

Scheme of Work – English as a Second Language Stage 8

Overview

This scheme of work is based on a 12 week term, with each Module being covered in 4 weeks. Each unit should, therefore, be covered in 2 weeks, based on the provision of 5–6 hours of classroom English per week.

TERM 1	TERM 2	TERM 3
Module 1A: One World <ul style="list-style-type: none"> Unit 1 Languages of the World Unit 2 E-communication 	Module 2A: Home Environments <ul style="list-style-type: none"> Unit 7 Household Routines Unit 8 Habitat Interactions 	Module 3A: Buyers & Sellers <ul style="list-style-type: none"> Unit 13 Shops & Services Unit 14 Possessions & Personal Space
Module 1B: Land & Sea <ul style="list-style-type: none"> Unit 3 Rivers & Coasts Unit 4 Great Expeditions 	Module 2B: Outlines <ul style="list-style-type: none"> Unit 9 Buildings & Structures Unit 10 Shape & Design 	Module 3B: Tragedies <ul style="list-style-type: none"> Unit 15 Natural Disasters Unit 16 World War 1
Module 1C: Free Time <ul style="list-style-type: none"> Unit 5 Sports & Hobbies Unit 6 Entertainment & Media 	Module 2C: Other People <ul style="list-style-type: none"> Unit 11 Personality Types Unit 12 People & Their Jobs 	Module 3C: End of Year <ul style="list-style-type: none"> Unit 17 Summer Season Unit 18 Using English

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Module 1A: One World

Unit 1: Languages of the World

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8S7	Use a growing range of appropriate subject-specific vocabulary and syntax to talk about curricular topics	Talking about which languages are spoken where.	Worksheet: which language is spoken in these places.		110–130 minutes
8Ug10	Spell a range of high-frequency vocabulary accurately, on a range of general and curricular topics	Completing a table of countries and national language.	with flags/country silhouettes		
8Rd2	Understand the detail of an argument on a growing range of unfamiliar general and curricular topics, including some extended texts	Reading about the multi-lingual nature of the internet and which languages are used for what.	Table with blanks mainly in language column, but also some in country column.		
8Lm1	Understand the main points in unsupported extended talk, on a wide range of general and curricular topics	Listening about different <i>language</i> aids and gadgets.	Multiple-choice and true/false tasks		
8S6	Interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks	Students prepare and give a short presentation on a 'language aid, website, app, gadget ... etc..' to present to the class.	Multiple-matching task Worksheet: 'look at the information about this language aid below'		
8S4	Explain advantages and disadvantages of ideas, plans and arrangements on a limited range of general and curricular topics		Think of least 2 ways it would help classmates with their English this year.		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8Rm1	Understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts	Reading about countries where a number of languages are used.	Multiple –matching task		100–120 minutes
8Ut4	Use a wide range of determiners and pre-determiner structures on a range of general and curricular topics	Focusing on determiners /pre-determiners neither/each/all/both .. both of ... etc..	Worksheet: match the names of the countries/languages to these statements. Both of these languages are spoken in Canada.		
8Ug5	Use a growing range of sentence adverbs, including <i>as well</i> and <i>though</i> , on a range of general and curricular topics		Each of the following languages is spoken by more than 200 million people.		
8Ut10	Use a range of conjunctions, including <i>although</i> , <i>while</i> , <i>whereas</i> to contrast on a range of general and curricular topics	Focusing on conjunctions and sentence adverbs to express addition and contrast	Worksheet: rewrite/link each pair of sentences e.g		
8Wa1	Brainstorm, plan and draft written work at text level, with limited support, on a range of general and curricular topics	Writing: A short article for a school magazine entitled: 'It's good to learn languages.'	French is an official language in Canada. It is only widely spoken in the Quebec region,		
8Wc1	Develop coherent arguments, supported when necessary by reasons, examples and evidence, for a growing range of written genres on general and curricular topics		Worksheet: completing a text on the use of English around the word with missing adverbs/conjunctions Worksheet: complete a table before writing Advantage Example		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8Ld1	Understand most specific information in unsupported extended talk on a wide range of general and curricular topics	Listening about the 'original' representational idea in some Chinese characters.	Multiple-matching ; characters to meaning.		100–120 minutes
8S3	Explain and justify their own point of view on a range of general and curricular topics	Talking about what English abbreviations and acronyms might mean			
8Rd3	Deduce meaning from context on a growing range of unfamiliar general and curricular topics, including some extended texts	Reading clues about abbreviations and acronyms to deduce what they mean	Worksheet e.g. etc.. approx		
8Wa4	Use, with limited support, style and register appropriate to a limited range of written genres on general and curricular topics	Writing register conversion. Rewriting parts of an email to a friend [to sound less formal] and an email to a headmaster [slightly more formal]	Worksheet: This is typically found at the bottom of a page. PTO		
8Ug10	Spell a range of high-frequency vocabulary accurately on a range of general and curricular topics	Listening and writing down the correct spelling of punctuation marks next to the symbol in a dictation.	Worksheet: including images of <i>comma</i> , <i>dash</i> , <i>speech marks</i> <i>apostrophe</i> etc..		110–130 minutes
8Uf5	Use a wide range of active and passive simple present and past forms	Focus on the use of the passive structures in the context of describing language rules.	Worksheet: decide whether the verb in brackets should be in the simple or active form..		
8Rm1	Understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts	Reading matching description of rules for the use of commas to examples.	Worksheet: complete with an English rule e.g. Capital letters An 's'	Possible display opportunity in presenting rules , abbreviations, punctuation work.	
8Wo2	Punctuate a range of written work, with accuracy, on a range of general and curricular topics	Punctuating a range of short texts which are completely free of punctuation.	Worksheet: rule e.g. commas are used to separate 3 or more		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8Ld1	Understand most specific information in unsupported extended talk on a wide range of general and curricular topics	Listening quiz on world languages, abbreviations, punctuation marks	items when given as a list. Range of questions e.g. English uses which alphabet Name two other alphabets. Which country in South America doesn't speak Spanish?		

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Module 1A: One World

Unit 2: E-communication

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8S3	Explain and justify their own point of view on a range of general and curricular topics	Explaining differences between modern communication terms to other students	Worksheet: what's the difference between: downloading/uploading chat room/blog I-pad/I-pod etc... attachment/link		110–130
8S5	Modify their talk in order to compensate for gaps in vocabulary or grammatical knowledge	Talking about the ways students use mobile and e-communications to do different things.	Worksheet: do you know how to...? send links send a group e-mail attach photos to an e-mail etc..		
8Rg2	Recognise the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts	Reading two different texts about the amount of time young people spend using mobile and e-technologies.	Worksheet: multiple-matching task: which writer expresses the view..?		
8Ut10	Use a range of conjunctions including <i>so that, (in order) to</i> to indicate purpose	Focus on conjunctions to express purpose in giving explanations	Worksheet: completing gaps relating to language of purpose in a text.		
8S5	Modify their talk in order to compensate for gaps in vocabulary or grammatical knowledge	Describing to other students how to do something using e-communication technology	Worksheet: rewriting sentences to express same meaning		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
			Prompt cards: e-communication tasks	Give students a range of prompt cards from which they each select one.	
8Lo1	Recognise the opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics	Listening to how different e-communication solutions have changed people's lives .	Multiple-matching task: which speaker?	Pre-teach further e-communication vocabulary	100–120 minutes
8Uf11	Use <i>if only /wish [that]</i> clauses [past reference]	Focusing on structures to express regret about and criticism of past actions.			
8Uf10	Use past modal forms including <i>should/shouldn't have</i> to express regret and criticism on range of general and curricular topics	Improving an email to friend by focusing on its register	Worksheet: completion and matching exercises with appropriate forms of verbs.		
8Wa4	Use with limited support style and register appropriate to a limited range of written genres on general and curricular topics	Writing an email to a friend advising him/her about e-communication/technology problems they have had.	Worksheet: discuss with another student what changes you would make to the highlighted parts of the email		
8Wc1	Develop coherent arguments supported when necessary by reasons, examples and evidence for a growing range of written genres on general and curricular topics		Guided writing template: response to the above email		
8Uf4	Use a range of future forms, including some passive forms, on a range of general and curricular topics	Focusing on future forms to talk about future developments and make predictions.	Worksheet: completion exercise focusing on future, future continuous, going to structure		100–20 minutes
8S3	Explain and justify their own point of view on a range of general and curricular topics	Ranking with other students future e-communication developments in terms of most to least likely.	Worksheet: All cars will be fitted with hands-free phones		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8Rd5	Recognise inconsistencies in argument in short, and some extended, texts on a limited range of general and curricular subjects	Reading a text about future e-communication technology and correcting [content] an imprecise short summary of it.	Text messaging will be replaced by voice to text technology etc..		
8Wo1	Use appropriate layout for a range of written genres on a range of general and curricular topics	Writing a short letter to a young person's magazine entitled <i>Can someone please invent</i>	Worksheet: improve this short summary to make it more consistent with the text Guided writing template	Possible display opportunity	
8Uf4	Use a range of future forms, including some passive forms, on a range of general and curricular topics	Focusing on the future form 'won't' [refusal of a machine/ device to do something].	Worksheet: match the problem to the explanation It won't turn on. This attachment won't open, etc.		100–120 minutes
8Ld3	Deduce meaning from context in unsupported extended talk, on a wide range of general and curricular topics	Listening to people having problems with communication technology.	Worksheet: listen to the speakers and match a problem below to each situation.		
8Ug9	Use a growing range of prepositional verbs, and a limited range of phrasal verbs, on a range of general and curricular topics	Focusing on prepositional and phrasal verbs to talk about e-devices	Worksheet: matching and completing dialogues e.g. A There's no signal. B Switch it ___ then to save battery.		
8Rd1	Understand specific information in texts on a growing range of unfamiliar general and curricular topics	Reading instructions about how to improve the organisation and layout of an email.	An email in which various layout/ highlighting/ bulleting/attachment/link features etc ...need to be improved.	Computer access to an email interface is required	
8Wo1	Use appropriate layout for a range of written genres on a range of general and curricular topics				

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8S3	Explain and justify their own point of view on a range of general and curricular topics	Explaining differences between modern communication terms to other students	Worksheet: what's the difference between: downloading/uploading chat room/blog		110–130
8S5	Modify their talk in order to compensate for gaps in vocabulary or grammatical knowledge	Talking about the ways students use mobile and e-communications to do different things.	l-pad/l-pod etc... attachment/link		
8Rg2	Recognise the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts	Reading two different texts about the amount of time young people spend using mobile and e-technologies.	Worksheet: do you know how to ...? send links send a group e-mail attach photos to an e-mail etc..		
8Ut10	Use a range of conjunctions including <i>so that, (in order) to</i> to indicate purpose	Focus on conjunctions to express purpose in giving explanations	Worksheet: multiple-matching task: which writer expresses the view..?		
8S5	Modify their talk in order to compensate for gaps in vocabulary or grammatical knowledge	Describing to other students how to do something using e-communication technology	Worksheet: completing gaps relating to language of purpose in a text. Worksheet: rewriting sentences to express same meaning Prompt cards: e-communication tasks	Give students a range of prompt cards from which they each select one	
8Lo1	Recognise the opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics	Listening to how different e-communication solutions have changed people's lives .	Multiple-matching task: which speaker?	Pre-teach further e-communication vocabulary	100–120 minutes

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8Uf11	Use <i>if only /wish [that]</i> clauses [past reference]	Focusing on structures to express regret about and criticism of past actions.	Worksheet: completion and matching exercises with appropriate forms of verbs.		
8Uf10	Use past modal forms including <i>should/ shouldn't have</i> to express regret and criticism on range of general and curricular topics				
8Wa4	Use with limited support style and register appropriate to a limited range of written genres on general and curricular topics	Improving an email to friend by focusing on its register	Worksheet: discuss with another student what changes you would make to the highlighted parts of the email		
8Wc1	Develop coherent arguments supported when necessary by reasons, examples and evidence for a growing range of written genres on general and curricular topics	Writing an email to a friend advising him/her about e-communication/technology problems they have had.	Guided writing template: response to the above email		
8Uf4	Use a range of future forms, including some passive forms, on a range of general and curricular topics	Focusing on future forms to talk about future developments and make predictions.	Worksheet: completion exercise focusing on future, future continuous, going to structure		100–120 minutes
8S3	Explain and justify their own point of view on a range of general and curricular topics	Ranking with other students future e-communication developments in terms of most to least likely.	Worksheet: All cars will be fitted with hands-free phones		
8Rd5	Recognise inconsistencies in argument in short, and some extended, texts on a limited range of general and curricular subjects	Reading a text about future e-communication technology and correcting [content] an imprecise short summary of it.	Text messaging will be replaced by voice to text technology etc..		
8Wo1	Use appropriate layout for a range of written genres on a range of general and curricular topics	Writing a short letter to a young person's magazine entitled <i>Can someone please invent</i>	Worksheet: improve this short summary to make it more consistent with the text. Guided writing template.	possible display opportunity	

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8Uf4	Use a range of future forms, including some passive forms, on a range of general and curricular topics	Focusing on the future form 'won't' [refusal of a machine/ device to do something].	Worksheet: match the problem to the explanation. It won't turn on. This attachment won't open, etc..		100–120 minutes
8Ld3	Deduce meaning from context in unsupported extended talk, on a wide range of general and curricular topics	Listening to people having problems with communication technology.	Worksheet: listen to the speakers and match a problem below to each situation.		
8Ug9	Use a growing range of prepositional verbs, and a limited range of phrasal verbs, on a range of general and curricular topics	Focusing on prepositional and phrasal verbs to talk about e-devices	Worksheet: matching and completing dialogues e.g. A There's no signal. B Switch it ___ then to save battery.		
8Rd1	Understand specific information in texts on a growing range of unfamiliar general and curricular topics	Reading instructions about how to improve the organisation and layout of an email.	An email in which various layout/ highlighting/ bulleting/attachment/link features etc ...need to be improved.	Computer access to an email interface is required	
8Wo1	Use appropriate layout for a range of written genres on a range of general and curricular topics				

Module Review

Learning Objective	Activities	Assessment	Time
Listening, Reading, Use of English, Speaking and Writing tasks on a range and blend of topics and themes relating to <i>different languages and alphabets and different modes and means of e-communication</i> and a range of module learning objectives.	Use a range of multiple-matching, multiple-choice, sentence completion and matching and guided speaking and writing tasks	Use tasks to assess core module learning objectives and monitor progress	90–120 hours

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Module 1B: Land & Sea

Unit 3: Rivers & Coasts

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8S7	Use a growing range of appropriate subject-specific vocabulary and syntax to talk about curricular topics	Talking about whether words relate to rivers, the sea or both i.e. [where they meet]. .	Worksheet: Venn diagram for students to place words in e.g. banks wave source salt water tide fresh water beach delta flood waterfall estuary etc..		100–120 minutes
8Rd4	Use a growing range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding	Students look up words they are not sure of.			
8Lm1	Understand the main points in unsupported extended talk on a wide range of general and curricular topics	Listening about the processes of the water cycle. Labelling a diagram with key words in the process	Worksheet: diagram with arrows pointing to key water cycle stages convection heat rainfall condensation wind evaporation, etc		
8Rm1	Understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts	Reading about what causes floods and protecting against them.	Matching diagrams of processes to sections of the text		
8Uf5	Use a wide range of active and passive simple present forms on a range of general and curricular topics	Focusing simple present active and passive forms in descriptions of processes	Completing the final section of above text with active or passive form of verbs		
8Rd3	Deduce meaning from context on a growing range of unfamiliar general and	Reading about the processes of dynamic change in rivers	Multiple-matching task: matching unknown terms		100–120 minutes

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8Ug1	curricular topics, including some extended texts Use a range of compound nouns on a range of general and curricular topics	Focusing on compound nouns that can be made with the word 'river'.	to definitions e.g. <i>load sediment erosion</i> Worksheet: circle those words that can be used with river to make a compound noun and put a line through those that can't		
8Ld1	Understand most specific information in unsupported extended talk on a wide range of general and curricular topics	Listening to and watching a short documentary on a major world river e.g. Nile, Mekong, Mississippi etc.	<i>bank trip coast boat pollution snake floor etc..</i>		
8Wa2	Compose, edit and proofread written work at text level, with limited support, on a range of general and curricular topics	Writing: using notes above to write a short fact file piece for a school magazine.	Completing viewing guide in note form Guided writing template		
8Rm1	Understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts	Reading about rivers meeting the coast: <i>estuaries, deltas, mudflats etc..</i>	Matching images/diagrams with explanations in the text.		110–130 minutes
8Rd5	Recognise inconsistencies in argument in short, and some extended, texts on a limited range of general and curricular subjects	Reading a short text summary of above	Correcting inconsistencies in a short summary of the text		
8Lm1	Understand the main points in unsupported extended talk on a wide range of general and curricular topics	Listening about wildlife and food chain of river estuaries and deltas.	Worksheet: labelling a diagram with name of different estuary features/wildlife names		
8Ut11	Use a range of relative clauses, including with prepositions <i>from where, to whom</i> , on a range of general and curricular topics	Focusing on the relative clauses in a text about why river estuaries and deltas are popular with migrating birds.	Multiple-matching task Worksheet: text completion with relative pronouns /.		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8Wa3	Write with moderate grammatical accuracy on a growing range of general and curricular topics, with limited support	Re-writing [correcting] a text related to above where highlighted errors relate to relative clauses	prepositions preceding relative pronouns Worksheet: relative clauses are highlighted in text/prompts beside text e.g. -which word is missing -which words are not needed - what about punctuation etc		
8Ug7 8S6 8Rd2 8Ut11 8Wa3	Use a growing range of prepositions preceding nouns and adjectives on a range of general and curricular topics Interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks Understand the detail of an argument on a growing range of unfamiliar general and curricular topics, including some extended texts Use a range of relative clauses including with prepositions <i>from where, to whom</i> on a range of general and curricular topics Write with moderate grammatical accuracy on a growing range of general and curricular topics with limited support	Focusing on prepositional phrases in answering questions about places on maps Students in groups of three play a [geographical] prepositional phrase game. Divide cards [about 10 each] between students. Students take turns to put their prepositional phrases in a sentence. <i>The island is just [beep] the coast.</i> The first student to say the correct preposition wins the card Reading about problems associated with China's Three Dams project. Writing definitions for key river	Pictorial maps and a range of questions. e.g. Where's Salteen? [on the coast] cards: <i>with</i> ___ + <i>noun</i> on front e.g. ___ the coast ___Tapper island preposition is written on the back e.g. on/off on Multiple-matching task Worksheet: work with another student to write a short definition of each of these terms. delta landslide sediment	Indicate to students the player with the most cards at the end of the game wins Possible display	100–120 minutes

Framework Code	Learning Objective	Activities	Resources	Comments	Time
		terms looked at in the unit.	evaporation erosion reservoir etc..	opportunity with images and diagrams of local rivers/great rivers of the world	

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Module 1B: Land & Sea

Unit 4: Great Expeditions

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8Rd2	Understand the detail of an argument on a growing range of unfamiliar general and curricular topics, including some extended texts	Reading about the sinking of the Titanic and the impact this event had.	True/false and multiple-choice tasks.		120–140 minutes
8Uf5	Use a wide range of active and passive simple past forms, and a range of past perfect simple forms, in narrative	Focusing on use of simple past, past continuous, simple perfect in the final part of above text.	Text completion task and matching of uses of past perfect and past continuous to examples in the text		
8Uf8	Use a range of past continuous forms, including passive forms, on a range of general and curricular topics				
8S4	Explain advantages and disadvantages of ideas, plans and arrangements on a limited range of general and curricular topics	Talking about how you might find and explore a ship wreck.	Worksheet: how might these things be useful divers robots computers submersibles airplanes cameras licences GPS lights buoys		
8Lm1	Understand the main points in unsupported, extended talk on a wide range of general and curricular topics	Listening to a member of the expedition that found the wreck of the Titanic describe how they did it and salvaged items.	Continue the story: As I watched the images, I knew we were making history.		
8Wa2	Compose, edit and proofread written work at text level, with limited support, on a range of general and curricular topics	Watching a short you-tube video of the initial discovery footage. as a lead-in to a piece of 'empathy' story writing		Display opportunity	

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8Rd5	Recognise inconsistencies in argument in short, and some extended, texts on a limited range of general and curricular subjects	Reading a jumbled short biography of Sir Arthur Conan Doyle with some lines that do not belong.	Worksheet: order this biography of Conan Doyle's life, removing the sentences that do not belong.		110–130 minutes
8Rg3	Read a growing range of extended fiction and non-fiction texts, on familiar and unfamiliar general and curricular topics, with confidence and enjoyment	Reading an extract from the opening of the story [abridged version] <i>The Lost World</i> .	Yes/no/doesn't say task Complete these sentences to summarise information from the opening of the story.		
8Ut10	Use a range of conjunctions including <i>so that, (in order) to</i> to indicate purpose and <i>although, while, whereas</i> to contrast	Focusing on sentence adverbs and conjunctions.	_____ even he had a few old note books. Although Challenger wasn't sure he would return, etc.		
8Ug5	Use a growing range of sentence adverbs including <i>as well, though</i>				
8Ld3	Deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics	Listening to and watching the continuation of the story [modern film version]	Viewing guide: on this expedition what do they have as: scientific equipment recording equipment medical supplies food supplies shelter weapons evacuation plans protective clothing local knowledge etc. make notes		
8S6	Interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks	Talking about big events history of flight and space travel in a date guessing game.	first dog in space first passenger jet plane first man in space first successful landing on Mars	Keep team scores nearest guess wins each round	80–100 minutes
8Rg1	Understand implied meaning on a				

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8Lo1 8Wa1	growing range of general and curricular topics, including some extended texts Recognise the opinion of the speaker(s) in unsupported, extended talk on a wide range of general and curricular topics Brainstorm, plan and draft written work at text level, with limited support, on a range of general and curricular topics	Students speculate how long before/after the given date each milestone was. Reading about first moon landing expedition and how the world reacted to it. Listening to people describe what they remember and think about moon landing day. Writing a 'Dear Earth' postcard poem from the moon	first manned flight first helicopter flight first space tourist first woman in space 1963 first man on moon Multiple-choice tasks Multiple-matching task	display or publishing opportunity	
8Lo1 8Uf4 8Rd1 8Uf7 8Uf9	Recognise the opinion of the speaker(s) in unsupported, extended talk on a wide range of general and curricular topics Use a range of future forms, including some passive forms, on a range of general and curricular topics Understand specific information in texts on a growing range of unfamiliar general and curricular topics, including some extended texts Use a range of past perfect simple forms in narrative and reported speech use a range of reported speech forms for statements, questions and	Listening to an explorer who is going on a BBC television expedition a remote area of Papua New Guinea. Focusing on a range of future forms. Reading an article about the discoveries of the expedition while making the programme. Focusing on reported speech to report what was said before/after an event	Multiple-choice questions Worksheet: look at the statements from the interview and match to a 'future form' use. Worksheet: complete a description of the project from a TV magazine/press release. True/false task Reporting 'future' statements after the event and commenting on outcome. We hope we'll at least one		110–130 minutes

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8Lo1	<p>commands on a range of general and curricular topics</p> <p>Recognise the opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics</p>	<p>Listening to and watching an extract from the expedition programme Expedition New Guinea [BBC]</p>	<p>new species They had _____ etc</p> <p>Viewing guide; direct questions on views of narrator and participants</p>		

Module Review

Learning Objective	Activities	Assessment	Time
<p>Listening, Reading, Use of English, Speaking and Writing tasks on a range and blend of topics and themes relating to <i>rivers and coasts, the water cycle, habitats and great land and sea expeditions and discoveries</i> a range of module learning objectives.</p>	<p>Use a range of multiple-matching, multiple-choice, sentence completion and matching and guided speaking and writing tasks</p>	<p>Use tasks to assess core module learning objectives and monitor progress</p>	<p>90 – 120 hours</p>

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Module 1C: Free Time Unit 5: Sports & Hobbies

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8Ug1	Use a range of compound nouns on a range of general and curricular topics	Focusing on compound nouns in talking about sports equipment.	Worksheet: images of various sports items and words in two boxes to match ice-hockey stick knee pads [skate-boarding] goalkeeping gloves riding hat etc...		100–120 minutes
8S7	Use a growing range of appropriate subject-specific vocabulary and syntax to talk about curricular topics	Discussing which sport an item is used in.			
8Ld3	Deduce meaning from context in unsupported, extended talk on a wide range of general and curricular topics	Listening to excerpts from sporting commentary and deciding which sport is being played.	Multiple-matching task with a few extra distractors		
8Uf10	Use a wide range of modal forms, for a range of functions, on a range of general and curricular topics.	Focusing on the use of modals and near modals [not allowed to/are supposed to etc.] to explain rules in different sports.	Worksheet; complete the rule with a correct form. diagrams/visuals: <i>athletics track</i> [4 x 100m relay] <i>half football pitch</i> off-side <i>football penalty area</i> penalties <i>tennis court/net</i> service etc...		
8S6	Interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks	Talking about the rules [in pairs] in preparing and giving a short presentation to class.			
8S1	Use formal and informal registers in their talk on a growing range of general and curricular topics	Allow students to choose a rule to present.		Allow students to project visual and use board in giving their presentations	

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8Ug1	Use a range of abstract nouns and compound nouns on a range of general and curricular topics	Focusing on nouns and abstract nouns to talk about physical abilities and personal qualities.	Worksheet; which ones do you need for success in all sports and which ones in only some. <i>speed concentration strength competitiveness determination team spirit motivation fitness hand- eye co-ordination natural ability knowledge</i>		110–130 minutes
8Rm1	Understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts	Reading about a famous Olympian, e.g. Karoly Takacs, and deciding which of the above qualities they most had.	<i>speed concentration strength competitiveness determination team spirit motivation fitness hand- eye co-ordination natural ability knowledge</i>		
8Uf5	Use a wide range of active and passive simple past forms and a range of past perfect simple forms in narrative	Focusing on the use of narrative tenses [active and passive forms] in a text on Great Olympic achievements.	worksheet above		
8Uf8	Use a range of past continuous, including a growing range of passive forms, on a range of general and curricular topics		Worksheet: complete the stories with the correct form of the verb in brackets		
8Rd1	Understand specific information in texts on a growing range of unfamiliar general and curricular topics, including some extended texts	Researching information on a great Olympic story.	worksheet: make notes main dates: main obstacles main achievements: key to success:	Internet access; guide to 'secondary' friendly sites	
8Wa2	Compose, edit and proofread written work at text level, with limited support, on a range of general and curricular topics	Writing a short biography of student's favourite sporting hero for a section in a student magazine.	Notes above Guided writing template	Display opportunity	
8Ug10	Spell a range of high-frequency vocabulary accurately on a range of general and curricular topics	Writing down words for hobbies based on the mime of other students	Prompt cards e.g. <i>pottery , fishing , gardening, stamp collecting playing an instrument, model making ballet etc...</i>	Give each student a hobby to mime	100–120 minutes

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8Ut4	Use a wide range of determiners and pre-determiner structures on a range of general and curricular topics	Focusing on determiners and pre-determiners in talking about the range of hobbies that might be represented in the class.	Worksheet: tick the statements you agree with/change those you don't Most of the boys in the class play an instrument. All members of the class have at least one hobby etc...	Provide access to dictionary and/or internet	
8Uf1	Use a wide range of quantifiers				
8S3	Explain and justify their own point of view on a range of general and curricular topics	Talking about whether hobbies are more for boys or for girls.			
8Rd3	Deduce meaning from context on a growing range of unfamiliar general and curricular topics, including some extended texts	Reading: deducing from context what the missing hobby titles are in a Reading about the top 10 hobbies.	Worksheet: range of hobbies to sort into a Venn diagram		
8S6	Interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks	Discussing with another student best way to find/look up any missing words above.	worksheet: fill in the words for the hobby being described. _____		
8Rd4	Use a growing range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding		The best hobbies produce something you can use. With skill, the right equipment and plenty of supplies, people who like to __ can be their own tailor, make their own repairs to clothes and even create their own wardrobe, etc.		
8S4	Explain advantages and disadvantages of ideas, plans and arrangements on a limited range of general and curricular topics	Discussing present ideas for different young people with different interests.	Worksheet: different situations/images of range presents		100–120 minutes

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8Ug4	Use a growing range of comparative structures to indicate degree on a range of general curricular topics	Focusing on comparative [degree] language in talking about present ideas	worksheet: compare these as present ideas. <i>football fan: season ticket/scarf etc..</i>		
8Ld3	Deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics	Listening to people talking about their hobbies and interests, and working out what idiomatic phrases mean.	Multiple-choice, e.g. Speaker 1 <i>That got me going</i> A interested B started. C excited		
8S6	Interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks	Talking about the names of different school clubs and speculating about activity they might focus on	Worksheet The Two-Wheelers The School Paddlers The Kiln Klub		
8Rd4	Use a growing range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding	Referring to dictionary for possible clues			
8Wa1	Brainstorm, plan and draft written work at text level with limited support on a range of general and curricular topics	Writing a letter/flyer inviting new members to join an after-school club.	Guided writing template		

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Module 1C: Free Time

Unit 6: Entertainment & Media

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8S7	Explain and justify their own point of view on a range of general and curricular topics	Talking about how much students spend doing various things. <i>Students complete pie chart and compare with another student.</i>	Worksheet: pie chart Activities: watching TV exercising meeting friends online stuff etc..		100–120 minutes
8Ut9	Use gerund forms after a growing range of verbs and prepositions				
8Ld3	Deduce meaning from context in unsupported, extended talk on a wide range of general and curricular topics	Focusing on verbs and prepositions followed by –ing structures	Worksheet: complete the statements so they are true about yourself. I don't really enjoy At the moment I'm into ... I prefer _____ to I am having to get used to ...		
8Ug9	Use a limited range of phrasal verbs on a range of general and curricular topics	Listening and deciding which 'entertainment' situation a person is talking about	I don't mind ... but generally I prefer etc.. I can't stand ...		
8Ut2	Recognise typical features at word, sentence and text level of a growing range of spoken genres	Focusing on phrasal verbs to describe free-time activities			
8S2	Check the main point or detail of what someone else has said	Listen again and decide whether the person is talking to a friend or addressing a group of people Asking and answering questions using verbs above.	Worksheet: what is the person talking about eating in or eating out staying in or going out having friends round/going out with friends		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
		Student asks questions then a follow-up question related to the response	taking up/giving up a hobby etc. worksheet: Speaker 1 _____ etc.. Worksheet: use verbs above and make questions with these prompts: How often .. When was the last time .. What kind of ... would ... etc....		
8S3	Explain and justify their own point of view on a range of general and curricular topics	Talking about your experiences of going to the circus.	Worksheet: how do these things feature in circus acts you have seen hoops cages wire fireworks stools musical instruments vehicles balls fire whips		100–120 minutes
8Lm1	Understand the main points in unsupported extended talk on a wide range of general and curricular topics	Listening to a long extract from a book about the circus, e.g <i>Circus Mania</i>			
8Ug6	Use a range of pre-verbal, post-verbal and end-position adverbs on a range of general and curricular topics	Focusing on use/position of adverbials in an extract from the same book	Multiple-matching: which things are mentioned in connection with which idea		
8Rg3	read a growing range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics with confidence and enjoyment	Reading an extract from the same book, recounting different events.	a danger b family c fun d routine etc.. Worksheet: look at the adverb in bold at the end of the lines. Mark where you think it belongs in the		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
			line. Worksheet: as you read, note down eight things you did not know about circuses. Then compare your list with another student's		
8Rd2	Understand the detail of an argument on a growing range of unfamiliar general and curricular topics, including some extended texts	Reading about the development and popularity of YouTube.	multiple-choice tasks		100–120 minutes
8S6	Interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks	Working with another student to find a funny YouTube clip to present to class as 'Funniest You Tube Clip ever ..'	worksheet competition rules - the clip should be no more than a minute long - the clip should be an amateur one .e.g. home video etc	Internet access to YouTube site required	
8Uf10	Use a limited range of past modal forms, including <i>should/shouldn't have</i> to express regret and criticism on range of general and curricular topics	Focusing on <i>should [n't] have done</i> and <i>wish /if only I had[n't] done</i> structures	Worksheet: look at these cartoon situations. Complete the speech bubble with what the person is thinking. [criticism, regrets etc..]		
8Uf11	Use <i>if only /wish [that]</i> clauses [past reference]				
8Wa3	Write with moderate grammatical accuracy on a growing range of general and curricular topics, with limited support	Working with another student to script introduction to their video....	Worksheet: script the introduction to your video clip, include: Have you ever wished ... Have you ever thought 'If only ...' Have you ever told yourself. I should have ...	Facility for projecting clips to the class	
8S1	Use formal and informal registers in their talk on a growing range of general and curricular topics	Introducing YouTube clip and soliciting class to vote for it as Funniest YouTube clip ever.		Show of hands for funniest clip	

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8Ut1	Recognise typical features at word, sentence and text level in a growing range of written genres	Reading different texts related to films and saying what they are.	Worksheet: which text is a/an blog review advertisement cover/catalogue synopsis	select texts on a film known to the students	100–120 minutes
8S7	Use a growing range of appropriate subject-specific vocabulary and syntax to talk about curricular topics	Talking about what words mean in a film review .	Worksheet: which words in the review could these words replace, use a dictionary to check their meaning e.g. plot takes place role big screen scene cast etc..		
8Rd4	Use a growing range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding	Discussing with another student which words in a review you could replace with other words	Review above to rewrite		
8Wa3	Write with moderate grammatical accuracy on a growing range of general and curricular topics with limited support	Rewriting a review making changes using different words.	Guided writing template and input texts film advertisement and DVD cover synopsis.		
8Wa4	Use with limited support style and register appropriate to a limited range of written genres on general and curricular topics	Writing a short film review for a school magazine/website section called: Loved it ..Hated it			

Module Review

Learning Objective	Activities	Assessment	Time
Listening, Reading, Use of English, Speaking and Writing tasks on a range and blend of topics and themes relating to <i>sporting activities, hobbies, free-time and entertainment activities and different forms of media</i> and a range of module learning objectives.	Use a range of multiple-matching, multiple-choice, sentence completion and matching and guided speaking and writing tasks	Use tasks to assess core module learning objectives and monitor progress	90–120 hours

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Module 2A: Home Environments

Unit 7: Household Routines

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8Ug1	Use a range of abstract nouns and compound nouns on a range of general and curricular topics	Focusing on compound nouns Talking about features/ appliances in a house.	Worksheet: complete the compound word that describes the home feature /appliance fire _____ [+ image] dish _____ washing _____ air-conditioning _____ etc.. _____ doors sofa _____		100–120 minutes
8S3	Explain and justify their own point of view on a range of general and curricular topics	If you had one of these, tell another student where would be the best place in the house to have it			
8S7	Use a growing range of appropriate subject-specific vocabulary and syntax to talk about curricular topics	Talking about which verb you would use for which appliance and what the opposite is			
8Lm1	Understand the main points in unsupported, extended talk on a wide range of general and curricular topics	Listening to people talking about a household 'chore' and working out what they are doing.	Line diagram of different areas in the house Worksheet: empty close turn up put out turn on lock pull out		
8Ut2	Recognise typical features at word, sentence and text level of a growing range of spoken genres	Listen again. Which speakers are talking in formal, and which speakers in informal, situations			
8Wa3	Write with moderate grammatical accuracy on a growing range of general and curricular topics, with limited support		Multiple-matching task	Organise students into teams.	

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8S2	Check the main point or detail of what someone else has said	<p>Writing/completing questions to be read out in a team guessing game. Students write questions about household chores on a card with the answer on the back</p> <p>Designate one member from another team to be first to give an answer. This student has to check their understanding of the question. e.g Sorry did you say <i>switch on</i> or <i>switch off</i>? Sorry do you mean before you get up or after that? Then open up question to all members of other teams</p>	<p>Worksheet Speaker 1 _____</p> <p>Worksheet: Guess what the last .. Guess what the first .. Guess what I never ..</p>	<p>The first student to guess the answer on the back of the card wins it</p> <p>The winner is the team that wins the most cards</p>	
8S7	Use a growing range of appropriate subject-specific vocabulary and syntax to talk about curricular topics	Talking about what the opposite is of different 'actions' around the home.	Worksheet: what's the opposite of these 'actions' I <i>get up</i> at about 7. He never <i>sets</i> the table. Please don't <i>turn on</i> the light . She <i>leaves</i> stuff <i>out</i> . etc	Encourage students to think of phrasal and prepositional verbs	120–140 minutes
8Ug9	Use a growing range of prepositional verbs and a limited range of phrasal verbs on a range of general and curricular topics	Focusing on prepositional and phrasal verbs	Multiple-matching task	Recap the differences	
8Lo1	Recognise the opinion of the speaker(s) in unsupported, extended talk on a wide range of general and curricular topics	Listening to different pairs of flatmates/roommates talking about each other's habits.	Three option multiple-choice task e.g. To make her flatmate tidy up more Anne is going to		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8Lg1 8Ug4 8Wc1	Understand most of the implied meaning in unsupported, extended talk on a wide range of general and curricular topics Use a growing range of comparative adjective structures to indicate degree on a range of general and curricular topics Develop coherent arguments, supported when necessary by reasons, examples and evidence, for a growing range of written genres on general and curricular topics	Listening again to above monologues and working out implication of final comment Focusing on comparative adjective structures. Talking about how practical/ lazy/helpful/tidy/fussy etc students are at home. Writing a short note to your teacher explaining why you would/wouldn't be prepared to share a flat/room with your partner.	a] stop tidying up herself b] put up a cleaning rota c] move out for a while Worksheet: completion and matching tasks for structures much/far more than/ nowhere near as/just as/a lot less ... Worksheet: compare yourself to your partner. How often do you wash up? Can you make a bed? Could you prepare dinner? Do you watch TV in bed? Guided writing template	Possible display opportunity	
8Rm1 8Uf10 8Rd1	Understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts Use a limited range of past modal forms, including <i>should/ shouldn't have</i> , to express criticism on a range of general and curricular topics Understand specific information in texts on a growing range of unfamiliar general and curricular topics, including some extended texts	Reading about the design of/layout of furniture objects in different rooms. Focusing on past modal structures, <i>should have/could have</i> etc. Designing your own room layout using an online room graphic design tool.	Multiple-matching tasks Looking at images of different room layouts and spotting problems Guided design template Worksheet: what's the opposite: plain - multi-_____ dark blue - _____ blue	Refer students to 'younger feel' design your own room site.	110–130 minutes

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8Ug4	Use a range of compound adjectives and adjectives as participles	Focusing on compound adjectives and adjectival opposites	simple - ____-purpose modern - old-_____ etc..		
8Wa1	brainstorm, plan and draft written work at text level, with limited support, on a range of general and curricular topics	Writing a description of the 'look' and 'feel' of your room to place [with your design] in a feature in a teen magazine: 'Today's young room.'	Guided planning/drafting templates	Possible display/publishing opportunity	
8S3	Explain and justify their own point of view on a range of general and curricular topics	Talking about problems with neighbours.	Worksheet: rank as most likely cause of a problem noise maintenance borders pets rubbish parking etc..		80–100 minutes
8Rd3	Deduce meaning from context on a growing range of unfamiliar general and curricular topics, including some extended texts	Reading about problems between neighbours that have developed over a number of years.	Worksheet; read through the text and say what you think the highlighted words might be.		
8Uf9	Use a range of reported speech forms for statements, questions and commands on a range of general and curricular topics	Focusing on reported speech forms.	Worksheet: which family complained of which problem? multiple matching		
8Wa4	Use, with limited support, style and register appropriate to a limited range of written genres on general and curricular topics	Writing a letter [empathy] as a character on one of the sides in the above story, suggesting that you make up and forget past difficulties.	Completion task in relation to text above Who wondered if ... Who complained about .. Who claimed that ... Who suggested .. Who informed the police.. etc Guided writing template		

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Module 2A: Home Environments

Unit 8: Habitat Interactions

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8Rd1	Understand specific information in texts on a growing range of unfamiliar general and curricular topics, including some extended texts	Reading about stages and processes involved in photosynthesis	Diagram completion with key terms.		100–120 minutes
8Uf5	Use a wide range of active and passive simple present forms on a range of general and curricular topics	Focusing on the use of present simple [active and passive forms] in describing processes	Table summary completion [key verbs] of photosynthesis processes.		
8Rm1	Understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts	Reading and researching issues relating to a diagram in the photosynthesis/aerobic respiration cycle.	Different diagrams relating to different parts of the carbon dioxide + water (+ light energy) → glucose + oxygen process	Guide to 'secondary' friendly websites	
8Wo1	Use appropriate layout for a range of written genres on a range of general and curricular topics	Writing [producing] a short presentation in pairs for the rest of the class.	guided slide template		
8S1	Use formal and informal registers in their talk on a growing range of general and curricular topics	Presenting a short slide presentation to class, based around the diagram.	Projection of PowerPoint or other presentations		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8Rd2	Understand the detail of an argument on a growing range of unfamiliar general and curricular topics, including some extended texts	Reading and completing short text definitions of habitat and adaptation with key words.	Text completion tasks		120–140 minutes
8Ld2	Understand most of the detail of an argument in unsupported, extended talk on a wide range of general and curricular topics	Listening to descriptions of animals [without names] and matching animals to key environmental adaptation features.	Multiple-matching task e.g. bats, owls, chameleons		
8Ut11	Use a range of relative clauses, including with prepositions <i>from where</i> , <i>to whom</i> , on a range of general and curricular topics	Focusing on the use of relative clauses in defining terms	Matching and completion tasks: definitions of environment/habitat terms		
8Ut6	Use a range of relative pronouns	Working with another student to punctuate [correct] short texts involving the use of defining and non-defining clauses.	Comma insertion/deletion taskcards to arrange in a food chain hierarchy. e.g. grass consumer herbivore producer frog consumer carnivore primary consumer tertiary consumer hawk secondary consumer grasshopper consumer carnivore		
8Wo2	Punctuate a range of written work with accuracy on a range of general and curricular topics	Discussing with another student terms that relate to position in a food chain			
8S7	Use a growing range of appropriate subject-specific vocabulary and syntax to talk about curricular topics	Checking meaning of unknown words			
8Rd4	Use a growing range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding	Writing a paragraph explaining a food chain hierarchy.	Students use the hierarchy arrangement above to write a paragraph	Possible display opportunity	
8Wc1	Develop coherent arguments, supported when necessary by reasons, examples and evidence, for a growing range of written genres on general and curricular topics				

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8Ld2	Understand most of the detail of an argument in unsupported extended talk on a wide range of general and curricular topics	Listening and following an animation activity [online] about food chains and food webs.	Sentence completion and table completion tasks food web diagrams with four given links and one link not given.	Projection of animation from a website	100–120 minutes
8S3	Explain and justify their own point of view on a range of general and curricular topics	Discussing with other students which animals complete the missing slots in food webs	Worksheet: complete the statement or question with one word. ____ of these animals is an omnivore?		
8Ut4	Use a wide range of determiners and pre-determiner structures on a range of general and curricular topics	Focusing on pre-determiner structures in statements and questions on food chain roles	____ sort of consumer is an eagle?		
8Lm1	Understand the main points in unsupported extended talk on a wide range of general and curricular topics	Listening to and answering questions in an herbivore, carnivore, omnivore quiz.	____ these members of a food chain are consumers? True or False.		
8Rd5	Recognise inconsistencies in argument in short and some extended texts on a limited range of general and curricular subjects	Reading short texts about food chains to spot which detail is wrong.	Mixture of questions relating to projected slides and straightforward questions Short text with an incorrect detail to spot .		
8Rm1	Understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts	Reading about potential causes of changes to pyramid of numbers in a food chain..	Multiple-matching tasks		90–110 minutes
8Uf3	Use a range of simple perfect forms, including some passive forms, with a growing range of time adverbials, on a range of general and curricular topics	Focusing on use of perfect to talk about what has changed in a situation.	Projection of a variety of then and now habitat images/diagrams		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8S3	Explain and justify their own point of view on a range of general and curricular topics	Discussing causes for changes in habitat/food chain numbers			
8Lo1	Recognise the opinion of the speaker(s) in unsupported, extended talk on a wide range of general and curricular topics	Listening to a discussion programme about the 'mystery' of the fall in numbers of bee populations.	Worksheet: which speaker, A or B, thinks		
8Wc1	Develop coherent arguments, supported when necessary by reasons, examples and evidence, for a growing range of written genres on general and curricular topics	Writing [completing] answers to 'what would happen if ..' scenarios in relation to pyramid of numbers diagrams.	Pyramid of number diagrams and opening lines of response to what would happen if scenarios.		

Module Review

Learning Objective	Activities	Assessment	Time
Listening, Reading, Use of English, Speaking and Writing tasks on a range and blend of topics and themes relating to <i>different household routines and activities and habitats and changing environments</i> and a range of module learning objectives.	Use a range of multiple-matching, multiple-choice, sentence completion and matching and guided speaking and writing tasks	Use tasks to assess core module learning objectives and monitor progress	90–120 hours

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Module 2B: Outlines

Unit 9: Buildings & Structures

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8S3	Explain and justify their own point of view on a range of general and curricular topics	Talking about the features of large buildings. Students complete labelling	Diagrams floor plans and cross-sections of different buildings.		100–120 minutes
8Ug7	Use a growing range of prepositions preceding nouns	Focusing on prepositions used in prepositional phrases with parts of buildings [at/in/on]	parking ___/l___y/base___/entrance___ etc..		
8Ut5	Use a range of questions, including questions involving prepositions <i>at what time, in which direction</i> , on a range of general and curricular topics	Focusing on questions formed with prepositions	Worksheet: match a preposition to each of the building features above [to describe location]		
8Ld2	Understand most of the detail of an argument in unsupported, extended talk on a wide range of general and curricular topics	Talking about the world's tallest skyscrapers on a timeline image.[Ask.com]	Worksheet: complete each question with a preposition ___ which building were lifts first used? ___ which island does Taipei 101 stand?		
8Wa3	Write with moderate grammatical accuracy on a growing range of general and curricular topics, with limited support	Listening to an architect talking about some of the main issues in designing tall buildings Writing a postcard from the top of one the world's tallest structures	___ which site is the building no longer standing? ___ which building can you see the Statue of Liberty? etc.		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
			<p>Worksheet: match a problem to a solution</p> <p>Include these words: view lobby feature lift look down below</p>		
8S3	Explain and justify their own point of view on a range of general and curricular topics	Talking about different types of bridge design and what they might be useful for.	Worksheet: basic diagrams of arch beam suspension truss cantilever cable-stayed	<p>This task can be done as a computer task or by matching projected images to diagrams above</p> <p>Nova [US] BBC [UK] good sources for this</p> <p>Display and class photo opportunity</p>	120–140 minutes
8Rd2	Understand the detail of an argument on a growing range of unfamiliar general and curricular topics, including some extended texts	Reading about the strengths and weaknesses of different types of bridges.	<p>True or false? Discuss: Bridges always cross water?</p> <p>Bridges always carry traffic? Some bridges are moveable? etc..</p>		
8S7	Use a growing range of appropriate subject-specific vocabulary and syntax to talk about curricular topics	Talking about which bridge to put in which type of environment.	Multiple-matching, e.g. which type of bridge might have the longest span		
8Ld2	Understand most of the detail of an argument in unsupported, extended talk on a wide range of general and curricular topics	Listening and watching short news reports on the difficulties of bridge maintenance	Computer access or projected image task		
8S6	Interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks	Working with other students in a bridge 'toothpick' challenge	<p>Sentence completion task</p> <p>Challenge worksheet e.g. from x toothpicks you have to build a x cm long bridge, capable</p>		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
			<p>of supporting x cent coins.</p> <p>Materials: toothpicks and one reel of cotton and strip of plasticine per team</p>		
8S4	Explain advantages and disadvantages of ideas, plans and arrangements on a limited range of general and curricular topics	Talking about issues in home design. Students highlight three things that are an issue in their area and discuss with another student.	Worksheet: space noise light environment privacy safety views heating maintenance building costs		110–130 minutes
8Uf10	Use a wide range of modal forms for a range of functions	Focusing on use of modals + passive structures	Worksheet: scenarios/pictures of home problems.		
8Uf5	Use a growing range of passive forms on a range of general and curricular topics	Reading and following steps in Architect Studio 3D in which students select a client and environment and design a house.	Describe in a sentence what could/should be done.	Internet access required.	
8Rd1	Understand specific information in texts on a growing range of unfamiliar general and curricular topics, including some extended texts	Talking about their client and features of their design in a short presentation to the class.	Use these verbs: change build knock down extend replace etc..	Display opportunity	
8S1	Use formal and informal registers in their talk on a growing range of general and curricular topics		Interactive website from Frank Lloyd Wright preservation trust Short presentation template		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8Uf5	Use a wide range of active and passive simple past forms	Focusing on passive structures [simple past/past continuous]	Worksheet: complete the second sentence so that it has the same meaning as the first.		80–100 minutes
8Uf8	Use a range of past continuous forms, including a growing range of passive forms				
8Rd1	Understand specific information in texts on a growing range of unfamiliar general and curricular topics, including some extended texts	Reading {researching} on a structure to be included in a class landmark calendar.	Discovery worksheet: date building started: date completed: materials used: two things that happened during building: importance of building: etc	Internet access	
8Rd4	Use a growing range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding	Using digital resources to check meaning of unknown words		This could be part of wider project involving the visiting, photographing and researching of local structures	
8Wa4	Use, with limited support, style and register appropriate to a limited range of written genres on general and curricular topics	Writing an entry for a calendar on the history of the construction of student's chosen landmark, using notes above. Project calendar with different entries for whole class to read.	Guided writing template	Display or publishing opportunity	

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Module 2B: Outlines

Unit 10: Shape & Design

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8S7	Use a growing range of appropriate subject-specific vocabulary and syntax to talk about curricular topics	Talking about the names of 3-D shapes in a matching exercise.	Worksheet: match the name of the shape to the image. cone sphere cube cylinder triangular prism hexagonal prism square-based pyramid triangular pyramid	Students hear speakers talking about Giza pyramid , traffic cones , box of matches , sugar lumps, tents, blow-pipe etc	100–120 minutes
8Ld3	Deduce meaning from context in unsupported, extended talk on a wide range of general and curricular topics	Listening and noting what shape the object being described is object/structure			
8S3	Explain and justify their own point of view on a range of general and curricular topics	Talking about which 'nets' form which shapes	Worksheet: look at these nets [opened-out patterns] of the shapes. Name the shapes they make. Two do not make 3-D shapes– which ones?		
8Rd2	Understand the detail of an argument on a growing range of unfamiliar general and curricular topics, including some extended texts	Reading short explanatory texts about congruent shapes and simple transformations.	Images of nets		
8Ld1	Understand most specific information in unsupported, extended talk on a wide range of general and curricular topics	Listening and following instructions for drawing enlarged shapes on squared paper.	Worksheet: multiple-choice image questions e.g. If shape X moves clockwise. Which shape shows it after a quarter turn? A B C or D		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
			<p>Which rectangle is a translation of X? A B C or D</p> <p>Which two shapes are congruent? etc..</p> <p>Worksheet: various shapes on squared paper which students have to enlarge/reduce by scale factors, using different centres of enlargement [on within and outside shape]</p>	Pre-teach the words scale/enlargement	
8Rd2	Understand the detail of an argument on a growing range of unfamiliar general and curricular topics, including some extended texts	Reading about names of angles, measuring angles and calculating angles within different types of triangle and in quadrilaterals.	3-choice multiple-choice task with some items involving naming, some measurement and others calculation		100–120 minutes
8Ld2	Understand most of the detail of an argument in unsupported, extended talk on a wide range of general and curricular topics	Listening about using a ruler, protractor and a compass to solve different types of angle problems with triangles	Worksheet: sketches SAS ASA and SSS f triangle problems to solve using ruler and protractor or compass.	Ensure students have access to a ruler, protractor and compass	
8Rd5	Recognise inconsistencies in argument in short, and some extended, texts on a limited range of general and curricular subjects	Reading a short text about bearings and then looking at student answers to problems and saying what is wrong.	Short text on calculating and measuring bearings. Students have to say what is wrong with student answers, using the information in the text.		
8Ut5	Use a range of questions involving prepositions <i>at what time, in which direction, from whose</i> , on a range of general and curricular topics	Focusing on questions involving prepositions to talk about bearings?			

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8Ld1	Understand most specific information in unsupported, extended talk on a wide range of general and curricular topics	Listening and solving bearing problems.	Worksheet: use a protractor, if necessary, to answer these questions. e.g. In which direction is a walker going if he following a 315 [^] bearing? By how many degrees ..? At which airport ...? etc..		
8S5	Modify their talk in order to compensate for gaps in vocabulary or grammatical knowledge	Talking about how recognisable classic packaging designs are from their silhouettes.	Worksheet: which product would you associate with the following packaging. Images: shoe polish tin {kiwi}/ open egg box/coke bottle/toblerone packet/supermarket 'vest' carrier bag/la vache qui rit [open box] etc..		120–140. minutes
8Rd3	Deduce meaning from context on a growing range of unfamiliar general and curricular topics, including some extended texts	Reading short texts about each product and completing gaps with missing adjectives.	Short text about the need and novelty of each design, with adjectives removed from texts at bottom of worksheet		
8Ut10	Use a range of conjunctions including <i>so that</i> , (<i>in order</i>) <i>to</i> to indicate purpose	Focusing on the use of different structures to indicate purpose.	Worksheet: complete the second sentence so that has the same meaning as the first It is easy to open because of the catch, It has a catch _____ be opened more easily.		
8Uf1	Use a wide range of quantifiers for countable and uncountable nouns, and a growing range of noun structures using qualifying uncountable nouns .. <i>a piece of</i> .. <i>a bar of</i> ..etc on a range of general and curricular topics	Focusing on quantifiers with different types of noun			
8S4	Explain advantages and disadvantages of ideas, plans and arrangements on a limited range of general and curricular topics	Talking about what's wrong with the design of different items.			

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8Wc1	Develop coherent arguments, supported when necessary by reasons, examples and evidence, for a growing range of written genres on general and curricular topics	Write a letter to a young person's magazine describing one of the products, and saying how bad you think the design is.	Worksheet: complete the first gap with a quantifier from box A and the second gap with a word from box B. There are _____ different chairs. What's wrong with this _____ of chairs for a school hall. [image of differently shaped/ sized chairs There are ___ of different sweets What's wrong with having this _____ of sweets in a tin. [image tin of sweets] Box A Box B Several Lots Selection Row		
8Rm1	Understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts	Reading a text [divided into sections] about key considerations in product design, and matching each part of text to headings.	Worksheet: match a heading to each design issue. user need safety recycling culture moral considerations environment sustainability		100–120 minutes
8Ld1	Understand most specific information in unsupported extended talk on a wide range of general and curricular topics	Listening to a teacher explaining a 'design' brief for a toothbrush holder which is fixable to a wall.			
8S2	Check the main point or detail of what someone else has said	Giving students the opportunity to check what they have to design.	Worksheet: sentence completion with one word of design brief organised	Encourage students to use rulers/protractors etc to produce a sharp/neat	

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8S6	Interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks	Talking with another student in using the design brief to draw/produce a design	under headings Worksheet: box with summary headings, shape: size: material: special features:	design Display opportunity	
8Wa4	Use, with limited support, style and register appropriate to a limited range of written genres on general and curricular topics	Writing a short summary of the features of the design		Possible extension by having students give full presentations of designs to class	

Module Review

Learning Objective	Activities	Assessment	Time
Listening, Reading, Use of English, Speaking and Writing tasks on a range and blend of topics and themes relating to <i>different types of building and structure, mathematical shape and processes involved in design</i> and a range of module learning objectives.	Use a range of multiple-matching, multiple-choice, sentence completion and matching and guided speaking and writing tasks	Use tasks to assess core module learning objectives and monitor progress	90–120 hours

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Module 2C: Other People

Unit 11: Personality Types

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8Ug8	Use a growing range of dependent prepositions following adjectives	Focusing on adjectives that describe behaviour and dependent prepositions	Worksheet: complete each sentence with a preposition, then matching to adjective with the opposite meaning		100–120 minutes
8S5	Modify their talk in order to compensate for gaps in vocabulary or grammatical knowledge	Talking about where students would place themselves on personality/behaviour scales	She's very patient ____ people.		
8Rg1	Understand implied meaning on a growing range of general and curricular topics, including some extended texts	Reading about the four different personality types.	He gets nervous ____ meeting new people. etc..		
8Ut8	Use infinitive forms after a growing range of adjectives and verbs, and use gerund forms after a growing range of verbs and prepositions	Matching different behaviours to the personality type you think they go with.	He was quite rude ____ me.		
		Focusing on the use of infinitive and gerund forms after verbs and adjectives	Worksheet: give examples of your typical behaviour to describe to another student . cautious - - - - - risk-taker calm - - - - - quick-tempered etc..		
			Worksheet: This person would be the first to tell a joke.		
			Matching sentence halves e.g. I can't stand It would be nice to see my friends morehaving nothing to do, etc		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8Uf7	Use a wide range of active and passive past forms, and a range of past perfect simple forms, in narrative and reported speech on a range of general and curricular topics	Focusing on past verb forms in narrative.	Worksheet: putting verbs in the correct form to a short biographical introduction to the author of the story below.		120–140 minutes
8Lm1	Understand the main points in unsupported, extended talk on a wide range of general and curricular topics	Listening to the first half of a short story and completing notes on the personality and motivations of the characters.	Worksheet: match these adjectives to one of the character spider-grams.		
8Ug1	Use a range of abstract nouns on a range of general and curricular topics	Focusing on abstract nouns to talk about character/motivation. In working out which ones are possible motivations for character actions in the story so far.	Worksheet: what is the noun form of these adjectives greedy jealous lonely loyal etc..		
8Rg3	Read a growing range of extended fiction and non-fiction texts, on familiar and unfamiliar general and curricular topics, with confidence and enjoyment	Reading the second half of a short story and answering interpretive questions.	Worksheet: answer the questions with one of the words. e.g. What does ...feel? regret or rejection		
8Rd5	Recognise inconsistencies in argument in short, and some extended, texts on a limited range of general and curricular subjects	Reading three short descriptions of the story and deciding which is most accurate			
8Wa3	Write with moderate grammatical accuracy on a growing range of general and curricular topics, with limited support	Writing a set of interview questions based on prompts about what kind of person s/o is.	Worksheet: - in three words - out of ten - on average - with friends - on your own etc..		100–120 minutes
8Ug7	Use a growing range of prepositions preceding nouns and adjectives	Students then give their questions to another student.			

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8S1 8Ut10 8Wc1	Use formal and informal registers in their talk on a growing range of general and curricular topics Use a range of conjunctions, including <i>so that</i> , (<i>in order</i>) <i>to</i> to indicate purpose and <i>although</i> , <i>while</i> , <i>whereas</i> to contrast, on a range of general and curricular topics develop coherent arguments, supported when necessary by reasons, examples and evidence, for a growing range of written genres on general and curricular topics	Students take it in turns to interview each other using the questions and make notes of answers. Focusing on conjunctions to explain and contrast ideas Writing - using the notes– students write an e-mail recommending the person they have interviewed for one of the opportunities projected on the board.	Questions passed to students from previous activity Worksheet: from answers to questions from interview complete: ,,,, has _____ <i>so that</i> Although only _____, ,,.,, Most kids _____ whereas..... In order to _____, Though it's been _____, ,,.,, etc Project to board: ads e.g. for babysitter/head boy/girl/dog walker etc....	Display opportunity	
8Ld3 8Ug4 8Rd4 8Wa3	Deduce meaning from context in unsupported, extended talk on a wide range of general and curricular topics Use a range of compound adjectives on a range of general and curricular topics Use a growing range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding Write with moderate grammatical accuracy on a growing range of general and curricular topics, with limited support	Listening to young people talking about other people they admire. Focus on compound adjectives Reading: looking up definitions of behaviour r/ personality adjectives in preparation for a game of 'call my bluff'. Writing out one true and two false definitions, with examples of how the word is used.	Multiple-matching. Speaker A thinks Nancy is _____ Speaker B admires John because he is _____ Match a word from box A to a word in box B to make a compound adjective that best describes each person. kind open good - mannered even well old - hearted - natured etc		90–110 minutes

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8S6	Interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks	Playing 'call my bluff'. Individual team members take it in turns to read out definitions for other groups, who guess which one is true.	Cards: three or four given to each team to research definition e.g. nosy chirpy potty dogged green etc. Guided writing template	Display opportunity Keep team scores	

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Module 2C: Other People

Unit 12: People & Their Jobs

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8S7	Use a growing range of appropriate subject-specific vocabulary and syntax to talk about curricular topics	Talking about typical personal noun endings used to talk about jobs/positions.	Worksheet: can you think of the names two types of job/position that have these endings:		120–140 minutes
8Lg1	Understand most of the implied meaning in unsupported, extended talk on a wide range of general and curricular topics	Listening and writing down what job students think people do from what they say.	-er - ant - or - ist -ian -ic -ee -person/-man/-woman		
8Ug10	Spell a range of high-frequency vocabulary accurately on a range of general and curricular topics		Worksheet: complete each sentence summarising the fireman's views in the text The job sometimes involves..		
8Ut9	Use gerund forms after a growing range of verbs and prepositions	Focusing on the use of gerunds after certain verbs and prepositions.	It can mean Most firemen are interested in		
8Rg2	Recognise the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts	Reading a text about 'a day in the life of a fireman'.	You sometimes risk ... It's really all about ... You'll often find me ...	Possible display opportunity	
8Wa3	Write with moderate grammatical accuracy on a growing range of general and curricular topics, with limited support	Writing out statements that might be made about another recognisable job in a game of 'What's my line?' Students read out their descriptions for other students to guess	Multiple-choice task: How does he feel about ..? What's his view of ..?	First person to shout out correct job wins a point for their team.	

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8S7	Use a growing range of appropriate subject-specific vocabulary and syntax to talk about curricular topics	Talking about the different kinds of jobs people do in different places and writing down job titles	Worksheet: find at least three jobs you can do in these places.		100–120 minutes
8Ug10	Spell a range of high-frequency vocabulary accurately on a range of general and curricular topics		Images of: hospital court supermarket office block school department store hotel football club		
8Ut8	Use infinitive forms after a growing range of adjectives and verbs	Focusing on infinitive structures used after adjectives and verbs.	Worksheet She's always keen _____		
8Rd5	Recognise inconsistencies in argument in short, and some extended, texts on a limited range of general and curricular subjects	Complete the sentences a) to describe a good manager b) to describe someone who would make a good nurse	She finds it hard _____ She hopes _____ She intends _____ She's able _____ She can get people _____		
8Ut5	Use a range of questions on a range of general and curricular topics	Reading short texts about the qualities that people have which make them good at their jobs.	Worksheet: find the detail in each text which is inconsistent with the overall description		
8S6	Interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks	Focusing on the form of questions in questionnaires about personal qualities	Worksheet: complete each question with 2 words e.g. On a scale of 1 to 5. _____ of person are you? not ambitious - very ambitious. _____ time do you spend at the computer? not a lot - loads	In pairs, each student is given a different questionnaire to complete initially.	
8S2	Check the main point or detail of what someone else has said	Asking and answering questions with another student	Use completed questionnaire above as basis for short talk.		
8S4	Explain advantages and disadvantages of ideas, plans and arrangements on a limited range of general and curricular topics	Preparing to say briefly [giving reasons from questionnaire] to rest of the class what you think a good occupation for your partner would be.			

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8Lg1	Understand most of the implied meaning in unsupported, extended talk on a wide range of general and curricular topics	Listening to people describing their work situations.	Multiple-matching task Which person do you think ... A works from home B is their own boss C only works part-time D travels a lot E likes routine F is still training		90–110 minutes
8S3	Explain and justify their own point of view on a range of general and curricular topics	Talking about things you would <i>like/not mind/hate</i> your future job to involve.			
8Ut3	Use a growing range of gerunds as objects and subjects	Focusing on future forms to talk about hopes, plans, predictions etc. for future working life.	Worksheet: mark these with a tick/cross or [?] maybe. driving working outdoors sitting at a computer being my own boss etc...		
8Uf4	Use a range of future forms, including some passive forms, on a range of general and curricular topics	Focusing on reporting what people have said about their futures.			
8Uf9	Use a range of reported speech forms on a range of general and curricular topics	Students listen to one or two students reading out a statement about their futures and report what they said.	Worksheet: complete with an appropriate future form. I've already decided by the time I am 21 I hope I don't expectwork with computers. Completed worksheet above		
8Ut2	Recognise typical features at word, sentence and text level of a growing range of spoken genres	Listening to different speakers making different kinds of announcements.	Worksheet: what kind of job does each speaker do. A tour guide B teacher C police woman D flight attendant E a singer		100–120 minutes
8S4	Explain advantages and disadvantages of ideas, plans and arrangements on a limited range of general and curricular topics	Talking about what different jobs involve			

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8Ug4	Use a growing range of comparative structures to indicate degree on a range of general and curricular topics	Focusing on comparative structures Students discuss their views	F coach driver Worksheet: discuss with another student which of the above jobs involve ;		
8Rd1	Understand specific information in texts on a growing range of unfamiliar general and curricular topics, including some extended texts	Reading notices and advertisements for summer jobs for young people.	paperwork long hours travel running around working shifts risk-taking controlling people		
8Wo1	Use appropriate layout for a range of written genres on a range of general and curricular topics	Writing an e-mail to express an interest in one of the summer positions above.	Worksheet: compare two jobs above in terms of how much more /less glamorous dangerous exciting tiring varied etc.. Multiple-matching task: for which job might these things prove an advantage: A having younger brothers and sisters B having your own bike C getting up early Worksheet: in which order do you think you would mention these things in the email.		

Module Review

Learning Objective	Activities	Assessment	Time
Listening, Reading, Use of English, Speaking and Writing tasks on a range and blend of topics and themes relating to <i>people's moods, feelings and personality traits and people and their jobs</i> and a range of module learning objectives.	Use a range of multiple-matching, multiple-choice, sentence completion and matching and guided speaking and writing tasks	Use tasks to assess core module learning objectives and monitor progress	90–120 hours

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Module 3A: Buyers & Sellers

Unit 13: Shops & Services

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8S6	Interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks	Talking about what you can find in different sections of the supermarket.	Worksheet: dairy products stationery frozen foods meat and poultry ready meals bakery health and beauty deli		100–120 minutes
8Ld1	Understand most specific information in unsupported, extended talk on a wide range of general and curricular topics	Work with another student: write down 3 things you might find in each section.			
8Ug10	Spell a range of high-frequency vocabulary accurately on a range of general and curricular topics	Listening about how and where supermarkets put items to encourage spending	Diagram of supermarket layout with ten points marked A - J.	Pre-teach: supermarket words e.g. aisle shelves, trolley, check-out, brands etc.	
8Ug7	Use a growing range of prepositions preceding nouns and adjectives	Writing down names of companies and what product/s they make in a brand recognition quiz.	Projection of brand logos [both local and international]		
8S4	Explain advantages and disadvantages of ideas, plans and arrangements on a limited range of general and curricular topics	Focusing on prepositions in promotional/sales language Telling another student about personal shopping habits.	Worksheet: complete each sign with one word. 2 ___ the price of 1 20% ___ reduced ___ a further 10% up ___ 70% ___ offer not ___ the sale ___ sale now etc...	Keep team scores 1 point for correct spelling of company and naming product	

Framework Code	Learning Objective	Activities	Resources	Comments	Time
			Worksheet: rank these things in order of importance to you. sales mall saving brands online shopping pocket money low prices convenience wide selection window shopping		
8Rd2	Understand the detail of an argument on a growing range of unfamiliar general and curricular topics, including some extended texts	Reading about the rise of internet shopping and sites like e-bay/Amazon.	Multiple-choice and discuss with another student what the text says about... tasks		110–130 minutes
8Rd3	Deduce meaning from context on a growing range of unfamiliar general and curricular topics, including some extended texts	Reading in detail one section of the text [above] with highlighted words.	Worksheet: what is the word most likely to be A or B . ebay screen shots [enlarged]		
8Ld2	Understand most of the detail of an argument in unsupported, extended talk on a wide range of general and curricular topics	Listening about what the different options are/icons mean when using e-bay.	Students make notes about the things indicated with arrows. e.g. buy now current bid [niceninja * 128] postage etc...	Pre-teach words auction, bid, purchase	
8Ug8	Use a growing range of dependent prepositions following adjectives, and a limited range of dependent prepositions following verbs	Focusing on dependent prepositions after adjectives.	Worksheet: sentence completion with correct preposition, e.g. She's crazy ___/She loves anything to do ___/He's really keen ___/He's really interested ___/etc..		
8Rg3	Read a growing range of extended fiction and non-fiction texts, on familiar and unfamiliar general and curricular topics, with confidence and enjoyment	Reading [searching] product descriptions on e-bay to find an ideal present [within budget] for a recognisable figure.			

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8S6	Interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks	Students then present their choice of present to class and explain reasons.	Cards detailing who present is for/budget/by when/what the occasion is. [one per pair] project images of gift ideas	Choose real people but imaginary situations, e.g. headmaster retirement/class member prize-giving etc	
8Uf6 8S4 8Wa4	Use a growing range of causative forms on a range of general and curricular topics Explain advantages and disadvantages of ideas, plans and arrangements on a limited range of general and curricular topics Use, with limited support, style and register appropriate to a limited range of written genres on general and curricular topics	Focusing on the causative structure <i>to get/have</i> things done. Talking about what 'services' you can get from different places. Writing an e-mail to a friend, informing them of a new service a student recently tried Writing a short e-mail back, asking your friend for clarification/further information	Worksheet: name two things you might want to have done for each one: car hair camera house nails neighbours shoes fast food One of the following is projected at the start of each round. gift shop hotel garage hairdresser's online grocery e-card site mobile phone shop fortune teller's etc.. Guided writing template	First team to name a 'service' correctly wins a point and chance for two bonus points 1] for explaining why it's a good idea to get it done there 2] if they can name a second service Display opportunity	100–120 minutes
8Ut6 8S3	Use a growing range of reflexive pronoun structures on a range of general and curricular topics Explain and justify their own point of view on a range of general and curricular topics	Focusing on the use of reflexive pronouns. Discussing with another student where the reflexive pronoun is essential and where it is just for emphasis	Worksheet: complete with the correct reflexive pronoun I bought it ____ - with my own money. She hurt ____ leaving the shop. You're lying to ____ if you think it was a bargain. etc		100–120 minutes

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8Ug8	Use a limited range of dependent prepositions following verbs on a range of general and curricular topics	Focusing on use of pronouns and dependent prepositions after verbs [connected with buying/paying etc.]	Worksheet: complete each sentence with 2 correct elements/in the correct order.		
8S5	Modify their talk in order to compensate for gaps in vocabulary or grammatical knowledge	Telling another student about your money decisions.	I bought for myself/it/to myself I couldn't afford myself/to myself/anything It cost myself/a lot/me, etc		
8Wa3	Write with moderate grammatical accuracy on a growing range of general and curricular topics, with limited support	Editing a poorly written e-mail [grammar and punctuation] to an online shop complaining about a service.	Worksheet: tell another student about something: you saved for ... you bought someone as a gift you got free, etc		
8Wo2	Punctuate with accuracy a range of written work on a range of general and curricular topics				

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Module 3A: Buyers & Sellers

Unit 14: Possessions & Personal Space

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8S4	Explain advantages and disadvantages of ideas, plans and arrangements on a limited range of general and curricular topics	Discussing with another student which things students would find it hardest to be without.	Worksheet: rank these things bike favourite jacket computer pair of shoes mobile favourite bag piece of jewellery music collection TV		100–120 minutes
8U5	Use a range of questions, including questions involving prepositions <i>at what time, in which direction, from whose</i> , on a range of general and curricular topics	Focusing on questions and prepositions.			
8S4	Explain advantages and disadvantages of ideas, plans and arrangements on a limited range of general and curricular topics	Asking another student the questions about the above objects. Telling another student what they do to look after the above objects.	Completion: What do you wear it/them ___? Which shop did you buy it ___? What do you use it ___?		
8Ld3	Deduce meaning from context in unsupported, extended talk on a wide range of general and curricular topics	Listening to people talk about new gadgets that they have bought.	Worksheet: complete these questions with an appropriate noun.		
8Lg1	Understand most of the implied meaning in unsupported, extended talk on a wide range of general and curricular topics	Listening again to above speakers and deciding what they imply about the device.	What do you keep your ___ in? Do you always leave your ___ on? To whom do you take your ___ if it needs repairing? etc		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
			<p>Multiple-matching task: which speaker is talking about which object.a GPSa tableta TV etc..</p> <p>Multiple-matching task: which speaker impliesthe device is overrated ...the device is better than they thought ... they've had a lot of problems etc...</p>		
8Ut1	Recognise typical features at word, sentence and text level in a growing range of written genres	Reading advertisements for things and identifying typical features	Worksheet: look at the highlighted phrase in each advertisement. What is the full sentence meaning of this phrase		100–120 minutes
8Ug4	Use a range of compound adjectives on a range of general and curricular topics	Focusing on compound adjectives.	e.g. good working order/hardly worn.		
8S3	Explain and justify their own point of view on a range of general and curricular topics	Talking about what sort of possessions/things different compound adjectives might refer to.	Worksheet: make a compound adjective from the sets of words and match to a gap in the texts above.		
8Ld3	Deduce meaning from context in unsupported, extended talk on a wide range of general and curricular topics	Listening to people talk about possessions they want to sell or give away.	multi - loved low - new much- coloured		
8Wa4	Use, with limited support, style and register appropriate to a limited range of written genres, on general and curricular topics	Writing an advertisement for something to sell or give away, to put in a school newsletter.	second – priced brand- to-use etc easy- hand		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
			<p>Worksheet: A multi-purpose B fully-equipped C well-behaved D hand-made E 19th-century</p> <p>Worksheet: which adjective above might best be used to describe each object.</p> <p>Guided-writing template</p>	Possible display opportunity	
8Ug9	Use a growing range of prepositional verbs and a limited range of phrasal verbs	Focusing on phrasal verbs relating to possessions/common objects.	Worksheet: tell another student about something ... you usually hang up ..		100–120 minutes
8S3	Explain and justify their own point of view on a range of general and curricular topics	Discuss which verbs follow which pattern when used with a pronoun.	... you rarely take out		
8Rm1	Understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts	Reading a quiz about: 'How organised are you?' Listening and identifying what the problem is with someone's possessions.	... you sometimes lock up ... you might save up for.. ... you would never give awaydon't really look after . etc.		
8Uf7	Use a range of past perfect simple forms in narrative, and reported speech, on a range of general and curricular topics	Focusing on the past perfect in reported speech.	Worksheet: completing prepositional and phrasal particles after verbs in the quiz? Answer questions and calculate your result.		
8S4	Explain advantages and disadvantages of ideas, plans and arrangements on a limited range of general and curricular topics	Talking about what you would do in awkward situations.	Multiple-matching: who has A left something at home B just lost something		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
			<p>C damaged something they borrowed D just got something back broken E forgotten where they've put something F left somebody something to return etc....</p> <p>Worksheet: you secretly borrow someone's i-pod but break it accidentally</p> <p>You read someone's personal mail but spill coffee on it before you put it back in the envelope etc..</p>		
8S5	Modify their talk in order to compensate for gaps in vocabulary or grammatical knowledge	Talking about how people can personalise or customise things.	Worksheet: jeans mobiles jewellery mugs t-shirts birthday cards sports shirts year books		100–120 minutes
8Uf6	Use a growing range of causative forms	Focusing on the use of the causative			
8Rd1	Understand specific information in texts on a growing range of unfamiliar general and curricular topics, including some extended texts	Reading [researching] a personalised gift ideas in pairs	Worksheet: ask another student .. Have you ever .. had a t-shirt made .. had something engraved had someone autograph something etc..		
8S4	Explain advantages and disadvantages of ideas, plans and arrangements on a limited range of general and curricular topics	Talking about what would make the best gift.	Worksheet: eight characters to find	Internet access/guide to various gift sites air whose ideas are	

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8Wa3	write with moderate grammatical accuracy on a growing range of general and curricular topics, with limited support	Writing down a description of each gift on a slip of paper Two class members are nominated to be one of gift receivers and nominate which gift idea they prefer	personalised/customised gifts for. Worksheet above Slips of paper	nominated most ,wins.	

Module Review

Learning Objective	Activities	Assessment	Time
Listening, Reading, Use of English, Speaking and Writing tasks on a range and blend of topics and themes relating to <i>different aspects of shopping and types of service and personal possessions and comfort</i> and a range of module learning objectives.	Use a range of multiple-matching, multiple-choice, sentence completion and matching and guided speaking and writing tasks	Use tasks to assess core module learning objectives and monitor progress	90–120 hours

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Module 3B: Tragedies

Unit 15: Natural Disasters

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8S3	Explain and justify their own point of view on a range of general and curricular topics	Talking about the connection between different types of natural disaster.	Worksheet: explain what the connection is between these things hurricane - floods earthquake - tsunami	Project images of different types of disaster situation for students to identify	100–120 minutes
8Rd4	Use a growing range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding	Checking any unknown words in a dictionary.	drought - famine wildfires - drought floods - disease	Perhaps also discuss recent disasters within student memory	
8Rd3	Deduce meaning from context on a growing range of unfamiliar general and curricular topics, including some extended texts	Reading about different types of disaster. Students Read text and deduce which of the missing [disaster] words best completes each gap.	Gapped text task with missing words provided in a box		
8Uf3	Use a range of simple perfect forms, including some passive forms, with a growing range of time adverbials, on a range of general and curricular topics	Focusing on perfect forms to give news about events.	Worksheet: complete these short news texts about a crisis response with correct perfect forms [verb in brackets] Which type of disaster is each report about?		
8Ld2	Understand most of the detail of an argument in unsupported, extended talk on a wide range of general and curricular topics	Listening to short extracts from TV and Radio journalists reporting from disaster areas.	Multiple-matching Which journalist talks about which things having been done?		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8S4	Explain advantages and disadvantages of ideas, plans and arrangements on a limited range of general and curricular topics	Talking about emergency supplies Students discuss which ten items would be a priority to drop into an earthquake or flood zone.	Worksheet: an emergency preparedness/ supplies checklist e.g. one issued by state of California..		100–120 minutes
8Rd4	Use a growing range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding	Check understanding of unknown words using a dictionary			
8Ld1	Understand most specific information in unsupported, extended talk on a wide range of general and curricular topics	Listening to someone from Red Cross disaster committee talking about 'supply' priorities to drop into major flood zones	Students list ten items from previous task and tick one's speaker mentions		
8Lg1	Understand most of the implied meaning in unsupported, extended talk on a wide range of general and curricular topics		Worksheet: listen again and tick the things implied by what the speaker says		
8Ug3	Use a growing range of noun structures using qualifying uncountable nouns, .. <i>a piece of.. a bar of</i> ..etc, on a range of general and curricular topics	Focusing on structures qualifying uncountable and plural nouns.	Worksheet: find two words that can be used with each of the words below.		
8Rd5	Recognise inconsistencies in argument in short, and some extended, texts on a limited range of general and curricular subjects	Reading a letter from a young person, explaining what he/she has put in an aid parcel for earthquake victims. Students highlight flaws in reasoning in the letter.	slice tube packet pair bar pack piece item tin box e.g. chocolate soap cards bread socks trousers etc	Project emergency appeal	
8Wc1	Develop coherent arguments, supported when necessary by reasons, examples and evidence, for a growing range of written genres on general and curricular topics	Students write a similar letter in response to an emergency appeal, explaining what they have put in their aid parcel	Guided writing template		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8Rd1	Understand specific information in texts on a growing range of unfamiliar general and curricular topics, including some extended texts	Reading and researching in groups of three about simple school bazaar and fun fair games that students will set up in a charity challenge..	Resources needed may include; packs of cards, floating ships/toys, bowls of water, music players, raffle tickets, jars full of beans, coins etc.	Refer students to different internet sites to ensure variety in the type of activity they come up with [also have some ready-made activities for them to do in case they do not come up with anything practical]	120–140 minutes
8S6	Interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks	Discussing what they need and how they can organise their stall [activity] in a class fun fair challenge	[manageable activities would include building a card pyramid, beans in a jar, name that tune, ship blowing races, apple dunking, lob-a-choc, hoopla, lucky plate, drop the feather etc.	Explain to students that every student in class will be given twenty counters to spend [1 per go] at the different stalls around the room.	
8Uf10	Use a wide range of modal forms for a range of functions	Focusing on modals to explain rules and procedures			
8S6	Interact with peers to negotiate, agree and organise priorities and plans for completing classroom task	Students complete sheet in a way that explains their game.			
8S1	Use formal and informal registers in their talk on a growing range of general and curricular topics	Setting up stalls in preparation for the challenge.			
8S5	Modify their talk in order to compensate for gaps in vocabulary or grammatical knowledge	Talking to other students during the charity challenge, luring to stalls and explaining rules, announcing winners etc.	Worksheet: You can only You mustn't To win a prize you need to Players have to etc.	The prize for 'winning' an activity at a stall is a sweet /chocolate [T provides a supply to each stall] Students take turns: one student staffs their stall, while other two go out and play at others. Winners of the charity challenge are the stall that collects the most counters.	

Framework Code	Learning Objective	Activities	Resources	Comments	Time
				This activity could be extended to a school wide charity fundraising event	
8Uf7	Use a wide range of active and passive simple past forms, and a range of past perfect simple forms, in narrative and reported speech	Focusing on past and reporting forms	Worksheet: discussing with another student what verb forms should be in a cloze text on survival in a natural disaster	Project a visual connected to story	110–130 minutes
8Rg3	Read a growing range of extended fiction and non-fiction texts, on familiar and unfamiliar general and curricular topics, with confidence and enjoyment	Reading stories of amazing tales of survival in disaster situations.	Different stories for different pairs of students in class		
8S6	Interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks	Students decide with another student on a list of prompts to note down that will help them recount their story to the rest of the class	Worksheet: generic direct questions What made 'survival' possible? etc...		
8Ld4	Begin to recognise inconsistencies in argument in extended talk on a growing range of general and curricular subjects	Listening to the survival stories of others and trying to spot details which don't quite seem to fit.			
8Wa2	Compose, edit and proofread written work at text level, with limited support, on a range of general and curricular topics	Writing a short entry for a magazine feature entitled: 'Amazing Survivors Tales'	Worksheet: using your own words as far as possible summarise your survivor's story in 120 words.		
				In their recounting of the story students should include two false details Display/publishing opportunity	

Scheme of Work – English as a Second Language Stage 8

Module 3B: Tragedies

Unit 16: World War I

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8S3	Explain and justify their own point of view on a range of general and curricular topics	Talking about weapons and technology used in WW1 Students discuss which weapons and media played a part in WW!	Worksheet: timeline beneath words and images of airplane tank submarine airship radio rifle artillery gun TV battle ship machine gun gas horses		100–120 minutes
8Ld1	Understand most specific information in unsupported, extended talk on a wide range of general and curricular topics	Listening and informing another student about WW1 Theatres of War. Students listen to and communicate information on each other's maps			
8S6	Interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks				
8Rm1	Understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts	Reading about the causes of WW1 with each head term [alliances, nationalism, imperialism, militarism, crises] explained.	Worksheet: information gap task two maps: one with western front/sea theatre/airship theatre other with Eastern Front/Italian Front/Gallipoli	Demonstrate on board type of information you expect students to mark	
8S3	Explain and justify their own point of view on a range of general and curricular topics	From the above text, discuss with another student which side the different countries fought on	Worksheet: with which 'cause' are these things mentioned: new industries old wars larger navy etc..		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
			Worksheet: can you divide the list of countries into the two sides		
8Ut5	Use a range of questions, including questions involving prepositions <i>at what time, in which direction, from whose</i> , on a range of general and curricular topics	Focusing on questions with prepositions.	Complete each question with a preposition. __ which day did the war begin? __ which country was archduke Ferdinand shot? __ what point did Italy join the war? __ what reason did America join the war? __ which front did Australians mainly fight? __ whose side was Japan?	Internet access required/guide to secondary friendly sites	100–120 minutes
8Rd1	Understand specific information in texts on a growing range of unfamiliar general and curricular topics, including some extended texts	Reading [researching] answers to questions. Listening about WW1 numbers and figures.			
8Uf8	Use a range of present continuous forms, and a growing range of passive forms, on a range of general and curricular topics	Focusing on the use of the present continuous to describe what is happening around the present.			
8Wa1	Brainstorm, plan and draft written work at text level, with limited support	Writing a letter from 'home' in response to a letter from a nurse/soldier at the front.			
8Wa2	Compose, edit and proofread written work at text level, with limited support, on a range of general and curricular topics		Above questions Worksheet: can you link a fact to one these numbers, figures, dates. 800,000 1917 11 10,000 6 million 21 51 million etc.		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
			<p>Worksheet: read the soldier's letter from the front</p> <p>Complete the reply from his family putting verbs into correct [simple present or continuous form]</p> <p>Letter from front</p> <p>Guided writing template</p>		
8Ut1	Recognise typical features at word, sentence and text level in a growing range of written genres	Reading a range of 'historical' sources and working out the answers to questions.	Worksheet: match the text to a source /text type below. poster advertisement diary telegram letter newspaper, etc.		100–120 minutes
8Rd3	Deduce meaning from context on a growing range of unfamiliar general and curricular topics, including some extended texts	Reading news in brief excerpts from the war	Worksheet: from the sources 1 What made soldiers lives so hard in 1917? 2 What was the difference in fighting on the Western and Eastern fronts? etc...		
8Rm1	Understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts				
8Wa4	Use with limited support style and register appropriate to a limited range of written genres on general and curricular topics	Writing headlines for above excerpts	Different news in brief excerpts for different pairs of students.	Teacher records student headlines to project later	
8S7	Use a growing range of appropriate	Telling the class stories behind the			

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8S2	subject-specific vocabulary and syntax to talk about curricular topics Check the main point or detail of what someone else has said	headlines from memory. Asking questions to clarify points in the story.	Project a selection of example headlines Projected student headlines from previous activity		
8Ut8 8Ld4 8Uf7 8S6 8Rg1	Use infinitive forms after a growing range of adjectives and verbs Begin to recognise inconsistencies in argument in extended talk on a growing range of general and curricular subjects Use a wide range of active and passive simple past forms, and a range of past perfect simple forms, in narrative, on a range of general and curricular topics Interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks Understand implied meaning on a growing range of general and curricular topics, including some extended texts	Focusing on the use of infinitive structures after certain verbs and adjectives. Listening about the Treaty of Versailles and how it indirectly led to WW2. Focus on past passive forms Looking for and discussing three photographs which sum up the tragedy of the conflict. Reading a WW1 poem e.g. <i>Does it Matter?</i> [Sassoon] Reciting the poem over the photograph slide show.	Worksheet: match one element from each column e.g. Bulgaria was persuaded to enter the war to gain territory from Serbia Germany was keen to reach Paris but was stopped near Belgium Listening and correcting information in sentences Multiple-matching sentence halves which summarise outcomes of Treaty of Versailles Worksheet: questions on implication in the poem.	Teacher puts all photographs into a class slide show to project	120–140 minutes

Module Review

Learning Objective	Activities	Assessment	Time
Listening, Reading, Use of English, Speaking and Writing tasks on a range and blend of topics and themes relating to <i>the causes and consequences of natural disasters and the causes consequences and development of WW1</i> and a range of module learning objectives.	Use a range of multiple-matching, multiple-choice, sentence completion and matching and guided speaking and writing tasks	Use tasks to assess core module learning objectives and monitor progress	90–120 hours

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Module 3C: End of Year

Unit 17: Summer Season

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8Ug1	Use a range of abstract nouns and compound nouns on a range of general and curricular topics	Focusing on compound nouns in talking about 'summer' things.	Worksheet: match a word on the left to one on right to make a compound noun.		110–130 minutes
8S3	Explain and justify their own point of view on a range of general and curricular topics	Talking about what different activities might involve and whether students have tried them.	sun basket beach glasses picnic towel etc...		
8Ut3	Use a growing range of gerunds as objects and subjects on a range of general and curricular topics		Worksheet: horse-riding snorkelling skate-boarding hiking canoeing etc..		
8Rd1	Understand specific information in texts on a growing range of unfamiliar general and curricular topics, including some extended texts	Reading two advertisements for different summer camps.			
8Uf11	Use <i>if only</i> / <i>wish</i> [<i>that</i>] clauses [past reference]	Focusing on the language of regret.	Multiple-matching task		
8Uf10	Use a limited range of past modal forms including <i>should</i> / <i>shouldn't have</i> to express regret and criticism on range of general and curricular topics		Completion task: complete the gaps in the letter written by a friend who was really disappointed with one of the camps above.		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8Wa4	Use, with limited support, style and register appropriate to a limited range of written genres on general and curricular topics	Writing a letter of reply to a friend, telling him her how good the other camp was	Guided writing template	Possible display opportunity	
8Ld3	Deduce meaning from context in unsupported, extended talk on a wide range of general and curricular topics	Listening about world's top ten summer festivals	Worksheet: images from festivals for students to match to place name		100–120 minutes
8Rg2	Recognise the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts	Reading about being a roadie at a summer festival	Multiple-choice questions		
8Ug7	Use a growing range of prepositions preceding nouns and adjectives	Focusing on prepositional phrases related to summer and heat	Worksheet: complete each phrase with a preposition and discuss what it means		
8Ut1	Recognise typical features at word, sentence and text level in a growing range of written genres	Reading different short texts and saying what type of text/publication they are from.	<p>___ the height of summer</p> <p>___ hot summer nights</p> <p>___ the heat</p> <p>___ the afternoon sun etc</p> <p>Worksheet: which text is from</p> <p>A a holiday brochure</p> <p>B a travel guide</p> <p>C an advertisement</p> <p>D an article</p> <p>etc</p> <p>Worksheet: complete each text with one of the prepositional phrases above.</p>		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8Rd3	Deduce meaning from context on a growing range of unfamiliar general and curricular topics, including some extended texts	Reading the back of summer destination postcards and matching to the images on the front.	Worksheet: images of different destinations on postcards to match		100–120 minutes
8Rg2	Recognise the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts	Reading postcards again and deciding how the person feels about where they are.	Multiple-matching task: which person feels A frustrated B disappointed by the weather C glad to be going home etc...		
8Uf3	Use a range of simple perfect forms, including some passive forms, with a growing range of time adverbials on a range of general and curricular topics	Focusing on the use of the perfect and the present continuous to talk about developing situations.	Worksheet: completing postcards with adverbial time phrases.		
8Uf8	Use a range of present continuous forms, including passive forms, on a range of general and curricular topics		Worksheet: completing postcards with appropriate perfect and present continuous forms.	Help students produce photos of their town /area in postcard format	
8Wa4	Use, with limited support, style and register appropriate to a limited range of written genres on general and curricular topics	Writing a postcard as if on a summer stay in your own town	Guided writing template	Possible display opportunity	
8S3	Explain and justify their own point of view on a range of general and curricular topics	Talking about a seasonal food [harvest] timeline for local foods.	Worksheet: timeline showing different months		110–130 minutes
8Rg2	Recognise the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts	Reading two texts with differing points of view on the issue of 'food miles'	10–20 local foods to arrange across the year.		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8S5	Modify their talk in order to compensate for gaps in vocabulary or grammatical knowledge	Talking about which ideas matter most	Worksheet: complete the table Which argument would each writer use to counter the other?	Develop into a whole class discussion	
8Ut3	Use a growing range of gerunds as objects and subjects	Focusing on the use of gerunds as nouns.		Ask students to write about three verses of four lines each with refrain: <i>these are summer things</i>	
8Wa1	Brainstorm, plan and draft written work at text level, with limited support, on a range of general and curricular topics	Writing a poem entitled: <i>these are summer things</i> .	Worksheet: rank the ideas from the box above from most to least important and tell another student why		
8Wa3	Write with moderate grammatical accuracy on a growing range of general and curricular topics, with limited support	Each line begins with a gerund.	Worksheet: complete these activities with a gerund and then rank them according to what makes a good summer break _____ to different places. _____ plenty to do. _____ time with your family _____ yourself. etc..	Display opportunity	

Scheme of Work – English as a Second Language Stage 8

Module 3C: End of Year

Unit 18: Using English

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8Ut5	Use a range of questions, including questions involving prepositions, <i>at what time, in which direction, from whose</i> , on a range of general and curricular topics	Focusing on different types of questions	Worksheet: put list of curriculum topics focused on in English for students to go back over and mine for questions	Get students to write questions in pen colour which is the same as their team colour Keep team scores	100–120 minutes
8Wa3	Write with moderate grammatical accuracy on a growing range of general and curricular topics, with limited support	Researching facts [content] learnt in English from across the year to write as questions for a class curriculum quiz	Questions in different rounds, including student questions from above activity.		
8Ld1	Understand most specific information in unsupported, extended talk on a wide range of general and curricular topics	Competing in an end of year 'curriculum' content learnt in English quiz [general knowledge]	e.g. complete the name. Empire _____ Building		
8S4	Explain advantages and disadvantages of ideas, plans and arrangements on a limited range of general and curricular topics	Talking about subsequent lesson in which students will make a short presentation on 'what I do with English – outside of school'	When sun heats the sea, what 'e' happens Task: - provide a visual - photo of you doing activity - details of activity - explain how it helps your English		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8S6 8Wo1 8S1 8S4	Interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks Use appropriate layout for a range of written genres on a range of general and curricular topics Use formal and informal registers in their talk on a growing range of general and curricular topics Interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks	Working with support from another student to prepare [write] short presentation on student 'out of school' English activity. Making short presentation to the class on 'out of school' contact with English Talking about performances that students will do during end of year lessons. Students discuss options opposite. Give students pre-selected pieces to take home and learn or allow students to find their own piece if they wish	Access to computer, scanner etc.. Worksheet short sketch song famous speech [mimicking voice] poem joke own poem a rap All pieces will be introduced by a short introduction.	Pair those students with stronger computing skills with weaker ones to help with making slides etc. Make projection equipment available to students	100–120 minutes
8S6 8Wa2 8Ug10	Interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks Edit and proofread written work at text level, with limited support, on a range of general and curricular topics Spell a range of high-frequency vocabulary accurately on a range of general and curricular topics	Participating in an end of year 'grammar' auction, focusing on structures looked at throughout the year. The winning pair will have the most sentences [for least money] Participating in an end of year 'spelling bee', involving spelling and vocabulary questions based on words from throughout the year.	Worksheet: 20 grammar sentences [some genuine/some false] auctioned to the highest bidder Prepare different rounds of questions	Each pair of students has a budget and they should decide how much they are prepared to bid.	80–100 minutes

Framework Code	Learning Objective	Activities	Resources	Comments	Time
8S1	Use formal and informal registers in their talk on a growing range of general and curricular topics	Students present their min-performances, with brief introduction of each piece.	Provide lighting props, music as necessary		120–140 minutes
8Lg1	Understand most of the implied meaning in unsupported, extended talk on a wide range of general and curricular topics				

Module Review

Learning Objective	Activities	Assessment	Time
Listening, Reading, Use of English, Speaking and Writing tasks on a range and blend of topics and themes relating to <i>summer activities and things associated with summer break and the idea of knowing and using English</i> and a range of module learning objectives.	Use a range of multiple-matching, multiple-choice, sentence completion and matching and guided speaking and writing tasks	Use tasks to assess core module learning objectives and monitor progress	90–120 hours

Notes:

- The current model of nine units per stage is recommended – three per term. Fewer would give too large a group of objectives to address in one unit. More would be too fragmented to give coherence to the overall scheme.
- Terminology can vary although consistency is recommended within a school.
- An audit of the learning objectives for the whole stage is recommended to ensure coverage.
- Each objective may be revisited in different ways in different units to continue to develop new skills in different contexts.
- Some learning objectives will be ongoing throughout the stage – a grid to show this is recommended.
- Detail of the ongoing objectives may be given in an outline plan.