



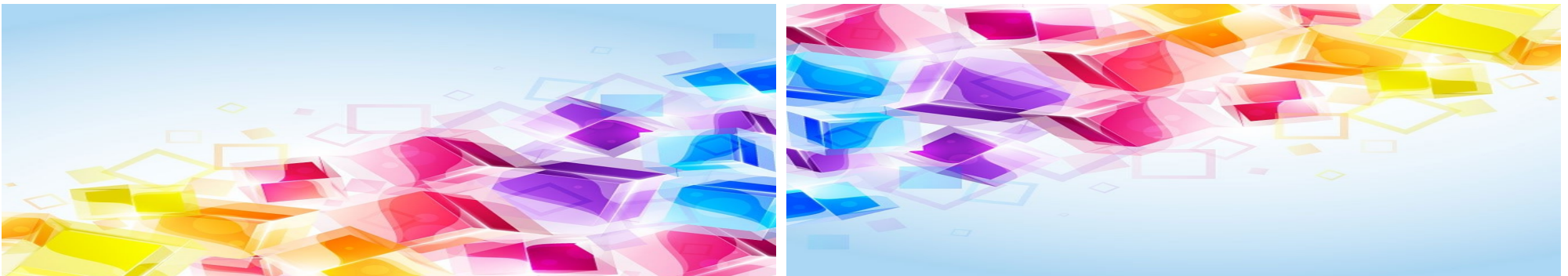
KEMENTERIAN PENDIDIKAN MALAYSIA

KURIKULUM STANDARD SEKOLAH RENDAH

English Language

Scheme of Work

Primary Year 5 SK



**Primary Year 5 SK
(National Schools)**

Scheme of Work

Contents

Content overview	4
1. Content and organisation of the Primary Year 5 Scheme of Work	6
2. Scheme of Work template: Supporting information	9
3. Pre-lesson and post-lesson tasks	12
4. Differentiation strategies for Primary pupils	23
5. Glossary of terms in Year 5	26
6. Scheme of Work: Lessons 1–160	35
Starter Unit	35
Unit 1	52
Unit 2	71
Unit 3	90
Unit 4	109
Unit 5	128
Unit 6	147
Unit 7	166
Unit 8	185
7. Appendix 1: Learning Standards mapping	204

Primary Year 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 both their textbook-based and non-textbook-based lessons.

The Scheme of Work is divided to 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 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. Pre-lesson and post-lesson tasks

In this section, teachers will find some suggestions for pre-lesson and post-lesson tasks. Pre-lesson tasks are short tasks that come at the beginning of the lesson to help pupils warm up and to introduce or review learning. Post-lesson tasks come at the end of the lesson to review, summarise, personalise or talk about learning in the lesson, so they consolidate learning and provide closure to the lesson. Many lessons in the Scheme of Work guide teachers to choose pre- and post-lesson activities from this section.

4. Differentiation strategies for Primary 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.

5. Glossary of terms in Year 5

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

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).

6. Scheme of Work (Lessons 1–160)

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 160 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 Primary Year 5 Scheme of Work

What is the Primary Year 5 Scheme of Work and how can it help teachers?

The Scheme of Work gives teachers an overview of every lesson in Year 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 longer-term planning of lessons.

What does the Primary Year 5 Scheme of Work consist of?

The Scheme of Work consists of **160 lesson outlines**, each lesson lasting a total of **60 minutes**. If lessons are organised into 30-minute lessons, teachers will need to plan and adapt their lessons accordingly. Each lesson in the Scheme of Work is numbered from Lesson 1 to Lesson 160.

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

A. Textbook-Based lessons: The materials for these lessons includes learning activities from the selected Year 5 textbook. This textbook is *English Plus 1*. Year 5 covers the whole textbook from the Starter Unit to Unit 8.

B. Non-Textbook-Based lessons: There are four types of non-textbook based lessons: Skills-Based lessons, Language Arts lessons, Project-Based Learning lessons and Language Awareness lessons. The learning outline in Skills-Based and Language Awareness lessons is generally related to the material in the textbook, but does not use material from it.

Material for Language Arts lessons is taken from the Contemporary Children's Literature (CCL) which consists of poems, short stories and graphic novels. See Year 5 Syllabus and the CCL module for more information.

The content of Project-Based lessons should be designed according to the Ministry of Education guidelines for this lesson type. Teachers are expected to prepare activities that incorporate project work and promote independent learning.

How are the Primary Year 5 Scheme of Work lessons organised?

Most lessons in the Scheme of Work are textbook-based lessons. Language Awareness lessons can be based on the textbook content (e.g. Review sections) or otherwise designed to address learning needs using additional materials. They can therefore be textbook-based or non-textbook-based lessons. Language Arts lessons should be based on the CCL module, not on the textbook. Project-Based Learning lessons should be designed according to the Ministry of Education instruction.

Typical lesson cycles

The Year 5 textbook, *English Plus 1*, contains 9 units – a Starter unit and Units 1–8. Year 5 Scheme of Work units consist of 16 lessons in the Starter unit followed by 18 lessons in Units 1 – 8. The textbook units typically provide teachers with enough material for three cycles of the four skills (Listening, Speaking, Reading, Writing). Apart from in the Starter unit, there are

three Language Arts lessons, two Consolidation lessons and one Language Awareness or a Project-Based Learning lesson per unit. In total, 18 lessons. The Starter unit, as it is shorter, has 16 lessons, and is organised in the same way as the other units, except the Consolidation lessons have been omitted. The lesson cycle for Unit 1 in the Scheme of Work is given below as an example:

Lesson	Skill/Focus
17	Listening
18	Speaking
19	Reading
20	Writing
21	Language Arts
22	Consolidation
23	Listening
24	Speaking
25	Reading
26	Writing
27	Language Arts
28	Consolidation
29	Listening
30	Speaking
31	Reading
32	Writing
33	Language Arts
34	Language Awareness*

*Language Awareness lessons are replaced by Project-Based Learning lessons in Units 4 and 8.

Teachers should note the following:

1. Textbook-based lessons will utilise material from the *English Plus 1* textbook. Other suggested activities or material to help prepare pupils for new learning, and to consolidate or extend learning are included.
2. Pupils are expected to have their own copy of the Student's Book to use in every lesson. This includes non-textbook-based lessons, which may ask pupils to look at some content that can act as a starting point for a non-textbook-based lesson. Pupils should also have their own notebook and bring it to every lesson.

3. **Teachers should be able to access the Teacher's Book for every lesson**, including non-textbook-based lessons, which sometimes ask them to refer to the Student's Book. 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 script, thus considerably saving preparation time. It is therefore very useful for all teachers to access it, even if only periodically.
4. **Teachers are expected to plan lessons based on the lesson outline in the Scheme of Work.** They may need to develop and produce worksheets, create flashcards (these are picture cards that can be printed or drawn by the teacher) and prepare other material and resources for most lessons.
5. Language Awareness lessons will focus specifically on the language taught in the unit. The Scheme of Work offers suggestions to teachers for these lessons, but teachers are expected to plan these lessons based on the needs of their pupils. Teachers are also expected to refer to the syllabus, which contains an overview of the language functions, vocabulary and the text types that are suitable for the grade.
6. **Pre-lesson and post-lesson** stages in the lesson outline are important stages in the lesson. **They should not be neglected or rushed.** See Section 3 for more information.
7. At the end of every unit, pupils are expected to review and assess their learning in that unit. This self-assessment is guided using a worksheet which identifies the language covered in the unit. Teachers can use the suggested worksheets at the end of every unit in the Scheme of Work or modify/produce their own. **Self-assessment should be completed in class time, not given for homework.** Pupils will need guidance from the teacher to complete it, especially in the first part of the year. The teacher should collect the self-assessment worksheets and note common answers as well as any particular problems some pupils think they are having. Pupils' skills in self-assessment may begin the year at a very basic level but will develop over the year.

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: 6 (Listening 2); Lesson: 21 (Language Arts 4).

2. Main Skill Focus

Each lesson has 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 Arts, Language Awareness, Project-Based Learning lesson).

3. Theme

The three given themes are:

- World of Self, Family and Friends
- World of Knowledge
- World of Stories

4. Topic

Topics are taken from the textbook in textbook-based lessons. Topics for non-textbook lessons are either suggested for these lessons, guided by CCL content or decided by the teachers.

5. Cross-Curricular Elements

Each cycle of lessons has been assigned one Cross-Curricular Element or more. Teachers will need to refer to the section on Cross-Curricular Elements in the Standards-Based Curriculum and Assessment Document (DSKP) for further guidance. Teachers are encouraged to link to other Cross-Curricular Elements within a lesson cycle, in addition to the suggested one given, if they identify opportunities where relevant cross-curricular connections can be made.

6. Language/Grammar Focus

This is related to the grammatical structure/function (for example, Present Simple and Past Simple) that is the focus of the lesson. This language/grammar is usually presented and practised using a skill (Listening, Speaking, Reading or Writing). It is not expected that language is taught explicitly or formally.

7. Content 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 both be 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 and how teachers can plan their lessons. They refer to specific activities in the Student's Book and Workbook, and 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 textbook-based activities may not appear in the same order as in the Student's and Teacher's Book. This is to ensure the best activities are selected for the stated Learning Standards and to follow the lesson cycle (Listening, Speaking, etc.).

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, even as young as Year 5 pupils.

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

Pre-lesson activities activate and review pupils' prior knowledge by, for example, reviewing relevant learning from a previous lesson or using a short activity as an opportunity for pupils to share what they already know about the lesson topic. Post-lesson activities take place at the end of lessons to review and consolidate the learning from a lesson. Pre- and post-lesson stages are important elements in lesson plans and should always be included in every lesson. Please see the next section for more information about pre-lesson and post-lesson activities.

10. Materials/References

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

11. Differentiation strategies

This column refers to Section 4 which lists seven strategies. It also 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. Pre-lesson and post-lesson tasks

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. Pre-lesson activities provide an opening to the lesson and get pupils in the right frame of mind for listening to and using English. They are often whole-class activities which are fun and engaging. Pupils are all active in these activities physically as well as mentally. This can help teachers to manage energy levels before settling pupils into their learning.

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 that they choose for their lessons. Post-lesson activities are **not** optional extras to be done if there is time. Teachers should plan and 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 tasks. Some of these are outlined in the Learning Outline, and sometimes teachers are directed to the textbook. In other lessons, teachers can refer to and choose a suitable task from the lists below. Teachers can also create their own pre- and post-lesson activities provided that they fulfil the function described above.

Suggested pre-lesson tasks

Below are 12 lesson tasks which teachers may choose from or adapt for the pre-lesson section within the Learning Outline in the Scheme of Work. These pre-lesson tasks are suitable to begin almost any skills-focused lesson and require minimal materials and preparation. They are simple for pupils to participate in. Teachers can, of course, use their own pre-lesson tasks whenever they think that these would be more suitable for the pupils they teach. Each pre-lesson task takes about 5–10 minutes of class time.

These tasks are the same for Primary Years 4–6. The language and vocabulary focus will be different, however, and some tasks can be modified for more proficient pupils, as noted in the task description.

Note: Those marked with an asterisk* could be used at both pre- and post-lesson stages.

PRE-LESSON TASK 1: ABCs*

AIM: To review vocabulary

MATERIAL: Board, notebooks and pens

1. Put pupils in small groups or pairs.
2. Orally, give pupils a letter of the alphabet and a topic (e.g. *M*; *A drink*).
3. Pupils work in their groups/pairs to write one (or more) word beginning with that letter related to that topic (e.g. *milk*). Give a very short time limit, e.g. 10 seconds.
4. Repeat a few times.
5. Have pairs/groups share their answers with the class by coming out and writing on the board.

PRE-LESSON TASK 2: GUESS THE ANSWER

AIM: To practise checking own predictions

MATERIALS: Board

1. Write questions on the board for a Listening or Reading text, that pupils will answer during the lesson.
2. Provide two or three possible answers for each question, for example, 'What did Sara do at the weekend?'
 - a. played football
 - b. watched TV
 - c. went shopping (make sure one is the correct answer!)
3. Ask pupils to guess which one they think is the correct answer.
4. Pupils listen to or read the text as part of the lesson and check their predictions.

PRE-LESSON TASK 3: SEQUENCE THE INFORMATION

AIM: To practise putting information in a logical order

MATERIALS: Board

1. Write a list of events in the Listening or Reading text in a random order or use pictures to illustrate them. For example, if the text is a story, list the events in any order (*Mohamed went camping. He saw a mouse in the tent at night. His mother screamed! The mouse ran away.*)
2. Put pupils in pairs to decide on the order.
3. Invite pupils to compare their ideas in groups.
4. Pupils then listen to or read the text as part of the lesson and check their predictions.

PRE-LESSON TASK 4: I'M GOING TO...

AIM: To set individual lesson goals to develop pupil autonomy

MATERIALS: Notebook

1. Write on the board *In this lesson, I'm going to...*

2. Explain that pupils are going to write their own goals for the lesson. Give some realistic example goals that focus on observable behaviour or learning pupils may need to improve, such as *In this lesson, I'm going to speak in English with my friends.* or *In this lesson, I'm going to remember at least two words.*
3. Elicit some more ideas from pupils.
4. Have pupils write one or two lesson goals in their notebooks.
5. Ask pupils to review their goals at the end of the lesson. This can be the post-lesson activity.

PRE-LESSON TASK 5: SIT DOWN, STAND UP*

AIM: To review topic vocabulary

MATERIALS: True and false sentences about the topic

1. Prepare some simple true/false sentences about the topic to check pupils' knowledge or to prepare them for the content of the lesson.
2. Read a sentence out, for example, if the topic is space, *We can't see the moon from the Earth, The sun is the biggest planet in our solar system.etc).*
3. If it is true, pupils stay sitting at their desks. If it is false, pupils stand up. Invite pupils to correct any false sentences. You could change the action to suit the topic of the lesson or to review other vocabulary, especially verbs.
4. If there is time, pairs of pupils can create their own true/false sentences to use with other pairs or with the whole class.

PRE-LESSON TASK 6: FINGER WRITING*

AIM: To practise spelling of topic vocabulary

MATERIALS: Board

1. Choose some words that pupils will need for the lesson. These should be words pupils already know, so are reviewing.
2. Divide pupils into pairs.
3. Tell one pupil in the pair to look at the board, and the other pupil to cover their eyes or put their head down on the desk so that they can't see the board.
4. Write a topic word on the board, ask pupils to read and remember it, and then rub the word off the board. You could use a picture if pupils may benefit from using a visual aid.
5. Tell pupils who did not see the board to stand with their back to their partner while the partner writes the word on their back by using their finger.
6. Each pupil works out what word their partner is writing.
7. Reverse the roles so that each pupil gets the chance to write.
8. Repeat for other topic words and/or extend to phrase or sentence level, depending on the topic.

Note: When pupils know this activity, they can choose their own words.

PRE-LESSON TASK 7: BEAT THE TEACHER*

AIM: To create interest in the lesson and to review and practise spelling of topic vocabulary

MATERIALS: Board

1. Choose a key topic word from the lesson.
2. Write lines to correspond to each letter on the board with a space in between as in the example below _ _ _ _ _ (*planet*).
3. Draw a circle/oval on the board. It is a head without the parts (eyes, nose, ears, mouth, hair).
4. Explain that the aim of the game is to guess the word before the face is completed.
5. Tell pupils to put up their hands if they want to guess a letter.
6. If they guess correctly, write the letter into the correct letter space. If they guess incorrectly, draw one part of the head (e.g. the mouth or the hair). Write the incorrect letter on the side of the board to remind pupils it has already been used.
7. If pupils guess the word before the face is completed, they have beaten the teacher. If not, the teacher has won!

Note: You can change the picture you build for this, perhaps using a topic-related picture, as long as it has a good number of parts (e.g. 6 or 7).

PRE-LESSON TASK 8: PREDICT THE CONTENT

AIM: To help and prepare pupils for a Listening or Reading text

MATERIALS: Board and pictures

1. Ask pupils to look at a picture or pictures which accompany a Listening or Reading text they will have in the lesson, or tell them the title of the story, song, etc.
2. Ask pupils to work in small groups to predict words they might hear/read. Give groups a fixed time, e.g. 2 minutes.
3. Review their answers and provide correct spelling by writing the words on the board.
4. As pupils read or listen to the text in the lesson, they can check if any of their predictions are correct.

PRE-LESSON TASK 9: MEMORY CHAIN*

AIM: To review topic vocabulary

MATERIALS: None

1. Ask pupils to stand or sit in circles.
2. Join one of the circles yourself to demonstrate the activity while others watch. Give the beginning of the memory chain sentence, for example: *Yesterday, I went to the supermarket and I bought an apple.*
3. Ask the pupil to your right to repeat the sentence and add another item: *Yesterday, I went to the supermarket and I bought an apple and a banana.*
4. The next pupil adds a third item: *Yesterday I went to the supermarket and I bought an apple, a banana and a cake.*
5. Continue in the chain. Either so that each pupil adds one item or until the chain is broken.
6. Repeat so that different pupils can experience more and less memory challenge.

Note:

You could make the chain alphabetical, which makes it more challenging to find a word, but easier to remember the previous words.

Limit the size of the groups to limit the number of words pupils need to remember.

Focus on vocabulary as well as pronunciation (intonation in lists), use and position of 'and', and use of articles.

<p>Vary the sentence stem according to the topic of the lesson.</p> <p>7. Give feedback on the chains of each group by inviting pupils to tell the class their chain(s).</p>
<p>PRE-LESSON TASK 10: SAY WHAT'S MISSING*</p> <p>AIM: To review topic vocabulary</p> <p>MATERIALS: Flashcards or real/plastic objects, a table and a cloth, or sheet</p> <ol style="list-style-type: none"> 1. Choose about 7 or 8 topic words that pupils will need for the lesson. 2. Put flashcards or real objects of these vocabulary items on a table. 3. Ask pupils to work in pairs or small groups and to say the words. 4. Check briefly with the whole class. 5. Place a cloth over all the items on the table. 6. Take one or two vocabulary items away. 7. Remove the cloth, keeping the removed items in it. 8. Pupils say which items are missing. <p>Note: You can use pictures on the board with sticky tape or magnets, an overhead projector or an interactive whiteboard for this activity. Real objects (realia) are stimulating when available, though.</p>
<p>PRE-LESSON TASK 11: WORDS THAT SOUND THE SAME (PHONICS)</p> <p>AIM: To practise distinguishing different sounds</p> <p>MATERIALS: Board (or flashcards)</p> <ol style="list-style-type: none"> 1. Choose some words that contain the sound(s) you are/have been working on and some other topic words you would like to review. 2. Write the words in chains of three or four on the board, containing one example of the phoneme you are focusing on, e.g. for /r/ <i>cat : dog : fish : rat</i> 3. Ask pupils to guess which word has the sound. 4. Say the words (you can say just the word or you could say it in a short sentence) to let pupils check their answers. 5. Ask pupils to read all the words aloud. <p>Note: This task can be adapted to have chains of rhyming words or as an odd-one-out (where one is different from the others). Pictures could be used instead of words to check vocabulary production rather than reading recognition.</p> <p>Although phonics is a focus of the Year 3 Content and Learning Standards, working with sounds and written words is still valuable to pupils in Year 3 from time to time, especially with sounds that pupils find particularly difficult to hear or say.</p>
<p>PRE-LESSON TASK 12: WORD SALAD*</p> <p>AIM: To review vocabulary or language</p> <p>MATERIALS: Word cards</p> <ol style="list-style-type: none"> 1. Prepare word cards for each group or pair of pupils so that each set of word cards makes a sentence. You could have the same or different sentences for each group or pair. Prepare an

extra set to use as an example. Vary the sentences according to the vocabulary and language to review as well as topic. You could also vary the level of complexity of the sentences.

2. Using the example set, put the word cards on the board, jumbled up.
3. Elicit from pupils how to change them to make a sentence.
4. Put pupils in pairs or groups of three or four. Give each pair/group one or more sets of cards.
5. Pupils work together to make a sentence from the word cards.
6. Invite pupils to tell the class their sentences or they could write them on the board for peer checking.

Suggested post-lesson tasks

Below are 12 tasks which teachers may choose from or adapt for the post-lesson section within the Scheme of Work. These post-lesson tasks are suitable for ending almost any skills-focused lesson. They are simple for pupils to participate in. Each post-lesson task takes about 5–10 minutes of class time. Teachers can, of course, use their own post-lesson tasks to undertake formative assessment of learning whenever they think that these would be more suitable for the pupils they teach.

Please note that these tasks are the same for Primary Years 4–6. The language and vocabulary focus will be different, however, as these depend on the lesson and pupils' needs, and some tasks can be modified for slightly more proficient pupils, as noted in the task description.

POST-LESSON TASK 1: SPOT THE DIFFERENCES

AIM: To provide practice in listening for detail

MATERIALS: Text

1. Before the lesson, identify 3 or 4 factual changes you could make to a Listening or Reading text that pupils will work on in the lesson (e.g. *Mike's favourite season is winter* instead of *Mike's favourite season is summer*).
2. During the lesson, after pupils have worked on a Listening or Reading text and understood it, tell them they are going to listen to the text again but this time there are some differences.
3. Ask pupils to listen and put their hands up each time they hear something different from the original text, and to be ready to correct the difference.
4. Read out your text with changes.
5. Pupils listen and correct the differences to make it the same as the original.

POST-LESSON TASK 2: MAKE CONNECTIONS

AIM: To review topic vocabulary and grammar

MATERIALS: Flashcards, pens and board

1. Before the lesson, choose or prepare between 3 and 6 flashcards that represent the content of a text that pupils will work on in the lesson.
2. During the lesson and after pupils have worked on the text, place the flashcards on the board and elicit ideas from pupils about items in the pictures.
3. Ask pupils how the pictures link to the text (e.g. if a flashcard shows some animals, the link may be *The story is about a farm*).

To extend, if time allows:

4. Put pupils into pairs and give them a short time (1 or 2 minutes) to tell each other everything they can remember from the text, using the flashcards to help them.
5. Ask pupils to tell you the connections they have made between the pictures and the text.
6. If you want pupils to practise Writing as well as Speaking, pupils could come up to the board and write information under the corresponding flashcard or work with a partner to write sentences about each picture.

POST-LESSON TASK 3: TEST MY FRIENDS

AIM: To review topic vocabulary or language

MATERIALS: Notebooks

1. Put pupils in pairs. Ask 3 or 4 quiz questions about vocabulary, language or content of the lesson. Pupils write the answers in their notebooks.
2. Ask pairs to write a set or minimum number of questions to quiz their classmates.
3. Put pairs in groups so that there are 3 pairs (6 pupils) in each group. Have pupils ask and answer each other's questions in groups.
4. Give feedback as a class by asking groups to tell the class the most challenging questions.

POST-LESSON TASK 4: CORRECT THE MISTAKE

AIM: To review topic language, and to review spelling and punctuation

MATERIALS: Board, words or sentences with errors from pupils' written work, notebooks

1. During the lesson, identify 4 or 5 words or sentences with mistakes that pupils made in a Writing or a Speaking task. These should be common mistakes made by more than one pupil which are related to the learning focus of the lesson (or previous lessons) and/or be correctable by pupils.
2. Write the sentences on the board (with the mistake).
3. Ask pupils to form groups or pairs to identify the errors and to correct them.
4. Elicit answers with the whole class.
5. Ask pupils – a different pupil for each mistake – to come up to the board to write the corrected versions.

POST-LESSON TASK 5: WHISPER AND WRITE*

AIM: To review topic language and spelling

MATERIAL: Board

1. Draw 4 columns on the board.
2. Divide the class into 4 teams. Ask each team to stand in a line facing the board.
3. Give each pupil at the front of the line some chalk or a board pen.
4. Go to the back of the line and ask the 4 pupils at the back of each line to come to you. Whisper a topic word, phrase or short sentence (e.g. *Nahla loves camping.*) or instruction (e.g. *Draw a huge fish and a tiny elephant*).
5. The pupils go back to their lines and whisper the topic language to the next pupil in the line. This continues until it reaches the pupil at the front of the line, who writes down the language, or follows the instruction.
6. Each team gets 1 point for a correct answer. The team who finishes first gets an extra point if their answer is correct. Depending on the focus of your lesson, you can insist on accurate spelling, or allow some mistakes. Alternatively, you can avoid giving points for these kinds of games but offer praise yourself and from the other pupils when teams do well.
7. Continue with new language or instructions. Change the order in the line each time (e.g. pupil at the front goes to the back, so that there is a new pupil at the front).

POST-LESSON TASK 6: MAKE A WORD LADDER*

AIM: To review topic vocabulary, to practise spelling

MATERIALS: Board

1. Divide the class into 4 or 5 teams, depending on your class size. There should be about 4 or 5 pupils in each team.
2. Ask each team to stand in a line facing the board. Give each pupil at the front of the line some chalk or a board pen.
3. Write the lesson topic on the board (e.g. *School*) and draw a ladder of at least 4 spaces for each team (at least one for each pupil in a team).
4. The pupil at the front of each line writes a word connected to the topic at the bottom of the ladder. They then pass on the chalk or pen to the second pupil, who writes a word in the next space on the ladder. Pupils can help each other with spellings if needed.
5. You can either continue until each pupil has had a turn to write a word or you can continue for a fixed time, e.g. 3 minutes, if you have more time available.

Each team gets 1 point for a word which is related to the topic and correctly spelled. If a team has a word which no other team has, they get an extra point. Alternatively, you can avoid giving points for these kinds of games but offer praise yourself and from the other pupils when teams do well.

POST-LESSON TASK 7: READ YOUR FRIEND'S MIND

AIM: To review topic vocabulary, to practise Listening, Speaking and Reading

MATERIALS: Board

1. Write target language on the board (e.g. food, like/love/don't like): about 5–7 target items is a good number. Write a number in front of each target language item.
2. Quickly review the target language with pupils.
3. Ask a pupil to come to the front and whisper to you or write down on a piece of paper the number of the target language item she is thinking of.
4. Give the pupil about 5 seconds to pretend to 'transmit' the word or message in their mind to their classmates, who pretend to be mind readers.
5. The other pupils write down the number they think the pupil at the front has chosen. If your class is large, pupils can work in pairs to agree a number together and write it down.

6. Quickly check around the class, asking each pupil to say the phrase they guessed.
7. The pupil at the front keeps a score by ticking or making a mark on the board against the number of each target language item suggested.
8. Calculate the pupil's score. For example, if they were thinking of the phrase *I like pizza*, and 4 pupils guessed this correctly, the pupil scores 4 points.
9. Repeat this with a new pupil coming to the front, to see if they can beat the score of the previous pupil.

POST-LESSON TASK 8: TEST YOUR MEMORY

AIM: To review topic vocabulary and grammar (e.g. *some/any*)

MATERIALS: Picture in the textbook with some details in it, or a picture you have chosen from another source

1. Make sure that each pupil can see the textbook picture or your chosen picture.
2. Give them 1 minute to look at the picture and remember what's in it.
3. Ask them to close their books. Hide the picture if you are not using the textbook.
4. Make true/false statements (e.g. *There are some purple flowers in the picture.*).
5. Pupils tell you if your statements are true or false, and correct any false statements.
6. Divide the class into groups and ask pupils to continue the game in their groups: give them more time to look at the picture if they need to do this in order to make their statements.

POST-LESSON TASK 9: WHAT ABOUT ME?

AIM: To review and personalise topic content or vocabulary, and encourage pupils to make links between English learning and their own lives

MATERIALS: Board and/or pictures, notebooks

1. Choose some key words, phrases, expressions or language from the lesson. Write the words on the board and ask pupils to read them.
2. Look at the board and act as if you are thinking carefully. Say: *What about me?* Choose and circle one of the pictures/words. This should be something you can connect to your personal life (e.g. *a cat* – You like cats or you have a cat).
3. Pupils ask you yes/no questions to find out why you circled *cat*, e.g. *Do you have a cat?*
4. Ask pupils to do the activity in pairs by telling the word to their partner, who should try to guess what the connection is using yes/no questions.

POST-LESSON TASK 10: WHAT ABOUT YOU?

AIM: To reflect on and share learning

MATERIALS: Notebooks

1. Act as if you are thinking and say *What can you remember?* Give a key word from the lesson. Write it on the board.
2. Invite some pupils to tell you by asking: *What about you? What can you remember?* Write their answers on the board. Note that it may be vocabulary, language or content.
3. Ask pupils to work in pairs to share what they remember from the lesson. They should note their

answers in their notebooks.

4. Review some of pupils' learning by asking volunteers or nominating pupils to tell the class what they have written.

POST-LESSON TASK 11: PEER MEDALS AND FUTURE MISSIONS

AIM: To reflect on learning and offer peer feedback

MATERIALS: Notebooks

1. Using the Missions and Medals model, ask pupils to give feedback on their partner's participation in the lesson (or recent lessons). Guide the focus of the feedback, for example on use of the target language, participation in group work, pronunciation, accuracy etc.
2. Pupils prepare by making notes in their notebooks. First, they give the 'medals' (for example 3 things their partner did well), then set one 'mission' (what the partner could improve on in future lessons).
If you do this activity regularly, pupils will become better at giving useful, constructive feedback to their partners. Encourage pupils to develop these skills by gradually increasing the task, for example by asking pupils to suggest *how* their partner can improve, or by saying how they could help their partner.
3. Pairs give their feedback orally to one another.
Be sure to monitor carefully, especially when this activity is new to pupils.
4. If time allows, collect some of the 'medals' from pairs by inviting pupils to share their positive feedback with the class.

POST-LESSON TASK 12: LEARNING JOURNAL

AIM: To reflect on learning and to develop critical thinking and independent learning skills

MATERIALS: Notebooks (or separate learning journal)

1. At the beginning of the year, introduce the idea of a learning journal, where pupils reflect on what they have learnt during a lesson or series of lessons. For example, they can talk about:
 - Something they did well (e.g. a language skill)
 - Something they are proud of
 - A goal they reached
 - New words they learned
 - New language they learned
 - How they worked co-operatively with other pupils
 - Something they would like to do better in future
 - A goal for upcoming lesson(s)
2. Allow time for explanation when you first ask pupils to keep learning diaries. You may want to prepare a model and/or use pupils' L1.
3. Pupils will probably not reflect in detail or deeply at first, but their reflection skills will develop if you ask them questions and guide their diary-keeping.
4. Remember to collect in their diaries and make positive comments on the content. Avoid marking diaries for language accuracy or grading them in any way.
If you ask pupils to keep a learning diary regularly, they will soon be able to do them more quickly and will become skilled at it.

4. Differentiation strategies for Primary pupils

The Scheme of Work suggests at least one differentiation strategy for each lesson. These suggestions are related directly to the focus of that lesson and are often similar to the strategies below. However, every class is different, and teachers are encouraged to reflect on the learning needs of their individual pupils in each class in order to select and adapt the strategies they use in a lesson. They may choose to follow the suggestions in the Scheme of Work, and/or follow one or more strategies from the list below.

Strategy 1: Differentiate by the task pupils are given

If teachers are using the same task for the whole class, using open-ended tasks such as brainstorming allows a large number of correct responses. Open-ended tasks (e.g. *Tell me the food words you know* or *What will happen next?*) allow more proficient pupils to contribute more unusual words, more complex language, or more original ideas. Sometimes, the teacher can also give different tasks to more proficient and less proficient groups of pupils according to their needs and interests: see Strategy 5 for more on this.

Strategy 2: Differentiate by the type and amount of support provided

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

- their own instruction (e.g. *'It's an animal we have in Malaysia. It begins with the letter M. It lives in the trees in the jungle.'*)
- with gestures
- with visuals (e.g. flashcards on the board to help pupils understand or use vocabulary)
- with written words (e.g. written words on a worksheet or the board to help pupils with spelling).

Different types and amount of support can be given to less proficient pupils, depending on their needs, and extra challenge can be provided for more proficient pupils. For example, you can give more proficient pupils more verbal instructions without using gestures.

Strategy 3: Differentiate by the outcome expected from pupils

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

A. Compulsory plus optional

Here, the teacher sets pupils' targets such as *With your partner, write 2 sentences or more*, or *In your group, write 5 words or more*. The minimum target (2 sentences, 5 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 language 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.

B. Remember and share

If pupils are asked to remember and share, they have to tell the teacher words or ideas they learned in a previous lesson or task (e.g. *Look at the objects on my table. In one*

minute, I'll cover them... Now, share with your group what you remember. Make a list together and then tell me). Sometimes, less proficient pupils have good memories, so as well as different outcomes, this task also allows different pupils to make successful contributions to a group task.

Strategy 4: 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 is appropriate, these pupils should be given a little more time to finish, and extra tasks for pupils who complete the task early should be provided (e.g. *Note another example from your imagination; Try to name all the things in this picture in the textbook; Talk with your friend in English: you choose what to talk about*). Rewarding fast finishers with something 'fun' to do (such as playing with toys or drawing a picture) should be avoided, as this will encourage pupils to work quickly, rather than to work carefully at their own speed. Extra tasks should extend and enrich learning.

Strategy 5: Differentiate by supporting individual learning preferences and needs

When appropriate, teachers can support preferences by letting pupils make choices about what they do and how they do it. Sometimes, for example, pupils decide for themselves which tasks they want to do (e.g. the gestures they create for an action song, or a revision game), depending on the ways they prefer to learn (for example visually, through speaking or listening, or through movement).

Different pairings and groupings will allow pupils to work in different ways – teachers can sometimes pair up pupils who can help and support each other (e.g. one who can write well and one who still has difficulty writing) or who enjoy working together. Sometimes teachers might want to mix girls and boys, or have single-sex pairs/groups. In some tasks, pupils can be assigned different roles to do, for example a group manager, writer or artist. Teachers should make sure to vary pairings and groupings over time.

Teachers can support needs by setting individual tasks and targets for pupils based on teacher assessment. For example, if a number of pupils are not able to read fluently yet, a teacher might decide on a reading target for each pupil and provide them with different tasks from those pupils who can already read English very well. If a few pupils are very proficient or fast readers, they could be given extra tasks.

Strategy 6: Differentiate by the types of question asked

Closed questions are questions in which the choice of possible answers is 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. *Which boy is James? Is he eating noodles or rice?*) 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 can Mandy do now? or How do you think Maya feels at the end of the story?*) provides extra challenge. As less proficient pupils grow in confidence and competence, teachers can ask them more open questions. Sometimes there are also good reasons for asking more proficient pupils easier questions, as this involves them in the lesson and helps the pace of the lesson.

Strategy 7: 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 less proficient at Writing has tried hard and produces work with a number of misspellings or grammatical mistakes, feedback can be given on what they did well, and only 2 or 3 common misspellings or mistakes highlighted. The pupil should respond to this feedback because the suggested improvement is achievable for them. If a stronger pupil writes well and makes 2 mistakes, the teacher can tell them the lines in which the mistakes are, and perhaps the kind of mistakes they are, and ask them to find and correct them. The pupil should be able to respond to the extra challenge built in to this feedback. The same principle applies to giving feedback on pupils' spoken language.

5. Glossary of terms in Year 5

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

Term in Year 5 Scheme of Work	Meaning
<i>brainstorm (vb)</i>	This is when pupils work with one or more other pupils to put all their ideas together. They should be able to give all their ideas without worrying about accuracy. It may be listing, categorising etc.
<i>consolidation (n)</i>	This is a lesson or lesson stage when language and/or skills are reviewed, and built upon. It aims to remind learners of new vocabulary, grammar and functional language presented in previous lessons, and it can also be used to extend an area of study and challenge stronger pupils.
<i>coordinating conjunction (n)</i>	These are words which connect sentences or parts of sentences together, such as <i>but</i> , <i>so</i> . They are also known as <i>cohesive devices</i> .
<i>differentiation (n)</i>	Differentiation is the variety of teaching techniques and lesson adaptations that teachers use to teach a class with diverse learning needs.
<i>discourse skills (n)</i>	Discourse is any speech or writing that is longer than a sentence, e.g. a conversation. At this level, pupils are beginning to use more language, and produce longer pieces of writing or speech, so teachers will support pupils in developing these skills in Year 5.
<i>drill (vb)</i>	Drilling is where the pupils hear a word, phrase or sentence and repeat it. Often the teacher says the words and pupils repeat it a few times, but the word may be recorded and pupils may repeat more/fewer times, individually/in pairs/in groups. This gives practice in pronunciation and helps pupils remember. It can be done in different fun ways.
<i>elicit (vb)</i>	This technique is where the teacher gets the information, answer, language from pupils, rather than telling them. It will help the teacher see what pupils know and makes pupils more active in their learning and language use.
<i>fast finishers (n)</i>	Pupils who are able to work at a faster pace on a specific task than the majority of pupils in a class. They are therefore ready to move on to the next task sooner than the majority of pupils because they finish earlier than the others.
<i>feedback (n) / feed back (vb)</i>	This is the response given to something a pupil does. It can be in writing or it can be spoken, and it can be given by the teacher or peers. Feedback should always be motivating, formative and constructive (i.e. it should show the pupils what they did well and how they can improve in a child-friendly way).

Term in Year 5 Scheme of Work	Meaning
<i>gapped text (adj)</i>	This is a text which has missing words or phrases. Pupils should read and decide which words or phrases complete the text. This is also known as a 'fill in the blanks' activity.
<i>gist (n)</i>	Listening or reading for global/general understanding.
<i>Letter/word jumble (n)</i>	This kind of activity is where pupils have words for a sentence in a mixed-up order, and should re-order them to form a correct sentence, focussing on sentence structure and form. This can also be done with letters to make a word, and will support spelling skills.
<i>mingling activity (n)</i>	When pupils mingle, they move around the classroom and talk to several different pupils. They may choose who they speak to, or they may have to speak to a certain number of pupils to complete a task, e.g. <i>Find six pupils in the class who have a pet cat.</i>
<i>monitor (v)</i>	Teachers monitor when they walk around the classroom to see and watch pupils. This is to check that they know what to do, that they are doing what they should be doing, to answer any questions and, importantly, to check their work and give individual support and feedback.
<i>peer-assessment (n)</i>	This is when pupils give feedback to other pupils on specific aspects of their learning, such as a specific aspect of the quality of their speaking. The feedback can take the form of two things that were good (stars) and one area for improvement (wish).
<i>phoneme (n)</i>	Phonemes are the sounds that make up words in spoken language.
<i>post-lesson (adj)</i>	Activity at the end of a lesson to review and consolidate the learning.
<i>pre-lesson (adj)</i>	Activity at the beginning of a lesson to activate pupils' prior knowledge.
<i>pre-teach (vb)</i>	Sometimes teachers need to teach pupils key language before they listen or read a text or do a speaking or writing activity. This will help them understand the text and/or achieve the activity objectives.
<i>prior knowledge (n)</i>	Knowledge and skills which pupils already have. Pupils possibly acquired from previous lessons or previous years.
<i>realia (n)</i>	These are the 'real thing', used in the classroom as props to help pupils learn and remember language. For example, the teacher shows an apple to teach the word 'apple', rather than using a picture.
<i>self-assessment (n)</i>	This is when pupils are asked to assess themselves on 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.

Term in Year 5 Scheme of Work	Meaning
<i>sentence starter (n)</i>	This is a type of support strategy to help learners communicate their ideas, opinions or thoughts. For example, when describing an image: We think the picture on the left looks _____. The bar chart shows us there are _____.
<i>target language (n)</i>	This is the language teachers want pupils to use and learn in the lesson.
<i>TPR activity (n)</i>	TPR = Total Physical Response. This is a way of teaching which combines movement and language to help pupils learn more deeply. It also lets teachers check understanding. Pupils listen and mime only, or they can mime and repeat at the same time.

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

Term in Year 5 curriculum framework	Meaning
Listening	
<p>Listening 1.1.1 Recognise and reproduce with little or no support a wide range of target language phonemes</p>	<p>a wide range of target language phonemes Phonemes are the sounds that make up words in spoken language. By the end of Year 5, pupils should be able to hear and say most of the phonemes, including most of the less common ones, such as /ɔɪ/ or /aʊ/ with minimal or no support.</p>
<p>Listening 1.2 Understand meaning in a variety of familiar contexts</p>	<p>a variety of familiar contexts Familiar contexts are ones which pupils know and are relevant to pupils' lives, e.g. home, school, and neighbourhood. Specific examples include contexts linked to topics covered in the Year 5 textbook, such as <i>Towns & Cities</i>; <i>Food & Health</i>.</p> <p>Pupils in rural or remote areas and pupils who live in cities may be familiar with different contexts. Please consider your local context to decide what is familiar to your pupils.</p>
<p>Listening 1.2.1 Understand with support the main idea of longer simple texts on a range of familiar topics</p> <p>See also Listening 1.2.2</p>	<p>longer simple texts Longer simple texts are those with more than 4 or 5 utterances or sentences. They usually contain more than one paragraph. They should be easy for pupils to understand.</p>
<p>Listening 1.2.2 Understand with support specific information and details</p> <p>See also Reading 3.2.2</p>	<p>specific information Specific information is in the details of a text. Pupils may listen to a text and try to identify a number, name or another piece of particular detailed information. They may not be focussed on the overall general meaning of a text, however.</p>

<p>Listening 1.2.3 Understand with support longer simple narratives</p>	<p>longer simple narratives Longer narratives are stories or sequences of events which are usually more than 15 lines long, and may be considerably longer in some forms, such as a book or comic. Simple narratives contain language which pupils can understand, and which is familiar. In Year 5, narratives should be on a range of different topics which are familiar to pupils.</p> <p>Please use your own judgment when selecting such narratives, based on the level, context and interest of the pupils you teach.</p>
<p>Listening 1.2.4 Understand a sequence of supported classroom instructions</p>	<p>a sequence of supported classroom instructions Classroom instructions are the instructions teachers use to direct pupils to do activities. In Year 5, these should be longer and slightly more complex, for example using full sentences and combining 2 or 3 instructions into a sequence (e.g. <i>First, read the title and answer question 1. Then read the whole text to answer questions 2 and 3</i>). Support classroom instructions using modelling, demonstration, miming and closed questions to check understanding of all pupils.</p>
<p>Listening 1.2.5 Understand a sequence of supported questions</p>	<p>supported questions Supporting questions involves using mime and gesture, modelling and routines. This also includes using pictures and objects to visually support meaning. By the end of Year 5, pupils are expected to hear and understand a sequence or 2 or 3 of such questions.</p>
<p>Listening 1.3 Use appropriate listening strategies in a variety of contexts</p>	<p>listening strategies Listening strategies are the techniques we use when we listen, i.e. what we do to help us understand when we listen. For example, predicting what we'll hear, guessing the meaning of words we don't know.</p>
<p>Listening 1.3.1 Guess the meaning of unfamiliar words from clues provided by other known words See also Reading 3.2.3</p>	<p>unfamiliar words These are words pupils do not know or understand in English. other known words These are the words pupils already understand. They may also be able to use them.</p>

Speaking	
<p>Speaking 2.1 Communicate simple information intelligibly</p>	<p>simple information</p> <p>Simple information is frequent, everyday information which is simple cognitively. Examples include pupils talking about themselves, giving personal information or saying what they like. The Year 5 textbook provides frequent opportunities for pupils to communicate simple information orally.</p>
<p>Speaking 2.1.1 Give detailed information about themselves</p> <p>See also Writing 4.2.1</p>	<p>detailed information</p> <p>In Year 5, pupils will talk in more detail about themselves, their background, their opinions, preferences and experiences. This information is still familiar to pupils and related to their own lives.</p>
<p>Speaking 2.1.3 Ask for, give and respond to simple advice</p> <p>See also Writing 4.2.2</p>	<p>simple advice</p> <p>Simple advice is a short piece of advice normally no longer than a sentence using simple language e.g. <i>Eat an apple – it's good for you.</i></p>
<p>Speaking 2.2.1 Keep interaction going in short exchanges</p>	<p>short exchanges</p> <p>An exchange is a dialogue – that is, when there are 2 (or more) people communicating. A short exchange will usually include 2 turns but could include up to 4 or 5 turns if they are very short (e.g. one word/phrase or a fixed phrase). For example, Student's Book, p.4, Exercise 5; Student's book, p.18, Exercise 4.</p>
<p>Speaking 2.2.2 Agree a set of basic steps needed to complete short classroom tasks</p>	<p>a set of basic steps</p> <p>These steps refer to the procedures for carrying out an activity in the classroom. They should be clear, short and easy to understand and will appear in a short sequence. Pupils will work with others to discuss such steps when deciding how to work as a group or pair, for example: <i>First, I need to tell you my answers. You listen and write them, don't you?</i></p>

<p>Speaking 2.3.1 Narrate short basic stories and events</p>	<p>short basic stories and events Where pupils are asked to tell stories themselves, they are narrating the story. They may also be recounting an event which is familiar to them. If written, the texts should be around one or two short paragraphs long and be simple in nature; or they may be unscripted. They may be pupil-made or be based on other input.</p>
<p>Reading</p>	
<p>Reading 3.2.4 Use with support familiar print and digital resources to check meaning</p>	<p>familiar print and digital resources These are resources which pupils will use when reading to check their understanding or find out the meaning of unfamiliar words. Print resources may include monolingual dictionaries, glossaries etc., which pupils will have used in previous years. Digital resources may include online dictionaries, word games, apps or CD-ROM based resources.</p>
<p>Reading 3.3.1 Read and enjoy A2 fiction/non-fiction print and digital texts of interest</p>	<p>A2 fiction/non-fiction print and digital texts These are reading texts for young learners of English at CEFR A2 level. Examples include stories, poems, quizzes, reference books, appropriate websites etc.</p>
<p>Writing</p>	
<p>Writing 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media</p>	<p>basic information Basic information means the same as simple information (see Speaking 2.1 above), i.e. frequent, everyday information. Examples include pupils talking about themselves, giving personal information or saying what they like. The Year 5 textbook provides frequent opportunities for pupils to communicate basic information in writing.</p> <p>a range of purposes The range of purposes is described in the Learning Standards for Years 1–6. These purposes involve finding out about and giving personal details and opinions.</p>

<p>Writing 4.2.4 Describe people, places and objects using suitable statements</p>	<p>suitable statements Pupils should be able to describe something (people, places and objects) effectively by the end of Year 5. In order to do this, they should be able to communicate sufficient and accurate detail about it in a simple but clear way. It may include the pupils themselves or the world around them, for example: Student's Book p.49, email in Exercise 1.</p>
<p>Writing 4.2.5 Connect sentences into one or two coherent paragraphs using basic coordinating conjunctions and reference pronouns</p>	<p>coherent paragraph This is a paragraph which is made up of sentences that fit together in meaning and through appropriate use of linking words.</p> <p>basic coordinating conjunctions These are linking words which join words, phrases, sentences or parts of sentences to bring them together. They should continue to be simple in Year 5, such as <i>also</i>, <i>but</i>, <i>so</i>.</p> <p>reference pronouns A word which represents a noun. In Year 5, these should be simple, such as <i>him/her/me</i> etc.</p> <p>For examples of the above, see Student's Book p.49, email in Exercise 1.</p>
<p>Writing 4.3.1 Use capital letters, full stops, commas in lists and question marks appropriately in independent writing at discourse level</p> <p>See also Writing 4.3.2</p>	<p>independent writing In Year 5, pupils begin to write independently, with a very minimal amount of support or without models or other support (e.g. with content, vocabulary or language).</p> <p>discourse level The writing should be longer than a single sentence.</p>
<p>Writing 4.3.2 Spell a range of high frequency words accurately in independent writing</p>	<p>high frequency words High frequency words are words which pupils use often in Year 1–5 classroom activities, especially in writing, e.g. common verbs: <i>be</i>, <i>come</i>, <i>like</i>; common adjectives: <i>cold</i>, <i>happy</i>, <i>beautiful</i>; common nouns: <i>school</i>, <i>sister</i>, <i>computer</i>, etc.</p>

Writing 4.3.3

Produce a plan or draft of one or two paragraphs for a familiar topic and modify this appropriately in response to **feedback**

feedback

Feedback (positive and constructive) may come from the teacher or from other pupils (peer feedback). It is also possible for pupils to review drafts of their own writing and revise them based on this. In this case, the feedback would come from self-assessment.

6. Scheme of Work: Lessons 1–160

Starter Unit

SCHEME OF WORK: TEXTBOOK-BASED LESSON

WEEK:	LESSON: 1 (Listening 1)	MAIN SKILL FOCUS: Listening	THEME: World of Self, Family and Friends
	TOPIC: Free time	CROSS-CURRICULAR ELEMENT: Language and Values	LANGUAGE/GRAMMAR FOCUS: Present simple: affirmative and negative; Possessive adjectives e.g. my

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Listening 1.2 Understand meaning in a variety of familiar contexts Complementary Skill Reading 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies	Main Skill Listening 1.2.1 Understand with support the main idea of longer simple texts on a range of familiar topics Complementary Skill Reading 3.2.1 Understand the main idea of simple texts of two paragraphs or more	Pre-lesson 1. Play vocabulary game to activate knowledge of words learned in previous years. Write 'Free time' on board. Check meaning: <i>Is going to school free time? Are holidays free time?</i> Pupils stand in a circle and take turns clockwise to say a noun, adjective or verb about free time. e.g. swimming – holidays – beach – sand – sun – hot – picnic – like. Repeat anti-clockwise. How many words can they remember? Lesson delivery 2. Follow instructions in Teacher's Book, p.18, Exercise 1 (CD Track 1-02). Pupils then look at Student's Book, p.4, Activity 1 and find words they said in Step 1. Find out with a show of hands if listening to words about free time is easy or hard. Ask what helped them to understand the words (pictures, words written in box). 3. Pupils look at words in Activity 2. Read them aloud to check meaning and pronunciation. Help pupils to notice the stress in <u>photography</u> . Say <u>photograph</u> . Can they hear the difference? 4. Pupils read about a girl's free time in Activity 2 then with a partner, guess which words go in the gaps. 5. Pupils listen to CD Track 1-03 to check answers. Find out words they guessed correctly. Ask: <i>Why is it important to be careful when chatting online?</i> Find out how long pupils think it is acceptable to be chatting or online or using a computer screen. Note pupils who found it hard to follow the text when listening and reading it. Post-lesson 6. Choose a post-lesson task from Section 3 to review free time vocabulary.	<i>English Plus 1</i> Student's Book Activities 1 and 2 p.4 Teacher's Book p.18	This lesson is a review of vocabulary and language from previous levels. Some of the language is basic but some pupils may need time to process the many words related to free time. See Strategy 4 for those learners who are slower at reading and writing in English.

SCHEME OF WORK: TEXTBOOK-BASED LESSON (Starter Unit)

WEEK: 1	LESSON: 2 (Speaking 1)	MAIN SKILL FOCUS: Speaking	THEME: World of Self, Family and Friends
	TOPIC: Free time	CROSS-CURRICULAR ELEMENT: Language and Values	LANGUAGE/GRAMMAR FOCUS: Present simple: affirmative and negative; Subject pronouns e.g. I, you; Possessive adjectives e.g. my, our

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Speaking 2.1 Communicate simple information intelligibly Complementary Skill Writing 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media	Main Skill Speaking 2.1.1 Give detailed information about themselves Complementary Skill Writing 4.2.1 Give detailed information about themselves	Pre-lesson 1. Say sentences about hobbies and interests. Pupils stand up if the sentence is true for them. For example: <i>You like _____. You don't like _____. Your favourite hobby / interest is _____. Pupils then say sentences about your hobbies and interests. Sit down if not true, stand up if true.</i> Lesson delivery 2. Write on board 1–9. Pupils look at sentence starters in p.4, Activity 3 and say a number. You complete the sentence. Put a tick beside number on board. Repeat. 3. Pupils listen to CD track 1-04 and complete sentences about people on CD. 4. Pupils do Activity 4 on p.4. They write six sentences about their hobbies and interests. CCE: Values: ask pupils why they think it's important to have hobbies and interests. Find out hobbies they would like to do when they are teenagers. 5. Choose two pupils to read speech bubbles in Activity 5. Pupils work with a different partner and repeat dialogue substituting hobbies and interests with theirs. 6. Pupils do p. 5, Activities 1, 2 and 4 to remind them about subject pronouns and possessive adjectives. If time, they should check in pairs first. Teacher checks with whole class. Note pupils who are confident about giving information about themselves and those who need some support. Post-lesson 7. Play Is it true, is it false? Pupils write in capital letters TRUE and FALSE on two pieces of paper. They take turns to say or make up a hobby or interest that a member of their family has. Then ask: Is it true? Is it false?	<i>English Plus 1</i> Student's Book Activity 3, 4 and 5 p.4 Teacher's Book p.18 Student's Book Activities 1, 2, 4 p.5 Paper to write TRUE and FALSE for Step 7	See Strategy 3A for pupils who are slow at writing. Give them fewer sentences to complete at Step 4. At Step 4 encourage pupils to write at least three positive sentences about their hobbies and interests.

SCHEME OF WORK: TEXTBOOK-BASED LESSON (Starter Unit)

WEEK: 	LESSON: 3 (Reading 1)	MAIN SKILL FOCUS: Reading	THEME: World of Self, Family and Friends
	TOPIC: Free time	CROSS-CURRICULAR ELEMENT: Language and Environmental Sustainability	LANGUAGE/GRAMMAR FOCUS: Subject pronouns e.g. I, you, we, they

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Reading 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies Complementary Skill Speaking 2.2 Use appropriate communication strategies	Main Skill Reading 3.2.1 Understand the main idea of simple texts of one or two paragraphs Complementary Skill Speaking 2.2.1 Keep interaction going in short exchanges by asking suitable questions	Pre-lesson 1. Show a map of world on board. Find out if pupils know where Europe is, then The Czech Republic. Say the capital city is Prague. Pupils look at photo on p.5 and say three things about the Prague houses e.g. <i>They're different colours. They're tall. There are lots of windows.</i> Ask: <i>What differences are there between these houses and houses in Malaysia?</i> Lesson delivery 2. Pupils read text in Activity 6 and choose correct subject pronouns. They compare answers with a partner then teacher gives feedback. 3. Write on board: ' <u>their</u> friends, <u>They're</u> from Prague. <u>There</u> is a photo of houses.' Help pupils to notice differences. See language note in box in Teacher's Book, p.19. CCE: Environmental Sustainability – Write 'eco-house' on board. Explain this is a house made to help the environment. Elicit ideas about what this means e.g. with technology – low heat, low power, low energy. 4. Pupils read and listen to the dialogue in Activity 7 (CD 1-05). In pairs, they read the dialogue aloud. Nominate two or three pairs to read the dialogue to the class. 5. Pupils read Key Phrases – Introducing people. With a different partner, substitute the words in blue in the dialogue with their own names and hobbies and read it aloud. Encourage pairs to memorise the dialogue and choose pairs to perform it. Note any difficulties pupils have when reading and understanding the text and dialogue. Post-lesson 6. Play Post-lesson Task 1: Spot the Differences. Change 5–6 words in the reading text in Activity 7 e.g. Jack – Joe; Not bad – Not good; friend – sister; is into – isn't into etc. Read the changed text aloud and pupils put up their hands when they hear a wrong word.	<i>English Plus 1</i> Students' Book Activities 6, 7 and 8 p.5 Teacher's Book p.19 Map of the world for Step 1	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. Please see Strategy 5: learning preferences and needs Consider pairing pupils for Activity 6 so there is a more-confident pupil and a less-confident pupil in some pairs.

SCHEME OF WORK: TEXTBOOK-BASED LESSON (Starter Unit)

WEEK:	LESSON: 4 (Writing 1)	MAIN SKILL FOCUS: Writing	THEME: World of Self, Family and Friends
	TOPIC: Free time	CROSS-CURRICULAR ELEMENT: Language and Creativity	LANGUAGE/GRAMMAR FOCUS: Prepositions of place e.g. on, near, next to

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Writing 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media Complementary Skill Listening 1.2 Understand meaning in a variety of familiar contexts	Main Skill Writing 4.2.4 Describe people, places and objects using suitable statements Complementary Skill Listening 1.2.4 Understand a sequence of supported classroom instructions	Pre-lesson 1. Brainstorm classroom objects on board. Draw a mind map with classroom objects written in centre. Pupils classify the objects into groups e.g. furniture, electric things, things for writing/reading, things for the wall. Lesson delivery 2. Pupils do Activity 1. Ask which word is the most difficult to spell (dictionary). 3. Follow instructions in Teacher's Book, p.20, Exercise 2. 4. Pupils in pairs do memory test in Activity 3. They look at sentences in Activity 2 again for one minute, close their books and write down as many sentences as they can remember. Ask: Who can remember 3, 5, 7, or more than 7 sentences? 5. Pupils do Activity 4. Tell pupils they are going to be creative. They draw a desk and write sentences to describe what's on the desk. Pupils swap with a partner and check if any of the objects and sentences are the same. 6. Follow instructions in Teacher's Book, p.20, Exercise 5. Pupils listen to partner describing their pictures and draw what they hear. CCE: Creativity – find out if pupils think they were creative in Activities 4 and 5. Ask: Do you think the drawing (8) on the wall in Activity 1 on page 6 is creative? Why or why not? Note how well pupils can describe the positions of classroom objects and classroom objects in their drawings. Post-lesson 7. Follow instructions for Optional Activity: Vocabulary in Teacher's Book p.20.	<i>English Plus 1</i> Student's Book Activities 1–5 p.6 Teacher's Book p.20	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. Please see Strategy 5: learning preferences and needs In Step 4, pair some pupils with mixed ability partners so one says the sentences and the other writes them. Encourage less able pupils to say the sentences, more able pupils to write them.

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON (Starter Unit)

WEEK: 1	LESSON: 5 (Language Arts 1)	MAIN SKILL FOCUS: Language Arts	THEME: World of Stories
	TOPIC: This Tooth	CROSS-CURRICULAR ELEMENT: Language / Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: Verbs (past tense verbs)

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Language Arts 5.2 Express personal responses to literary texts Complementary Skill Reading 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies	Main Skill Language Arts 5.2.1 Explain in simple language why they like or dislike an event, description or character in a text Complementary Skill Reading 3.2.3 Guess the meaning of unfamiliar words from clues provided by title, topic, and other known words	Pre-lesson 1. Revised parts of the body by playing a simple game (e.g. Simon says, touch your cheek) Lesson delivery 2. Introduce the poem. Discuss the corresponding images on the page. 3. Ask pupils to read the poem silently. 4. Divide pupils to a smaller group and provide them with number cards (1 and 2) to group them according to the stanzas. 5. Each group has to guess the meaning of the verbs from the assigned stanza (Stanza 1: jiggled, jaggled, jerked and Stanza 2: pull, pushed, poked) by looking at the pictures of the poem and words that they know (pull & push = may be familiar). 6. Each group acts out their stanza based on their guesses of the verbs. 7. Prompt pupils on the event whether they like it or not and give explanation (either orally or in a written form). Post-lesson 8. Teacher poses a question “What do you want to do if your tooth is loose?” and pupils perform their possible actions based on their imagination.	<i>Anthology of Poems</i> page18 Contemporary Children’s Literature Teaching Guidebook (BPK) – Poetry	Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following: Some pupils might not be able to come out with their own reasons. Teacher will then have to accept phrases and incomplete sentences. (Strategy 3)

SCHEME OF WORK: TEXTBOOK-BASED LESSON (Starter Unit)

WEEK:	LESSON: 6 (Listening 2)	MAIN SKILL FOCUS: Listening	THEME: World of Self, Family and Friends
	TOPIC: Free time	CROSS-CURRICULAR ELEMENT: Language and Values	LANGUAGE/GRAMMAR FOCUS: Possessive 's'

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Listening 1.1 Recognise and reproduce target language sounds Complementary Skill Reading 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies	Main Skill Listening 1.1.1 Recognise and reproduce with little or no support a wide range of target language phonemes Complementary Skill Reading 3.2.1 Understand the main idea of simple texts of one or two paragraphs	Pre-lesson 1. Pupils stand in a circle. Choose a pupil to start the game and point to her/his desk and say <i>That's ___'s desk</i> . Repeat. Pupils then take turns to say name of two pupils standing next to them and find books, pens or notebooks that belong to them. They say: <i>These are the pupils' ___s</i> . Lesson delivery 2. Follow instructions in Teacher's Book, p.21, Exercise 1 and read the Language note. Help pupils to notice the sound of apostrophe 's'. Ask: <i>is it /s/ or /z/</i> ? Pupils repeat: teacher's, Harry's and Eva's. Can they hear the /z/ sound? 3. Pupils do Activity 2 then in pairs take turns to say the phrases. 4. Tell pupils they are going to hear two people talking on a phone. Read the three sentences in Activity 3 aloud. Pupils listen for the correct words at end of these sentences. Play CD 1-08. Can they find another word with 's' at the end that has the sound /z/? (speakers) CCE: Values – ask why it's important that parents know where you are, what you're doing and who you're with. 5. Pupils read and complete the table in Activity 4. In pairs they take turns to listen and respond to their partner's 3 questions about places: <i>Am I ___? Are you ___? Is (classmate's name) ___?</i> Note how well pupils can identify the difference between /s/ and /z/ sounds. Post-lesson 6. Pupils in groups place some of their personal classroom objects in middle of a desk or table. They take turns to say: <i>That's (name of pupil) ___'s (noun) ___</i> . If they are correct, they give the object back to the pupil who owns it.	<i>English Plus 1</i> Student's Book Activities 1–4 p.7 Teacher's Book p.21	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 2: Type and amount of support At Step 4 play the CD track again and pause after I'm at home; in the drawer; MY speakers in YOUR room. This enables less-proficient pupils to focus on the answers.

SCHEME OF WORK: TEXTBOOK-BASED LESSON (Starter Unit)

WEEK: 	LESSON: 7 (Speaking 2)	MAIN SKILL FOCUS: Speaking	THEME: World of Self, Family and Friends
	TOPIC: Free time	CROSS-CURRICULAR ELEMENT: Language	LANGUAGE/GRAMMAR FOCUS: Interrogatives with verb 'to be'; Prepositions of place e.g. at school

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Speaking 2.1 Communicate simple information intelligibly Complementary Skill Writing 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media	Main Skill Speaking 2.1.1 Give detailed information about themselves Complementary Skill Writing 4.2.1 Give detailed information about themselves	Pre-lesson 1. Write on board: 'Where are you in the classroom?' Write: 'near', 'between', 'opposite' and 'next to' in a vocabulary box. Elicit sentences from pupils to describe their position in the classroom e.g. <i>I'm near / I'm not near the door. I'm between ___'s desk and ___'s desk</i> etc. Lesson delivery 2. Follow instructions in Teacher's Book, p.21, Exercise 5. While they are asking the questions to their partner, pupils write down how many sentences have 'Yes' answers and how many 'No'. Find out the total of yes and no answers. Which has more – no or yes answers? 3. Pupils look at the table with person, city and place in Activity 6. Check if they know which countries Rio, New York, London and Cairo are in. Show pictures of the people and elicit information about them: <i>Lionel Messi is a footballer, Taylor Swift is a singer, Kristen Stewart is an actor and Robert Downey Junior is an actor.</i> Alternatively, write a different table on the board with people familiar to pupils. 4. Follow instructions for Teacher's Book, p.21, Exercise 6. Remind pupils to choose different people, different cities and different places. 5. Extra activity: If time, do Activity 4. Pupils in pairs write questions with words in the six sentences then ask and answer the questions in pairs. Note how well pupils spoke about themselves, asked questions about a partner and wrote about themselves. Post-lesson 6. Who am I? Sit on a seat at front of class. Tell pupils you are a famous Malaysian person. They ask questions starting with 'Are you...' to find out who you are.	<i>English Plus 1</i> Student's Book Activities 5 and 6 p.7 Teacher's Book p.21	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. At Step 4, provide less confident pupils with two question starters: Are you in_? Are you at __?

SCHEME OF WORK: TEXTBOOK-BASED LESSON (Starter Unit)

WEEK:	LESSON: 8 (Reading 2)	MAIN SKILL FOCUS: Reading	THEME: World of Self, Family and Friends
	TOPIC: Free time	CROSS-CURRICULAR ELEMENT: Language and ICT	LANGUAGE/GRAMMAR FOCUS: Adjectives e.g. boring, bad, unpopular

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Reading</p> <p>3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media</p>	<p>Main Skill</p> <p>Reading</p> <p>3.2.2</p> <p>Understand specific information and details of two paragraphs or more</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.2.4</p> <p>Describe people, places and objects using suitable statements</p>	<p>Pre-lesson</p> <p>1. Write on board: 'big \longleftrightarrow small', 'fast \longleftrightarrow slow' with symbol to show they're opposites. Elicit big, small, fast, slow. Animals. Ask: <i>Are any animals small and slow?</i> (snail) <i>Big and fast?</i> (cheetah). Explain these words are adjectives. They describe things.</p> <p>Lesson delivery</p> <p>2. Pupils read adjectives in Activity 1. Ask: <i>Which two letters are at the start of unpopular?</i> Can they think of other adjectives starting with 'un-'? (unhappy, unkind) Explain they are going to read a text with 8 adjectives in blue. They read and listen (CD 1-09). With a partner, they match blue words with their opposites in the box.</p> <p>3. Pupils read text again. Ask: <i>What's the name of the first writer? And the second, and the third?</i> Pupils answer questions about children in Activity 2. Check answers.</p> <p>CCE: ICT – Hold up a mobile phone or show image on board. Find out words pupils know about a mobile phone. Write on board <i>screen, keys, answer key, end call key, sim card, ringtone, charger, hands free</i>. Give handout to each pupil and they label parts of the phone, sim card and charger. Find out how often they use one.</p> <p>4. Follow instructions in Optional activity: Vocabulary in Teacher's Book, p.22. Pupils read text again and write three sentences about things in their bag starting with: I've got ____ and using an adjective from Activity 1.</p> <p>5. Pupils in pairs swap sentences and find adjectives in their descriptions. Are they the same or different from their partner's adjectives?</p> <p>Note pupils who are slow at reading the paragraphs. Consider why they were slow.</p> <p>Post-lesson</p> <p>6. Pupils in groups of three, take turns to ask and answer the questions: What have you got in your pocket/on your desk/under your bed? They include an adjective in their answer e.g. I have a small notebook in my pocket.</p>	<p><i>English Plus 1</i></p> <p>Student's Book Activities 1 and 2 p.8</p> <p>Teacher's Book p.22</p> <p>For CCE – a handout for each pupil with an image of a mobile phone large enough for them to label parts of it including keys and a sim card and charger beside it</p>	<p>Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4.</p> <p>Please look at Strategy 3: Outcomes. Some pupils could write 2 sentences and some could write three sentences or more at Step 4.</p>


SCHEME OF WORK: TEXTBOOK-BASED LESSON (Starter Unit)

WEEK:	LESSON: 9 (Writing 2)	MAIN SKILL FOCUS: Writing	THEME: World of Self, Family and Friends
	TOPIC: Free time	CROSS-CURRICULAR ELEMENT: Financial Education	LANGUAGE/GRAMMAR FOCUS: Adjectives e.g. popular, interesting; Verb: have got

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Writing 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media Complementary Skill Speaking 2.1 Communicate simple information intelligibly	Main Skill Writing 4.2.4 Describe people, places and objects using suitable statements Complementary Skill Speaking 2.1.5 Describe people, places and objects using suitable statements	Pre-lesson 1. Write 'Adjectives' in centre of a mind map. Elicit adjectives from previous lesson and write around mind map. Pupils say any opposite adjectives they know. How many opposites can they match? Lesson delivery 2. Write: 'very', 'really', 'quite' on board. Model sentences with words in context e.g. 'I'm very/really interested in music'. Ask: <i>What kind of words go after very, really, quite?</i> Pupils read p.8, Key Phrases. 3. Draw table on board with headings TV programmes, Places, People, Games or Films. Elicit examples of sentences about programmes, places etc. Pupils do Activity 3. They compare with a partner. Choose pupils to say a sentence. 4. Pupils do Activity 4. They memorise two of their sentences then in pairs tell each other. CCE: Financial Education – find out if pupils know the cost of a mobile phone. Give pairs of pupils the handout. In turn, they say a sentence about the phones using Key Phrases. Ask if they think it's important to have an expensive phone. 5. Pupils re-read the text on p.8, Activity 1, which they did in previous lesson. They find examples of: has got, have got, hasn't got and haven't got. Choose pupils to give examples and to say if they are from Paul's, Ben's or Maria's text or from Activity 2. 6. Read the table in p.9, Activity 3 with pupils then they complete it. Note how well pupils described places, people and objects when writing about them. Post-lesson 7. Pupils in small groups prepare 3–4 questions to ask you about things you have got. Choose a leader from each group to ask two of their questions. Pupils from other groups can't repeat the same question.	<i>English Plus 1</i> Student's Book Activities 3 and 4 p.8 Activity 3 p. 9 Teacher's Book p.22 and 23 For CCE: handout for pairs of pupils with images and cost of four different mobile phones	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. At Step 3, some pupils may not be able to write 8 sentences so reduce the number to 4–6, and monitor pupils as they write to see if any need support.

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON (Starter Unit)

WEEK: 1	LESSON: 10 (Language Arts 2)	MAIN SKILL FOCUS: Language Arts	THEME: World of Stories
	TOPIC: This Tooth	CROSS-CURRICULAR ELEMENT: Language / Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: Connectors (first, next, finally)

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Language Arts 5.3 Express imaginative response to literary texts	Main Skill Language Arts 5.3.1 Respond imaginatively and intelligibly through creating simple role-plays and simple poems Other imaginative responses as appropriate	Pre-lesson 1. Pupils share what they remember from the poem [Pre-Lesson Task 9 – Memory Chain] before going through the poem. Lesson delivery 2. Tell pupils that they are going to create a mask and tell their story about the falling tooth in groups. 3. In groups, pupils discuss on how to create the mask. 4. Teacher encourages pupils to use connectors (first, next and finally) in their story so that it is easier to narrate it. 5. Provide time for pupils to create the mask of a person with a loose tooth (either boy or girl) and their story based on their imagination and creativity. 6. Then, pupils take turn to narrate their story.	<i>Anthology of Poems</i> page18 Contemporary Children's Literature Teaching Guidebook (BPK) – Poetry Mask sample 	Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following: Provide pupils with opportunities to contribute in their own ways (in terms of drawing, colouring, or narrating). (Strategy 5)
Complementary Skill Speaking 2.3 Communicate appropriately to a small or large group	Complementary Skill Speaking 2.3.1 Narrate short basic stories and events	Post-lesson 7. Pupils take notes on one of the memorable stories presented by their friends on a piece of paper [Post-Lesson Task 10 – What about you?]		

SCHEME OF WORK: TEXTBOOK-BASED LESSON (Starter Unit)

WEEK:	LESSON: 11 (Listening 3)	MAIN SKILL FOCUS: Listening	THEME: World of Knowledge
	TOPIC: Free time	CROSS-CURRICULAR ELEMENT: Language and Patriotism	LANGUAGE/GRAMMAR FOCUS: Nouns and Adjectives e.g. Spain, Spanish, China, Chinese

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Listening 1.2 Understand meaning in a variety of familiar contexts Complementary Skill Reading 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies	Main Skill Listening 1.2.5 Understand a sequence of supported questions Complementary Skill Reading 3.2.3 Guess the meaning of unfamiliar words from clues provided by title, topic and other known words	Pre-lesson 1. Project or pin world map on board as support for warm-up. Follow instructions for warm-up activity, Teacher's Book, p.24. Choose a pupil to point to Malaysia on map. Lesson delivery 2. Pre-teach 'globe'. Pupils in pairs do p.10, Activity 1. Say country names again and pupils repeat. Which countries sound similar in English and Malay (or other languages pupils know)? 3. Play a word game with the six blue words in quiz, p.10, Activity 2: Say: <i>Listen then find the blue word.</i> e.g. <i>What is something we wave on special days. What word means a person is very good and really popular?</i> 4. Pupils do p.10, Activity 2. Help pupils to notice endings of nationalities by writing -ish, -an -ian, -ese on board. CCE: Patriotism – ask pupils why it's important to be able to give information about your country. Elicit examples of facts they know about Malaysia e.g. flag, food, money, important people, important buildings. 5. Hold up three flash cards (Where? What? Who?) and elicit examples of questions that start with these question words. Pupils do p.11, Activity 1. Check answers. Pupils do p.11, Activity 2 (CD1.12) 6. Pupils read key phrases in Activity 3. They listen to (CD1.12) again. With a different partner, they complete the five sentences. Check answers. Note any pupils who found understanding the questions in Steps 3 and 5 hard. Post-lesson 7. Pupils sit in a circle and take turns to ask a Where, What and Who question.	<i>English Plus 1</i> Student's Book Activities 1 and 2 p.10 Activities 1–3 p.11 Teacher's Book p.24 and p.25 World map as an image or poster Flash cards to hold up with Where? What? Who? on them for Step 5	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. Please look at Strategy 1: Task At Step 4 encourage more-proficient pupils to say longer sentences.

SCHEME OF WORK: TEXTBOOK-BASED LESSON (Starter Unit)

WEEK:	LESSON: 12 (Speaking 3)	MAIN SKILL FOCUS: Speaking	THEME: World of Self, Family and Friends
	TOPIC: Free time	CROSS-CURRICULAR ELEMENT: Language and Patriotism	LANGUAGE/GRAMMAR FOCUS: Question words; Nationalities (adjectives) e.g. American, Italian

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Speaking 2.1 Communicate simple information intelligibly Complementary Skill Writing 4.3 Communicate with appropriate language form and style for a range of purposes in print and digital media	Main Skill Speaking 2.1.1 Give detailed information about themselves Complementary Skill Writing 4.3.2 Spell a range of high frequency words accurately in independent writing	Pre-lesson 1. Write: 'Where', 'What', 'Who' in circles on board. Say sentences about yourself. Pupils say which question word matches each sentence. For example, <i>I'm your teacher.</i> (Who + are you?) <i>I live in a city in Malaysia.</i> (Where + do you live?) <i>I like watching films and running.</i> (What + are your interests?) Write these on board. Lesson delivery 2. Pupils in pairs take turns to say three sentences about where they live, what and who they like. Partners match sentences with a question (Where, What or Who). 3. Pupils look at the six photos on p.10 again. In pairs, they choose two photos each and say sentences about them using Key Phrases from p.11, Activity 3. <i>I think that's ... I'm not sure that's.... I don't know where / what / who that is.</i> 3. Tell pupils they are going to write a group quiz. Pupils do p.11, Activity 4, <i>Use It!</i> Follow instructions in Teacher's Book, p.25, Exercise 4. 5. Each group chooses their 'best' question and one pupil writes it on paper. Display questions on a wall with a heading e.g. 'Can you answer our questions?' CCE: Patriotism – ask pupils why it's important to say good/positive things about their country. Elicit positive examples e.g. good schools, helping environment, good technology. Note how well pupils give information about themselves and how well they spell words from the activities such as know, think, sure, right and write. Post-lesson 6. Choose a post-lesson task from Section 3 to review and consolidate topic vocabulary.	<i>English Plus 1</i> Student's Book Activity 2 (to check understanding of new language from previous lesson using a different task) p.10 Activity 3 (Key Phrases only) Activity 4 p.11 Teacher's Book p. 25	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. At Step 3 it is often more effective to have small groups of pupils for talking and writing activities because it is more likely each pupil will contribute. Make mixed-ability groups.

SCHEME OF WORK: TEXTBOOK-BASED LESSON (Starter Unit)

WEEK:	LESSON: 13 (Reading 3)	MAIN SKILL FOCUS: Reading	THEME: World of Self, Family and Friends
	TOPIC: Free time	CROSS-CURRICULAR ELEMENT: ICT	LANGUAGE/GRAMMAR FOCUS: Question words; Conjunctions: and, but, or

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Reading 3.3 Read independently for information and enjoyment Complementary Skill Writing 4.3 Communicate with appropriate language form and style for a range of purposes in print and digital media	Main Skill Reading 3.3.1 Read and enjoy A2 fiction/non-fiction print and digital texts of interest Complementary Skill Writing 4.3.1 Use capital letters, full stops, commas in lists and question marks appropriately in independent writing at discourse level	Pre-lesson 1. Write 'email' on board. Explain an email is a text you write on a computer and that 'e' stands for 'electronic'. Find out who writes emails, who they send emails to and who they get emails from. Lesson delivery 2 Pupils do p.11 Activity 5. Explain the text is from an email and words in blue are called conjunctions. Pupils compare answers with a partner. Check with class. Ask: <i>What question was easy/difficult? Is Beth's email easy/difficult to read?</i> CCE: ICT – Write on board school email address. Read it aloud. Ask: <i>What does @ mean and where is it?</i> (after name on email, before domain name). Explain we call '.' dot. Write Malaysian email addresses on board e.g. Legoland, local shop. Choose pupils to say them using 'at' and 'dot'. Ask pupils if they like reading and writing emails. 3. Write on board 'and', 'or', 'but' and three sentences e.g. <i>I like cheese ____ I like ice cream. I like cheese ____ I don't like ice cream. Would you like cheese ____ ice cream!?</i> Pupils say which conjunction is missing in the sentences (and, but, or). 4. Pupils do Activity 6. Follow instructions in Teacher's Book, p.25, Exercise 6. Ask: <i>Can you find another comma in Beth's email?</i> (after sport, before especially) 5. Pupils do Activity 7. In pairs, they compare sentences to check if they have the same conjunction. Check answers. Ask: <i>Which sentence has a comma?</i> (number 3) Note any pupils who have difficulty reading the email and understanding the questions about it. Post-lesson 6. Pupils in small groups place their three conjunction cards face down on a desk. They take turns to turn over a card and say something about themselves using the conjunction on the card. They mix the cards then repeat activity.	<i>English Plus 1</i> Student's Book Activities 5–7 p.11 Teacher's Book p. 25 At Step 6: Three cards for each group with and, but, or on them	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. Please see Strategy 5: learning preferences and needs for support. At Step 3 some pupils will feel more confident if you read the email aloud at the same time as they are reading it. This is possible with a small group.

SCHEME OF WORK: TEXTBOOK-BASED LESSON (Starter Unit)

WEEK:	LESSON: 14 (Writing 3)	MAIN SKILL FOCUS: Writing	THEME: World of Self, Family and Friends
	TOPIC: Free time	CROSS-CURRICULAR ELEMENT: Language	LANGUAGE/GRAMMAR FOCUS: Conjunctions: and, but, or

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Writing</p> <p>4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p>	<p>Main Skill</p> <p>Writing</p> <p>4.2.1</p> <p>Give detailed information about themselves</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.2.1</p> <p>Understand the main idea of simple texts of two paragraphs or more</p>	<p>Pre-lesson</p> <p>1. Write 'International Friends' on board and elicit information about the email from previous lesson e.g. <i>Who is the email from? How old is she? Where does she live?</i> Ask: <i>What is at the start of the email? What is at the end of the email?</i></p> <p>Lesson delivery</p> <p>2. Write a fact file on board. Pupils complete it individually before writing email.</p> <p>Name: Age: Brothers and sisters: School: Into: Interested in: Speaks: After completion, pupils compare information with a partner.</p> <p>3. Follow instructions for Teacher's Book, p.25, Exercise 8. Pupils use notes from fact file and Key Phrases from Activity 8 to write an email. When finished, they check if email has: a start; all the information from fact file; some conjunctions (and, but, or); a question; an end.</p> <p>4. Pupils swap emails with a partner and read them. They put a smiley face if email has features in Step 3; a smiley face if it has Key Phrases; a smiley face if they like the email.</p> <p>Note how well pupils wrote details about themselves in the fact file and in the email.</p> <p>Post-lesson</p> <p>6. Post-lesson Task 1: Spot the Differences. Prepare email in Activity 5 so there are 5–6 mistakes. Read it aloud. Pupils put hands up hand when they hear a mistake and correct it. How many words did they spot and correct accurately?</p>	<p><i>English Plus 1</i></p> <p>Student's Book Activity 8 p.11</p> <p>Teacher's Book p. 25</p> <p>Fact file on a worksheet with key words for each pupil to write notes – see example at Step 2</p>	<p>Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4.</p> <p>See Strategy 4: Time</p> <p>Some pupils will take longer to write an email than others. Suggest they write about only one interest. Proficient pupils can write about several interests.</p>

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON (Starter Unit)

WEEK: 1	LESSON: 15 (Language Arts 3)	MAIN SKILL FOCUS: Language Arts	THEME: World of Stories
	TOPIC: Cats	CROSS-CURRICULAR ELEMENT: Language / Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: Verbs (continuous tense)

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Language Arts 5.2 Express personal responses to literary texts Complementary Skill Listening 1.2 Understand meaning in a variety of familiar contexts	Main Skill Language Arts 5.2.1 Explain in simple language why they like or dislike an event, description or character in a text Complementary Skill Listening 1.2.2 Understand with support specific information and details of longer simple texts on a range of familiar topics	Pre-lesson 1. Teacher draws outlines of pet animals (e.g. a cat, fish, dog, etc.) and lets pupils predict the animal groups (answer: pets) [Pre-Lesson Task 8 – Predict the contents] Lesson delivery 2. Introduce the poem. Discuss the corresponding images on the page. 3. Divide pupils to four big groups and each group is assigned to a stanza. 4. Each group has to read the stanza and the other three groups' members have to individually point to the corresponding picture (read: scratching the gate, others: point at the gate in the book). 5. Teacher informs pupils that they have to think of possible suggested actions based on the cats' actions. 6. Pupils pair up and think of their possible actions. 7. Teacher conducts 'Hot Seat' activity where each pair comes in front. Others can choose the four cats' actions (scratching the backdoor, scratching the gate, scratching the bee-hive or napping on a chair) and ask questions (e.g. Do you like it? What do you want to do?) Post-lesson 8. Pupils look at the pictures on the poem for a minute and then, teacher asks them to close it. 9. Teacher gives a few statements and pupils have to nod or shake their head to show whether the statement is true or false (e.g The cat is eating a mouse – shake their head) [Post-lesson Task 8- Test Your Memory]	<i>Anthology of Poems</i> page15 Contemporary Children's Literature Teaching Guidebook (BPK) – Poetry	Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following: Some pupils might not be able to come out with their own reasons. Teacher will then have to accept phrases and incomplete sentences. (Strategy 3)

SCHEME OF WORK: TEXTBOOK-BASED LESSON (Starter Unit)

WEEK: 	LESSON: 16 (Language Awareness 1)	MAIN SKILL FOCUS: <i>Language Awareness</i>	THEME: <i>teacher to complete</i>
	TOPIC: Free Time	CROSS-CURRICULAR ELEMENT: <i>Language</i>	LANGUAGE/GRAMMAR FOCUS: Review of language from Starter Unit

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Language Awareness lessons should be presented and practised using a Main Skill and a Complementary Skill (Listening, Speaking, Reading or Writing). Teachers can use Year 5 Content and Learning Standards in DSKP curriculum document.	Language Awareness lessons should be presented and practised using a Main Skill and a Complementary Skill (Listening, Speaking, Reading or Writing). Teachers can use Year 5 Content and Learning Standards in DSKP curriculum document.	<p>Pre-lesson</p> <p>1. Review language from Starter unit with an activity from list of pre-lesson tasks.</p> <p>Lesson Delivery</p> <p>2. Follow instructions in Teacher's Book, p. 23, Exercises 1 and 2. Pupils look at the four drawings and identify differences between the use of <i>this, that, these, those</i>.</p> <p>3. Pupils in pairs place 6 classroom objects on a desk. One object on its own and two or three objects near the front of desk; one object and two or three objects at the back of desk. Pupils stand up and take turns to say either: <i>This ___ is near us. That ___ isn't near us. These ___s are near us. Those ___s aren't near us.</i></p> <p>4. Follow instructions in Teacher's Book p. 23, Exercises 4 and 5.</p> <p>Note:</p> <ul style="list-style-type: none"> Plan further activities for this unit to develop language skills according to your pupils' needs. You can use information about your pupils' performance which you collected using formative assessment strategies while teaching this unit. The information could include your observation of pupils interacting in classroom activities and their performance in written activities. Plan activities which focus on language practice in a meaningful, fun and communicative way. <p>Post-lesson</p> <p>4. Ask pupils to think about their learning and performance in this unit. They then complete the self-assessment worksheet (see below and see note in differentiation strategies column).*</p> <p>5. Collect the worksheets from pupils and review them to note pupils' responses. If there are any areas of concern, prepare a review of these in upcoming lessons.</p>	<p><i>English Plus 1</i></p> <p>Student's Book Activities 1, 2, 4, 5 p.9</p> <p>Teacher's Book p.23</p> <p>Use self-assessment worksheet below</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>*Pupils will need support understanding and completing the self-assessment worksheet, especially at the beginning of the year. Pupils can complete it in their own language if necessary.</p>

How did I do in the Starter unit?

Put ✓ next to Great, OK, or A little.

In English, I know how to...



...talk about my free time Great ____ OK ____ A little ____

...use adjectives and some adverbs to describe objects Great ____ OK ____ A little ____

...ask and answer questions about myself and other people Great ____ OK ____ A little ____

...write and email about myself Great ____ OK ____ A little ____

- I'm proud of myself because I can _____ very well.
- In the next unit, I will _____ better/more.

Unit 1

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

WEEK:	LESSON: 17 (Listening 4)	MAIN SKILL FOCUS: Listening	THEME: World of Knowledge
	TOPIC: Towns and cities	CROSS-CURRICULAR ELEMENT: Language	LANGUAGE/GRAMMAR FOCUS: there's, there are; a, an; some, any

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Listening 1.2 Understand meaning in a variety of familiar contexts Complementary Skill Writing 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media	Main Skill Listening 1.2.1 Understand with support the main idea of longer simple texts on a range of familiar topics Complementary Skill Writing 4.2.4 Describe people, places and objects using suitable statements	Pre-lesson 1. Write on board: 'Town', 'City'. Elicit which is bigger and names of towns and cities in Malaysia. Ask: <i>Do you live in a town or a city?</i> If neither, ask where e.g. a village, the countryside. Pupils say if there is something famous in the place where they live. Lesson delivery 2. Pupils look at photos and drawings of famous places in London Guide p.12–13 of the Student's Book. Find out if pupils have been to London and if they went to any places in the Guide. 3. Read the 14 sentences aloud and say 'mmm' for gap in each sentence. Read aloud the vocabulary in the box on Activity 1. Pupils repeat each word. Check meaning of vocabulary pupils don't know. In pairs, they do Activity 1, CD-1.13. Check answers. 4. Pupils do Activity 2, CD-1.14. Check answers then play CD track again. Ask: <i>How many places do the people say?</i> (10) 5. Pupils read sentence starters in Activity 3. Give pupils clues to help them listen for answers e.g. <i>In sentence 2, does the person live in a town or a city? What's the adjective in sentence 3?</i> Pupils listen to CD-1.14 again and complete the sentences. 6. Follow instructions for Activity 4, Teacher's Book, Exercise 4, p.27. Note pupils who have difficulty listening for the main idea in longer texts Post-lesson 7. Do Post-lesson Task 6: Make a Word Ladder, to review and consolidate topic vocabulary.	<i>English Plus 1</i> Student's Book Activities 1, 2, 3, 4 p.12 and 13 Teacher's Book p.26 Teachers read the following sections: - Vocabulary - Aim - Background Exercise 4 p.27	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 7: Feedback At Steps 3, 4 and 5 provide positive feedback about pupils' listening skills, especially to learners who find listening for topic vocabulary in longer texts difficult.

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

WEEK: 	LESSON: 18 (Speaking 4)	MAIN SKILL FOCUS: Speaking	THEME: World of Knowledge
	TOPIC: Towns and cities	CROSS-CURRICULAR ELEMENT: Language and Patriotism	LANGUAGE/GRAMMAR FOCUS: there's, there are; a, an; some any

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Speaking 2.1 Communicate simple information intelligibly Complementary Skill Writing 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media	Main Skill Speaking 2.1.5 Describe people, places and objects using suitable statements Complementary Skill Writing 4.2.1 Give detailed information about themselves	Pre-lesson 1. Pupils in groups brainstorm words in a mind map about towns and cities. A pupil from each group says two words from mind map and writes words on board. Help pupils with spelling of e.g. square, restaurant, theatre, building. Lesson delivery 2. Write on board as a model: 'There's a...', 'There isn't a/an ...', 'There are some...', 'There aren't any...'. Elicit sentence endings about places in London e.g. <i>There's a river. There isn't a space station. There are some theatres. There aren't any Malaysian markets.</i> 3. Pupils do p.13, Activity 5. Pupils compare with a partner. Ask: <i>Are your sentences the same or different?</i> Choose pupils to read a sentence to whole class. 4. Pupils read Key Phrases. Choose two pupils to read speech bubbles. They do Activity 6 (<i>Use It!</i>) and tell their partner the sentences they think of. They should try to produce 5 sentences each (fast finishers could do more). Choose pupils to read a sentence aloud. 5. Pupils in small groups agree on 2 or 3 good things about where they live, then agree on something that's not good. Draw a line down centre of board. Write good things as a heading on left; not good things on right. One pupil from each group gives an example of each. Note pupils who describe places well orally and those who need support to do this. Post-lesson 6. Pupils in same small groups agree on one sentence from Step 5 with a good thing about where they live and write it clearly. Display sentences on wall.	<i>English Plus 1</i> Student's Book Activities 5 and 6 p.13 Teacher's Book p.27 At Step 1: For each group, A4 paper with a mind map. In centre, a box in with Towns and Cities written in it and lines from the box. At Step 6: Paper for each group to write one sentence for a wall display	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 3: Outcomes At Step 3, differentiate outcome by challenging more proficient pupils to write two additional sentences and expect less confident pupils to complete three or four.

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

WEEK:	LESSON: 19 (Reading 4)	MAIN SKILL FOCUS: Reading	THEME: World of Knowledge
	TOPIC: Towns and cities	CROSS-CURRICULAR ELEMENT: Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: Present simple tense interrogatives: Is it...? Is / Are there... How many...?

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Reading 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies Complementary Skill Speaking 2.1 Communicate simple information intelligibly	Main Skill Reading 3.2.4 Use with support familiar print and digital resources to check meaning Complementary Skill Speaking 2.1.5 Describe people, places and objects using suitable statements	Pre-lesson 1. See Section 3, Pre-lesson Task 4: I'm Going To.... Pupils write 2 or 3 goals for the lesson. Lesson delivery 2. Write on board as a model: 'I think a good place for a holiday is...', 'That's because it's good for...' Pupils think of a good holiday place and give a reason why it's good. They use the two sentence starters on board to share ideas with a partner. 3. Tell pupils they're going to be creative. They're going to predict answers to questions about a text on p.14. Follow instructions for Exercise 1 on p.28 in Teacher's Book. Encourage pupils to start sentences with: 'I think...'. After predicting, they read the text and check predictions. 4. Pupils do Activity 2, CD1.15. Follow instructions for Exercise 2 on p.28 in Teacher's Book. Ask: <i>What helped you to answer the questions?</i> (e.g. photos, numbers) 5. Pupils do Activity 3. They use an online or paper dictionary to check meaning of 4 or 5 words in blue that they don't understand. Ask pupils: <i>Which four words are adjectives?</i> (fantastic, comfortable, exciting, horrible) Note pupils who are able to use photos and questions to predict content and check meaning of words and those who need support. Post-lesson 6. Pupils in small groups decide if they think the cruise ship is a good place for a holiday and say why or why not.	<i>English Plus 1</i> Student's Book Activities 1, 2, 3 p.14 Teacher's Book Optional activity: Reading p.28 At Step 6: Dictionaries for each pupil or pairs of pupils	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 4: Time At Step 6 some pupils will need some more time to look up dictionaries for meanings of words. More able pupils could check meaning of additional vocabulary e.g. cruise, oasis, relax


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

WEEK:	LESSON: 20 (Writing 4)	MAIN SKILL FOCUS: Writing	THEME: World of Knowledge
	TOPIC: Towns and cities	CROSS-CURRICULAR ELEMENT: Language and Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: Present simple tense 'to be' interrogatives Is there...? Are there...? How many...?

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Writing 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media Complementary Skill Speaking 2.2 Use appropriate communication strategies	Main Skill Writing 4.2.4 Describe people, places and objects using suitable statements Complementary Skill Speaking 2.2.1 Keep interaction going in short exchanges by asking suitable questions	Pre-lesson 1. Pupils in pairs say things they remember on the cruise ship and what people can do on it. Write words they mention on board. How many things did they remember? Lesson delivery 2. Pupils do p.15, Activity 1. Follow instructions in Teacher's Book, p.29, Exercise 1. 3. Say: <i>You're going to be creative again.</i> Pupils close their eyes and imagine a holiday park. Allow at least 30 seconds for this. Ask: <i>Does the park have sports activities/a climbing wall/shops/restaurants?</i> Pupils do Activity 5. 4. Pupils do Activity 6 (<i>Use It!</i>) in small groups. Follow instructions in Teacher's Book, p.29, Exercise 6. 5. Elicit and write on board some: adjectives ('popular', 'new', 'nice'); adverbs ('very', 'really', 'quite'); conjunctions ('and', 'but'). 'There is/isn't...'; 'There are some/There aren't any...' Pupils do <i>Finished!</i> using some words on board. 6. Pupils exchange texts with a partner. They draw a smiley face for: good things in the park; adjectives; use of very, really or quite; conjunctions. They draw a big smiley face if they like the holiday park. Note how well pupils can describe a holiday park with suitable statements. Post-lesson 7. To review topic vocabulary, do Post-lesson Task 4: Correct the Mistake.	<i>English Plus 1</i> Student's Book Activities 1, 5 and 6 p.15 Teacher's Book p.29	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 7: Feedback At Steps 3 and 5, monitor pupils as they write and provide positive feedback to those who have difficulty writing sentences to describe a holiday park. Focus on use of vocabulary, spelling of words presented in book and praise pupils for writing e.g. 3, 4 or 5 sentences well.

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

WEEK:	LESSON: 21 (Language Arts 4)	MAIN SKILL FOCUS: Language Arts	THEME: World of Stories
	TOPIC: Cats	CROSS-CURRICULAR ELEMENT: Language / Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: Verbs (continuous tense)

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Language Arts 5.3 Express an imaginative response to literary texts	Main Skill Language Arts 5.3.1 Respond imaginatively and intelligibly through creating simple role-plays and simple poems Other imaginative responses as appropriate	Pre-lesson 1. Review and mime the actions (verbs: scratching, napping) in the poem. Lesson delivery 2. Ask pupils to think other possible actions of cats on their own (individually), then, ask them to talk to their partner before sharing to their group (think-pair-share). 3. In groups, they list down suitable descriptions for all the possible actions of cats (e.g. playing a ball, climbing a tree, etc.) 4. Teacher displays a few samples of cat-shaped poem. 5. In pairs, pupils use the list of actions they have to produce their own cat-shaped poem based on their own creativity. 6. Pupils are encouraged to use their creativity to decorate their cat-shaped poem (e.g using different colours, using different word sizes and etc.). Post-lesson 7. Pupils paste their poems on the wall and have others to rate their products (e.g. through star-rating where pupils draw stars from one to five on other pairs' products).	<i>Anthology of Poems</i> Page 15 Contemporary Children's Literature Teaching Guidebook (BPK) – Poetry Activity 4 Page 35 Shape poem sample 	Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following: Some pupils might come up with single words or phrases. (Strategy 3)
Complementary Skill Writing 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media	Complementary Skill Writing 4.2.4 Describe people, places and objects using suitable statements			

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

WEEK: 	LESSON: 22 (Consolidation 1)	MAIN SKILL FOCUS: Speaking	THEME: World of Knowledge
	TOPIC: Towns and cities	CROSS-CURRICULAR ELEMENT: Language and Patriotism	LANGUAGE/GRAMMAR FOCUS: Present simple tense 'to be': Is / Are there...? How many?; Quantifiers: some, any

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Speaking 2.2 Use appropriate communication strategies Complementary Skill Writing 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media	Main Skill Speaking 2.2.1 Keep interaction going in short exchanges by asking suitable questions Complementary Skill Writing 4.2.4 Describe people, places and objects using suitable statements	Pre-lesson 1. Write on board 'There is...', 'There are...'. Follow instructions for warm-up exercise on p.29 of Teacher's Book. Lesson delivery 2. Pupils do p.15, Activity 2. Slowly read aloud Rules in box. Pause after each one and ask: <i>Is it... or is it...?</i> Pupils say the correct word or phrase for each rule. 3. Write on board sentence starters to respond to questions in Activity 3 about where pupils live e.g. 'Yes, there's a/an...', 'No, there isn't a/an ...', 'Yes, there are...', 'No, there aren't any...'. Pupils then do Activity 3. Follow instructions for Exercise 3 on p.29 in Teacher's Book. 4. Pupils do Activity 4. Follow instructions for Exercise 4 on p.29 in Teacher's Book. Check answers by choosing five pairs to ask and answer a question aloud. Find out if any answers are different. Ask: <i>How can you find out the answer to question 5?</i> (online, ask the teacher) 5. If time permits, pupils repeat the oral question and answer from Activity 4 but talking about a city of their choice, e.g. Kuala Lumpur, Singapore Note pairs who show confidence when asking and answering questions in short exchanges and pairs who find it difficult. Post-lesson 6. Pupils in small groups agree on two new things they'd like to have in the place where they live. They write them down. Find out three most popular, exciting new things class would like in their town, city or village.	<i>English Plus 1</i> Student's Book Activities 2, 3, 4 p.15 Teacher's Book p.29	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 5: Learning preferences and needs At Steps 3, 4 and 5 make sure pupils work with different partners to enable them to support each other to communicate confidently.

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

WEEK: 	LESSON: 23 (Listening 5)	MAIN SKILL FOCUS: Listening	THEME: World of Knowledge
	TOPIC: Towns and cities	CROSS-CURRICULAR ELEMENT: Language and Values	LANGUAGE/GRAMMAR FOCUS: Adjectives: dirty/ clean, quiet/noisy, friendly/unfriendly, safe/dangerous, old/modern

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Listening 1.2 Understand meaning in a variety of familiar contexts Complementary Skill Writing 4.3 Communicate with appropriate language form and style for a range of purposes in print and digital media	Main Skill Listening 1.2.2 Understand with support specific information and details of longer simple texts on a range of familiar topics Complementary Skill Writing 4.3.2 Spell a range of high frequency words accurately in independent writing	Pre-lesson 1. On board, stick or project two photos of an old and a modern building in Malaysia. Pupils point to the old place. Explain we say a building or place is old, but we say a new place is modern. Old and modern are opposites. Pupils do <i>Think!</i> question at top of p.16 in pairs. Lesson delivery 2. Pupils do Activity 1 (CD 1.16). After listening, pupils repeat adjectives together then say them slowly and then quickly. Ask: <i>Which adjectives are easy to say?</i> 3. Pupils do Activity 2. They choose four adjectives and write a sentence with each. Choose pupils to read their sentence aloud and to spell the adjective in it. Find out how many pupils wrote each adjective correctly with a show of hands. Which are easy to spell? Which are difficult? CCE: Values – ask pupils why it's important that places are safe, clean and friendly. 4. Write on board: 'What do the people talk about?' and names from photos in Activity 3 with 1–4 beside them. Pupils do Activity 3 (CD1.17). Follow instructions in Teacher's Book, p.30, Exercise 3. Pause after each dialogue. Pupils answer question on board. Give an example with a sentence starter e.g. 'Emma talks about...' 5. Pupils do Activity 4. Tell pupils to listen for the name at the start of each sentence and the adjective at end. They listen to CD1.17. Pupils compare answers with a partner. Check answers. Note pupils who find listening for specific information difficult in longer texts. Post-lesson 6. To reflect on learning, do Post-lesson Task 10: What About You?	<i>English Plus 1</i> Student's Book Activities 1–4 p.16 Teacher's Book p.30 At Step 1: A photo or a digital image of an old and a modern building in Malaysia	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 5: Learning preferences and needs At Step 5, encourage pupils who find listening to details in longer texts difficult to listen to all four interviews but to answer only questions 1–3 in Activity 4.

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

WEEK: 	LESSON: 24 (Speaking 5)	MAIN SKILL FOCUS: Speaking	THEME: World of Knowledge
	TOPIC: Towns and cities	CROSS-CURRICULAR ELEMENT: Language and Values	LANGUAGE/GRAMMAR FOCUS: Comparative adjectives: quieter, friendlier, more expensive, better, worse, further

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Speaking 2.1 Communicate simple information intelligibly Complementary Skill Listening 1.1 Recognise and reproduce target language sounds	Main Skill Speaking 2.1.2 Find out about and describe experiences up to now Complementary Skill Listening 1.1.1 Recognise and reproduce with little or no support a wide range of target language phonemes	Pre-lesson 1. Write on board: Adjectives. Pupils brainstorm 6–10 adjectives and write on board. Follow instructions for Warm-up in Teacher's Book p.31. Lesson delivery 2. Pupils do p.17 Activity 1. Check answers. Pupils look at adjectives written on board from Step 1. Choose pupils to say comparative forms. Choose different pupils to write them on board. Ask: <i>Is the spelling of ____ correct?</i> 3. Pupils do Activity 4. Explain the activity is about pronunciation of - <u>er</u> at end of adjectives. Play CD1.18. Repeat track and pause for pupils to say words chorally and some words individually. Ask: <i>What other word has a short sound?</i> (than) 4. Activity 5 <i>Use It!</i> : Check meaning of 'opinion' with examples: <i>Kuala Lumpur is the capital of Malaysia. I think Kuala Lumpur is very interesting.</i> Ask: <i>Which sentence is true? Which sentence is what somebody thinks?</i> Pupils read Key Phrases. Choose two pupils to model the dialogue in speech bubbles. CCE: Values – This activity raises pupil's awareness of the difference between opinions and facts. 5. Pupils do Activity 5 with a partner. They choose 3 or 4 things from the box and practise comparing their opinions about them using adjectives and Key Phrases. If time, pupils swap partners and repeat. Choose several pairs to say their dialogues to the class. Post-lesson 6. Write puzzle sentence p.17 ' <i>Finished?</i> ' on board: <i>it's faster than a car but slower than a plane.</i> Pupils in small groups think of a puzzle sentence with two comparisons for another group to guess. Suggest they compare words from familiar topics e.g. two animals, countries, musical instruments.	<i>English Plus 1</i> Student's Book Activities 1, 4, 5 p.17 Teacher's Book p.31	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 3: Outcomes At Step 5 more proficient pupils choose six things to give an opinion about; less confident pupils choose two.

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

WEEK: 	LESSON: 25 (Reading 5)	MAIN SKILL FOCUS: Reading	THEME: World of Knowledge
	TOPIC: Towns and cities	CROSS-CURRICULAR ELEMENT: Language and Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: Nouns: population, business, monument, castle, zoo; Adverbs: quite, really, very

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Reading 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies Complementary Skill Writing 4.3 Communicate with appropriate language form and style for a range of purposes in print and digital media	Main Skill Reading 3.2.2 Understand specific information and details of two paragraphs or more Complementary Skill Writing 4.3.2 Spell a range of high frequency words accurately in independent writing	Pre-lesson 1. Write on board 'Edinburgh' and eight words in <i>Think!</i> at top of p.19. Pupils say words they know ('zoo', 'beach', 'old part', 'shops'). Show photos or project images of a business, an office, a factory and Kellie's castle in Malaysia. Say what they are. Ask: <i>Can you see these places where you live?</i> Lesson delivery 2. Pupils do Activity 1. They read the text and find words from Step 1 in it then write them down. Check answers. Ask: <i>Which two words are not in the text?</i> (offices and factories). <i>What other places are in the text?</i> (cinemas, the sea) 3. Explain there are words and phrases we use to describe a town or city. Pupils do Activity 2. They compare with a partner. Check answers. 4. Write adverbs, adjectives and nouns on board e.g. 'really fantastic school., .very friendly children.. Pupils do Activity 3. Follow instructions for Exercise 3 on p.33 in Teacher's Book. In pairs they write a phrase with really/very/quite + adj. + noun. Choose pupils to read phrases to class. 5. Do the first sentence in Activity 4 with pupils as an example. Pupils order the words in sentences 2–5. 6. CCE: Creativity and Innovation– Pupils then write jumbled words including an adjective for a partner to put in sentence order. Choose pupils to read the jumbled words then the sentence with words in correct order. This activity develops problem-solving skills. Note how quickly pupils find specific information in the text. Post-lesson 7. Follow instructions for Optional activity: Writing in Teacher's Book p.33.	<i>English Plus 1</i> Student's Book Activities 1–4 p.19 Teacher's Book p.33 At Step 1: Photos or images of a business, an office, a factory and the castle in Malaysia	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 4: Time At Step 6 some pupils will take longer to order the words in sentences. For pairs of fast finishers, challenge them to write more than one sentence for their partner to order.

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

WEEK:	LESSON: 26 (Writing 5)	MAIN SKILL FOCUS: Writing	THEME: World of Knowledge
	TOPIC: Towns and cities	CROSS-CURRICULAR ELEMENT: Language and Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: Adjectives: interesting, friendly, nice, pretty, favourite; Adverbs: quite, really, very

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Writing 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media Complementary Skill Reading 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies	Main Skill Writing 4.2.5 Connect sentences into one or two coherent paragraphs using basic coordinating conjunctions and reference pronouns Complementary Skill Reading 3.2.1 Understand the main idea of simple texts of two paragraphs or more	Pre-lesson 1. Draw a line down centre of board. Write nouns as a heading on left of line, adjectives on right. Pupils brainstorm nouns and adjectives from previous lesson. Write in appropriate column on board. How many words can pupils remember? Lesson delivery 2. Pupils reread text about Edinburgh on p.19. Write on board: A. What the writer likes about the city. B. Other places and transport in the city. C. Where the city is. Pupils match the phrases A–C to the paragraphs in the text (1.C; 2.A; 3.B). 3. Pupils do Activity 5 (<i>Use it!</i>). Explain they're going to write a plan for a website with a description of a town or city they like. Read steps in Writing Guide aloud. Remind pupils about order of paragraphs. Elicit ideas about how to describe the size of a place (very/really/quite big/small). 4. Pupils look at Writing Guide, B Think and Plan. They make notes about the place they like. Monitor pupils as they write these. 5. CCE: Creativity and Innovation – Pupils write the description then read it to check they have points in B, C and D of Writing Guide. They draw smiley faces ☺ for writing the 5 points in B; three paragraphs in C; 'there's' and 'there are'; adjectives in the right place and comparative forms in D. Find out how many smiley faces they drew. Note pupils who need support to plan and write a description of the place they like. Post-lesson 6. To review topic vocabulary, do Post-Lesson Task 4: Correct the Mistake.	<i>English Plus 1</i> Student's Book Activity 5 p.19 Teacher's Book p.33	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 7: Feedback At Steps 4 and 5. Give positive feedback to pupils who have tried their best to make notes for their plan and worked hard to write the text.

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

WEEK: 1	LESSON: 27 (Language Arts 5)	MAIN SKILL FOCUS: Language Arts	THEME: World of Stories
	TOPIC: Serenade	CROSS-CURRICULAR ELEMENT: Language / Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: Vocabulary (musical instruments)

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Language Arts 5.2 Express personal responses to literary texts Complementary Skill Reading 3.3 Read independently for information and enjoyment	Main Skill Language Arts 5.2.1 Explain in simple language why they like or dislike an event, description or character in a text Complementary Skill Reading 3.3.1 Read and enjoy A1 fiction/non-fiction print and digital texts of interest	Pre-lesson 1. Teacher provides lines for pupils to guess the words by giving letters for teacher to verify whether the letter is present in the word (focus word: musical instruments e.g. guitar, piano, drum, etc.) [Pre-Lesson Task 7 – Beat the teacher] Lesson delivery 2. Have pupils to read through the poem and ask them “What is the possible sound of ...?” (e.g ... fiddle – tra-la-la, drum – boom, boom, etc.) 3. Divide the class into three big groups. 4. Teacher asks two groups to read a stanza of the poem and the other group will provide the sound effects (e.g. play a drum – drum a table) Note: Teacher swaps the roles so that every group is given the opportunity to read and make the sound effects. 5. Teacher asks pupils the instruments that produce sound that they notice in the poem (drum, fiddle & bubble gum) and say which instrument they like/dislike. 6. Pupils ask their friends’ choice of instrument and their simple reasons. 7. Pupils make a simple note on their friends’ instrument choice and their reasons. Post-lesson 8. Pupils form two lines facing each other and share their findings based on their notes. Note: Remind pupils to bring materials to make their own musical instruments for the next Language Arts lesson (Lesson 33)	<i>Anthology of Poems</i> page17 Contemporary Children’s Literature Teaching Guidebook (BPK) – Poetry	Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following: Some pupils might be able to ask a single friend while others can ask more. Teacher will accept the note made. (Strategy 3)

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

WEEK: 	LESSON: 28 (Consolidation 2)	MAIN SKILL FOCUS: Writing	THEME: World of Knowledge
	TOPIC: Towns and cities	CROSS-CURRICULAR ELEMENT: Language and Values	LANGUAGE/GRAMMAR FOCUS: there is/are...; Is/Are there...? How many...? Comparative adjectives

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Writing 4.3 Communicate with appropriate language form and style for a range of purposes in print and digital media Complementary Skill Speaking 2.2 Use appropriate communication strategies	Main Skill Writing 4.3.2 Spell a range of high frequency words accurately in independent writing Complementary Skill Speaking 2.2.1 Keep interaction going in short exchanges by asking suitable questions	Pre-lesson 1. See Pre-Lesson Task 9: Memory Chain. Use vocabulary of things in towns and cities. Substitute shopping sentence with: I went to a town / city and saw a cinema. Lesson delivery 2. Pupils do Activity 2. Say that in two sentences 'a' and 'an' change. Pupils compare with a partner. Ask: <i>What word needs 'an'?</i> (ugly) <i>Is number 6 new or modern?</i> Check answers. 3. Pupils do Activity 5. Model the first sentence. When finished, they compare with a different partner. Check answers. Choose 6 pupils to write the comparative forms on board. Ask: <i>Is the spelling correct? Which sentences are hard? Why?</i> 4. Show a paper or digital street map of local area on board. Elicit when pupils use a map; how a map helps them; what type of map they use. Pupils complete the dialogue in Activity 6. Check answers. CCE: Values – Ask pupils why it is important to help people who are lost. 5. Pupils in pairs practise reading dialogue aloud. For pairs with a boy and girl, change Laura to Leo; for pairs of boys, change names to Leo and Man. Choose pairs to read the dialogue to whole class. Note the accuracy of pupils' spelling of comparative adjectives and phrases in box. Post-lesson 6. Pupils work in small groups. Hand out paper and cards with 6 adjectives ending in -y (pretty, ugly, busy, friendly, noisy, dirty). Pupils take turns to write the comparative form. The group that finishes first with correct spelling is winner.	<i>English Plus 1</i> Student's Book Activities 2, 5, 6 p.20 Teacher's Book p.34 At Step 4 a paper or digital map of your local area to show on board At Step 6, paper and six adjective cards for each group	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 1: Task At Step 5, allocate roles for the dialogue so that more confident pupils read the woman (or man) and less confident pupils read Laura (or Leo).

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

WEEK: 1	LESSON: 29 (Listening 6)	MAIN SKILL FOCUS: Listening	THEME: World of Self, Family and Friends
	TOPIC: Options: Extra Listening and Speaking	CROSS-CURRICULAR ELEMENT: Language	LANGUAGE/GRAMMAR FOCUS: Present simple tense interrogatives, e.g. When's your birthday?; Adverbs: quite, really, very

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Listening 1.2 Understand meaning in a variety of familiar contexts Complementary Skill Writing 4.3 Communicate with appropriate language form and style for a range of purposes in print and digital media	Main Skill Listening 1.2.5 Understand a sequence of supported questions Complementary Skill Writing 4.3.2 Spell a range of high frequency words accurately in independent writing	Pre-lesson 1. Follow instructions in Warm-up, Teacher's Book p.106 Lesson delivery 2. Pupils do p.92 Activity 1 CD3.02. They read the questions and look at words crossed out in the answers. Explain the answers are wrong. Pupils listen to the dialogue between a man and a girl then write correct answers. Compare with a partner. Check answers. 3. Pupils look at Key Phrases in Activity 2. Explain they're going to listen to two boys, Luke and Tobias, then tick the questions Luke asks Tobias. Play CD3.03. Pupils compare answers with a different partner. Ask: <i>Who thinks his city is quite big and very friendly?</i> (Tobias) <i>What do you think annoying means? Is it positive or negative? Who thinks their sister is really annoying?</i> (Luke) 4. Pupils do Activity 3. They listen to the conversation again and write words about Tobias in the second column in the table. Play CD 3.03. Check answers. 5. Follow instructions for Optional activity: Listening in Teacher's Book p.106. Note how well pupils listen to and understand questions in CD and how accurately they write key words in the table. Post-lesson 6. Pupils in pairs ask and answer questions from Key Phrases about each other. When pupils describe their town or city (Key Phrase 6) and then their sister or brother (Key Phrase 7), tell them to use <i>quite</i> , <i>really</i> or <i>very</i> before adjectives.	<i>English Plus 1</i> Student's Book Activities 1–3 p.92 Teacher's Book p.106 Warm-up Optional activity: Listening	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 4: Time At Step 4 some pupils may need to listen to the CD a third time to enable them to write answers in the table. A few may need you to pause the CD.

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

WEEK: 1	LESSON: 30 (Speaking 6)	MAIN SKILL FOCUS: Speaking	THEME: World of Self, Family and Friends
	TOPIC: <i>Options: Extra Listening and Speaking</i>	CROSS-CURRICULAR ELEMENT: Language and Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: Present simple tense interrogatives, e.g. When's your birthday?; Adverbs: quite, really, very

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Speaking 2.2 Use appropriate communication strategies Complementary Skill Listening 1.2 Understand meaning in a variety of familiar contexts	Main Skill Speaking 2.2.1 Keep interaction going in short exchanges by asking suitable questions Complementary Skill Listening 1.2.5 Understand a sequence of supported questions	Pre-lesson 1. Write on board: Asking for and giving personal information. Hold up each flashcard with What's...? How....? Where...? When's...? Have you...? and elicit examples of personal questions from previous lesson. Pupils look at p.92 Key Phrases. How many questions did they remember? Lesson delivery 2. Pupils do Activity 4 CD3.04. Follow instructions for Exercise 4 on p.106 of the Teacher's Book. Make sure pupils listen carefully to the five questions. Ask which question in the dialogue is different from the question in Key Phrases. (1) 3. After reading the dialogue, pupils find in the text: two numbers (11 and 1); four question words (What's...?, How old...?, Where...?, Have you...?); five adjectives (new, Chinese, English, big, noisy); two adverbs (very, really) Ask: <i>Which question word in the Key Phrases is not in the dialogue?</i> (When's?) CCE: Creativity and Innovation – Activity 5 requires pupils to use their imagination. 4. Pupils do Activity 5, <i>Use it!</i> Read instructions for activity aloud. Pupils read the information about A. Eriko (a girl) and B. Liam (a boy) and use it to understand their partner's questions. Pupils work with a different partner and decide who is A and who is B. They prepare a new dialogue using dialogue in Activity 4 as a model. Say, Erika starts the dialogue and asks the questions. In line 2, Liam changes 'girl' to 'boy'. 5. Pupils change roles and repeat dialogue. Note pupils who find it difficult to keep interaction going while substituting words from model. Post-lesson 6. Pupils repeat dialogue using their own names and personal information.	<i>English Plus 1</i> Student's Book Activities 4 and 5 p.92 Teacher's Book p.106 At Step 1 Five different flashcards with What's...? How...? Where...? When's...? Have you...?	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 4: Time At Step 4 allow additional time for some pairs to prepare and practise their dialogue. Fast finishers can add another question and answer at the end of the dialogue.

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

WEEK: 	LESSON: 31 (Reading 6)	MAIN SKILL FOCUS: Reading	THEME: World of Knowledge
	TOPIC: Towns and cities	CROSS-CURRICULAR ELEMENT: Patriotism	LANGUAGE/GRAMMAR FOCUS: Adjectives: friendly, interesting, favourite, old, fantastic, different, exciting

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Reading 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies Complementary Skill Writing 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media	Main Skill Reading 3.2.4 Use with support familiar print and digital resources to check meaning Complementary Skill Writing 4.2.4 Describe people, places and objects using suitable statements	Pre-lesson 1. Follow instructions for Warm-up in Teacher's Book p.120. Tell pupils that London, Edinburgh, Cardiff and Belfast are the capital cities of the four countries in the UK. Ask: <i>What is the capital city of Malaysia?</i> Lesson delivery 2. Pupils do Activity 1. After reading, ask: <i>Which city isn't a capital?</i> (Liverpool) 3. Pre-teach 'football fan' and find out who are fans of a football team. Draw a compass on board with north, south, east, west on it. Elicit where north west, south west, north east and south east are on the compass. Pupils look at map. Ask: <i>Where is London on the map?</i> (S.E England) <i>Where is Cardiff?</i> (South of Wales) etc. 4. Pupils do Activity 2, CD3.27. Pupils write answers and compare with a partner. Check answers. 5. In pairs, pupils write down three things Toby likes about Liverpool from the text. (it's really friendly; a lot of interesting things to see and do here; Anfield stadium is a fantastic place, people in Liverpool are friendlier) Note how well pupils find information from the text and describe where places are on a map. Post-lesson 6. Pupils look at map of Malaysia. In small groups they describe where four main cities are e.g. Pekan is in the east of Malaysia. Georgetown is in the north west.	<i>English Plus 1</i> Student's Book Activities 1 and 2 p.106 Teacher's Book p.120 At Step 3 take in a compass to show pupils or show one from a digital image At Step 6: A map of Malaysia to put on board or show a digital map of the peninsula with main cities	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 4: Time At Step 2 give some pupils more time to read the text. Fast finishers can look at the photo below the text and work out which city it shows.

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

WEEK:	LESSON: 32 (Writing 6)	MAIN SKILL FOCUS: Writing	THEME: World of Knowledge
	TOPIC: Towns and cities	CROSS-CURRICULAR ELEMENT: Patriotism and Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: Adjectives: friendly, interesting, favourite, old, fantastic, different, exciting

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Writing 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media Complementary Skill Speaking 2.1 Communicate simple information intelligibly	Main Skill Writing 4.2.5 Connect sentences into one or two coherent paragraphs using basic coordinating conjunctions and reference pronouns Complementary Skill Speaking 2.1.5 Describe people, places and objects using suitable statements	Pre-lesson 1. See Section 3 Pre-lesson Task 5: Sit Down, Stand Up. Choose 5–6 sentences from text on p.106 to write true/false sentences. Lesson delivery 2. Pupils do Activity 3, <i>Your Culture</i> . Put map of Malaysia on board or show digital map. Follow instructions for Exercise 3 in Teacher's Book, p.120. If there's not a river in place where they live, ask: <i>What's the name of a river in Malaysia?</i> 3. Pupils do Activity 4, <i>Use it!</i> . In pairs, they choose a city on the map of Malaysia to describe. Write on board Key Phrases to describe a city from Activity 2. Pupils read them and the first paragraph in text in Activity 1 again. They use the phrases and paragraph to help them write a description. 4. Hand out a list of criteria to each pair. Pupils read their description again. They put a tick in the box if they have the words and phrases in their description. A. places B. adjectives C. There's a/There are D. It's in the... E. conjunctions (and, but, or) Our favourite place is... 5. Pupils read descriptions aloud and find out if any other pairs chose the same Malaysian city to describe. Note pupils who use the language support to write the description and those whose descriptions have all the criteria in Step 4. Post-lesson 6. To review language, do Post-lesson Task 4: Correct the Mistake.	<i>English Plus 1</i> Student's Book Activities 3 and 4 p.106 Teacher's Book p.120 At Step 2: A map of Malaysia to put on board or show a digital map of the peninsula with main cities At Step 4: A list of criteria with tick boxes for pupils to tick after they write their description	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 2: Type and amount of support At Step 3, some pupils may need the key phrases written on paper to have beside them rather than looking at them on the board.

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

WEEK: 1	LESSON: 33 (Language Arts 6)	MAIN SKILL FOCUS: Language Arts	THEME: World of Stories
	TOPIC: Serenade	CROSS-CURRICULAR ELEMENT: Language / Creativity and Innovation / Entrepreneurship	LANGUAGE/GRAMMAR FOCUS: Describing objects (simple sentences)

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Language Arts 5.3 Express an imaginative response to literary texts	Main Skill Language Arts 5.3.1 Respond imaginatively and intelligibly through creating simple role-plays and simple poems Other imaginative responses as appropriate	Pre-lesson 1. Review the poem by reading through it and look for the instruments that are being mentioned in the poem. Lesson delivery 2. Teacher asks pupils to choose a musical instrument to be made from the materials that they bring. 3. Pupils can work in groups or pairs depending on the materials that they have to make - their own musical instrument. Note: Refer to the Guidebook, page 63 4. Upon completion, pupils will plan on how to describe their product (in terms of colour, materials and suggested price if they want to sell it) (e.g It is _____, It has _____, We use _____, The price is _____). 5. Do a gallery walk where pupils display and describe their created musical instruments. Then, a pupil from the pair/group will describe their created musical instrument while the rest of the members will go around and give feedback on others' musical instruments. Post-lesson 6. They will choose the Top 5 creative musical instrument by a simple voting ballot.	<i>Anthology of Poems</i> Page17 Contemporary Children's Literature Teaching Guidebook (BPK) – Poetry Activity 7 Page 63	Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following: Provide pupils with opportunities to contribute in their own ways (in terms of making musical instruments or narrating). (Strategy 5)
Complementary Skill Speaking 2.1 Communicate simple information intelligibly	Complementary Skill Speaking 2.1.5 Describe people, places and objects using suitable statements			

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

WEEK: 	LESSON: 34 (Language Awareness 2)	MAIN SKILL FOCUS: Language Awareness	THEME: <i>teacher to complete</i>
	TOPIC: Towns and cities	CROSS-CURRICULAR ELEMENT: Language	LANGUAGE/GRAMMAR FOCUS: Review of language from Unit 1

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Language Awareness lessons should be presented and practised using a Main Skill and a Complementary Skill (Listening, Speaking, Reading or Writing). Teachers can use Year 5 Content and Learning Standards in DSKP curriculum document.	Language Awareness lessons should be presented and practised using a Main Skill and a Complementary Skill (Listening, Speaking, Reading or Writing). Teachers can use Year 5 Content and Learning Standards in DSKP curriculum document.	<p>Pre-lesson</p> <ol style="list-style-type: none"> 1. Review language from Unit 1 with an activity from list of pre-lesson tasks. <p>Lesson delivery</p> <ol style="list-style-type: none"> 2. Pupils do p.20, Activity 3. They compare phrases with a partner. Check answers. 3. Pupils in pairs do Activity 4. Explain they use the sentence starters to write questions about Max's city in Activity 3 then write the answers. Pairs ask and answer the questions orally. 4. Pupils do p.21, Activity 5. In groups of four, they play bingo. Follow instructions for Exercise 5 in Teacher's Book p.35. <p>Note:</p> <ul style="list-style-type: none"> • Plan further activities for this unit to develop language skills according to your pupils' needs. • You can use information about your pupils' performance which you collected using formative assessment strategies while teaching this unit. • The information could include your observation of pupils interacting in classroom activities and their performance in written activities. • Plan activities which focus on language practice in a meaningful, fun and communicative way. <p>Post-lesson</p> <ol style="list-style-type: none"> 5. *Pupils think about their learning and performance in this unit. They complete a self-assessment worksheet. 6. Collect worksheets from pupils and review them to note pupils' responses. If there are any areas of concern, prepare a review of these in future lessons. 	<p><i>English Plus 1</i></p> <p>Student's Book Activities 3 and 4 p.20 Activity 5 p.21</p> <p>Teacher's Book p.34 and 35</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>*Pupils will need support understanding and completing the self-assessment worksheet, especially at the beginning of the year. Pupils can complete it in their own language if necessary.</p>

How did I do in Unit 1?

Put ✓ next to Great, OK, or A little.

In English, I know how to...



...talk about places in towns and cities Great ____ OK ____ A little ____

...use adjectives, prepositions and adverbs to describe places Great ____ OK ____ A little ____

...ask and answer questions about places in towns and cities Great ____ OK ____ A little ____

...plan and write a description of a place Great ____ OK ____ A little ____

- I'm proud of myself because I can _____ very well.
- In the next unit, I will _____ better/more.

Unit 2

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

WEEK:	LESSON: 35 (Listening 7)	MAIN SKILL FOCUS: Listening	THEME: World of Self, Family and Friends
	TOPIC: Days	CROSS-CURRICULAR ELEMENT: Language	LANGUAGE/GRAMMAR FOCUS: Adverbs of frequency: always, usually, normally, often, sometimes, never

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Listening 1.1 Understand meaning in a variety of familiar texts Complementary Skill Writing 4.3 Communicate with appropriate language form and style for a range of purposes in print and digital media	Main Skill Listening 1.2.1 Understand with support the main idea of longer simple texts on a range of familiar topics Complementary Skill Writing 4.3.2 Spell a range of high-frequency words accurately in independent writing	Pre-lesson 1. Elicit days of week and choose pupils to write on board. Find out pupils' favourite day with a show of hands. Write numbers on board below each day. Ask: <i>Which day is the favourite of most pupils? Why?</i> Lesson delivery 2. Write 'Daily Routines' on board. Pupils do p.22, Activity 1 (CD 1.21). Give handout to each pupil. They look at the five table headings and read words in blue in Days and Nights Quiz. Explain words in blue are daily routines. They write them in columns 1–5 in table. Pupils compare with a partner. They listen to CD1.21 and check answers. Explain that we will come back to the Days and Nights Quiz next lesson. 3. Pupils listen to Activity 3 (CD1.22). Follow instructions for Exercise 3 in Teacher's Book p.36. 4 Draw a horizontal line on board. Write 'never' on left of line, 'always' on right. Pupils read adverbs in box in Activity 4. Explain 'normally' means most of the time and give a personal example e.g. <i>I normally have breakfast at 7.30am</i> . Elicit where to write the other four adverbs on board. 5. Pupils listen to CD1.22 again and complete sentences with an adverb. Note pupils who have difficulty listening to and understanding more than one or two dialogues. Note also pupils who spell words incorrectly in table and in sentences. Post-lesson 6. Choose a Post-lesson Task from Section 3 to review frequency adverbs.	<i>English Plus 1</i> Student's Book Activities 1, 3, 4 p.22 Teacher's Book p.36 For Step 2: Handout for each pupil with the table enlarged so that pupils can write the routines in each column	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 2: Type and amount of support At Step 3: For pupils who find listening difficult, pause after each speaker to check answers

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

WEEK: 	LESSON: 36 (Speaking 7)	MAIN SKILL FOCUS: Speaking	THEME: World of Self, Family and Friends
	TOPIC: Days	CROSS-CURRICULAR ELEMENT: Language	LANGUAGE/GRAMMAR FOCUS: Adverbs of frequency: usually; Verbs: brush, study, watch, help, relax, chat online

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Speaking 2.2 Use appropriate communication strategies Complementary Skill Reading 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies	Main Skill Speaking 2.2.1 Keep interaction going in short exchanges by asking suitable questions Complementary Skill Reading 3.2.3 Guess the meaning of unfamiliar words from clues provided by title, topic and other known words	Pre-lesson 1. Write on board: 'Daily Routines', 'morning', 'afternoon', 'evening' and 'night'. Pupils brainstorm blue words in quiz they remember from previous lesson. Lesson delivery 2. Pupils do Activity 2. Teacher reads Key Phrases aloud and pupils repeat. In pairs, pupils use the phrases to compare true/false answers to the 12 statements in Days and Nights text. 3. Hand out a True and a False card to each pair. Read the 12 quiz facts aloud to whole class. After each fact, pairs hold up a True or a False card, and teacher gives the answer (see Teacher's Book p.36). At end, check how many each pair got right. 4. Pupils choose 3 quiz facts they think are surprising. In small groups, compare ideas using Key Phrases: What do you think? What about you? Write 1–12 on board. Ask: <i>Which facts are surprising?</i> Pupils put up hands for each number. Record numbers on board. Which three numbers have most votes? 5. Write on board: 'Between 7.30 and 8.30 in the morning'; 'Between 7.30 and 8.30 in the evening'. Teacher models language: e.g. <i>I think you get up, have breakfast and go to school between 7.30 and 8.30 in the morning.</i> In pairs, they take turns to guess what their partner does. How many guesses are correct? Note how well pupils used Key Phrases to interact with each other when comparing answers. Note pupils who needed support to understand unfamiliar words. Post-lesson 6. Do Post-lesson Task 1: Spot the Differences. Change 5–6 words in the quiz.	<i>English Plus 1</i> Student's Book Activity 2 p.22 Teacher's Book p.36 Optional activity: Vocabulary At Step 3: Two pieces of paper for each pair to write on them TRUE and FALSE	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 4: Time. At Steps 2 and 4: Pupils who are slow to interact with a partner can compare answers to 6–8 quiz facts rather than 12

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

WEEK: 	LESSON: 37 (Reading 7)	MAIN SKILL FOCUS: Reading	THEME: World of Self, Family and Friends
	TOPIC: Days	CROSS-CURRICULAR ELEMENT: Language	LANGUAGE/GRAMMAR FOCUS: Adverbs of frequency: always, usually, normally, often, sometimes, never

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Reading 3.3 Read independently for information and enjoyment Complementary Skill Writing 4.3 Communicate with appropriate language form and style for a range of purposes in print and digital media	Main Skill Reading 3.3.1 Read and enjoy A2 fiction/non-fiction print and digital texts of interest Complementary Skill Writing 4.3.2 Spell a range of high-frequency words accurately in independent writing	Pre-lesson 1. Choose a pre-lesson task from Section 3 to review language of daily routines. Lesson delivery 2. Copy on board the chart with adverbs (never, usually) and numbers (1 - 4) from p.23, Activity 5. Pupils look again at adverbs in box on p.22, Activity 4. They tell you adverbs to write in numbers 1 - 4 in chart. Ask: <i>Why is normally above usually in the chart?</i> (The meaning is similar) Elicit percentages to put in chart for sometimes, often, usually e.g. 25%, 60%, 75%. 3. Model sentences with verb <i>to be</i> and an adverb; with another verb and adverb e.g. <i>I'm always / usually at school before 8am. I sometimes / never go to school by car.</i> Pupils read Rules about place of adverbs and choose answers. 4. Pupils read My daily routine on p.23. In pairs, they take turns to say a sentence that is true for them. Find out if any pupils have no true sentences. Pupils then do Activity 6. Follow instructions for Exercise 6 on p.37 in Teacher's Book. Pupils compare adverbs they wrote with a partner. Are any the same? Choose pupils to read a sentence aloud. 5. Pupils in pairs choose five facts each from Days and Nights Quiz. They take turns to say a sentence about themselves with the verb or phrase in blue and a frequency adverb e.g. I never help with the housework. Choose different pupils from Step 4 to read sentence aloud. Post-lesson 6. Follow instructions for Optional activity: Language point in Teacher's Book, p.37.	<i>English Plus 1</i> Student's Book Activity 4 p.22 Activities 5 and 6 p.23 Teacher's Book p.37 Optional activity: Language point	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 1: Task At Step 4: Pupils who are slow at reading, can read and rewrite 6–7 sentences with adverbs rather than 9

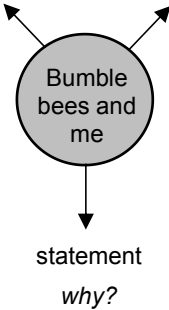
SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 2)

WEEK:	LESSON: 38 (Writing 7)	MAIN SKILL FOCUS: Writing	THEME: World of Self, Family and Friends
	TOPIC: Days	CROSS-CURRICULAR ELEMENT: Language and Creativity	LANGUAGE/GRAMMAR FOCUS: Adverbs of frequency: always, usually, normally, often, sometimes, never

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Writing 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media Complementary Skill Speaking 2.3 Communicate appropriately to a small or large group	Main Skill Writing 4.2.4 Describe people, places and objects using suitable statements Complementary Skill Speaking 2.3.1 Narrate short basic stories and events	Pre-lesson 1. See Pre-lesson Task 6: Finger Writing. Pupils use six frequency adverbs from previous lesson. Hold up a flashcard for each finger writing action: never, sometimes, often, usually, normally, always. Lesson delivery 2. Stick the six flashcards on the board. Pupils do p.23, Activity 7 using one of the adverbs on the board. Follow instructions Exercise 7 from p.37 in Teacher's Book. 3. Write on board: sports stars, music stars, film stars, artists, other stars. Tell pupils some people are celebrities because they are famous. Pupils brainstorm favourite celebrities from the different groups on board. Add names pupils say on board. 4. Pupils in small groups do <i>Finished?</i> . Hand out worksheet to each group. They agree on a celebrity and imagine her/his daily routines. They think of what she/he never, sometimes, often, usually and always does and make notes in fact file: Name of celebrity... Famous for... (sport, music etc.) Always... (e.g. swims before breakfast) Usually... Often... Sometimes... Never.... 5. Pupils agree on who will narrate the imagined life of their celebrity to whole class. The group's representative uses notes from fact file to narrate the daily routine. Note pupils who describe imagined routines of people well and those who needed support. Post-lesson 6. Pupils in same groups draw routines of their celebrity to cut and stick on fact file. They write a caption below drawing to describe what celebrity is doing.	<i>English Plus 1</i> Student's Book Activity 7 and <i>Finished?</i> p.23 Teacher's Book p.37 At Step 1 six flashcards with never, sometimes, often, usually, normally, always At Step 4: A worksheet with a fact file for each group of pupils to make notes about their celebrity. Make space for drawings below information.	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 2: Type and amount of support At Step 2, encourage pupils who can't think of true/false sentences about themselves to use sentence gap fills from p.22, Activity 4, numbers 2–6

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON (Unit 2)

WEEK: 1	LESSON: 39 (Language Arts 7)	MAIN SKILL FOCUS: Language Arts	THEME: World of Stories
	TOPIC: Watching a Bumble Bee	CROSS-CURRICULAR ELEMENT: Language / Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: True/false sentences

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Language Arts 5.2 Express personal responses to literary texts Complementary Skill Reading 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies	Main Skill Language Arts 5.2.1 Explain in simple language why they like or dislike an event, description or character in a text Complementary Skill Reading 3.2.2 Understand specific information and details of two paragraphs or more	<p>Pre-lesson</p> <ol style="list-style-type: none"> Teacher provides a letter and pupils have to come up with a word that starts with that letter related to a topic (animals/insects e.g. g – giraffe, ..., b - bee) [Pre-Lesson Task 1 – ABCs] <p>Lesson delivery</p> <ol style="list-style-type: none"> Pupils read the poem silently and teacher assists in pupils' understanding (Q&A). Teacher distributes True or False sentence strips to each pupil and asks them to stick the statement at the provided True or False sections in the class using a blue tack. Pupils walk around the class to check each other' answers and make corrections the answer if there are mistake. Pupils make a mind-map about themselves and the bumble bees based on the sentence strip used before and provide simple reasons Upon completion, pupils exchange their mind maps and rate each other's works by giving some good remarks. <p>Post-lesson</p> <ol style="list-style-type: none"> Pupils put their hands up each time they hear something different from the poem (e.g. out in the sea – hands up as the statement is different from the poem). [Post-lesson Task 1: Spot the differences] 	<p><i>Anthology of Poems</i> Page 21</p> <p>Contemporary Children's Literature Teaching Guidebook (BPK) – Poetry Activity 1 Page 73</p> <div style="text-align: center;">  <p>statement why?</p> </div>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Some pupils might be able to ask a single friend while others can ask more. Teacher will accept the note made.</p> <p>(Strategy 3)</p>

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

WEEK: 	LESSON: 40 (Consolidation 3)	MAIN SKILL FOCUS: Listening	THEME: World of Self, family and friends
	TOPIC: Days	CROSS-CURRICULAR ELEMENT: Language and Technology	LANGUAGE/GRAMMAR FOCUS: Time expressions: o'clock quarter past, half past, quarter to; at (time) on (day) a.m. p.m.

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Listening 1.2 Understand meaning in a variety of familiar contexts Complementary Skill Speaking 2.1 Communicate simple information intelligibly	Main Skill Listening 1.2.2 Understand with support specific information and details of longer simple texts on a range of familiar topics Complementary Skill Speaking 2.1.4 Ask about and describe future plans	Pre-lesson 1. Write on board 'in the morning', 'in the afternoon', 'in the evening', 'at night'. Pupils brainstorm things they do at these times e.g. I have a snack at 11 in the morning. Elicit two ways to write this time (11am or 11.00). Lesson delivery 2. With a large clock, review quarter past, half past and quarter to. Put clock hands in several positions and pupils say time. Ask: <i>What's the digital time?</i> Pupils do p.93, Activity 1. Ask: <i>Do you always use a digital clock?</i> 3. Pupils do Activity 2, CD3.05. Check answers and write on board. 4. Read instructions for Activity 3 aloud. Ask: <i>What do you need to find out?</i> Play CD3.06. Check answers. Play CD again. Ask: <i>Which sport has the same word in English and Malay?</i> (judo). Tell pupils table tennis is sometimes called the same word in English and Malay (ping-pong). 5. Pupils do Activity 4. Follow instructions for Exercise 4 on p.107 in Teacher's Book. When checking, pupils say both time expressions for questions 1, 2 and 4. For example: At 5.45 p.m. At 5.45 in the afternoon. 6. Pupils do Activity 5, CD3.07. Follow instructions for Exercise 5 on p.107 in Teacher's Book. Pupils write the four times in the dialogue digitally (09.45, 20.00, 15.45, 5.15). Note pupils who can listen for details well and those who find it hard to remember details in longer texts. Post-lesson 7. Pupils in pairs say dialogue in Activity 5 but change the days, times and sports.	<i>English Plus 1</i> Student's Book Activities 1–5 p.93 Teacher's Book p.107 At Step 2: A large clock with hands that can move to show different times	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 5: Learning preferences and needs At Step 5: Play track CD3.06 again for some pupils to complete the information they missed then check answers

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

WEEK: 	LESSON: 41 (Listening 8)	MAIN SKILL FOCUS: Listening	THEME: World of Self, Family and Friends
	TOPIC: Days	CROSS-CURRICULAR ELEMENT: Language and Values	LANGUAGE/GRAMMAR FOCUS: Present simple tense affirmative and negative (to state facts and routines)

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Listening 1.2 Understand meaning in a variety of familiar contexts Complementary Skill Reading 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies	Main Skill Listening 1.2.4 Understand a sequence of supported classroom instructions Complementary Skill Reading 3.2.3 Guess the meaning of unfamiliar words from clues provided by title, topic and other known words	Pre-lesson 1. Write 'family' on board. Pupils brainstorm vocabulary for family members (from Y3 and 4). Write words on board as pupils say them. How many can they remember? Lesson delivery 2. Pupils answer <i>Think!</i> question top of p.24 in pairs, then give pupils a set of four instructions: <i>Look at the family photo. Read the three text titles (a, b, c) in Activity 1. Choose one title and write it down. Compare with a partner.</i> 3. Find out which text title pupils chose with show of hands. They listen to and read text for the general meaning (CD1.23). Ask: <i>Which title do you think it is? (c)</i> 4. Pupils do Activity 2. They listen and read the text again to find specific information. Check answers. CCE: Values – ask pupils why they think families are important. 5. Pupils do Activity 3. Check they understand the meaning of all words in blue. Draw a Venn diagram with two circles on board. Pupils in pairs sort words into two groups: male or female. Choose pupils to say words and write in diagram. Ask: <i>What two family words go between the two circles?</i> (parent, cousin) <i>Why?</i> (They are names for male and female family members). Pupils write all words in worksheet. Note pupils who find it hard to follow more than one instruction for an activity. Post-lesson 6. Optional activity: Reading, p.38, Teacher's Book: Teacher reads out questions. Pupils listen to questions and in pairs agree on answers. Teacher writes questions on board. Pupils then quickly read text to check if they are correct.	<i>English Plus 1</i> Student's Book Activities 1–3 p.24 Teacher's book p.38 At Step 6: Worksheet for each pupil with Venn diagram: male written above left circle and female above right circle	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 2: Type and amount of support At Step 2: Some pupils might need the set of classroom instructions read aloud more than once

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

WEEK: 	LESSON: 42 (Speaking 8)	MAIN SKILL FOCUS: Speaking	THEME: World of Self, Family and Friends
	TOPIC: Days	CROSS-CURRICULAR ELEMENT: Language	LANGUAGE/GRAMMAR FOCUS: Present simple tense affirmative and negative (to state facts and routines)

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Speaking 2.1 Communicate simple information intelligibly Complementary Skill Listening 1.1 Recognise and reproduce target language sounds	Main Skill Speaking 2.1.1 Give detailed information about themselves Complementary Skill Listening 1.1.1 Recognise and reproduce with little or no support a wide range of target language phonemes	Pre-lesson 1. Follow instructions in Section 3 Pre-lesson Task 10: Say What's Missing. Write eight names of family members on separate flash cards to put under a cloth. Lesson delivery 2. Pupils in pairs do p.24, Activity 4. First give an example and write model on board e.g. 'The Radford family has breakfast at 6.46 but I have breakfast at 7.15'. Ask: <i>What's the conjunction in the sentence?</i> Remind pupils to use 'but' for differences. They take turns to say three or four differences. Choose pairs to say differences to whole class. 3. Write on board 'Present simple'. Pupils do Activity 1. Follow instructions for Exercise 1 on p.38 of Teacher's Book. 4. Pupils do Activity 2. Check answers. 5. Pupils do Activity 3, CD1.24. Read aloud both verbs in 1–6. Pupils listen and repeat chorally then individually. Explain they need to listen to the verb endings. Play CD1.24 again. Ask: <i>Which verbs end with /iz/ sound? Which verbs end with /s/ sound?</i> (e.g. speaks) Note how well pupils talk about differences between Radfords' routines and their own. Note pupils who find it hard to hear the /iz/ and /s/ sound at end of verbs. Post-lesson 6. Pupils in small groups take turns to say the daily routines of two members of their family.	<i>English Plus 1</i> Student's Book Activity 4 p.24 Activities 1–3 p.25 Teacher's Book P.38 At Step 1: Eight flash cards with the name of a family member on each. A cloth to cover the cards.	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 4: Time At Step 2: Some pupils will take longer to think of examples of differences in daily routines so allow them additional time or ask them to say two differences

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

WEEK: 	LESSON: 43 (Reading 8)	MAIN SKILL FOCUS: Reading	THEME: World of Self, Family and Friends
	TOPIC: Days	CROSS-CURRICULAR ELEMENT: Patriotism	LANGUAGE/GRAMMAR FOCUS: Present simple tense: interrogatives

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Reading 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies Complementary Skill Listening 1.2 Understand meaning in a variety of familiar contexts	Main Skill Reading 3.2.3 Guess the meaning of unfamiliar words from clues provided by title, topic and other known words Complementary Skill Listening 1.2.5 Understand a sequence of supported questions	Pre-lesson 1. Write 'Special days' on board. Pupils say their special day e.g. birthdays, family birthdays, anniversaries. Ask: <i>What are the special days/celebrations in Malaysia? Why do you like them?</i> Lesson delivery 2. Pupils read p.26, <i>Happy days!</i> , and words in box in Activity 1. See if pupils can guess the meaning of: 'crazy', 'costumes', 'invite', then do Activity 1. Pupils compare their answers with a partner. Check answers. 3. Read Study Strategy in Activity 2 aloud. Pupils look at Activity 3. They read the heading, 'Chinese New Year', the sentence below and look at photographs A–D. Write on board 'dragon', 'fireworks', 'food'. Pupils say the photos that show these items. Explain what an envelope is while pupils look at photo D. Ask: <i>What do you think the radio programme is about?</i> Pupils in pairs share ideas about what they will hear. 4. Pupils do Activity 3, CD1.25. They listen to Zoe and a woman talking in the introduction to the radio programme. They look at the photos again and write the order of objects mentioned. 5. Pupils read questions in Activity 4. Follow instructions for Exercise 4 on p.40 of Teacher's Book. Play CD1.25 again. Note how well pupils predict meaning of new words from clues in text and photos. Post-lesson 6. See Section 3 Post-lesson Task 8: Test your Memory. Use the four photos at foot of p.26 to make true and false sentences.	<i>English Plus 1</i> Student's Book Activities 1–4 p.26 Teacher's Book p.40	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 5: Learning preferences and needs At Step 4: Some pupils may need to hear the introduction to the radio programme more than once so they can order the photos correctly

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

WEEK: 	LESSON: 44 (Writing 8)	MAIN SKILL FOCUS: Writing	THEME: World of Self, Family and Friends
	TOPIC: Days	CROSS-CURRICULAR ELEMENT: Language and Patriotism	LANGUAGE/GRAMMAR FOCUS: Present simple tense: interrogatives

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Writing 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media Complementary Skill 2.1 Communicate simple information intelligibly	Main Skill Writing 4.2.1 Give detailed information about themselves Complementary Skill Speaking 2.1.5 Describe people, places and objects using suitable statements	Pre-lesson 1. Put pupils into six groups. Hand out a set of words to each group. Explain the words make a question. Pupils order the words. They check order by looking at questions in <i>Happy Days</i> , p.26. A pupil from each group reads aloud their question. Lesson delivery 2. In small groups, pupils do Optional activity: Vocabulary from p.40 in Teacher's Book. CCE: Patriotism – Elicit three special days e.g. New Year, Eid-al-Fitr, Diwali. Pupils choose one special day to answer questions about. 3. Pupils do Activity 5, <i>Use it!</i> They read the 6 questions in <i>Happy Days!</i> again. Pupils write answers about the special day they chose using always, usually, sometimes, never. In pairs, they take turns to ask and answer the questions about partner's special day. Find out which pairs have similar answers. 4. Follow instructions for Optional activity: Listening Teacher's Book p.40. Find out how many pairs remembered the answers. 5. Pupils with a different partner ask and answer questions from Step 4 but change pronouns and one verb: 1. What kind of present do <u>you</u> prefer? 2. When is the big meal with <u>your</u> family? 3. <u>Do you</u> like fireworks? Why/Why not? Note how well pupils write detailed information about a special day and describe it orally. Post-lesson 6. Choose a post-lesson task from Section 3 to review new vocabulary.	<i>English Plus 1</i> Student's Book Activity 5 p.26 Teacher's Book p.40 Optional Activity: Vocabulary Optional Activity: Listening Step 1: A set of word cards for each of the six questions on p.26, <i>Happy Days</i> . Each group has words from one question. Put in an envelope.	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 3: Outcomes At Step 3 some pupils may only be able to write 3 or 4 answers to the questions.

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON (Unit 2)

WEEK: 1	LESSON: 45 (Language Arts 8)	MAIN SKILL FOCUS: Language Arts	THEME: World of Stories
	TOPIC: Watching a Bumble bee	CROSS-CURRICULAR ELEMENT: Language / Creativity and Innovation / Entrepreneurship	LANGUAGE/GRAMMAR FOCUS: Vocabulary (Insects)

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Language Arts 5.3 Express an imaginative response to literary texts	Main Skill Language Arts 5.3.1 Respond imaginatively and intelligibly through creating simple role-plays and simple poems Other imaginative responses as appropriate	Pre-lesson <ol style="list-style-type: none"> Teacher pastes each stanza randomly around the class. Pupils walk around and read the randomly ordered stanzas. Pupils need to distinguish the sequence of the stanzas. [Pre-lesson Task 3 – Sequence the information] Lesson delivery <ol style="list-style-type: none"> Pupils revise the poem. Teacher asks pupils to think about other insects that are suitable to replace the bumble bee (e.g. wasp, hummingbird, etc.) in the poem. In group, pupils underline the words and change the words (i.e. name of the insect, characteristic (e.g the oh – so – busy <u>butterfly</u>) to create their own stanza (or stanzas if they can do more than one stanza). Note: Ask pupils to use their experiences and prior knowledge on insects and allow creativity although it sounds illogical. Upon completion, pupils put up their product and teachers conduct a gallery walk where groups display and describe their adapted stanza/stanzas. A pupil from the pair/group will describe their adapted stanza/stanzas while the rest of the members provide feedback on the other groups' stanza/stanzas. Post-lesson <ol style="list-style-type: none"> Prepare an illustration for their newly adapted poem. 	<i>Anthology of Poems</i> Page 21 Contemporary Children's Literature Teaching Guidebook (BPK) – Poetry	Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following: Teacher differentiates the outcomes by the numbers of words changed from the original poem and the number of stanza they adapt. (Strategy 3)
Complementary Skill Speaking 2.1 Communicate simple information intelligibly	Complementary Skill Speaking 2.1.2 Find out about and describe experiences up to now			

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

WEEK: 	LESSON:46 (Consolidation 4)	MAIN SKILL FOCUS: Speaking	THEME: World of Self, Family and Friends
	TOPIC: Days	CROSS-CURRICULAR ELEMENT: Language	LANGUAGE/GRAMMAR FOCUS: Present simple tense: interrogatives and time expressions

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill 2.2 Use appropriate communication strategies Complementary Skill Writing 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media	Main Skill Speaking 2.2.1 Keep interaction going in short exchanges by asking suitable questions Complementary Skill Writing 4.2.1 Give detailed information about themselves	Pre-lesson 1. Pupils close their books and do Warm-up from Teacher's Book, p.41. Lesson delivery 2. Pupils do p.27, Activity 1. They answer the questions then check with a partner. Pupils read the rules then teacher reads them aloud. Pause after each rule and choose pupils to say the correct word in each. If pupils are unsure, tell them to look at the five questions in Activity 1 again. 3. Pupils in pairs do Activity 2. Check answers. They take turns to ask and answer questions. Choose pairs to ask and answer aloud. Find out if any answers are the same as others in the class. 4. With a different partner, pupils do Activities 3 and 4. Write on board '5 minutes'. Explain they have 5 minutes to write questions with words from the grid. Pupils look at grid. Ask: <i>What are the five question words you can use?</i> (When, Where, How often, Do, Does). Check questions after 5 minutes. Pupils take turns to ask and answer questions they wrote. 5. Pupils do Activities 5 and 6. Follow instructions for Exercises 5 and 6 in p.41 of the Teacher's Book. Note how well pupils interact with different partners at Steps 3, 4 and 6. Post-lesson 6. Pupils in small groups write 2–3 questions to ask you about what you do at different times of the day, week and year. Choose pupils to ask you a question.	<i>English Plus 1</i> Student's Book Activities 1–6 p.27 Teacher's Book p.41 Warm-up Activities 5 and 6	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 7: Feedback At Steps 3, 4 and 6: Vary the feedback you give to pairs when they're asking and answering questions to each other. Focus on what they do well e.g. turn taking; accuracy of question words and word order; fluency, self-correcting.

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

WEEK: 	LESSON: 47 (Listening 9)	MAIN SKILL FOCUS: Listening	THEME: World of Self, Family and Friends
	TOPIC: Days	CROSS-CURRICULAR ELEMENT: Language and Values	LANGUAGE/GRAMMAR FOCUS: What's on? What do you want to do? Let's go to (the)..., What about (the)...?

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Listening 1.3 Use appropriate listening strategies in a variety of contexts Complementary Skill Reading 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies	Main Skill Listening 1.3.1 Guess the meaning of unfamiliar words from clues provided by other words Complementary Skill Reading 3.2.4 Use with support familiar print and digital resources to check meaning	Pre-lesson 1. Write 'Weekend' on board. In pairs, pupils answer <i>Think!</i> question at top of p.28. Choose some pupils to say what they do at the weekend. Lesson delivery 2. Pupils do Activity 1. Follow instructions for Exercise 1 in p.42 of Teachers Book. When checking new words, pupils say words which look or sound similar to those in Malay. Write on board: 'disco – disko'; 'concert-konsert'; 'barbecue-barbeku', 'quiz-kquiz', 'mini-mini'. Ask: <i>What is different – spelling, sound or both?</i> CCE: Values – ask pupils why special days are important for schools and families. 3. Pupils do Activity 2, CD1.26. Follow instructions for Exercise 2 on p.42 in Teacher's Book. 4. Write on board in three columns: A. When you agree; B. When you're thinking; C. When you're surprised. Pupils read the dialogue again and find: 'Right', 'Mmm', 'OK', 'No?' 'Well', 'Yes'. In pairs they decide which words go in the three columns. (A = Right, Yes, OK; B = Mmm; Well C = No?) 5. Play CD1.26 again. Pupils listen for pronunciation of disco, concert, barbecue, quiz and mini again. Ask: <i>Which words have the same pronunciation in English? Which words sound almost the same?</i> Practise pronunciation together. Pupils then practise the dialogue with Daisy and Gareth in pairs. Note pupils who find it hard to guess meanings of new words in the programme. Post-lesson 6. In pairs, pupils read the programme and agree on morning and afternoon activities they'd like to do. They say why they'd like to do them.	<i>English Plus 1</i> Student's Book Activities 1–3 p.28 Teacher's Book p. 42	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 4: Time When listening to and reading the dialogue, some pupils may be slow at completing the gaps. Pause the track to allow them more time to write.

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

WEEK: 1	LESSON:48 (Speaking 9)	MAIN SKILL FOCUS: Speaking	THEME: World of Self, family and friends
	TOPIC: Days	CROSS-CURRICULAR ELEMENT: Language and Values	LANGUAGE/GRAMMAR FOCUS: What do you want to do? What about (the)...? Let's go to (the)... in the morning, in the afternoon, in the evening, at lunch

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Speaking 2.1 Communicate simple information intelligibly Complementary Skill Writing 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media	Main Skill Speaking 2.1.4 Ask about and describe future plans Complementary Skill Writing 4.2.2 Ask for, give and respond to simple advice	Pre-lesson 1. Write on board: <i>Do you remember?</i> Pupils think about what their partner said in previous lesson about what her/ his family does at the weekend. Choose pupils to say what partner's family does. Remind pupils to use 'sometimes', 'usually', 'always'. Lesson delivery 2. Write on board: plans and suggestions. Pupils look at p.28, Key Phrases. Read them aloud to class. Ask: <i>Which phrases are for making plans? Which are for making suggestions? How many questions are there for plans? How many questions for suggestions? Which phrase is negative?</i> (I'm not really interested in...) 3. Pupils do Activity 4. Follow instructions for Exercise 4 on p.42 of Teacher's Book. Explain that 'What about...' and 'Let's...' can also give advice. Ask the advice they wrote in the last two lines of the dialogue. 4. Pupils in pairs do Activity 5. They focus on their intonation. Teacher says phrases from the mini-dialogue with exaggerated intonation patterns. Pupils listen and repeat. Choose pairs to read dialogue. Ask: <i>Is their intonation good? Which key phrases are not in the mini-dialogue?</i> (What's on? I'm not really interested in...) 5. Elicit names of two or three films which pupils could see in local cinemas and write on board. Also write the day and times the films start. With a different partner, pupils prepare and practise a dialogue using films on the board and Key Phrases. Note how well pupils talk about plans and give suggestions. Post-lesson 6. In small groups, pupils write a cinema programme with: a name and date; two or three films and times they start. Pupils can draw a cinema ticket if time permits.	<i>English Plus 1</i> Student's Book Activities 4–6 p.28 Teacher's Book p. 42 At step 5 find out the names of two or three films pupils could see in a local cinema. Also find out the times they start on a weekend day.	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 2: Type and amount of support At Step 3: For pupils who have difficulty scanning text for specific words tell them the words they need to find are in the same order as those in the dialogue

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

WEEK:	LESSON: 49 (Reading 9)	MAIN SKILL FOCUS: Reading	THEME: World of Self, Family and Friends
	TOPIC: Days	CROSS-CURRICULAR ELEMENT: Values	LANGUAGE/GRAMMAR FOCUS: also, and, but

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Reading 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies Complementary Skill Speaking 2.3 Communicate appropriately to a small or large group	Main Skill Reading 3.2.3 Guess the meaning of unfamiliar words from clues provided by title, topic and other known words Complementary Skill Speaking 2.3.1 Narrate short basic stories and events	Pre-lesson 1. Put map of Caribbean on board or show in an atlas. Elicit information about the Caribbean islands e.g. near which countries, in which sea, food etc. CCE: Values – ask pupils why it is important to know how countries celebrate their culture. Lesson delivery 2. Pupils do p.29, Activity 1. Follow instructions for Exercise 1 on p.43 in Teacher's Book. 3. Write on board: A. personal description of carnival; B. when the carnival happens; C. what happens at the carnival. Pupils guess order of paragraphs. Don't check yet. 4. Pupils do Activity 2. After reading the text and before answering the questions, check order of paragraphs (1B, 2C, 3A). Ask: <i>Are your guesses correct?</i> Pupils answer questions. Check answers. 5. Ask: <i>Which word is in blue?</i> (also) <i>Which words come after also?</i> (play, friendly, dance). Give other examples: <i>I can sing and I can also play the piano.</i> Elicit sentences from pupils. Ask pupils to find two conjunctions in the text. (and, but) Ask: <i>Are there more 'ands' or 'buts'?</i> (3 ands, 2 buts) 5. Pupils read Key Phrases and do Activity 3. Check answers. Pupils memorise the sentences and with a partner take turns to repeat them from memory. Note how well pupils guessed meaning of words and how accurately they narrated events at the carnival. Post-lesson 6. Pupils look at photo of dancer on p.29 for 30 seconds. Pupils close books and think about what happens at the carnival. With a partner they say things they remember about the London carnival. How many things can they remember?	<i>English Plus 1</i> Student's Book Activities 1–3 p.29 Teacher's Book p.43 At Step 1: Map of Caribbean from an atlas or website	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 2: Type and amount of support At Step 4, some pupils will need support to find answers to the three questions. Write on board: Where? (a city) When? (a month) What? (make...play...and d__)

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

WEEK:	LESSON:50 (Writing 9)	MAIN SKILL FOCUS: Writing	THEME: World of Self, Family and Friends
	TOPIC: Days	CROSS-CURRICULAR ELEMENT: Patriotism	LANGUAGE/GRAMMAR FOCUS: Adverb: also

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Writing</p> <p>4.3</p> <p>Communicate with appropriate language form and style for a range of purposes in print and digital form</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p>	<p>Main Skill</p> <p>Writing</p> <p>4.3.3</p> <p>Produce a plan or draft of one or two paragraphs for a familiar topic and modify this appropriately in response to feedback</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.2.2</p> <p>Understand specific information and details of two paragraphs or more</p>	<p>Pre-lesson</p> <p>1. Pupils brainstorm words they remember about the Notting Hill carnival. Elicit 'celebration', 'parade' and 'costume' if they don't say them.</p> <p>Lesson delivery</p> <p>2. Write 'also' on board then say and write on board: 'I have a brother and I <u>also</u> <u>have</u> a sister. I'm happy and <u>I'm also</u> funny.' Help pupils to notice word order. Pupils do p.29, Activity 4. They compare answers with a partner. Check with whole class.</p> <p>3. Pupils do Activity 5, <i>Use it!</i> Remind pupils they used a plan to write a description of a town or city in Unit 1. Explain they're going to write a description of a celebration or special day. Follow instructions for Exercise 5 on p.43 of Teacher's Book.</p> <p>4. Pupils in pairs swap descriptions and read them. Hand out worksheet. Pupils check if the description meets the criteria on the worksheet and draw a smiley face next to each if it does. Pupils return descriptions and worksheet. They now make changes based on the feedback from their partner.</p> <p>5. Choose pupils to read descriptions aloud. Praise their efforts then point out two things they can improve.</p> <p>Post-lesson</p> <p>6. Write on board: 'Do you think your description of a celebration is better than your description of a town or city? Why or why not?' Pupils in small groups think about the questions then say what they think.</p>	<p><i>English Plus 1</i></p> <p>Student's Book Activities 4 and 5 p.29</p> <p>Teacher's Book p.43</p> <p>At Step 4: Worksheet with list of five criteria: 1) where and when it happens; 2) what people do; 3) what partner usually does; 4) has 'also' in correct place; 5) some adjectives.</p> <p>There should be a space for pupils to draw a smiley face after each.</p>	<p>Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4.</p> <p>See strategy 3: Outcomes</p> <p>At Step 3: Expect some pupils to write only one or two things that happen during the celebration or special day; expect others to write more</p>

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON (Unit 2)

WEEK: 1	LESSON: 51 (Language Arts 9)	MAIN SKILL FOCUS: Language Arts	THEME: World of Stories
	TOPIC: And Something Weird Happened	CROSS-CURRICULAR ELEMENT: Language / Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: Providing reasons (because)

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Language Arts 5.2 Express personal responses to literary texts Complementary Skill Reading 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies	Main Skill Language Arts 5.2.1 Explain in simple language why they like or dislike an event, description or character in a text Complementary Skill Reading 3.2.2 Understand specific information and details of two paragraphs or more	Pre-lesson 1. Talk about what is going to happen tomorrow. Every pupil provides his/her prediction (e.g. It is going to rain tomorrow. My mother is going to the market tomorrow). Lesson delivery 2. Teacher goes through with the cover and the blurb with the pupils and teacher brainstorm pupils' ideas about the book. 3. Put pupils into smaller group and each group do a group reading from page 5 to page 8. 4. Teacher uses word cards from the guidebook (page 17) and provides each group with the word cards. 5. Pupils have to match the word cards (containing activities that carried out by the characters) with the corresponding characters in the short story (e.g. Yuki – flying in the plane). 6. Check the answer as a class. 7. Then, groups reuse the word cards and divide them into the activities that they like and dislike. 8. Each pupil in the group has to choose the activity that he/she likes the most and the reasons why he/she wants to choose it. 9. Upon completion, they share their reasons among the group members. Post-lesson 10. Teacher provides a piece of paper for each sitting group and each pupil has to write "I like (activity) because ..."	And Something Weird Happened by Pamela Rushby Contemporary Children's Literature Teaching Guidebook (BPK) – Short Stories (page 17)	Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following: Teacher encourages pupils to come up with more than one reason if possible. (Strategy 3)

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

WEEK: 	LESSON: 52 (Language Awareness 3)	MAIN SKILL FOCUS: Language Awareness	THEME: <i>teacher to complete</i>
	TOPIC: Days	CROSS-CURRICULAR ELEMENT: Language	LANGUAGE/GRAMMAR FOCUS: Review of language from Unit 2

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Language Awareness lessons should be presented and practised using a Main Skill and a Complementary Skill (Listening, Speaking, Reading or Writing). Teachers can use Year 5 Content and Learning Standards in DSKP curriculum document.	Language Awareness lessons should be presented and practised using a Main Skill and a Complementary Skill (Listening, Speaking, Reading or Writing). Teachers can use Year 5 Content and Learning Standards in DSKP curriculum document.	<p>Pre-lesson</p> <p>1. Review language from Unit 2 with an activity from list of pre-lesson tasks.</p> <p>Lesson delivery</p> <p>2. Pupils do p.30, Activities 3, 4 and 5 individually. After each activity they compare answers with a different partner. Check answers after each activity. Ask: <i>Which activity was easy and which was hard? Why was Activity 3/4/5 easy/hard?</i></p> <p>3. Pupils in pairs do Activity 6 then take turns to ask the questions and say answers.</p> <p>4. Pupils do p.31, Activity 3. Follow instructions for Exercise 3 on p.45 in Teacher's Book.</p> <p>Note:</p> <ul style="list-style-type: none"> Plan further activities for this unit to develop language skills according to your pupils' needs. You can use information about your pupils' performance which you collected using formative assessment strategies while teaching this unit. The information could include your observation of pupils interacting in classroom activities and their performance in written activities. Plan activities which focus on language practice in a meaningful, fun and communicative way. <p>Post-lesson</p> <p>5. *Pupils think about their learning and performance in this unit. They complete self-assessment worksheet.</p> <p>6. Collect worksheets from pupils and review them to note pupils' responses. If there are any areas of concern, prepare a review of these in future lessons.</p>	<p><i>English Plus 1</i></p> <p>Student's Book Activities 3–6 p.30 Activity 3 p.31</p> <p>Teacher's Book p. 44 p. 45</p>	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>*Pupils will need support understanding and completing the self-assessment worksheet, especially at the beginning of the year. Pupils can complete it in their own language if necessary.</p>

How did I do in Unit 2?

Put ✓ next to Great, OK, or A little.

In English, I know how to...



...talk about daily routines Great ____ OK ____ A little ____

...use adverbs of frequency to describe daily routines Great ____ OK ____ A little ____

...describe a celebration in my country Great ____ OK ____ A little ____

...plan and write a description of a special day Great ____ OK ____ A little ____

- I'm proud of myself because I can _____ very well.
- In the next unit, I will _____ better/more.

Unit 3

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

WEEK:	LESSON: 53 (Listening 10)	MAIN SKILL FOCUS: Listening	THEME: World of Knowledge
	TOPIC: Wild Life	CROSS-CURRICULAR ELEMENT: Science and Technology	LANGUAGE/GRAMMAR FOCUS: Nouns: wolf, ostrich, scorpion, rat, octopus; Verb + prep.: looks like, sounds like

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Listening 1.2 Understand meaning in a variety of familiar contexts Complementary Skill Speaking 2.2 Use appropriate communication strategies	Main Skill Listening 1.2.2 Understand with support specific information and details of longer simple texts on a range of familiar topics Complementary Skill Speaking 2.2.1 Keep interaction going in short exchanges by asking suitable questions	Pre-lesson 1. Write 'Wild life' on board. Explain pupils are going to learn about wild animals from around the world. Follow instructions for <i>Think!</i> on Teacher's Book p.46. Lesson delivery 2. Pupils do Activity 1, CD1.28. Follow instructions Teacher's Book p.46 Exercise 1. Ask: <i>What do you think ID means?</i> (identification) 3. Explain that pupils are going to read Key Phrases used when guessing or identifying something. Say: <i>looks like, sounds like</i> . Pupils repeat. They do Activity 2. Follow instructions for Exercise 2 on p.46 of Teacher's Book. Play CD1.28 again. In pairs (A and B), pupils choose elephant, frog or dog (not identified from CD). They take turns to make its sound or draw a picture. Pairs use Key Phrases to identify partner's animal. A says Key Phrase 1. B says 2, 3 or 4, and 5. Then they swap. Choose pairs to say dialogue aloud. 4. Pupils do Activity 3, CD1.29. Follow instructions in Teacher's Book p.46, Ex. 3. 5. Show photos of ostrich, bat, eagle, scorpion, rat and octopus to check meaning of vocabulary in Activity 4 box. Pupils should know: bat, bear, crocodile, rabbit, snake, spider, whale from previous levels. Pupils in four teams do Activity 4, CD1.30. Follow instructions for Exercise 4 on p.46 of Teacher's Book. If time is limited, teams choose two or three photos to identify. Ask: <i>Which animal names are similar in Malay?</i> (panda, gorilla/gorilla, giraffe/zirafah) Note how well pupils listen for specific information in the dialogues. Post-lesson 6. Play a science sorting game. Write 'fish', 'bird', 'mammal', 'reptile', 'insect' on board. Give example of each. Ask: <i>Which words are similar?</i> (mamalia, reptilia). Pupils in small groups classify animals from Activity 4 according to category.	<i>English Plus 1</i> Student's Book Activities 1– 4 p.32–33 Teacher's Book p.46–47 At Step 5: Photos of an ostrich, bat, eagle, scorpion, rat and octopus	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 5: Learning preferences and needs At Step 2, some pupils may need to listen to the dialogues again. This will also help them at Step 3.

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

WEEK: 1	LESSON: 54 (Speaking 10)	MAIN SKILL FOCUS: Speaking	THEME: World of Knowledge
	TOPIC: Wild Life	CROSS-CURRICULAR ELEMENT: Science and Technology	LANGUAGE/GRAMMAR FOCUS Present simple tense interrogatives: Does it, Has it got, How many, What colour / size is it? What type of animal is it?

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Speaking 2.1 Communicate simple information intelligibly Complementary Skill Reading 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies	Main Skill Speaking 2.1.5 Describe people, places and objects using suitable statements Complementary Skill Reading 3.2.3 Guess the meaning of unfamiliar words from clues provided by title, topic and other known words	Pre-lesson 1. Pupils in pairs brainstorm animals from previous lesson. Can they remember 10/ 15 / 20 animals? Pupils open books and check with animals in Activity 4 p.32. Lesson delivery 2. Follow instructions for Exercise 5 on p.47 of Teacher's Book. Ask: <i>Which animal is easy to identify? Which is difficult?</i> Pupils indicate with a show of hands. 3. Pupils do Activity 6. They guess meaning of land, wings and tail. They should remember live, water and legs from previous levels. Ask: <i>Which animal is it? (crocodile) What type of animal is it?</i> (reptile) 4. Write question starters on board: <i>Does it...? Has it got...? How many...? Is it ___ - er than a / an...? What colour/size ...?</i> Pupils do Activity 7, <i>Use It!</i> Follow instructions in for Exercise 7 on p.47 in Teacher's Book. They use question starters as support. 5. Draw Venn diagram on board with 'water' above right circle and 'land' above left. Explain that pupils put animals into different groups: water, land, or water and land. Elicit examples e.g. water = whale; land = gorilla; both water and land = frog. Hand out worksheet to pairs of pupils. Explain science words are often put in diagrams. 6. Pupils do ' <i>Finished?</i> ' Check by asking: <i>Do you agree ___ lives in water/land/water and land?</i> Note pupils who describe animals accurately and those who find this hard. Post-lesson 7. Pupils draw a Venn diagram with 'fly' above left circle and 'swim' above right. In pairs they classify animals in three parts of the diagram. The diagrams can be displayed.	<i>English Plus 1</i> Student's Book Activities 5, 6, 7 p.33 Teacher's Book p. 47 At Step 5: Worksheet with Venn diagram large enough for pupils to write animal names in both circles and in intersection	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 2: Type and amount of support At Step 4, some pupils won't need to look at the question starters on board. A few pupils may need the starters written on paper to have beside them. They can then refer to them more easily. This also makes the task quicker to do.

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

WEEK:	LESSON: 55 (Reading 10)	MAIN SKILL FOCUS: Reading	THEME: World of Knowledge
	TOPIC: Wild Life	CROSS-CURRICULAR ELEMENT: Environmental Sustainability	LANGUAGE/GRAMMAR FOCUS: Superlative adjectives: ugliest, rarest, most beautiful, common, interesting, colourful

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Reading 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies Complementary Skill Reading 3.3 Read independently for information and enjoyment	Main Skill Reading 3.2.3 Guess the meaning of unfamiliar words from clues provided by title, topic and other known words Complementary Skill Reading 3.3.1 Read and enjoy A2 fiction/non-fiction print and digital texts of interest	Pre-lesson 1. Use Pre-lesson Task 1: ABCs, and adapt by using animal names. Lesson delivery 2. Pupils do <i>Think!</i> at top of p.34. Ask: <i>Is there another animal you think is ugly?</i> Accept L1 and translate. 3. Write on board: protect, species, become extinct, danger, help, rare. Pupils use dictionaries or explain the meanings. They follow instructions in Teacher's Book p.48 Exercise 1. CCE: Environmental Sustainability – Ask pupils why it is important to protect animal species 4. Follow instructions for Exercise 2 on p.48 in Teacher's Bok. 5. Pupils do Activity 3: They guess meanings of words in blue from the context, and then check with a partner. If there are any words they are unsure of, they can use a dictionary or other resource. Pupils now use dictionaries to check 'common' and 'dull'. Ask: <i>Which word in blue is the opposite of dull?</i> (colourful). Also, check they remember the meaning of. 'rare' (from Activity 2). 6. Pupils read text again and say the two words that come before beautiful, interesting, common and colourful (the most). They find the word before ugliest, rarest, biggest, weirdest (the). Ask pupils if they enjoyed reading the text and why. Note how well pupils can guess meanings of words from clues in the text. Post-lesson 7. Pupils in small groups agree on the three most beautiful and the three most colourful animals they know. Do pupils know if any of the animals are in danger of extinction?	<i>English Plus 1</i> Student's Book Activities 1–3 p. 34 Teacher's Book p. 48 At Steps 3 and 5: If possible, dictionaries for each pupil or pairs	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 5: Learning preferences and needs At Step 3: Some pupils may need help to look up dictionaries and understand meanings in English. If possible, use bilingual dictionaries.

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

WEEK:	LESSON: 56 (Writing 10)	MAIN SKILL FOCUS: Writing	THEME: World of Knowledge
	TOPIC: Wild Life	CROSS-CURRICULAR ELEMENT: Language and Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: Comparative and Superlative adjectives: e.g. weirder, weirdest, rarer, rarest

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Writing 4.3 Communicate with appropriate language form and style for a range of purposes in print and digital media Complementary Skill Speaking 2.1 Communicate simple information intelligibly	Main Skill Writing 4.3.2 Spell a range of high-frequency words accurately in independent writing Complementary Skill Speaking 2.1.5 Describe people, places and objects using suitable statements	Pre-lesson 1. Pupils brainstorm adjectives to describe animals then do Warm-up. Follow instructions in Teacher's Book p.49 Warm-up. Lesson delivery 2. Pupils do p.35 Activity 1. Follow instructions for Exercise 1 on p.49 of Teacher's Book. 3. Pupils look at text on p.34 again and do Activity 2. They compare answers with a partner. Check answers. How quickly did pupils find the words? 4. Show map of Canada on board. Point out the Rocky Mountains. Explain there are many very big National Parks with lots of wild animals in the mountains. Write on board: 'hot', 'cold', 'high', 'good', 'beautiful', 'interesting'. Pupils do Activity 3. Choose pupils to go to board and write the superlative of the adjectives. Help pupils to notice double 't' in 'hottest'. Write 'big' on board. Ask: <i>How do you spell biggest?</i> 5. Pupils do Activity 4. Read study strategy aloud to whole class. Pupils write sentences with superlative forms using words in both boxes. They compare with a partner. Choose pupils to read sentences to whole class. CCE: Creativity and Innovation – pupils develop creative cognitive skills (HOTS) when they think of and produce their own ideas. Note pupils who are slow at writing sentences with superlative adjectives. Post-lesson 6. Pupils in small groups write three or four sentences about Malaysia using superlative adjectives and ideas from text about Canada.	<i>English Plus 1</i> Student's Book Activities 1–4 p.35 (text on p.34 for Activity 2 p.35) Teacher's Book p.49 At Step 4: A map of Canada	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See strategy 4: Time At Steps 4 and 5: Some pupils will need more time to write sentences. More proficient pupils will be able to write an additional 1 or 2 more sentences.

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON (Unit 3)

WEEK: 1	LESSON: 57 (Language Arts 10)	MAIN SKILL FOCUS: Language Arts	THEME: World of Stories
	TOPIC: And Something Weird Happened	CROSS-CURRICULAR ELEMENT: Language / Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: True and false statements

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Language Arts 5.3 Express an imaginative response to literary texts Complementary Skill Reading 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies	Main Skill Language Arts 5.3.1 Respond imaginatively and intelligibly through creating simple role-plays and simple poems Other imaginative responses as appropriate Complementary Skill Reading 3.2.2 Understand specific information and details of two paragraphs or more	Pre-lesson 1. Teacher reads a sentence and pupils have to sit down if the sentence is false and stand up if the sentence is correct (e.g. Yuki was playing basketball – False). [Pre-Lesson Task 5 – Sit down Stand up] Lesson delivery 2. Pupils are put in pairs and given a set of statements. 3. Pupils will guess whether the statements are true or false by writing T or F at the end of each statement. 4. Teacher instructs pairs to read Chapter 2 and Chapter 3 of the book and they need to verify their guesses. 5. Upon completion, teacher informs pupils that they need to choose any statements to be acted out in front. 6. Pairs act out their chosen statement and others will guess whether it is true or false (make sure most of the pairs have the opportunities to act out). Post-lesson 7. Pupils rewrite the false statements to become true statements.	And Something Weird Happened by Pamela Rushby Contemporary Children's Literature Teaching Guidebook (BPK) – Short Stories	Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following: Teacher gives opportunity for each pair to choose either to act out or read the statements. (Strategy 5)

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

WEEK: 	LESSON: 58 (Consolidation 5)	MAIN SKILL FOCUS: Listening	THEME: World of Knowledge
	TOPIC: Wild Life	CROSS-CURRICULAR ELEMENT: Language and Creativity	LANGUAGE/GRAMMAR FOCUS: Questions: Do you want to...? Is it (adjective)? Where are you now? How are you?

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Listening 1.2 Understand meaning in a variety of familiar contexts Complementary Skill Speaking 2.2 Use appropriate communication strategies	Main Skill Listening 1.2.1 Understand with support the main idea of longer simple texts on a range of familiar topics Complementary Skill Speaking 2.2.1 Keep interaction going in short exchanges by asking suitable questions	Pre-lesson 1. See Pre-lesson Task 8: Predict the Content. Use photo on Student's Book p.94 to do the task. Also ask: <i>Where is Holly?</i> Lesson delivery 2. Pupils do Activity 2, CD3.08. They compare predictions in Step 1 with information in the dialogue. Ask: <i>Which word in blue is almost the same in English and in Malay?</i> (aquarium/akuarium). <i>What is different?</i> (focus on spelling and pronunciation). Check pupils' answer about the animal Holly likes best. 3. Pupils do Activity 3, CD3.08. Follow the instructions for Exercise 3 on p.108 of Teacher's Book. 4. Pupils in pairs do Activity 4, CD3.09. Follow instructions for Exercise 4 on p.108 of Teacher's Book. To check understanding, say some true/false sentences e.g. <i>Anna and Steve are in an aquarium.</i> (F) <i>Steve is with a friend.</i> (T) <i>Anna says see you later.</i> (F) Pupils practise the dialogue. Choose pairs to repeat dialogue to whole class. 5. Pupils with a different partner do Activity 5. Follow instructions for Exercise 3 on p.108 of Teacher's Book. CCE: Creativity – Pupils generate their own ideas to create a dialogue so they develop HOTS. Note how well pupils listen to the dialogues and understand them. Note also how fluent and accurate pairs are when saying their dialogues. Post-lesson 6. Write on board 'aquarium' and 'skateboard park'. Pupils in small groups say if they like going to these places and give a reason for their answer. They say other places they like going to with friends or family.	<i>English Plus 1</i> Student's Book Activities 2–5 p.94 Teacher's Book p.108	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 3: Outcomes At Step 5: More proficient pupils can make up their own dialogue, less proficient pupils choose from the words provided in the box

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

WEEK:	LESSON: 59 (Listening 11)	MAIN SKILL FOCUS: Listening	THEME: World of Knowledge
	TOPIC: Wild Life	CROSS-CURRICULAR ELEMENT: Science and Technology	LANGUAGE/GRAMMAR FOCUS: Modal auxiliary verbs: can (positive use) can't (negative use) for ability

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Listening 1.2 Understand meaning in a variety of familiar contexts Complementary Skill Reading 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies	Main Skill Listening 1.2.5 Understand a sequence of supported questions Complementary Skill Reading 3.2.4 Use with support familiar print and digital resources to check meaning	Pre-lesson 1. Brainstorm fast-running and slow-moving animals. Write on board in two columns. Ask: <i>Which is the fastest land animal?</i> (cheetah) <i>Which is the slowest land animal?</i> (sloth) Show photos of a cheetah and a sloth. Lesson delivery 2. Read aloud introduction to Animal skills quiz. Pupils in pairs do Activity 1, CD1.33. Read verbs in box aloud but not 'kill' and 'survive'. Pupils mime actions. Pre-teach 'kill' and 'survive' and relate to animals. Pupils read quiz questions and complete gaps with the verbs. Play CD1.33 again. Pupils listen to questions and check answers. Ask: <i>How many of the verbs are correct?</i> 3 Write on board 'distance', 'ground', 'intelligent'. Pupils use their dictionaries to check meaning. Pupils with same partner do Activity 2, CD1.34. Don't check pupils' answers to quiz at this step. Ask instead: <i>Which animal can hear with their ears and feet?</i> (elephant) <i>Which bird is tall, heavy and can't fly?</i> (ostrich) 4. Pupils do Activity 3, CD1.34. Follow the instructions in Teacher's Book p.50 Exercise 3. Ask: <i>Which animal do you think is the most interesting? What can it do? Is there something it can't do?</i> 5. Pupils do Activity 4, CD1.34. Follow the instructions in Teacher's Book p.50 Exercise 4. Ask: <i>Think about the animals in the podcast. Which animal would you like to find out more information about? What information would you like to find out?</i> Note how well pupils understood the questions in the quiz and podcast. Post-lesson 6. See question dictation in Teacher's Book Optional activity: Listening, p.50.	<i>English Plus 1</i> Student's Book Activities 1–4 p.36 Teacher's Book p. 50 At Step 1: Photos of a cheetah and a sloth	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 7: Feedback At Steps 3 and 4 provide positive comments to pupils who find listening to questions in longer texts hard. At Step 4 some pupils may need to hear CD1.34 twice.

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

WEEK: 	LESSON: 60 (Speaking 11)	MAIN SKILL FOCUS: Speaking	THEME: World of Knowledge
	TOPIC: Wild Life	CROSS-CURRICULAR ELEMENT: Science and Technology	LANGUAGE/GRAMMAR FOCUS: Verbs: e.g. communicate, survive, kill, grow

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Speaking 2.1 Communicate simple information intelligibly Complementary Skill Writing 4.3 Communicate with appropriate language form and style for a range of purposes in print and digital form	Main Skill Speaking 2.1.2 Find out about and describe experiences up to now Complementary Skill Writing 4.3.2 Spell a range of high-frequency words accurately in independent writing	Pre-lesson 1. Pupils in small groups say a sentence each about what animals can and can't do. Choose some sentences to write on board. How many animal skills can pupils remember from previous lesson? Also ask: <i>Which animals can communicate with each other? Which animal can survive without water for six months?</i> Lesson delivery 2. Pupils in pairs do Activity 5, <i>Use It!</i> Follow instructions in Teacher's Book p.50 Exercise 5. They use information in course book and prior knowledge. Check possible answers e.g. 1. Ostrich (Activity 5) 2. Snake (Activity 4) 3. Frog (Activity 1) 4. Scorpion (Activity 3) 5. Camel (Activity 1) 6. Spider (Activity 4) 3. Pupils do Activity 1. Follow instructions in Teacher's Book p.51 Exercise 1. 4. Pupils in pairs do Activity 2. Ask: <i>How do you think a parrot speaks? And a snake?</i> Pupils make parrot and snake sounds. Choose pupils to say the dialogue making sounds of parrot and a snake. 5. Pupils do Activity 3. Follow instructions Teacher's Book p.51 Exercise 3. Note how well pupils communicate their knowledge of animals in English. Post-lesson 6. Pupils in small groups write two or three more questions about animal skills. They hand to another group to answer.	<i>English Plus 1</i> Student's Book Activity 5 p.36 Activities 1, 2, 3 p.37 Teacher's Book p. 50 and 51 Rulers to measure size of course book when closed (22cm x 28cm)	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 1: Task At Step 2: More proficient pupils are likely to be able to answer 3 and 6 because the animals are mentioned in previous lessons and they may know about them in the L1. Less proficient pupils may find it difficult to remember the information and how to express it.

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

WEEK:	LESSON: 61 (Reading 11)	MAIN SKILL FOCUS: Reading	THEME: World of Knowledge
	TOPIC: Wild Life	CROSS-CURRICULAR ELEMENT: Environmental Sustainability	LANGUAGE/GRAMMAR FOCUS: Giving examples: such as, like, for example

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Reading 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies Complementary Skill Writing 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media	Main Skill Reading 3.2.2 Understand specific information and details of two paragraphs or more Complementary Skill Writing 4.2.4 Describe people, places and objects using suitable statements	Pre-lesson 1. Pupils answer Think! question at top of p.39. Follow instructions in Teacher's Book p.53 Think! Lesson delivery 2. Show map of the Philippines on board. Tell pupils there are more than 7,000 islands in the Philippines. Many have rain forests. Pre-teach: adopt, weigh, Foundation. Pupils do p.39 Activity 1. Follow instructions in Teacher's Book p.53 Exercise 1. 3. Pupils do Activity 2. After reading text again, pupils in pairs answer two questions. Pupils need to find a sentence from the text for their answers. Check answers. Ask: <i>Which paragraph has the answers?</i> (1 What is it?) 4. Explain there are ways to describe animals in danger. Pupils look at Activity 3. Read Key Phrases aloud one by one. Give pupils time to find words in the text to complete each phrase. 5. Write on board: such as, like, for example. Say aloud and pupils repeat. Pupils do Activity 4. Follow instructions in Teacher's Book p.53 Exercise 4. 6. Pupils do Activity 5 then compare answers with a partner. Choose pairs to read descriptions to whole class. Ask after each pair says the sentences: <i>Do they have an example? How do you know?</i> (sentences have – such as, like, for example) Note pupils who read and understand information in the leaflet well and those who need more time and support. Post-lesson 7. Choose a post-lesson task to review new vocabulary.	<i>English Plus 1</i> Student's Book p.39 Activities 1–5 Teacher's Book p.53 At Step 2: Map of Philippines	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 4: Time At Steps 1 and 2: Some pupils will need more time to read the text then to find and understand specific information. Fast finishers can think of reasons why farming is a problem for eagles.

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

WEEK: 1	LESSON: 62 (Writing 11)	MAIN SKILL FOCUS: Writing	THEME: World of Knowledge
	TOPIC: Wild Life	CROSS-CURRICULAR ELEMENT: Environmental Sustainability	LANGUAGE/GRAMMAR FOCUS Comparative and superlative adjectives; Modal auxiliary verbs: can and can't for ability; such as, for example, like

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Writing 4.3 Communicate with appropriate language form and style for a range of purposes in print and digital media Complementary Skill Reading 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies	Main Skill Writing 4.3.3 Produce a plan or draft of one or two paragraphs for a familiar topic and modify this appropriately in response to feedback Complementary Skill Reading 3.2.2 Understand specific information and details of two paragraphs or more	Pre-lesson 1. Write on board: 'such as'; 'like'; 'for example'. In pairs, pupils say a sentence about a land or sea animal with example of what the animal can or can't do. Lesson delivery 2. Explain that pupils are going to write a leaflet about a Malaysian animal in danger. Hand out information or show on board facts about an endangered local species e.g. Malayan tiger or turtle. Pupils in pairs read Writing Guide B and make notes for questions 1, 2, 3 and 5. Say you will help them with question 4 – where they can find information. 3. Pupils read Activity 6, Writing Guide C. They use Philippine eagle text as a model and decide on information for Paragraph 1, and then two sentences for Paragraph 2. Provide one or two websites for pupils to include in Paragraph 3. 4. Pupils read D. Explain pupils also use this language in their leaflet. 5. Pupils write leaflet. They read and check text and draw a smiley face ☺ for: 1) Question headings 2) information about animal 3) the problem 4) how to help animal 5) adjectives with -er/more, -est/most; 6) example 7) can and can't. Find out how many pupils got 5 smiley faces or more than 5? Note pupils who need support throughout the writing process. Post-lesson 7. Pupils draw and label the animal on leaflet. They write: <i>Help us to protect the ____</i> .	<i>English Plus 1</i> Student's Book Activities 4–6 p.39 Teacher's Book p.53 At Step 2 Provide information about Malayan tiger or turtle from websites. Pupils need to know: where animal lives; how rare it is; why in danger; how to protect it; where to find information about it e.g. WWF Malaysia.	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 5: Learning preferences and needs At Step 2: Make sure the pairs are mixed-ability so those who are less proficient can feel more confident when making notes about the animal See Strategy 7: Feedback. Some pupils will need positive feedback throughout the process of producing a plan and then writing the leaflet.

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON (Unit 3)

WEEK: 1	LESSON: 63 (Language Arts 11)	MAIN SKILL FOCUS: Language Arts	THEME: World of Stories
	TOPIC: And Something Weird Happened	CROSS-CURRICULAR ELEMENT: Language / Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: simple sentences to describe things

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Language Arts 5.3 Express imaginative response to literary texts	Main Skill Language Arts 5.3.1 Respond imaginatively and intelligibly through creating simple role-plays and simple poems Other imaginative responses as appropriate	Pre-lesson 1. Teacher provides lines for pupils to guess the words by giving letters for teacher to verify whether the letter is present in the word (focus word: pizza, ice cream, dinosaur). [Pre-Lesson Task 7 – Beat the teacher] Lesson delivery 2. Teacher puts pupils into smaller groups and informs pupils to read Chapter 4 (page 25 – 32) together. 3. Each group has to draw Joel's Jelly Baby ice cream based on details (the ice cream has Jelly Baby) from the story. 4. Then, teacher asks the pupils to draw the dinosaurs that Joel had imagined. 5. In pairs, each pair has to come up with the different version of ice cream and dinosaur according to their creativity. 6. Then, ask them to describe their creation, the ice cream and dinosaurs by using simple sentences (e.g. the ice cream is ... the ice cream has... the dinosaur is ... the dinosaur has ...). Post-lesson 7. Shout out time – pupils provide their predictions on what will happened to Joel when the dinosaurs meet Joel (e.g. reactions, what to do, how to act).	And Something Weird Happened by Pamela Rushby Contemporary Children's Literature Teaching Guidebook (BPK) – Short Stories	Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following: In terms of the descriptions of the drawn items teacher accepts words, phases or full sentences. (Strategy 3)
Complementary Skill Writing 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media	Complementary Skill Writing 4.2.4 Describe people, places and objects using suitable statements			

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

WEEK: 1	LESSON: 64 (Consolidation 6)	MAIN SKILL FOCUS: Speaking	THEME: World of Knowledge
	TOPIC: Wild Life	CROSS-CURRICULAR ELEMENT: Language and Values	LANGUAGE/GRAMMAR FOCUS: Asking for permission: Is it ok if...? Can I / we...? Giving permission: Yes, of course. Refusing permission: I'm sorry, but...No, I'm afraid you can't.

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Speaking 2.2 Use appropriate communication strategies Complementary Skill Listening 1.2 Understand meaning in a variety of familiar contexts	Main Skill Speaking 2.2.1 Keep interaction going in short exchanges by asking suitable questions Complementary Skill Listening 1.2.5 Understand a sequence of supported questions	Pre-lesson 1. Do Pre-lesson Task 4: I'm Going To... Explain goals of the lesson are for developing speaking and listening skills. Lesson delivery 2. Pupils do <i>Think!</i> from top of p.38. Follow instructions from Teacher's Book p.52. Pupils look at photo and say where they think the girl and her dad are. 3. Pupils do Activity 2, CD1.36. Follow the instructions in Teacher's Book p.52 Exercise 2. Pupils listen to dialogue again. In pairs, they repeat it with same intonation as on CD. Choose pairs to read dialogue aloud. Ask: <i>Is the intonation the same as the dad and girl?</i> 4. Pupils do Activity 3. Check answers. Pupils practise dialogue in pairs. Choose different pairs to read it aloud. Ask: <i>Is their intonation good?</i> 5. Read Key Phrases aloud. Explain that requesting is the same as asking; refusing means saying no. Say it's important to be polite when saying no. Pupils do Activity 4. Follow instructions p.52 Exercise 4 Teacher's Book. CCE: Values – Ask: <i>Why is it important to be polite when we refuse permission?</i> 6. Pupils with a different partner do Activity 5. Follow instructions Teacher's Book p.52 Exercise 5. Note pupils who are confident interacting in pairs and those who are less sure. Post-lesson 7. Find out if pupils met their goals for speaking and listening skills in Step 1. Ask: <i>Are you really happy/happy/quite happy about your speaking skills in this lesson?</i> Repeat for listening skills.	<i>English Plus 1</i> Student's Book Activities 2–5 p.38 Teacher's Book p. 52	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 2: Type and amount of support At Steps 4 and 5: Some pupils may need more support to understand instructions. Repeat steps slowly and encourage pupils to say their lines in the dialogues more than once.

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

WEEK: 1	LESSON: 65 (Listening 12)	MAIN SKILL FOCUS: Listening	THEME: World of Knowledge
	TOPIC: Wild Life	CROSS-CURRICULAR ELEMENT: Language	LANGUAGE/GRAMMAR FOCUS: Comparative and superlative adjectives e.g. heavier, heaviest, more colourful, most colourful

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Listening 1.1 Recognise and reproduce target sounds Complementary Skill Reading 3.3 Read independently for information and enjoyment	Main Skill Listening 1.1.1 Recognise and reproduce with little or no support a wide range of target language phonemes Complementary Skill Reading 3.3.1 Read and enjoy A2 fiction/ non-fiction print and digital texts of interest	Pre-lesson 1. See Pre-lesson Task 1: ABCs. Write animals on board. Say letters which several animals have at start of words e.g. s/b/c. Lesson delivery 2. Pupils do Student's Book p.40 Activity 1. They compare spelling with a partner. Ask: <i>Which two letters are the same in bear and eagle? Do they sound the same?</i> Draw a peach and pear on board. Elicit words. Ask: <i>Which fruit and which animal have the same ea sound?</i> (bear/pear, eagle/peach) 3. Pupils in pairs do Activity 2. Check answers. Pupils find three words with ea in them. (hear/heavy/ears) Write on board: 'pear', 'peach', 'hear', 'heavy', 'ear'. Ask: <i>Which two words have the same ea sound?</i> (hear, ear) Point to words in random order and pupils repeat them. Ask: <i>How many ways can we pronounce ea?</i> (4) 4. Pupils do Activity 3. Follow instructions in Teacher's Book p.54 Exercise 3. Ask: <i>Is it easier to read information about animals in a table or in a text? Why?</i> Pupils do Activity 7, CD1.37. Follow instructions in Teacher's Book p.54 Exercise 7. Ask: <i>Which two words have ea in them? Do they sound the same?</i> (east, eat – yes) Note pupils who recognise and reproduce different ea sounds well and those who need help with pronunciation. Post-lesson 6. Pupils in pairs use information in the table in Activity 3 to write two or three true/false sentences for a partner to answer.	<i>English Plus 1</i> Student's Book Activities 1–3, 7 p.40 Teacher's Book p.54	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 2: Type and amount of support Some pupils will need to hear the pronunciation of different ea sounds several times.

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

WEEK: 	LESSON: 66 (Speaking 12)	MAIN SKILL FOCUS: Speaking	THEME: World of Knowledge
	TOPIC: Wild Life	CROSS-CURRICULAR ELEMENT: Language and Values	LANGUAGE/GRAMMAR FOCUS Modal auxiliary verbs: can and can't for ability

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Speaking 2.2 Use appropriate communication strategies Complementary Skill Writing 4.3 Communicate with appropriate language form and style for a range of purposes in print and digital form	Main Skill Speaking 2.2.1 Keep interaction going in short exchanges by asking suitable questions Complementary Skill Writing 4.3.2 Spell a range of high frequency words accurately in independent writing	Pre-lesson 1. See Pre-lesson Task 5: Sit Down, Stand Up. Say true or false sentences about what you can and can't do. How many did they guess correctly? Lesson delivery 2. Pupils do p.40 Activity 4. Follow instructions in Teacher's Book p.54 Exercise 4. 3. Pupils do Activity 5. Do number 1 as example. Explain that a cross means the answer is no; a tick means the answer is yes. Check answers. Pupils in pairs read questions and answers as a dialogue. 4. Pupils do Activity 6. Follow instructions in Teacher's Book p.53 Exercise 6. 5. Write on board 1) I'm afraid I can't. 2) No, you can't. 3) I'm sorry but you can't... 4) No, I can't. Read aloud. Ask: <i>Which numbers use polite language? Do the questions have yes or no answers?</i> CCE: Values – Explain the opposite of polite is rude. Ask: <i>How do you feel when someone is rude to you?</i> Choose pupils to ask you a question requesting permission. Can I...? or Is it ok if I...? Respond politely when you refuse permission. Pupils in pairs take turns to ask partner for permission to borrow something. Partner gives or refuses permission. Ask: <i>Did your partner refuse politely?</i> Choose pairs to ask and answer. Note pupils who keep interaction going in dialogues well and those who are hesitant. Post-lesson 6. Pupils in small groups take turns to say something one of their family members can do and something they can't do. Explain they can look at Activity 4 for ideas.	<i>English Plus 1</i> Student's Book p.40 Activities 4 – 6 Teacher's Book p. 54	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 2: Type and amount of support At Steps 3 and 4: Encourage pupils to keep going with dialogue and help them with gestures, smiles or by giving them prompts

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

WEEK:	LESSON: 67 (Reading 12)	MAIN SKILL FOCUS: Reading	THEME: World of Knowledge
	TOPIC: Wild Life	CROSS-CURRICULAR ELEMENT: Science and Technology	LANGUAGE/GRAMMAR FOCUS: Modal auxiliary verbs: can and can't for ability

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Reading 3.3 Read independently for information and enjoyment Complementary Skill Listening 1.2 Understand meaning in a variety of familiar contexts	Main Skill Reading 3.3.1 Read and enjoy A2 fiction/non-fiction print and digital texts of interest Complementary Skill Listening 1.2.1 Understand with support the main idea of longer simple texts on a range of familiar topics	Pre-lesson 1. Write on board 'I can tell you' and explain this the title of a song. Pupils do Teacher's Book p.131 Warm up. Lesson delivery 2. Pupils in pairs do p.117, Activity 1, CD3.34. Follow instructions Teacher's Book p.131 Exercise 1, but before playing the song, ask pupils to cover the song in their books with a piece of paper so they don't read. After pupils listen to song, write on board: bird, mammal, reptile. Pupils in pairs decide which group of animals a lion, tortoise, parrot, mouse, hedgehog, dolphin and tiger belong to. Ask: <i>Is a starfish a fish?</i> (No. It's an echinoderm. – same word in Malay - It has no backbone.) 3. Pupils read verbs in box in Activity 2. Ask: <i>Can you remember when you learned these words?</i> (U3 Animal skills quiz). Play CD3.34 again. Pupils read and listen to the song then write verbs in gaps in song. Check answers. Play song again so pupils can listen and sing. 4. Pre-teach 'shell', 'far'. Pupils do Activity 3 individually then compare answers in pairs. Check answers. 5. Read aloud sentences 1 and 2 in Activity 3. Ask: <i>What adjectives are there in the sentences?</i> (biggest, tallest). Elicit examples of different superlatives to describe animals e.g. longest, smallest fastest, slowest. Pupils in pairs write three questions with superlative adjectives. Say they must know the answers. They swap with another pair and answer their questions. Choose pairs to read questions aloud. Note pupils who enjoy reading the song lyrics and listening to the music. Post-lesson 6. Choose a post-lesson task from Section 3.	<i>English Plus 1</i> Student's Book Activities 1–3 p.117 Teacher's Book p. 131	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 1: Task At Step 3: Tell pupils who find reading long texts hard to write words in gaps 1, 3, 5 and 7. Play the song a third time if necessary.

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

WEEK:	LESSON: 68 (Writing 12)	MAIN SKILL FOCUS: Writing	THEME: World of Knowledge
	TOPIC: Wild Life	CROSS-CURRICULAR ELEMENT: Language and Science and Technology:	LANGUAGE/GRAMMAR FOCUS: Present simple tense interrogatives: Is it (adjective)? Can it (verb)?

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Writing 4.3 Communicate with appropriate language form and style for a range of purposes in print and digital media Complementary Skill 1.1 Recognise and reproduce target language sounds	Main Skill Writing 4.3.2 Spell a range of high-frequency words accurately in independent writing Complementary Skill Listening 1.1.1 Recognise and reproduce with little or no support a wide range of target language phonemes	Pre-lesson 1. Brainstorm nouns, verbs and adjectives pupils remember from song, <i>I Can Tell You</i> . Write on board. Lesson delivery 2. Hand out worksheet to each pupil. They listen to the song again and write 3–5 nouns, verbs and adjectives they hear in the three worksheet columns. Play CD3.34. When finished, pupils check spelling by looking at song words on p.117. Ask for examples of words they didn't spell correctly. Check spelling of gorilla, ostriches, penguin, kilometre, dangerous, thousand, listen, weigh; beautiful, heavy. Say these words are difficult for English pupils to spell. 3. Pupils look at song gap fill 1. Ask: <i>Which word in the song has the same sound as grow? (go)</i> . Explain these words rhyme and songs often have rhyming words. Pupils find words to rhyme with: see (me), name (tame), frog (dog), tail (snail), drink (think), bat (cat, rat, that) . 4. Read aloud first bullet point in Activity 4. Explain that after choosing an animal, pupils write 6–8 questions with yes/no answers. Do an example using words in speech bubbles. Say additional questions e.g. <i>Can it fly? Is it colourful? Does it live in hot countries?</i> Choose an animal for pupils to identify. They ask you up to 8 questions. How many questions did pupils ask to identify your animal? 5. Pupils in pairs do Activity 4 and take turns to ask up to 8 questions about it. Partner who asks keeps a tally of the number of questions he/she asks. Post-lesson 6. Choose a post-lesson task from Section 3.	<i>English Plus 1</i> Student's Book Activity 4 p.117 Teacher's Book p.131 At Step 2: Worksheet for each pupil with three columns headed nouns, verbs, adjectives	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 2: Type and amount of support At Step 2, write words that are difficult to spell in a word bank on board. Learners who need support can then copy them more easily in the columns in worksheet than trying to find them in the song. At Step 3: Write question starters on board: Can it...? Is it...? Does it...?

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON (Unit 3)

WEEK: 1	LESSON: 69 (Language Arts 12)	MAIN SKILL FOCUS: Language Arts	THEME: World of Stories
	TOPIC: And Something Weird Happened	CROSS-CURRICULAR ELEMENT: Language / Creativity and Innovation / Entrepreneurship	LANGUAGE/GRAMMAR FOCUS: Reasoning (because)

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Language Arts 5.2 Express personal responses to literary texts Complementary Skill Speaking 2.1 Communicate simple information intelligibly	Main Skill Language Arts 5.2.1 Explain in simple language why they like or dislike an event, description or character in a text Complementary Skill Speaking 2.1.5 Describe people, places and objects using suitable statements	Pre-lesson 1. Teacher distributes pictures of the characters from the guidebook (page 85) in random so that each pupil will receive a random picture of the character. 2. Each pupil has to provide or say any details that they remember about the characters. Lesson delivery 3. Teacher starts the discussion on the characters and their actions in the story. 4. Each pupil has to choose a character that they like the most and provide details of the character (e.g. Joel – likes to eat ice cream, likes to read books, etc.). 5. Upon completion, pupils pair up with others who choose the same characters that they like and ask them to come up with reasons why they like that character (e.g. Joel likes pizza. I like Joel because I like pizza too.). 6. Teacher encourages pairs to provide reasons and share their reasons with the rest of the class. Post-lesson 7. Pop quiz – teacher provides each pupil with short MCQ questions where pupils choose the best answer. E.g.: Joel likes to eat _____ (a) pizza (b) Nasi Lemak (c) spaghetti	And Something Weird Happened by Pamela Rushby Contemporary Children's Literature Teaching Guidebook (BPK) – Short Stories Page 85	Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following: Teacher allows pupils to stay in the groups to complete all the tasks. (Strategy 2)

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

WEEK: 	LESSON: 70 (Language Awareness 4)	MAIN SKILL FOCUS: Teacher to complete	THEME: Teacher to complete
	TOPIC: Wild Life	CROSS-CURRICULAR ELEMENT: Language	LANGUAGE/GRAMMAR FOCUS: Review of language from Unit 3

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Language Awareness lessons should be presented and practised using a Main Skill and a Complementary Skill (Listening, Speaking, Reading or Writing). Teachers can use Year 5 Content and Learning Standards in DSKP curriculum document.	Language Awareness lessons should be presented and practised using a Main Skill and a Complementary Skill (Listening, Speaking, Reading or Writing). Teachers can use Year 5 Content and Learning Standards in DSKP curriculum document.	<p>Pre-lesson</p> <p>1. Review language from Unit 3 with an activity from list of pre-lesson tasks.</p> <p>Lesson delivery</p> <p>2. Write on board 'Stand in order' and check pupils understand meaning. Pupils in small groups do p.41, Activity 3. Follow the instructions in Teacher's Book p.55 Exercise 3. Use L1 as necessary to explain the activity</p> <p>3. Pupils in pairs do Activity 4. For pupils who need support to complete crossword, write on board the 8 verbs and 1 noun in random order.</p> <p>4. Write on board 'What am I?' Pupils do Activity 5. Fast finishers can write another 3 What am I? sets of words for a partner to identify a different animal.</p> <p>Check answers after each activity. Ask: <i>Which activity is the most fun to do? Which Activity would you like to do again to review new language?</i></p> <p>Note:</p> <ul style="list-style-type: none"> Plan further activities for this unit to develop language skills according to your pupils' needs. You can use information about your pupils' performance which you collected using formative assessment strategies while teaching this unit. The information could include your observation of pupils interacting in classroom activities and their performance in written activities. Plan activities which focus on language practice in a meaningful, fun and communicative way. <p>Post-lesson</p> <p>5. Pupils think about their learning and performance in this unit. They complete a self-assessment worksheet.</p> <p>6. Collect worksheets from pupils and review them to note pupils' responses. If there are any areas of concern, prepare a review of these in future lessons.</p>	<p><i>English Plus 1</i></p> <p>Student's Book Activities 3, 4, 5 p.41</p> <p>Teacher's Book p.55</p> <p>At Step 2: Paper for each pupil to write name of animal in large print</p>	<p>Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4.</p> <p>Some pupils will need support understanding and completing the self-assessment worksheet. Pupils can complete it in their own language if necessary.</p>

***How did I do in Unit 3?**

Put ✓ next to Great, OK, or A little.

In English, I know how to...



...talk about animals and their abilities Great ____ OK ____ A little ____

...use superlative adjectives to describe animals Great ____ OK ____ A little ____

... ask and give permission to do things Great ____ OK ____ A little ____

...plan and write a leaflet about an endangered animal in my country Great ____ OK ____ A little ____

- I'm proud of myself because I can _____ very well.
- In the next unit, I will _____ better/more.

Unit 4

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

WEEK:	LESSON: 71 (Listening 13)	MAIN SKILL FOCUS: Listening	THEME: World of Self, Family and Friends
	TOPIC: Learning World	CROSS-CURRICULAR ELEMENT: Language and Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: Nouns: school subjects; Adjective phrases: good at, great at, not good / great at

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Listening 1.3 Use appropriate listening strategies in a variety of contexts Complementary Skill Reading 3.3 Read independently for information and enjoyment	Main Skill Listening 1.3.1 Guess the meaning of unfamiliar words from clues provided by other known words Complementary Skill Reading 3.3.1 Read and enjoy A2 fiction/non-fiction print and digital texts of interest	Pre-lesson 1. Pupils in pairs answer questions in <i>Think!</i> p.42. Follow instructions in Teacher's Book p.56. Lesson delivery 2. Read aloud 5 or 6 definitions of school subjects in the box in Activity 1 e.g. <i>In this subject you draw and paint. Sometimes you make models; In this subject you do calculations with numbers and money.</i> Pupils guess the school subject from the box. 3. Explain pupils are going to listen to the school questions. They listen for ten school subjects and guess the meaning of words they don't know. Pupils do p.42 and 43 Activity 1, CD1.38. Follow instructions in Teacher's Book p.56 Exercise 1. 4. Pupils do Activity 2. Pupils read questions again and think of answers. With a partner, they answer questionnaire orally. Find out which pairs have same answers to questions 1, 3, 4, 8. Explain answers are opinions. Write on board 2, 5, 6, 7, 9. Check answers then say these are facts. Ask: <i>Do you know the answer to 10? Which questions are easy to answer, opinions or facts?</i> 5. Pupils do Optional Activity: Vocabulary. Explain pupils are going to be creative. Follow instructions on p.56 in Teacher's Book. After drawing subject pictures, pupils show them to a partner who identifies the subjects. Pupils then label their drawings. CCE: Creativity and Innovation – Ask: <i>Which subjects help you to think creatively?</i> Note pupils who have difficulty understanding meaning of: organised, geography, physical, economic when they're listening to CD. Post-lesson 6. Find out pupils' three favourite subjects. Say a subject and pupils put hand up if they like it. Do a tally on board. Ask: <i>Which are the class's top three favourite subjects?</i>	<i>English Plus 1</i> Student's Book Activities 1 and 2 p.42–43 Teacher's Book p. 56 Read Background to schools in England for own information At Step 2: Definitions of 5 or 6 school subjects to read aloud to pupils.	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 4: Time Some pupils will need more time to answer the quiz questions than others. This may be because they don't understand the question; can't remember the English words; are slower thinkers or any combination of these.

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

WEEK: 	LESSON: 72 (Speaking 13)	MAIN SKILL FOCUS: Speaking	THEME: World of Self, Family and Friends
	TOPIC: Learning World	CROSS-CURRICULAR ELEMENT: Language	LANGUAGE/GRAMMAR FOCUS: Verbs: study, enjoy, prefer; Adjectives: strict, organized.

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Speaking 2.1 Communicate simple information intelligibly Complementary Skill Writing 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media	Main Skill Speaking 2.1.1 Give detailed information about themselves Complementary Skill Writing 4.2.1 Give detailed information about themselves	Pre-lesson 1. Do Pre-lesson Task 1: ABCs. See Section 3. Say letters for school subjects. Lesson delivery 2. Pupils do p.43, Activity 3, CD 1.39. Explain an interviewer talks to five students. Pre-teach 'strict' and 'definitely'. Follow the instructions in Teacher's Book p.57 Exercise 3. Write on board: 1) 'Which day do you like best and why?' 2) 'Which language do you prefer and why?' Pupils in pairs ask partner. Remind pupils to use 'because' for giving a reason. 3. Write questions on board: 1) 'Who thinks she is a genius?' 2) 'Who has a strict teacher?' 3) 'Who enjoys French?' 4) 'Who thinks Thursday is the worst day?'. Pupils discuss answers in pairs before listening again. Answers: 1) Georgia 2) Sophie 3) Lydia 4) Lewis 4. Pupils do Activity 4, CD1.39. Follow the instructions in Teacher's Book p.57 Exercise 4. 5. Pupils in pairs do Activity 5, <i>Use It!</i> Follow instructions in Teacher's Book p.57 Exercise 5. Pupils should tell their partner their sentences after writing. Note how well pupils give information about school subjects. Post-lesson 6. Pupils in small groups agree on the subjects they'd like to have on a special school day. They make a timetable for the day and compare with another group.	<i>English Plus 1</i> Student's Book Activities 3–5 p.43 Teacher's Book p.57 At Step 6: Paper for groups to create a timetable.	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 2: Type and amount of support At Step 3: It can help some pupils to print out the dialogues then after listening, they can read the texts to check answers.

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

WEEK: 	LESSON: 73 (Reading 13)	MAIN SKILL FOCUS: Reading	THEME: World of Self, Family and Friends
	TOPIC: Learning World	CROSS-CURRICULAR ELEMENT: Language and Values	LANGUAGE/GRAMMAR FOCUS: Nouns: types of school – primary, secondary, private, public, boarding

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Reading 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies Complementary Skill Speaking 2.1 Communicate simple information intelligibly	Main Skill Reading 3.2.2 Understand specific information and details of two paragraphs or more Complementary Skill Speaking 2.1.2 Find out about and describe experiences up to now	Pre-lesson 1. Brainstorm school subjects on board. Pupils answer <i>Think!</i> question, top of p.44. Lesson delivery 2. Pupils look at four photos on p.44. Elicit something from each photo e.g. boat, uniform, eyes closed, dancing. Write on board China, Britain, Bangladesh, Ireland. Point to countries on world map. Pupils predict which country the school photo is from. They read and listen to each text CD1.40. Pause CD after text and check if prediction is correct. 3. Explain the difference between primary, secondary, private (parents pay), public and boarding schools (pupils sleep there). Pupils answer questions in Activity 1. 4. Pupils do Activity 2. Follow instructions in Teacher's Book p.58 Exercise 2. Explain that people can like or not like topics they write about. Writers show their opinions. Pupils look at the boat school and secondary school texts again and find words to show if the writer likes or doesn't like the school. (boat school: It's a great idea. Secondary: it's a lot of fun.) 5. In pairs, pupils do Activity 4, <i>Use It!</i> Follow instructions in Teacher's Book p.58 Exercise 4. Ask: <i>What positive things would you write about your school. What would your photo show?</i> CCE: Values – Ask pupils why it's important to be proud of their school. Note pupils slow at reading texts and note which texts they lose interest in reading. Post-lesson 6. See Section 3 Post-lesson Task 10: What about You?	<i>English Plus 1</i> Student's Book Activities 1, 2, 4 p.44 Teacher's Book p.58 At Step 2: World map to show on board.	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 7: Feedback At Step 2: After each text praise pupils who find reading them hard. Say it's good to keep trying even when they don't understand every word.

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

WEEK:	LESSON: 74 (Writing 13)	MAIN SKILL FOCUS: Writing	THEME: World of Self, Family and Friends
	TOPIC: Learning World	CROSS-CURRICULAR ELEMENT: Language	LANGUAGE/GRAMMAR FOCUS: Present continuous tense affirmative and negative

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Writing 4.3 Communicate with appropriate language form and style for a range of purposes in print and digital media Complementary Skill Listening 1.3 Use appropriate listening strategies in a variety of contexts	Main Skill Writing 4.3.2 Spell a range of high-frequency words accurately in independent writing Complementary Skill Listening 1.3.1 Guess the meaning of unfamiliar words from clues provided by other known words	Pre-lesson 1. Write on board 'Schools around the world'. Do warm-up in Teacher's Book p.59. Lesson delivery 2. Pupils do Activity 1. Explain sentences are from the boat school, the Chinese primary school and the secondary school in Ireland. Ask: Which text has ' <i>They're walking to a lesson?</i> ' (boarding school text) Read rules aloud to class. 3. Pupils do Activity 2. Follow instructions in Teacher's Book p.59 Exercise 2. Hold up 6 verb flashcards one by one. Pupils tell you which rule to use 1, 2 or 3. Ask: <i>Which rule is the easiest for spelling verbs +-ing? Which rule is the hardest?</i> 4. Pupils do Activity 3, CD1.41. Follow the instructions in Teacher's Book p.59 Exercise 3 but don't check meaning of: run, park, mosquito, instrument, dinner. Pupils guess these from sounds on the CD. Ask: <i>Which meal are the men eating? How do you know the boy is watching TV? Which instrument is the girl playing?</i> 5. In pairs, pupils take turns to mime one of the sentences in Activity 3. Partners identify the action. Choose pupils to mime a sentence in front of class. Pupils watching say sentence 1–6 in Activity 3 to describe the mime. Note how well pupils understood the spelling rules and wrote the verbs accurately. Post-lesson 6. What's he/she doing? Choose pupils to go to front of class and mime an action. Say <i>don't do actions in Activity 3</i> . In pairs, pupils write down what pupil is doing and hold up their sentence. How many pairs are correct? How many can spell the verbs accurately?	<i>English Plus 1</i> Student's Book Activities 1–3 p.45 Teacher's Book p.59 At Step 3: Flashcards with walk, skate, run, sing, dance, swim	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 2: Type and amount of support For pupils who find spelling hard, provide examples of verbs and -ing forms on paper. Help them to notice the rule by underlining the final e in one colour and the final vowel + consonant in another colour.

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON (Unit 3)

WEEK: 1	LESSON: 75 (Language Arts 13)	MAIN SKILL FOCUS: Language Arts	THEME: World of Stories
	TOPIC: And Something Weird Happened	CROSS-CURRICULAR ELEMENT: Language / Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: Creative writing

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Language Arts 5.3 Express an imaginative response to literary texts	Main Skill Language Arts 5.3.1 Respond imaginatively and intelligibly through creating simple role-plays and simple poems Other imaginative responses as appropriate	Pre-lesson 1. Each pupil has to provide an event that they remember from the story. 2. The pupils will retell an event. Then, the second pupil has to retell the first pupil event and add another event from the story. Then, the third pupils will start a new by telling one event. [Pre-Lesson Task 9 – Memory Chain] Lesson delivery 3. Teacher writes “My version of Joel’s holiday” on the board. 4. Pupils pair up and teacher follows Step 1 to Step 6 (Activity 1: Writer block – making up) from the guidebook. Post-lesson 5. Teacher provides colour papers for the pairs to produce a small booklet (based on their creativity) and transfers their version of Joel’s holiday into the booklet.	And Something Weird Happened by Pamela Rushby Contemporary Children’s Literature Teaching Guidebook (BPK) – Short Stories Page 121 – 124	Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following: Pupils who face difficulty can do the task in the larger group with teacher’s assistance. (Strategy 2)
Complementary Skill Writing 4.3 Communicate with appropriate language form and style for a range of purposes in print and digital media	Complementary Skill Writing 4.3.3 Produce a plan or draft of one or two paragraphs for a familiar topic and modify this appropriately in response to feedback			

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

WEEK: 	LESSON: 76 (Consolidation 7)	MAIN SKILL FOCUS: Writing	THEME: World of Self, Family and Friends
	TOPIC: Learning World	CROSS-CURRICULAR ELEMENT: Language and Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: Present continuous tense affirmative and negative

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Writing 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media Complementary Skill Speaking 2.2 Use appropriate communication strategies	Main Skill Writing 4.2.4 Describe people, places and objects using suitable statements Complementary Skill Speaking 2.2.1 Keep interaction going in short exchanges by asking suitable questions	Pre-lesson 1. Hold up <i>English Plus 1</i> book. Point to two photos on cover: Ask: <i>What are they doing? What's she doing?</i> Pupils respond in sentences. In pairs they find a photo from Units 1–3 and ask partner: <i>What's he/she doing? What are they doing?</i> Lesson delivery 2. Pupils do Activity 4. Follow instructions in Teacher's Book p.59 Exercise 4. 3. Pupils look at picture A again. In pairs, they take turns to say a true and a false statement using present continuous tense. Give examples: The boy is writing. (True) The girl is looking at the birds. (False) Choose pupils to say their true and false sentences to whole class. 4. Pupils in pairs do Activity 5. Write on board: 1) 'Do you want to...' 2) 'Oh, sorry, I can't at the moment.' 3) 'I'm...' Chose two pupils to read speech bubbles aloud. Explain they use words in box and words on board to invent their dialogues. Choose pairs to say dialogues aloud. Explain that when you invent something, you're being creative. CCE – Creativity and Innovation – Ask pupils why it's important to be a creative thinker. 5. Pupils look at words in box below <i>Use It!</i> again. Choose pupils to write the verbs with -ing on board. Elicit the three spelling rules for each verb. Note pupils who use present continuous accurately when describing people and their actions. Post-lesson 6. Pupils in small groups do <i>Finished?</i> Remind pupils of verbs they can use e.g. speak, listen, read, write, think, use, make, sit, stand, climb, wear.	<i>English Plus 1</i> Student's Book Activities 4 and 5 p.45 Teacher's Book p. 59	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 1: Task At Step 3: Encourage more proficient pupils to say three longer true and false statements with a conjunction e.g. <i>The teacher is sitting in his chair and reading a book.</i> The pupils are sitting but the teacher is standing up.

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

WEEK: 1	LESSON: 77 (Listening 14)	MAIN SKILL FOCUS: Listening	THEME: World of Self, Family and Friends
	TOPIC: Learning World	CROSS-CURRICULAR ELEMENT: Language	LANGUAGE/GRAMMAR FOCUS: Questions: Do you + verb, Do you usually/ever...? Verbs: concentrate, revise

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Listening 1.2 Understand meaning in a variety of familiar contexts Complementary Skill Listening 1.2 Understand meaning in a variety of familiar contexts	Main Skill Listening 1.2.5 Understand a sequence of supported questions Complementary Skill Listening 1.2.2 Understand with support specific information and details of longer simple texts on a range of familiar subjects	Pre-lesson 1. Pupils answer questions in <i>Think!</i> at top of p.46. Follow instructions in Teacher's Book p.60. Lesson delivery 2. Pupils do Activity 1, CD1.42. Explain that some pictures have more than one answer e.g. 1 e, b; 3 g, i; 5 a, c, h; 6 b, d, g, i; 8 b, d, g; 10 b, d, g, i. 3. Pupils in pairs do Activity 2. After answering, pupils add points for each yes answer and find out what the key says about their score. Check they understand the vocabulary in the key. Ask: <i>Do you think the key is true or false for your score?</i> 4. Pupils look at quiz questions again. Choose a few questions and ask: 'Who answered 'no'? and then explain why it is helpful for learning English. 5. Pupils look at the three photos in Activity 3. Explain that Mario is a footballer, Mark and Peter are policemen in London, Hannah is a student. Pupils do Activity 3, CD1.43. Follow instructions in Teacher's Book p.60 Exercise 3. Find out which other language pupils would like to learn from those in the box. Do a tally on the board. Which other language is the most popular? Note pupils who find it hard to answer questions in the quiz and to listen for specific information. Post-lesson 6. Choose a post-lesson task from Section 3.	<i>English Plus 1</i> Student's Book Activities 1, 2 and 3 p.46 Teacher's Book p.60	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 4: Time At Step 2: Some pupils will need much longer to answer the questions after listening to them. Fast finishers can think of another question for the quiz about language learning.

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

WEEK: 	LESSON: 78 (Speaking 14)	MAIN SKILL FOCUS: Speaking	THEME: World of self, family and friends
	TOPIC: Learning World	CROSS-CURRICULAR ELEMENT: Language and Values	LANGUAGE/GRAMMAR FOCUS: Present simple tense affirmative and negative; Auxiliary verbs do and don't.

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Speaking 2.1 Communicate simple information intelligibly Complementary Skill Speaking 2.2 Use appropriate communication strategies	Main Skill Speaking 2.1.2 Find out about and describe experiences up to now Complementary Skill Speaking 2.2.1 Keep interaction going in short exchanges by asking suitable questions.	Pre-lesson 1. Pupils look at drawings of children learning a language on p.46 again. In pairs, they choose three and say what the girl or boy is doing. Give an example: <i>In picture 'h' the girl is saying the alphabet.</i> Explain these are called learning strategies. How many strategies can they remember? Lesson delivery 2. Pupils do Activity 5. Follow the instructions in Teacher's Book p.60 Exercise 5. Hand out worksheet for each pupil to complete. Read the two headings with do and don't. Find out how many pupils have more positive than negative strategies. Explain it's important to think about how you learn and to share learning strategies with others when doing group work. 3. Explain why it's helpful to do the things they don't do e.g. <i>When you know the alphabet, you feel good about spelling words. When you say a new word out loud and write it down, you can remember it better.</i> 4. Pupils in pairs do Activity 6, <i>Use it!</i> Follow instructions in Teacher's Book p.60 Exercise 6. Tell pupils to ask partner: <i>What do you do?</i> When telling the class about their partner's strategies, pupils with partners who have more positive or more negative answers say two things they do or don't do using 'and'. Pupils with partners who have the same number of things say: He/She... but he/she doesn't... CCE – Values – Ask pupils why they think it's important to be positive about learning. Note how well pupils can describe language learning strategies they use. Post-lesson 5. Choose a post-lesson task from Section 3.	<i>English Plus 1</i> Student's Book p.46 Activities 5 and 6 Teacher's Book p.60 At Step 2: Worksheet with table: two columns and 10 rows. Head the columns I do these things / I don't do these things. It is unlikely pupils will need 10 rows unless they do everything or nothing in the quiz.	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 3: Outcomes At Step 2: Set some pupils the task of writing only 3 strategies they do and don't do in table. Set more proficient pupils all 10 strategies to record in table.

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

WEEK:	LESSON: 79 (Reading 14)	MAIN SKILL FOCUS: Reading	THEME: World of self, family and friends
	TOPIC: Learning World	CROSS-CURRICULAR ELEMENT: Language	LANGUAGE/GRAMMAR FOCUS: Present continuous and simple tenses

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Reading 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies Complementary Skill Writing 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media	Main Skill Reading 3.2.3 Guess the meaning of unfamiliar words from clues provided by title, topic and other known words Complementary Skill Writing 4.2.4 Describe people, places and objects using suitable statements	Pre-lesson 1. Do Pre-lesson Task 12: Word Salad. Use sentences 1–3 in Activity 1 p.47. Write each word on a card for groups of pupils to reorder. Lesson delivery 2. Pupils do Activity 1. Follow instructions in Teacher's Book p.61 Exercise 1. Pupils then write the question and answers changing pronouns and verb forms. 3. Pupils do Activity 2. Follow instructions in Teacher's Book p.61 Exercise 2. Pupils in pairs find a different photo from Units 1–3. They ask partner a question about it. Write gap-fill sentence on board as model. e.g. 'Is the boy/girl/animal on page xx ___-ing ___?' Check pupils can understand words from clues in photos and titles. 4. Pupils in pairs do Activity 3. Elicit questions from pupils first. Explain if they don't know an answer be polite and say <i>I'm sorry/ I'm afraid I don't know</i> . Write this on board. Choose pupils to ask and answer some questions in front of the class. 5. Pupils do Activity 4. Follow instructions in Teacher's Book p.61 Exercise 4, but have pupils draw the table in their notebooks. Ask: <i>Which words come after We, I, They?</i> (sometimes, usually, always) <i>Which words are at the end of sentences?</i> (today, at the moment, now) Note pupils who need help to understand meaning of words and those who use clues to help them. Post-lesson 6. Hand out flashcards to pupils in groups of six. Pupils take one card each and describe something they're doing or something they do using word or words on card. Choose pupils from different groups to say sentences. When they say the word on flashcard, they hold it up.	<i>English Plus 1</i> Student's Book Activities 1–4 p.47 Teacher's Book p.61 At Step 1: Sets of cards with words from each sentence in Activity 1 for groups of pupils to reorder At Step 6: Flashcards for each group with 'sometimes', 'usually', 'always', 'today', 'at the moment', 'now', on each card	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 2: Type and amount of support At Steps 3 and 5 some pupils may not remember all the vocabulary. Help them with gestures, prompts and visuals.

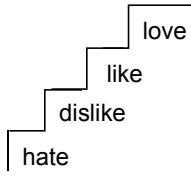
SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 4)

WEEK: 	LESSON: 80 (Writing 14)	MAIN SKILL FOCUS: Writing	THEME: World of Self, Family and Friends
	TOPIC: Learning World	CROSS-CURRICULAR ELEMENT: Language	LANGUAGE/GRAMMAR FOCUS: Present continuous and simple tenses

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Writing 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media Complementary Skill Speaking 2.2 Use appropriate communication strategies	Main Skill Writing 4.2.4 Describe people, places and objects using suitable statements Complementary Skill Speaking 2.2.2 Agree on a set of basic steps needed to complete short classroom tasks	Pre-lesson 1. See Section 3, Pre-lesson Task 6: Finger Writing. Use 5 words from p.47, Activity 5 but change order so easier words are first (play, speak, chat, relax, practise). Lesson delivery 2. Write 'present simple' and 'present continuous' on board. Say sentences with the tenses. Pupils put up left hand for simple, right hand for continuous. Pupils do Activity 5. After each text, they compare answers with a partner. Check answers after each text. Ask after each text: <i>Which word tells you the verb is present continuous?</i> (2. At the moment 4. Today 5. now) <i>What skill is the woman/man practising?</i> (music skills, basketball skills, language skills) 3. Pupils in groups of three agree on which text, Charlotte, Pat or Melanie, they will read aloud to the others – a different text each. They also prepare a question about their text to ask the others and agree on who will be first second and third to read and ask their question. 4. Pupils do Activity 6, <i>Use it!</i> . Explain that pupils have to imagine they are a 'lottery winner' – check understanding. Follow instructions in Teacher's Book p.61 Exercise 6. CCE – Values – Ask pupils if they think it's important to imagine how other people live. 5. Pupils in pairs do <i>Finished?</i> They find two or three photos to write questions about. They write page numbers after questions and give to partner to answer. Choose pupils to say the photo, page number, question and answer. Note how well pupils ask about and describe people using the two present tenses. Post-lesson 6. See Section 3, Pre-lesson Task 9: Memory Chain. Use the sentence: I looked in the book and found a photo of a/an/some _____.	<i>English Plus 1</i> Student's Book Activities 5 and 6 p.47 Teacher's Book p.61	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 1: Task At Step 2: Pair some mixed-ability pupils together. As an example, more proficient pupils can write verbs for Charlotte then together they write verbs for Pat and Melanie. At Step 3: Monitor pupils as they agree on the text they will read and the order they will read and ask their question. Also check the questions they will ask.

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON (Unit 4)

WEEK: 1	LESSON: 81 (Language Arts 14)	MAIN SKILL FOCUS: Language Arts	THEME: World of Stories
	TOPIC: Miss Antrobus	CROSS-CURRICULAR ELEMENT: Language / Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: Verbs to display a degree of liking (hate, dislike, like and love)

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Language Arts 5.2 Express personal responses to literary texts Complementary Skill Reading 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies	Main Skill Language Arts 5.2.1 Explain in simple language why they like or dislike an event, description or character in a text Complementary Skill Reading 3.2.2 Understand specific information and details of two paragraphs or more	Pre-lesson 1. Teacher provides a letter and pupils have to come up with a word that starts with that letter related to a topic (sea creatures e.g. w – whale, ..., o - octopus) [Pre-Lesson Task 1 – ABCs] Lesson delivery 2. Teacher divides the class into two big groups and conducts line reading where the groups read each line alternately. 3. Pupils pair up and teacher prompts them to think of the reasons why Miss Antrobus loves her octopus. 4. Each pair makes a mind map to list the reasons and arranges them according to their preferences (hate, dislike, like, and love). 5. Pupils will have to come up with their own reasons why they say so. Post-lesson 6. Pupils reflect whether they want the octopus as a pet like Miss Antrobus and why. [Post-lesson Task 10: What about you]	<i>Anthology of Poems</i> Page 16 Contemporary Children's Literature Teaching Guidebook (BPK) – Poetry 	Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following: Teacher allows pupils to form bigger group if they cannot find or form their own reasons. (Strategy 2)

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

WEEK:	LESSON: 82 (Consolidation 8)	MAIN SKILL FOCUS: Writing	THEME: World of Self, Family and Friends
	TOPIC: Learning World	CROSS-CURRICULAR ELEMENT: Language and Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: Present continuous and simple tenses

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Writing 4.3 Communicate with appropriate language form and style for a range of purposes in print and digital media Complementary Skill Reading 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies	Main Skill Writing 4.3.2 Spell a range of high frequency words accurately in independent writing Complementary Skill Reading 3.2.3 Guess the meaning of unfamiliar words from clues provided by title, topic and other known words	Pre-lesson 1. Choose a pre-lesson task from Section 3. Lesson delivery 2. Say affirmative and negative sentences about you and/or pupils using present continuous tense e.g. <i>I'm talking to you. I'm not writing on the board. You're learning English. You're not doing maths.</i> Elicit examples from pupils about what they are and aren't doing. Encourage pupils to give creative examples with language from the unit e.g. <i>I'm not studying on a boat school. I'm not doing a Malaysian dance.</i> CCE – Creativity – find out if pupils think it's easier or harder to imagine negative actions 3. Pupils do p.50, Activity 3. Follow instructions in Teacher's Book p.64 Exercise 3. Pupils write an affirmative and negative sentence about themselves. 4. Write on board: 'Yes, I am', 'No, I'm not', 'Yes, we/they are', 'No, we're/they're not', 'Yes, he/she is', 'No, he/she isn't'. Ask questions with present continuous forms e.g. <i>Am I teaching you science? Are you listening to music? Is he/she...? Are they...?</i> Pupils do Activity 4. In pairs, they compare sentences. Check answers. 5. Pupils do Activity 5. Remind pupils to use present continuous with now, today, tonight and at the moment. Check answers. Ask: <i>Which sentences are hard to do?</i> Note pupils who have difficulty deciding which tense to use in Activity 5. Post-lesson Follow instructions in Teacher's Book p.65 Exercise 2 – pupils in pairs play the game rock, paper, scissors.	<i>English Plus 1</i> Student's Book Activities 3–5 p.50 p.51 Activity 2 Teacher's Book p.64 and p.65	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 5: Learning preferences and needs At Step 5: Some pupils will need help to choose correct verb forms. Sit them together and support the pupils to do the task or write a simpler task for them.

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

WEEK: 	LESSON: 83 (Listening 15)	MAIN SKILL FOCUS: Listening	THEME: World of Self, Family and Friends
	TOPIC: Learning World	CROSS-CURRICULAR ELEMENT: Language	LANGUAGE/GRAMMAR FOCUS: Pronunciation of long and short vowels, diphthongs, voiced and unvoiced consonants

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Listening 1.1 Recognise and reproduce target language sounds Complementary Skill Speaking 2.2 Use appropriate communication strategies	Main Skill Listening 1.1.1 Recognise and reproduce with little or no support a wide range of target language phonemes Complementary Skill Speaking 2.2.1 Keep interaction going in short exchanges by asking suitable questions	Pre-lesson 1. Pupils do <i>Think!</i> question at top of p.48. Also ask: <i>Who can help you if you can't remember a word?</i> Lesson delivery 2. Pupils do Activity 1, CD1.44. Follow instructions in Teacher's Book p.62 Exercise 1. Find out words that pupils find hard to remember and write on board. 3. Pupils do Optional Activity: Speaking CD1.44. Follow instructions in Teacher's Book p.62. After listening to dialogue, pairs read it aloud. Choose pairs to repeat to class. Ask: <i>Does their intonation sound the same as on the recording?</i> 4. Write on board: 'A, B, C/a, b, c'. Ask: <i>What's the difference between the letters?</i> (A, B, C are capital letters; a, b, c, are small letters; we pronounce them differently). Ask: <i>When do you use capital letters?</i> (start of names, places, days, months, new sentences) 5. Pupils do Activity 2, CD1.45. Follow the instructions in Teacher's Book p.62 Exercise 2. Ask some pupils to spell their first name. Write on board using capital letters. Pupils spell their name to partner. Find out if any pairs have same letters in their names. Note how well pupils pronounce letters of the alphabet and how well they can identify their sounds. Post-lesson 6. Hand out eight pieces of paper to pairs of pupils. They write one letter on each paper: A, E, I, O, U, S, C, Q. Call out a letter. They take turns to hold it up. Repeat but change order of letters and say them more quickly. Did pairs get better at pronouncing letters?	<i>English Plus 1</i> Student's Book Activities 1 and 2 p.48 Teacher's Book p.62 At Step 6: 8 pieces of paper for pairs to write a letter of alphabet on each piece.	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 3: Outcomes At Steps 4 and 5: Expect more proficient pupils to know sounds of capital letters well and to be able to recognise their sounds

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

WEEK: 1	LESSON: 84 (Speaking 15)	MAIN SKILL FOCUS: Speaking	THEME: World of Self, Family and Friends
	TOPIC: Learning World	CROSS-CURRICULAR ELEMENT: Language	LANGUAGE/GRAMMAR FOCUS: Interrogatives: How do you say / spell...? Can you help me with...? Can you say that again, please?

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Speaking 2.1 Communicate simple information intelligibly Complementary Skill Listening 1.2 Understand meaning in a variety of familiar contexts	Main Skill Speaking 2.1.5 Describe people, places and objects using suitable statements Complementary Skill Listening 1.2.4 Understand a sequence of supported classroom instructions	Pre-lesson 1. Say the letter of first name of one or more pupils. Pupil(s) stand up if letter starts their name. Repeat. Ask: <i>Which letters don't start any pupils' names?</i> Write on board. Lesson delivery 2. Pupils do p.48, Activity 3. Follow instructions in Teacher's Book p.62 Exercise 3. Ask: <i>Who has a double letter in their name? What is the letter?</i> (if nobody has double letter in first name, ask about family name) 3. Pupils do Activity 4. Model the language in the speech bubbles with the class first. Then, they choose 2 or 3 school subjects to ask partner to translate and spell. Tell them to look at p.42 for subject names. 4. Pupils in pairs do Activity 5, <i>Use It!</i> They use the model dialogue and language from the dialogue in Activity 1 from Lesson 83. Choose pairs to say their dialogue aloud. 5. Do Optional Activity: Speaking. Follow instructions in Teacher's Book p.62. Make sure pupils know the correct spelling of the city or country they ask their partner to spell. Note pupils who are confident saying the two dialogues aloud and those who are unsure of what to say. Post-lesson 6. See Pre-lesson Task 9: Memory Chain.	<i>English Plus 1</i> Student's Book Activities 3–5 p.48 Optional Activity, if time Teacher's Book p.62	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 4: Time At Step 4: Allow some pairs more time to complete replies in dialogue. Help them to notice words Jasmine uses in dialogue Activity 1.

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

WEEK: 1	LESSON: 85 (Reading 15)	MAIN SKILL FOCUS: Reading	THEME: World of Self, Family and Friends
	TOPIC: Learning World	CROSS-CURRICULAR ELEMENT: Language and ICT	LANGUAGE/GRAMMAR FOCUS: Nouns: exchange programme, centre, break, woodwork; Adjectives: medium-sized, compulsory, optional; Conjunction: so

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Reading 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies Complementary Skill Speaking 2.1 Communicate simple information intelligibly	Main Skill Reading 3.2.1 Understand the main idea of simple texts of two paragraphs or more Complementary Skill Speaking 2.1.1 Give detailed information about themselves	Pre-lesson 1. Pupils answer question in <i>Think!</i> Follow instructions in Teacher's Book p.63. Lesson delivery 2. Pre-teach: exchange programme (when pupils go to a school in another country and live with a family, then pupils from that school visit your school and live with your family), medium-sized, compulsory (something you have to do), optional (something you can choose) woodwork (subject for making objects from wood). 3. Pupils do p.49 Activity 1. Follow instructions in Teacher's Book p.63 Exercise 1. 4. Pupils do Activity 2 then compare with a partner. Check answers with class. Explain that to put a photo of the class in an email, you <i>upload</i> it from your computer to the internet. When you send a class photo to a friend's phone, you're <i>uploading</i> it. 5. Pupils in pairs take turns to say Key Phrases 2, 3, 4 about their school to partner. Choose pupils to say their sentences to whole class. Ask: <i>Is the information correct?</i> 6. Write on board this sentence from text: <i>I like languages so I study French and Spanish.</i> Explain 'so' is a conjunction. It gives a reason. Pupils do Activity 3. Follow instructions in Teacher's Book p.63 Exercise 3. Write on board: 1) 'I haven't got an exam, so I can ...'; 2) 'I love learning English, so I...' Pupils finish the two sentence starters orally in pairs. Note how well pupils understand the main idea in the email without support. Post-lesson 7. See Post-lesson Task 1: Spot the Differences in Section 3. Pupils spot differences in sentences in the email.	<i>English Plus 1</i> Student's Book Activities 1, 2 and 3 p.49 Teacher's Book p.63	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 5: Learning preferences and needs At Step 3: Some pupils will have difficulty reading and understanding the email. Support them by reading it aloud to them when sitting in a group

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

WEEK:	LESSON: 86 (Writing 15)	MAIN SKILL FOCUS: Writing	THEME: World of Self, Family and Friends
	TOPIC: Learning World	CROSS-CURRICULAR ELEMENT: Language and ICT	LANGUAGE/GRAMMAR FOCUS: Present continuous and simple tenses; Conjunction: so; Such as, for example, like

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Writing</p> <p>4.3</p> <p>Communicate with appropriate language form and style for a range of purposes in print and digital media</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p>	<p>Main Skill</p> <p>Writing</p> <p>4.3.3</p> <p>Produce a plan or draft of one or two paragraphs for a familiar topic and modify this appropriately in response to feedback</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.2.2</p> <p>Understand specific information and details of simple longer texts</p>	<p>Pre-lesson</p> <p>1. Brainstorm pupils' ideas about what they would write in an email to a pupil in a school in Britain. Write ideas on board. Give prompts e.g. subjects, school day, family, hobbies.</p> <p>Lesson delivery</p> <p>2. Pupils read email at top of p.49 again. Ask: <i>Who is the writer?</i> (Danny) <i>Who is he writing to?</i> (Ela) <i>What's at the start and end of the email?</i> (Hi / Write soon.).</p> <p>3. Tell pupils they are going to write an email to a pupil from another country. They do Activity 4, <i>Use It!</i> Follow instructions in Teacher's Book p.63 Exercise 4.</p> <p>4. In pairs, pupils read partner's email and draw a smiley face for:</p> <p>A. writing name of visitor at start and name of writer at end</p> <p>B. writing information about school – where it is, times of break, snack and lunch</p> <p>C. Paragraph 1 I'm happy about...; Paragraph 2 size of school, old or new; Paragraph 3 school subjects and timetable; Paragraph 4 description of photo</p> <p>Find out who has 3–5 smiley faces and who has more than 5.</p> <p>Post-lesson</p> <p>5. Pupils think about their learning and performance in this unit. They complete self-assessment worksheet (see end of Unit 4).</p> <p>Collect worksheets from pupils and review them to note pupils' responses. If there are any areas of concern, prepare a review of these in future lessons.</p>	<p><i>English Plus 1</i></p> <p>Student's Book Activities 3 and 4 p.49</p> <p>Teacher's Book p.63</p>	<p>Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4.</p> <p>See Strategy 1: Task</p> <p>For pupils who will find it hard to write a long email, tell them they don't need to write Paragraph 4.</p>

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON (Unit 4)

WEEK: 1	LESSON: 87 (Language Arts 15)	MAIN SKILL FOCUS: Language Arts	THEME: World of Stories
	TOPIC: Miss Antrobus	CROSS-CURRICULAR ELEMENT: Language / Creativity and Innovation / Entrepreneurship	LANGUAGE/GRAMMAR FOCUS: Reasoning (the use of because)

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Language Arts 5.3 Express an imaginative response to literary texts	Main Skill Language Arts 5.3.1 Respond imaginatively and intelligibly through creating simple role-plays and simple poems Other imaginative responses as appropriate	Pre-lesson 1. Teacher reads a sentence based the poem and pupils will stand if the sentence is correct or they will sit down if the sentence is false (e.g. Miss Antrobus has a pet cat – sit down as the statement is false). [Pre-lesson Task 5 – Sit down Stand up] Lesson delivery 2. Follow Step 1 until Step 4 (Activity 5) from the guidebook. Note: Pupils of lower proficiency can write acrostic poem instead (e.g. C – Cute, A – Adorable, T – Tame as in cat). 3. Teacher provides assistance when needed. Post-lesson 3. Prepare an illustration for their newly adapted poem.	<i>Anthology of Poems</i> Page 16 Contemporary Children's Literature Teaching Guidebook (BPK) – Poetry Activity 5 Page 101	Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following: Teacher differentiates the outcomes by providing option on the product either a full poem, a stanza, or an acrostic poem. (Strategy 3)
Complementary Skill Writing 4.3 Communicate with appropriate language form and style for a range of purposes in print and digital media	Complementary Skill Writing 4.3.3 Produce a plan or draft of one or two paragraphs for a familiar topic and modify this appropriately in response to feedback			

SCHEME OF WORK: Project-based Lesson (Unit 4)

WEEK:	LESSON: 88 (Project 1)	MAIN SKILL FOCUS: <i>Project-Based Learning</i>	THEME: <i>Teacher to select</i>
	TOPIC: <i>Teacher to select</i>	CROSS-CURRICULAR ELEMENT: <i>Teacher to select</i>	LANGUAGE/GRAMMAR FOCUS: <i>Teacher to select</i>

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

How did I do in Unit 4?

Put ✓ next to Great, OK, or A little.

In English, I know how to...



...talk about school and school subjects

Great ____ OK ____ A little ____

...identify a writer's opinion

Great ____ OK ____ A little ____

...talk about things happening now and what people are doing now

Great ____ OK ____ A little ____

...plan and write an email

Great ____ OK ____ A little ____

- I'm proud of myself because I can _____ very well.
- In the next unit, I will _____ better/more.

Unit 5

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

WEEK:	LESSON: 89 (Listening 16)	MAIN SKILL FOCUS: Listening	THEME: World of Knowledge
	TOPIC: Food and health	CROSS-CURRICULAR ELEMENT: Language and Science and Technology	LANGUAGE/GRAMMAR FOCUS: I like... I quite / really like... I don't mind... I don't like... I really don't like... I hate...

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Listening 1.2 Understand meaning in a variety of familiar texts Complementary Skill Listening 1.1 Recognise and reproduce target language sounds	Main Skill Listening 1.2.1 Understand with support the main idea of longer simple texts on a range of familiar topics Complementary Skill Listening 1.1.1 Recognise and reproduce with little or no support a wide range of target language phonemes	Pre-lesson 1. Pupils answer <i>Think!</i> question, top of Student's Book p.52. Follow instructions in Teacher's Book p.66. Lesson delivery 2. Activity 1, CD2.02: Explain meaning of: vegetarian, vending machine, fizzy drink. Follow instructions in Teacher's Book p.66 Exercise 1. Ask: <i>What helps you to understand the texts?</i> (photos, key words in bold) 3. Pupils do Activity 2. Follow instructions in Teacher's Book p.66 Exercise 2. Ask: <i>Why is it helpful to organise topic vocabulary in a word web?</i> (to remember it, to understand how to group words, to make links between new vocabulary) CCE – Science and Technology – Draw the word web on board but change snacks to carbohydrates. Explain that food with carbohydrates gives us energy e.g. potatoes and bread. Pupils find how often rice, pasta, chips are in the text (2, 3, 3 times). Explain the importance of eating something from each category of food but in different amounts. Ask: <i>Which food / drink is the healthiest?</i> (fruit, vegetables, water). 4. Pupils do Activity 3, CD2.03. Follow the instructions in Teacher's Book p.67 Exercise 3. Can they think of some more food words with short /i/ and long /i:/ sounds? (milk, peach, peas). Ask: <i>Where is the short /i/ in biscuit, olive and apricot?</i> 5. Pupils do Optional Activity: Vocabulary. Follow instructions for first Optional Activity: Vocabulary in Teacher's Book p.66. Note how well pupils understand the texts about food. Post-lesson See instructions in Post-lesson Task 6: Make a Word Ladder. Use the topic of food.	<i>English Plus 1</i> Student's Book Activities 1, 2, 3 p.52 and 53 Teacher's Book p.66	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 5: Learning preferences and needs At Step 2: Some pupils may need you to pause the CD after each text. They may also find it hard to concentrate on listening to all 9 texts. Note: At Step 3 draw pupils' attention to the word 'carbohydrates'. Ask: <i>what is different about the spelling in English and Malay?</i> (c in English, k in Malay; y in English, i in Malay)

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

WEEK:	LESSON: 90 (Speaking 16)	MAIN SKILL FOCUS: Speaking	THEME: World of Knowledge
	TOPIC: Food and health	CROSS-CURRICULAR ELEMENT: Language and Science and Technology	LANGUAGE/GRAMMAR FOCUS: I like... I quite / really like... I don't mind... I don't like... I really don't like... I hate

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Speaking 2.2 Use appropriate communication strategies Complementary Skill Writing 4.3 Communicate with appropriate language form and style for a range of purposes in print and digital media	Main Skill Speaking 2.2.1 Keep interaction going in short exchanges by asking suitable questions Complementary Skill Writing 4.3.1 Use capital letters, full stops, commas in lists and question marks in independent writing at discourse level	Pre-lesson 1. Brainstorm food items from previous lesson. Write on board and pupils put one hand up if they like the food, two hands if they really like it. Lesson delivery 2. Pupils do Activity 4, CD2.04. Hand out worksheet for each pupil to complete. Explain they write in the table the food that the four students like. Follow instructions in Teacher's Book p.67 Exercise 4. CCE – Science and Technology– Pupils look at list of food in table again. Ask: <i>Which food is good for your health?</i> (chicken salad, fish, vegetable soup). Explain food made from milk is called 'dairy'. Ask: <i>Which food is made from milk?</i> (cheese). 3. Pupils do Activity 5, CD2.04. Follow the instructions in Teacher's Book p.67 Exercise 5. Pupils read 'School Food' texts again. They find the person who doesn't like vegetables; (girl from UK); who really likes pasta, chicken pieces and water (girl from Spain). 4. Pupils in pairs do Activity 6, <i>Use it!</i> . Follow instructions in Teacher's Book p.67 Exercise 6. 5. Pupils do <i>Finished?</i> Divide class into two halves, A and B. Pupils in A write a perfect school lunch; pupils in B write a horrible school lunch. When finished they find a partner from other half of class and compare lunches. Choose pairs to read different types of lunch. Ask: <i>Which is the most perfect and the most horrible?</i> Note how fluently pupils speak when describing likes and dislikes to each other. Post-lesson Do Post-lesson Task 9: What about Me? Choose food items and pupils ask about your likes and dislikes.	<i>English Plus 1</i> Student's Book Activities 4–6 p.52 and 53 Teacher's Book p.67 At Step 2: Worksheet with table for each pupil. Draw table with 4 rows and 2 columns with headings: Names;. Food. Write names in three rows of first column (1: Lydia and Sophie; 2: Ben, 3: Georgia). In second column pupils write food these people like.	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 4: Time At Step 4: Some pupils will take longer to respond to questions about food likes and dislikes especially when using the key phrases: I quite like and I don't mind.

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

WEEK:	LESSON: 91 (Reading 16)	MAIN SKILL FOCUS: Reading	THEME: World of Knowledge
	TOPIC: Food and health	CROSS-CURRICULAR ELEMENT: Language and Science and Technology	LANGUAGE/GRAMMAR FOCUS: Adjectives: healthy, unhealthy, popular, typical; Nouns: lifestyle, vitamins, dessert

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Reading 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies Complementary Skill Reading 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies	Main Skill Reading 3.2.3 Guess the meaning of unfamiliar words from clues provided by title, topic and other known words Complementary Skill Reading 3.2.4 Use with support familiar print and digital resources to check meaning	Pre-lesson 1. Write on board title of text p.54, <i>The sports interview... Sumo Style</i> . Pupils look at the two photos on p.54. See instructions for Pre-lesson Task 8: Predict the Content in Section 3. Lesson delivery 2. Write on board: 'healthy or unhealthy?'. Pupils do Activity 1. Follow instructions in Teacher's Book p.68 Exercise 1 Also ask: <i>Do sumo wrestlers have a healthy or unhealthy lifestyle? What's in the special food they eat? (vitamins)</i> 3. Pupils do Activity 2, CD2.05. Follow instructions p.68 Exercise 2 in Teacher's Book. Explain that in Activity 2 pupils summarised the interview. Check pupils understand 'Do they ever...? Ask: <i>Do you ever eat different foods? What are they?</i> CCE – Science and Technology – Explain that vitamins keep us healthy, are in most food we eat and that vitamins have letters. For example, vitamin A is in oranges, green vegetables, carrots and milk. Vitamin A is good for our eyes. Give pupils the handout. In pairs, they say which foods they eat and why they are good for them. 4. Write the blue words from text on board. Pupils do Activity 3 with a dictionary. Follow instructions in Teacher's Book p.68 Exercise 3. Also ask: <i>What is another meaning of train?</i> (type of transport). <i>What does enormous mean?</i> (really big) <i>What desserts do you like? What's a typical Malaysian dish?</i> 5. Pupils do Optional Activity: Reading. Follow instructions p.68 in Teacher's Book. Note pupils who make an effort to guess the meaning of new words using photos and topic words as clues. Post-lesson 6. See instructions in Section 3 Post-lesson Task 3: Test my Friends.	<i>English Plus 1</i> Student's Book Activities 1–3 p.54 Teacher's Book p.68 After Step 3: A handout with table showing 3 key vitamins: A, B C; examples of food with vitamins A, B, C; body part they are good for: A (carrots, eggs, fish, milk - eyes, skin) B (meat, eggs brown rice - skin, body for energy); C (oranges, lemons, beans, peas; for strong teeth and bones).	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 2: Type and amount of support At Step 2: Give pupils who are slow readers the four questions (a–d) in Activity 1 written on four separate pieces of paper. Pupils can move each question to match 1–4 in text. This helps them to focus on the text content without having to remember the questions. NB: CCE – Say vitamin has the same spelling in English and Malay but do they sound the same?

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

WEEK:	LESSON: 92 (Writing 16)	MAIN SKILL FOCUS: Writing	THEME: World of Knowledge
	TOPIC: Food and health	CROSS-CURRICULAR ELEMENT: Language and Values	LANGUAGE/GRAMMAR FOCUS: Quantifiers: some, any, many, much, a lot of

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Writing 4.3 Communicate with appropriate language form and style for a range of purposes in print and digital media Complementary Skill Reading 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies	Main Skill Writing 4.3.1 Use capital letters, full stops, commas in lists and question marks in independent writing at discourse level Complementary Skill Reading 3.2.4 Use with support familiar print and digital resources to check meaning	Pre-lesson 1. Write on board the gap-fill sentences in Optional Activity: Vocabulary Plus – see Teacher’s Book p.68. Pupils complete with five words from previous lesson. Lesson delivery 2. Pupils in pairs do Activity 4, <i>Use it!</i> They decide if a wrestler’s life is interesting or not then think of three reasons why it is or isn’t interesting. They write a paragraph starting; ‘We think a wrestler’s life is...’; ‘That’s because...’, and give their three reasons. Find out how many pairs think it’s interesting. Choose some pairs to read their texts aloud. CCE – Values – Ask pupils what makes someone’s life interesting. Give prompts such as hobbies, family, things people collect, how people help others. 3. Pupils do Activity 1. Follow instructions in Teacher’s Book p.69 Exercise 1 (texts on p.52 and p.53 with the words: apple, juice – South Africa; egg – China and South Africa; bread, pasta – India and Australia; NB sweet isn’t in text, sweets in USA, water – USA, Spain, snack – USA) 4. Pupils do Activity 2. Tell pupils to look at the food in the photos to check meaning of words in the box. Follow instructions in Teacher’s Book p.69 Exercise 2. Explain that the photo on the right is a famous painting. The painter made faces using fruit and vegetables. 5. Pupils do Activity 3. They compare words with a partner. Check answers. Note how well pupils wrote paragraph about the sumo wrestler and if they used punctuation correctly. Post-lesson 6. Pupils draw a fruit and vegetable face then describe it using ‘There’s a/some...’, ‘There are many / some...’	<i>English Plus 1</i> Student’s Book Activity 4 p.54 Activities 1–3 p.55 (pupils also look at texts in p.52 and 53 again) Teacher’s Book p.68 and 69	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 3: Outcomes At Step 2: Less proficient pupils can think of then write two rather than three reasons for the text

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON (Unit 5)

WEEK: 1	LESSON: 93 (Language Arts 16)	MAIN SKILL FOCUS: Language Arts	THEME: World of Stories
	TOPIC: The Meal	CROSS-CURRICULAR ELEMENT: Language / Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: be going to

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Language Arts 5.2 Express personal responses to literary texts Complementary Skill Speaking 2.1 Communicate simple information intelligibly	Main Skill Language Arts 5.2.1 Explain in simple language why they like or dislike an event, description or character in a text Complementary Skill Speaking 2.1.4 Ask about and describe future plans	Pre-lesson 1. Follow Step 1 until Step 4 (Activity 1) from the guidebook. Lesson delivery 2. Teacher asks pupils to do a pair reading which each pair read the poem silently. 3. Each pair underlines every food item in the poem and matches it with the picture that accompanies the poem. 4. Teacher asks pupils "What are you going to eat for breakfast tomorrow?". 5. Teacher provides a short class survey form where pupils will create a menu list of their favourite food items for breakfast. 6. Pupils asks their pairs on the food items and they have to draw the food items. 7. Upon completion, their pairs will the drawing and describe the food item (e.g. I'm going to eat ... for breakfast.) Post-lesson 8. Teacher provides a sentence based on the poem to a pupil. 9. The pupil starts a whisper chain and the last pupil will report back to the teacher. [Post-lesson Task 5: Whisper and write]	<i>Anthology of Poems</i> Page 20 Contemporary Children's Literature Teaching Guidebook (BPK) – Poetry Activity 1 113	Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following: Teacher provides support in terms of individual instruction/assistance. (Strategy 2)

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

WEEK:	LESSON: 94 (Consolidation 9)	MAIN SKILL FOCUS: Reading	THEME: World of Knowledge
	TOPIC: Food and health	CROSS-CURRICULAR ELEMENT: Language and Environmental Sustainability	LANGUAGE/GRAMMAR FOCUS: Quantifiers: some, any, many, much, a lot of

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Writing 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media Complementary Skill Speaking 2.2 Use appropriate communication strategies	Main Skill Writing 4.2.3 Narrate factual events and experiences of interest Complementary Skill Speaking 2.2.2 Agree on a set of basic steps needed to complete short classroom tasks	Pre-lesson 1. See instructions in Section 3 Pre-lesson Task 9: Memory Chain. Remind pupils to use a/an/some. How many food words can pupils remember? Lesson delivery 2. Pupils do p.55, Activity 4. Explain that in this activity they choose from three words not two. They choose a word for each gap and a word for the middle of each sentence. Follow instructions in Teacher's Book p.69 Exercise 4. CCE – Environmental Sustainability – Explain that we all need to eat food but scientists say we waste too much food. Ask why it's important not to waste food (e.g. help the environment, many people don't have much food, waste of money). 3. Pupils do Activity 5, <i>Use It!</i> . Follow instructions in Teacher's Book p.69 Exercise 5. 4. Pupils in small groups do <i>Finished?</i> They agree how they will do the task then agree on a ceremony (birthday, festival, anniversary), 6 or 7 types of food and 2 or 3 different drinks. They make a shopping list with some numbers e.g. 3 pizzas, 2 fizzy drinks, 1 apple juice. 5. After writing the shopping list, one member from each group reads it to class. Find out how many types of food and drink are the same. Note pupils who enjoy reading about food facts. Also note pupils who help the group to come to an agreement about steps in a task and pupils who are less involved. Post-lesson 6. Write on board eat / never eat; drink / never drink. Do a class survey to find out what most pupils eat and never eat, drink and never drink.	<i>English Plus 1</i> Student's Book Activities 4 and 5 p.55 Teacher's Book p.69	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 1: Task At Step 4: Form mixed ability groups. Encourage more proficient pupils to include adjectives e.g. one big cheese and tomato pizza, three fruit yoghurts. Less proficient pupils can write food and drink words with easy spelling to add to the list.

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

WEEK: 1	LESSON: 95 (Listening 17)	MAIN SKILL FOCUS: Listening	THEME: World of Knowledge
	TOPIC: Food and health	CROSS-CURRICULAR ELEMENT: Language and Financial Education	LANGUAGE/GRAMMAR FOCUS: Weights and prices: gram, kilo, a quarter / three quarters of a kilo, half a kilo, fraction; How much is...? It costs...

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Listening 1.2 Understand meaning in a variety of familiar texts Complementary Skill Listening 1.2 Understand meaning in a variety of familiar contexts	Main Skill Listening 1.2.3 Understand with support longer simple narratives on a range of familiar topics Complementary Skill Listening 1.2.5 Understand a sequence of supported questions	Pre-lesson 1. Write on board: 'Shopping at a market'. Follow instructions in Teacher's Book, p.110 for Warm-up activity. Lesson delivery 2. Write on board: 'gram', 'kilogram'. Ask: <i>How many grams in a kilogram/half a kilogram / quarter of a kilogram?</i> Explain that for short we usually say 'kilo'. Pre-teach: fraction. Check understanding of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ in L1. 3. Pupils do p.96, Activity 1. Follow instructions in Teacher's Book p.110 Exercise 1. 4. Write $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{3}{4}$ and on board and say the fractions. Explain pupils can write fractions they hear on CD with numbers not words. Pupils do Activity 2, CD3.12. Follow instructions in Teacher's Book p.110 Exercise 2. 5. Pupils do Activity 3, CD3.13. Follow the instructions in Teacher's Book p.110 Exercise 3. Pupils listen again and note down the prices that they hear. Elicit cost of the grapes (£7.00 a kilo), grapes (£3.65 $\frac{1}{2}$ a kilo), strawberries (£2.50 $\frac{1}{4}$ a kilo), pears (50p each). Pupils in pairs look at photos again and say the things that Emma didn't buy. CCE – Financial education – Ask why it's important to be able to know how much food costs. Note how well pupils understand the content of the role-play. Post-lesson 6. Choose a post-lesson task from Section 3 to review money.	<i>English Plus 1</i> Student's Book Activities 1, 2 and 3 p.96 Teacher's Book p.110	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 2: Type and amount of support At Steps 4 and 5: Some pupils will need to listen to the CD more than twice. Some will need to see the fractions written on the board so they can choose the answers from them.

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

WEEK: 1	LESSON: 96 (Speaking 17)	MAIN SKILL FOCUS: Speaking	THEME: World of Knowledge
	TOPIC: Food and health	CROSS-CURRICULAR ELEMENT: Language and Financial Education	LANGUAGE/GRAMMAR FOCUS: Weights and prices: gram, kilo, a quarter / three quarters of a kilo, half a kilo, fraction. How much is...? It costs...

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Speaking 2.2 Use appropriate communication strategies Complementary Skill Speaking 2.2 Understand meaning in a variety of familiar texts	Main Skill Speaking 2.2.1 Keep interaction going in short exchanges by asking suitable questions Complementary Skill Speaking 2.2.2 Agree on a set of basic steps needed to complete short classroom tasks	Pre-lesson 1. Brainstorm fractions, weights of food and money on board. Accept all suggestions e.g. 10 kilos of beans, £1. Make sure pupils can pronounce half, quarter, pound. Lesson delivery 2. Pre-teach: 'cheap' and 'expensive' with examples of food in Malaysia. Pupils do p.96, Activity 4, CD3.13. Follow instructions in Teacher's Book p.110 Exercise 4. 3. Pupils do Activity 5, CD3.14. Follow instructions for role-play in Teacher's Book p.110 Exercise 5. If two boys are in a pair, change Woman to Man. If two girls, change George to Gill. Explain 'in your head' and 'mentally'. Say many market sellers count money in their heads /mentally. CCE – Financial Education – Find out when pupils count in their heads and ask why they think this is a useful skill to do mental maths. 4. Pupils in pairs do Activity 6, <i>Use It!</i> . They agree on 1) who is the market seller and who is the customer; 2) fruit they will buy; 3) how much fruit they will buy. Explain that sellers can write down the cost of the fruit then work out the total, or add the money in their heads. 5. Pupils do Optional Activity: Speaking. Follow instructions in Teacher's Book p.110. Note how well pupils keep interaction going in the dialogues and how well they agree with each other in Activity 6. Post-lesson 6. See instructions in Section 3 Post-lesson Task 8: Test your Memory. Use the picture of the fruit, prices and amounts in Activity 6.	<i>English Plus 1</i> Student's Book Activities 4, 5 and 6 p.96 Teacher's Book p.110	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 5: Learning preferences and needs At Step 5: Less proficient pupils may only want to buy one type of fruit and ask for the amounts written on the boxes. Encourage more proficient pupils to ask for fractions of kilograms and to total the cost to help the sellers.

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

WEEK:	LESSON: 97 (Reading 17)	MAIN SKILL FOCUS: Reading	THEME: World of Knowledge
	TOPIC: Food and health	CROSS-CURRICULAR ELEMENT: Language and Values	LANGUAGE/GRAMMAR FOCUS: Adjectives: fit, unfit, tired, lazy, hungry; Imperative verbs: Eat, Don't eat, Go, Don't go

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Reading 3.1 Read independently for information and enjoyment Complementary Skill Speaking 2.1 Communicate simple information intelligibly	Main Skill Reading 3.3.1 Read and enjoy A2 fiction/non-fiction print and digital texts of interest Complementary Skill Speaking 2.1.3 Ask for, give and respond to simple advice	Pre-lesson 1. See instructions in Section 3 Pre-lesson Task 7: Beat the Teacher. Use 'healthy' as the key topic word. Lesson delivery 2. Ask pupils the <i>Think!</i> question on p.56. They can choose from the six ideas in box. 3. Pre-teach: 'active', 'fit', 'hungry', 'thirsty', 'tired', 'lazy'. Elicit type of word (adjectives). Pupils in pairs do Activity 1. Ask: <i>Which words helped you to complete the sentences?</i> e.g. 1) an – needs an adjective with a vowel; 2) eat – hungry; 3) good – healthy; 4) a – needs an adjective with a consonant; 5) don't sleep – tired. 4. Pupils do Activity 2, CD2.06. Follow the instructions in Teacher's Book p.70 Exercise 2. Say: <i>Two letters are the same at the start of two adjectives. What are they?</i> (un). Explain 'un' means not. Ask: <i>Can they think of other adjectives starting with un?</i> (unhappy, unpopular, untidy). 5. Pupils in pairs do Activity 3. Explain body temperature is about 37 degrees. Usain Bolt can run 100 metres in about 10 seconds. Follow instructions in Teacher's Book p.70 Exercise 3. When checking 1, 2, 5 pupils say: <i>It's best to/healthiest to...</i> 6. Pupils look at the Health quiz again. They give advice to a partner about one of the things a, b or c that they shouldn't do e.g. <i>It's not good to eat snacks because you can't enjoy your meal.</i> CCE – Values – Ask pupils why it's important to sleep well at night. Find out how many hours they sleep. Note pupils who enjoyed reading the quiz and those who found it hard. Post-lesson: 7. Choose a post-lesson task from Section 3 to review health vocabulary.	<i>English Plus 1</i> Student's Book Activities 1, 2 and 3 p.56 Teacher's Book p.70	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 4: Time Some pupils will take longer to read quiz questions than others. Give them longer to finish. Fast finishers can tell partners times when they're really hungry, thirsty, tired, ill. NB at Step 6: It's better to focus on positive rather than negative statements.

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

WEEK:	LESSON: 98 (Writing 17)	MAIN SKILL FOCUS: Writing	THEME: World of Knowledge
	TOPIC: Food and health	CROSS-CURRICULAR ELEMENT: Language and Values	LANGUAGE/GRAMMAR FOCUS: Verbs + gerund: like -ing, prefer -ing, love -ing, don't like -ing, hate -ing

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Writing 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media Complementary Skill Speaking 2.1 Communicate simple information intelligibly	Main Skill Writing 4.2.1 Give detailed information about themselves Complementary Skill Speaking 2.1.3 Ask for, give and respond to simple advice	Pre-lesson 1. See instructions in Section 3 for Pre-lesson Task 5: Sit Down, Stand Up. Use the adjectives on p.56, e.g. 'A lazy teacher does a lot of work'. (false!) Lesson delivery 2. Pupils in pairs do Activity 4 orally. Ask: <i>Which questions have the same answers for you and your partner?</i> Choose pairs to say quiz letters with the same answers. 3. Pupils write letters a–h and answers to quiz in sentences. Do a and b as examples: a) I think I'm... b) I usually sleep for... Pupils compare with a partner. Choose pairs to read a sentence to class. CCE – Values – Ask pupils why it's important to be active and fit, and find out what they do to keep fit. 4. Write on board: <i>verb + -ing</i> . Give examples such as: I like reading. I prefer watching sport. I hate eating beans. Pupils do Activity 1. Follow instructions in Teacher's Book p.71 Exercise 1. 5. Write on board: <i>love doing, don't mind doing, hate doing</i> . Pupils do Activity 2. Follow instructions in Teacher's Book p.71 Exercise 2. 6. Pupils in pairs do Activity 4. Explain we can use imperatives to give advice. Follow instructions in Teacher's Book p.71 Exercise 4. Ask: <i>Which quiz numbers have 'Don't'?</i> (1 and 5) <i>Are the 'Don't' sentences giving advice?</i> 7. Write on board 'eat', 'go', 'drink', 'do', 'don't'. Pupils in small groups take turns to give advice to each other using words on board. Note how well pupils give information about themselves and give advice. Post-lesson 8. Choose a post-lesson task from Section 3 to review likes and dislikes.	<i>English Plus 1</i> Student's Book Activity 4 p.56 Teacher's Book p.70 Student's Book Activities 1, 2, 4 p.57 Teacher's Book p.71	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 2: Type and amount of support At Step 3: Write all 8 sentence starters on a worksheet for less proficient pupils to copy At Step 5, some pupils write only one example of something they love, don't mind and hate doing.

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON (Unit 5)

WEEK: 1	LESSON: 99 (Language Arts 17)	MAIN SKILL FOCUS: Language Arts	THEME: World of Stories
	TOPIC: The Meal	CROSS-CURRICULAR ELEMENT: Language / Creativity and Innovation / Entrepreneurship	LANGUAGE/GRAMMAR FOCUS: Verbs

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Language Arts 5.3 Express imaginative response to literary texts	Main Skill Language Arts 5.3.1 Respond imaginatively and intelligibly through creating simple role-plays and simple poems Other imaginative responses as appropriate	Pre-lesson 1. Pupils go through the poem and remember as many as food items that they can. 2. Without looking at the poem, each pupil has to list down the food items they can remember. Lesson delivery 3. Pupils pair up and teacher conducts a game where each pair has to listen and point to the food item. 4. Teacher informs pupils that they are going to create a menu that can appeal others to buy. 5. Follow Step 1 until Step 5 (Activity 4) in the guidebook. Post-lesson 6. Pupils put up their menus and other pupils will write their names on the booking list if they like the menu.	<i>Anthology of Poems</i> Page 20 Contemporary Children's Literature Teaching Guidebook (BPK) – Poetry Activity 4 128	Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following: Teacher differentiates the outcomes by providing option on the product either a full poem, a stanza, or an acrostic poem. (Strategy 3)
Complementary Skill Listening 1.2 Understand meaning in a variety of familiar contexts	Complementary Skill Listening 1.2.2 Understand with support specific information and details of longer simple texts on arrange of familiar topics			

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

WEEK: 1	LESSON: 100 (Consolidation 10)	MAIN SKILL FOCUS: Writing	THEME: World of Knowledge
	TOPIC: Food and health	CROSS-CURRICULAR ELEMENT: Language and Values	LANGUAGE/GRAMMAR FOCUS: Verb + gerund e.g. I like playing; Affirmative and negative imperatives e.g. Go, Don't go

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Writing 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media Complementary Skill Speaking 2.1 Communicate simple information intelligibly	Main Skill Writing 4.2.2 Ask for, give and respond to simple advice Complementary Skill Speaking 2.1.3 Ask for, give and respond to simple advice	Pre-lesson 1. Write on board: 'I like...-ing', 'I love...-ing', 'I prefer...-ing'. Explain pupils can say a true or false sentence about themselves. After each, pupils put up their right hand if they think the sentence is true, left hand if they think it's false. Lesson delivery 2. Pupils do p.57, Activity 5. Follow instructions in Teacher's Book p.71 Exercise 5. Ask: <i>What signs can you see in our town/city/village?</i> Choose pupils to draw some on board. 3. Pre-teach: 'marathon' and 'boring'. Pupils do Activity 6. Follow instructions in Teacher's Book p.71 Exercise 6. Tell pupils to use some verbs from Activity 5. Remind them to use 'some', 'a lot of', when giving advice e.g. Do some/a lot of exercise. 4. Pupils do Activity 7, <i>Use It!</i> . Follow the instructions in Teacher's Book p.71 Exercise 7. CCE – Values – ask pupils why it is important to think about advice people give you? 5. Pupils in pairs do <i>Finished?</i> . They write 3, 4 or 5 rules for the class. CCE – Values – ask pupils what the difference is between rules and advice. Note pupils who are confident at asking for and giving advice and those who are slow to ask and respond. Post-lesson 6. Pupils look at pictures of signs in Activity 5 then draw a sign but change words or symbols e.g. 1) a different date, 4) an arrow facing left. They exchange with a partner who says what they think the sign means.	<i>English Plus 1</i> Student's Book Activities 5–7 p.57 Teacher's Book p.71	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 3: Outcomes At Step 3: Expect more proficient pupils to give more than one piece of advice in the six situations At Step 5: Accept two or three written rules from less proficient pupils

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

WEEK:	LESSON: 101(Listening 18)	MAIN SKILL FOCUS: Listening	THEME: World of Knowledge
	TOPIC: Food and health	CROSS-CURRICULAR ELEMENT: Language and Financial Education	LANGUAGE/GRAMMAR FOCUS: Nouns: dollars, euros, pounds, cents; Would you like...? I'll have... Anything else?

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Listening 1.1 Recognise and reproduce target language sounds Complementary Skill Reading 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies	Main Skill Listening 1.1.1 Recognise and reproduce with little or no support a wide range of target language phonemes Complementary Skill Reading 3.2.3 Guess the meaning of unfamiliar words from clues provided by title, topic and other known words	Pre-lesson 1. Pupils do <i>Think!</i> question at top of p.58. See Teacher's Book p.72 for instructions. Lesson delivery 2. Pupils in pairs do Activity 1. Follow the instructions in Teacher's Book p.72 Exercise 21. 3. Write on board '£10', '£5', '50p', '25p'. Elicit the amounts. Pupils should remember pounds and pence from Lesson 95, p.96. Explain that for pounds and pence e.g. £10.50, we say 'ten pounds fifty'. We don't say 'ten pounds fifty pence'. Pupils do Activity 2, CD2.08. Follow instructions in Teacher's Book p.72 Exercise 2. 4. Write on board '£, \$, €' and say currencies. Elicit countries where money is used. Pupils do Activity 3, CD2.09. Follow instructions in Teacher's Book p.72 Exercise 3. CCE – Financial education – Ask pupils when they need to know about money used in different countries and how they can find out how much a Malaysian ringgit is in dollars, pounds and euros. 5. Write on board: 'Would you like...? I'll have... please'. Explain these are polite ways of asking and responding in a café. Pupils do Activity 4. Follow instructions in Teacher's Book p.72 Exercise 4. Ask: <i>Why is Aaron's meal unhealthy?</i> (There's a lot of sugar in cola. Water is healthier. He doesn't eat any vegetables or fruit.) Note how well pupils recognise and reproduce amounts of money Post-lesson 6. Write on board 9–10 prices in dollars, pounds, euros. Put pupils into 2 teams. Teams take turns to say a price. If correct, they get a point and put a tick beside the price on board. If a team says the wrong price, the other team can try. Which team has the most points? Which prices did they get wrong?	<i>English Plus 1</i> Student's Book Activities 1–4 p.58 Teacher's Book p.72	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 5: Learning preferences and needs At Steps 3 and 4: Some pupils may need to hear the CD a third time to understand the different amounts of money

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

WEEK: 	LESSON: 102 (Speaking 18)	MAIN SKILL FOCUS: Speaking	THEME: World of Knowledge
	TOPIC: Food and health	CROSS-CURRICULAR ELEMENT: Language and Financial Education	LANGUAGE/GRAMMAR FOCUS: Present simple tense; Would you like...? Anything else? I'll have...please.

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Speaking 2.1 Communicate simple information intelligibly Complementary Skill Listening 1.2 Understand meaning in a variety of familiar texts	Main Skill Speaking 2.1.1 Give detailed information about themselves Complementary Skill Listening 1.2.5 Understand a sequence of supported questions	Pre-lesson 1. Choose a pre-lesson task from Section 3 to review money. Lesson delivery 2. Pupils do p.58, Activity 5. Follow instructions in Teacher's Book p.72 Exercise 5. In the role play, explain they can change the type of sandwich and the drink. Choose pairs to say dialogue aloud. Ask: <i>What did (pupil's name) ask to eat and drink?</i> 3. Explain that pupils do some maths in the next activity. Follow instructions in Teacher's Book p.72 Exercise 6. Tell pupils that customers check they have enough money to pay for their meal. Waiters or waitresses add the prices to check that customers can pay, and think how much money to give back to the customer. CCE – Financial Education – ask pupils if they think vegetarian food is more expensive than other food. Pupils look at the menu and compare price of the plain burger and vegetarian burger. Repeat comparison with fresh food and cooked food. (chips /salad) Find out why they think some food and drink is more expensive. 4. Elicit or pre-teach names of desserts e.g. ice cream, cake, fruit, jelly, pancake. Pupils do Optional Activity: Speaking. Follow instructions in Teacher's Book p.72 below Exercise 6, <i>Use It!</i> . Note how well pupils can give details of food they're ordering and can say prices. Post-lesson 5. Write on board: 'like being', 'prefer being', 'don't like being'. Pupils in small groups use words on board to say if they like/prefer/don't like being the waiter, waitress or customer and why.	<i>English Plus 1</i> Student's Book Activities 5 and 6 p.58 Teacher's Book p.72 CCE Prepare a list of prices for cheese and salad sandwiches and vegetarian sandwiches; burgers and vegetarian burgers; cola, juice and water	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 7: Feedback Praise pupils who try their best to participate in the dialogues even though they may find deciding on what food to order hard and make mistakes when saying prices. Focus on the prices they say correctly.

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

WEEK: 	LESSON: 103 (Reading 18)	MAIN SKILL FOCUS: Reading	THEME: World of Knowledge
	TOPIC: Food and health	CROSS-CURRICULAR ELEMENT: Language and ICT	LANGUAGE/GRAMMAR FOCUS: Sequencing adverbs: first, after that, next, finally

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Reading 3.3 Read independently for information and enjoyment Complementary Skill Speaking 2.3 Communicate appropriately to a small or large group	Main Skill Reading 3.3.1 Read and enjoy A2 fiction/non-fiction print and digital texts of interest Complementary Skill Speaking 2.3.1 Narrate short basic stories and events	Pre-lesson 1. Pupils do <i>Think!</i> question at top of p.59. See Teacher's Book p.73 for instructions. Lesson delivery 2. Write on board: 'Easy menu blog', and check pupils understand what a blog is. Show real items or pictures of food in glossary to teach names. Check understanding of: chop (v), serve, ingredients, starter, main course, dessert. Pupils do Activity 1. Follow instructions in Teacher's Book p.73 Exercise 1. 3. Pupils do Activity 2. They read the text again quickly and find the words to complete Key Phrases. Pupils compare with a partner. Check answers. Ask: <i>Which words are easy to find in the text and why?</i> (e.g. 'Mmm!' At end of a line, 'Enjoy your meal' at start of a line). CCE – ICT – Ask pupils why they think blogs are popular. Find out if they know anyone who writes a blog and what they write about in their blog. 4. Pupils do Activity 3. Follow instructions in Teacher's Book p.73 Exercise 3. 5. Pupils in pairs do Activity 4. Follow the instructions in Teacher's Book p.73 Exercise 4. Once finished, in pairs, they try to memorise the instructions, and tell their partner. Their partner checks and helps as necessary, then they swap roles. Ask: <i>Is this a healthy dessert? Why or why not?</i> Post-lesson 6. Choose a post-lesson task from Section 3 to review language in a recipe (imperatives, amounts, sequencing adverbs)	<i>English Plus 1</i> Student's Book Activities 1–4 p.59 Teacher's Book p.73 At Step 2: Take in raisins, red pepper, olives, tin of tuna or show pictures of them	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 2: Type and amount of support At Step 2: Help pupils who are slow readers to find answers to the two questions by saying which part of the text they can find them – in 'After that' and 'Finally' At Step 3: repeat strategy in Step 2

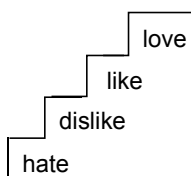
SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 5)

WEEK:	LESSON: 104 (Writing 18)	MAIN SKILL FOCUS: Writing	THEME: World of Knowledge
	TOPIC: Food and health	CROSS-CURRICULAR ELEMENT: Language and ICT	LANGUAGE/GRAMMAR FOCUS: Sequencing adverbs: first, after that, next, finally

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Writing 4.3 Communicate with appropriate language form and style for a range of purposes in print and digital media Complementary Skill Writing 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media	Main Skill Writing 4.3.3 Produce a plan or draft of one or two paragraphs for a familiar topic and modify this appropriately in response to feedback Complementary Skill Writing 4.2.5 Connect sentences into one or two coherent paragraphs using basic coordinating conjunctions and reference pronouns	Pre-lesson 1. Write verbs from previous lesson on board: 'chop', 'add', 'cook for', 'serve with'. Pupils in pairs agree on nouns to follow the verbs. Choose pairs to say sentences. They don't have to be the same as those in book e.g. Chop some apples. Lesson delivery 2. Pupils read blog on p.59 again. Ask: <i>Which words are in blue? Where are they?</i> (at start of paragraphs). <i>What is at the end of the blog?</i> (Enjoy your meal!). <i>How often does Sally write her blog?</i> (every month). 3. Pupils do Activity 5, <i>Use It!</i> . Read instructions in Writing Guide aloud. Explain that pupils write ingredients for only one thing on their menu. Write on board: B1) Heading (pupil's name) easy food blog; B2, B3, B4) Notes for menu and recipe; B5) A reason why you like the food. Ending: Enjoy your meal! (Pupils ignore B6). 4. Pupils write blog. They check if they 1) have points in B1–5, 2) start paragraphs with sequencing words, 3) have an ending. 5. Pupils in pairs exchange blogs and draw smiley faces for 1) 2) and 3) in Step 4. Choose some pupils to read blog aloud. Pupils draw pictures of food around blog. Post-lesson 6. Pupils in small groups take turns to say a different blog they would like to write and why. If time, pupils also say something they'd write in their blog.	<i>English Plus 1</i> Student's Book Activity 5 p.59 Teacher's Book p.73	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 1: Task At Step 3: More proficient pupils can also do: B6) how often they write their food blog Less proficient pupils can omit the starter and choose After that or Next to start main course

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON (Unit 5)

WEEK: 1	LESSON: 105 (Language Arts 18)	MAIN SKILL FOCUS: Language Arts	THEME: World of Stories
	TOPIC: Seaside	CROSS-CURRICULAR ELEMENT: Language / Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: Reasoning (because)

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Language Arts 5.2 Express personal responses to literary texts Complementary Skill Speaking 2.1 Communicate simple information intelligibly	Main Skill Language Arts 5.2.1 Explain in simple language why they like or dislike an event, description or character in a text Complementary Skill Speaking 2.1.1 Give detailed information about themselves	Pre-lesson 1. Teacher draws a simple beach scene and every pupil has to contribute a possible activity that can be carried out at beach. [Pre-Lesson Task 2 – Guess the answer] Lesson delivery 2. Pupils form a small group and teacher provides each group with a line strip from the poem. 3. They rearrange the line strip to form a poem. 4. Each group has to come up with the decision to place the line strip to the scale of hate to love. 5. In groups, each pupil chooses a line strip to provide the reasons why they say so (e.g. sand in the sandwiches – This is because it's dirty). 6. Teacher encourages pupils to provide more details about their reasons if they can (e.g. sand in the sandwiches – This is because it's dirty – bad for my health). 7. Pupils form two lines where they face each other to say about their chosen line strip as well as their reason(s). Post-lesson 8. Pupils discuss and list the item if they are going for a camping in the jungle.	<i>Anthology of Poems</i> Page 19 Contemporary Children's Literature Teaching Guidebook (BPK) – Poetry 	Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following: Teacher allows pupils to have as many lines and reasons as possible. Accept any reason given as long as it is logical. (Strategy 3)

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

WEEK: 	LESSON: 106 (Language Awareness 5)	MAIN SKILL FOCUS: Speaking and writing	THEME: <i>Teacher to complete</i>
	TOPIC: Food and health	CROSS-CURRICULAR ELEMENT: Language	LANGUAGE/GRAMMAR FOCUS: Review of language from Unit 5

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Language Awareness lessons should be presented and practised using a Main Skill and a Complementary Skill (Listening, Speaking, Reading or Writing). Teachers can use Year 5 Content and Learning Standards in DSKP curriculum document.	Language Awareness lessons should be presented and practised using a Main Skill and a Complementary Skill (Listening, Speaking, Reading or Writing). Teachers can use Year 5 Content and Learning Standards in DSKP curriculum document.	<p>Pre-lesson</p> <p>1. Review language from Unit 5 with an activity from list of pre-lesson tasks.</p> <p>Lesson delivery</p> <p>2. Pupils do p.60, Activities 3, 5 and 6. They complete the sentences in each activity. After Activity 6, they say dialogue with a partner.</p> <p>3. Pupils do Activity 6 on p.61. Follow instructions in Teacher's Book p.75 Exercise 6.</p> <p>Note:</p> <ul style="list-style-type: none"> Plan further activities for this unit to develop language skills according to your pupils' needs. You can use information about your pupils' performance which you collected using formative assessment strategies while teaching this unit. The information could include your observation of pupils interacting in classroom activities and their performance in written activities. Plan activities which focus on language practice in a meaningful, fun and communicative way. <p>Post-lesson</p> <p>4. *Pupils think about their learning and performance in this unit. They complete self-assessment worksheet.</p> <p>5. Collect worksheets from pupils and review them to note pupils' responses. If there are any areas of concern, prepare a review of these in future lessons.</p>	<p><i>English Plus 1</i></p> <p>Student's Book Activities 3, 5, 6 p.60</p> <p>Teacher's Book p.74</p> <p>Student's Book Activity 6 p.61</p> <p>Teacher's Book p.75</p>	<p>Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4.</p> <p>*Some pupils will need support understanding and completing the self-assessment worksheet</p>

How did I do in Unit 5?

Put ✓ next to Great, OK, or A little.

In English, I know how to...



...talk about food and order food and drink

Great ____

OK ____

A little ____

...talk about healthy habits

Great ____

OK ____

A little ____

...give advice

Great ____

OK ____

A little ____

...plan and write a food blog

Great ____

OK ____

A little ____

- I'm proud of myself because I can _____ very well.
- In the next unit, I will _____ better/more.

Unit 6

SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 6)

WEEK:	LESSON: 107 (Listening 19)	MAIN SKILL FOCUS: Listening	THEME: World of Knowledge
	TOPIC: Sport	CROSS-CURRICULAR ELEMENT: Language and Science and Technology	LANGUAGE/GRAMMAR FOCUS: Sports vocabulary: fan, competition, race, team, stadium, champion

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Listening 1.3 Use appropriate listening strategies in a variety of contexts Complementary Skill Reading 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies	Main Skill Listening 1.3.1 Guess the meaning of unfamiliar words from clues provided by other known words Complementary Skill Reading 3.2.4 Use with support familiar print and digital resources to check meaning	Pre-lesson 1. Draw a mind map on board with Sports in centre. Pupils brainstorm sports they know. Record in mind map. Lesson delivery 2. Pupils do p.62, Activity 1, CD2.12. Ask: <i>How many sports end with -ball? (3) How many sports end with -ing? (7)</i> 3. Pupils in pairs do Activity 2. Write on board: 'I think it's ...' 'Is it...?' Mime a sport. Pupils guess using a sentence starter. Pupils in pairs mime and guess 3 or 4 sports. 4. Pupils look at photos of sports on p.62 and 63. They don't read the texts yet. Ask questions about 1, 3, 4, 6, 9, 10 e.g. <i>What sport can you see in number 9? What are the people doing in number 4?</i> Write answers to quiz on board in a jumbled order. See answers in Teacher's Book p.76 Exercise 3. 5. Check pupils understand: fans, competition, race, team. Pupils read the sports quiz and in pairs, they use the jumbled quiz answers on board to answer the quiz. They can use dictionaries to check any words they are unsure of. Check answers. Ask: <i>Which words in blue are the same in English and Malay?</i> (stadium, Olympic/Olympik) CCE – Science and Technology – Ask pupils how we use technology in sports (e.g. to make video replays of matches, to make special sports equipment, to help with time-keeping). Also ask if they think technology helps sportsmen and women to win. Note pupils who find it hard to follow a sequence of questions. Post-lesson 6. Choose a post-lesson task from Section 3 to review sport vocabulary.	<i>English Plus 1</i> Student's Book Activities 1-3 p.62–63 Teacher's Book p.76–77	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 2: Type and amount of support At Step 5: Put pupils in mixed ability pairs so they can support each other to read and answer the quiz questions

SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 6)

WEEK: 	LESSON: 108 (Speaking 19)	MAIN SKILL FOCUS: Speaking	THEME: World of Knowledge
	TOPIC: Sport	CROSS-CURRICULAR ELEMENT: Language	LANGUAGE/GRAMMAR FOCUS: Prepositional phrases: in a team / club; Phrasal verb: to be into something

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Speaking 2.3 Communicate appropriately to a small or large group Complementary Skill Listening 1.2 Understand meaning in a variety of familiar contexts	Main Skill Speaking 2.3.1 Narrate short basic stories and events Complementary Skill Listening 1.2.1 Understand with support the main idea of longer simple texts on a range of familiar topics	Pre-lesson 1. Pupils play guess the sport game. Follow the instructions for Optional Activity: Vocabulary in Teacher's Book p.77. Lesson delivery 2. Pupils do Activity 4, CD2.13. Follow the instructions in Teacher's Book p.77 Exercise 4. 3. Pupils do Activity 5. Follow the instructions in Teacher's Book p.77 Exercise 5. Write on board '1) Do you ...', '2) What's your...?', '3) What do you...?'. Ask: <i>What are the first questions the interviewer asks?</i> (Do you do any sports? What's your favourite sport? What do you think about sport?). Pairs ask and answer questions. 4. Write on board: 'Sports crazy' and elicit what the phrase could mean. Pupils in pairs do Activity 6 <i>Use It!</i> . Follow instructions in Teacher's Book p.77 Exercise 6. Find out who is in a team or in a sports club. Explain when you are 'into sport' that means you like it. Ask: <i>Who is into skiing / golf / volleyball etc?</i> Find out who are the most sports crazy pupils in the class. 5. Pupils in small groups do <i>Finished?</i> . They write 3 or 4 quiz questions about sport for another group to answer. Write question starters on board for pupils to use e.g. 'How many...?', 'Which country...?', 'What's/Who's the most famous...?' Note how well pupils narrate information about sporting events they participate in. Post-lesson 6. Write on board: 'Liane', 'Lewis', 'Ray'. Put pupils in teams. Elicit information from the interviews at start of lesson e.g. <i>Who plays football? Who likes swimming? Who is in the school football team? Who thinks skiing is fun? Who likes winning? Who is a basketball fan?</i> Give a point to the team who answers correctly.	<i>English Plus 1</i> Student's Book Activities 4, 5, 6 p.63 Teacher's Book p.77	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 5: Learning preferences and needs At Step 2: Some pupils may need you to pause the audio after each interview so they have time to complete the gap-fill sentences. At Step 3: It would help some pupils to photocopy the three audio scripts of interviews so they can listen and read what the people say. See Teacher's Book pp.150–151 for audio scripts.

SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 6)

WEEK:	LESSON: 109 (Reading 19)	MAIN SKILL FOCUS: Reading	THEME: World of Knowledge
	TOPIC: Sport	CROSS-CURRICULAR ELEMENT: Language	LANGUAGE/GRAMMAR FOCUS: Noun suffixes -er, -or e.g. winner, competitor; Dates e.g. 1988; 2016

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Reading 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies Complementary Skill Reading 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies	Main Skill Reading 3.2.2 Understand specific information and details of two paragraphs or more Complementary Skill Reading 3.2.4 Use with support familiar print and digital resources to check meaning	Pre-lesson 1. Pupils do <i>Think!</i> question at top of p.64. Elicit information about the Olympic Games from pupils. Note: check where next Olympics are and when. Lesson delivery 2. Write current year on board, say it, pupils repeat. Write year pupils were born, year they started school, next year on board. Say the years on board, class repeats then choose individual pupils to say them. 3. Write years on board '1896', '1900', '1912', '1916', '1920', '1924', '1936', '1960', '1988', '2012', '2016'. Pupils choose one year and write it down on a piece of paper. Say a year on the board and pupils who wrote the date, hold it up. Find out the year most pupils wrote. Ask: <i>Are there any years you didn't write down?</i> Tell pupils they are going to read and find information about specific sports. Pupils do Activity 1. 4. Pupils do Activity 2, CD2.14. Follow the instructions in Teacher's Book p.78 Exercise 2. Ask: <i>Which four sports are mentioned in the questions?</i> (swimming, marathon running, golf and rugby). 5. Write the five blue words in the text on board. Pupils do Activity 3. After checking meanings in dictionaries, write on board: 'winner', 'competitor', 'spectator', swimmer, 'medallist'. Ask: <i>Which words have the same letters at the end?</i> (winner / swimmer; competitor / spectator). Ask: <i>Can you think of a sports word ending in -ist?</i> (cyclist) Note pupils who found reading details in all 7 pieces of information hard. Post-lesson 6. Pupils do Optional Activity: Vocabulary plus to consolidate sports vocabulary. See Teacher's Book p.78.	<i>English Plus 1</i> Student's Book Activities 1, 2 and 3 p.64 Teacher's Book p.78	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 1: Task At Step 3: More proficient pupils can read more than the 7 texts highlighted on board. For many pupils reading all 11 pieces of information is likely to be too demanding so focus on the seven in Step 3.

SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 6)

WEEK: 1	LESSON: 110 (Writing 19)	MAIN SKILL FOCUS: Writing	THEME: World of Stories
	TOPIC: Sport	CROSS-CURRICULAR ELEMENT: Language and Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: Simple past tense of verb 'to be' affirmative and negative: there was / wasn't, there were / weren't

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Writing</p> <p>4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.3</p> <p>Read independently for information and enjoyment</p>	<p>Main Skill</p> <p>Writing</p> <p>4.2.3</p> <p>Narrate factual events and experiences of interest</p> <p>Complementary Skill</p> <p>Reading</p> <p>3.3.1</p> <p>Read and enjoy A2 fiction/non-fiction print and digital texts of interest</p>	<p>Pre-lesson</p> <p>1. Explain that pupils are going to write about sports they like watching. Pupils do Pre-lesson Task 4: I'm Going To... Relate the task to writing skills e.g. topic vocabulary, spelling, punctuation.</p> <p>Lesson delivery</p> <p>2. Pupils in pairs do p.64, Activity 4, <i>Use It!</i>. Pupils compare with partners which piece of information they thought was the most interesting. Find out how many pairs had the same piece of information.</p> <p>3. Write on board sentence starters e.g. 'I really like watching...', 'I prefer watching...', 'I sometimes/usually like watching...'. Pupils write two or three sentences about sports they like watching. They exchange with a partner and compare sentences. Ask pairs: <i>Are any sports the same?</i> Choose pupils to read their sentences aloud. Find out the sport most pupils like watching. Ask: <i>Which sport do you not like watching and why?</i></p> <p>4. Pupils look at Rules p.65, Activity 1. Write on board: 'was', 'wasn't', 'were', 'weren't'. Pupils look at years on the Olympics Timeline again and write down past verbs in them. (1896-were, 1900-weren't, were, 1912-was, 1916-weren't, 1920-wasn't, 1924-were, 1936-was, 1960-was 1988-wasn't, 2012-was, 2016-were)</p> <p>5. Explain pupils are going to read a story about a race called the Marathon. They do Activity 2. Follow instructions in Teacher's Book p.79 Exercise 2.</p> <p>Note how well pupils wrote factual information about sports of interest.</p> <p>Post-lesson: Creativity and Innovation</p> <p>6. Write on board 'Imagine!' 'In (date)... I was in a ...team. There was... There were...' Pupils in pairs use sentence starters to make up an imaginary sport story.</p>	<p><i>English Plus 1</i></p> <p>Student's Book Activity 4 p.64</p> <p>Teacher's Book p.78</p> <p>Student's Book Activities 1 and 2 p.65</p> <p>Teacher's Book p.79</p>	<p>Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4.</p> <p>Se Strategy 7: Feedback</p> <p>At Step 3: Provide positive feedback about pupils' writing and for less proficient pupils praise their effort and determination as well</p>

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON (Unit 6)

WEEK: 1	LESSON: 111 (Language Arts 19)	MAIN SKILL FOCUS: Language Arts	THEME: World of Stories
	TOPIC: Seaside	CROSS-CURRICULAR ELEMENT: Language / Creativity and Innovation / Entrepreneurship	LANGUAGE/GRAMMAR FOCUS: Logical sequence of steps

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Language Arts 5.3 Express imaginative response to literary texts	Main Skill Language Arts 5.3.1 Respond imaginatively and intelligibly through creating simple role-plays and simple poems Other imaginative responses as appropriate	Pre-lesson 1. Teacher writes “Going to the beach” on the board. 2. Pupils brainstorm their ideas on the topic, and they have to rearrange their ideas to become a plan. [Pre-lesson Task 3 – Sequence the information] Lesson delivery 3. Teacher divides pupils into smaller groups. Each group is given a randomly ordered steps to follow (Circle the items, list the items, draw the items and label the items in the picture). 4. Pupils have to discuss on the arrangement of the steps to come up with the scene at the seaside. (Make sure the end product is a seaside scene with label.) 5. Upon completion, pupils put up their work for others to read and check if they miss any items from the poem. Post-lesson 6. Exit ticket – “What I have learned today.”	<i>Anthology of Poems</i> Page 19 Contemporary Children’s Literature Teaching Guidebook (BPK) – Poetry	Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following: Teacher differentiates the outcomes by the numbers of words changed from the original poem. (Strategy 3)
Complementary Skill Speaking 2.2 Use appropriate communication strategies	Complementary Skill Speaking 2.2.2 Agree a set of basic steps needed to complete short classroom tasks			

SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 6)

WEEK:	LESSON: 112 (Consolidation 11)	MAIN SKILL FOCUS: Writing	THEME: World of Knowledge
	TOPIC: Sport	CROSS-CURRICULAR ELEMENT: Language and Patriotism	LANGUAGE/GRAMMAR FOCUS: Past tense of verb 'to be' affirmative and negative: there was / wasn't, there were / weren't; Countable/uncountable nouns and determiners: some, any, a, an

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Writing 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media Complementary Skill Speaking 2.1 Communicate simple information intelligibly	Main Skill Writing 4.2.3 Narrate factual events and experiences of interest Complementary Skill Speaking 2.1.2 Find out about and describe experiences up to now	Pre-lesson 1. Show photos of life in Malaysia 100 years ago e.g. clothes, transport, roads, buildings, markets. Write on board: 'There was/wasn't...', 'There were /weren't ...'. Elicit differences between life then and life today. Lesson delivery 2. Pre-teach 'marathon'. Explain pupils are going to read a story about the first marathon. They do p.65, Activity 4. Follow instructions in Teacher's Book p.79 Exercise 4. Pupils check where they put the apostrophe in wasn't and weren't. Explain the apostrophe shows where a letter is missing. Ask: <i>Which letter is missing?</i> (o) 3. Pupils in pairs or in groups of three do Activity 5, <i>Use It!</i> Pupils tell each other their sentences and decide which are the same and which are different. Choose pupils to read a sentence aloud. CCE – Patriotism – Ask pupils why it is important to know about life in your country in the past. Find out if they think life today is better than life 100 years ago and why. 4. Pupils do Activity 6. Do the first sentence as a model. Follow instructions in Teacher's Book p.79 Exercise 6. 5. Pupils do Activity 8. Read the example aloud. Check answers. Pupils in pairs say sentences and write numbers that are the same for both pupils. Note how well pupils can write about experiences in the past. Post-lesson 6. Choose a post-lesson task from Section 3 to review and consolidate use of was, wasn't, were, weren't.	<i>English Plus 1</i> Student's Book Activities 4, 5, 6, 8 p.65 Teacher's Book p.79 Step 1: Show photos of a town, city, village in Malaysia 100 years ago – from books or on Google images	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 3: Outcomes At Step 2: Expect more proficient pupils to write 8 sentences about the Malaysia 100 years ago. Less proficient pupils should try to write 4 or more sentences.

SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 6)

WEEK: 	LESSON: 113 (Listening 20)	MAIN SKILL FOCUS: Listening	THEME: World of Knowledge
	TOPIC: Sport	CROSS-CURRICULAR ELEMENT: Language and Patriotism	LANGUAGE/GRAMMAR FOCUS: Simple past tense: regular and irregular verbs

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Listening 1.2 Understand meaning in a variety of familiar contexts Complementary Skill Reading 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies	Main Skill Listening 1.2.3 Understand with support longer simple narratives on a range of familiar topics Complementary Skill Reading 3.2.4 Use with support familiar print and digital resources to check meaning	Pre-lesson 1. Write on board: 'difficult and dangerous sports'. Pupils do Think! question at top of p.66. Follow instructions in Teacher's Book p.80. Lesson delivery 2. Pupils do Activity 1, CD2.15. Follow the instructions in Teacher's Book p.80 Exercise 1. Ask: <i>Which verb and past verb in 1–10 is very different from the blue verb in the text and questions?</i> (go – went) 3. Pre-teach 'twist' and 'trick'. Pupils do Activity 2 CD2.16. Follow instructions in Teacher's Book p.80 Exercise 2. 4. Draw two columns on board. Write Alana as heading on left, Tom on right. Pupils do Activity 3, CD2.16. Follow instructions in Teacher's Book p.80 Exercise 3. Before checking answers, choose pupils to write a, b or c in Alana or Tom column on board. Check with class. Do they agree? 5. Pupils in pairs look at the photos. Ask: <i>Do you think skateboarding is difficult, dangerous or difficult and dangerous?</i> Find out with a show of hands who thinks it's difficult, dangerous, difficult and dangerous. Also ask: <i>What is difficult and dangerous about skateboarding?</i> (difficult e.g. high jumps, landing, tricks, balance; dangerous e.g. can break bones, can crash into walls). CCE – Patriotism – Tell pupils about the Paralympics and ask why they think it's important that everyone can try to do sport for their country. Note how well pupils can understand the information in the interviews after listening to CD once, twice, three times. Post-lesson 6. Choose a post-lesson task from Section 3 to review and consolidate forms of past tense verbs.	<i>English Plus 1</i> Student's Book Activities 1–3 p.66 Teacher's Book p.80	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 6: Types of question At Step 2: Help less proficient pupils to understand the general meaning of the task by asking closed, binary questions e.g. Is it Alana's and Tom's parents or sports fans who are talking? Do you think they're at school or at the X-Games?

SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 6)

WEEK:	LESSON: 114 (Speaking 20)	MAIN SKILL FOCUS: Speaking	THEME: World of Knowledge
	TOPIC: Sport	CROSS-CURRICULAR ELEMENT: Language and Values	LANGUAGE/GRAMMAR FOCUS: Simple past tense: regular and irregular verbs

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Speaking 2.1 Communicate simple information intelligibly Complementary Skill Listening 1.2 Understand meaning in a variety of familiar contexts	Main Skill Speaking 2.1.2 Find out about and describe experiences up to now Complementary Skill Listening 1.2.5 Understand a sequence of supported questions	Pre-lesson 1. Choose a pre-lesson task to revisit content of X Games Superstars text. Lesson delivery 2 Pupils do p.66, Activity 4 <i>Use It!</i> Explain they're going to think about their experiences of sport. Follow instructions in Teacher's Book p.80 Exercise 4. Ask: <i>How do you spell winning / competing?</i> Remind pupils of spelling rules for -ing (See p.45 Student's Book). 3. Pupils work with a different partner from Step 2. They report what first partner said e.g. (name of pupil) <i>wants to learn... He/She wants to travel to... He/She wants to/doesn't want to become a star because... He/She can/can't do any dangerous...</i> Choose pupils to report on partner's answers to questions. CCE – Values – Ask pupils examples of dangerous things some people do at work (e.g. fire fighters, police, acrobats). Find out if they think that doing something dangerous is always exciting. 4. Pupils do Optional Activity: Listening p.80 in Teacher's Book. Explain each sentence has a mistake. After dictating each sentence, stop and ask: <i>What's the mistake?</i> Don't tell pupils if they are correct at this point. 5. Read aloud appropriate parts of audio script p.151 Exercises 2 and 3 in Teacher's Book. Pupils listen to sentences and identify mistakes. (1 five – six; 2 gold – silver; 3 one year ago – two years ago; 4 easy – difficult) Note how well pupils describe their experiences and their partner's experiences of sport. Post-lesson 6. Do Post-lesson Task 10: What about You? to reflect on learning of new vocabulary and past forms of verbs.	<i>English Plus 1</i> Student's Book Activity 4 p.66 Teacher's Book p.80	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 2: Type and amount of support At Step 3: Write the sentence starters on the board or on a worksheet for pupils who are hesitant about describing their partner's experiences. More proficient pupils can describe a partner's preferences in Activity 4 Number 3.

SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 6)

WEEK:	LESSON: 115 (Reading 20)	MAIN SKILL FOCUS: Reading	THEME: World of Knowledge
	TOPIC: Sport	CROSS-CURRICULAR ELEMENT: Language and Patriotism	LANGUAGE/GRAMMAR FOCUS: Simple past tense: regular and irregular verbs

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Reading 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies	Main Skill Reading 3.2.3 Guess the meaning of unfamiliar words from clues provided by title, topic and other known words	Pre-lesson 1. Pupils close their books and do Warm-up in Teacher's Book p.81. Lesson delivery 2. Pupils do p.67, Activity 1. Follow instructions in Teacher's Book p.81 Exercise 1. Write on board verbs from previous lesson – 'learn', 'go', 'start', 'do'. Ask: <i>Which two verbs are regular? What is the past form of the verbs? What is the past form of go and do?</i> 3. Write on board 'Young Talent Superstars'. Give the handout with 11 irregular verbs to each pupil. Pre-teach: <i>dive, professional, contract</i> . Pupils do Activity 2. Follow instructions in Teacher's Book p.81 Exercise 2. 4. Pupils in pairs write Abdul on one piece of paper, Martin on another piece. Explain you are going to read out some questions about the two superstars. If the answer is Abdul, one pupil holds up Abdul, if Martin, partner holds up Martin. Ask some questions, e.g. <i>Who is the long jumper? Who is from Norway?</i> See which pairs get most answers correct. CCE – Patriotism – Ask pupils if they think it's better to do an individual sport or a team sport and why. Find out if they would like to represent Malaysia in an individual or a team sports completion. 5. Pupils do Activity 3, CD2.17. Follow the instructions in Teacher's Book p.81 Exercise 3. Ask: <i>Can you think of another past verb with /t/ sound at end?</i> (talked, liked). Repeat with /d/ (scored, tried) and /id/ (competed, wanted) Note pupils who can guess meaning of words provided by topic and other known words e.g. practise, goal, score, train. Post-lesson 6. Pupils in pairs decide if they would like to interview Fu or Martin and say why. They think of two questions to ask. Choose pairs to say their questions.	<i>English Plus 1</i> Student's Book Activities 1–3 p.67 Teacher's Book p.81 At Step 3: Handout with alphabetical list of 13 irregular past verbs for Activity 2 and in next lesson: be: was, were; become: became; come: came; do: did; drink: drank; eat: ate; give: gave; go: went; have: had; run: ran; see: saw; spend: spent; swim: swam	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 5: Learning preferences and needs At Step 3: Encourage pupils to ask politely the meaning of words they don't know by writing on board: 'Excuse me, what does...mean?'

SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 6)

WEEK:	LESSON: 116 (Writing 20)	MAIN SKILL FOCUS: Writing	THEME: World of Knowledge
	TOPIC: Sport	CROSS-CURRICULAR ELEMENT: Language	LANGUAGE/GRAMMAR FOCUS: Past time expressions: last (day/month/year), in (month/year), on (day), ago

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Writing 4.3 Communicate with appropriate language form and style for a range of purposes in print and digital media Complementary Skill Speaking 2.1 Communicate simple information intelligibly	Main Skill Writing 4.3.2 Spell a range of high-frequency words accurately in independent writing Complementary Skill Speaking 2.1.1 Give detailed information about themselves	Pre-lesson 1. See Pre-lesson Task 7: Beat the Teacher. Choose 'compete' to review verbs. Lesson delivery 2. Do a quick oral review of names of days and months. Elicit: week, minute. Remind pupils how to say years. Pupils do p.67, Activity 4. Follow instructions in Teacher's Book p.81 Exercise 4. Ask: <i>Are any of the blue words the same in Malay?</i> 3. Write on board: ' <u>Last</u> weekend I...', ' <u>In</u> (past month) I...', ' <u>On</u> (day before) I...' 'When I was (age) I...'. Complete the sentence starters with examples from your life. Ask: <i>Am I talking about the past or now?</i> Pupils then give examples about themselves. In pairs, they take turns to complete each sentence orally then choose three sentences to write. Check work. 4. Pupils do Activity 5, <i>Use It!</i> . Follow the instructions in Teacher's Book p.81 Exercise 5. 5. Pupils do <i>Finished?</i> . They use different sentence starters to write the true and false statements from those they used in Step 3. Pupils in pairs take turns to say a statement and partner says if it's true or false. 6. Pupils in small groups think of three questions they would like to ask their favourite sports star in an interview and write them down. Choose a pupil from a group to be in the 'hot seat' at front of class. Explain they role-play the sports star they chose. He/She gives you their three questions. Choose three pupils to ask a question and pupil in hot seat answers them. Repeat with other groups. Note pupils who make mistakes when spelling past verb forms in gap-fills and in sentences. Post-lesson 7. Choose a post-lesson task from Section 3 to review pronunciation of past tense verbs.	<i>English Plus 1</i> Student's Book Activities 4 and 5 p.67 Teacher's Book p.81 At Step 4: Handout of past irregular verb forms to each pupil from previous lesson	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 1: Task At Step 5: More proficient pupils can write 4 or 5 true/false sentences, less proficient pupils can write 2 or 3. It would be better to pair pupils who are not close friends and therefore less likely to know if the statements are true or not.

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON (Unit 6)

WEEK: 1	LESSON: 117 (Language Arts 20)	MAIN SKILL FOCUS: Language Arts	THEME: World of Stories
	TOPIC: The Dark	CROSS-CURRICULAR ELEMENT: Language / Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: coordinating conjunctions – and

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Language Arts 5.2 Express personal responses to literary texts Complementary Skill Writing 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media	Main Skill Language Arts 5.2.1 Explain in simple language why they like or dislike an event, description or character in a text Complementary Skill Writing 4.2.5 Connect sentences into one or two coherent paragraphs using basic coordinating conjunctions and reference pronouns	Pre-lesson 1. Teacher displays a few pictures that contain bright and dark scene (e.g. a dark and a bright bedroom). 2. Teacher gathers pupils' opinions about the scenes. Lesson delivery 3. Ask pupils to tick the lines that are the same. 4. Teacher conducts a reading session, where pupils only read the lines that are the same. 5. Teacher asks the pupils to look at the picture and tries to figure out the differences between the light and the dark, whether they like it or not. 6. Pupils pair up and they have to come up with two reasons of their choice. 7. Ask the pupils to combine their sentences using coordinating conjunctions – 'and'. 8. Pupils find other pairs to produce more sentences. (e.g. I like the dark because ... and ...) Post-lesson 9. Ask pupils to tell about things in their bedroom by using coordinating conjunction – and (e.g I've got a teddy bear and a ball).	<i>Anthology of Poems</i> Page 22 – 23 Contemporary Children's Literature Teaching Guidebook (BPK) – Poetry	Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following: Teacher allows pupils to have as many sentences as possible. (Strategy 3)

SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 6)

WEEK: 1	LESSON: 118 (Consolidation 12)	MAIN SKILL FOCUS: Listening	THEME: World of Knowledge
	TOPIC: Sport	CROSS-CURRICULAR ELEMENT: Language and ICT	LANGUAGE/GRAMMAR FOCUS: Present simple and past tense verbs: do / did, is / was. Nouns: strategy, simulation, rally; Adjectives: fun, exciting, boring, complicated, terrible

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Listening 1.2 Understand meaning in a variety of familiar contexts Complementary Skill Speaking 2.2 Communicate simple information intelligibly	Main Skill Listening 1.2.4 Understand a sequence of supported classroom instructions Complementary Skill Speaking 2.2.1 Keep interaction going in short exchanges by asking suitable questions	Pre-lesson 1. Write <i>video games</i> on board. Pupils close books and do Warm-up on p.111 in Teacher's Book. Lesson delivery 2. Pre-teach: 'strategy', 'simulation'. Say the words and pupils repeat after you. Pupils look at names of games and their covers on p.97. Elicit ideas about what the games are about. Pupils in pairs do Activity 1. 3. Give each pupil a handout with the table. Pupils do Activity 2, CD3.15. Follow instructions in Teacher's Book p.111 Exercise 2. When checking, ask questions using do, did, is, was e.g. <i>Which game did Elsa play? What type of game is that?</i> Write on board: <i>boring, complicated, terrible</i> . Elicit opposite adjectives (exciting, easy, great/excellent). Ask: <i>What do you think is boring / complicated / terrible?</i> 4. Pre-teach: 'designer', 'graphics', 'characters'. Pupils do Activity 3, CD3.15. Follow instructions in Teacher's Book p.111 Exercise 3. Ask: <i>Which game would you like to play My World, World Rally or Hero? Why?</i> 5. Pupils do Activity 4, CD3.16. Follow the instructions in Teacher's Book p.111 Exercise 4. Ask: <i>Who gave the best score for a game, Elsa, Finn, Chen or Steph?</i> CCE – ICT – Ask pupils why they think video games are popular (prompt with words such as interactive, exciting sounds and action, amazing cyber world, 3-D images). Note pupils who don't understand activity instructions when you read them aloud. Post-lesson 6. Pupils in pairs or small groups say a video game they like, what they do in the game and give it a score out of 10.	<i>English Plus 1</i> Student's Book Activities 1–4 p.97 Teacher's Book p.111 At Step 3: A handout for each pupil with the table in Activity 2 enlarged so pupils can write the words more easily in the correct rows and columns.	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 5: Learning preferences and needs For pupils who find long instructions hard to follow, break them into shorter commands and simplify vocabulary e.g. Activity 2: Study the key phrases. Listen to people talking about video games. Complete the table.

SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 6)

WEEK: 	LESSON: 119 (Listening 21)	MAIN SKILL FOCUS: Listening	THEME: World of Knowledge
	TOPIC: Sport	CROSS-CURRICULAR ELEMENT: Language	LANGUAGE/GRAMMAR FOCUS: Simple past tense: was, wasn't, were, weren't, went

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Listening 1.3 Use appropriate listening strategies in a variety of contexts Complementary Skill Reading 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies	Main Skill Listening 1.3.1 Guess the meaning of unfamiliar words from clues provided by other known words Complementary Skill Reading 3.2.1 Understand the main idea of simple texts of two paragraphs or more	Pre-lesson 1. Write on board: 'Last weekend'. Pupils answer <i>Think!</i> question p.68. See instructions in Teacher's Book p.82. Lesson delivery 2. Pupils do Activity 1, CD2.18. Ask: <i>Which words tell you Alfie was happy on Saturday?</i> (great, brilliant). <i>Do you think Lois was happy? How do you know?</i> (Yes, she says 'Good thanks.')	<i>English Plus 1</i> Student's Book Activities 1–3 p.68 Teacher's Book p.82	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 4: Time At Step 4: Pause audio after each dialogue to allow slower pupils time to write notes. If necessary, repeat CD track before moving on to next dialogue. Encourage pupils to write one or two words rather than a complete sentence e.g. wasn't great, cinema, Saturday, boring.
		3. Pupils do Activity 2, CD2.18. Follow the instructions in Teacher's Book p.82 Exercise 2. After listening and checking, ask: <i>Which numbers are questions?</i> (1, 3, 4, 5). <i>Which number has 'when' but isn't a question?</i> (6). Explain number 2 is an exclamation. It has an exclamation mark at the end. Ask: <i>When do you think we use an exclamation mark?</i> (when surprised, when very happy e.g. 'Mmm!' in a recipe). 4. Pupils do Optional Activity: Speaking using the same dialogue in Step 3. Follow instructions in Teacher's Book p.82. 5. Write 'Peter', 'Kathy', 'Rachel' on board. Pupils do Activity 3, CD2.19. Follow instructions in Teacher's Book p.82 Exercise 3. Pupils write the three names in notebook. Explain you are going to read 3 statements. They write a number beside the name: 1) This person went to a tennis match. 2.) This person went to a restaurant; 3) This person went to the cinema. Listen again to check. Note progress pupils are making when using clues to guess meaning of unfamiliar words; Post-lesson 6. Choose a post-lesson task to review topic vocabulary and language.		

SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 6)

WEEK: 	LESSON: 120 (Speaking 21)	MAIN SKILL FOCUS: Speaking	THEME: World of Knowledge
	TOPIC: Sport	CROSS-CURRICULAR ELEMENT: Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: Simple past tense: was, were, went

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Speaking 2.3 Communicate appropriately to a small or large group Complementary Skill Writing 4.3 Communicate with appropriate language form and style for a range of purposes in print and digital media	Main Skill Speaking 2.3.1 Narrate short basic stories and events Complementary Skill Writing 4.3.1 Use capital letters, full stops, commas in lists and question marks in independent writing at discourse level	Pre-lesson 1. Write on board: 'How are you?' 'How old are you?' 'How many brothers/sisters have you got?' 'How was your last birthday party?' Point to a question. Pupils give you two or three responses to each question. How quickly and accurately did they respond? Lesson delivery 2. Pupils look at photo of Lois and Alfie on p.68. Elicit language pupils remember about their dialogue at top of page. Prompt with key words they said e.g. weekend, football match, brilliant, goals, brother, text me. 3. Pupils in pairs do Activity 4. Follow the instructions in Teacher's Book p.82 Exercise 4. 4. Pupils with a different partner do Activity 5, <i>Use It!</i> . Explain the two pictures are called posters and read words on them aloud. Say they are going to be creative. They imagine they went to the rock concert or the American diner last weekend. Follow instructions p.82 Exercise 5 in Teacher's Book. Choose pupils to say their dialogues. Ask the class: <i>Was the rock band amazing or terrible?</i> Repeat question for the American Diner. 5. Pupils do Optional activity: Speaking. See Teacher's Book p.82, end column. CCE – Creativity and Innovation - Ask pupils if it's important to imagine past events and why. Also ask if they think it's important to imagine things in the future. Note how well pupils can imagine and describe an event in the past. Post-lesson 6. Pupils look at the posters of the concert and restaurant again and draw a simple poster to advertise the event they imagined at Step 5.	<i>English Plus 1</i> Student's Book Activities 4 and 5 p.68 Teacher's Book p.82	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 7: Feedback Provide positive feedback to pupils after they narrated imagined event in the past. Take the opportunity to take notes on mistakes with past verbs and at end of lesson draw all pupils' attention to these.

SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 6)

WEEK:	LESSON: 121 (Reading 21)	MAIN SKILL FOCUS: Reading	THEME: World of Knowledge
	TOPIC: Sport	CROSS-CURRICULAR ELEMENT: Language and Values	LANGUAGE/GRAMMAR FOCUS: Simple past tense regular and irregular verbs: called, completed, continued, broke, won

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Reading 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies Complementary Skill Reading 3.3 Read independently for information and enjoyment	Main Skill Reading 3.2.2 Understand specific information and details of two paragraphs or more Complementary Skill Reading 3.3.1 Read and enjoy A2 fiction/non-fiction print and digital texts of interest	Pre-lesson 1. Pupils answer <i>Think!</i> question at top of p.69. See p.83 in Teacher's Book. Lesson delivery 2. Tell pupils they are going to read a profile. It's a short description of someone. Pre-teach: 'was born', 'sprint race', 'to break a world record', 'successful' Before pupils read, ask: <i>What words are you looking for in the text to answer the questions?</i> (a place and a date). Pupils do p.69, Activity 1. 3. Pupils do Activity 2. Write on board: 'Paragraph 1 Paragraph 2 Paragraph 3.' Follow instructions p.83 Exercise 2 in Teacher's Book. When checking answers choose pupils to write numbers 1–7 below paragraphs 1, 2, 3 on board. CCE – Values – Ask pupils if they think it's important to be successful in life and why. Also ask what they would like to be successful at doing. 4. Pupils do Activity 3. Explain the meaning of 'basic information' and 'problems'. Elicit problems a sports star can have e.g. injuries, unwell. Follow instructions p.83 Exercise 3 in Teacher's Book. 5. Pupils close books. In pairs they take turns to say a sentence about Bolt's life. Can they say two sentences each? Choose pupils to say a sentence to the class. Pupils open books and say one more sentence each from a different paragraph. Ask: <i>Are the sentences in this text long or short?</i> (long) Note pupils who are motivated to read the text and pupils who find it hard reading long sentences. Post-lesson 6. Write on board: 'now', 'when', 'after', 'at', 'on', 'first'. Put pupils in two teams. Read aloud sentences in Optional activity: Writing p.83. Pupils look at words on board, put up hand and say missing word. Give a point if correct. Which team has most points?	<i>English Plus 1</i> Student's Book Activities 1–3 p.69 Teacher's Book p.83	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 4: Time At Step 2: Less proficient pupils will need more time to read the text. If necessary, put them in a group and read text quietly to them. See also Strategy 6: Questions At Step 2: Give more proficient pupils an open question as well as the closed one e.g. Why do you think he is the one of the most successful athletes?

SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 6)

WEEK: 1	LESSON: 122 (Writing 21)	MAIN SKILL FOCUS: Writing	THEME: World of Knowledge
	TOPIC: Sport	CROSS-CURRICULAR ELEMENT: Language	LANGUAGE/GRAMMAR FOCUS: Simple past tense regular and irregular verbs, e.g. was, won; Phrases: At the age of..., when he was...

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Writing</p> <p>4.3</p> <p>Communicate with appropriate language form and style for a range of purposes in print and digital media</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media</p>	<p>Main Skill</p> <p>Writing</p> <p>4.3.3</p> <p>Produce a plan or draft of one or two paragraphs for a familiar topic and modify this appropriately in response to feedback</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.2.5</p> <p>Connect sentences into one or two coherent paragraphs using basic coordinating conjunctions and reference pronouns</p>	<p>Pre-lesson</p> <p>1. Draw a mind-map on board. Pupils brainstorm words about Usain Bolt. Write words and phrases they say around mind-map. Ask: <i>Which information is about life when he was young? Which is about his life now?</i></p> <p>Lesson delivery</p> <p>2. Pupils read Key Phrases for p.69, Activity 2 again. Put cards with numbers face down on a table at front of class. Choose a pupil to turn over a card, say the number and pupils read the key phrase with that number. Repeat until all numbers used.</p> <p>3. Pupils do Activity 4, <i>Use It!</i>. To help with content give half the class handout A and half the class handout B. They use your notes and the seven key phrases to write three short paragraphs about the sports star. Tell pupils they can use any other information they know about the sports star. Remind pupils to use some past tenses and past time expressions. They can also look at p.67 to see time expressions.</p> <p>4. Pupils exchange profile with a partner and read it. They draw a smiley face for: date and place where born; facts about sport competitions; sport star's life now; some past tenses; some past time expressions.</p> <p>5. Find out from pupils what they think they did well and what they would like to improve.</p> <p>Note progress made in using a plan to help pupils write text in paragraphs.</p> <p>Post-lesson</p> <p>6. Do Post-lesson Task 4: Correct the Mistake from Section 3 to focus on spelling of past tense verbs and past time expressions.</p>	<p><i>English Plus 1</i></p> <p>Student's Book Activity 4 p.69</p> <p>Teacher's Book p.83</p> <p>At Step 2: cards with a number from 1–7 on them</p> <p>At Step 3: Two handouts (A and B) with different notes about two popular sports stars (teacher to choose) – when and where born, sport competitions took part in, successes</p>	<p>Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4.</p> <p>See Strategy 1: Task</p> <p>At Step 3: Less proficient pupils might need help to organise paragraphs. Tell them to write 1, 2, 3 beside each and encourage them to write short one clause sentences.</p> <p>Expect more proficient pupils to write longer sentences with conjunctions.</p>

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON (Unit 6)

WEEK: 1	LESSON: 123 (Language Arts 21)	MAIN SKILL FOCUS: Language Arts	THEME: World of Stories
	TOPIC: The Dark	CROSS-CURRICULAR ELEMENT: Language / Creativity and Innovation / Entrepreneurship	LANGUAGE/GRAMMAR FOCUS: Vocabulary (similar and suitable word replacement)

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Language Arts 5.3 Express an imaginative response to literary texts	Main Skill Language Arts 5.3.1 Respond imaginatively and intelligibly through creating simple role-plays and simple poems Other imaginative responses as appropriate	Pre-lesson 1. Ask pupils to close their eyes and imagine that they are in the dark room. 2. Each pupil has to figure out ways to see in the dark. (e.g. switch on the light, use the handphone, etc.) Lesson delivery 3. Teacher invites pupils to reproduce a stanza based on the poem. 4. Teacher brainstorms the possible things to change with pupils (e.g. my head to my hands). 5. Teacher asks pupils to be in pairs and each pair has to choose a stanza to be adapted. 6. In pair, pupils write the adapted stanza on the piece of a paper by using a pen and somewhere on the paper, the pair writes the initials (e.g. Suheil and Hafizuddin, as S&H). 7. Pupils blacken the paper using pencils. 8. Pupils exchange their blackened stanza with other pairs and the other pairs need to erase in order to read and narrate the adapted stanza. 9. Then, they need to find the hidden initial of the original pair and let the rest of the class to guess the writers of the stanza. Post-lesson 10. Pairs exchange their adapted stanza to be checked in terms of spelling and punctuations. [Post-lesson Task 4 - Correct the mistake] 11. Then, pupils return the stanza back to be corrected by the original writers.	<i>Anthology of Poems</i> Page 22 – 23 Contemporary Children's Literature Teaching Guidebook (BPK) – Poetry	Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following: Teacher differentiates the outcomes by the numbers of words changed from the original poem. (Strategy 3)
Complementary Skill Speaking 2.3 Communicate appropriately to a small or large group	Complementary Skill Speaking 2.3.1 Narrate short basic stories and events			

SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 6)

WEEK: 	LESSON: 124 (Language Awareness) 6	MAIN SKILL FOCUS: Speaking	THEME: World of Knowledge
	TOPIC: Sport	CROSS-CURRICULAR ELEMENT: Language and Creativity	LANGUAGE/GRAMMAR FOCUS: Review of language learned in Unit 6

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Language Awareness lessons should be presented and practised using a Main Skill and a Complementary Skill (Listening, Speaking, Reading or Writing). Teachers can use Year 5 Content and Learning Standards in DSKP curriculum document.	Language Awareness lessons should be presented and practised using a Main Skill and a Complementary Skill (Listening, Speaking, Reading or Writing). Teachers can use Year 5 Content and Learning Standards in DSKP curriculum document.	<p>Pre-lesson</p> <p>1. Review language from Unit 6 with an activity from list of pre-lesson tasks.</p> <p>Lesson delivery</p> <p>2. Pupils do Activities 2, 3 and 6. Follow instructions in Teacher's Book p.84 Exercises 2, 3 and 6. Pupils work with different partner to read dialogues in 3 and 6.</p> <p>3. Explain pupils are going to be creative. In small groups they do Activity 2, Sport Art. Follow instructions in Teacher's Book p.85 Exercise 2.</p> <p>Note:</p> <ul style="list-style-type: none"> Plan further activities for this unit to develop language skills according to your pupils' needs. You can use information about your pupils' performance which you collected using formative assessment strategies while teaching this unit. The information could include your observation of pupils interacting in classroom activities and their performance in written activities. Plan activities which focus on language practice in a meaningful, fun and communicative way. <p>Post-lesson</p> <p>4. *Pupils think about their learning and performance in this unit. They complete self-assessment worksheet.</p> <p>5. Collect worksheets from pupils and review them to note pupils' responses. If there are any areas of concern, prepare a review of these in future lessons.</p>	<p><i>English Plus 1</i></p> <p>Student's Book Activities 2, 3, 6 p.70 Activity 2 p.71</p> <p>Teacher's Book p.84 and p.85</p> <p>At Step 3: Paper for drawings</p>	<p>Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4.</p> <p>*Some pupils will need support understanding and completing the self-assessment worksheet.</p>

How did I do in Unit 6?

Put ✓ next to Great, OK, or A little.

In English, I know how to...



...talk about different sports	Great ____	OK ____	A little ____
...read for specific information	Great ____	OK ____	A little ____
...talk and write about past events	Great ____	OK ____	A little ____
...write a profile about a sports star	Great ____	OK ____	A little ____

- I'm proud of myself because I can _____ very well.
- In the next unit, I will _____ better/more.

Unit 7

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

WEEK:	LESSON: 125 (Listening 22)	MAIN SKILL FOCUS: Listening	THEME: World of Knowledge
	TOPIC: Growing up	CROSS-CURRICULAR ELEMENT: Language and ICT	LANGUAGE/GRAMMAR FOCUS: Nouns: moustache, beard, height; Adjectives: round, short, average, slim

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Listening 1.1 Recognise and reproduce target language sounds Complementary Skill Speaking 2.1 Communicate simple information intelligibly	Main Skill Listening 1.1.1 Recognise and reproduce target language phonemes intelligibly Complementary Skill Speaking 2.1.1 Give detailed information about themselves	Pre-lesson 1. Draw on board a stick person and write 'Describing people'. Pupils brainstorm words about people's features from previous learning e.g. tall /small, curly/ fair/ straight hair, brown/ blue eyes, wears glasses. Write words around stick figure. Lesson delivery 2. Pupils do p.72, Activity 1. Follow instructions in Teacher's Book p.86 Exercise 1. Ask: <i>Which adjective is similar to short?</i> (small) <i>Which is similar to slim?</i> (thin) CCE – ICT – find out what pupils know about avatars e.g. an image of a person, for online games, can move them around, change them. Ask if they play video games with avatars and what they like about avatars. 3. Pupils do Activity 2, CD2.21. Follow the instructions in Teacher's Book p.86 Exercise 2. Pupils should practise saying their sentences to a partner. Make sure pupils say factual, positive descriptions about themselves. 4. Explain that pupils are going to listen for words with long sounds. Pupils do Activity 3, CD2.22. Follow instructions in Teacher's Book p.87 Exercise 3. Write on board: 'hear', 'loud', 'square', 'white'. Pupils identify sound and say number 1–4. 5. Write on board 'Spot the mistake'. Pupils use sentences they wrote about themselves in Activity 2 but change two adjectives. They write them on paper and put their name on the back. Collect sentences and put in a container. Take one out, say the name of the pupil and read description to class. Pupils put up their hands if they spot the mistake. Choose pupils to say the mistakes then ask the pupil who wrote the sentences if they're right or wrong. Note pupils who try hard to recognise and reproduce specific sounds. Post-lesson 6. Choose a post-lesson task to review new vocabulary to describe people.	<i>English Plus 1</i> Student's Book Activities 1–3 p.72 Teacher's Book p.86–87 At Step 5: paper for each pupil to write their three sentences for teacher to collect and put in a container	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 7: Feedback At Step 4: Give positive feedback about attitude and effort to pupils who do their best to listen carefully to sounds but can't identify odd one out and who find some sounds hard to reproduce

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

WEEK: 1	LESSON: 126 (Speaking 22)	MAIN SKILL FOCUS: Speaking	THEME: World of Knowledge
	TOPIC: Growing up	CROSS-CURRICULAR ELEMENT: Language and Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: Nouns: moustache, beard, height; Adjectives: round, short, average, slim

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Speaking 2.1 Communicate simple information intelligibly Complementary Skill Listening 1.2 Understand meaning in a variety of familiar contexts	Main Skill Speaking 2.1.5 Describe people, places and objects using suitable statements Complementary Skill Listening 1.2.4 Understand a sequence of classroom instructions	Pre-lesson 1. Write on board: <i>hair, light, mouth, fair, ear, round, height, beard</i> . Say words aloud. Pupils find rhyming words. Ask: <i>Which rhyming words have the same spelling sound?</i> (fair / hair, mouth /round, ear / beard) Lesson delivery 2. Tell pupils they are going to describe an avatar. First, they brainstorm vocabulary then draw a stick figure and write adjectives and nouns around it. Pupils do p.72, Activity 4. Follow instructions in Teacher's Book p.87 Exercise 4. 3. Pupils look at Key Phrases on p.73. Read them aloud. Ask: <i>Which phrase tells us the speaker is positive?</i> (I'm sure). <i>Which phrases show the speaker isn't positive?</i> (I'm not sure, Maybe/Perhaps). 4. Display drawings of avatars on wall and write a number on each drawing. Put pupils in two teams A and B. Give instructions. <i>Look at the drawings. Think about how to describe them. One pupil from team A describes an avatar aloud. One pupil from team B identifies it. Say the number on drawing and use a Key Phrase to give the answer. If correct, your team gets a point. If your English is good, your team gets a second point.</i> Repeat so that teams have 5 or 6 turns each. Which team identified most avatars? Which team had the most accurate English? CCE – Creativity and Innovation – Explain that innovation is when people think of a new idea. Find out if pupils think they were innovative when inventing their avatars. Note how well pupils describe details of their avatar and those who needed support. Post-lesson 5. Choose a post-lesson task to review vocabulary for describing people.	<i>English Plus 1</i> Student's Book p.72 and 73 Activity 4 Teacher's Book p.87 At Step 2: Paper for each pupil to draw and label a stick figure	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 1: Task At Step 2 expect fewer sentences to describe an avatar from less proficient pupils. Encourage more proficient pupils to write detailed descriptions. At Step 4: Be ready to repeat the instructions

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

WEEK:	LESSON: 127 (Reading 22)	MAIN SKILL FOCUS: Reading	THEME: World of Knowledge
	TOPIC: Growing up	CROSS-CURRICULAR ELEMENT: Language and Values	LANGUAGE/GRAMMAR FOCUS: Nouns: skin; Adjectives: curly, cute, bald, blonde, spiky

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Reading 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies Complementary Skill Speaking 2.1 Communicate simple information intelligibly	Main Skill Reading 3.2.4 Use with support familiar print and digital resources to check meaning Complementary Skill Speaking 2.1.5 Describe people, places and objects using suitable statements	Pre-lesson 1. Follow instructions for Pre-lesson Task 4: I'm Going To... Relate lesson goals to reading skills e.g. I'm going to guess some words/check the meaning of new words. Lesson delivery 2. Show a few photos of Malaysian celebrities on the board. Write: 'Who is it?'. Pupils read p.73 Key Phrases again. Choose pupils to read them aloud. Pupils in pairs say one phrase each when they guess who is in the photo. Ask who thinks they know the celebrity. Find out how many used each phrase with a show of hands. 3. Pupils in mixed-ability pairs do Activity 7, <i>Use It!</i> . Point out the second speech bubble has two key phrases. Do 1 as example. Explain that 'now' and 'in real life' help to identify the actor in the photos. Follow instructions in Teacher's Book p.87 Exercise 7. 4. Ask: <i>Which words helped you to name the famous people?</i> e.g. 3) glasses in real life, 5) bald now, 8) straight and blonde. Elicit ideas about what would help to answer numbers 1, 2, 4, 6 and 7 e.g.1) Now her hair is long and white, 2) In real life his hair is very short but not spiky, 4) Now he's got short spiky hair, 6) Now it's long, curly and blonde, 7) In real life it's black, long and quite curly. CCE – Values – Ask pupils if they think it's important to be able to describe people and ask why or why not. Elicit situations when they describe someone in their L1. 5. Pupils in pairs look at Activity 5 p.61. They choose one child in the drawings and take turns to describe him or her. Partner guesses using Key Phrases on p.73. Note how well pupils use words and images to check meaning of new vocabulary Post-lesson 6. Pupils do Post-lesson Task 2: Make Connections. Use the small photos of actors and body vocabulary on p.72 and 73 e.g. Madonna and Lady Gaga have long hair.	<i>English Plus 1</i> Student's Book Activity 7 p.73 and p.61 Teacher's Book p.87 At Step 2: A few photos of Malaysian celebrities to show on board for pupils to identify	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 5: Learning preferences and needs At Step 3: Tell some pairs of pupils with hesitant readers to answer questions 2, 3, 5, 6, 8 in the quiz

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

WEEK:	LESSON: 128 (Writing 22)	MAIN SKILL FOCUS: Writing	THEME: World of Stories
	TOPIC: Growing up	CROSS-CURRICULAR ELEMENT: Language and Values	LANGUAGE/GRAMMAR FOCUS: Simple past tense affirmative and negative e.g. had/didn't have

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Writing 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media Complementary Skill Reading 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies	Main Skill Writing 4.2.1 Give detailed information about themselves Complementary Skill Reading 3.2.1 Understand the main idea of simple texts of two paragraphs or more	Pre-lesson 1. Write on board: He had long hair. She had curly hair. Ask: <i>Who had long hair in the films? Who had red curly hair?</i> Pupils look at photos a–h p.72–73 to check. Lesson delivery 2. Pupils do p.75 Activity 5. Follow instructions in Teacher's Book p.89 Exercise 5. 3. Write on board: 'Harry Potter'. Pupils put hands up if they know the name. Explain they're going to read a short story about the actor who was Harry Potter in the films. Follow instructions in Teacher's Book p.89 Exercise 6. Check pupils understand the meaning of 'tutor'. Ask: <i>How many paragraphs did you read? Did you enjoy them?</i> CCE – Values – Ask pupils if they think very young actors have problems because their lives aren't normal. Ask: <i>What is a normal life for children?</i> 4. Explain pupils are going to write sentences that tell a story about them. Pupils do Activity 7. Tell them to write 'I' at the start of each sentence and the past tense of the verb, or 'didn't' and the verb. Do number 1 as an example. When finished, they compare orally with a partner using words in speech bubbles in Activity 8, <i>Use It!</i> . Choose pairs of pupils to say dialogues. 5. Tell pupils they're going to write a story about what they did last weekend. Pupils do <i>Finished?</i> . They can use the verbs in Activity 7 and they can also imagine some things they did. Follow instructions in Teacher's Book p.89, <i>Finished?</i> . Note pupils who wrote the story of their weekend using past simple verbs accurately and those who need help to write the past form of verbs. Post-lesson 6. Pupils in small groups read their story to the others. They find out if anyone did same things and guess which things were imagined. Choose a pupil from each group to say which pupils in their group did something the same and what it was.	<i>English Plus 1</i> Student's Book p.75 Activities 5–8 Teacher's Book p.89	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 6: Types of question At Step 4: Encourage more proficient pupils to write why they went to or didn't go to another country last year and why they played or didn't play video games last weekend At Step 5: Support less proficient pupils to write about their weekend by asking closed questions e.g. Did you play/go to/watch/visit?

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON (Unit 7)

WEEK: 1	LESSON: 129 (Language Arts 22)	MAIN SKILL FOCUS: Language Arts	THEME: World of Stories
	TOPIC: Gulliver's Travels	CROSS-CURRICULAR ELEMENT: Language / Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: have/don't have/reasoning

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Language Arts 5.2 Express personal responses to literary texts Complementary Skill Reading 3.3 Read independently for information and enjoyment	Main Skill Language Arts 5.2.1 Explain in simple language why they like or dislike an event, description or character in a text Complementary Skill Reading 3.3.1 Read and enjoy A2 fiction/non-fiction print and digital texts of interest	Pre-lesson 1. Teacher poses a question "If you have a lot of money, where do you want to travel to?" Every pupil shares his/her favourite destinations. Lesson delivery 2. Teacher goes through with the cover and the blurb with the pupils. Teacher brainstorms pupils' ideas about the book. 3. Put pupils into smaller group and each group does a group reading from page 6 to page 13. 4. Each group has to choose one panel that they think is impossible to happen in real world and why (e.g. Panel 3 page 10 – we don't have a tiny person in the real world). 5. Each group shares their selection and reasons through 1 Stay 3 Stray activity. 6. Teacher repeats Step 3 to Step 5 and this time around, each group has to figure out the reasons why Gulliver has a comb, silver coin and a watch in his pocket (e.g He has _____ because _____). Accept any plausible answers. Post-lesson 7. Each pupil has to choose a single thing that they want to put in their pocket when they travel to a foreign land.	Gulliver's Travels by Jonathan Swift Contemporary Children's Literature Teaching Guidebook (BPK) – Graphic Novel	Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following: Teacher encourages pupils to come up with more than one reason if possible. (Strategy 3)

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

WEEK:	LESSON: 130 (Consolidation 13)	MAIN SKILL FOCUS: Listening	THEME: World of Knowledge
	TOPIC: Growing up	CROSS-CURRICULAR ELEMENT: Language and Environmental Sustainability	LANGUAGE/GRAMMAR FOCUS: Prepositional phrases: at the back/front, in the middle, on the left/right, next to

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Listening 1.2 Understand meaning in a variety of familiar contexts Complementary Skill Listening 1.2 Understand meaning in a variety of familiar contexts	Main Skill Listening 1.2.2 Understand with support specific information and details of longer simple texts on a range of familiar topics Complementary Skill Listening 1.2.5 Understand a sequence of supported classroom questions	Pre-lesson 1. Write on board: 'Talking about a photo'. Do Warm-up in Teacher's Book p.112. Lesson delivery 2. Pupils in pairs do Activity 1. Check answers. Ask: <i>Are the people in the three photos happy? How do you know?</i> (They're smiling. They're with friends/family.) 3. Pupils do Activity 2, CD3.17. Write on board: 'cooking', 'cookery club'. Elicit meanings. Follow instructions in Teacher's Book p.112 Exercise 2. Also ask: <i>Who is on the left of the photo?</i> (Jack) <i>Is he next to Beth?</i> (no) 4. Write on board 'Suzi', 'Jack', 'Mark', 'Beth', 'Amy' (not in order of dialogue). Pupils do Activity 3, CD3.17. Ask further questions e.g. <i>When did they go to the cookery class?</i> (yesterday) <i>Who went to see the doctor?</i> (Mark) <i>How does Suzi describe the chocolate cakes?</i> (amazing, delicious) 5. Pupils do Activity 4, CD3.18. Follow the instructions in Teacher's Book p.112 Exercise 4 6. Pupils brainstorm family names. Write these on board and if not mentioned add: 'son', 'aunt', 'sister', 'uncle', 'grandmother', and 'grandfather'. Pupils in pairs do Activity 5, <i>Use It!</i> Follow instructions in Teacher's Book p.112 Exercise 5. CCE – Environmental Sustainability – Pupils look at photo B. Ask if they know any rules about looking after the countryside. Ask: <i>Why is the countryside important?</i> Note how well pupils understood the dialogue and progress they've made in understanding specific information. Post-lesson 7. Write on board <i>Where is the video game?</i> Pupils in pairs look at photos of video games on p.97 again. They use the Key Phrases and take turns to ask and answer where the games are e.g. <i>Which video is in the middle/on the right...?</i> Choose pupils to describe where the games are. Ask: <i>Does everyone agree?</i>	<i>English Plus 1</i> Student's Book Activities 1–5 p.98 Teacher's Book p.112	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 5: Learning preferences and needs At Steps 3 and 4: Play the CD more than once for pupils who can't remember all the details and pause CD if necessary

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

WEEK: 	LESSON: 131 (Listening 23)	MAIN SKILL FOCUS: Listening	THEME: World of Stories
	TOPIC: Growing up	CROSS-CURRICULAR ELEMENT: Language and Values	LANGUAGE/GRAMMAR FOCUS: Simple past tense interrogatives: When, What, Where, How was / did, Did he ?

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Listening 1.2. Understand meaning in a variety of familiar contexts Complementary Skill Reading 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies	Main Skill Listening 1.2.3 Understand with support longer simple narratives on a range of familiar topics Complementary Skill Reading 3.2.3 Guess the meaning of unfamiliar words from clues provided by title, topic and other known words	Pre-lesson 1. Pupils do <i>Think!</i> question top of p.76. Follow instructions in Teacher's Book p.90. CCE – Values – Ask pupils if they think it's difficult to be different from other people and why. Also ask what makes people different and why we should value everyone. Lesson delivery 2. Write on board: 'The story of the tallest man who ever lived'. Pre-teach: 'gentle giant', 'university', 'qualification', 'circus'. Before listening, read aloud each past tense question slowly. Ask: <i>Is the story about the man now or in the past?</i> Pupils do Activity 1, CD2.25. Follow instructions in Teacher's Book p.90 Exercise 1. 3. Read the question for Activity 2 aloud. Pupils predict the answer. They listen to podcast CD2.26 and when finished, they put hands up if prediction was correct. 4. Pupils do Activity 3, CD2.26. Explain that when pupils hear a number, they write it in digits not words. Give example on board: '2' not 'two'. Follow instructions in Teacher's Book p.90 Exercise 3. Ask: <i>How many numbers are in the answers?</i> (6). <i>What are they?</i> (1918, 2 (twice) 17, 800, 22). <i>What is 1918</i> (a date). <i>What is 2?</i> (number of brother and sisters). <i>What is 17?</i> (age he left school). <i>What is 22?</i> (number of towns he went to in USA). 5. Pin up measurement paper on wall or door. Show pupils a metre ruler. Ask pupils how tall they are. Measure smallest and tallest pupil using strip of paper. Write measurements on board e.g. 1m 45cm and say them. Pupils look at the bar chart on p.76. They read heights that Robert reached at different ages. Ask: <i>How old was he when he was about your height?</i> (under 6 years old!) Note if the questions and answers helped pupils to understand the longer text. Post-lesson Choose a post-lesson task from Section 3 above to review content of text.	<i>English Plus 1</i> Student's Book Activities 1–3 p.76 Teacher's Book p.90 At Step 5: A metre ruler, and pin a strip of paper to wall or door marked with 1m, 1m 10cm, 1m 20cm, 1m 30cm, 1m 40cm, 1 m 50cm	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 5: Learning preferences and needs and Strategy 4: Time At Step 2: to help less proficient pupils, pause the CD after the words went to school, left school, went to university, got a qualification, got a job, got married, had children, travelled, died. Also, allow them more time to write the past tense verbs before moving on.

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

WEEK: 	LESSON: 132 (Speaking 23)	MAIN SKILL FOCUS: Speaking	THEME: World of Stories
	TOPIC: Growing up	CROSS-CURRICULAR ELEMENT: Language and Financial Education	LANGUAGE/GRAMMAR FOCUS: Simple past tense regular and irregular verbs: travelled, went, grew up, left, got, spoke

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Speaking 2.1 Communicate simple information intelligibly Complementary Skill Writing 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media	Main Skill Speaking 2.1.1 Give detailed information about themselves Complementary Skill Writing 4.2.1 Give detailed information about themselves	Pre-lesson 1. Write on board: 'The smallest man who ever lived'. Ask pupils what's wrong with the title. (tallest not smallest) Say numbers from the story and elicit what they are e.g. 2 – he had two sisters. 17 – the age he left school Lesson delivery 2. Pupils do Optional Activity: Listening. Follow instructions in Teacher's Book p.90. Say: <i>Write the two numbers as digits not words.</i> CCE – Financial Education – Pupils look at bar chart on p.76 again. Ask when pupils look at or draw bar charts in school. Explain bar charts are useful for showing money e.g. pocket money pupils get each week, when pupils use money (on buses, in shops, at cinema). Ask: <i>which other diagrams can you use to show money?</i> (e.g. pie chart; line graph; table) 3. Pupils do Activity 4. Choose pupils to read past form of verbs in blue in text. Write on board: 'was born', 'grew up', 'went to school', 'left school', 'got a job', 'got married', 'had children', 'travelled to'. Pupils use these to write a short story. Say they can write a negative sentence e.g. <i>He/She didn't go/travel to...</i> Explain that if pupils don't know any information about a person in their family, they can write sentences using Key Phrases on p.73 e.g. <i>Maybe he/she ... I'm not sure if he/she ... I think he/she played (type of sport) liked (type of music).</i> 4. Choose pupils to tell their story. When they hear a past verb, pupils write it down. Check verbs pupils write and the spelling. 5. Pupils do Activity 5 Use It! Follow instructions in Teacher's Book p.90, Exercise 5. Note pupils who can give detailed information about a family member orally and in writing. Post-lesson 6. Choose a post-lesson task to review orally past verbs related to pupils' lives.	<i>English Plus 1</i> Student's Book Activities 4 and 5 p.76 Activity 4 p.73 Teacher's Book p.90 After Step 2: Example of a bar chart with different amounts of money	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 7: Feedback At Step 3: Provide positive feedback about pupils' sentences and use of past verbs in affirmative and negative forms. Ask how pupils can improve their writing in sentences with mistakes.

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

WEEK:	LESSON: 133 (Reading 23)	MAIN SKILL FOCUS: Reading	THEME: World of Knowledge
	TOPIC: Growing up	CROSS-CURRICULAR ELEMENT: Language and Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: Simple past tense interrogative word order: What / When did he...? Did he...?

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Reading</p> <p>3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.3</p> <p>Communicate with appropriate language form and style for a range of purposes in print and digital media</p>	<p>Main Skill</p> <p>Reading 3.2.3</p> <p>Guess the meaning of unfamiliar words from clues provided by title, topic and other known words</p> <p>Complementary Skill</p> <p>Writing</p> <p>4.3.2</p> <p>Spell a range of high-frequency words accurately in independent writing</p>	<p>Pre-lesson</p> <p>1. Write on board: 'The Gentle Giant'. Ask: <i>Who was this?</i> (The tallest man in the world) Pupils do Warm-up p.91 in Teacher's Book.</p> <p>Lesson delivery</p> <p>2. Pupils do p.77, Activity 1. Read the five table headings aloud. Do first question as an example. Follow instructions in Teacher's Book. p.91. Exercise 1. Ask: <i>How does the table help you to write correct sentences?</i> (e.g. can see word order, can use it to write more questions about the past) This develops analysing skills – HOTS.</p> <p>3. Pupils do Activity 2. Tell them to look at the table to help them. Choose pupils to read questions and say extra words (1 do, 2 what, 3 does, 4 travels, 5 finished).</p> <p>4. Pupils look at the two photographs on p.77. Ask: <i>Where did you see the Avatar with blue skin?</i> (p.72). Elicit ideas about who the man is and the link between him and the Avatar film e.g. He's an actor. He acted in the avatar film. (False but accept all ideas and don't correct at this step.)</p> <p>CCE – Creativity and Innovation – Explain that when pupils make links between words, they develop creative thinking. Ask when pupils make links in school subjects e.g. shapes in maths, places in geography, materials in science, paintings in art.</p> <p>5. Write on board: 'film director', 'truck driver', 'Oscar'. Pupils do Activity 3. Follow instructions in Teacher's Book p.91, Exercise 3. Pupils look at photos again. Ask: <i>What do you think a film director does? And a truck driver? Who can tell us what an Oscar is?</i> Also ask: <i>Why was the Avatar film important?</i></p> <p>Note pupils who guessed the meaning of words from words they already knew and from clues in the photos and title.</p> <p>Post-lesson</p> <p>6. Choose a post-lesson task to review content of reading text.</p>	<p><i>English Plus 1</i></p> <p>Student's Book p.76 (part of Activity 1)</p> <p>Activities 1–3 p.77</p> <p>Teacher's Book p.91</p>	<p>Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4.</p> <p>See Strategy 2: Type and amount of support</p> <p>At Step 5 some pupils may need more support than the question starters in order to write the questions about the reading text. Provide them with jumbled words to reorder (as in Activity 2).</p>

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

WEEK:	LESSON: 134 (Writing 23)	MAIN SKILL FOCUS: Writing	THEME: World of Knowledge
	TOPIC: Growing up	CROSS-CURRICULAR ELEMENT: Language and Values	LANGUAGE/GRAMMAR FOCUS: Simple past tense interrogative word order: What / Who did you...? Did you...?

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Writing 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media Complementary Skill Speaking 2.3 Communicate appropriately to a small or large group	Main Skill Writing 4.2.1 Give detailed information about themselves Complementary Skill Speaking 2.3.1 Narrate short basic stories and events	Pre-lesson 1. Elicit short sentences with past tense verbs about film director in previous lesson. Provide prompts e.g. <i>Went to ... in Canada. Became truck..., Made Avatar...</i> Lesson delivery 2. Write on board, 'famous city', 'famous actor', 'famous sports star'. Pupils give examples of each. Write some examples on board below three categories. Pupils do p.77, Activity 4. Follow instructions in Teacher's Book p.91, Exercise 4. 3. After pupils ask and answer questions about their paragraph, ask: <i>Did any pairs have the same city, actor and sports star?</i> Pupils memorise their paragraph. Choose pupils to say it aloud to class. Can they remember all the words? 4. Activity 5, <i>Use It!</i> : Pupils look at Q3. Provide a question starter on board: 'When did you last go...?' Pupils write all the questions in Activity 5 then with a partner take turns to ask and answer. Choose pairs to ask and answer questions aloud. Ask class after each: <i>Does anyone have the same information?</i> CCE – ICT – Ask if pupils saw Avatar or Avatar 2 or if they would like to see them. Find out if they think watching computer-generated characters and images are better than watching cartoons or real-life actors and ask why or why not. 5. Pupils in small groups do <i>Finished?</i> They look at questions in Activity 5 again. Ask: <i>Which two sentences are the longest?</i> Tell them to count the number of words. (Sentences 3 and 8 – eight words) Challenge pupils: <i>Can you make another sentence with 8 words or a sentence with more than 8 words?</i> Choose a pupil from each group to say their sentence. Which group has the longest? Note pupils who need support to write information about themselves in the past. Post-lesson 6. Pupils write their imaginary paragraphs with a drawing for display on wall.	<i>English Plus 1</i> Student's Book Activities 4, 5 and <i>Finished?</i> p.77 Teacher's Book p.91	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 5: Learning preferences and needs At Steps 2 and 4: Less proficient pupils will need help to write the questions. Copy a completed table in Activity 1 or make a new one for these pupils to use as support.

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON (Unit 7)

WEEK: 1	LESSON: 135 (Language Arts 23)	MAIN SKILL FOCUS: Language Arts	THEME: World of Stories
	TOPIC: Gulliver's Travels	CROSS-CURRICULAR ELEMENT: Language / Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: True and False statements

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Language Arts 5.3 Express an imaginative response to literary texts	Main Skill Language Arts 5.3.1 Respond imaginatively and intelligibly through creating simple role-plays and simple poems Other imaginative responses as appropriate	Pre-lesson 1. Teacher reads a sentence and pupils have to sit down if the sentence is false and stand up if the sentence is correct (e.g. Gulliver was a giant in Liliput – True). [Pre-Lesson Task 5 – Sit down Stand up] Lesson delivery 2. Pupils are put in pairs and given a set of statements. 3. Pupils will guess whether the statements are true or false by writing T or F at the end of each statement. 4. Teacher informs pairs to read Chapter 3 of the book and they need to verify their guesses. 5. Upon completion, teacher informs pupils that they need to choose any statements to be acted out in front. 6. Pairs act out their chosen statement and others will guess whether it is true or false (make sure most of the pairs have the opportunities to act out). Post-lesson 7. Pupils rewrite the false statements to become true statements.	Gulliver's Travels by Jonathan Swift Contemporary Children's Literature Teaching Guidebook (BPK) – Graphic Novel	Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following: Teacher gives opportunity for each pair to choose either to act out or read the statements. (Strategy 5)
Complementary Skill Reading 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies	Complementary Skill Reading 3.2.2 Understand specific information and details of two paragraphs or more			

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

WEEK:	LESSON: 136 (Consolidation 14)	MAIN SKILL FOCUS: Reading	THEME: World of Knowledge
	TOPIC: Growing up	CROSS-CURRICULAR ELEMENT: Language and Values	LANGUAGE/GRAMMAR FOCUS: Adjectives: curly, spiky; Simple past tense irregular verbs: went, saw, left, had, got

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Reading 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies Complementary Skill Writing 4.3 Communicate with appropriate language form and style for a range of purposes in print and digital media	Main Skill Reading 3.2.4 Use with support familiar print and digital resources to check meaning Complementary Skill Writing 4.3.2 Spell a range of high-frequency words accurately in independent writing	Pre-lesson 1. Pupils do Pre-lesson Task 6: Finger Writing. Choose familiar past verbs to spell. Start with easy spelling e.g. went. Progress to more challenging e.g. travelled. Lesson delivery 2. Write on board: 'Spot the mistakes!'. Pupils do p.80, Activity 1. Hand out dictionaries to each pupil and explain that if they can't remember a word, look up the meaning in the dictionary. Say nouns, adjectives, a verb and a conjunction are wrong. Choose a pupil to read corrected paragraph aloud. Ask: <i>Which adjectives, nouns, verb and conjunction are wrong?</i> 3. Check past tense of verbs in Activity 2. Pupils in pairs do Activity 2, using a dictionary as necessary. Follow instructions in Teacher's Book p.94, Exercise 2. CCE – Values – Ask pupils if they think it's important to go to university and to travel. Ask: <i>Why or Why not?</i> Accept some L1 and translate when appropriate. 4. Draw a cross and a tick on board. Ask what they do in Activity 4. (cross means use a negative form of the verb; tick means affirmative form.) Do 1 as an example. Pupils do Activity 4. Follow instructions in Teacher's Book p.94, Exercise 4. 5. Pupils do Activity 5 individually then in pairs. Change 5 from secondary school to primary school. Follow instructions in Teacher's Book p.94, Exercise 5. Note pupils' progress when checking meaning of words in text and sentences. Also note the accuracy of their written sentences. Post-lesson 6. Write on board Activities 1, 2, 4, 5. Pupils in small groups decide which activity was the easiest and which was the hardest to do. They also say which one they liked doing. Ask groups for their opinions and why an activity was easy, hard, enjoyable? This task develops pupils' evaluating skills – HOTS.	<i>English Plus 1</i> Student's Book Activities 1, 2, 4, 5 p.80 Teacher's Book p.94 At Step 3: Dictionaries for each pupil	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 4: Time Less proficient pupils will need more time to complete each activity. Fast finishers can write additional sentences to paragraph in Activity 1 to describe the man e.g. clothes (He's wearing...). feeling (He looks...) age (I think he's about ...)

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

WEEK: 1	LESSON: 137 (Listening 24)	MAIN SKILL FOCUS: Listening	THEME: World of Knowledge
	TOPIC: Growing up	CROSS-CURRICULAR ELEMENT: Language and Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: Simple past tense interrogatives: When / Where did...? How old were you? Did you...? What was...?

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Listening 1.2 Understand meaning in a variety of familiar contexts Complementary Skill Speaking 2.1 Communicate simple information intelligibly	Main Skill Listening 1.2.4 Understand a sequence of supported classroom instructions Complementary Skill Speaking 2.1.2 Find out about and describe experiences up to now	Pre-lesson 1. Pupils do <i>Think!</i> question at top of p.78. See <i>Think!</i> p.92 in Teacher's Book. The task of imagining develops pupils' creative thinking – HOTS. Lesson delivery 2. Pupils do Activity 1, CD2.27. Read the three instructions aloud. Check pupils understand what they have to do. Follow instructions in Teacher's Book p.92, Exercise 1. After listening, ask: <i>Were the sentences you put in the gaps correct?</i> Pupils correct any that are wrong. 3. Write on board: 'Doing an interview. Interviewer/Pop star'. Pupils do Activity 2, CD2.27. Read instructions aloud. Check pupils understand the three things they have to do. Ask: <i>What's the question you're going to answer?</i> (Which Key Phrases does the interviewer ask? Which Key Phrases does the pop star ask?) Follow instructions in Teacher's Book p.92, Exercise 2. 4. After listening, check answers by choosing six pupils to read an answer aloud. Choose another six pupils to write number of the Key Phrase beside name of the interviewer or pop star on the board. 5. Pupils do Activity 3. Assign pupils their roles, interviewer or pop star. Choose two or three pairs to act out the interview. Interviewers can mime holding a microphone. Famous people can change their accent to sound older or American. Ask: <i>Do the pupils sound like the interviewer and pop star on the CD?</i> Note pupils who understand the two sets of classroom instructions and those who find understanding more than one instruction hard. Post-lesson 6. Choose a post-lesson task from Section 3 to review content of dialogue.	<i>English Plus 1</i> Student's Book Activities 1–3 p.78 Teacher's Book p.92	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 1: Task At Step 5: Assign less proficient pupils the role of pop star and more proficient pupils the role of interviewer. Put pupils in mixed ability pairs.

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

WEEK:	LESSON: 138 (Speaking 24)	MAIN SKILL FOCUS: Speaking	THEME: World of Knowledge
	TOPIC: Growing up	CROSS-CURRICULAR ELEMENT: Language and Values	LANGUAGE/GRAMMAR FOCUS: Present tense: What can I do? Why don't you...? Past tense: e.g. When did you first.. ?

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Speaking 2.1 Communicate simple information intelligibly Complementary Skill Writing 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media	Main Skill Speaking 2.1.3 Ask for, give and respond to simple advice Complementary Skill Writing 4.2.2 Ask for, give and respond to simple advice	Pre-lesson 1. Pupils do Pre-lesson Task 4: I'm Going To... They choose goals to improve speaking skills. Provide examples such as: <i>I'm going to say more words. I'm going to have good pronunciation/intonation.</i> Lesson delivery 2. Pupils look at the two photos of students role-playing interviewer and pop star at top of p.78 again. Explain the pop star wants the interviewer to give her advice. Give each pupil a handout and read dialogue below aloud: A Pop star: What can I do? B Interviewer: Why don't you...? C Pop star: Really? That's interesting. Yes, of course. Good idea. (Key Phrases) Explain that A is the pop star. She's asking for advice. B is the interviewer and he is giving advice. C is the pop star . She is saying what she thinks about the advice. 4. Elicit ideas about advice for the pop star. Give example: <i>Why don't you sing in a band? Why don't you play the piano and sing?</i> Read study strategy aloud. Explain 'react' can be with gestures e.g. surprise, shock. Pairs use five suggestions on handout and ABC dialogue to ask and give advice orally. 5. Pupils write ABC dialogue using ideas at Step 4. Monitor pupils as they work. 6. Pairs role-play dialogue. Ask after each: <i>How did the pop star react to the advice?</i> (e.g. She/He was happy/quite happy. She/He liked/didn't like the advice.) CCE – Values – Ask pupils if they think it's important to ask about other people's feelings. Elicit times when they do this (e.g. if someone is sad/sick/worried) Note how well pupils can ask for and give advice orally and in writing. Post-lesson 7. Hand out cards to small groups of pupils. They take turns to pick up a card and read it. The others give advice and pupil with card responds.	<i>English Plus 1</i> Student's Book Activity 4 p.78 At Step 2: Handout for each pupil with A, B, C dialogue and examples of giving advice e.g. 1. go to Malaysia to sing? 2. sing in Malay? 3. travel around the world? 4. act in a film? 5 write music for a video game? At Step 6: Cards with situations e.g. I want to start a new hobby/play another sport/visit another country etc.	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. At Step 5: Encourage more proficient pupils to give their own advice

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

WEEK:	LESSON: 139 (Reading 24)	MAIN SKILL FOCUS: Reading	THEME: World of Stories
	TOPIC: Growing up	CROSS-CURRICULAR ELEMENT: Language	LANGUAGE/GRAMMAR FOCUS: Simple past tense interrogatives: who, what, when, how, where did / was / were

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Reading 3.3 Read independently for information and enjoyment Complementary Skill Writing 4.3 Communicate with appropriate language form and style for a range of purposes in print and digital media	Main Skill Reading 3.3.1 Read and enjoy A2 fiction/non-fiction print and digital texts of interest Complementary Skill Writing 4.3.1 Use capital letters, full stops, commas in lists and question marks appropriately in independent writing at discourse level	Pre-lesson 1. Write on board 'The story of your life'. Pupils do Warm-up p.133 in Teacher's Book. Write a few examples on board to get them started. Lesson delivery 2. Explain that pupils are going to read and listen to a song called <i>The Story of your life</i> . They do p.119, Activity 1 CD3.36. Follow instructions in Teacher's Book p.133, Exercise 1 Ask: <i>How would you describe the boy on the right/in the middle?</i> 3. Pupils in pairs do Activity 2, CD3.36. Follow instructions in Teacher's Book p.133, Exercise 1. Ask: <i>Do you think it's a good song? Is it a good story? Why or why not?</i> 4. Ask: <i>Which two verses have got information about the boy?</i> (3, 6). Write on board 'The story of (boy's name) life'. Class decides on a name for the boy. Write it in title on board. Ask: <i>Which pronoun do you use?</i> (he, his). Pupils write two paragraphs about boy 1. In first paragraph they use the language in first six lines of verse 3. In second paragraph, the first four lines in verse 6. After writing paragraphs, they check pronouns, verbs, conjunctions. Choose pupils to read paragraphs aloud. Ask: <i>What differences are there between their story about the boy and the song in the book?</i> 5. Pupils do Activity 3. They compare with a partner then check questions. Pupils in pairs take turns to ask and answer the questions about themselves. Choose pairs to read questions and answers aloud. Did any pairs have the same answers? Note how accurately pupils wrote the paragraphs about the boy. Post-lesson 6. Pupils in pairs imagine three more things about the boy's life then compare with another pair. Choose pupils to share their ideas.	<i>English Plus 1</i> Student's Book Activities 1–3 p.119 Teacher's Book p.133	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 1: Task At Step 3: Less proficient pupils may need suggestions about what they liked or didn't like about the song, so write on board e.g. the music, the words, the kind of song (happy/sad, long/short) easy or difficult to understand

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

WEEK: 1	LESSON: 140 (Writing 24)	MAIN SKILL FOCUS: Writing	THEME: World of Stories
	TOPIC: Growing up	CROSS-CURRICULAR ELEMENT: Language and Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: Simple past tense regular and irregular verbs e.g. grew up, wanted; Homophones: fun/one; sun/son

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Writing 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media Complementary Skill Listening 1.1 Recognise and reproduce target language sounds	Main Skill Writing 4.2.5 Connect sentences into one or two coherent paragraphs using basic coordinating conjunctions and reference pronouns Complementary Skill Listening 1.1.1 Recognise and reproduce with little or no support a wide range of target language phonemes	Pre-lesson 1. Write on board 'The story of your life'. Pupils brainstorm words and phrases that they remember from the song. Write them on board. Lesson delivery 2. Pupils listen to song again p.119, CD3.36. Explain that most songs have rhyming words at end of some lines. Ask: <i>What word in first verse rhymes with where?</i> (there). Pupils read second verse and find a rhyme (fun, one). Repeat with other verses: Verse 3 (long, song) 4 (where, there) 5 (fun, one) 6 (none: 'song' repeated). 3. Write on board 'wrong', 'son', 'chair', 'sun', 'strong', 'bear'. Pupils in pairs match these with pairs of words that rhyme in Step 2. Help pupils to notice words with same sound but different spelling e.g. fun, one, son, sun. 4. Pupils do Activity 5, <i>Use It!</i> . Follow the instructions in Teacher's Book p.133, Exercise 5. 5. After pupils talk about their imagined life in Step 4, they write 'The story of your life' using sentence starters in box. They check spelling, punctuation and past verbs. Pupils swap texts with a partner and read them. Partner draws 1–5 stars to say how much they like the life story. Choose pupils to imagine they are 60 and to read texts aloud with an old person's voice. CCE – Creativity and Innovation – Explain pupils were innovative when they used the song to imagine they were 60 and they were creative to think and write about their past life. Ask if any old people in their families talk about their life when they were young. Find out if they enjoy listening to their stories about the past. Note pupils who are confident at writing an imagined life and those who need help. Post-lesson 6. Choose a post-lesson task to review language presented in the song.	<i>English Plus 1</i> Student's Book Activity 5 p.119 Teacher's Book p.133	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 6: Types of question At Step 5: Less proficient pupils may need support to think of ideas for their imaginary past lives. Ask, write on board or on a handout questions such as: What things did you do when you were a child/a teenager? Where did you go after school? Where did you travel to? Who did you meet? What jobs did you do? Did you marry and have any children?

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON (Unit 7)

WEEK: 1	LESSON: 141 (Language Arts 24)	MAIN SKILL FOCUS: Language Arts	THEME: World of Stories
	TOPIC: Gulliver's Travels	CROSS-CURRICULAR ELEMENT: Language / Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: There is/There are

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Language Arts 5.3 Express an imaginative response to literary texts	Main Skill Language Arts 5.3.1 Respond imaginatively and intelligibly through creating simple role-plays and simple poems Other imaginative responses as appropriate	Pre-lesson 1. Teacher provides lines for pupils to guess the words by giving letters for teacher to verify whether the letter is present in the word (focus word: giant, Liliput, Belfuscu). [Pre-Lesson Task 7 – Beat the teacher] Lesson delivery 2. Teacher puts pupils into smaller groups and informs pupils to read Chapter 4 together. 3. Each group has to draw two different scenes – at Liliput and the Land of Giants. Pupils can choose to adapt from the panels or create the new one based on their imagination. 4. Then, teacher asks the pupils to draw themselves in the pictures (They are giant at Liliput and they are tiny at the Land of Giants). 5. Then, ask them to describe the scene in the pictures (e.g. There is a tiny palace in the picture at Liliput) (There is/There are). Post-lesson 6. Shout out time – pupils predict on what will happen to Gulliver in the next chapter.	Gulliver's Travels by Jonathan Swift Contemporary Children's Literature Teaching Guidebook (BPK) – Graphic Novel	Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following: In terms of the descriptions of the drawn items teacher accepts words, phases or full sentences. (Strategy 3)
Complementary Skill Writing 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media	Complementary Skill Writing 4.2.4 Describe people, places and objects using suitable statements			

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

WEEK: 	LESSON: 142 (Language Awareness 7)	MAIN SKILL FOCUS: Reading	THEME: World of Knowledge
	TOPIC: Growing up	CROSS-CURRICULAR ELEMENT: Language	LANGUAGE/GRAMMAR FOCUS: Review of language learned in Unit 7

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Language Awareness lessons should be presented and practised using a Main Skill and a Complementary Skill (Listening, Speaking, Reading or Writing). Teachers can use Year 5 Content and Learning Standards in DSKP curriculum document.	Language Awareness lessons should be presented and practised using a Main Skill and a Complementary Skill (Listening, Speaking, Reading or Writing). Teachers can use Year 5 Content and Learning Standards in DSKP curriculum document.	<p>Pre-lesson</p> <p>1. Review language from Unit 7 with an activity from list of pre-lesson tasks.</p> <p>Lesson delivery</p> <p>2. Pupils do Activity 1. They read the boys' names in top row of table. Ask: <i>Who is on the left/right/in the middle?</i> Pupils read sentences individually then work in pairs to complete table. Follow instructions in Teacher's Book p.95 Exercise 1.</p> <p>3. Pupils in pairs do Activity 2 and do Activity 5 individually. Follow instructions in Teacher's Book p.95 Exercises 2 and 5.</p> <p>4. Find out which activity pupils found easiest to do and which the hardest and ask why.</p> <p>Note:</p> <ul style="list-style-type: none"> Plan further activities for this unit to develop language skills according to your pupils' needs. You can use information about your pupils' performance which you collected using formative assessment strategies while teaching this unit. The information could include your observation of pupils interacting in classroom activities and their performance in written activities. Plan activities which focus on language practice in a meaningful, fun and communicative way. <p>Post-lesson</p> <p>4. *Pupils think about their learning and performance in this unit. They complete self-assessment worksheet.</p> <p>5. Collect worksheets from pupils and review them to note pupils' responses. If there are any areas of concern, prepare a review of these in future lessons.</p>	<p><i>English Plus 1</i></p> <p>Student's Book Activities 1, 2, 5 p.81</p> <p>Teacher's Book p.95</p>	<p>Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4.</p> <p>*Some pupils will need support understanding and completing the self-assessment worksheet.</p>

How did I do in Unit 7?

Put ✓ next to Great, OK, or A little.

In English, I know how to...



...describe people	Great ____	OK ____	A little ____
... talk, write and ask questions about events in the past	Great ____	OK ____	A little ____
... listen for specific information about people's lives	Great ____	OK ____	A little ____
...role-play an interview and ask for and give advice	Great ____	OK ____	A little ____

- I'm proud of myself because I can _____ very well.
- In the next unit, I will _____ better/more.

Unit 8

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

WEEK:	LESSON: 143 (Listening 25)	MAIN SKILL FOCUS: Listening	THEME: World of Knowledge
	TOPIC: Going away	CROSS-CURRICULAR ELEMENT: Environmental sustainability	LANGUAGE/GRAMMAR FOCUS: Nouns: washbag, suitcase, rucksack, tent, insect spray, guidebook, mosquito

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Listening 1.3 Use appropriate listening strategies in a variety of contexts Complementary Skill Listening 1.2. Understand meaning in a variety of familiar contexts	Main Skill Listening 1.3.1 Guess the meaning of unfamiliar words from clues provided by other known words Complementary Skill Listening 1.2.2 Understand with support specific information and details of longer simple texts on a range of familiar topics	Pre-lesson 1. Write on board 'Going away' and say this is the topic for Unit 8. Pupils answer <i>Think!</i> question at top of p.82. Follow instructions in Teacher's Book p.96. Lesson delivery 2. Pupils in pairs do Activity 1, CD2.29. Read aloud the 20 words in blue in the quiz. Pupils listen and follow the words in each question then match words to photos. If they don't know a word, encourage them to look at clues in the photos. Pupils listen to the CD and check answers. Ask: <i>Which words were hard to match with the photos?</i> e.g. (phrasebook, guidebook; swimming costume, trunks). Explain the difference between them. Ask: <i>Which words are similar in Malay?</i> (phrase book – buku frasa, shampoo – syampu) 3. Pupils with a different partner do Activity 2. Ask: <i>Which things have you both got?</i> CCE – Environmental Sustainability – Pupils say which objects are made of plastic. Ask why plastic is bad for the environment. Find out which plastic objects they think can be made from other materials e.g. bamboo toothbrush, metal water bottle, sleeping bag made of recycled materials. 4. Pupils do Activity 3. Follow instructions in Teacher's Book p.96 Exercise 3. 5. Pupils look at photos in Activity 1 again. They check how many words they remember. Encourage pupils to say: <i>Please could you tell us what number ... is?</i> 6. Explain they are going to listen to four people talking about things they take on holiday. Pre-teach 'mosquito'. Pupils do Activity 4, CD2.30. Follow instructions in Teacher's Book p.96 Exercise 4. Post-lesson 7. Follow instructions in Pre-lesson Task 9: Memory Chain. This task can also be done at the end of a lesson. Write on board: 'Last year I went camping and I took...'	<i>English Plus 1</i> Student's Book Activities 1–4 p.82–83 Teacher's Book p.96–97	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 4: Time At Step 4: Some pupils will need more time to read the quiz and answer the multiple-choice questions. Tell them to do quiz numbers 1, 4, 6, 7, 8. If they have time, they can answer some more.

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

WEEK: 1	LESSON: 144 (Speaking 25)	MAIN SKILL FOCUS: Speaking	THEME: World of Knowledge
	TOPIC: Going away	CROSS-CURRICULAR ELEMENT: Environmental sustainability	LANGUAGE/GRAMMAR FOCUS: Present simple tense affirmative: I think we need...It depends where...It's good to have...

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Speaking 2.1 Communicate simple information intelligibly Complementary Skill Writing 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media	Main Skill Speaking 2.1.4 Ask about and describe future plans Complementary Skill Writing 4.2.3 Narrate factual events and experiences of interest	Pre-lesson 1. Write on board 'Going camping'. Brainstorm words from previous lesson. Lesson delivery 2. Explain pupils are going to listen to the four people talking about their holidays again. This time they listen for places the people like to go to. Pupils do p.83, Activity 5, CD2.30. Follow instructions in Teacher's Book p.97 Exercise 5. Write on board 'Michelle', 'Paul', 'Simon', 'Lydia' and 'Sophie'. Ask: <i>Who likes camping holidays?</i> (Paul). <i>Who loves going on a beach holiday?</i> (Michelle). <i>Who thinks it's always good to have a camera on holiday?</i> (Lydia and Sophie). <i>Who thinks a torch and penknife are important on a camping holiday?</i> (Simon). 3. Write on board 'I think we need... It's good to have... It depends where...' Groups do Activity 6, <i>Use It!</i> . Follow instructions in Teacher's Book p.97 Exercise 6. CCE – Environmental Sustainability – Write 'Eco-holidays' on board and elicit pupils' ideas about what these could be. Explain that eco-holidays are when people stay in the natural environment and make sure they protect it. Ask pupils why it's important to look after the environment and ask what they can do on a holiday to protect it. 5. Write on board: 'walk on paths', 'carry drinks and food in a rucksack', 'have picnics in special areas', 'put rubbish in a rucksack', 'explore woods and beaches on foot'. Pupils in small groups agree on three ways they are going to protect nature on a camping holiday. They write them on pieces of paper. Collect all ideas then read them aloud. Ask after each group's ideas: <i>Why is this an eco-camping holiday?</i> Post-lesson 6. Choose a post-lesson task from Section 3 to review vocabulary and phrases for talking about holidays	<i>English Plus 1</i> Student's Book Activities 5 and 6 p.83 Teacher's Book p.97 At Step 5 paper for each group to write ideas	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 5: Learning preferences and needs At Step 3 and 5: Make mixed ability groups so that less proficient pupils can hear ideas and build on them. Focus on positive ways to help the environment rather than using many 'don't' statements.

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

WEEK:	LESSON: 145 (Reading 25)	MAIN SKILL FOCUS: Reading	THEME: World of Knowledge
	TOPIC: Going away	CROSS-CURRICULAR ELEMENT: Information and ICT	LANGUAGE/GRAMMAR FOCUS: Adjectives: cool, expensive, boring, new, huge, new; Noun: cousin; Verb: surf

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Reading</p> <p>3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p> <p>Complementary Skill</p> <p>Listening</p> <p>1.2</p> <p>Understand meaning in a variety of familiar contexts</p>	<p>Main Skill</p> <p>Reading</p> <p>3.2.2</p> <p>Understand specific information and details of two paragraphs or more</p> <p>Complementary Skill</p> <p>Listening</p> <p>1.2.3</p> <p>Understand with support longer simple narratives on a range of familiar subjects</p>	<p>Pre-lesson</p> <p>1. Pupils answer <i>Think!</i> question at top of p.84. Follow instructions in Teacher's Book p.98.</p> <p>Lesson delivery</p> <p>2. Write 'Class News' on board. Read aloud the three lines below 'Class News' about what pupils are going to do in the summer. Pupils do p.84, Activity 1. Follow instructions in Teacher's Book p.98 Exercise 1.</p> <p>3. Pupils look at the webpage 'Class News' again. Explain it's from a school website. CCE – ICT – Find out what pupils know about functions of a webpage e.g. the name and purpose of 1) the long thin box at the top of page (address bar – to look for websites), 2) the thin dark blue line below (menu bar – gives a choice of things to look at). Ask: <i>What instruction is below the texts?</i> (Post your comments now). Explain this means write about your holiday plans on the website. Elicit ideas about comments the class would post.</p> <p>4. Pupils cover the 'Class News' text with paper or a book to develop listening skills. Pupils do Activity 2, CD2.31. Follow instructions in Teacher's Book p.98 Exercise 2.</p> <p>5. Pupils look at words in blue. Find out the words they know e.g. new, cold. Ask: <i>What's the opposite of new and cold?</i> Write on board 'cool', 'expensive', 'boring', 'huge'. Give pupils clues so they can predict meanings of e.g. <i>This word means something costs a lot of money. This word means a city is really good.</i> If they can't guess from clues, give examples of something expensive, something really good etc.</p> <p>Note pupils who understand specific details in all the texts and those who need help.</p> <p>Post-lesson</p> <p>6. Choose a post-lesson task from Section 3 to review new and some familiar vocabulary in text.</p>	<p><i>English Plus 1</i></p> <p>Student's Book Activities 1 and 2 p.84</p> <p>Teacher's Book p.98</p>	<p>Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4.</p> <p>See Strategy 6: Types of question</p> <p>At Step 4: Some pupils may need guidance to answer specific information. Support by asking additional questions e.g. What are you looking for? 1) a time, 2) a number etc.</p>

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

WEEK:	LESSON: 146 (Writing 25)	MAIN SKILL FOCUS: Writing	THEME: World of Knowledge
	TOPIC: Going away	CROSS-CURRICULAR ELEMENT: Language and Financial Education	LANGUAGE/GRAMMAR FOCUS: Future plans: be going to + verb affirmative, negative and interrogative

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Writing 4.3 Communicate with appropriate language form and style for a range of purposes in print and digital media Complementary Skill Speaking 2.3 Communicate appropriately to a small or large group	Main Skill Writing 4.3.2 Spell a range of high-frequency words accurately in independent writing Complementary Skill Speaking 2.3.1 Narrate short basic stories and events	Pre-lesson 1. Pupils look at the three photos on p.84 again. Ask questions about what they show. How much information can pupils remember about the holiday plans? Lesson delivery 2. Pupils do Activity 4, <i>Use It!</i> . Follow the instructions in Teacher's Book p.98 Exercise 4. Pupils write 3 or 4 sentences with different reasons to answer the first question: <i>Which holiday do you prefer and why?</i> . They check work. Choose pupils to read texts aloud. Find out with a show of hands the holiday most pupils prefer. CCE – Financial Education – Say: <i>Ciara wrote that Paris looks expensive</i> . Elicit examples of things pupils think are expensive. Ask if they think that expensive things are better than cheap things and why or why not. 3. Pupils do p.85, Activity 1. Follow instructions in Teacher's Book p.99 Exercise 1. 4. Write on board 'future plans'. Read aloud the instruction and examples of future plans at start of Activity 2. Elicit what the tick and cross mean. Pupils do Activity 2 and compare with a partner. Check answers. Choose pupils to say a sentence. 5. Write on board 'be + going to + verb', 'be + not going to+ verb'. Pupils use these with verbs in box in Activity 3 e.g. not going to see, going to come. Follow instructions in Teacher's Book p.99 Exercise 3. Ask: <i>Did Luke post a comment or write a letter?</i> (write a letter). Note pupils who wrote future plans with accurate spelling and those who made spelling mistakes with high-frequency words. Post-lesson 6. Pupils in small groups take turns to say something they are going to do and not going to do on next holiday. Tell them to say e.g. <i>I'm going to go to Paris. I'm not going to go to London</i> . They don't say: <i>I'm going to Paris. I'm not going to London</i> .	<i>English Plus 1</i> Student's Book Activity 4 p.84 Activities 1–3 p.85 Teacher's Book p.98 and 99	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 5: Learning preferences and needs At Step 2: Provide pupils with a word bank with tricky spelling words so they can check them after writing their sentences e.g. because, friend, climb, course, swimming.

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON (Unit 8)

WEEK: 1	LESSON: 147 (Language Arts 25)	MAIN SKILL FOCUS: Language Arts	THEME: World of Stories
	TOPIC: Gulliver's Travels	CROSS-CURRICULAR ELEMENT: Language / Creativity and Innovation / Entrepreneurship	LANGUAGE/GRAMMAR FOCUS: Reasoning (because)

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Language Arts 5.2 Express personal responses to literary texts Complementary Skill Speaking 2.1 Communicate simple information intelligibly	Main Skill Language Arts 5.2.1 Explain in simple language why they like or dislike an event, description or character in a text Complementary Skill Speaking 2.1.5 Describe people, places and objects using suitable statements	<p>Pre-lesson</p> <ol style="list-style-type: none"> Teacher distributes pictures of the characters from the guidebook (page 56 – 60) at random so that each pupil will receive a random picture of the character. Each pupil has to provide or say any details that they remember about the characters. <p>Lesson delivery</p> <ol style="list-style-type: none"> Pupils in pairs read Chapter 5 and teacher discusses the main events in the chapter. Teacher starts the discussion on the characters and their actions in the story. Each pupil has to choose a character that they like the most and provide details of the character (e.g. Glumdalclitch – takes care of Gulliver, etc.). Upon completion, pupils pair up with others who choose the same characters that they like and ask them to come up with reasons why they like that character (e.g. I like Glumdalclitch because she loves Gulliver very much). Teacher encourages pairs to come up with more reasons if possible (Accept any plausible reasons). <p>Post-lesson</p> <ol style="list-style-type: none"> Pop quiz – teacher provides each pupil with short MCQ questions where pupils choose the best answer. <p>e.g.:</p> <p>Gulliver was a tiny man in _____.</p> <p>(a) Liliput (b) Blefuschu (c) the Land of Giants</p>	Gulliver's Travels by Jonathan Swift Contemporary Children's Literature Teaching Guidebook (BPK) – Graphic Novel Page 56 – 60	<p>Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:</p> <p>Teacher provides a list of ideas for pupils to choose.</p> <p>(Strategy 2)</p>

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

WEEK:	LESSON: 148 (Consolidation 15)	MAIN SKILL FOCUS: Writing	THEME: World of Knowledge
	TOPIC: Going away	CROSS-CURRICULAR ELEMENT: Language and Patriotism	LANGUAGE/GRAMMAR FOCUS: Future plans: be going to + verb affirmative, negative, interrogative

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Writing 4.3 Communicate with appropriate language form and style for a range of purposes in print and digital form Complementary Skill Writing 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media	Main Skill Writing 4.3.1 Use capital letters, full stops, commas in lists and question marks appropriately in independent writing at discourse level Complementary Skill Writing 4.2.3 Narrate factual events and experiences of interest	Pre-lesson 1. Write on board <i>Weekend plans</i> . Follow instructions in Pre-lesson Task 4: I'm Going To... Pupils say goals to improve writing skills e.g. 'I'm going to write new words about my plans'. 'I'm going to check my spelling/punctuation'. Lesson delivery 2. Say your weekend plans using <i>going to + verb</i> , <i>I'm not going to + verb</i> . Pupils write two of their weekend plans then compare with a partner. Ask for examples. 3. Pupils look at photo of Colosseum on p.85. Ask who knows what it is and if it is new or old. Say it's an amphitheatre about 2000 years old. Gladiators and lions fought there. Pupils do Activity 4. Follow instructions p.99 Exercise 4 in Teacher's Book. CCE – Patriotism – Explain that the Colosseum is an important world heritage site. Ask pupils if they know any world heritage sites in Malaysia (e.g. Melaka and George Town, Kinabalu Park). Ask: <i>Why do you think these sites are important?</i> 4. Pupils do Activity 5, CD2.32. Say example question and knock gently on table for stressed words: <i>where, going, stay</i> . Pupils repeat. Help pupils to notice that numbers 1 and 4, 2 and 3 have the same stress patterns. 5. Pupils do Activity 6, <i>Use It!</i> . – instructions p.99 Exercise 6 in Teacher's Book. 6. Explain pupils are going to imagine and plan a summer holiday. They do <i>Finished?</i> Write on board: 'Who with?', 'Where to?', 'Where are you going to stay?', 'How are you going to travel?', 'What are you going to see /do/visit?'. Pupils use ideas from p.85 to help write future holiday plans. Choose pupils to read texts. Ask: <i>Is it an exciting holiday?</i> Note how well pupils can narrate plans for an imaginary summer holiday in future. Post-lesson 7. Choose a post-lesson task from Section 3 to review future plans.	<i>English Plus 1</i> Student's Book Activities 4–6 p.85 Teacher's Book p.99 CCE: If possible, show photos of the two heritage sites	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 1: Task At Step 6: Less proficient pupils are likely to write basic sentences and not as many as more proficient pupils. Encourage more proficient pupils to write details of what they are going to visit and do.

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

WEEK:	LESSON: 149 (Listening 26)	MAIN SKILL FOCUS: Listening	THEME: World of Knowledge
	TOPIC: Going away	CROSS-CURRICULAR ELEMENT: Science and Technology	LANGUAGE/GRAMMAR FOCUS: Adjectives: extreme, foggy, windy, icy, rainy, cloudy, snowy, stormy, temperature

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Listening 1.3 Use appropriate listening strategies in a variety of contexts Complementary Skill Listening 1.2 Understand meaning in a variety of familiar contexts	Main Skill Listening 1.3.1 Guess the meaning of unfamiliar words from clues provided by other known words Complementary Skill Listening 1.2.3 Understand with support longer simple narratives on a range of familiar topics	Pre-lesson 1. Write on board 'Weather around the world'. Pupils do <i>Think!</i> question at top of p.86. Follow instructions in Teacher's Book p.100. Lesson delivery 2. Explain that extreme weather means really cold/hot/wet/dry. Pupils look at the four photos on p.86. Read aloud a definition of cloudy, icy, foggy, sunny. Pupils match adjectives to one of the pictures. Pupils do Activity 1 and match the other six adjectives to pictures. They listen to CD2.33 and check answers. 3. Show world map on board and point out India, California, Antarctica, Newfoundland. Say these places have extreme weather. Pupils do Activity 2. Follow instructions in Teacher's Book p.100 Exercise 2. Ask four pupils to point to each place on world map again. Pupils say if it's the wettest, hottest, coldest, foggiest place in the world. 4. Explain that weather scientists are called meteorologists. They study weather and predict when extreme weather can happen. They also study climate change. Elicit any extreme weather conditions in Malaysia and when they happen. Find out if pupils would like to be a meteorologist. Ask: <i>Why or why not?</i> 5. Pupils do Activity 3, CD2.34. Explain they are listening for general information about what Stephanie is going to do in Antarctica, not specific details. Follow instructions in Teacher's Book p.100 Exercise 3. Ask: <i>Where on the map is Antarctica? Where is the Arctic?</i> Choose pupils to point to the areas on the map. Note pupils who can guess the adjectives from known words and clues in photos. Post-lesson 6. Pupils in pairs take turns to say if they would like to be an explorer and give two reasons why or why not. Tell pupils when they give a reason to say, <i>That's because... or That's because of...</i>	<i>English Plus 1</i> Student's Book Activities 1–3 p.86 Teacher's Book p.100 At Step 3 and Step 5: A world map to show on board	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 2: Type and amount of support At Step 5: Be ready to play the interview more than once and to pause it if necessary, so less proficient pupils can fully understand the audio script.

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

WEEK: 	LESSON: 150 (Speaking 26)	MAIN SKILL FOCUS: Speaking	THEME: World of Knowledge
	TOPIC: Going away	CROSS-CURRICULAR ELEMENT: Science and Technology and Global Sustainability	LANGUAGE/GRAMMAR FOCUS: Nouns: ice, snow, temperature, research centre, seasons, in summer/winter

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Speaking 2.2 Use appropriate communication strategies Complementary Skill Listening 1.2. Understand meaning in a variety of familiar contexts	Main Skill Speaking 2.2.2 Agree a set of basic steps needed to complete short classroom tasks Complementary Skill Listening 1.2.5 Understand a sequence of supported classroom instructions	Pre-lesson 1. Show world map on board. Pupils brainstorm weather words. Elicit information about the Antarctica explorer in previous lesson. Ask different pupils to point to Antarctica, the Arctic and the South Pole on the map. Lesson delivery 2. Pupils do Activity 4. Follow instructions in Teacher's Book p.100 Exercise 4. Find out if pupils understand all three instructions for the activity. 3. Tell pupils that in previous lesson they listened to the CD for general information about the explorer. Explain that in this activity they listen for specific details. Pupils do Activity 5, CD2.34. Follow instructions in Teacher's Book p.100 Exercise 5. CCE – Science and Technology – Ask pupils how they think computers can help scientists at the research station in Antarctica e.g. to find out information about how penguins live, where whales go, changes in weather, changes in the ice. Find out why they think information about weather and animal life is important. 4. Pupils in pairs do Optional Activity: Listening, CD2.34. Follow instructions in Teacher's Book p.100. 5. Pupils in pairs do Activity 6, <i>Use It!</i> . First, they agree the steps they will take to do the task e.g. who starts, which questions they ask each other, what language to use to respond e.g. Do you agree? What do you think? I'm sorry, I don't agree. Follow instructions in Teacher's Book p.100 Exercise 6. Note pupils who find it hard to agree on steps to take in the pair-work task and pupils who are able to identify steps to take. Post-lesson 6. Choose a post-lesson task from Section 3 to review topic language	<i>English Plus 1</i> Student's Book Activities 4–6 p.86 Teacher's Book p.100 Step 1 World map to show on board.	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 5: Learning preferences and needs At Step 5: Put less proficient pupils in pairs so you can help them to think of the steps the task involves and also help them with the language they need to agree with each other. Note: The study strategy involves 'guessing answers before listening', but in Activity 5 numbers 2, 3, 4, 5 also develop pupils' critical thinking – HOTS.

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

WEEK:	LESSON: 151 (Reading 26)	MAIN SKILL FOCUS: Reading	THEME: World of Knowledge
	TOPIC: Going away	CROSS-CURRICULAR ELEMENT: Language, Patriotism	LANGUAGE/GRAMMAR FOCUS: 'Will' for predicting: I/ you/ he/ she/ we/ they will / won't + verb, there will / won't + verb

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Reading 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies Complementary Skill Writing 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media	Main Skill Reading 3.2.3 Guess the meaning of unfamiliar words from clues provided by title, topic and other known words Complementary Skill Writing 4.2.5 Connect sentences into one or two coherent paragraphs using basic coordinating conjunctions and reference pronouns	Pre-lesson 1. Follow instructions Teacher's Book p.101 Warm-up. Lesson delivery 2. Pupils do p.87, Activity 1. Follow instructions in Teacher's Book p.101 Exercise 1. Explain you're going to predict things e.g. <i>I think you'll feel tired and happy after this lesson. I won't be very hungry after my lunch. I think it'll be hot and windy tomorrow.</i> Write on board 'I'll...' 'I won't...' 'It'll...'. Pairs make predictions using the starters. 3. Write on board 'll', 'won't'. Elicit 'apostrophe'. Ask: <i>Which letters are missing?</i> (wi in 'll, o in won't) Pupils do Activity 2. Follow instructions in Teacher's Book p.101 Exercise 2. Explain we often say 'it'll' when we speak and 'it will' when we write. 4. Pupils do Activity 5. Say they're going to write a paragraph with predictions about their partner and tell them to use and, but, or to link some predictions. Follow instructions in Teacher's Book p.101 Exercise 5. CCE – Patriotism – Find out if pupils know about the famous rock in photo and where it is (Uluru or Ayers Rock, Australia). Explain it's in a National Park and that national parks protect the nature and wild animals in them. Ask pupils if they think it's important to have national parks and find out what they know about Malaysia's national parks. 5. Pupils do Activity 6, <i>Use It!</i> . Follow instructions in Teacher's Book p.101 Activity 6. Ask: <i>Who do you think will be a teacher/doctor/scientist/artist/film star etc?</i> Post-lesson 6. Write on board: 'I think I'll + verb...', 'I won't + verb ...'. Pupils in small groups take turns to make two predictions about their future using the sentence starters. Find out if any pupils in the group made the same prediction.	<i>English Plus 1</i> Student's Book Activities 1, 2, 5 and 6 p.87 Teacher's Book p.101	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 5: Learning preferences and needs At Step 4: Help less proficient pupils to write 'll' and 'won't' in predictions by writing on board: e.g. 'Ida will... She'll... but she won't...' 'Ahmad will... He'll...but he won't...'

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

WEEK:	LESSON: 152 (Writing 26)	MAIN SKILL FOCUS: Writing	THEME: World of Knowledge
	TOPIC: Going away	CROSS-CURRICULAR ELEMENT: ICT and Creativity	LANGUAGE/GRAMMAR FOCUS: be going to + verb, will and won't + verb

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Writing 4.3 Communicate with appropriate language form and style for a range of purposes in print and digital media Complementary Skill Reading 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies	Main Skill Writing 4.3.3 Produce a plan or draft of one or two paragraphs for a familiar topic and modify this appropriately in response to feedback Complementary Skill Reading 3.2.2 Understand specific information and details of two paragraphs or more	Pre-lesson 1. Pupils answer <i>Think!</i> question at top of p.89. Follow instructions in Teacher's Book p.103. Lesson delivery 2. Pupils look at the photo of London on p.89. Point out River Thames and boats on it. Explain that Buckingham Palace is where the Queen lives and Covent Garden is famous for markets and theatres as well as shopping. Pupils read the email and answer questions Activity 1. 3. Pupils do Activity 2. Help them to find each Key Phrase e.g. <i>Numbers 1 and 2 are in line 1</i> . Follow instructions in Teacher's Book p.103 Exercise 2. Say: <i>Gemma was excited her friend was coming to stay with her</i> . Ask: <i>When do you get excited?</i> 4. Pupils do Activity 4, <i>Use it!</i> . They read the Writing Guide and make notes for email in B Think and Plan. Pupils write their email using sentences starters in C as support and the Key Phrases. Tell them to use going to, will and because in D of the guide. They check their writing when finished. Post-lesson 5. Pupils swap emails with a partner. Partner's draw a smiley face for writing each paragraph in C in the Guide and for each part in D. In the next lesson, pupils look at your feedback, read their email again and make any changes.	<i>English Plus 1</i> Student's Book Activities 1, 2 and 4 p.89 Teacher's Book p.103	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 4: Time At Steps 2 and 3: Some pupils will need more time to read the email and then to write an email using the Writing Guide. Tell them not to write about the weather (B6). Fast finishers include weather and expect them to have more details about what they're going to do.

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON (Unit 8)

WEEK: 1	LESSON: 153 (Language Arts 26)	MAIN SKILL FOCUS: Language Arts	THEME: World of Stories
	TOPIC: Gulliver's Travels	CROSS-CURRICULAR ELEMENT: Language / Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: Punctuations

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Language Arts 5.3 Express an imaginative response to literary texts	Main Skill Language Arts 5.3.1 Respond imaginatively and intelligibly through creating simple role-plays and simple poems Other imaginative responses as appropriate	Pre-lesson 1. Follow Steps 1 to Step 5 (Activity 1: Join the pieces) in the guidebook. Lesson delivery 2. Teacher writes "My favourite panels from the graphic novel" on the board. 3. Pupils pair up and teacher asks them to choose any two panels that they like from the book and they are going to change the panel contents (dialogue, scenery, and clothing) to suit Malaysian context. Teacher provides assistance in creating the dialogue if necessary. 4. Teacher reminds pupils to check their punctuations. 5. Upon completion, pairs exchange their panel contents and they specifically check for any punctuation mistakes to be corrected. 6. Once they have done the correction, pupils put their works and start taking turn to read aloud their created dialogues while other pupils watch. Post-lesson 7. Pupils rate each other's products through star rating (e.g 1 star – 5 stars)	Gulliver's Travels by Jonathan Swift Contemporary Children's Literature Teaching Guidebook (BPK) – Graphic Novel Page 67 – 69	Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following: Pupils who face difficulty can do the task in the larger group with teacher's assistance. (Strategy 2)
Complementary Skill Writing 4.3 Communicate with appropriate language form and style for a range of purposes in print and digital media	Complementary Skill Writing 4.3.1 Use capital letters, full stops, commas in lists and question marks appropriately in independent writing at discourse level			

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

WEEK: 	LESSON: 154 (Consolidation 16)	MAIN SKILL FOCUS: Listening	THEME: World of Knowledge
	TOPIC: Going away	CROSS-CURRICULAR ELEMENT: Language and Environmental Sustainability	LANGUAGE/GRAMMAR FOCUS: going to + verb (affirmative, negative and interrogative), will and won't + verb

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Listening 1.2 Understand meaning in a variety of familiar contexts Complementary Skill Speaking 2.1 Communicate simple information intelligibly	Main Skill Listening 1.2.2 Understand with support specific information and details of longer simple texts on a range of familiar topics Complementary Skill Speaking 2.1.4 Ask about and describe future plans	Pre-lesson 1. Choose a pre-lesson task from Section 3 to review holiday vocabulary from any page in Unit 8. Lesson delivery 2. Write on board 'affirmative', 'negative' and check meaning. Pupils do p.90, Activity 3. First, read the example aloud and ask: <i>Which sentence is affirmative? Which is negative?</i> Pupils do Activity 3. Compare sentences in pairs. Check answers. 3. Pupils do Activity 4. First, ask: <i>Are you going to write affirmative and negative sentences in this activity?</i> (No, questions). Do number 1 as an example and point out the question needs both 'going to' and 'go' - going to go. 4. Pupils read the instruction for Activity 5. Ask: <i>What's the same and what's different about Activity 4 and 5?</i> (same – 4 and 5 need questions; different – 4 needs questions about future plans, 5 needs questions about predictions). Pupils do Activity 5. They compare questions with a partner. Check answers. Ask: <i>Which is easier, Activity 4 or 5 and why?</i> 5. Show map of Europe on board and point out France, Italy, Britain and the English Channel between France and England. If marked on map, also show Dover. Pupils do Activity 7, CD2.37. Follow instructions in Teacher's Book p.104 Exercise 7. CCE – Environmental sustainability – write on board 'boat', 'car', 'bus', 'bike', 'train', 'plane'. Ask: <i>Which transport do you think is the cleanest for the planet? Why is it important to have clean transport?</i> Note pupils who identify details in the CD well and those who find this difficult. Post-lesson 6. Find out which activity (3, 4, 5 or 7) was the easiest to do and which was the hardest. Elicit reasons why a particular activity was easy or hard.	<i>English Plus 1</i> Student's Book Activities 3, 4, 5, 7 p.90 Teacher's Book p.104 At Step 5: Show a map of Europe	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 5: Learning preferences and needs At Step 5: Some pupils will need to listen to the CD more than once in order to choose the correct words and phrases

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

WEEK: 1	LESSON: 155 (Listening 27)	MAIN SKILL FOCUS: Listening	THEME: World of Knowledge
	TOPIC: Going away	CROSS-CURRICULAR ELEMENT: Science and Technology	LANGUAGE/GRAMMAR FOCUS: Nouns: forecast, coast; Prepositional phrases: in the north/south/east/west; will + verb, won't + verb

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Listening 1.2 Understand meaning in a variety of familiar contexts Complementary Skill Listening 1.2 Understand meaning in a variety of familiar contexts	Main Skill Listening 1.2.3 Understand with support longer simple narratives on a range of familiar topics Complementary Skill Listening 1.2.2 Understand with support specific information and details of longer simple texts on a range of familiar topics	Pre-lesson 1. Write on board: 'The weather forecast'. Explain that a forecast is when meteorologists say what they think the weather will be like for the next few days. Pupils do Warm-up in Teacher's Book p.113. Lesson delivery 2. Pupils look at the symbols at top of p.99. Ask: <i>What do you think 26 and 18 mean?</i> (how hot it is, how strong the wind is). Pupils do Activity 1. 3. Draw a compass on board with north, south, east, west on it. Elicit where they can see these words (on a map) Tell pupils they learned these words when describing places on a map (see p.106). Pupils look at map of Britain on p.99 and find Edinburgh, London, Brighton. Pupils do Activity 2, CD3.19. Follow instructions in Teacher's Book p.113 Exercise 2. 4. Pre-teach <i>coast</i> by pointing to the coastline around map. Ask: <i>Does Malaysia have a coast?</i> . Tell pupils we say <i>on the north coast</i> but <i>in the north</i> . Pupils do Activity 3, CD3.19. Follow instructions in Teacher's Book p.113 Exercise 3. Before listening, ask: <i>Which question is about the weather now?</i> (1). <i>Which questions are about Saturday's weather?</i> (3, 5). 5. Ask if pupils remember the three temperatures, and the very windy coast in August. If not, play CD3.19 again. (17, 21, 20 degrees, very windy on south coast.) Pupils draw three circles and write degrees in centre. Explain winds on the south coast of Britain in August can be 40km per hour. They draw a wind symbol with 40. Note pupils' progress in listening and understanding longer texts. Post-lesson 6. Choose a post-lesson task from Section 3 to review weather vocabulary and language.	<i>English Plus 1</i> Student's Book Activities 1–3 p.99 Teacher's Book p.113 Note: The activity at Step 2 develops pupils' skills of deduction – HOTS.	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 7: Feedback At Step 3: Provide positive feedback to pupils who find listening to texts and writing answers hard but who get some words in the table correct. Encourage pupils to look at details on the map to help them check meaning when listening and reading.

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

WEEK:	LESSON: 156 (Speaking 27)	MAIN SKILL FOCUS: Speaking	THEME: World of Knowledge
	TOPIC: Going away	CROSS-CURRICULAR ELEMENT: Science and Technology, Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS going to be + verb; will, e.g. It'll be...

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Speaking 2.2 Use appropriate communication strategies Complementary Skill Speaking 2.3 Communicate appropriately to a small or large group	Main Skill Speaking 2.2.2 Agree on a set of basic steps needed to complete short classroom tasks Complementary Skill Speaking 2.3.1 Narrate short basic stories and events	Pre-lesson 1. Write on board 'Weather Forecast'. Pupils brainstorm words and phrases from previous lesson. They check vocabulary on p.99 Activity 1 and Key Phrases. How many do they remember? Lesson delivery 2. Pupils do Activity 4, CD3.20. First, ask them to point to Brighton on the map. Ask: <i>Which coast is it on?</i> Follow instructions in Teacher's Book p.113 Exercise 4. 3. Pupils look at map again. Read aloud each city starting with Aberdeen and move around the coast clockwise. Pupils repeat city names after you. 4. Pupils do Activity 5, <i>Use It!</i> . They agree 1) who will first ask the questions, who will give the forecast, 2) which city they will talk about, 3) questions they will ask partner. 5. Show map of Malaysia on board. Give each pupil a handout. Pupils do Optional activity: Speaking. Explain they are going to be creative. Follow instructions in Teacher's Book p.113. Write on board: 'And now it's time for the weather forecast'. Tell pupils to start their forecast with these words from Activity 2. CCE – Science and Technology – Ask pupils which school subject teaches them about maps and places (Geography). Explain that geographers use science to study Planet Earth. Ask if it's important to understand the geography of places and their weather. Ask: <i>Would you like to be a TV weather forecaster? Why or why not?</i> Note progress in pupils' speaking skills when interacting with a partner and when presenting their forecast in front of the class. Post-lesson 6. Choose a post-lesson task from Section 3 to review the topic of weather forecasts.	<i>English Plus 1</i> Student's Book Activities 4 and 5 p.99 Teacher's Book p.113 At Step 5: Paper for pupils to draw map of Malaysia or copy the outline of a map with main places and put on a handout. At Step 5: Handout with weather data for following day – type, temperature, wind speeds at different places N, S, E, W of peninsula.	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 3: Outcomes At Step 5: Expect less proficient pupils to use all the language support provided to prepare and say a weather forecast. Expect more proficient pupils to require less support and include more detail in their forecasts.

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

WEEK:	LESSON: 157 (Reading 27)	MAIN SKILL FOCUS: Reading	THEME: World of Knowledge
	TOPIC: Going away	CROSS-CURRICULAR ELEMENT: Science and Technology	LANGUAGE/GRAMMAR FOCUS: Nouns: theme park, family ride, water ride, thrill ride, rollercoaster

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Reading 3.3 Read independently for information and enjoyment Complementary Skill Reading 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies	Main Skill Reading 3.3.1 Read and enjoy A2 fiction/non-fiction print and digital texts Complementary Skill Reading 3.2.2 Understand specific information and details of two paragraphs or more	Pre-lesson 1. Write on board 'Theme Parks'. Pupils do Warm-up activity. Follow instructions in Teacher's Book p.125. Lesson delivery 2. Pupils do p.111, Activity 1. Follow instructions in Teacher's Book p.125 Exercise 1. Ask: <i>Which word is the same in Malay?</i> (rollercoaster) <i>Which ride would you like to go on?</i> Do a show of hands to find out the most popular ride and ask why pupils like this ride. Tell them to start the sentence with their reason: <i>I like the... because...</i> 3. Pre-teach: 'successful', 'safe', 'brave'. Pupils do Activity 2. Follow instructions in Teacher's Book p.125, Exercise 2. Ask: <i>Where is the theme park?</i> <i>Would you like to go to a theme park there?</i> 4. Pupils look at photos 1–4 in Activity 1 again. Write on board Key Phrases from p.73 and tell pupils to use them when deciding. With a partner they decide: 1) are the rides safe or dangerous?, 2) do people need to be brave to go on them?, 3) is it technology that makes them exciting? Choose pairs to give their opinions at front of class. Call out numbers of rides 1, 2, 3, 4. Pupils put up hands if they think the ride is safe. Repeat with 2) need to be brave, 3) need for exciting technology. CCE – Science and Technology – Find out if pupils think it's important a theme park has the latest technology and why. Ask for examples of interactive rides, virtual environments, video and sound systems at theme parks. 5. Pupils do Activity 3, CD3.32. With a partner they take turns to answer the questions. Ask: <i>Which of the rides in the four photos looks the scariest?</i> Note pupils who enjoyed reading the non-fiction text about theme parks. Post-lesson 6. Choose a post-lesson task to review language about theme parks.	<i>English Plus 1</i> Student's Book Activities 1–3 p.111 Key Phrases p.73 Teacher's Book p.125	Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4. See Strategy 7: Feedback Provide positive feedback for reading and answering questions about text content to all pupils but particularly to those pupils who find reading and doing comprehension questions challenging

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

WEEK:	LESSON: 158 (Writing 27)	MAIN SKILL FOCUS: Writing	THEME: World of Knowledge
	TOPIC: Going away	CROSS-CURRICULAR ELEMENT: Patriotism	LANGUAGE/GRAMMAR FOCUS: Superlative adjectives: e.g. scariest, fastest, most exciting, most dangerous

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Main Skill</p> <p>Writing</p> <p>4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media</p> <p>Complementary Skill</p> <p>Speaking</p> <p>2.1</p> <p>Communicate simple information intelligibly</p>	<p>Main Skill</p> <p>Writing</p> <p>4.2.3</p> <p>Narrate factual events and experiences of interest</p> <p>Complementary Skill</p> <p>Speaking</p> <p>2.1.2</p> <p>Find out about and describe experiences up to now</p>	<p>Pre-lesson</p> <p>1. Write on board 'Theme Parks – more than 300, 1955. 1971, 2013, 18 million'. Elicit what these numbers describe from previous lesson. If pupils can't remember, tell them to check on p.111.</p> <p>Lesson delivery</p> <p>2. Pupils do Activity 4, <i>Your Culture</i>. Follow instructions in Teacher's Book p.125 Exercise 4. Divide class into three groups, A, B, C and explain each group finds or has information about a different theme park. If no internet, give each pupil a handout with information about one of the three parks. They complete table in book. Tell pupils to use superlative adjectives to describe the best part in the theme park e.g. the fastest, highest, scariest, the most popular, exciting, successful.</p> <p>3. Pupils write a short description of their theme park using notes in the table or from internet.</p> <p>4. Pupils do Activity 5, <i>Use It!</i>. One pupil from each group (A, B, C) forms a group of three. They share information about their theme park orally. Choose one pupil from each group to tell the class about their theme park.</p> <p>CCE – Patriotism – Ask pupils if they think it's important for countries to have theme parks and why e.g. for families, for people on holiday, for celebrations. Ask if they think theme parks are good for everybody and if not, how can theme parks help young people in wheelchairs.</p> <p>5. Pupils in small groups do Optional Activity: Speaking. Follow instructions in Teacher's Book p.125. Groups present their rides in next step.</p> <p>Post-lesson</p> <p>6. Pupils present their rides to the rest of class. Encourage pupils to ask questions about the rides. Do a class vote for the ride they would most like to go on.</p>	<p><i>English Plus 1</i></p> <p>Student's Book Activities 4 and 5 p.111</p> <p>Teacher's Book p.125</p> <p>Prepare three handouts with key data in a fact file about three popular theme parks in Malaysia.</p> <p>Fact file data:</p> <ol style="list-style-type: none"> 1. Name of park 2. Where it is 3 Opening hours 4. Visitors' favourite part 5. other things to do. If possible, show images of theme parks from internet or in brochures. 	<p>Differentiate learning according to needs of your pupils. Please see the seven differentiation strategies at Section 4.</p> <p>See Strategy 3: Outcomes</p> <p>At Step 2: Encourage pupils who have been to a theme park to write some notes about it in another table</p>

SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON (Unit 8)

WEEK: 1	LESSON: 159 (Language Arts 26)	MAIN SKILL FOCUS: Language Arts	THEME: World of Stories
	TOPIC: Gulliver's Travels	CROSS-CURRICULAR ELEMENT: Language / Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: Pronunciation

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Main Skill Language Arts 5.3 Express an imaginative response to literary texts	Main Skill Language Arts 5.3.1 Respond imaginatively and intelligibly through creating simple role-plays and simple poems Other imaginative responses as appropriate	Pre-lesson 1. Follow Steps 1 to Step 3 (Activity 7: Spot me) in the guidebook (page 63-64). 2. Pupils discuss the answers as a class. Lesson delivery 3. Teacher prepares number cards from 1 to 61 (correspond to the number of pages in the graphic novel) and put all the number cards in the box. 4. Pupils pair up and teacher asks each pair to pick out a number from the box. 5. Teacher informs that they have to role play the panel of the chosen number that correspond to the page numbers of the book. 6. Pairs discuss and divide the dialogues on the page and practise their role play with correct pronunciation and appropriate gestures. 7. Teacher monitors and assists each pair in terms of checking their pronunciation of the words in the dialogues. 8. After some time, teacher starts the class' role play by calling the pairs according to the page number (started from 1 to 61, not all pages has a role play session). Post-lesson 9. Pupils write three things that they learnt from the graphic novel (e.g. I want to ..., I have to ..., I need to ...). [Post-lesson Task 12 – My journal]	Gulliver's Travels by Jonathan Swift Contemporary Children's Literature Teaching Guidebook (BPK) – Graphic Novel Page 63 – 64	Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following: Pupils who face difficulty can do the task in the larger group with teacher's assistance. (Strategy 2)
Complementary Skill Writing 2.3 Communicate appropriately to a small or large group	Complementary Skill Writing 2.3.1 Narrate short basic stories and events			

SCHEME OF WORK: Project-based Lesson (Unit 8)

WEEK:	LESSON: 160 (Project 2)	MAIN SKILL FOCUS: <i>Teacher to select</i>	THEME: <i>Teacher to select</i>
	TOPIC: <i>Teacher to select</i>	CROSS-CURRICULAR ELEMENT: <i>Teacher to select</i>	LANGUAGE/GRAMMAR FOCUS: <i>Teacher to select</i>

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

How did I do in Unit 8?

Put ✓ next to Great, OK, or A little.

In English, I know how to...



...talk and write about holidays	Great ____	OK ____	A little ____
... talk and write about future plans	Great ____	OK ____	A little ____
... describe weather conditions	Great ____	OK ____	A little ____
...make predictions about the future	Great ____	OK ____	A little ____

- I'm proud of myself because I can _____ very well.
- In the next unit, I will _____ better/more.

7. Appendix 1: Learning Standards mapping

The mapping table lists all 160 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.

Key

L=Listening; S=Speaking; R=Reading; W=Writing; LA=Language Arts; LAW=Language Awareness; CON=Consolidation; PRO=Project-based lesson

Lesson	Skill	Unit	Main	Complementary
Starter Unit				
1	L1	Starter	L1.2.1	R3.2.1
2	S1	Starter	S2.1.1	W4.2.1
3	R1	Starter	R3.2.1	S2.2.1
4	W1	Starter	W4.2.4	L1.2.4
5	LA1	N/A	LA5.2.1	R3.2.3
6	L2	Starter	L1.1.1	R3.2.1
7	S2	Starter	S2.1.1	W4.2.1
8	R2	Starter	R3.2.2	W4.2.4
9	W2	Starter	W4.2.4	S2.1.5
10	LA2	N/A	LA5.3.1	S2.3.1
11	L3	Starter	L1.2.5	R3.2.3
12	S3	Starter	S2.1.1	W4.3.2
13	R3	Starter	R3.3.1	W4.3.1
14	W3	Starter	W4.2.1	R3.2.1
15	LA3	N/A	LA5.2.1	L1.2.2
16	LAW1	Starter		
Unit 1				
17	L4	1	L1.2.1	W4.2.4
18	S4	1	S2.1.5	W4.2.1
19	R4	1	R3.2.4	S2.1.5

Lesson	Skill	Unit	Main	Complementary
20	W4	1	W4.2.4	S2.2.1
21	LA4	N/A	LA5.3.1	W4.2.4
22	CON1	1	S2.2.1	W4.2.4
23	L5	1	L1.2.2	W4.3.2
24	S5	1	S2.1.2	L1.1.1
25	R5	1	R3.2.2	W4.3.2
26	W5	1	W4.2.5	R3.2.1
27	LA5	N/A	LA5.2.1	R3.3.1
28	CON2	1	W4.3.2	S2.2.1
29	L6	1	L1.2.5	W4.3.2
30	S6	1	S2.2.1	L1.2.5
31	R6	1	R3.2.4	W4.2.4
32	W6	1	W4.2.5	S2.1.5
33	LA6	N/A	LA5.3.1	S2.1.5
34	LAW2	1		
Unit 2				
35	L7	2	L1.2.1	W4.3.2
36	S7	2	S2.2.1	R3.2.3
37	R7	2	R3.3.1	W4.3.2
38	W7	2	W4.2.4	S2.3.1
39	LA7	N/A	LA5.2.1	R3.2.2
40	CON3	2	L1.2.2	S2.1.4
41	L8	2	L1.2.4	R3.2.3
42	S8	2	S2.1.1	L1.1.1
43	R8	2	R3.2.3	L1.2.5
44	W8	2	W4.2.1	S2.1.5
45	LA8	N/A	LA5.3.1	S2.1.2
46	CON4	2	S2.2.1	W4.2.1

Lesson	Skill	Unit	Main	Complementary
47	L9	2	L1.3.1	R3.2.4
48	S9	2	S2.1.4	W4.2.2
49	R9	2	R3.2.3	S2.3.1
50	W9	2	W4.3.3	R3.2.2
51	LA9	N/A	LA5.2.1	R3.2.2
52	LAW3	2		
Unit 3				
53	L10	3	L1.2.2	S2.2.1
54	S10	3	S2.1.5	R3.2.3
55	R10	3	R3.2.3	R3.3.1
56	W10	3	W4.3.2	S2.1.5
57	LA10	N/A	LA5.3.1	R3.2.2
58	CON5	3	L1.2.1	S2.2.1
59	L11	3	L1.2.5	R3.2.4
60	S11	3	S2.1.2	W4.3.2
61	R11	3	R3.2.2	W4.2.4
62	W11	3	W4.3.3	R3.2.2
63	LA11	N/A	LA5.3.1	W4.2.4
64	CON6	3	S2.2.1	L1.2.5
65	L12	3	L1.1.1	R3.3.1
66	S12	3	S2.2.1	W4.3.2
67	R12	3	R3.3.1	L1.2.1
68	W12	3	W4.3.2	L1.1.1
69	LA12	N/A	LA5.2.1	S2.1.5
70	LAW4	3		
Unit 4				
71	L13	4	L1.3.1	R3.3.1
72	S13	4	S2.1.1	W4.2.1

Lesson	Skill	Unit	Main	Complementary
73	R13	4	R3.2.2	S2.1.2
74	W13	4	W4.3.2	L1.3.1
75	LA13	N/A	LA5.3.1	W4.3.3
76	CON7	4	W4.2.4	S2.2.1
77	L14	4	L1.2.5	L1.2.2
78	S14	4	S2.1.2	S2.2.1
79	R14	4	R3.2.3	W4.2.4
80	W14	4	W4.2.4	S2.2.2
81	LA14	N/A	LA5.2.1	R3.2.2
82	CON8	4	W4.3.2	R3.2.3
83	L15	4	L1.1.1	S2.2.1
84	S15	4	S2.1.5	L1.2.4
85	R15	4	R3.2.1	S2.1.1
86	W15	4	W4.3.3	R3.2.2
87	LA15	N/A	LA5.3.1	W4.3.3
88	PRO1	N/A		
Unit 5				
89	L16	5	L1.2.1	L1.1.1
90	S16	5	S2.2.1	W4.3.1
91	R16	5	R3.2.3	R3.2.4
92	W16	5	W4.3.1	R3.2.4
93	LA16	N/A	LA5.2.1	S2.1.4
94	CON9	5	W4.2.3	S2.2.2
95	L17	5	L1.2.3	L1.2.5
96	S17	5	S2.2.1	S2.2.2
97	R17	5	R3.3.1	S2.1.3
98	W17	5	W4.2.1	S2.1.3
99	LA17	N/A	LA5.3.1	L1.2.2

Lesson	Skill	Unit	Main	Complementary
100	CON10	5	W4.2.2	S2.1.3
101	L18	5	L1.1.1	R3.2.3
102	S18	5	S2.1.1	L1.2.5
103	R18	5	R3.3.1	S2.3.1
104	W18	5	W4.3.3	W4.2.5
105	LA18	N/A	LA5.2.1	S2.1.1
106	LAW5	5		
Unit 6				
107	L19	6	L1.3.1	R3.2.4
108	S19	6	S2.3.1	L1.2.1
109	R19	6	R3.2.2	R3.2.4
110	W19	6	W4.2.3	R3.3.1
111	LA19	N/A	LA5.3.1	S2.2.2
112	CON11	6	W4.2.3	S2.1.2
113	L20	6	L1.2.3	R3.2.4
114	S20	6	S2.1.2	L1.2.5
115	R20	6	R3.2.3	L1.1.1
116	W20	6	W4.3.2	S2.1.1
117	LA20	N/A	LA5.2.1	W4.2.5
118	CON12	6	L1.2.4	S2.2.1
119	L21	6	L1.3.1	R3.2.1
120	S21	6	S2.3.1	W4.3.1
121	R21	6	R3.2.2	R3.3.1
122	W21	6	W4.3.3	W4.2.5
123	LA21	N/A	LA5.3.1	S2.3.1
124	LAW6	6		
Unit 7				
125	L22	7	L1.1.1	S2.1.1

Lesson	Skill	Unit	Main	Complementary
126	S22	7	S2.1.5	L1.2.4
127	R22	7	R3.2.4	S2.1.5
128	W22	7	W4.2.1	R3.2.1
129	LA22	N/A	LA5.2.1	R3.3.1
130	CON13	7	L1.2.2	L1.2.5
131	L23	7	L1.2.3	R3.2.3
132	S23	7	S2.1.1	W4.2.1
133	R23	7	R3.2.3	W4.3.2
134	W23	7	W4.2.1	S2.3.1
135	LA23	N/A	LA5.3.1	R3.2.2
136	CON14	7	R3.2.4	W4.3.2
137	L24	7	L1.2.4	S2.1.2
138	S24	7	S2.1.3	W4.2.2
139	R24	7	R3.3.1	W4.3.1
140	W24	7	W4.2.5	L1.1.1
141	LA24	N/A	LA5.3.1	W4.2.2
142	LAW7	7		
Unit 8				
143	L25	8	L1.3.1	L1.2.2
144	S25	8	S2.1.4	W4.2.3
145	R25	8	R3.2.2	L1.2.3
146	W25	8	W4.3.2	S2.3.1
147	LA25	N/A	LA5.2.1	S2.1.5
148	CON15	8	W4.3.1	W4.2.3
149	L26	8	L1.3.1	L1.2.3
150	S26	8	S2.2.2	L1.2.5
151	R26	8	R3.2.3	W4.2.5
152	W26	8	W4.3.3	R3.2.2

Lesson	Skill	Unit	Main	Complementary
153	LA26	N/A	LA.5.3.1	W4.3.1
154	CON16	8	L1.2.2	S2.1.4
155	L27	8	L1.2.3	L1.2.2
156	S27	8	S2.2.2	S2.3.1
157	R27	8	R3.3.1	R3.2.2
158	W27	8	W4.2.3	S2.1.2
159	LA27	N/A	LA5.3.1	S2.3.1
160	PRO2	N/A		

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