something, wishes, and preferences. See the Teacher's Book for detailed guidance. For Activities 2 and 3, p139, give pupils the opportunity to check and discuss their answers in small groups before collecting responses. For Activity 4, ask pupils to complete the activity individually. Monitor and use this opportunity to note who is competent in using causative forms and who needs further practice. When ready, move on to p141. For Activities 2 and 3, give pupils the opportunity to check and discuss their answers in small groups before collecting responses. For Activity 4, ask pupils to complete the activity individually. Monitor and use this opportunity to note who is competent in using prefer/would rather and who needs further practice. You may need to ask pupils to complete some of the activities as homework if time in the lesson is too short.</p> <p>Post-lesson</p> <p>Choose a post-lesson activity that summarises pupils' learning in this lesson. For example, ask pupils to write three sentences about something they wish were different in their lives. When ready share their sentences with a partner.</p>	<p><i>English Download</i> Student's Book, p139, p141 Teacher's Book, p121–123</p>	<p>Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil.</p> <p>Challenge more proficient pupils telling them to imagine they have lost or broken their new mobile phone. Ask them to write sentences about it using 'I wish/if only...'</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 98 (Listening 16)	MAIN SKILL(S) FOCUS: Listening	THEME: Science and Technology
	TOPIC: High-Tech World	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Recognising words and phrases connected with photography

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 Listening 1.1 Understand meaning in a variety of familiar contexts	Main Skill Listening 1.1.1 Understand independently the main ideas in extended texts on a wide range of familiar topics and some unfamiliar topics Complementary Skill Listening 1.1.3 Recognise independently attitudes or opinions in extended texts on a wide range of familiar topics and some unfamiliar topics	Pre-lesson Ask pupils whether they take a lot of photos on their phones. What do they do with the pictures afterwards? Do they save them or upload them somewhere? What happens if they lose their phones? Lesson delivery This lesson focuses on Activities 1–3. Activity 3 focuses on developing the main and the complementary skill. Work through Activities 1-3 in order. See the Teacher's Book for detailed guidance. Post-lesson Choose a post-lesson activity that summarises pupils' learning in this lesson. For example, put more words on the whiteboard and ask pupils to find different derivatives of the words. For example the adjective and adverb of the noun medicine.	<i>English Download</i> Student's Book, p142 Teacher's Book, p124	Support can be given to less proficient pupils depending on their needs, such as by reading the audio text to them at a slightly slower speed (see the audio text, p146 of the Teacher's Book). 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 (UNIT 11)

WEEK:	LESSON 99 (Listening 17)	MAIN SKILL(S) FOCUS: Listening	THEME: Teacher to select
	TOPIC: Teacher to select	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Teacher to select

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Listening 1.2 Understand meaning in a variety of familiar contexts	Main Skill Listening 1.1.2 Understand independently specific information and details in extended texts on a wide range of familiar topics and some unfamiliar topics	Pre-lesson Choose an appropriate pre-lesson activity that suits pupils' needs/interests, which will review language and/or vocabulary and prepare the pupils for the lesson. Lesson delivery This lesson focuses on a Listening activity. https://www.cambridgeenglish.org/exams-and-tests/first/preparation/ Remind pupils about the discussions they had in the previous unit about working in a different country. Ask if anyone would like to live in another country or at least experience working for a short while in another country. Ask if any pupils have been to Australia. What do they know about Australia? In order to focus on the complementary skill, give learners a copy of the audio text with the gaps. Ask pupils to work in pairs and read the text. For each gap decide what information is missing, what type of word(s) is/are missing i.e. a noun, adjective, verb, etc. and give possible examples of the missing words. Remind pupils that they did the same activity in Unit 9. Monitor and help those who are struggling by mirroring how to decide what type of word is missing. When ready, collect pupils' ideas. To focus on the main skill, play the audio and ask pupils to complete the gaps. Play the audio twice without stopping. At this stage ask pupils to work independently so you can monitor and use the activity to see who is competent at listening tasks and who needs further practice. Post-lesson Ask pupils to review their learning in this lesson by completing an exit card: 'what they were able to do well in the activities?' and 'what they found particularly challenging about the activities?' Collect the cards and use them for planning subsequent lessons.	A Listening activity of a man talking about his experience of working in Australia. It is a gap fill activity. See Part 2 Listening from Sample Paper 2 for activity or use other sources or teacher's 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.
Reading 3.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning	Reading 3.1.2 Understand specific details and information in extended texts on a wide range of familiar topics and some unfamiliar topics			

SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 11)

WEEK:	LESSON 100 (Speaking 16)	MAIN SKILL(S) FOCUS: Speaking	THEME: Science and Technology
	TOPIC: High-Tech World	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Words and phrases related to leisure time activities and ways of studying

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Speaking 2.4 Communicate appropriately to a small or large group on familiar topics Complementary Skill Speaking 2.1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics	Main Skill Speaking 2.4.1 Explain the main points of an idea or argument Complementary Skill Speaking 2.1.2 Ask about and explain advantages and disadvantages of ideas plans arrangements	Pre-lesson Activate prior knowledge in the lesson's topic by asking pupils to complete Activity 1 in pairs. When ready, collect pupils' ideas and open up the discussion as a whole class. See the Teacher's Book for detailed guidance. Lesson delivery This lesson focuses on Activities 2–3. Activity 3 focuses on developing the main and complementary skill. Work through Activity 2. See the Teacher's Book for detailed guidance. To focus on the main skill in Activity 3, tell Student A that they should explain the main reasons why playing on the play station/video games and doing exercise in the fresh air are both popular activities. Student B should talk about the advantages and disadvantages of both. When ready, Students A and B swap roles and Student B explains why he/she thinks they spend/don't spend too much time on the computer. Student A should discuss the advantages and disadvantages of studying using books and studying on the computer. See the Teacher's Book for detailed guidance. Post-lesson Choose a post-lesson activity that summarises pupils' learning in this lesson. For example, ask pupils to complete Activity 4 in pairs then open up the questions for a class debate.	<i>English Download</i> Student's Book, p143 Teacher's Book, p124–125	Support can be given to less proficient pupils depending on their needs, such as by providing them with cards with the appropriate language from the Language Bank or relevant phrases such as 'Yes, that's an excellent idea but what if...' or 'I agree with you that....is a good idea and also...' so they can use these in their dialogue without having to refer back to the Student's Book. 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 (UNIT 11)

WEEK:	LESSON 101 (Speaking 17)	MAIN SKILL(S) FOCUS: Speaking	THEME: Teacher to select
	TOPIC:	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Teacher to select

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 Explain and justify own feelings or those of others Complementary Skill Speaking 2.1.1 Explain information on familiar topics from diagrams, charts, tables, graphs or other visuals	Pre-lesson Choose an appropriate pre-lesson activity that 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 Speaking activities from https://www.cambridgeenglish.org/exams-and-tests/first/preparation/ Ask pupils to work in pairs. Student A should act as the interloper while Student B is the interviewee. Give pupils a time limit to complete the activity. Monitor and help with wording if necessary. Make a note of any mistakes or successes to go over with the class afterwards. When ready, ask pupils to work with a new partner. This time, Student B is the interloper and Student A is the interviewee. Again, monitor carefully. When ready, move on to Part 2. Give out copies of the photos of people looking at things. To focus on the main skill ask pupils to first describe what the people are doing and then describe how the two activities make them feel i.e. how they feel when they look at works of art in an environment such as a gallery and how they feel when they go shopping for clothes. Again, monitor by paying special attention to pupils' ability to express their own feelings. Give the class feedback describing any mistakes as well as any successes. Post-lesson Ask pupils to review their learning in this lesson by completing an exit card: 'what they were able to do well in the activities?' and 'what they found particularly challenging about the activities?' Collect the cards and use them for planning subsequent lessons.	Two speaking activities from a Speaking task. The first activity is answering general questions the second activity is a picture-based activity. See Part 1 and Part 2 pictures from Task 2 (people looking at a picture in a gallery and a woman looking at clothes) from Sample Paper 2 for activity or use other sources or teacher's 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. 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 11)

WEEK:	LESSON 102 (Writing 20)	MAIN SKILL(S) FOCUS: Writing	THEME: Science and Technology
	TOPIC: High-Tech World	CROSS CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Words and phrases related to preferences, conditional sentences, adjectives

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 4.1 Communicate intelligibly through print and digital media on familiar topics	Main Skill Writing 4.1.3 Explain the main points for and against an idea or argument Complementary Skill Writing 4.1.4 Express and respond to real or imagined opinions and feelings	Pre-lesson Activate prior knowledge in the lesson's topic by asking pupils to work in pairs and discuss their answers to Activity 3. When ready collect pupils' ideas. Lesson delivery This lesson focuses on Activities 4–6. Activities 4–6 focus on developing the main skill. Activity 6 also focuses on developing the complementary skill. Work through Activities 4–6. See the Teacher's Book for detailed guidance. If possible, monitor the rough draft of each pupil. If time is limited, then monitor those pupils who need the most help. If necessary, allow pupils to complete the final draft of their articles for homework. Post-lesson Ask pupils to review their learning in this lesson by completing an exit card about the writing activities: 'what they were able to do well in the activities?' and 'what they found particularly challenging about the activities?' Collect the cards and use them for planning subsequent lessons.	<i>English Download</i> Student's Book, p144–145 Teacher's Book, p125–126	Allow less proficient pupils to write shorter paragraphs or only 1–2 paragraphs giving one or two reasons and relevant explanation. If necessary, give them the opening sentence to each paragraph. Monitor to check that they are using the appropriate paragraphs as well as relevant and correctly spelt vocabulary (see Language Bank) to communicate their ideas effectively. Challenge more proficient pupils by asking them to write a more detailed article giving more ideas for and against. Tell them to use 200–250 words. 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 /NON-TEXTBOOK LESSON (UNIT 11)

WEEK:	LESSON 103 (Revision 11)	MAIN SKILL(S) FOCUS: Teacher to select	THEME: Teacher to select
	TOPIC: Teacher to select	CROSS-CURRICULAR ELEMENT(S): 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 their pupils' needs and interests	Teachers to select an appropriate main skill and complementary skill based on their pupils' needs and interests	Teachers can either develop their own lesson based on the needs of their pupils or use this lesson to go over pupils' writing and improve their work from the previous lesson.	Teacher to select from <i>English Download</i> or other resources	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 12

SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 12)

WEEK: 	LESSON 104 (Reading 18)	MAIN SKILL(S) FOCUS: Reading	THEME: People and Culture
	TOPIC: Happy to help!	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Words/phrases related to services and people helping

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 3.1.2 Understand specific details and information in extended texts on a wide range of familiar topics and some unfamiliar topics Complementary Skill Speaking 2.1.1 Explain information on familiar topics from diagrams, charts, tables, graphs or other visuals	Pre-lesson Activate prior knowledge in this lesson by asking pupils to complete Activities 1–2, p147 Student's Book. See the Teacher's Book for detailed guidance. When ready collect pupils' ideas to share with the class. Lesson delivery This lesson focuses on Activities 1–5. Activities 1–2 focus on developing the complementary skill. Activities 3–5 focus on developing the main skill. See the Teacher's Book for detailed guidance. Post-lesson Choose a post-lesson activity that summarises pupils' learning in this lesson. For example, discuss the questions in the Let's talk about it! box in the Teacher's Book, p128. Note: By the end of this unit, ensure that Vocabulary sections in the textbook are completed. These activities can be divided into smaller, more manageable chunks, i.e. one or two activities at a time. Choose which days to give homework depending on what best suits the lessons and pupils' needs.	<i>English Download</i> Student's Book, p1147–149 Teacher's Book, p128–129	Support can be given to less proficient pupils depending on their needs, such as by helping them to locate the relevant information in the texts to answer the multiple-choice questions. Mirror this process for questions 1–3 and allow pupils to attempt 4–6 independently. 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 12)

WEEK: 	LESSON 105 (Language Awareness 12)	MAIN SKILL(S) FOCUS: Language Awareness	THEME: People and Culture
	TOPIC: Happy to help!	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Question tags, pronouns and the structures not only...but, had better, and it's about/high time

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered	This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered	<p>Pre-lesson</p> <p>Choose an appropriate pre-lesson activity that suits pupils' needs/interests, which will review the relevant grammar and prepare the pupils for the lesson.</p> <p>Lesson delivery</p> <p>This lesson focuses on question tags, pronouns and the structures not only...but, had better, and it's about/high time. Activities 1–4, p151 and 1–4, p153. See the Teacher's Book for detailed guidance. For Activities 2 and 3, p151, give pupils the opportunity to check and discuss their answers in small groups before collecting responses. For Activity 4, ask pupils to complete the activity individually. Monitor and use this opportunity to note who is competent in using pronouns and who needs further practice. When ready, move on to p153. For Activities 2 and 3, give pupils the opportunity to check and discuss their answers in small groups before collecting responses. For Activity 4, ask pupils to complete the activity individually. Monitor and use this opportunity to note who is competent in using the different structures and who needs further practice. You may need to ask pupils to complete some of the activities as homework if time in the lesson is too short.</p> <p>Post-lesson</p> <p>Choose a post-lesson activity that summarises pupils' learning in this lesson. For example, by making a statement and getting pupils to give the correct tag.</p>	<p><i>English Download</i> Student's Book, p151, p153 Teacher's Book, p130–133</p>	<p>Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil.</p> <p>Challenge more proficient pupils by asking them to complete one of the extension activities on p131 or p133 of the Teacher'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: TEXTBOOK-BASED LESSON (UNIT 12)

WEEK:	LESSON 106 (Listening 18)	MAIN SKILL(S) FOCUS: Listening	THEME: People and Culture
	TOPIC: Happy to help!	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Recognising words and phrases on charities and helping others

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 Listening 1.1 Understand meaning in a variety of familiar contexts	Main Skill Listening 1.3.1 Recognise with little or no support typical features at word, sentence and text levels of a range of spoken genres. Complementary Skill Listening 1.1.2 Understand independently specific information and details in extended texts on a wide range of topics and some unfamiliar topics familiar	Pre-lesson Choose an appropriate pre-lesson activity that suits pupils' needs/interests and prepares them for the lesson. Lesson delivery This lesson focuses on Activities 1–3. Activity 3 focuses on developing the complementary skill. An extension of Activity 3 focuses on developing the main skill. Complete Activities 1 and 2 which prepare the pupils for Activity 3. See the Teacher's Book for detailed guidance. In order to focus on the main skill, before pupils listen to the audio, ask them to think of what a good announcement that is advertising a charity does, i.e. appeals to listeners, encourages listeners' interest in the topic, gains listeners' sympathy. When ready, collect pupils' ideas. Ask pupils to listen to the audio and make a list of the typical features of a radio announcement advertising a charity that they hear. Allow a second listening if necessary. Then play again to allow pupils to answer the comprehension questions in Activity 3. Typical features include: <ul style="list-style-type: none"> • asking direct questions to the listener • empathising with listeners • tag questions • fillers/hesitation markers (well...) • punctuation/exclamation marks • language of persuasion/showing how simple it is to join. Post-lesson Play a game such as word bingo or true/false definitions to revise words and phrases connected with the charities introduced in the unit so far.	<i>English Download</i> Student's Book, p154 Teacher's Book, p133, p146	Support can be given to less proficient pupils depending on their needs, such as by reading the audio text to them at a slightly slower speed (see the audio text, p146 of the Teacher's Book). 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 (UNIT 12)

WEEK:	LESSON 107 (Listening 19)	MAIN SKILL(S) FOCUS: Listening	THEME: People and Culture
	TOPIC: Shopping Therapy	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Narrative dialogues

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Listening 1.1 Understand meaning in a variety of familiar contexts	Main Skill Listening 1.1.2 Understand independently specific information and details in extended texts on a wide range of familiar topics and some unfamiliar topics	Pre-lesson Choose an appropriate pre-lesson activity that suits pupils' needs/interests and prepares them for the lesson. Lesson delivery This lesson focuses on one or two listening activities from https://www.cambridgeenglish.org/exams-and-tests/first/preparation/ These focus on developing the main and complementary skill. Remind pupils of the previous listening lesson where they had to choose the correct answer from three picture options. Explain that they will be doing a similar activity but this time the three options are in written form. Explain to pupils that they will hear people talking in eight different situations and must answer the questions about the situations. Give pupils time to read the answer options and go over any unknown vocabulary. At the end of the activity, ask pupils to give feedback about what was easy and what they found challenging. You can ask pupils to write their reflections in their personal learning diary. Depending on your pupils' proficiency and the time available you may wish to complete a second listening activity. The second listening is similar to the first. Again pupils have to choose the correct answer from three different options. This time the audio is an extended interview with a woman called Rachel who works in an art gallery shop. Give pupils time to read the answer options and go over any unknown vocabulary. At the end of the activity, ask pupils to give feedback about what was easy and what they found challenging. How did they feel it compared in difficulty with the first listening activity? Post-lesson Ask pupils to review their learning in this lesson by completing an exit card about the listening activities: 'what they were able to do well in the activities?' and 'what they found particularly challenging about the activities?' Collect the cards and use them for planning subsequent lessons.	The first listening recording is of people talking to each other in different situations. The second listening recording is of a woman talking about spectacled bears. See Part 1 and Part 4 Listening from Sample Paper 1 for examples or use other sources or teacher's 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.
Complementary Skill Listening 1.1 Understand meaning in a variety of familiar contexts	Complementary Skill Listening 1.1.3 Recognise independently attitudes or opinions in extended texts on a wide range of familiar topics and some unfamiliar topics			

SCHEME OF WORK: TEXTBOOK-BASED LESSON (UNIT 12)

WEEK: 	LESSON 108 (Speaking 18)	MAIN SKILL(S) FOCUS: Speaking	THEME: People and Culture
	TOPIC: Happy to help!	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Words and phrases related to voluntary work, making decisions, clarifying ideas

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Speaking 2.2.1 Use register appropriately Complementary Skill Speaking 2.4 Communicate appropriately to a small or large group on familiar topics	Main Skill Speaking 2.2.1 Use formal and informal registers appropriately in most familiar and some unfamiliar contexts Complementary Skill Speaking 2.4.1 Explain the main points of an idea or argument	Pre-lesson Activate prior knowledge in the lesson's topic by asking pupils to complete Activity 1 in pairs. When ready, collect pupils' ideas and open up the discussion as a whole class. See the Teacher's Book for detailed guidance. Lesson delivery This lesson focuses on Activities 2–3. Activity 3, with an extension, focuses on developing the main and complementary skill. Work through Activities 2 and 3. See the Teacher's Book for detailed guidance. To fully focus on the main and complementary skills in Activity 3, tell pupils that they are going to present their ideas to a committee from the local council. They must explain the main points of the two ideas that they have chosen regarding keeping the youth centre open. Put pupils in groups to give their talks. Ask both pupils to be part of the talk – one pupil can present one idea, the other pupil can present the second idea. Remind pupils that they must use a formal register to communicate with the committee members who will be the other group members. Monitor carefully, focusing on pupils' ability to explain their points of view clearly and to use an appropriate formal register, but do not intervene. Make a note of any errors or any particularly successful responses and go over these with the class after the activity finishes. Post-lesson Choose a post-lesson activity that summarises pupils' learning in this lesson. For example, ask pupils to complete Activity 4 in pairs, and then open up the questions for a class debate.	<i>English Download</i> Student's Book, p155 Teacher's Book, p133–134	Support can be given to less proficient pupils depending on their needs, such as by providing them with cards with the appropriate language such as 'we believe that...', 'It is important that...', 'Not only that but...' so they can use these in their dialogue. 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 (UNIT 12)

WEEK:	LESSON 109 (Speaking 19)	MAIN SKILL(S) FOCUS: Speaking	THEME: Teacher to decide
	TOPIC: Happy to help!	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Teacher to decide

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Speaking 2.4 Communicate appropriately to a small or large group on familiar topics Complementary Skill Speaking 2.3 Use appropriate communication strategies	Main Skill Speaking 2.4.1 Explain the main points of an idea or argument Complementary Skill Speaking 2.3.1 Keep interaction going in discourse-level exchanges by paraphrasing and rephrasing appropriately	Pre-lesson Choose an appropriate pre-lesson activity that 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 speaking activities: https://www.cambridgeenglish.org/exams-and-tests/first/preparation/ Pupils work in small groups of three or four. Give out a print-out of Task 21 or copy the mind map onto the whiteboard. Pupils have done a similar activity in this unit of the textbook. Monitor and help with wording if necessary. Pay special attention to cohesion and pupils' ability to argue their point of view clearly. Make a note of any mistakes or successes to go over with the class afterwards. When ready, open up as a class discussion. Move on to Part 4. Remind pupils how to keep interaction going by paraphrasing and adding to someone else's ideas. Set pupils a time limit to discuss each of the questions. Again monitor this time paying special attention to pupils' ability to keep interaction going and use of paraphrasing. When ready, open up as a class discussion. Use this time to give feedback on any particular successes and any common mistakes. Post-lesson Ask pupils to review their learning in this lesson by completing an exit card about the speaking activities: 'what they were able to do well in the activities?' and 'what they found particularly challenging about the activities?' Collect the cards and use them for planning subsequent lessons.	A Speaking activity talking about the benefits of keeping fit. See Part 3 and 4 Speaking from Sample Paper 2 for activity or use other sources or teacher's 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 12)

WEEK: 	LESSON 110 (Writing 21)	MAIN SKILL(S) FOCUS: Writing	THEME: People and Culture
	TOPIC: Happy to help!	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Communicating effectively using a broad range of vocabulary, formal register

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 4.2.4 Use formal and informal registers appropriate to the target audience in most familiar and some unfamiliar situations Complementary Skill Writing 4.1.4 Express and respond to real or imagined opinions and feelings	Pre-lesson Activate prior knowledge in the lesson's topic by asking pupils to discuss firstly what the features of formal letters are and then what makes communication effective. (Features of formal letters include: in top left corner the name and address of the person writing to, the date, Dear + Mr/Mrs/Ms + surname or full name, an opening sentence clearly stating the reason(s) for writing, a formal tone throughout, a clear purpose, the desired course of action stated at the end, an ending with Yours sincerely/faithfully). See Student's Book for ideas about effective communication. Lesson delivery This lesson focuses on Activities 1–4. Activities 1 and 4 focus on developing the main skill. Activities 2 and 3 focus on developing the complementary skill. Work through Activities 1–4. See the Teacher's Book for detailed guidance. If time allows, get pupils to write a plan for the letter they would write in Activity 3 before looking at the model answer in Activity 4. Post-lesson Choose a post-lesson activity that summarises pupils' learning in this lesson. For example, discuss any problems or issues in your local community and what could be done to effectively help solve the situation.	<i>English Download</i> Student's Book, p156 Teacher's Book, p134–135	Allow more proficient pupils to work on the activities independently. Support can be given to less proficient pupils by grouping them together during the activities and by making them more teacher-led. 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 12)

WEEK: 	LESSON 111 (Writing 22)	MAIN SKILL(S) FOCUS: Writing	THEME: People and Culture
	TOPIC: Happy to help!	CROSS-CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: Communicating effectively using a broad range of vocabulary, formal register

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 4.2.2 Spell written work on a range of text types with reasonable accuracy Complementary Skill Writing 4.2.4 Use formal and informal registers appropriate to the target audience in most familiar and some unfamiliar situations	Pre-lesson Choose an appropriate pre-lesson activity that suits pupils' needs/interests, which will review the relevant language or tone and prepare the pupils for the lesson. Lesson delivery This lesson focuses on Activities 5–6. Activities 5 and 6 along with the use of the Language Bank box focus on developing the main skill. Activity 6 also focuses on developing the complementary skill. Complete Activity 5. See the Teacher's Book for detailed guidance. In Activity 6, challenge pupils to use adventurous but relevant vocabulary. Tell pupils to focus on correct spelling as well as an appropriate formal tone. Allow access to dictionaries. Monitor to check that they are using the correct formal tone as well as relevant vocabulary either from the Language Bank and from vocabulary introduced in the unit. If possible, monitor the rough draft of each pupil. If time is limited, then monitor those pupils who need the most help. If necessary, allow pupils to complete the final draft of their letters for homework. Post-lesson Ask pupils to review their learning in this lesson by completing an exit card about the writing activities: 'what they were able to do well in the activities?' and 'what they found particularly challenging about writing a formal letter?'	<i>English Download</i> Student's Book, p157 Teacher's Book, p135	Allow less proficient pupils to write shorter paragraphs. If necessary, help them to formulate the opening sentence to each paragraph. Monitor to check that they are using the appropriate tone as well as relevant vocabulary (see Language Bank) to communicate their ideas effectively. Challenge more proficient pupils by asking them to write a more detailed letter giving more ideas for and against. Tell them to use 200–250 words. 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 / NON-TEXTBOOK LESSON (UNIT 12)

WEEK:	LESSON 112 (Revision 12)	MAIN SKILL(S) FOCUS: Teacher to select	THEME: Teacher to select
	TOPIC: Teacher to select	CROSS-CURRICULAR ELEMENT(S): 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 their pupils' needs and interests	Teachers to select an appropriate main skill and complementary skill based on their pupils' needs and interests	Teachers can either develop their own lesson based on the needs of their pupils or use this lesson to go over pupils' writing and improve their work from the previous lesson.	Teacher to select from <i>English Download</i> or other resources	For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.

6. Appendix 1: Learning Standards mapping

The mapping table lists all 112 lessons in the Scheme of Work and the Learning Standards for the main and complementary skills. Language Awareness Lessons do not have designated Learning Standards in order to allow teachers to choose the ones that best suit learning needs.

Lesson	Skill	Unit	Main	Complementary
Unit 1				
1	R1	1	3.1.1	2.1.5
2	R2	1	3.1.2	2.1.3
3	LA1	1	N/A	N/A
4	L1	1	1.1.3	2.1.4
5	S1	1	2.1.2	2.1.4
6	S2	1	2.2.1	2.1.5
7	W1	1	4.2.3	3.1.6
8	W2	1	4.1.5	4.2.4
9	LiA1	1	5.1.1	N/A
10	Revision 1	1	N/A	N/A
Unit 2				
11	R3	2	3.1.5	2.4.1
12	R4	2	3.1.2	2.1.5
13	LA2	2	N/A	N/A
14	L2	2	1.1.2	1.2.1
15	S3	2	2.3.1	2.1.1
16	S4	2	2.1.2	1.1.3
17	W3	2	4.1.4	2.1.5
18	LiA2	2	5.1.2	N/A
19	Revision 2	3	N/A	N/A
Unit 3				
20	R5	3	3.2.1	3.1.4
21	LA3	3	N/A	N/A
22	L3	3	1.1.2	2.1.1
23	L4	3	1.1.3	2.4.1
24	S5	3	2.1.1	4.2.2
25	W4	3	4.2.3	2.4.1
26	W5	3	4.1.3	3.1.5
27	LiA3	3	5.1.1	N/A
28	Revision 3	3	N/A	N/A
Unit 4				
29	R6	4	3.1.6	2.1.2
30	R7	4	3.1.1	4.2.4
31	LA4	4	N/A	N/A
32	L5	4	1.1.1	2.1.1
33	S6	4	2.1.2	2.4.1
34	W6	4	4.2.3	2.4.1

Lesson	Skill	Unit	Main	Complementary
35	W7	4	4.2.1	3.1.5
36	LiA4	4	5.1.2	N/A
37	Revision 4	4	N/A	N/A
Unit 5				
38	R8	5	3.2.1	3.1.3
39	LA5	5	N/A	N/A
40	L6	5	1.1.1	2.1.1
41	L7	5	1.1.6	2.1.2
42	S7	5	2.3.1	2.4.1
43	W8	5	4.1.2	4.2.1
44	W9	5	4.1.5	3.1.1
45	LiA5	5	5.2.1	N/A
46	Revision 5	5	N/A	N/A
Unit 6				
47	R9	6	3.1.1	3.1.2
48	LA6	6	N/A	N/A

49	L8	6	1.1.3	1.2.1
50	L9	6	1.1.3	1.1.2
51	S8	6	2.1.1	2.1.5
52	W10	6	4.1.1	2.1.4
53	W11	6	4.1.4	4.1.5
54	LiA6	6	5.2.1	N/A
55	Revision 6	6	N/A	N/A
Unit 7				
56	R10	7	3.1.5	3.1.2
57	LA7	7	N/A	N/A
58	L10	7	1.1.1	1.1.2
59	S9	7	2.1.3	2.3.1
60	S10	7	2.2.1	2.4.1
61	W12	7	4.2.4	2.1.4
62	W13	7	4.2.4	2.1.2
63	LiA7	7	5.3.1	N/A
64	PBL1	7	N/A	N/A
65	PBL2	7	N/A	N/A
66	Revision 7	7	N/A	N/A
Unit 8				
67	R11	8	3.1.2	3.1.6
68	R12	8	3.1.4	3.1.3
69	LA8	8	N/A	N/A
70	L11	8	1.1.3	1.1.1
71	S11	8	2.1.4	2.1.3
72	S12	8	2.1.5	2.1.1

73	W14	8	4.1.1	4.2.3
74	W15	8	4.2.1	4.1.5
75	LiA8	8	5.3.1	N/A
76	Revision 8	8	N/A	N/A
Unit 9				
77	R13	9	3.1.2	3.1.5
78	R14	9	3.1.4	4.2.1
79	LA9	9	N/A	N/A
80	L12	9	1.2.1	1.1.2
81	L13	9	1.1.6	1.3.1
82	S13	9	2.1.4	2.1.2
83	W16	9	4.1.1	4.1.4
84	W17	9	4.1.2	4.2.2
85	Revision 9	9	N/A	N/A
Unit 10				
86	R15	10	3.2.1	3.1.1
87	R16	10	3.1.3	3.1.4
88	LA10	10	N/A	N/A
89	L14	10	1.1.1	1.2.1
90	L15	10	1.1.6	2.1.4
91	S14	10	2.1.3	2.1.2
92	S15	10	2.3.1	2.1.3
93	W18	10	4.1.5	4.1.3
94	W19	10	4.1.3	4.1.5
95	Revision 10	10	N/A	N/A
Unit 11				
96	R17	11	3.1.3	3.1.2
97	LA11	11	N/A	N/A
98	L16	11	1.1.1	1.1.3
99	L17	11	1.1.2	3.1.2
100	S16	11	2.4.1	2.1.2
101	S17	11	2.1.5	2.1.1
102	W20	11	4.1.3	4.1.4
103	Revision 11	11	N/A	N/A
Unit 12				
104	R18	12	3.1.2	2.1.1
105	LA12	12	N/A	N/A
106	L18	12	1.3.1	1.1.2
107	L19	12	1.1.2	1.1.3
108	S18	12	2.2.1	2.4.1
109	S19	12	2.4.1	2.3.1
110	W21	12	4.2.4	4.1.4
111	W22	12	4.2.2	4.2.4
112	Revision 12	12	N/A	N/A

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