

# Scheme of Work – English as a Second Language Stage 9

## 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
<b>Module 1A: Genes &amp; Jeans</b> <ul style="list-style-type: none"> <li>Unit 1 Family Ties</li> <li>Unit 2 Personal Appearance</li> </ul>	<b>Module 2A: Fuel &amp; Progress</b> <ul style="list-style-type: none"> <li>Unit 7 Energy Resources</li> <li>Unit 8 Industrial Revolution</li> </ul>	<b>Module 3A: Peoples</b> <ul style="list-style-type: none"> <li>Unit 13 Population &amp; Resources</li> <li>Unit 14 Cultures and Customs</li> </ul>
<b>Module 1B: Sound &amp; Soul</b> <ul style="list-style-type: none"> <li>Unit 3 Moods &amp; Feelings</li> <li>Unit 4 20th Century Music</li> </ul>	<b>Module 2B: Presenting the Facts</b> <ul style="list-style-type: none"> <li>Unit 9 Handling Data</li> <li>Unit 10 Making Presentations</li> </ul>	<b>Module 3B: Science &amp; Innovation</b> <ul style="list-style-type: none"> <li>Unit 15 The Digital Age</li> <li>Unit 16 Light &amp; Sound</li> </ul>
<b>Module 1C: Well-being</b> <ul style="list-style-type: none"> <li>Unit 5 Health &amp; Diseases</li> <li>Unit 6 Leisure Time</li> </ul>	<b>Module 2C: Working Hard</b> <ul style="list-style-type: none"> <li>Unit 11 Learning &amp; Training</li> <li>Unit 12 Making a Living</li> </ul>	<b>Module 3C: Views &amp; Voices</b> <ul style="list-style-type: none"> <li>Unit 17 Right &amp; Wrong</li> <li>Unit 18 A Performance in English</li> </ul>

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## Module 1A: Genes & Jeans

### Unit 1: Family Ties

Framework Code	Learning Objective	Activities	Resources	Comments	Time
9S3	Explain and justify their own and others' point of view on a range of general and curricular topics	Talking about connections between family members	Worksheet: sketch how you would represent these relationships on the family tree below:		100–120 minutes
9Rd2	Understand the detail of an argument in extended texts on a range of unfamiliar general and curricular topics	Reading about the unique family archives/records of Iceland	maternal grandmother first cousin, nephew, step-brother, half-sister, sister-in-law, uncle, second cousin		
9Rg1	Understand implied meaning in extended texts on a range of unfamiliar general and curricular topics		What is the male/female equivalent of each one?		
9Lm1	Understand the main points in unsupported, extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	Listening about how someone went about researching their family history	Multiple –choice task: Which of the following things does the text imply?		
9Ug4	Use a range of pre-verbal, post-verbal and end-position adverbs on a wide range of general and curricular topics	Focusing on the position of adverbs used with perfect forms	Which of these problems does the speaker encounter in her search? - being lied to - language difficulties - a problem with spellings etc.		
9Uf3	Use a range of simple perfect active and passive forms with a range of time adverbials	Asking and answering these questions with another student	Worksheet: Place the adverbs in the correct		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
			position: <i>Have you __ written __ to a relative that you've _ met _?</i> <i>[ never ever]</i> <i>Do you have relatives that you've __ met ___?</i> <i>[once or twice/only] etc.</i>		
9Rd1	Understand specific information in extended texts on a range of unfamiliar general and curricular topics	Reading short texts about co-incidences between the lives of twins separated at birth.	Multiple-matching task: In which story are the following mentioned?		100–120 minutes
9Ut4	Use a wide range of pronouns [demonstrative, quantitative] on a wide range of general and curricular topics	Focusing on use of pronouns in talking about two people: <i>neither, both, each, each other, one another, each of them, the other one ....</i>	Worksheet: complete each sentence to make a true statement about one of the stories above e.g. <i>___ of the Jones twins had grown up with _____ .</i>		
9Wa3	Write, with moderate grammatical accuracy and with minimal support, on a range of general and curricular topics	Improving [rewriting] a clumsily written passage about two relatives that does not use pronouns	Text in which nouns and proper names are repetitiously used		
9Ld2	Understand the detail of an argument in unsupported, extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	Listening to brief stories/ anecdotes strange family meetings/reunions	Multiple-matching: Which co-incidence is mentioned in which story?		
9S2	Speak with a good degree of fluency and accuracy in social interaction with peers and other speakers of English	Talking about time spent with family and family occasions.	Worksheet: Which activities do you typically do /are most important as a family? - <i>watch TV</i> - <i>go shopping</i> - <i>go on holiday</i> - <i>visit relatives</i> - <i>eat dinner</i> - <i>go to weddings</i>		100–120 minutes
9Rg1	Understand implied meaning in extended texts on a range of unfamiliar general and curricular topics	Reading comic greeting/special occasion cards			

Framework Code	Learning Objective	Activities	Resources	Comments	Time
9S6	Interact with peers to make hypotheses about a growing range of general and curricular topics	Talking about what occasion is being referred to in each one	- <i>have breakfast</i> - <i>go out [parks/cinema etc.]</i>		
9Ug7	Use a growing range of prepositions following verbs on a wide range of general and curricular topics	Focusing on verbs and dependent prepositions	Worksheet: matching the message/quote on the front to the/message etc. inside cards above		
9Wa3	Write with moderate grammatical accuracy, and with minimal support, on a range of general and curricular topics	Writing out short functional statement you could make to family members, e.g. <i>Well done on passing your exams, sis.</i>	Worksheet: what is the main purpose of these cards/ notes /messages/ texts etc?		
9Uf11	Use a range of reported statements and question forms on a wide range of general and curricular topics	Students then read out statements for other students to report	Use one of these verbs: <i>congratulate remind blame warn apologise discourage forgive complain accuse</i>		
			Worksheet above		
9Lm1	Understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	Listening to the first part of a well-known short story about family ties e.g. from the collection <i>The Human Fly</i> and other stories	Multiple-choice task to do and discuss after listening		100–120 minutes
9S3	Analyse and evaluate the views of others on a growing range of contexts	Talking about how issues/themes/characters are presented in the story	Worksheet: think of three words which best describe the following in the story:		
9Uf5	Use a range of future active and passive forms on a wide range of general and curricular topics	Focusing on future forms for making predictions	Worksheet: based on the story so far which is going to happen? Rank least to most likely Worksheet:		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
9Rf1	Begin to recognise the devices a writer uses to express intentions in extended texts on a growing range of unfamiliar general and curricular topics	Reading the second half of the story	Which words does the writer use ...? What does the phrase ... suggest? etc.		

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## Module 1A: Genes & Jeans

### Unit 2: Personal Appearance

Framework Code	Learning Objective	Activities	Resources	Comments	Time
9S2	Speak with a good degree of fluency and accuracy in social interaction with peers and other speakers of English	Talking about people that are dressed in certain ways and why they might be so.	Images of: man in white tuxedo, golfer in checked trousers, bridesmaid, traditional folk costume, someone dressed for gardening etc.		100–120 minutes
9Rd5	Recognise inconsistencies in argument in extended texts on a growing range of general and curricular subjects	Reading two texts about the history of 'jeans'.			
9Ld1	Understand specific information in unsupported, extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	Listening to descriptions of different styles of thobe /dishtash worn by males throughout the Arab world.	Worksheet: Which statements are a true reflection of what is described in the two texts?		
9S2	Speak with a good degree of fluency and accuracy in social interaction with peers and other speakers of English	Talking about different types of clothing and when they are worn	Matching images of garments to different places on a north Africa, middle-east, Arab peninsular map		
9Ut9	Use a range of relative clauses on a wide range of general and curricular topics	Focusing on the possible omission of relative pronouns in defining relative clauses	Worksheet: smart clothes fancy dress track suits work clothes casual clothes team scarf etc.		
9Wa4	Use, with limited support, style and register appropriate to a growing range of written genres, on general and curricular topics	Writing short e-mails to friends telling them what to wear in different situations			

Framework Code	Learning Objective	Activities	Resources	Comments	Time
			Worksheet: write a definition of the type of clothing above, then decide if it could be shortened by omitting the relative pronoun  Guided writing contexts		
9S7	Use a range of appropriate subject-specific vocabulary and syntax to talk about curricular topics	Talking about features of clothing	Worksheet: Which of these things can you 'do up/undo?' Button, belt, zip, cuff, sleeve, tie, laces, scarf, sock, collar		100–120 minutes
9Lo1	Recognise the attitude or opinion of the speaker(s) in unsupported, extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	Listening to people describe the general appearance of friends	Worksheet: Which adjective best describes the personal appearance of their friend? a stylish e trendy b vain f casual c scruffy d smart		
9Ug1	Use a range of compound nouns on a wide range of general and curricular topics	Focusing on compound nouns to talk about accessories/ clothing times	Worksheet: Match a word from the left to one on the right. head ankle band glasses wrist sun socks sandals leather scarf		
9S2	Speak with a good degree of fluency and accuracy in social interaction with peers and other speakers of English	Talking with another student about designing next year's new boys or girls look, using an interactive fashion website	Tell another student if you own one and when you use it/ them Worksheet: Create a new	Internet access required	
9S1	Use formal and informal language registers in their talk on a range of general and curricular topics	Talking about the finished 'look' in a short presentation to the class			

Framework Code	Learning Objective	Activities	Resources	Comments	Time
			boys/girls look. You must include: at least three accessories some headwear distinct footwear three items of clothing	Ask students to bring in a passport photo/post a photo of themselves online for next lesson	
9Ug6	Use a growing range of prepositional and phrasal verbs on a wide range of general and curricular topics	Focusing on the use and meaning of different phrasal verbs	Worksheet: what's the difference between..? <i>dress up/get dressed, put make-up on/ make something up, wear/wear out, to fit/to suit, try/try on, look for/look after</i>	Have a range of different reference resources available	100–120 minutes
9Rd4	Use a range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding	Referring to different reference resources for examples/ contexts			
9S2	Speak with a good degree of fluency and accuracy in social interaction with peers and other speakers of English	Talking about clothes/clothing	Worksheet: Tell another student about something .. that doesn't fit you any more a colour that suits you the last time you dressed up etc.		
9Rd2	Understand the detail of an argument in extended texts on a range of unfamiliar general and curricular topics	Reading two different perspectives on the school uniform debate, and completing each one with various conjunctions	Multiple-choice task		
9Ut8	Use a range of conjunctions on a wide range of general and curricular topics				
9Wc1	Develop coherent arguments, supported when necessary by reasons, examples and evidence, for a range of written genres, on general and curricular topics	Writing a short article entry for a 'Your views' section giving student's views	Conjunction completion task  Guided writing template	Possible display/publishing opportunity	



Framework Code	Learning Objective	Activities	Resources	Comments	Time
9Uf6	Use a range of causative forms on a wide range of general and curricular topics	Focusing on the causative structure	Worksheet: with images complete each sentence and tell another whether you would have done these things:		100–120 minutes
9Ld3	Deduce meaning from context in unsupported, extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	Listening to what people had to have done to get ready for different occasions, and working out what the occasion was	Would you ever: have your ears p ____ have your portrait p ____ have your eyes l ____ have your hair c ____ really short	Internet access required	
9Rd1	Understand specific information in extended texts on a range of unfamiliar general and curricular topics	Reading instructions about how to upload a photo to a 'cartoon yourself' website, and about the different functions for modifying features	get a tattoo d ____ have your photo t ____ in traditional dress etc.	Internet access required	
9Wa2	Compose, edit and proofread written work at text level, with minimal teacher support, on a range of general and curricular topics	Writing an email to the student [each student has selected a costume for], describing what they are going to have to wear to the fancy dress party	Worksheet: which speaker is going to a wedding b a football match c to take part in a play d to a fancy dress party etc?	Each student is then given someone else's cartoon image which they have put into a fancy dress costume [computer programme]	
9S2	Speak with a good degree of fluency and accuracy in social interaction with peers and other speakers of English	Telling the rest of class about fancy dress choice with projected/printed image		Images projected at the end of the lesson Display opportunity	

## 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>family connections and life, personal appearance and cultural dress</i> , and a range of module learning objectives.	Use a range of multiple-matching, multiple-choice, cloze, 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: Sound & Soul

### Unit 3: Moods & Feelings

Framework Code	Learning Objective	Activities	Resources	Comments	Time
9S3	Explain and justify their own and others' point of view on a range of general and curricular topics	Talking about what different gestures can mean	Worksheet: what part of the body do you use to ____? wave, stare, whistle, point nudge, shrug, wink, nod		110–130 minutes
9Rd4	Use a range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding	Checking meanings and possible contexts of use of these words	Find at least two things these gestures can mean		
9S6	Interact with peers to make hypotheses about a growing range of general and curricular topics	In pairs performing a scenario [mime and sound] for other class members to say what gesture means			
9S5	Modify language mistakes in their talk which cause misunderstanding	If class mistake intention, students use words to clear up misunderstanding.	Worksheet: A range of photos showing different reactions on people's faces		
9Uf9	Use a growing range of past modal forms, including <i>must have</i> , <i>can't have</i> , <i>might have</i> to express speculation and deduction about the past, on a wide range of general and curricular topics	Focusing on the use of past modal forms for speculation  Students speculate about what <i>must/might have</i> caused the reaction			

Framework Code	Learning Objective	Activities	Resources	Comments	Time
9Ld2	Understand the detail of an argument in unsupported, extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	Listening about body language and cultural gestures in Korea	Multiple-choice tasks: some with picture options [showing different gestures]	Display opportunity	
9Wa2	Compose, edit and proofread written work at text level, with minimal teacher support, on a range of general and curricular topics	Writing an e-mail to a friend who is going to visit Korea giving advice on how to behave			
9Rm1	Understand the main points in extended texts on a range of unfamiliar general and curricular topics	Reading about what people find most annoying in public	Multiple-matching and multiple-choice tasks		100–120 minutes
9S2	Speak with a good degree of fluency and accuracy in social interaction with peers and other speakers of English	Talking about what annoys students in public. Students compare their lists.	Worksheet: Make a list of the annoying behaviours mentioned in the text. Add three more things of your own. Rank these things from most to least annoying.		
9Ut7	Use gerund forms after a range of verbs and prepositions	Focusing on the use of gerunds after verbs and prepositions	Worksheet: complete with an appropriate gerund form.		
9Uf8	Use a range of present continuous forms on a range of general and curricular topics	Focusing on the use of 'always' with present continuous to talk about annoying habits	<i>He gets really upset about ___ matches</i> <i>Their dog won't stop ____.</i> <i>She keeps ____ me about my haircut.</i> etc.		
9S2	Speak with a good degree of fluency and accuracy in social interaction with peers and other speakers of English	Telling another student about the annoying habits of these things	Worksheet: tell another student about the annoying habits of:		
9Lm1	Understand the main points in unsupported, extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	Listening to different people describe what they find annoying in different situations	a neighbour, a celebrity, a family member, the TV, a pet, a friend etc.		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
			Multiple-matching task: Which person has a problem with: A noisy neighbours B a team member ? etc.		
9Ut1	Recognise typical features at word, sentence and text level of a range of spoken genres	Listening to people [intonation] say short phrases and deciding what emotion they are showing	Which person is: a trying to be encouraging b showing interest c showing disbelief d sympathising e showing frustration? etc.		100–120 minutes
9S4	Analyse and evaluate the views of others on a growing range of contexts	Talking about different ways of saying things to suggest different things			
9Wa3	Write with moderate grammatical accuracy, and with minimal support, on a range of general and curricular topics	Writing and acting out mini-dialogues to illustrate these differences	Worksheet: Discuss different ways you say these phrases <i>never mind</i> [sympathy/frustration] <i>no way</i> [refusing/disbelief] <i>why not</i> [accepting/questioning] etc.		
9Ug2	Use a growing range of intensifying adjectives on a wide range of general and curricular topics	Focusing on intensifying adjectives and their use in short replies			
9Lm1	Understand the main points in unsupported, extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	Listening to different comments and matching appropriate short responses to what they say	Worksheet: which adjective below would make an appropriate reply? A Are you hungry? B is that nice? C Was he angry? D Was it good? delicious starving furious etc.		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
			Worksheet: Which response is appropriate? A You're kidding B How embarrassing C Oh go on		
9S4	Analyse and evaluate the views of others on a growing range of contexts	Talking about 'difficult situation' scenarios and what young people should do	Scenario cards: e.g. A friend isn't talking to you because you forwarded a personal e-mail to other friends for a joke.	Display opportunity	100–120 minutes
9Rg2	Recognise the attitude or opinion of the writer in extended texts on a range of unfamiliar general and curricular topics	Reading a teen problem page in a magazine	Multiple-matching task which person feels a betrayed b let-down c justified d sorry ? etc.		
9Ug6	Use a growing range of prepositional and phrasal verbs on a wide range of general and curricular topics	Focusing on phrasal verbs relating to feelings and relationships	Multiple-matching task: Which advice A - H would be appropriate for which person?		
9S2	Speak with a good degree of fluency and accuracy in social interaction with peers and other speakers of English	Talking about things students do in friendships	Worksheet: Discuss why someone would give you this advice. You need <i>cheering up</i> Just <i>calm down</i> . I'd just <i>put</i> it <i>behind</i> you and <i>move on</i> The two of you should <i>make up</i> .		
9Wa2	Compose, edit and proofread written work at text level, with minimal teacher support, on a range of general and curricular topics	Writing a reply for the magazine to give advice in response to one of the problems	Worksheet: Tell another student about: Things you do to cheer		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
			friends up. The last time you made up with a friend. etc.  Guided writing template		

# Scheme of Work – English as a Second Language Stage 9

## Module 1B: Sound & Soul

### Unit 4: 20th Century Music

Framework Code	Learning Objective	Activities	Resources	Comments	Time
9S2	Speak with a good degree of fluency and accuracy in social interaction with peers and other speakers of English	Talking about the beginnings of periods of musical styles in the 20 <sup>th</sup> century in relation to a timeline	Worksheet: Timeline 1900 – 2000		100–120 minutes
9S3	Explain and justify their own and others' point of view on a range of general and curricular topics	Discuss whether there are certain types of dance associated with each one	Place these styles on the timeline according to when they began: Disco, rock 'n roll, jazz , hip-hop, blues, punk, rap, big band, heavy metal		
9S7	Use a range of appropriate subject-specific vocabulary and syntax to talk about curricular topics	Listening and identifying the instruments and music style from short music clips. Listening and watching a documentary about the roots of certain types of modern music e.g. disco and hip-hop in 'Once Upon a Time in New York'			
9Ut1	Recognise typical features at word, sentence and text level of a range of spoken genres		Multiple matching: match a music style [above] and instruments to each clip	projection required	
9Ut8	Use a range of conjunctions on a wide range of general and curricular topics	Focusing on a variety of conjunctions linking facts and views from the documentary	Worksheet: What language phrases are used to describe each type of music?  Worksheet: complete: Disco was very much a multi-ethnic music <i>whereas</i> etc.		



Framework Code	Learning Objective	Activities	Resources	Comments	Time
9Rg3	Read a range of extended fiction and non-fiction texts, on familiar and unfamiliar general and curricular topics, with confidence and enjoyment	Reading a text about the timeline of 20 <sup>th</sup> century audio music playing devices	Worksheet: Match the image of each media and then answer the questions: e.g. Which was the first media you could copy music onto yourself?		130–150 minutes
9Uf9	Use a growing range of past modal forms, including <i>must have</i> , <i>can't have</i> , <i>might have</i> to express speculation and deduction about the past, on a wide range of general and curricular topics	Speculating about what some of the problems must/might have been with the different devices	Worksheet: Tell another what you think two particular disadvantages of these things might have been		
9Lo1	Recognise the attitude or opinion of the speaker(s) in unsupported, extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	Listening to different people talking about the copying and pirating of modern music	Multiple-matching task		
9S2	Speak with a good degree of fluency and accuracy in social interaction with peers and other speakers of English	Talking about how students find out about, get and listen to new music today	Tell another student: Where you usually first hear _____. How you get/buy music. What you play music on. How you copy music. Where you listen to music. Which music you're playing a lot lately.	Encourage students to integrate images/ references from article above	
9Uf11	Use a range of reported statements and question forms on a wide range of general and curricular topics	Focusing on reporting statements that do not involve 'backshift' [current relevance]	Worksheet: Write down as many of the things your partner told you /said to you/claimed [previous activity] you remember	Display opportunity	
9Wa4	Use, with limited support, style and register appropriate to a growing range of written genres, on general and curricular topics	Write a short article for a teen magazine 'how lucky we are' about listening to music today	Guided writing template		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
9Rm1	Understand the main points in extended texts on a range of unfamiliar general and curricular topics	Reading about the advent and rise of MTV and music video	Multiple-matching and multiple-choice tasks		100–120 minutes
9S3	Explain and justify their own and others' point of view on a range of general and curricular topics	Talking about making a compilation of your all time favourite songs/pieces of music	Worksheet: In your compilation you must include: one love song favourite film score one folk song one dance song one patriotic song etc.		
9Lm1	Understand the main points in unsupported, extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	Listening about the 'hippy' movement and famous 'protest songs' from the time	Multiple-matching tasks		
9Rd3	Deduce meaning from context on a range of unfamiliar general and curricular topics, including some extended texts	Reading the lyrics of a famous protest song e.g. 'Blowing in the Wind.' and completing them	Worksheet: complete the lyrics with one of the missing words at the bottom of the text		
9Rg1	Understand implied meaning in extended texts on a range of unfamiliar general and curricular topics		Which of these are themes in the song: - climate change - history repeating itself ? etc.		
9Ut1	Recognise typical features at word, sentence and text level of a range of spoken genres	Listening to the song and singing along with it	Lyrics projected		
9S2	Speak with a good degree of fluency and accuracy in social interaction with peers and other speakers of English	Listening to and identifying modern popular music from around the world that incorporates strong regional elements	Worksheet: discuss each extract and put its number on the world map		80–100 minutes
9Uf7	Use a range of active and passive past forms, and past perfect simple forms, and a growing range of past perfect continuous forms in narrative, on a wide range of general and curricular topics	Focusing on the use of narrative tenses in the story of a well-known musician/group	Worksheet: find information about: early life, first interest in music, early career/big break, career development	Internet access	

Framework Code	Learning Objective	Activities	Resources	Comments	Time
9Rg3	Read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics, with confidence and enjoyment	Reading /researching about a musician/singer they admire	what their legacy is/will be	Display opportunity	
9Wa2	Compose, edit and proofread written work at text level, with minimal teacher support, on a range of general and curricular topics	Writing a brief sketch [biography] of the life of their chosen musician for a young person magazine			

### 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>feelings, moods and emotions and contemporary music history and gadgetry</i> , and a range of module learning objectives.	Use a range of multiple-matching, multiple-choice, cloze, sentence completion and matching, and guided speaking and writing tasks	Use tasks to assess core module learning objectives and monitor progress	90 – 120 hours

# Scheme of Work – English as a Second Language Stage 9

## Module 1C: Well-being

### Unit 5: Health & Diseases

Framework Code	Learning Objective	Activities	Resources	Comments	Time
9S6	Interact with peers to make hypotheses about a growing range of general and curricular topics	Talking about what sorts of food are good for different areas of our well-being	Worksheet: complete the table: healthy heart healthy digestive system strong muscles healthy teeth and bones healthy skin		100–120 minutes
9Rd1	Understand specific information in extended texts on a range of unfamiliar general and curricular topics	Reading about which nutrients have which benefits, and which types of food, if over-eaten, are harmful.			
9Ug1	Use a range of compound nouns on a wide range of general and curricular topics	Listening about problems with contemporary eating habits	Complete the table above		
9Ug2	Use comparative structures indicating degree on a wide range of general and curricular topics	Focusing on comparative structures indicating degree	Worksheet: make notes under these headings: eating-on-the-go comfort food crash diets ready meals fast-food		
9Wa3	Write with moderate grammatical accuracy, and with minimal support, on a range of general and curricular topics	Writing and making a healthy eating poster, based on a particular theme/image, highlighting dangers/healthy alternatives	Complete summarising the advice from the listening 1. Avoiding the need to diet Is much _____ and makes life _____		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
			<p>stressful</p> <p>2 Making your own meals is a ____ healthier alternative to ready meals</p> <p>Project various design templates</p>	<p>Computer access an advantage</p> <p>Display opportunity</p>	
9S4	Analyse and evaluate the views of others on a growing range of contexts	Talking about the implication in joke definitions about teenagers and their habits	Worksheet: definitions of teenagers.		120–140 minutes
9Rm1	Understand the main points in extended texts on a range of unfamiliar general and curricular topics	Reading about problems associated with a sedentary lifestyle	Teenagers like two kinds of music: loud and very loud.		
9Ug6	Use a growing range of prepositional and phrasal verbs on a wide range of general and curricular topics	Focusing on phrasal verbs related to 'lifestyle'	Teenagers are experts in everything you don't have to study. etc.		
9Lm1	Understand the main points in unsupported, extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	Listening to and watching a documentary feature on 'people living longer', e.g. from National Geographic	Multiple – choice and summary completion tasks		
9Uf5	Use a range of future active and passive forms on a wide range of general and curricular topics	Focusing on the use of future forms 'will' [deciding as you speak], 'going to' [already decided]	Worksheet: Leading a healthy lifestyle means ... staying away from _____ possibly taking up _____ cutting down on _____ going out more with _____	Projection facility needed	
9Wa4	Use, with limited support, style and register appropriate to a growing range of written genres, on general and curricular topics	Writing an e-mail to a friend, setting out six New Year's health resolutions	not staying up _____ possibly giving up _____ sticking with _____ etc.		
			Which factors are mentioned as important in		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
			<p>longevity?</p> <p>Staying active family relationships knowing how to drive etc.</p> <p>Dialogue completion task: complete with correct form</p> <p>Guided writing template</p>	Display opportunity	
9S3	Explain and justify their own and others' point of view on a range of general and curricular topics	Talking about the difference in meaning between different words related to health	Worksheet: illness – disease cure – vaccination virus – bacteria cold - cough cause – symptom etc.		100–120 minutes
9Rd4	Use a range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding	Encourage students to look up words if unsure			
9Rm1	Understand the main points in extended texts on a range of unfamiliar general and curricular topics	Reading about diseases caused by bacteria and diseases caused by viruses and how diseases spread	Multiple-matching task: answer [b] bacteria [v] virus [vb] virus and bacteria		
9Ld1	Understand specific information in unsupported, extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	Listening about the world 'Spanish Flu' pandemic			
9Ut1	Recognise typical features at word, sentence and text level of a range of spoken genres	Listening and watching 'archive' educational film footage e.g. <a href="http://www.archive.org/details/Preventi1940">http://www.archive.org/details/Preventi1940</a>	Worksheet: What military words does the speaker use to talk about disease?  What words does he use		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
			to talk about the 'travel' metaphor?		
9Ug5	Use a range of prepositional phrases preceding nouns and adjectives	Focusing on prepositional phrases common in biographical texts	Text about the early life of Edward Jenner to complete with prepositions		100–120 minutes
9Rm1	Understand the main points in extended texts on a range of unfamiliar general and curricular topics	Reading about Jenner's famous cowpox/smallpox experiment	Multiple matching task : Which of the helps explains the science in Jenner's experiment? Cowpox cures smallpox. Smallpox is less infectious than cowpox. Cowpox helps the body fight smallpox. etc.		
9S4	Analyse and evaluate the views of others in a growing range of contexts	Talking about which science explanation best explains Jenner's results			
9S5	Modify language mistakes in their talk which cause misunderstanding				
9Uf10	Use <i>if/if only</i> in third conditional structures	Focusing on the use of third conditional structures	Worksheet: based on your reading of the Jenner story complete these sentences If James had already had small pox, If Jenner had been wrong, James, If Mary hadn't caught cow pox, If other doctors had known what Jenner was doing, etc.		
9Ld4	Recognise inconsistencies in argument in extended talk on a range of general and curricular subjects	Listening about the legacy of Edward Jenner  Find six ways in which what is heard on the recording differs from the truer written summary		Worksheet: Short written summary of the legacy of Edward Jenner	

# Scheme of Work – English as a Second Language Stage 9

## Module 1C: Well-being

### Unit 6: Leisure Time

Framework Code	Learning Objective	Activities	Resources	Comments	Time
9S6	Interact with peers to make hypotheses about a growing range of general and curricular topics	Talking about how different 'types' of people might spend their leisure time	Worksheet: couch fan social lover fitness shopper football freak book networker window potato music buff movie worm		100–120 minutes
9Ug1	Use a range of compound nouns, on a wide range of general and curricular topics	Match a word on the left to a word on the right to make a 'type'			
9Ut6	Use infinitive forms and gerund forms after a range of verbs	Focusing on compound nouns			
9Lo1	Recognise the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	Focusing the use of infinitive and gerund forms after verbs  Complete the sentences so that they are true of one on the types above	Worksheet: Complete to describe one of the characters above: <i>You'll always find her</i> __ <i>He can't stand</i> _____ <i>She refuses</i> _____ <i>You can't stop him</i> __ <i>She always forces me</i> __ <i>He always arranges</i> __ <i>He usually suggests</i> __ etc.		
9Wc1	Develop coherent arguments supported when necessary by reasons, examples and evidence for a range of written genres on general and curricular topics	Listening to people talking about someone else's free time habits  Writing an e-mail to a friend explaining your concerns about how another friend is spending their free time	Worksheet: for each speaker write [a] approve [d] disapprove of how the person is spending		



Framework Code	Learning Objective	Activities	Resources	Comments	Time
			<p>their free time</p> <p>Guided writing template</p>		
9Ut4	Use a wide range of pronouns [quantitative] on a wide range of general and curricular topics	Focusing on quantitative pronouns used in short answers	Worksheet: Which pronouns can be used to talk about countable things uncountable things both		100–120 minutes
9Ld1	Understand specific information in unsupported, extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	Listening to the questions and matching appropriate short answers to them, e.g. Which members of your family enjoy cooking? Which do you prefer, TV or radio?	very little, a lot, not that many, neither, hardly any, loads, very few, none, all of them, not much, plenty, quite a few, both, none of them		
9Rm1	Understand the main points in extended texts on a range of unfamiliar general and curricular topics	Reading an article relating to a statistical survey on the social network habits/patterns of young people	Multiple – choice and multiple matching tasks		
9S2	Speak with a good degree of fluency and accuracy in social interaction with peers and other speakers of English	Talking about different functions relating to different networking media	Worksheet: What are the following used for? e.g. mobile phone <i>contacts</i>		
9Ut3	Use a wide range of types of question on a wide range of general and curricular topics	Asking and answering questions about students own social networking habits/patterns	<ul style="list-style-type: none"> <li>- <i>names</i></li> <li>- <i>groups</i></li> <li>- <i>speed dials</i></li> </ul> <p>Worksheet: Complete these questions to ask another student about their social networking habits /preferences</p>		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
			Who do you typically ___? Which sites ___? How many times ___? To whom ___? How much time ___? etc.		
9S6	Interact with peers to make hypotheses about a growing range of general and curricular topics	Talking about 'actual' and 'ideal' free time. Students complete an 'actual' and 'ideal' free time pie chart and tell another student about the differences.	Worksheet: Images of pie charts useful language: <i>actual</i> <i>ideal</i> <i>I waste a lot</i> <i>I'd love to</i> <i>as things are</i> <i>Ideally, I'd</i> <i>it's hard to</i> <i>I wish I ..</i> <i>Finding time to</i> <i>If I weren't so</i>		100–120 minutes
9Ut6	Use infinitive forms and gerund forms after a range of verbs	Focusing on the use of infinitive and gerund forms after verbs.			
9Rd3	Deduce meaning from context on a range of unfamiliar general and curricular topics, including some extended texts	Reading a text about the different kinds of pressure on modern teenagers			
9Rg2	Recognise the attitude or opinion of the writer in extended texts on a range of unfamiliar general and curricular topics				
9Ug5	Use a range of prepositional phrases preceding nouns	Focusing on prepositional phrases to talk about particular times	Worksheet: Complete these complaints about limits to 'free time'. 1 I can't afford 2 I never seem to find the time 3 I am not used 4 I miss 5 I can't imagine 6 I'd like to invite etc..		
9S3	Explain and justify their own and others' point of view on a range of general and curricular topics	Talking about things there is sometimes pressure on you to do at these times.			

Framework Code	Learning Objective	Activities	Resources	Comments	Time
			<p>Worksheet: What does the writer mean by the phrases:  ...[line4]  ...[line 7] etc?</p> <p>Multiple-matching task:  Which of these things is the writer critical of?</p> <p>Worksheet:  Complete with a preposition to make a prepositional time phrase: <i>at in on</i>  ___ <i>weekends</i> ___ <i>term time</i>  ___ <i>the week</i> ___ <i>night</i>  ___ <i>public holidays</i>  ___ <i>parents' days off</i>  ___ <i>the holidays</i>  ___ <i>the evening</i></p> <p>Completed worksheet above</p>		
9S2	Speak with a good degree of fluency and accuracy in social interaction with peers and other speakers of English	Talking about differences in different types of 'leisure' experience. Tell another student about when/where you have experienced both things.	Worksheet: Complete each missing/incomplete word: original movie/s _____! TV s _____/film original book/film v _____ _____ screen/big screen sp _____/player		120–140 minutes

Framework Code	Learning Objective	Activities	Resources	Comments	Time
9Ug2	Use comparative structures indicating degree, and a growing range of intensifying adjectives, on a wide range of general and curricular topics	Focusing on comparative structures in talking about different types of 'viewing/leisure' experience. Use the language to make comparisons between the things above.	recorded concert/ ____ concert home games/a ____ games ____ can be j ____ as good	Display opportunity	
9Ld4	Recognise inconsistencies in argument in extended talk on a range of general and curricular subjects	Listening to two different views of a film sequel	____ are c ____ ly different ____ are not the same at a ____		
9Rd5	Recognise inconsistencies in argument in extended texts on a growing range of general and curricular subjects	Reading through tape script extracts to confirm differences	____ is m ____ more enjoyable ____ is nowhere n ____ as good		
9Wa4	Use, with limited support, style and register appropriate to a growing range of written genres, on general and curricular topics	Write a favourable of a book/film/sequel/TV programme, seen recently for a young person's magazine. Mention what was especially good/what you particularly liked.	____ is a l ____ more fun ____ is ____ better value ____ she is t ____ unconvincing ____ he is h ____ overrated It was v ____ well-done		
9Ug3	Use a range of sentence adverbs, including <i>especially, particularly</i>		Worksheet: On which of the following things are their views different?  Guided writing template		

## 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>keeping active, healthy lifestyles longevity, cultural and leisure pursuits</i> , and a range of module learning objectives.	Use a range of multiple-matching, multiple-choice, cloze, sentence completion and matching, and guided speaking and writing tasks	Use tasks to assess core module learning objectives and monitor progress	90 – 120 hours

# Scheme of Work – English as a Second Language Stage 9

## Module 2A: Fuel & Progress

### Unit 7: Energy Resources

Framework Code	Learning Objective	Activities	Resources	Comments	Time
9S3	Explain and justify their own and others' point of view on a range of general and curricular topics	Talking about which sources of energy are renewable and which are non-renewable	Worksheet: solar, wind, gas, tidal, nuclear, oil, bio-mass, coal, hydro-electric		110–130 minutes
9Rm1	Understand the main points in extended texts on a range of unfamiliar general and curricular topics	Reading texts with diagrams about different ways that electricity is produced, using different sources of energy: coal, hydro-electric and solar	Which ones are fossil fuels?		
9S6	Interact with peers to make hypotheses about a growing range of general and curricular topics	Talking about what percentage of energy comes from what, in students' own country.	Diagram completion tasks		
9Ut2	Use a wide range of determiners and pre-determiner structures	Students asked to put tick or cross against energy source.	Worksheet: Energy source pie chart from two different countries, e.g. Germany and Mexico		
9Wc1	On a wide range of general and curricular topics develop coherent arguments, supported when necessary by reasons, examples and evidence, for a range of written genres, on general and curricular topics	Focusing on the use of determiner and pre-determiner structures  Writing a short article for school newspaper relating to the <i>actual energy</i> pie-chart of students' country, and what the country should do in the future	Tick the ones you think you have in your country: Coal power stations, Wind farms etc.  Now guess what your country's pie chart looks like.  Worksheet: Complete these sentences to		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
			<p>reflect information in your country's energy pie chart</p> <p>Hardly any of _____</p> <p>The vast majority _____</p> <p>Most renewable _____</p> <p>Very little _____</p> <p>A lot more _____ etc.</p>		
9Rm1	Understand the main points in extended texts on a range of unfamiliar general and curricular topics	Reading short texts with diagrams on how energy is generated from different sources: nuclear hydro, solar wind, fossil, tidal, biomass, geothermal	Worksheet: Which forms of energy generation produce waste? Which forms could cause other environmental problems?		100–120 minutes
9S4	Analyse and evaluate the views of others on a growing range of contexts	Talking about [matching] advantages of each source	Envelope with advantages described in bubbles, e.g. It is reliable. Huge amount of energy with very little fuel. Once built low cost to maintain etc.		
9Ug2	Use a growing range of intensifying adjectives on a wide range of general and curricular topics	Focusing on intensifying adjectives and their opposites to qualify nouns			
9Wa3	Write with moderate grammatical accuracy on a range of general and curricular topics with minimal support	Writing a disadvantages column in a table for two of the sources above			
9S3	Explain and justify their own and others' point of view on a range of general and curricular topics	Speaking in a class debate. Each group of students decides on one form of renewable energy to champion, and highlights the limitations of the others.	Worksheet: Sentences recycled from previous task with adjective missing. Students complete with: <i>low, high, serious, little, wide, large, small, narrow, major, minor, huge</i>		
9S5	Modify language mistakes in their talk which cause misunderstanding				

Framework Code	Learning Objective	Activities	Resources	Comments	Time
9Ld2	Understand the detail of an argument in unsupported, extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	Listening to a description of the 'greenhouse' effect, and arranging images, words, arrows in a diagram process description	Cut-out words, arrows images in an envelope [one per pair of students]  completed diagram above		110–130 minutes
9Wc1	Develop coherent arguments, supported when necessary by reasons, examples and evidence, for a range of written genres on general and curricular topics	Writing a short explanatory text of the greenhouse effect process, using the completed diagram as a guide.	Worksheet: Match a word from the box to complete the phrase [image sun] heat ____ [image mountain] melting ____ [image animal] habitat ____ melting shifts waves etc.		
9S2	Speak with a good degree of fluency and accuracy in social interaction with peers and other speakers of English	Talking about what the consequences of global warming are			
9Ut9	Use a range of relative clauses, including with <i>which</i> [whole previous clause reference], on a wide range of general and curricular topics	Focusing on the use of defining and non-defining relative clauses, and <i>which</i> clauses [referring to whole previous clause], in short text on global warming impacts	Worksheet: text containing highlighted errors, highlighted missing words and/or punctuation		
9Wa3	Write with moderate grammatical accuracy, and with minimal support, on a range of general and curricular topics	Writing to complete relative clauses in a short text about the effects of global warming	Worksheet: complete each clause within the text appropriately		
9S6	Interact with peers to make hypotheses about a growing range of general and curricular topics	Talking about what a 'green' label could mean	Worksheet: Many products today give themselves a 'green' label. What might this mean on these things? a car, a chicken, a		90–100 minutes
9Rd5	Recognise inconsistencies in argument in extended texts on a growing range of	Reading and rating 'energy solutions' in terms of			



Framework Code	Learning Objective	Activities	Resources	Comments	Time
9S4	general and curricular subjects Analyse and evaluate the views of others on a growing range of contexts	impact/practicality Students discuss and put solutions on an impact and practicality scale	school, a hotel, a light bulb Worksheet: Range of energy solutions on cards		
9Ld2	Understand the detail of an argument in unsupported, extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	Listening and watching part of eco-documentary film e.g. 'An Inconvenient Truth' .	impact scales 1 – 10 practicality scale 1 – 10 Viewing guide		

# Scheme of Work – English as a Second Language Stage 9

## Module 2A: Fuel & Progress

### Unit 8: Industrial Revolution

Framework Code	Learning Objective	Activities	Resources	Comments	Time
9S6	Interact with peers to make hypotheses about a growing range of general and curricular topics	Talking about what makes farms work well	Worksheet: What impact can these things have on farms?		100–120 minutes
9Lm1	Understand the main points in unsupported, extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	Listening and labelling diagrams and images relating to developments in farming 1760 – 1830	<ul style="list-style-type: none"> <li>- weather      - transport</li> <li>- machinery   - fertilisers</li> <li>- storage       - fences</li> <li>- labour        - animals</li> </ul> Diagrams and images relating to: crop rotation, enclosure etc.		
9Uf7	Use a range of past perfect simple forms, and a growing range of past perfect continuous forms in narrative and reported speech, on a wide range of general and curricular topics	Focusing on the use past perfect forms to talk about previous situations	Worksheet Completing sentences:		
9Rm1	Understand the main points in extended texts on a range of unfamiliar general and curricular topics	Reading about 19 <sup>th</sup> century developments in food and food technology	Before steam engines _____ Before crop rotation _____		
9Rg1	Understand implied meaning in extended texts on a range of unfamiliar general and curricular topics				

Framework Code	Learning Objective	Activities	Resources	Comments	Time
9Wa2	Compose, edit and proofread written work at text level, with minimal teacher support, on a range of general and curricular topics	Writing a short 'Did you know..?' paragraph for a collective student magazine page on 19 <sup>th</sup> century facts	Rank the food inventions mentioned in the text in order of significance: tinned foods invention of chocolate bar invention of margarine refrigeration steamships etc.	Display opportunity	
9S3	Explain and justify their own and others' point of view on a range of general and curricular topics	Talking about how and in which areas of activity 'steam technology' was used in the industrial revolution	Worksheet: Discuss with another student which areas of 19 <sup>th</sup> century activity used steam technology:	Internet access required	110–130 minutes
9Ld1	Understand specific information in unsupported, extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	Listening and watching an interactive educational animation on meeting an inventor e.g. James Watt	textile industry, farming, mining, shipping, railways, factories		
9Rd2	Understand the detail of an argument in extended texts on a range of unfamiliar general and curricular topics	Reading about what the application of steam technology meant in the industrial revolution	Worksheet: Questions 1 What is a patent? 2 For what purpose were the first steam engines designed? 3 What unit of measurement did he invent? etc.		
9Ut9	Use a range of relative clauses, including with <i>which</i> [whole previous clause reference]	Focusing on the use of which clauses [whole previous clause reference] in giving explanations			
9Uf9	Use a growing range of past modal forms, including <i>must have</i> , <i>can't have</i> , <i>might have</i> to express speculation and deduction about the past, on a wide range of general and curricular topics	Focusing on past modals in discussing which things were invented before the end of the 19 <sup>th</sup> century	Multiple-choice and multiple-matching tasks  Worksheet complete each sentence: Steam technology was used to build better		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
			ships, which meant _____  Railways expanded throughout the 19 <sup>th</sup> century, which ___ etc. Worksheet: Images of early phone/bicycle/car/plane/record player/radio etc.		
9S7	Use a range of appropriate subject-specific vocabulary and syntax to talk about curricular topics	Talking about people in workhouse populations by background	Worksheet: Complete each word to make a group of people that often ended in workhouses: the unemploy ___ the home___ sing__ mothers the dis___ orph__ abandon__ children elder__ people the mentally i__		100–120 minutes
9Rg3	Read a range of extended fiction and non-fiction texts, on familiar and unfamiliar general and curricular topics, with confidence and enjoyment	Reading testimonies of different women and children from 19 <sup>th</sup> century factories, mines and workhouses			
9Uf9	Use a growing range of past modal forms, including <i>must have</i> , <i>can't have</i> , <i>might have</i> to express speculation and deduction about the past, on a wide range of general and curricular topics	Focusing on past modals for speculation and deductions			
9Wa1	Brainstorm, plan and draft written work at text level, with minimal teacher support, on a range of general and curricular topics	Writing a testimony [empathy] from a young person living and working in a factory, mine or workhouse community	Worksheet: Write what you consider to be the most shocking fact from each testimony as a headline e.g. Children aged 8 fall asleep at machines.  Worksheet: Images of 19th century working life for women and children.		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
			From the images, write down your deductions about: - type of work - working conditions - health and safety		
9Ug1	Use a range of compound nouns on a wide range of general and curricular topics	Talking about common jobs in 19 <sup>th</sup> century industrial society	Worksheet: Match two words to make a common 19 <sup>th</sup> century job: domestic maker chimney lighter match servant streetlamp sweep etc.	Guide to secondary friendly sites	100–120 minutes
9Ld3	Deduce meaning from context in unsupported, extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	Listening to famous quotations from the industrial revolution period and deciding which aspect of life they are about	Worksheet: Which quotation is about which subject? child labour railways public health progress slavery workhouses etc.		
9Rg3	Read a range of extended fiction and non-fiction texts, on familiar and unfamiliar general and curricular topics, with confidence and enjoyment	Reading and researching for a slide presentation on an aspect of life in the industrial revolution	In your presentation include: one headline one cartoon or quotation one photograph one before and after slide pre-formated slides		
9S1	Use formal and informal language registers in their talk on a range of general and curricular topics	Making a presentation to the class on student's researched aspect of life in the times of the 'industrial revolution'			

## 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>energy resources and environmental issues, the eighteenth/nineteenth century industrial revolution</i> and a range of module learning objectives.	Use a range of multiple-matching, multiple-choice, cloze, sentence completion and matching, and guided speaking and writing tasks	Use tasks to assess core module learning objectives and monitor progress	90 – 120 hours

# Scheme of Work – English as a Second Language Stage 9

## Module 2B: Presenting the Facts

### Unit 9: Handling Data

Framework Code	Learning Objective	Activities	Resources	Comments	Time
9S6	Interact with peers to make hypotheses about a growing range of general and curricular topics	Talking about how easy it would be to collect different data in a table. Students sketch designs for tables to collect data	Worksheet: number of students in class divided into - boys and girls that are left handed/right-handed	Pre-teach the ideas of 'tallying', 'grouping data' and 'frequency value'	120–140 minutes
9S4	Analyse and evaluate the views of others in a growing range of contexts	Talking about appropriate groupings of 'continuous' data in tables for 'height' and 'internet' surveys above.	- the height of students in the class	In feedback make suggestions as to appropriate table formats/ grouping	
9S2	Speak with a good degree of fluency and accuracy in social interaction with peers and other speakers of English	Conducting one of the above surveys [using tally table] and reporting frequency results to the class.	- the year and month of birth of students in the class -the number of hours each person in class spends on the internet each week		
9Ld1	Understand specific information in unsupported, extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	Listening to other students reporting the results of the class surveys	Worksheet: complete each sentence	Students all mingle and conduct surveys at the same time	
9Ut4	Use a wide range of pronouns	Focusing on indefinite pronouns	A far higher number of students ....		
9Ug2	Use comparative structures indicating degree on a wide range of general and curricular topics	Focusing on comparative and superlative [degree]	No –one .... Almost everyone ..... By far the most common height range ... Hardly anyone.... etc..		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
9Rd3	Deduce meaning from context on a range of unfamiliar general and curricular topics, including some extended texts	Reading and matching descriptions of bar graphs, line graphs, pictograms pie charts, frequency diagrams, frequency polygons, stem and leaf diagrams, scatter diagrams, to examples.	Short texts describing graphs and what they represent		100–120 minutes
9S7	Use a range of appropriate subject-specific vocabulary and syntax to talk about curricular topics		Worksheet: to show how many times cars enter a car park at different times of the day.		
9Rd1	Understand specific information in extended texts on a range of unfamiliar general and curricular topics	Talking about which form of representation would be best for certain purposes	to show what percentage of pupils come to school by different means of transport etc		
9Uf6	Use a range of active and passive simple present forms	Reading about how to construct a pie chart using fraction calculations and a protractor.	Worksheet: follow these steps to produce an accurate pie chart of the following data		
9Wa3	Write with moderate grammatical accuracy, and with minimal support, on a range of general and curricular topics	Focusing on simple present and modal passive structures	Worksheet: answer these questions. What must always be included with a pictogram? How can the information in the frequency diagram be shown in a frequency polygon?		
9S3	Explain and justify their own and others' point of view on a range of general and curricular topics	Talking about the kind of things students would expect there to be a correlation between.	Worksheet: money spent buying players and league position		100–120 minutes
9Rd2	Understand the detail of an argument in extended texts on a range of unfamiliar general and curricular topics	Reading about plotting data on a scatter diagram and positive, negative and no correlation.	weight and intelligence distance from school, time of journey to school,		



Framework Code	Learning Objective	Activities	Resources	Comments	Time
9S6	Interact with peers to make hypotheses about a growing range of general and curricular topics	<p>Reading about <i>the line of best fit</i>, and how to use it to estimate missing data</p> <p>Talking about the planning, data collection and representation of results for a class. Students collect data, input into computer, and produce a representational graphic.</p>	<p>etc.. Worksheet: plot the data in the table as a scatter diagram. What is the correlation?</p> <p>Worksheet: plot this data as a scatter diagram.</p> <p>use the line of best fit to estimate what the missing information would be.</p>	Display opportunity	
9S4	Analyse and evaluate the views of others on a growing range of contexts	Talking about a set of numerical data e.g. marks for students in different subjects	Worksheet: look at these		100–120 minutes
9Rd2	Understand the detail of an argument in extended texts on a range of unfamiliar general and curricular topics	and what information teachers might want to look at.	Worksheet: a complete these short summaries of each term:		
9Ld2	Understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	Reading about how to calculate <i>mean, median, mode and range</i> .	b find the answers to the following problems		
9Uf6	Use a range of active and passive simple present and past forms	<p>Listening and deciding which information people are interested in working out.</p> <p>Speakers may be interested in more than one</p> <p>Focusing on simple present and modal passive structures</p> <p>Discussing different headlines with another student and deciding</p>	<p>Worksheet: which of the following is each person interested in finding out? the mean the median the mode the range the correlation between sets of numbers</p> <p>Worksheet: complete these sentences by</p>		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
		<p>what data was used and how it was calculated.</p>	<p>Worksheet: headlines            Germans make a habit of winning 3 – 1            Average Japanese 14 year- old gaining height and weight.            Footballer's perform best at age 25</p>		

# Scheme of Work – English as a Second Language Stage 9

## Module 2B: Presenting the Facts

### Unit 10: Making Presentations

Framework Code	Learning Objective	Activities	Resources	Comments	Time
9Rf1	Begin to recognise the devices a writer uses to express intentions in extended texts on a growing range of unfamiliar general and curricular topics	Reading a short projected PP presentation on making good PP presentations.	Pprojection of short slide e.g. 6-8 slides		110–130 minutes
9Ut6	Use infinitive forms after a range of verbs and adjectives, and use gerund forms after a range of verbs	Focusing on the use of gerunds and infinitives after different verbs and adjectives	Complete: with your Top 10 tips from the presentation Avoid Don't be afraid Try not Help participants Don't forget Don't risk etc.		
9Rg3	Read a range of extended fiction and non-fiction texts, on familiar and unfamiliar, general and curricular topics, with confidence and enjoyment	Exploring a PowerPoint feature e.g. <i>adding sound</i> , by reading a section in a PowerPoint tutorial			
9Wo1	Use appropriate layout for a range of written genres, on a wide range of general and curricular topics	Writing and making a short PowerPoint presentation on students selected feature to present to class	Give students on cards [one per pair] different PowerPoint features to explore e.g. rehearsing/timing presentation self-running/ kiosk presentation adding sound adding motion incorporating pictures etc.. Projection facility	Remind students to refer to their top tips	
9S1	Use formal and informal language registers in their talk on a range of general and curricular topics	Presenting short presentations to class		Display opportunity during open/parents evenings	

Framework Code	Learning Objective	Activities	Resources	Comments	Time
9Ut1	Recognise typical features at word, sentence and text level of a range of spoken genres	Listening to a short presentation and noting the key 'signposting' language a speaker uses	Worksheet: which word or phrase does the speaker use to say ...		120–140 minutes
9Ug4	Use a range of sentence adverbs, including <i>especially</i> , <i>particularly</i> , and a range of pre-verbal, post-verbal and end-position adverbs, on a wide range of general and curricular topics	Focusing on signposting language in making presentations.	we'll begin by after that.... in particular .... etc...		
9Rm1	Understand the main points in extended texts on a range of unfamiliar general and curricular topics	Reading about things to avoid when making a presentation/giving a speech.	Worksheet: put a tick by the things that the text recommends and a x by those to avoid.		
9Uf9	Use a growing range of past modal forms on a wide range of general and curricular topics	Watching two short presentations, noting down and discussing with another student what presenters could have done better	Worksheet: make notes about what each speaker <i>could have/should have</i> done .		
9Ld3	Deduce meaning from context in unsupported, extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	Listening to different speakers having different problems.	What's the problem Speaker 1: Speaker 2 etc..		
9Uf9	Use a growing range of past modal forms, including <i>must have</i> , <i>can't have</i> , <i>might have</i> to express speculation and deduction about the past	Telling another student what you think <i>must have/might have</i> happened			
9S6	Interact with peers to make hypotheses about a growing range of general and curricular topics	Talking about the kind of things a headmaster might mention in an end of year speech.	Worksheet: look at the images e.g. graffiti on a wall retirement card trophy theatre production poster etc		80–100 minutes

Framework Code	Learning Objective	Activities	Resources	Comments	Time
9Ld1	Understand specific information in unsupported, extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	Listening to a headmaster making a speech about last and next school year.	Worksheet above: tick the things he mentions Worksheet: listen again as if you are a reporter listening to extracts of the speech.		
9Uf11	Use a range of reported statements and question forms on a wide range of general and curricular topics	Focusing on reporting statements and questions	Complete each sentence about one of the extracts He agreed He promised He denied He asked He said he hoped etc..		
9Ut6	Use infinitive and gerund forms after a range of verbs	Rewriting reported statements in a different way.			
9Wa2	Compose, edit and proofread written work at text level, with minimal teacher support, on a range of general and curricular topics	Writing a short article reporting the 'headmaster's speech' for the school newspaper	Worksheet: complete the second statement so that it has the same meaning as the first. e.g. <i>He promised to improve music facilities</i> <i>He promised that</i>  Guided writing template		
9S4	Analyse and evaluate the views of others in a growing range of contexts	Talking about an interesting [mystery] headline and speculating what it could be about.	Worksheet: a range of diverse mystery headlines e.g. <i>Fish fall from sky</i>		100–120 minutes
9Rg3	Read a range of extended fiction and non-fiction texts on familiar and unfamiliar, general and curricular topics, with confidence and enjoyment	Reading and researching, in pairs, one of the stories in order to prepare a short PowerPoint presentation on it	Worksheet: research your story with the following in mind	Internet access	
9Wo1	Use appropriate layout for a range of written genres, on a wide range of general and curricular topics	Writing a presentation to a guideline.	In your presentation you should include:		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
9Ug8	spell a wide range of high-frequency vocabulary accurately on a wide range of general and curricular topics		the headline a subtitle images/video	Computer access	
9S1	use formal and informal language registers in their talk on a range of general and curricular topics	Giving a presentation on the story behind the mystery headline.	a bare facts slide possible theories slide best guess slide moral of the story slide	Projection facility	

## 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>reporting and using different data</i> , <i>preparing and giving presentations</i> , and a range of module learning objectives.	Use a range of multiple-matching, multiple-choice, cloze, sentence completion and matching, and guided speaking and writing tasks	Use tasks to assess core module learning objectives and monitor progress	90–120 hours

# Scheme of Work – English as a Second Language Stage 9

## Module 2C: Working Hard

### Unit 11: Learning & Training

Framework Code	Learning Objective	Activities	Resources	Comments	Time
9S7	Use a range of appropriate subject-specific vocabulary and syntax to talk about curricular topics	Talking about different types of learning/training situations and the names of people that run them	Worksheet: teacher instructor trainer tutor guide lecturer coach counsellor		100–120 minutes
9Ut1	Recognise typical features at word, sentence and text level of a range of spoken genres	Listening and identifying the talk/learning situation.	Which word/words are used in these learning contexts?		
9Rg3	Read a range of extended fiction and non-fiction texts on familiar and unfamiliar, general and curricular topics, with confidence and enjoyment	Reading [completing] a 'learning' style survey. Students answer questions and workout their score.	army music university tour fitness careers on-screen driving singing primary school		
9Ug6	Use a growing range of phrasal verbs on a wide range of general and curricular topics	Focusing on prepositional and phrasal verbs used to talk about learning and school work.	Worksheet: which speaker is a: a driving instructor b team coach c tour guide d careers counsellor etc..		
9Rd4	Use a range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding				
9S2	Speak with a good degree of fluency and accuracy in social interaction with peers and other speakers of English	Talking about student study/homework habits	Survey and score/ explanation table.		





Framework Code	Learning Objective	Activities	Resources	Comments	Time
9Ld3	Deduce meaning from context in unsupported, extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	Listening and working out which subject students are talking about.	start and end of actions Worksheet: tell another student about -something you've been doing in history/chemistry/IT etc this term.		
9Uf1	Use a range of structures qualifying uncountable nouns on a wide range of general and curricular topics	Focusing on the use of 'a piece of' used with uncountable nouns.	- your favourite thing you've done in PE/English etc.. this term		
9Wc1	develop coherent arguments, supported when necessary by reasons, examples and evidence, for a range of written genres, on general and curricular topics	Writing a comical school report on another member of class	Worksheet: which subject is being discussed . PE Geography IT Maths etc..  Worksheet: which of these words are uncountable? information research homework progress advice equipment etc..  Which words could you use 'a piece of' with ....?  Choose the best option He hasn't made a/no /any progress this term. etc..  Subject report card to fill in.		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
9Rd2	Understand the detail of an argument in extended texts on a range of unfamiliar general and curricular topics	Reading about training parrots to talk and what they can and can't do.	Worksheet: which of these things could/couldn't a parrot do.		100–120 minutes
9Lg1	Understand implied meaning in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	Listening to range of different parrot jokes	A - H		
9S1	Use formal and informal language registers in their talk on a range of general and curricular topics	Telling [and preparing to tell] a parrot joke to the class	Notebooks for students: you write down what each joke implies about the parrot.		
9S3	Explain and justify their own and others' point of view on a range of general and curricular topics	Looking at a really good student vocabulary notebook page and discussing what it so good. Discussing with another student how best to teach an unknown phrase to the rest of the class.	Give each pair of students a 'parrot' joke on a card to discuss		
9Rd2	Understand the detail of an argument in extended texts on a range of unfamiliar general and curricular topics	Reading about 'Basic Army Training' for new recruits.	Multiple-choice task		100–120 minutes
9Ut6	Use infinitive and gerund forms after a range of verbs	Focusing on verbs followed by infinitive/gerund/how to structures	Worksheet: complete the sentences New recruits are made _____		
9S6	Interact with peers to make hypotheses about a growing range of general and curricular topics	Talking about the US army basic training 'daily programme'.	at 5.30 each day. They are shown _____ their basic army kit etc..		
9Wa1	Brainstorm, plan and draft written work at text level, with minimal teacher support, on a range of general and curricular topics	Students highlight things they'd find hard in red/things they'd cope with in blue	Worksheet: basic army training daily programme		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
9Wa2	Compose, edit and proofread written work at text level, with minimal teacher support, on a range of general and curricular topics	Writing [empathy] a letter home after the first few weeks of training.	Guided writing template	Display opportunity	

# Scheme of Work – English as a Second Language Stage 9

## Module 2C: Working Hard

### Unit 12: Making a Living

Framework Code	Learning Objective	Activities	Resources	Comments	Time
9S4	Analyse and evaluate the views of others on a growing range of contexts	Talking about what someone else thinks different types of work involve	Worksheet: look at the arrows this person has drawn between jobs and what they involve.		100–120 minutes
9S7	Use a range of appropriate subject-specific vocabulary and syntax to talk about curricular topics	Talking about the areas of work students would like to work in, and what jobs people can do in that field.	Tell another student whether you agree: plumber freelance work teacher		
9Ld3	Deduce meaning from context in unsupported, extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	Listening and deciding, from what they say, which field people are in.	long holidays fruit picker good prospects		
9Ut9	Use a range of relative clauses, including with <i>which</i> [whole previous clause reference], on a range of general and curricular topics	Focusing on the use of <i>which</i> relative clauses to describe whole of previous clause	website designer soldier job satisfaction nanny		
9Ut3	Use a wide range of types of question on a wide range of general and curricular topics		flexible hours regular salary seasonal work manual labour		
9Wa3	Write with moderate grammatical accuracy on a range of general and curricular topics with minimal support	Writing out quiz questions on legal ages/requirements/job titles for another group in the class to answer	Worksheet: A – Z of professional fields e.g. Administration Business		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
			<p>... Health ... IT etc. Multiple-matching task above worksheet</p> <p>Worksheet: complete the second clause about yourself/ giving your view</p> <p>Sailors often have to spend months at sea, which is something I</p> <p>Office jobs can involve working in large open plan offices, which I</p>		
9Rd2	Understand the detail of an argument in extended texts on a range of unfamiliar general and curricular topics	Reading about different jobs children did in Victorian Britain, and the passage of various landmark acts.	Multiple-choice tasks		110–130 minutes
9S3	Explain and justify their own and others' point of view on a range of general and curricular topics	Talking about which views on situations relating to children working students consider right/wrong.	Worksheet: discuss with another student whether you agree or disagree with the views in bubbles		
9Ld3	Deduce meaning from context in unsupported, extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	Listening to different young people from around the world talking about their working situations.	Match a newspaper headline to one of the situations you hear described.		
9Uf8	Use a range of present continuous forms [active and passive] on a range of general and curricular topics	Focusing on the use of present continuous passive.	Worksheet: in your opinion which of the children are being exploited are being overworked are being made to work in dangerous situations		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
9Rg1	Understand implied meaning in extended texts on a range of unfamiliar general and curricular topics	Reading about the estimated involvement of 27 million children in collecting America's harvest.	are just being asked to help their family  Worksheet: Tick the statements that you think are implied by the text.		
9Rm1	Understand the main points in extended texts on a range of unfamiliar general and curricular topics	Reading about very young people that have started successful businesses.	Multiple-matching task		100–120 minutes
9Lg1	Understand implied meaning in unsupported, extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	Listening to people talking about the success of the people above.	Multiple-matching task Which speaker implies ..?		
9Ug7	Use a growing range of prepositions following verbs on a wide range of general and curricular topics	Focusing on dependent prepositions after verbs.	Worksheet: complete each sentence so that it is true about one of the characters above. She succeeded .... From the start, he insisted They concentrated ... She depended ...		
9S2	Speak with a good degree of fluency and accuracy in social interaction with peers and other speakers of English	Talking about people students know who <i>concentrate on, insist on, succeed in</i> things etc...			
9S6	Interact with peers to make hypotheses about a growing range of general and curricular topics	Talking about reasons for young people to take a part-time job.	Worksheet: rank these possible reasons for taking a part-time job while at school.		100–120 minutes
9S2	Speak with a good degree of fluency and accuracy in social interaction with peers and other speakers of English	Discuss the type of job that might be good for each situation.	to save up for something to gain experience to put on your CV to work for charity for extra pocket-money to help in family business		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
9Lm1	Understand the main points in unsupported, extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	Listening to young people talking about their part-time jobs. What is their main motivation?	for something to do to pursue an interest		
9Ug6	Use a growing range of prepositional and phrasal verbs on a wide range of general and curricular topics	Focusing on the use of prepositional and phrasal verbs in talking about job responsibilities	Multiple – matching task to above		
9Wo1	Use appropriate layout for a range of written genres, on a wide range of general and curricular topics	Writing [editing] and improving the layout of a young person's job advertisements to appear on a school notice-board. Put the key information into clearer form in no more than 35 words.	Worksheet: complete the sentence with what you think the job might be about. Sandwich Assistant Wanted Young person required to assist _____ Stage Crew Needed We are looking for volunteers to help _____ etc.  Wordy, title-less, poorly organised advertisements		

## 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 means of training and instruction, getting and working in jobs</i> , and a range of module learning objectives.	Use a range of multiple-matching, multiple-choice, cloze, sentence completion and matching, and guided speaking and writing tasks	Use tasks to assess core module learning objectives and monitor progress	90–120 hours

# Scheme of Work – English as a Second Language Stage 9

## Module 3A: Peoples

### Unit 13: Population & Resources

Framework Code	Learning Objective	Activities	Resources	Comments	Time
9Ld1	Understand specific information in unsupported, extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	Listening about making a population growth line graph for students' own country.	Graph paper for each student	Do this in two phases:	110–130 minutes
9Ug7	Use a range of dependent prepositions following nouns and adjectives, and a growing range of prepositions following verbs, on a wide range of general and curricular topics	Focusing on the use of prepositions to talk about numbers and data.	Worksheet: completing statements about the completed with prepositions. The largest increase __ pop. was __ 1955 and 1965 The population rose __ 6 % __ 1995 __ 2005. etc	1: students told how big to make graph/label and mark axis etc 2; Students given data to plot	
9Rd1	Understand specific information in extended texts on a range of unfamiliar general and curricular topics	Reading about what things affect population growth, population distribution and population density.	Worksheet: table completion place factors under each heading	Allow students brief internet access to collect data for poster	
9Ug2	Use a range of adjectives as participles				
9S2	Speak with a good degree of fluency and accuracy in social interaction with peers and other speakers of English	Talking about a shaded population distribution diagram for Brazil, with short text boxes on key features.	Worksheet: completing text boxes with adjectives/ adverbs e.g. populated industrialised dense sparsely rural urban etc.	Encourage students to integrate initial population growth graph into poster.	
9Wo1	Use appropriate layout for a range of written genres, on a wide range of general and curricular topics	Writing and designing a similar population poster for students' own country.			



Framework Code	Learning Objective	Activities	Resources	Comments	Time
9S6	Interact with peers to make hypotheses about a growing range of general and curricular topics	Talking about world population distribution map. Students name densely populated shaded areas and discuss with another student reasons for high density.	One map for each pair of students	Can also be done with lights on from space map.	100–120 minutes
9Ld2	Understand the detail of an argument in unsupported, extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	Listening to a description/explanation of two population pyramids: one LEDC, one MEDC	Worksheet: piece together this jumbled text summary. key conjunctions [linking words have been highlighted]		
9Ut8	Use a range of conjunctions on a wide range of general and curricular topics	Focusing on the use of a range of conjunctions	Worksheet: according to the text, what will have to happen with public transport the pension age care homes hospitals, etc..	Possibly also project a population pyramid from 50 years ago to prompt ideas	
9Rm1	Understand the main points in extended texts on a range of unfamiliar general and curricular topics	Reading about the effects of an ageing population	Current population pyramid		
9Uf5	Use a range of future active and passive forms	Writing a short article for a school newspaper on the population pyramid of your country, explaining what it shows.	Guided writing template		
9Wc1	Develop coherent arguments, supported when necessary by reasons, examples and evidence, for a range of written genres on general and curricular topics				
9S6	Interact with peers to make hypotheses about a growing range of general and curricular topics	Talking about why people might migrate to different places	Worksheet: push and pull boxes with gaps to complete		100–120 minutes
9Ld1	Understand specific information in unsupported, extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	Listening and completing a table of 'push' and 'pull' factors in migration	In which story does the writer A- H worksheet: complete each sentence so that it is true about one of the stories above		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
9Rg4	Recognise the attitude or opinion of the writer in extended texts on a range of unfamiliar general and curricular topics	Reading three short texts about different migration stories.	Push and pull factors on cards to match to each story		
9Uf10	Use <i>if/if only</i> in third conditional structures	Focusing on third conditional structure			
9S3	Explain and justify their own and others' point of view on a range of general and curricular topics	Talking about which push and pull factors relate to which story above.			
9S4	Interact with peers to make hypotheses about a growing range of general and curricular topics	Talking about different threats to world resources	Worksheet: what type of threats exist to these resources land fish rainforests water locally-grown food		110–130 minutes
9Rm1	Understand the main points in extended texts on a range of unfamiliar general and curricular topics	Reading about the rate of the loss of rainforests around the world	Map and chart labelling task		
9Ld2	Understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	Listening to a radio interview about projects around the world that promote sustainability	Multiple-choice task		
9Ug2	Use a range of comparative structures indicating degree on a wide range of general and curricular topics	Focusing on comparative adjective structures [degree]	Multiple-matching task		
9Rd2	Understand the detail of an argument in extended texts on a range of unfamiliar general and curricular topics	Researching online	Worksheet: completing summary sentences from previous listening/reading focus, with key comparative words <i>just even far nowhere a lot much</i>	Give each pair of students one of the following areas to research land fish rainforests water locally-grown food	
			Worksheet: find on-line an example of a good 'sustainable' practice Problem: Solution:	Internet access	

Framework Code	Learning Objective	Activities	Resources	Comments	Time
9Wc1	Develop coherent arguments, supported when necessary by reasons, examples and evidence, for a range of written genres on general and curricular topics	Writing a bad idea/good idea piece for inclusion on a collective class 'sustainable earth' poster	Notes above Guided writing template	Publishing/display opportunity	

# Scheme of Work – English as a Second Language Stage 9

## Module 3A: Peoples

### Unit 14: Cultures & Customs

Framework Code	Learning Objective	Activities	Resources	Comments	Time
9S2	Speak with a good degree of fluency and accuracy in social interaction with peers and other speakers of English	Talking about customs, gifts, sayings, ceremonies	Worksheet: explain to another student as if they were not from your culture something about		100–120 minutes
9S5	Modify language mistakes in their talk which cause misunderstanding	Other student listens and feigns misunderstanding at times [e.g. use of L1 terms, complicated explanations etc]	birth of a child birthdays name days graduation engagement wedding retirement		
9Uf6	Use a range of active and passive simple present forms on a wide range of general and curricular topics	Focusing on the use of present simple forms to talk about ceremonial procedures.	Worksheet: photographs of a medal ceremony/graduation ceremony.		
9S3	Explain and justify their own and others' point of view on a range of general and curricular topics	Asking and answering questions about ceremonies	Complete each question with an appropriate verb, What is the ceremony c___? Where is it h___? Who takes p___? Who else a___? What actually takes ___? How long does it l___? etc. Do participants w___ anything special?		
9Rd1	Understand specific information in extended texts on a range of unfamiliar general and curricular topics	Reading about an engagement ceremony in Pakistan. Talking about 'engagement' practices in students' culture			
9S7	Use a range of appropriate subject-specific vocabulary and syntax to talk about curricular topics				

Framework Code	Learning Objective	Activities	Resources	Comments	Time
			<p>What h ____ afterwards?</p> <p>Worksheet above [questions to answer]</p> <p>Worksheet: match a verb to a noun to make a 'custom'</p> <p>ask            an advertisement  exchange    a party  place        rings  send         a proposal  announce    permission  hold         cards  make         a wedding date</p> <p>Are these engagement customs in your culture?</p>		
9Rd2	Understand the detail of an argument in extended texts on a range of unfamiliar general and curricular topics	Reading about traditions in different countries/cultures for giving names to children.	Multiple-matching: In which culture/s are the following common?		100–120 minutes
9Ld2	Understand the detail of an argument in unsupported, extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	Listening to people describe how they got their name	Worksheet: multiple-matching task		
9Ld4	Recognise inconsistencies in argument in extended talk on a range of general and curricular subjects	Listening again to work out whose story might be made up	Whose story do you find it hard to believe? note down why.  Worksheet: complete with an appropriate verb.		
9Uf3	Use a range of simple perfect active and passive forms with a range of time adverbials	Focusing on simple perfect forms with different time adverbials.	How long have you ____ your latest nickname for? Has anyone ever mis ____ your name? How many people have you		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
9Wc1	Develop coherent arguments, supported when necessary by reasons, examples and evidence, for a range of written genres, on general and curricular topics	Writing a competition entry for the naming of a new monument of national/local heroes	___ with the same name as yours? etc Worksheet: chose name [5 words maximum] and an explanation of the name you have chosen in 120 words.		
9Rg4	Recognise the attitude or opinion of the writer in extended texts on a range of unfamiliar general and curricular topics	Reading about different superstitions that exist in different cultures	Multiple-choice questions  Images of different things associated with superstitions black cat different birds etc	Work in plenary feedback to help students with repair strategies	120–140 minutes
9S5	Modify language mistakes in their talk which cause misunderstanding	Talking about superstitions in students' culture and which ones students follow	Worksheet: complete with questions about your own culture to ask other students		
9Ut3	Use a wide range of types of question on a wide range of general and curricular topics	Focusing on questions with <i>what</i> + noun	What part What significance... What values ... What celebration ...		
9Ug1	Use a range of abstract nouns on a wide range of general and curricular topics		What superstitions What symbols		
9Lo1	Recognise the attitude or opinion of the speaker(s) in unsupported, extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	Listening to someone from Japan answering above questions about their customs.	Worksheet: as you listen, say whether what they say about these things in Japan is the same or different in your country. <i>weddings</i> <i>names</i> <i>values</i> <i>national holidays etc</i>		
9S6	Interact with peers to make hypotheses about a growing range of general and curricular topics	Talking about common English sayings and what they might mean.			
9S2	Speak with a good degree of fluency and accuracy in social interaction with peers and other speakers of English	Talking about what it is customary to say at different times	Worksheet: The early bird catches the worms		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
			<p>Red sky at night ... etc</p> <p>Worksheet: complete <i>what do say when</i> someone sneezes <i>Bless</i> someone is leaving <i>Safe</i> someone else is going to eat <i>Enjoy _____</i> etc..</p>		
9Lm1	Understand the main points in unsupported, extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	Listening to the first part of a well-known short story about culture and custom e.g. from the collection <i>First Crossing</i>	Multiple-choice task to do and discuss after listening		100–120 minutes
9S3	Analyse and evaluate the views of others on a growing range of contexts	Talking about how issues/themes/characters are presented in the story	Worksheet: think of three words which best describe the following in the story:		
9Rf1	Begin to recognise the devices a writer uses to express intentions in extended texts on a growing range of unfamiliar general and curricular topics	Reading the second half of the story.	worksheet: Which words does the writer use? What does the phrase ... suggest? Etc.		
9Wc1	Develop coherent arguments supported, when necessary by reasons, examples and evidence, for a range of written genres on general and curricular topics	Writing a short review of the story for a school magazine entitled: <i>Everyone can learn something from ...</i>	Guided writing template		

## 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>issues of population and migration, customs and cultural practices around the world</i> , and a range of module learning objectives.	Use a range of multiple-matching, multiple-choice, cloze, sentence completion and matching, and guided speaking and writing tasks	Use tasks to assess core module learning objectives and monitor progress	90 – 120 hours



# Scheme of Work – English as a Second Language Stage 9

## Module 3B: Science & Innovation

### Unit 15: The Digital Age

Framework Code	Learning Objective	Activities	Resources	Comments	Time
9S3	Explain and justify their own and others' point of view on a range of general and curricular topics	Explaining differences between different terms relating to digital information and media.	Worksheet: tell another student what the difference is between: a note-book/a laptop e-reader/i-pad data stick/ data box etc..		120–140 minutes
9S2	Speak with a good degree of fluency and accuracy in social interaction with peers and other speakers of English	Talking about which things students still do on paper and which things they do digitally.	Worksheet: write essays read books keep photos check words/meanings research information send messages etc..		
9Rd2	Understand the detail of an argument in extended texts on a range of unfamiliar general and curricular topics	Reading a text about the 'one laptop per child' initiative.	Multiple-choice and text summary tasks		
9Ug3	Use a range of sentence adverbs, including <i>especially, particularly</i>	Focus on sentence adverbials <i>especially, particularly, typically, on the whole etc..</i>	Worksheet: tell another student about you and your favourite websites downloading uploading recently bookmarked sites: social networking online purchases etc.. Guided writing template		
9S7	Use a range of appropriate subject-specific vocabulary and syntax to talk about curricular topics	Describing to another student what students <i>typically do /especially like etc</i> , with a range of digital applications			
9Wa1	Brainstorm, plan and draft written work at text level, with minimal teacher support, on a range of general and curricular topics	Write an e-mail to a friend telling him/her about a new website you've found and what you can do on it.		Display opportunity	

Framework Code	Learning Objective	Activities	Resources	Comments	Time
9Ld1	Understand specific information in unsupported, extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	Listening to an expert talking about how successful different digital information devices have been.	Worksheet: images of devices etc. and sentence completion exercise	Pre-teach further digital media vocabulary	110–130 minutes
9Ut4	Use a wide range of pronouns [relative, demonstrative, indefinite, quantitative] on a wide range of general and curricular topics	Focusing on different quantitative and indefinite pronouns	Worksheet: complete each sentence with one of the two words at the end. There's ____ else like it. none/nothing		
9S3	Explain and justify their own and others' point of view on a range of general and curricular topics	Talking about which digital information device students would prefer	It's not the only new feature: there are several ____ others/other etc...	Internet and computer access required	
9Rd1	Understand specific information in extended texts on a range of unfamiliar general and curricular topics	Reading and guided research on a [personal] digital technology feature/device	Worksheet: sets of three to choose from [images]/brief description data stick/data box/I-pod laptop/note book/palm top etc..	Guide different groups of students to different websites	
9S1	Use formal and informal language registers in their talk on a range of general and curricular topics	Preparing and giving a short presentation on digital technology feature/device researched above	Table completion task pre-formatted PowerPoint presentation to complete	Projection facility	
9Uf5	Use a range of future active and passive forms, and a growing range of future continuous forms, on a wide range of general and curricular topics	Focusing on future forms to talk about future developments relating to digital technology	Matching sentence halves: task and text completion with appropriate future form.		110–130 minutes
9Rd2	Understand the detail of an argument in extended texts on a range of unfamiliar general and curricular topics	Reading a text about future digital technology and forms of user-generated content.	It's impossible to say Next year - what we'll be using then - is going to be all about storage devices		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
9Lm1	Understand the main points in unsupported, extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	Listening about 'voice recognition' and possible future applications.	Multiple-choice tasks		
9Ug5	Use a range of prepositional phrases preceding nouns and adjectives	Focusing on prepositional phrases relating to future time,	Multiple-matching tasks		
9Wo1	Use appropriate layout for a range of written genres, on a wide range of general and curricular topics	<i>before, until, by, in, for etc.</i>  Writing an announcement about a 'Digital Week' that students' school will be holding next month	Worksheet: complete with a preposition. It needs to be ready __ Friday __ the latest. We'll be getting new computers __ a few months time. etc..  Guided writing template:  Include in your announcement plans for the week a deadline a prediction a hope		
9Ug6	Use a growing range of prepositional and phrasal verbs on a wide range of general and curricular topics	Focusing on prepositional and phrasal verbs to talk about on-screen actions.	Worksheet: images and instruction pop-ups to complete e.g. click __ the button scroll ___ the menu hold _____ the key and drag the cursor etc..		80–100 minutes
9Rm1	Understand the main points in extended texts on a range of unfamiliar general and curricular topics	Reading about student-recommended sites for helping with home work, and their features.	Multiple-matching task		
9Ut3	Use a wide range of types of question on a wide range of general and curricular topics	Focusing on range of different types of question.	Worksheet: large image of the key- board _____ are ESC and DEL abbreviations for?		
9Wa4	Use, with limited support, style and register appropriate to a growing range of written genres, on general and curricular topics	Completing questions with missing word/s			

Framework Code	Learning Objective	Activities	Resources	Comments	Time
9Ug8	Spell a wide range of high-frequency vocabulary accurately on a wide range of general and curricular topics	Improving a piece of student written work, using the spelling and grammar and thesaurus functions in Word.	<p>____ do you get the euro sign?          ____ of these buttons gets you a capital letter. CAPS LOCK          SHIFT PGUP?</p> <p>Worksheet: a student-written letter to type into Word [as is]</p> <p>Number of words highlighted for students to change.</p>	Computer access to word required	

# Scheme of Work – English as a Second Language Stage 9

## Module 3B: Science & Innovation

### Unit 16: Light & Sound

Framework Code	Learning Objective	Activities	Resources	Comments	Time
9S6	Interact with peers to make hypotheses about a growing range of general and curricular topics	Talking about the different colours that make up light. Students try and list them before conducting experiments	One old CD and one 10cm long cardboard tube per group of three students Projection		110–130 minutes
9Rd1	Understand specific information in extended texts on a range of unfamiliar general and curricular topics	Reading instructions for making a spectrometre from a on old CD and long cardboard tube	Worksheet: workings of light summary		
9Rd3	Deduce meaning from context on a range of unfamiliar general and curricular topics, including some extended texts	Watching and participating in an interactive slide show presentation about light sources and rays/reflection and seeing things/reflection and seeing things	Task card 1: Write you name back-to-front so it looks the right-way-round in the mirror		
9Ug6	Use a growing range of prepositional and phrasal verbs on a wide range of general and curricular topics		Task card 2: Write your name on piece of paper only by watching yourself writing in the mirror.	Can be done as a whole class activity, where students take turns to come to the board to click or drag.	
9S2	Speak with a good degree of fluency and accuracy in social interaction with peers and other speakers of English		worksheet: complete and explain the difference back – to____ top-to-____ upside-____ inside-____ right – to____ .		
9Ug2	Use a range of compound adjectives on a wide range of general and curricular topics	Focusing on phrasal and prepositional verbs, e.g. <i>bounce off, reflects back, comes from, travels into</i> in completing a summary of slide presentation		Possible resource <a href="http://www.engineeringinteract.org">www.engineeringinteract.org</a> KS3	
				One mirror per 3 students needed	

Framework Code	Learning Objective	Activities	Resources	Comments	Time
		<p>Interacting with other students in conducting two short 'mirror' reflection experiments.</p> <p>Focusing on compound adjectives.</p> <p>Discuss things you sometimes see or do in these ways.</p>			
9Rm1	Understand the main points in extended texts on a range of unfamiliar general and curricular topics	Reading about different types of colour blindness	Multiple matching task		100–120 minutes
9Lm1	Understand the main points in unsupported, extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	Listening to instructions for doing a Benham's disk experiment Students spin the four tops they've made at different speeds and discuss and note what they observe	Each group of three will need a tooth pick/templates/scissors observation table Disk 1 2 3 4 Use these verbs to report your observations: saw noticed observed were aware of detected	Print-out of Benham's disk templates on card	
9Ut7	Use gerund forms after a range of verbs and prepositions				
9Ld1	Understand specific information in unsupported, extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	Focusing on verbs and prepositions followed by gerund  Listening to an explanation of the experiment.	Sentence completion task		
9Rd3	Deduce meaning from context on a range of unfamiliar general and curricular topics, including some extended texts	Reading and completing an interactive slide show presentation about sources of sound, loudness and pitch	Internet access [or do with whole class on the whiteboard]	Seat students in pairs in front of screen to increase interaction  Possible resource	110–130 minutes

Framework Code	Learning Objective	Activities	Resources	Comments	Time
9Ld1	Understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	Listening and watching a youtube demonstration of voice experiments with Helium and Sulphur Hexafluoride	Worksheet: sentence completion task	www.engineeringinteract.org KS3	
9Wc1	Develop coherent arguments, supported when necessary by reasons, examples and evidence, for a range of written genres on general and curricular topics	Writing a paragraph explaining why the sound of the voice changes in the experiment			
9S2	Speak with a good degree of fluency and accuracy in social interaction with peers and other speakers of English	Interacting with other students to perform the 'chicken in a cup' experiment.	One plastic paper cup/one paper clip/one half metre length of cotton string/one paper towel [folded] slightly damp per group	Explain what to do and to produce a chicken	
9Lm1	Understand the main points in unsupported, extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	Ask students to discuss what adding the cup to the string does, and if they can think of any instruments that work like this  Listening to and watching the Sciencebob clip of the experiment	worksheet: paragraph completion of the explanation of the demonstration		
9Rd5	Recognise inconsistencies in argument in extended texts on a growing range of general and curricular subjects	Reading and correcting 'false explanations' in a range of texts and diagrams about sound and light	Worksheet: find 10 errors in the texts below . Highlight and correct		80–100 minutes

Framework Code	Learning Objective	Activities	Resources	Comments	Time
9S4	Analyse and evaluate the views of others on a growing range of contexts	Talking about experiments that you could conduct to prove those things about light and sound.  Listening and saying which experiment is designed to prove which point.  Asking and answering questions in a 'light and sound' revision game Give each student one set of questions	Worksheet: discuss an experiment to show . light is reflected differently in water than air light beams travel in straight lines sound travels through water worksheet above blockbuster board [questions two per letter] e.g. light and sound both travel in what 'w'? what s is the number of colours in light?	Give blue counters to one and red counters to the other student to cover squares of questions they get right	
9S1	Use formal and informal language registers in their talk on a range of general and curricular topics				
9Ld3	Deduce meaning from context in unsupported, extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics				
9S7	Use a range of appropriate subject-specific vocabulary and syntax to talk about 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>digital information and means of accessing it, explaining and experimenting with sound and light</i> , and a range of module learning objectives.	Use a range of multiple-matching, multiple-choice, cloze, sentence completion and matching, and guided speaking and writing tasks	Use tasks to assess core module learning objectives and monitor progress	90 – 120 hours



# Scheme of Work – English as a Second Language Stage 9

## Module 3C: Views & Voices

### Unit 17: Right & Wrong

Framework Code	Learning Objective	Activities	Resources	Comments	Time
9S3	Explain and justify their own and others' point of view on a range of general and curricular topics	Talking about the names of different crimes	Worksheet: complete the table criminal crime which involve stealing? which are violent crimes?		100–120 minutes
9Rd3	Deduce meaning from context on a range of unfamiliar general and curricular topics, including some extended texts	Reading definitions of different punishments and matching to their names. Telling another student which punishment is best for which crime/offence	Worksheet: match a word /phrase to one of the definitions fine ban tagging detention imprisonment community service juvenile detention. warning expulsion		
9S3	Explain and justify their own and others' point of view on a range of general and curricular topics				
9Ld3	Deduce meaning from context in unsupported, extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	Listening to different victims talking about what has happened to them.	Multiple-matching: which speaker A has been robbed B has been injured C has been bullied D has been mugged E has been burgled F has been wrongly accused		
9Uf3	Use a range of simple perfect active and passive forms and a growing range of perfect continuous forms	Focusing on the use of the perfect and perfect continuous.			

Framework Code	Learning Objective	Activities	Resources	Comments	Time
			Worksheet: complete with correct form of the verb. What should be done about someone who. ..... nasty text messages send .. a crime but not reported it see etc..		
9S6	Interact with peers to make hypotheses about a growing range of general and curricular topics	Talking about which offences are being committed.	Worksheet: images of different crimes in progress.		100–120 minutes
9Ld3	Deduce meaning from context in unsupported, extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	Listening to how different young people managed to prevent crimes from taking place.	Worksheet: listen and say which crime was taking place in each case. listen again and say how dangerous [1-10] the situation might have been for the 'hero'		
9Ld4	Recognise inconsistencies in argument in extended talk on a range of general and curricular subjects		Worksheet Things went well for the 'hero' in each situation above but what could have happened? Write down two things.		
9Uf9	Use a growing range of past modal forms, including <i>must have</i> , <i>can't have</i> , <i>might have</i> , to express speculation and deduction about the past on a wide range of general and curricular topics	Focusing on the use of modals to speculate about past situations above			
9Rg4	Recognise the attitude or opinion of the writer in extended texts on a range of unfamiliar general and curricular topics	Reading about GPS technology that would enable parents to track children's movements through their phones.	Multiple-choice and text summary completion tasks		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
9S4	Analyse and evaluate the views of others on a growing range of contexts	Talking about which of the views mentioned in the text students agree with	Worksheet: which arguments below are the strongest for/against this use of technology?		
9S3	Explain and justify their own and others' point of view on a range of general and curricular topics	Talking about the idea of a moral dilemma Telling another student what you do in different situations	Worksheet: you're the only person in the classroom and you see the end of term Maths test on a teachers desk. etc...		120–140 minutes
9Ut3	Use a wide range of types of question on a wide range of general and curricular topics	Focusing on a range of different questions to challenge and probe what someone says about what they would do.	Worksheet: ask your partner questions using the following What if .. What about .. How would you feel Suppose Wouldn't you care etc...		
9Wc1	Develop coherent arguments supported when necessary by reasons, examples and evidence for a range of written genres on general and curricular topics				
9Ld2	Understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	Writing short text messages back to a friend advising them against their intended course of action	Worksheet: short text messages relating to scenarios above e.g. Just seen end of term Maths test. Think will put on Facebook		
9Wc1	Develop coherent arguments supported when necessary by reasons, examples and evidence for a range of written genres on general and curricular topics	Listening to range of dilemmas different young people find themselves in them  Writing to a young person magazine that has requested short responses to range of <i>What would you do if ...?</i> questions.	Multiple-matching tasks  Worksheet: what would you do if .... you found a lottery ticket that won millions the next day etc...		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
9Ld1	Understand specific information in unsupported, extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	Listening to a quiz e.g. <i>Oxfam coffee chain quiz</i> , connected to issues on the fair trade topic.			100–120 minutes
9S6	Interact with peers to make hypotheses about a growing range of general and curricular topics	Discussing answers with whole class to projected questions	Questions from tapescript above Multiple-choice task summary completion task	Project questions subsequently	
9Rm1	Understand the main points in extended texts on a range of unfamiliar general and curricular topics	Reading about the <i>CafeDirect</i> project and its aims .	Guided writing template		
9Wa1	Brainstorm, plan and draft written work at text level, with minimal teacher support, on a range of general and curricular topics	Write a webpage competition announcement to get people interested in CaféDirect			
9Wo2	Punctuate a range of written work on a wide range of general and curricular topics with accuracy				

# Scheme of Work – English as a Second Language Stage 9

## Module 3C: Views & Voices

### Unit 18: A Performance in English

Framework Code	Learning Objective	Activities	Resources	Comments	Time
9Rg3	Read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics, with confidence and enjoyment	Reading through two comic sketches with other members of a small group to select one to learn and perform.	Two to three page comic sketches. Two different ones given to each small group of students	Ensure that each group will be performing a different sketch	120–140 minutes
9Wa4	Use, with limited support, style and register appropriate to a growing range of written genres, on general and curricular topics	Writing in stage directions in the text where it is indicated they are needed	worksheet: sketch with arrows pointing to where directions needed.		
9Rd4	Use a range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding	Researching words and references in the selected sketch using digital resources.	Sketch scripts above		
9Ut1	Recognise typical features at word, sentence and text level of a range of spoken genres	Students highlight all unfamiliar references and terms for checking.  Listening to and watching comic sketches.	Viewing guide	Internet access required	

Framework Code	Learning Objective	Activities	Resources	Comments	Time
9Rg1	Understand implied meaning in extended texts on a range of unfamiliar general and curricular topics	Completing an end of year crossword puzzle with clues relating to grammar and vocabulary looked at throughout the year	Crossword with slightly cryptic clues		100–120 minutes
9Ld1	Understand specific information in unsupported, extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	Competing in an end of year 'curriculum content learnt in English' quiz [general knowledge]	range of question rounds, including picture rounds on curricular topics such as handling data, population and resources, light and sound, energy resources, industrial revolution etc..	Try and maintain an element of surprise in each performance by having groups rehearse in isolation	
9S7	Use a range of appropriate subject-specific vocabulary and syntax to talk about curricular topics	Rehearsing first part of performances in small groups.	Scripts marked up from above		
9S1	Use formal and informal language registers in their talk on a range of general and curricular topics	T monitors delivery and intonation  Highlighting student and possibly adding other stage directions.			

Framework Code	Learning Objective	Activities	Resources	Comments	Time
9Ug8	Spell a wide range of high-frequency vocabulary accurately on a wide range of general and curricular topics	Participating in an end of year 'spelling bee', involving spelling and vocabulary questions based on words from throughout the year.	Range of different vocabulary and spelling rounds		80–100 minutes
9S1	Use formal and informal language registers in their talk on a range of general and curricular topics	Rehearsing second part of performances in small groups. T monitors delivery and intonation	Scripts marked up from above		
9S2	Speak with a good degree of fluency and accuracy in social interaction with peers and other speakers of English	Students work on delivery, timing and gesture Students highlight anything to be clarified with T. Discussing the sourcing of props by group members			
9S1	Use formal and informal language registers in their talk on a range of general and curricular topics	Performing comic sketches for other groups and possibly a wider audience.	Marked-up scripts	Ensure a range of props and optimum stage and lighting arrangements possible	100–120 minutes
9Lg1	Understand implied meaning in unsupported, extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar 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>moral issues and dilemmas, just causes, learning and performing in English</i> , and a range of module learning objectives.	Use a range of multiple-matching, multiple-choice, cloze, 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.