

Scheme of Work – English as a Second Language Stage 7

Overview

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

TERM 1	TERM 2	TERM 3
Module 1A: Human Doings <ul style="list-style-type: none"> Unit 1 Meeting and Greeting Unit 2 Personal Identity 	Module 2A: Food Chains <ul style="list-style-type: none"> Unit 7 Health, Food and Exercise Unit 8 All types of Living Things 	Module 3A: Citizen Me <ul style="list-style-type: none"> Unit 13 In and Out of School Unit 14 Local Community
Module 1B: Suits and Boots <ul style="list-style-type: none"> Unit 3 Clothes and Accessories Unit 4 Outdoor Pursuits 	Module 2B: Highs and Lows <ul style="list-style-type: none"> Unit 9 World Records Unit 10 Parts and Percentages 	Module 3B: The States <ul style="list-style-type: none"> Unit 15 Settling America Unit 16 USA Today
Module 1C: From A to B <ul style="list-style-type: none"> Unit 5 Transport Systems Unit 6 Using maps 	Module 2C: Around the Globe <ul style="list-style-type: none"> Unit 11 Holidays and Places to Stay Unit 12 Climate and Environment 	Module 3C: Celebration Time <ul style="list-style-type: none"> Unit 17 Festivals Around the World Unit 18 Using English

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Module 1A: Human Doings

Unit 1: Meeting and Greeting

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7S3	Give an opinion at discourse level on a range of general and curricular topics	Talking about how people of different ages in different situations greet each other and say hello in students' country.	Worksheet: What do you say to someone		100–120 minutes
7S3	Give an opinion at discourse level on a range of general and curricular topics	Talking about special greetings/goodbyes in English	<ul style="list-style-type: none"> - whose birthday it is - who you want to congratulate - you are meeting the first time - who is going on a journey - when raising a glass etc 		
7Lm1	Understand with little or no support the main points in extended talk on a wide range of general and curricular topics	Listening to English face-to-face and phone greetings [initiations] and matching a suitable response.	Worksheet: answers to match to initiations.		
7Rd1	Understand specific information in texts on a limited range of unfamiliar general and curricular topics, including some extended texts	Reading about forms of greeting in different cultures around the world, e.g. bowing in Japan, kissing on the cheek in the southern Mediterranean, touching the face in Polynesia, hugging in the Middle East etc.	<ul style="list-style-type: none"> a Speaking b Nice to meet you c How do you do d That's me e I'll just get her f Nice to meet you etc.. 		
7Rg2	Recognise the attitude or opinion of the writer on a limited range of unfamiliar general and curricular topics, including some extended texts				
7S6	Interact with peers to negotiate classroom tasks	Talking with another student about what the situation is when someone says....	Multiple –matching task	Pre-teach: hug, bow, eye contact	

Framework Code	Learning Objective	Activities	Resources	Comments	Time
			<p>matching text part a- j to an area on world map</p> <p>Multiple choice tasks</p> <p>Worksheet:</p> <p>Here, this is for you. You'll be fine. Mine too. Fancy seeing you here. etc..</p>		
7Rm1	Understand the main points in texts on a limited range of unfamiliar general and curricular topics, including some extended texts	Reading short extracts from e-mails and letters about appointments/meetings, and identifying what main functional purpose is.	Worksheet: multiple-matching		100–120 minutes
7Uf10	Use a range of modal forms for a range of functions: obligation, necessity, possibility, permission, requests, suggestions, prohibition, on a range of general and curricular topics	Focus on modal forms in functional statements	Which writer is: A making a suggestion B accepting an offer C saying sth isn't necessary D requesting information E saying what s/o will need. etc worksheet: completing functional statements with modal verbs. e.g.		
7Ut5	Use a range of questions, using a range of different tense and modal forms, on a range of general and curricular topics	Matching modal questions to appropriate responses.	I am not sure how to get there. _____ I go with you? worksheet: rewriting sentences using modal forms. e.g.		
7Wa3	Write with moderate grammatical accuracy on a limited range of general and curricular topics, with some support	Writing an email in response to an email from a friend about weekend plans.	I don't think she's coming		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
			<p>now. She _____ now. Worksheet: Would you like to go? Do you think I should?</p> <p>You must/I'd love to etc...</p> <p>Guided writing template e.g. In your email ... suggest your friend travels a different way ask her to bring something etc</p>	Possible display opportunity	
7Uf9	Use a growing range of reported speech forms for statements, questions and commands: say, ask, tell, including reported requests, on a range of general and curricular topics	Focusing on reported speech for statements, questions and commands and requests	Worksheet: matching an appropriate reporting verb to speech.		110–130 minutes
7S4	Respond with some flexibility at both sentence and text level to unexpected comments on a range of general and curricular topics	Reporting what other students have said	'What time does it start?' [ask] etc...		
7S5	Link comments with some flexibility to what others say at sentence and discourse level, in pair, group and whole class exchanges	Designate a reporter. Indicate one, two or three students to say/ask etc. one of the things they wrote down. The reporter then reports what was said/asked etc.	Rewriting as reported speech She asked me what time it started.		
7Wa3	Write with moderate grammatical accuracy on a limited range of general and curricular topics with some support	Then designate another student to ask [prompt] the reporter s/th. e.g. What was your reply to Tom?	Worksheet: ask student to write down. Two short [7 words max] statements, commands, questions and requests		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7Wa4	Use with some support style and register appropriate to a limited range of written genres on general and curricular topics	Reporter responds spontaneously Focusing on contractions. Completing two emails of different registers. One to a friend arranging a meeting, one to the headmaster about using a classroom for a meeting.	Prompt cards [give one to each student] 'What did you say?' 'How did you react?' 'What was your reply?'. Worksheet: Which phrases can contract? e.g. that is I would we are it has who is does not who are etc. Worksheet: two incomplete emails to complete with either full word or contracted form of jumbled verbs .		
7S5	Link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges	Talking about what it is common/ less common to take as a present for the parents of a friend when going to their house.	Worksheet; images of different gift items e.g. perfume home-made cakes flowers a photo of yourself a watch a plant etc	Encourage students to link what they say to what their partner says by beginning their turn with ..and ...but ...that	100–120 minutes
7Ld1	Understand with little or no support most specific information in extended talk on a wide range of general and curricular topics	Each student is given three cards ..and ...but ...that	..and ..but ...that cards		
7Ug7	Use prepositions as, like to indicate manner use a growing range of dependent prepositions following adjectives on a range of general and curricular topics	Listening to short monologues about what different people took as presents going to someone's house for the first time.	Worksheet: three choice multiple-choice images Worksheet: multiple – matching task about the reactions of different people to presents		
7Lo1	Recognise the opinion of the speaker(s) with little or no support, in extended talk,				

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7S6	<p>on a wide range of general and curricular topics</p> <p>Interact with peers to negotiate classroom tasks</p>	<p>Focusing on the use of prepositions as/like and the use of prepositions of/to after adjectives of behaviour e.g. nice, kind, rude,</p> <p>Listening to people's reactions to presents they receive and saying what their attitude is.</p> <p>Negotiating in a pair/small group regarding which present to get a classmate as a leaving present</p>	<p>Worksheet: completing short conversations with correct prepositions. Worksheet: multiple-matching task.</p> <p>Which person is A shocked B disappointed C happy to have what they expected etc..</p> <p>Worksheet; range of class present ideas [images] to discuss e.g. signed football, sports shop voucher etc..</p>		

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Module 1A: Human Doings

Unit 2: Personal Identity

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7Rd2	Understand the detail of an argument on a limited range of unfamiliar general and curricular topics, including some extended texts	Reading about what you can learn about your ancestry through DNA tests.	Worksheet: DNA tests can or can't show	Pre-teach ancestors/ancestry	100–120 minutes
7Rd3	Deduce meaning from context on a limited range of unfamiliar general and curricular topics, including some extended texts	Labelling a diagram with the terms for different relatives	If you are related to s/o which parts of the world your ancestors came from etc.. Worksheet: terms to label on a family tree chart e.g. cousin, great grandparents, uncle aunt , nephew, second cousin etc		
7Ut5	Use a range of questions using a range of different tense and modal forms on a range of general and curricular topics		Worksheet: make questions to ask another student.		
7S7	Use appropriate subject-specific vocabulary and syntax to talk about a limited range of curricular topics	Asking and answering questions about your extended family/ relatives	many cousins got? oldest person in family? relatives you never seen? know ancestors from? etc.		
7Ld3	Deduce meaning from context with little or no support in extended talk on a wide range of general and curricular topics	Listening and working out how two people talking are related.	Multiple-matching task A nephew - aunt B brother and sister C grandparent - grandchild D cousins etc		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7Ut5	Use a range of questions, using a range of different tense and modal forms, on a range of general and curricular topics	Focusing on the correct form of personal questions	Worksheet: choose the best answer. What's your birthday /date of birth? What's your shoe number/size? What height/tall are you? etc.		100–120 minutes
7S6	Interact with peers to negotiate classroom tasks	Discussing with another student what the question was for a given answer	Worksheet: What was the question? Next month. I'll be 12. I.45 m but I'm growing. Yes, its lotto.d@cybernet.uk First name or surname? worksheet: multiple matching A 'Yes, by marriage' came the reply. Etc.		
7Rg1	Understand implied meaning on a limited range of unfamiliar general and curricular topics, including some extended texts	Reading and matching questions in jokes to punch line answers e.g. After an argument while driving, a couple were driving past a field with a donkey in it. 'Are you related to him?' asked the husband			
7Ld1	Understand with little or no support most specific information in extended talk on a wide range of general and curricular topics				
7S2	Ask questions to clarify meaning on a wide range of general and curricular topics	Listening and writing down personally significant numbers in response to questions e.g. Write down your date of birth and, if you know it, the hour of the day you were born. Next write down a number you use in a password ...etc.	Paper for writing down significant numbers		
7S6	Interact with peers to negotiate classroom tasks	Asking and answering about significant numbers, and finding numbers students have in common.	Project task instructions: find out as much as you can about your partner's significant numbers Find 5 numbers you have in common		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
SE1	Give an opinion at discourse level on a range of general and curricular topics	Talking about changes from Primary to Secondary school	Worksheet to complete Good things	Pre-teach; secondary school and school subject vocabulary	110–130 minutes
7Ut3	Use a limited range of gerunds as subjects and objects	Students make a list of things that are different between primary and secondary school and compare with another student.	- - Not so good things		
7Uf3	Use a growing range of simple perfect forms to express recent, indefinite and unfinished past	Expressing differences above as gerunds. e.g. Getting up earlier/moving to different classrooms etc.	- Worksheet: complete with an appropriate form of the verb		
7Wa1	Brainstorm, plan and draft written work at text level, with some support, on a range of general and curricular topics	Focusing on the use of perfect to talk about what has happened/what students have done in first few weeks of secondary school.	Since the beginning of term Which subjects have you ___ a computer for? How many PE lessons have you __?		
7Wa4	Use with some support style and register appropriate to a limited range of written genres, on general and curricular topics,	Writing a letter to an imaginary friend abroad, telling him/her about new school/secondary experience so far. Have you ____ the headmaster yet?		
7Ut1	Recognise typical features at word, sentence and text level in a limited range of written genres	Reading and spotting overly formal features of a similar letter.	Worksheet: template for draft and plan Worksheet: which parts of this letter are a bit formal.		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7S5	Link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges	Talking about how students typically do things with another student.	Worksheet: How do you usually - contact friends - remember birthdays - keep phone numbers - find out the time etc... - buy presents		100–120 minutes
7Uf3	Use a growing range of simple perfect forms to express recent, indefinite and unfinished past	Focusing on the use of simple perfect for indefinite time			
7S7	Use appropriate subject-specific vocabulary and syntax to talk about a limited range of curricular topics	Students complete the questions and then ask another student.	How many times ..already today? text messages phone calls snacks		
7Rg3	Read a limited range of extended fiction and non-fiction texts, on familiar and some unfamiliar general and curricular topics, with confidence and enjoyment	Researching the Internet in a personalised web quest..	Facebook etc.. Worksheet: Can you find: 1 Three celebrities that share your birthday 2 A newspaper headline from the day you were born 3 A satellite picture of your house 4 The lyrics of your favourite English song. etc. 5 An image of a relative.		
7S7	Use appropriate subject-specific vocabulary and syntax to talk about a limited range of curricular topics	Students put the information/ images into a short e-presentation for the class.			

Module Review

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

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Module 1B: Suits and Boots

Unit 3: Clothing and Accessories

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7Ug9	Use a limited range of prepositional verbs, and begin to use common phrasal verbs, on a range of general and curricular topics	Focusing on the difference between prepositional and phrasal verbs in the context of clothing	Worksheet: complete each sentence with a particle [up with off on into for at etc..] I like shopping ___ clothes in markets.	Pre-teach clothing item and accessory words	100–120 minutes
7Wa3	Write with moderate grammatical accuracy on a limited range of general and curricular topics, with some support	Students complete and then decide in which sentences the particle can come after the object and explore other rules.	I've just put ___ my coat to go out		
7Ld3	Deduce meaning from context, with little or no support, in extended talk on a wide range of general and curricular topics	Writing cartoon captions using above verbs for a range of clothes/dressing situation cartoons	Worksheet: 'clothing' cartoons e.g. trying things on in shops/looking in mirrors etc...		
7Rm1	Understand the main points in texts on a limited range of unfamiliar general and curricular topics, including some extended texts	Listening and inferring what the clothing problem is. Reading about different sizes and measurements for clothes and students work out their measurements and complete a table.	Worksheet: A who has put on weight B who has lost a button C a problem with their belt etc.. table to complete shoe size: shoe width fitting: waist size: trouser length: collar size: etc..		
				Bring tape measurements	

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7S3	Give an opinion at discourse level on a range of general and curricular topics	Talking about which country/ region an item of clothing typically comes from, and what clothing could be made from.	Worksheet: which part of the world are these clothes from? Which ones are made from a cotton b silk c animal skin d parts of a tree e fur etc worksheet: multiple matching to picture A kimono etc...		100–120 minutes
7Ld3	Deduce meaning from context, with little or no support, in extended talk on a wide range of general and curricular topics	Listening and matching items of clothing to their indigenous names.			
7Uc3 7Ug2	Use a limited range of complex noun phrases on a range of general and curricular topics	Focusing on words that qualify uncountable clothing words e.g. item, piece, suit	Worksheet: which of these words are uncountable clothing hat jewellery footwear armour sleeve underwear shorts etc.. worksheet: which word would you to talk about one 'bit'?		
7Rd1	Understand specific information in texts on a limited range of unfamiliar general and curricular topics, including some extended texts	Reading about traditional clothing /costume/jewellery in students' own country.	multiple-choice tasks/true/false tasks		
7Ld1	Understand with little or no support most specific information in extended talk, on a wide range of general and curricular topics	Listening to questions and writing down answers in a short pictorial clothing quiz	Projections of clothing items		
7Rd3	Deduce meaning from context on a limited range of unfamiliar general and curricular topics, including some extended texts	Reading in small groups about an adaptable clothes item: e.g. solar panel caps, GPS shoes, inflatable coat hangers, Jakpaks , reversible jackets etc..	Different short texts on adaptable/multipurpose clothing products. worksheet: looking at the highlighted words and discuss with other students what they could mean		120–140 minutes
7Rd4	Use familiar and some unfamiliar paper and digital reference resources to check meaning and extend understanding	Checking meaning of unknown words in a digital dictionary.	Worksheet: find out about - different versions/models - price range - who it is really useful for etc		
7Rg3	Read a limited range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics with confidence and enjoyment	Researching 'product' further online.			

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7Uf5	Use a range of active and passive simple present forms on a range of general and curricular topics	Focus on the use of present passive and passive forms after modals	Worksheet complete: our product: is designed for people.. can be worn .. can also be used as... etc		
7Wa2	Compose, edit and proofread written work at text level, with some support, on a range of general and curricular topics	Writing a short presentation on a product to present to rest of class.	Powerpoint or other presentation writing template		
7S7	Use appropriate subject-specific vocabulary and syntax to talk about a limited range of curricular topics	Short presentation using slides to class on group' product	Slides above		
7S1	Use formal and informal registers in their talk on a limited range of general and curricular topics				
7S6	Interact with peers to negotiate classroom tasks	Talking about different hats/headgear students have worn	Worksheet: showing different forms of headgear/hats etc [students tick/cross]		90–110 minutes
7Uf3	Use a growing range of simple perfect forms to express recent, indefinite and unfinished past	Focusing on present perfect to talk about indefinite past. 'Have you ever worn/had to wear ...'	Worksheet: further questions What for? When was that? What sort? Why was that?		
7S2	Ask questions to clarify meaning on a wide range of general and curricular topics	Students ask another student if they've ever ... /then a follow-up question	What was it/were they like? helmet mask hat cap veil goggles scarf hood band phones		
7Ug1	Use a growing range of compound nouns				
7Ut10	Use a range of relative clauses, including <i>why</i> clauses, on a range of general and curricular topics	Focusing on compound nouns in talking about headgear.			
7Lg1	Understand, with little or no support, most of the implied meaning in extended talk on a wide range of general and curricular topics	Listening to different types of headgear being described/defined and writing down what the correct compound term is, e.g.			

Framework Code	Learning Objective	Activities	Resources	Comments	Time
		<p>This is something that brides wear at their wedding</p> <p>The reason why you wear these to listen to your iPod. The word you need is the part of the body where you put them ...</p>			

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Module 1B: Suits and Boots

Unit 4: Outdoor Pursuits

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7Rd4	Use familiar and some unfamiliar paper and digital reference resources to check meaning and extend understanding	Categorizing different outdoor pursuits into a table mountain sea forest aero fresh water family activities leisure park historical/cultural activities	Worksheet: place these outdoor activities into the correct category canoeing sailing trekking picnicking angling metal detecting parachuting etc..	Make dictionary or digital reference available	100–120 minutes
7S7	Use appropriate subject-specific vocabulary and syntax to talk about a limited range of curricular topics				
7Ld3	Deduce meaning from context, with little or no support, in extended talk on a wide range of general and curricular topics	Listening to people talking in different outdoor situations and deciding which activity from the above they are doing.	Worksheet: listen and write down which outdoor activity each person is doing. worksheet: _____ recently? How many times ____? How young ___ the first time? When _____ the last time? How long ago ____?		
7Uf3	Use a growing range of simple perfect forms to express recent, indefinite and unfinished past	Focusing on the use of the perfect [contrast with simple past] in asking questions.	Worksheet: choose an appropriate response to the question on the recording e.g. No this is my first time. Not really I've done it before		
7S4	Respond with some flexibility, at both sentence and text level, to unexpected comments on a range of general and curricular topics	Students [tick above activities they have done] and tell another student who then asks a question.			
7Ut5	Use a range of questions, using a range of different tense and modal forms, on a range of general and curricular topics	Listening and matching appropriate responses to questions e.g. Have you ever done this before? Are you nervous?			

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7Ut10	Use a range of relative clauses, including <i>why</i> clauses, on a range of general and curricular topics		Multiple-matching relative clauses to the correct part of the text Multiple-matching Reading task.		120–140 minutes
7Rg2	Recognise the attitude or opinion of the writer on a limited range of unfamiliar general and curricular topics, including some extended texts	Reading about people’s views on their preferred outdoor activities, from which relative clauses are missing in text.	e.g. A who likes the sense of danger in the activity etc		
7Ld1	Understand with little or no support most specific information in extended talk on a wide range of general and curricular topics	Listening to definitions of different outdoor activities and writing down what they are.	Worksheet: range of comments on different outdoor pursuits with future forms highlighted. Remember the bus leaves at 8.		
7Ug10	Spell a growing range of high-frequency vocabulary accurately on a range of general and curricular topics		I’ll be waiting for you at the top of this hill. worksheet		
7Uf4	Use a growing range of future forms, including present continuous and present simple with future meaning on a range of general and curricular topics	Focusing on future forms in the context of talking plans, predictions, arrangements, times etc. for outdoor activities Students match ‘future’ examples to uses..	What’s the weather going to be like? Do you think it’ll snow? What will I need to bring? etc Shall I row or will you?		
7Uf10	Use a range of modal forms for a range of functions: possibility, permission, requests, suggestions, on a range of general and curricular topics	Matching responses to questions [future forms] e.g.	I hope not/The forecast says ‘light showers’/Just the usual		
7Wa4	Use with some support style and register appropriate to a limited range of written genres on general and curricular topics	Writing a response to an e-mail from a friend who is doing on an outdoor pursuit for the first time	Worksheet: friends e-mail and guided writing template		
7S6	Interact with peers to negotiate classroom tasks	Talking about the things students have collected from nature or grown in their garden and season/month	Worksheet: table with three columns: collected from sea/collected from forest or countryside// grown or	Whole class display opportunity	80–100 minutes

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7Lg2	Understand extended narratives on a range of general and curricular topics	they're available Listening to and following a documentary e.g. <i>Oceans</i> episode of the <i>Human Planet</i> Listening and answering T. questions on documentary content at the end	collected from house/garden worksheet: visual or screenshot of different activities to make notes against		
7Ld1	Understand, with little or no support, most specific information in extended talk on a wide range of general and curricular topics	Listening to what an indigenous people, e.g. Inuit, typically hunt and gather in different seasons.	Worksheet: calendar to complete		110–130 minutes
7Rg3	Read a limited range of extended fiction and non-fiction texts, on familiar and some unfamiliar general and curricular topics, with confidence and enjoyment	Reading and researching in small groups about a particular hunter-gatherer practice in different parts of the world e.g.	Cards with activities to research on e.g. cormorant fishing, auk catching in Greenland, elephant logging [one per group] etc...	Internet access or print-outs.	
7Wa2	Compose, edit and proofread written work at text level, with some support, on a range of general and curricular topics	Writing a short powerpoint [or other form] of presentation on researched activity to present to class	Guided writing template Worksheet: matching language to slides .	Guide to appropriate websites	
7S1	Use formal and informal registers in their talk, on a limited range of general and curricular topics	Focusing on the language of making slide presentations			
7S2	Ask questions to clarify meaning on a wide range of general and curricular topics	Students from other groups ask questions at the end of each presentation			

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 forms of clothing and accessories, equipment and activities involved in outdoor pursuits</i> , and a range of module learning objectives.	Use a range of multiple-matching, multiple-choice, sentence completion and matching, and guided speaking and writing tasks	Use tasks to assess core module learning objectives and monitor progress	90 – 120 hours

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Module 1C: From A to B

Unit 5: Transport Systems

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7S3	Give an opinion at discourse level on a range of general and curricular topics	Talking about the pros and cons of different means of transport	Worksheet: four boxes divided into 2 [+ -] car bike bus train		110–130 minutes
7Uf10	Use a range of modal forms for a range of functions: obligation, necessity, possibility, on a range of general and curricular topics	Focusing on the use of different modals in talking about the positives and negatives	Worksheet: match the means of transport to the statement below. e.g. it may not be possible to get door-to-door they can cause congestion etc..		
7Rg2	Recognise the attitude or opinion of the writer on a limited range of unfamiliar general and curricular topics, including some extended texts	Reading about a major city transport scheme e.g. Paris bike scheme.	True/false and multiple-choice tasks		
7Lo1	Recognise the opinion of the speaker(s), with little or no support, in extended talk on a wide range of general and curricular topics	Listening to people's views on transport initiatives in their city	Multiple-matching tasks Worksheet: which initiatives are 'carrot/stick' e.g. 'no stopping' zones 'cycle paths' etc..		
7S3	Give an opinion at discourse level on a range of general and curricular topics	Talking about different 'carrot and stick' government transport initiatives		Explain 'carrot and stick' principle	
7Rd2	Understand the detail of an argument on a limited range of unfamiliar general and curricular topics, including some extended texts	Reading about the historical development and present situation of railways in a country.	Worksheet: multiple-choice tasks Worksheet: text on development of railways in another country to complete		80–100 minutes

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7Uf5	Use a range of active and passive past forms	Focusing on the use of simple past [active and passive] and past perfect simple forms. Listening about the decline of the railways in the US in the twentieth century.	[appropriate past form] Worksheet: true/false task		
7Uf7	Use a growing range of past perfect simple forms in narrative and reported speech on a range of general and curricular topics				
7Ld2	Understand, with little or no support, most of the detail of an argument in extended talk, on a wide range of general and curricular topics				
7Rd5	Begin to recognise inconsistencies in argument in short texts on a limited range of general and curricular subjects	Reading 'journey to school' graphs and deciding whether statements match the graphical information.	Worksheet: Are these statements consistent with the graphs?	try and source local/national statistical information to make this task more relevant	120–140 minutes
7Ug6	Use a range of prepositions preceding nouns and adjectives in prepositional phrases	Focusing on prepositional phrases in talking about means of transport	Worksheet: completion I get to school __ foot Being __ a plane makes me nervous I haven't travelled much ____ train		
7Ug9	Use a limited range of prepositional verbs and begin to use common phrasal verbs on a range of general and curricular topics	Focusing on prepositional and phrasal verbs in talking about getting to and from school Listening to issues that students have with their journey to school .	Worksheet: completion My dad sometimes drops me ____ at school. I usually get __ school at eight. worksheet: who wishes A they didn't have to get up so early etc		
7Lo1	Recognise the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics				
7Uf11	Use <i>wish [that]</i> clauses [present reference on a range of general and curricular topics	Focusing on wish that clauses [present reference]	Worksheet: complete with an appropriate verb. 1 I wish school ____ so far away		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7S5	Link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges	Talking about what students wished were different in their journey to school.	2 I wish I ____ get the bus. Worksheet: use the previous 2 worksheets [tick/cross] as a discussion starting point.		
7S6	Interact with peers to negotiate classroom tasks	Talking about roads and traffic around access points to, and parking areas within and near, the school.	Worksheet draw an outline of the school and indicate these things on it: - vehicle/pedestrian access - main roads/paths etc worksheet: matching signs to their meanings e.g. A no parking or stopping in this area		100–120 minutes
7Rd3	Deduce meaning from context on a limited range of unfamiliar general and curricular topics, including some extended texts	Reading and matching road hazard/safety signs to their meanings			
7S3	Give an opinion at discourse level on a range of general and curricular topics	Talking about which signs/provisions might be usefully put up/made around the school to improve safety for students cycling to school.	Worksheet and diagram of school above		
7Wa4	Use with some support style and register appropriate to a limited range of written genres on general and curricular topics		Guided writing template		
7Wo1	Use appropriate layout for a range of written genres on a growing range of general and curricular topics	Writing a letter to the headmaster requesting improvements to cycling to school situation.		Possible display opportunity with signs and diagram of school	

Scheme of Work – English as a Second Language Stage 7

Module 1C: From A to B

Unit 5: Transport Systems

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7S3	Give an opinion at discourse level on a range of general and curricular topics	Talking about the pros and cons of different means of transport	Worksheet: four boxes divided into 2 [+ -] car bike bus train		110–130 minutes
7Uf10	Use a range of modal forms for a range of functions: obligation, necessity, possibility, on a range of general and curricular topics	Focusing on the use of different modals in talking about the positives and negatives	Worksheet: match the means of transport to the statement below. e.g. it may not be possible to get door-to-door they can cause congestion etc..		
7Rg2	Recognise the attitude or opinion of the writer on a limited range of unfamiliar general and curricular topics, including some extended texts	Reading about a major city transport scheme e.g. Paris bike scheme.	Worksheet: true/false and multiple-choice tasks		
7Lo1	Recognise the opinion of the speaker(s), with little or no support, in extended talk on a wide range of general and curricular topics	Listening to people’s views on transport initiatives in their city	Multiple-matching tasks Worksheet: which initiatives are ‘carrot/stick’ e.g. ‘no stopping’ zones ‘cycle paths’ etc..		
7S3	Give an opinion at discourse level on a range of general and curricular topics	Talking about different ‘carrot and stick’ government transport initiatives		Explain ‘carrot and stick’ principle	

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7Rd2	Understand the detail of an argument on a limited range of unfamiliar general and curricular topics, including some extended texts	Reading about the historical development and present situation of railways in a country.	Worksheet: multiple-choice tasks Worksheet: text on development of railways in another country to complete [appropriate past form]		80–100 minutes
7Uf5	Use a range of active and passive past forms	Focusing on the use of simple past [active and passive] and past perfect simple forms.	Worksheet: true/false task		
7Uf7	Use a growing range of past perfect simple forms in narrative and reported speech on a range of general and curricular topics				
7Ld2	Understand, with little or no support, most of the detail of an argument in extended talk, on a wide range of general and curricular topics	Listening about the decline of the railways in the US in the twentieth century.			
7Rd5	Begin to recognise inconsistencies in argument in short texts on a limited range of general and curricular subjects	Reading ‘journey to school’ graphs and deciding whether statements match the graphical information.	Worksheet: Are these statements consistent with the graphs? Worksheet: completion I get to school __ foot Being __ a plane makes me nervous I haven’t travelled much ___ train worksheet completion My dad sometimes drops me ___ at school. I usually get __ school at eight. worksheet: who wishes A they didn’t have to get up so early etc	Try and source local/national statistical information to make this task more relevant	120–140 minutes
7Ug6	Use a range of prepositions preceding nouns and adjectives in prepositional phrases	Focusing on prepositional phrases in talking about means of transport			
7Ug9	Use a limited range of prepositional verbs and begin to use common phrasal verbs on a range of general and curricular topics	Focusing on prepositional and phrasal verbs in talking about getting to and from school			
7Lo1	Recognise the opinion of the speaker(s) with little or no support in extended talk on a wide range	Listening to issues that students have with their journey to school .			

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7Uf11	of general and curricular topics Use <i>wish [that]</i> clauses [present reference on a range of general and curricular topics	Focusing on wish that clauses [present reference]	Worksheet complete with an appropriate verb. 1 I wish school ___ so far away 2 I wish I ___ get the bus.		
7S5	Link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges	Talking about what students wished were different in their journey to school.	Worksheet: use the previous 2 worksheets [tick/cross] as a discussion starting point.		
7S6	Interact with peers to negotiate classroom tasks	Talking about roads and traffic around access points to, and parking areas within and near, the school.	Worksheet draw an outline of the school and indicate these things on it: - vehicle/pedestrian access - main roads/paths etc		100–120 minutes
7Rd3	Deduce meaning from context on a limited range of unfamiliar general and curricular topics, including some extended texts	Reading and matching road hazard/safety signs to their meanings	worksheet: matching signs to their meanings e.g. A no parking or stopping in this area		
7S3	Give an opinion at discourse level on a range of general and curricular topics	Talking about which signs/provisions might be usefully put up/made around the school to improve safety for students cycling to school.	Worksheet and diagram of school above		
7Wa4	Use with some support style and register appropriate to a limited range of written genres on general and curricular topics		Guided writing template		
7Wo1	Use appropriate layout for a range of written genres on a growing range of general and curricular topics	Writing a letter to the headmaster requesting improvements to cycling to school situation.		Possible display opportunity with signs and diagram of school	

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Module 1C: From A to B

Unit 6: Using Maps

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7Uf10	Use a range of modal forms for a range of functions on a range of general and curricular topics	Focusing on modal forms to talk about possibility and certainty.	Worksheet: complete the following conversations must can't might could		100–120 minutes
7S6	Interact with peers to negotiate classroom tasks	Talking about what different maps symbols could mean.	Cards with map symbols on		
7Rd4	Use familiar and some unfamiliar paper and digital reference resources to check meaning and extend understanding	Reading and choosing correct answer [symbol] to map symbol questions.	Worksheet: multiple-choice e.g. What would you find at a location marked H on a map? A a youth hostel B a hotel C a highway D a hotel etc...	Internet access to the ordnance survey map symbol or paper reference document.	
7Ld1	Understand with little or no support most specific information in extended talk, on a wide range of general and curricular topics	Listening and pinpointing on a map where people are from descriptions.	Small scale map with various symbols/landmarks on, local map of town and local area		
7Ld1	Understand with little or no support most specific information in extended talk, on a wide range of general and curricular topics	Looking at a local map and marking points by listening to T instructions.			
7Rd1	Understand specific information in texts on a limited range of unfamiliar general and curricular topics, including some extended texts	Reading and working out map scale problems.	Worksheet: scale problems to solve e.g. Clearly scaled/detailed map Worksheet: How far is ... from ...		100–120 minutes

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7S6 7Ug3 7Wa3 7S6	Interact with peers to negotiate classroom tasks Use a limited range of comparative structures to indicate degree, including <i>not as...as</i> , <i>much ...than</i> , on a range of general and curricular topics Write with moderate grammatical accuracy on a limited range of general and curricular topics, with some support Interact with peers to negotiate classroom tasks	Working with other students to measure map distances using a piece of string and paper's edge. Focusing on comparative structures of degree Writing out measurement problems and questions for other students on a local map for which students [in pairs] have already worked out the answer .e.g. How far is the nearest post office from school? Students take turns to read out their questions, other teams race to measure and give correct answer	Worksheet: completion 1 Paris ____ [near] to London than New York 2 The river wasn't ____ [far] we thought. Only about a kilometre A local detailed map with clear scale	Pre-teach adjectives relating to distance Play as a team game keeping score	
7Rd2 7Lm1 7Ld1	Understand the detail of an argument on a limited range of unfamiliar general and curricular topics, including some extended texts Understand, with little or no support, the main points in extended talk on a wide range of general and curricular topics Understand, with little or no support, most specific information in extended talk on a wide range of general and curricular topics	Reading about different perspectives on the simplicity of the London Tube map. Listening to people's stories about using the map and London Underground. Listening to descriptions of journeys using the tube map and noting where people ended up.	London tube map multiple-choice task text summary completion task Multiple-matching task London tube map above Worksheet ; question completion What's the first stop ____ Piccadilly Circus going north You are ____ the central line,		100–120 minutes

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7Ut5	Use a range of questions, using a range of different tense and modal forms, on a range of general and curricular topics	Focusing on prepositions in questions about routes/stops directions etc.....	where do you change __ the Piccadilly line? Coming __ Heathrow, __ which station ... etc		
7S6	Interact with peers to negotiate classroom tasks	Students then answer questions in pairs			
7Rd1	Understand specific information in texts on a limited range of unfamiliar general and curricular topics, including some extended texts	Reading with diagrams about grid references and contour lines	Multiple-choice and sentence completion tasks Worksheet: complete the table with what is at these grid references. What will you see if you stand at 307412 and face east. sets of dominoes flat ground at hill in forest on Detailed grid referenced map		100–120 minutes
7Rd1	Understand specific information in texts on a limited range of unfamiliar general and curricular topics, including some extended texts	Reading a map and answering different kinds of grid reference problems.	Worksheet: look at the map and answer the questions with a prepositional phrase. e.g. Where has Mr Black broken down?		
7Ug6	Use a range of prepositions preceding nouns and in prepositional phrases	Focusing on common prepositional phrases [geographical] <i>in, at, on.</i>			
7Ld1	Understand, with little or no support, most specific information in extended talk on a wide range of general and curricular topics	Listening to questions involving four- and six- figure grid references on a map, and answering where you'd be if you were there.			

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 forms of transport and transport issues, maps, map skills and grid references</i> , and a range of module learning objectives.	Use a range of multiple-matching, multiple-choice, sentence completion and matching, and guided speaking and writing tasks	Use tasks to assess core module learning objectives and monitor progress	90 – 120 hours

Scheme of Work – English as a Second Language Stage 7

Module 2A: Food Chains

Unit 7: Health, Food and Exercise

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7S2	Ask questions to clarify meaning on a wide range of general and curricular topics	Talking about what students know about the role of the major food groups	Information cards on foods distributed to different groups.	Pre-teach unknown words related to food groups	110–130 minutes
7Rd1	Understand specific information in texts on a limited range of unfamiliar general and curricular topics, including some extended texts	Project incomplete questions for students to form. [Those with information then share it with class]	Projected questions e.g. difference between vitamins A and C. main sources: protein? etc		
7Lm1	Understand with little or no support the main points in extended talk on a wide range of general and curricular topics	Reading about different food groups and how they support human health	Worksheet: completing table on food group/food found in/health value		
7Uf5	Use a range of active and passive simple present forms	Listening about food resources from which people get a balanced diet in A	Worksheet: true or false task		
7Rm1	Understand the main points in texts on a limited range of unfamiliar general and curricular topics, including some extended texts	Focusing on the use of simple present and past passive forms Reading/ internet research on sources of protein, vitamins etc in extreme environments	Worksheet: text completion [active or passive form] Worksheet: write down the name of a website where the following information can be found		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7S3	Give an opinion at discourse level on a range of general and curricular topics	Talking about foods that are good/not so good for health.	Worksheet: Venn diagram sorting foods into good/bad/both categories		110–130 minutes
7Lm1	Understand, with little or no support, the main points in extended talk on a wide range of general and curricular topics	Listening and noting down key points about a balanced diet,	Note completion task		
7Uf1	Use a range of quantifiers for countable and uncountable nouns, including <i>several, plenty, a large/small number/amount</i> , on a range of general and curricular topics	Focusing on quantifiers by completing summary text about a balanced diet.	Worksheet: There are _____ things to think about in achieving a balanced diet etc		
7Lo1	Recognise the opinion of the speaker(s), with little or no support, in extended talk on a wide range of general and curricular topics	Listening to young people talking about food and characterising their attitude.	Multiple-matching task Which person: hasn't thought much about what they eat? wants to change their eating habits? etc... worksheet: blog questions		
7Wc1	Develop coherent arguments, supported when necessary by reasons, examples and evidence, for a limited range of written genres on general and curricular topics	Writing responses to blog questions from young people about their food/diet issues	e.g. Food should give you energy but I just feel heavy and tired after eating. Why?	Possible display opportunity. present questions and responses in form of 'your country needs you' poster	

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7Ld1	Understand, with little or no support, most specific information in extended talk on a wide range of general and curricular topics	Listening and completing a simple diagram about the circulatory system.	Worksheet: diagram labelling completion task	Pre-teach words relating to circulation	100–120 minutes
7Rm1	Understand the main points in texts on a limited range of unfamiliar general and curricular topics, including some extended texts	Reading about the relationship between exercise, circulation and health	Multiple-matching task: matching summary headings to parts of the text		
7Ug3	Use a limited range of comparative structures to indicate degree, including <i>not as...as</i> , <i>much ...than</i> , on a range of general and curricular topics	Focusing on a comparative adjective structures [indicating degree] in the context of talking about the benefits of exercise	Completing a benefits of exercise poster with comparative phrases. e.g. Regular exercise makes it _____ to keep your desired weight.		
7S5	Link comments with some flexibility to what others say at sentence and discourse level, in pair, group and whole class exchanges	Talking about forms of exercise and how they help fitness	Match the different physical skills to the types of exercise that help develop them cardiovascular strength stamina strength agility flexibility speed balance coordination accuracy swimming, weight lifting, rope climbing yoga etc		
7S7	Use appropriate subject-specific vocabulary and syntax to talk about a limited range of curricular topics			Pre-teach unknown physical skill words	
7Ug1	Use a growing range of compound nouns	Focusing on compound [gerund] noun structures for forms of physical activity.	Worksheet: match a word on the left to one on the right to make a compound weight		100–120 minutes
7Ut3	Use a limited range of gerunds as subjects and objects on a range of general and curricular topics		boarding gym walking skate training hill flying kite lifting etc..		
7S6	Interact with peers to negotiate classroom tasks	Talking about activities students do regularly/not so regularly.	Worksheet: above		
7Ug5	Use a growing range of pre-verbal, post-verbal and end-position adverbs, on a range of general and curricular topics	Focusing on the position of adverbs of frequency.	students tick/cross/add at least five types of other exercise they do		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7Wa4	Use, with some support, style and register appropriate to a limited range of written genres on general and curricular topics	Improving the opening part of a response e-mail to a friend, written a little too formally	Worksheet: complete these statements about yourself with an adverb I cycle to school I do gym exercises at home. never/most days/ sometimes etc worksheet: initial e-mail Rewrite the highlighted parts of the response in a more familiar style.		
7Wa2	Compose, edit and proofread written work at text level, with some support, on a range of general and curricular topics	Completing the e-mail to a friend, advising them to exercise more	Guided writing template		

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Module 2A: Food Chains

Unit 8: All Types of Living Things

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7Ld1	Understand, with little or no support, most specific information in extended talk on a wide range of general and curricular topics	Listening about the classification of living organisms into kingdoms.	Completing a chart with examples of things from the five kingdoms Worksheet: matching features to different animal groups, e.g. have a constant body temperature [mammals]	Pre-teach names of five kingdoms	100–120 minutes
7Rd3	Deduce meaning from context on a limited range of unfamiliar general and curricular topics, including some extended texts	Reading and matching different characteristic features to different animal groups	Worksheet: correct the statements which are false, e.g. some birds cannot fly and do not lay eggs either. all mammals give birth to live young but do not all feed them milk		
7Ug4	Use a limited range of sentence adverbs, including <i>too</i> , <i>either</i> , <i>also</i>	Focus on sentence adverbs in talking about features of animal groups	Worksheet: what do these animals have in common? A mule liger B ostrich penguin kiwi C octopus snail D eagle snake		
7Rd4	Use familiar and some unfamiliar paper and digital reference resources to check meaning and extend understanding	Researching the names of different animals to work out what they have in common.		Best done with internet access	

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7Rd2	Understand the detail of an argument on a limited range of unfamiliar general and curricular topics, including some extended texts	Reading definitions of 'genetic' and 'environmental' variation and labelling different descriptions of animal and plant variation as 'genetic' 'environmental' or both	Worksheet definitions + descriptions e.g.: two brothers both have green eyes two identical seeds from the same plant grow very differently		100–120 minutes
7Uf4	Use a growing range of future forms on a range of general and curricular topics	Focusing on the use of <i>will</i> / <i>won't</i> to make predictions about what will happen	Worksheet: different pictorial and written situations relating to genetic and environmental variation		
7S3	Give an opinion at discourse level on a range of general and curricular topics	Students say what the outcome will be, and why, in each situation	worksheet table completion		
7S5	Link comments, with some flexibility, to what others say at sentence and discourse level, in pair, group and whole class exchanges	Talking about what characteristics students have inherited, and which ones are environmental	hair colour: height: eye colour: accent: health problems talkative/less talkative nature food preferences etc....		
7Rd2	Understand the detail of an argument on a limited range of unfamiliar general and curricular topics, including some extended texts	Reading about inherited and environmental human traits. And ticking boxes in previous worksheet [i] [e] [b]			
7Ut10	Use a range of relative clauses, including <i>why</i> clauses	Focusing on the use of relative clauses in talking about defining characteristics and classification	Multiple matching a vertebrate ... an amphibianis a creature which feeds milk to its young. Etc		70–90 minutes
7Rd2	Understand the detail of an argument on a limited range of unfamiliar general and curricular topics, including some extended texts	Reading definitions of different variation terms e.g. selective breeding/genetic engineering/survival of the fittest/etc Relating different scenarios to these definitions	worksheet: The American grey squirrel, which is much larger than the traditional British red squirrel, has invaded most areas of Britain where the traditional red squirrel lives,		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7Ld2	Understand, with little or no support, most of the detail of an argument in extended talk, on a wide range of general and curricular topics	Listening to different wildlife and farming stories and matching a variation term that best sums them up.	dramatically reducing its numbers. This is known as ... Multiple-matching task Story 1 is an example of ... A selective breeding B survival of the fittest etc		
7Uf1	Use a range of quantifiers for countable and uncountable nouns, including <i>several, plenty, a large/small number/amount</i> , on a range of general and curricular topics	Focusing on quantifiers in completing a text about habitat shift	Worksheet: complete each gap with an appropriate phrase below Decide whether the word each gap refers to is [c] or [un]		110–130 minutes
7Rm1	Understand the main points in texts on a limited range of unfamiliar general and curricular topics, including some extended	Reading about how animals are having to adapt in 'habitat shift' zones Underlining in the text all the phrases used to compare two things/situations in the text	Multiple-matching task		
7Ug3	Use a growing range of compound adjectives, and adjectives as participles, and a limited range of comparative structures, to indicate degree, including <i>not as...as, much ...than</i> , on a range of general and curricular topics		Guided writing template distinguishing features habitat food threats etc...		
7Rd1	Understand specific information in texts on a limited range of unfamiliar general and curricular topics, including some extended texts	Researching information for a short comparative presentation of two similar animals.			
7Wa4	Use, with some support, style and register appropriate to a limited range of written genres on general and curricular topics	Writing a short presentation on the animals			

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7S1	Use formal and informal registers in their talk on a limited range of general and curricular topics	Giving short presentation to class		Possible display with visuals	
7Lm1	Understand, with little or no support, the main points in extended talk on a wide range of general and curricular topics	Listening to and answering questions in a variation and classification quiz	Different pictorial, naming, definition and multiple choice rounds .		40 minutes

Module Review

Learning Objective	Activities	Assessment	Time
Listening, Reading, Use of English, Speaking and Writing tasks on a range and blend of topics and themes relating to <i>healthy eating, food groups and forms of exercise, variation and classification of animals</i> , and a range of module learning objectives.	Use a range of multiple-matching, multiple-choice, sentence completion and matching, and guided speaking and writing tasks	Use tasks to assess core module learning objectives and monitor progress	90 – 120 hours

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Module 2B: Highs and Lows

Unit 9: World Records

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7Rm1	Understand the main points in texts on a limited range of unfamiliar general and curricular topics, including some extended texts	Reading about the history and development of the Guinness book of records.	Multiple-choice task Worksheet: text summary completion [correct form of verb] of text above	Pre-teach key record vocabulary Hold/set/break a record	120–140 minutes
7Uf7	Use a range of active and passive simple past forms, and a growing range of past perfect simple forms, in narrative and reported speech, on a range of general and curricular topics	Focusing on the use of simple past and past perfect forms in narrative.	Sentence completion task	Fail/succeed in a record attempt	
7Ld1	Understand, with little or no support, most specific information in extended talk on a wide range of general and curricular topics	Listening about local/national record feats read out by T.	Worksheet: biographical questions to answer		
7Rd1	Understand specific information in texts on a limited range of unfamiliar general and curricular topics, including some extended texts	Researching facts about a local/national record-setter			
7Wa3	Write with moderate grammatical accuracy on a limited range of general and curricular topics with some support	Writing a short biography of a local/national record-setter.	Guided writing template	Possible display opportunity	

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7Ut6	Use a range of pronouns including indefinite pronouns, <i>anybody, anyone, anything</i> , and quantitative pronouns, <i>everyone, everything, none, more, less, a few</i> , on a range of general and curricular topics	Focusing on the use of indefinite and quantitative pronouns.	Worksheet: complete with an appropriate pronoun e.g. _____ have come close to her record but ____ has beaten it. There isn't _____ he didn't achieve in the sport		100–120 minutes
7Rm1	Understand the main points in texts on a limited range of unfamiliar general and curricular topics, including some extended texts	Reading about records held as the world's youngest.	Multiple – matching task		
7Uf8	Use a growing range of past continuous forms, including some passive forms, on a range of general and curricular topics	Focusing on the uses of the past continuous in a text about one of 'world's youngest' above	Completion task appropriate verb form matching uses of past continuous to examples		
7Wa1	Brainstorm, plan and draft written work at text level, with some support, on a range of general and curricular topics	Writing a short 'empathy' narrative about an event in the life of character above	Guided writing template		
7Ug1	Use a growing range of compound nouns	Focusing on compound nouns and gerunds used as nouns	worksheet: match two words to make a compound noun parachute boarding snow jumping etc worksheet above		90–110 minutes
7Ut3	Use a limited range of gerunds as subjects and objects on a range of general and curricular topics				
7S6	Interact with peers to negotiate classroom tasks	Talking about what might be involved in setting various records.			
7Rd4	Use familiar, and some unfamiliar, paper and digital reference resources to check meaning and extend understanding	Reading and researching the Guinness website to locate what the above records involved	worksheet above worksheet: 2h 3.59 [running] 4h 44mins [women's tennis]	Need internet access [small groups]	

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7Uf3	Use a growing range of simple perfect forms to express recent, indefinite and unfinished past on a range of general and curricular topics	Focusing on the perfect to talk about indefinite time [.. has ever ..] Students discuss and write down what they think the record is.			
7Uf2	Use a limited range of comparative degree adverb structures <i>not as quickly as/far less quickly</i> with regular and irregular adverbs	Focusing on comparative structures [describing degree] Students discuss how much/many times further/faster etc. records are. [Ask students to comment on other groups speculations]	Worksheet: 100m run /100m swim land speed record/water speed record world's oldest person/world's oldest tortoise shot putt/javelin		100–120 minutes
7S5	Link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges	Listening to confirm the ratio differences above. Students chart on worksheet the approximate difference	Worksheet: 1: 1 1: 2 1: 3 etc..		
7Ld1	Understand with little or no support most specific information in extended talk on a wide range of general and curricular topics	Writing quiz questions for other teams based on internet research [world's tallest, heaviest , longest, oldest etc]	Worksheet: pictorial prompts relating to animal kingdom	Internet access required [small groups]	
7Wa3	Write with moderate grammatical accuracy on a limited range of general and curricular topics with some support	How much longer than the world's longest snake is the world's longest whale?		Display opportunity	
7S2	Ask questions to clarify meaning on a wide range of general and curricular topics	Answering questions in a class animal world record quiz.		Keep team scores [nearest answer wins a point]	
7S6	Interact with peers to negotiate classroom tasks				

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Module 2B: Highs and Lows

Unit 10: Parts and Percentages

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7Ug2	Use a limited range of complex noun phrases on a range of general and curricular topics	Focusing on noun phrases in talking about fraction problems. e.g. Two thirds of the chocolate/Half the class/Both boys.	Worksheet: simple fraction problems e.g. A cake is cut into 12 pieces etc..	pre-teach fractional numbers	120–140 minutes
7Ut4	Use a range of determiners, including <i>all, half, both [of]</i> , in pre-determiner function on a range of general and curricular topics		Multiple-choice questions e.g. Which of these numbers is a mixed number? A B C		
7Rd2	Understand the detail of an argument on a limited range of unfamiliar general and curricular topics, including some extended texts	Reading on equivalent fractions, simplest form of fractions, improper fractions and mixed numbers.	Worksheet: maths equations to be completed/filled in.		
7Ld1	Understand, with little or no support, most specific information in extended talk on a wide range of general and curricular topics	Listening to and solving simple fraction problems e.g. Write 10/7 as a mixed number	1. 1 __ Worksheet: fraction problems e.g. There is a large cake for a class party. The boys eat 2/3 of the total cake and the girls eat a quarter. What fraction of the cake is left?		
7S2	Ask questions to clarify meaning on a wide range of general and curricular topics				
7S7	Use appropriate subject-specific vocabulary and syntax to talk about a limited range of curricular topics	Solving more complicated fraction problems with a partner.			

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7Uf5	Use a range of active and passive simple present and past forms on a range of general and curricular topics	Focusing on use of active and passive forms in explanations/problems with ordering fractions	Worksheet: completion task [active or passive form] It is easier to ___ [compare /be compared] fractions. 3 and 4 both ___ [divide/are divided] into 12. etc. working through online explanation/problem solving and test formats	Pre-teach add, subtract, divide, multiply, common number	120–140 minutes
7Rd2	Understand the detail of an argument on a limited range of unfamiliar general and curricular topics, including some extended texts	Reading and researching about the multiplication and division of fractions			
7Ld1	Understand, with little or no support, most specific information in extended talk on a wide range of general and curricular topics	Listening and solving a range of fraction problems	Worksheet: fraction problems e.g. What's the total of $3\frac{1}{3} + 5\frac{1}{2}$	Internet access	
7Ut5	Use a range of questions, using a range of different tense and modal forms, on a range of general and curricular topics	Focusing on forms of question in maths problems	Worksheet: completion task e.g. . ___ is bigger $\frac{2}{3}$ or $\frac{3}{5}$? ___ does $\frac{3}{4} \times \frac{1}{2}$ equal? ___ is $\frac{11}{8}$ written as a mixed number? etc.	Insist students know the answer to the problems they set	
7Wa3	Write with moderate grammatical accuracy on a limited range of general and curricular topics with some support	Writing simple fraction problems for other students to solve	guided writing template	Possible display opportunity	
7Rd2	Understand the detail of an argument on a limited range of unfamiliar general and curricular topics, including some extended texts	Reading about 2 methods for calculating percentages and solving percentage problems	Worksheet; problems to solve using 2 methods of calculations	Students will need calculators	120–140 minutes
7Ld3	Deduce meaning from context with little or no support in extended talk on a wide range of general and curricular topics	Listening and deducing the correct answer to 'What percentage?'	Worksheet: images of ten cheeses. [What percentage come from France?] image 5 care { What percentage are made in the US?}		
7Ug3	Use a limited range of comparative structures to indicate degree including <i>not as...as, much ...than</i> on a range of general and curricular topics	Focusing on comparative structures in comparing percentages.	worksheet: compare US: total population/car ownership Ghana: total population /car ownership etc.		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7S6 7Wa4	Interact with peers to negotiate classroom tasks Use with some support style and register appropriate to a limited range of written genres on general and curricular topics	Working with other students to design a quick class survey, the results of which to be expressed as percentages. Each group writes six survey questions/asks rest of class in show of hands/records tallies/reports most interesting results as percentages Writing percentage problems for other students to solve	Give each group a theme card e.g. bikes/mobile phones etc.. e.g. Who uses a mobile phone with a top-up credit card? Guided writing template	Divide class into four or five groups Possible display opportunity Insist students know the answer to the problems they set	
7Rd2 7S6 7Ld1	Understand the detail of an argument on a limited range of unfamiliar general and curricular topics, including some extended texts Interact with peers to negotiate classroom tasks Understand, with little or no support, most specific information in extended talk on a wide range of general and curricular topics	Reading and solving problems in writing one number as another [fractions/decimals/percentages] Working with another student to match numbers which are expressed differently. Listening and answering questions in a class team number quiz.	Worksheet: problems e.g. Write $\frac{3}{4}$ as a decimal number. Number cards to match e.g. $\frac{3}{8}$ 37.5%		70–90 minutes

Module Review

Learning Objective	Activities	Assessment	Time
Listening, Reading, Use of English, Speaking and Writing tasks on a range and blend of topics and themes relating to <i>record-breaking human endeavours and achievements and numbers, fractions and percentages</i> , and a range of module learning objectives.	Use a range of multiple-matching, multiple-choice, sentence completion and matching, and guided speaking and writing tasks	Use tasks to assess core module learning objectives and monitor progress	90 – 120 hours

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Module 2C: Around the Globe

Unit 11: Holidays and Places to Stay

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7S6	Interact with peers to negotiate classroom tasks	Talking about holiday types and in detail students' last holiday.	Worksheet: list of holiday types		120–140 minutes
7Uf9	Use a growing range of reported speech forms for statements, questions and commands: <i>say, ask, tell</i> , including reported requests, on a range of general and curricular topics	Focusing on reported speech. The other student reports to the class where their partner went	- staying with relatives - school trip - day out - trip abroad - organised excursion/tour - camping holiday etc.. Tell another student about your destination/sights/your travelling companions/your luggage/the journey /your favourite bit		
7Ld3	Deduce meaning from context, with little or no support, in extended talk on a wide range of general and curricular topics	Listening and working out which type of holiday the speakers are on.	Worksheet: holiday types above/multiple matching task		
7Rg1	Understand implied meaning on a limited range of unfamiliar general and curricular topics, including some extended texts	Reading the backs of postcards and working out where people are staying.	Worksheet: multiple-matching task a campsite/on a boat/with friends/a hotel/with relatives/with a host family/at home/a holiday resort etc...		
7Rd4	Use familiar and some unfamiliar paper and digital reference resources to check meaning and extend understanding	Researching the difference between the words: journey/trip/excursion/tour .	Worksheet: opening lines of dictionary entries for the four words	Possibly project full dictionary entries at the end of the discussion	
7S5	Link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges	Short class discussion on the differences			

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7S3	Give an opinion at discourse level on a range of general and curricular topics	Talking about what camping signs might mean.	Project a range of international camping signs		100–120 minutes
7Uf11	Use <i>if/unless/ if only</i> in second conditional clauses	Focusing on the use of the second conditional to talk about hypothetical situations.	Worksheet If you went camping in the wildin case it rained in the night If went camping without a tentunless it were an organised trip If you took a dog to a campsite.		
7S4	Respond with some flexibility at both sentence and text level to unexpected comments on a range of general and curricular topics	Students discuss the situation and complete.			
7S6	Interact with peers to negotiate classroom tasks	Talking about hypothetical problems with different potential campsites and giving three reasons for choosing best one.	Worksheet: image of an area with six potential campsites [A B C D]E F]		
7Ld2	Understand with little or no support most of the detail of an argument in extended talk on a wide range of general and curricular topics	Listening to people discussing the four campsites, and deciding which one each pair of speakers is talking about.	Image above/multiple matching task		
7S3	Give an opinion at discourse level on a range of general and curricular topics	Talking about procedures at an airport.	Worksheet: in which order to these things happen. a watch a safety demonstration b check in c go through passport control d board e hand luggage security check f go to the departure gate g baggage reclaim h go through customs i take off Worksheet above multiple-matching task guide with images with inconsistencies to spot		100–120 minutes
7Ug9	Use a limited range of prepositional verbs, and begin to use common phrasal verbs, on a range of general and curricular topics	Focusing on prepositional and phrasal verbs			
7Ld3	Deduce meaning from context, with little or no support, in extended talk on a wide range of general and curricular topics	Listening and working out which part of the airport the speakers are in.			
7Rd5	Begin to recognise inconsistencies in argument in short texts on a limited range of general and curricular subjects	Reading a spoof airplane safety procedure guide to spot inconsistencies			

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7Wa4	Use, with some support, style and register appropriate to a limited range of written genres on general and curricular topics	Rewriting guide to correct content errors in consistent tone	Guide above		
7Uf3	Use a growing range of simple perfect forms to express recent, indefinite and unfinished past	Focus on the contrast between perfect and simple past with indefinite and definite time reference	Worksheet: postcards verbs to complete with the correct form of the verb. time word cards to sort into definite and indefinite groups	Possible display opportunity	100–120 minutes
7Uf5	Use a range of active and passive simple past forms		Worksheet: three choice multiple-choice questions on the implication of what each person says about the place on the postcard		
7Lg1	Understand, with little or no support, most of the implied meaning in extended talk, on a wide range of general and curricular topics	Listening to someone reading back of postcards while students look at front			
7Wo2	Punctuate a growing range of written work, with accuracy, on a range of general and curricular topics	Rewriting unpunctuated postcard messages with appropriate punctuation			
7Wa2	Compose, edit and proofread written work at text level, with some support, on a range of general and curricular topics	Writing postcard messages to family and friends at home, relating to places on front of the card	Guided writing template:		

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Module 2C: Around the Globe

Unit 12: Climate and Environment

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7S6	Interact with peers to negotiate classroom tasks	Talking about different types of weather. Working with other students to decide what different weather symbols mean.	Weather symbols: e.g. isotherm line/thunder and lightning symbol etc	Pre-teach words: weather front, high ground etc..	120–140 minutes
7S7	Use appropriate subject-specific vocabulary and syntax to talk about a limited range of curricular topics	Matching words to symbols	Worksheet: symbols above and words/phrases to match		
7Rm1	Understand the main points in texts on a limited range of unfamiliar general and curricular topics, including some extended texts	Reading and matching short paragraphs on temperature, type of rain and air pressure to diagrams	Paragraphs on weather phenomena and diagrams to match		
7Uf4	Use a growing range of future forms, including present continuous and present simple with future meaning,	Focusing on ‘going to’ to make predictions [present evidence] and ‘will’ probable future in interpreting	Worksheet: interpreting various weather map pictures of tomorrow’s weather		
7Wa3	Write with moderate grammatical accuracy on a range of general and curricular topics	Writing a weather forecast based on a picture representation	Each group is given a different pictorial weather map Guided writing template		
7S1	Use formal and informal registers in their talk on a limited range of general and curricular topics	Presenting TV weather forecast in small groups to rest of class	Project: weather maps above		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7Ld1	Understand with little or no support most specific information in extended talk on a wide range of general and curricular topics	Listening and labelling a world climate map according to the code key.	Incomplete climate map of the world	Pre-teach words: monsoon arid equator drought floods hurricane etc	100–120 minutes
7Rm1	Understand the main points in texts on a limited range of unfamiliar general and curricular topics, including some extended texts	Reading about climatic conditions that cause extreme weather phenomena around the world.	Worksheet: terms from above text to be defined or explained El Nino is:		
7Ut10	Use a range of relative clauses including <i>why</i> clauses on a range of general and curricular topics	Focusing on relative clauses in defining and explaining whether phenomena	Photographs of aftermath of different extreme events		
7Uf3	Use a growing range of simple perfect forms to express [recent, indefinite and unfinished past]				
7S7	use appropriate subject-specific vocabulary and syntax to talk about a limited range of curricular topics	Speaking about photographs showing the aftermath of extreme weather and saying what has happened.			
7Ug1	Use a growing range of abstract nouns and compound nouns	Speaking about what different compound words and words with prefixes and suffixes related to ecology might mean.	Worksheet food miles greenhouse gases deforestation habitat shift etc...		100–120 minutes
7S3	Give an opinion at discourse level on a range of general and curricular topics	Asking T if assumptions are correct			
7S2	Ask questions to clarify meaning on a wide range of general and curricular topics		Short descriptions of stages of green house effect to match to diagrams Worksheet above		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7Rm1	Understand the main points in texts on a limited range of unfamiliar general and curricular topics, including some extended texts	Reading and matching short paragraphs to diagrammatic explanation of green house effect.	Simple greenhouse effect process diagram		
7S7	Use appropriate subject-specific vocabulary and syntax to talk about a limited range of curricular topics	Speaking about whether words above are cause or consequence of greenhouse effect.	Guided writing template		
7Wc1	Develop coherent arguments supported when necessary by reasons, examples and evidence for a limited range of written genres on general and curricular topics	Writing a summary explanation of the greenhouse effect to accompany a simple process diagram.			
7Rd2	Understand the detail of an argument on a limited range of unfamiliar general and curricular topics, including some extended texts	Reading different text and table data about global warming.	Tables and short texts on global warming. Worksheet: rank the sources A – H from most to least dramatic in their prediction		100–120 minutes
7Ut2	Begin to recognise typical features at word, sentence and text level of a limited range of spoken genres	Listening to different predictions about the effects of global warming	Worksheet: which speakers are scientists [s] non-specialists [n] worksheet: multiple-matching task		
7Lo1	Recognise the opinion of the speaker(s), with little or no support, in extended talk, on a wide range of general and curricular topics				
7S5	Link comments with some flexibility to what others say at sentence and discourse level, in pair, group and whole class exchanges	Talking about easiest environment-friendly measures households can take.	Ranking task growing own food daily 'zero power' times recycling all packaging every family member using bicycles etc...		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7Wa4	Use, with some support, style and register appropriate to a limited range of written genres, on general and curricular topics	Writing a letter to the headmaster suggesting 'green' things the school can do	Guided writing template		
7Wo1	Use appropriate layout for a range of written genres, on a growing range of general and curricular topics				

Module Review

Learning Objective	Activities	Assessment	Time
Listening, Reading, Use of English, Speaking and Writing tasks on a range and blend of topics and themes relating to <i>going on holidays and trips</i> , <i>protecting the environment</i> , <i>extreme weather and climate change</i> , and a range of module learning objectives.	Use a range of multiple-matching, multiple-choice, sentence completion and matching, and guided speaking and writing tasks	Use tasks to assess core module learning objectives and monitor progress	90 – 120 hours

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Module 3A: Citizen Me

Unit 13: In and Out of School

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7S3	Give an opinion at discourse level on a range of general and curricular topics	Talking about things students should/should be allowed to bring to school	Worksheet: tick/cross i-pods pets mobiles trainers portable gaming devices jewellery make-up etc..	Include other items that are relevant in local context about what can be taken to school	110–130 minutes
7Uf10	Use a range of modal forms, for a range of functions: obligation, necessity, possibility, prohibition, on a range of general and curricular topics	Focusing on modals in statements on what is good/bad for students at school.	Match one of the modal ideas to: obligation, necessity, possibility, prohibition to each opinion		
7S5	Link comments with some flexibility to what others say, at sentence and discourse level, in pair, group and whole class exchanges	Students discuss whether they agree with the opinions.	Worksheet above:		
7Rd5	Begin to recognise inconsistencies in argument in short texts on a limited range of general and curricular subjects	Reading different opinions about wearing school uniforms from different stakeholders: parents students teachers headmasters, shopkeepers etc...in a magazine article.	Worksheet: what is the weakest argument put forward by each person.		
7Wc1	Develop coherent arguments, supported when necessary by reasons, examples and evidence, for a limited range of written genres, on general and curricular topics	Writing a letter in response to the magazine in response to the article setting out students view.	Guided writing template		
7Wo2	Punctuate a growing range of written work, with accuracy, on a range of general and curricular topics				

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7Lo1	Recognise, with little or no support, the opinion of the speaker(s) in extended talk, on a wide range of general and curricular topics	Listening to people talking about ways to improve concentration.	Multiple-matching task		100–120 minutes
7S6	Interact with peers to negotiate classroom tasks	Discussing what things help students to concentrate [groups of 4 – 6].	Worksheet [tick/cross] background music using a computer giving yourself rewards regularly changing media working in a group taking regular breaks etc...		
7Ut4	Use a range of determiners, including <i>all, half, both [of]</i> , in pre-determiner function, on a range of general and curricular topics	Completing summary sentences about discussion above	worksheet: Most students Half ... All of etc		
7Rd2	Understand the detail of an argument on a limited range of unfamiliar general and curricular topics, including some extended texts	Reading about how to improve your memory	True/false/multiple choice tasks		
7Wa3	Write with moderate grammatical accuracy on a limited range of general and curricular topics, with some support	Writing a set of personal resolutions for concentration/memory improvement			
7Uf4	Use a growing range of future forms on a range of general and curricular topics				
7S6	Interact with peers to negotiate classroom tasks	Talking about the amount of time you spend doing things in and out of school. Telling other students about their pie charts	Worksheet: make a list of different activities you do in and out of school make two pie charts showing % of time spent doing them		110–130 minutes
7Ut7	Use infinitive forms after a limited range of verbs	Focusing on verbs used with infinitive and gerund structures in talking about how students spend their time in and out of school.	worksheet: complete each sentence in relation to your pie chart I spend a lot I waste quite		
7Ut8	Use gerund forms after a limited range of verbs and prepositions				

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7Lg1	Understand, with little or no support, most of the implied meaning in extended talk, on a wide range of general and curricular topics	Listening to different students from very different school environments talk about how they spend their day	I prefer I hope I need to make time etc...		
7Wa3	Write with moderate grammatical accuracy on a limited range of general and curricular topics, with some support	Reading the tapescript of one of the pupils heard on the recording and writing a series of questions that students would want to ask them.	Multi-matching from what you hear on the recording decide which student A attends a specialist school B is home-schooled C has to spend a lot of time helping the teacher etc ..		
7Wa2	Compose, edit and proofread written work at text level, with some support, on a range of general and curricular topics	Writing an email to above pupil, talking about how school must be different, and integrating some of above questions			
7S4	Respond, with some flexibility, at both sentence and text level to unexpected comments on a range of general and curricular topics	Talking about the use of media and how students do things/access things Students discuss what they do in relation to the average.	Pie chart average amount of time spent on each media platform by 8 – 18 year olds		100–120 minutes
7Uf2	Use a limited range of comparative degree adverb structures, <i>not as quickly as/far less quickl,y</i> with regular and irregular adverbs	Focusing on comparative adverb structures in talking about students use of media	Worksheet: compare how easily/quickly/much better you do these things using different media homework: paper/computer presents: shops/internet emails: mobile/laptop etc..		
7Rm1	Understand the main points in texts on a limited range of unfamiliar general and curricular topics, including some extended texts	Reading about the number of hours young people spend using electronic devices in a week.	Tick the statements that the writer of this text would agree with.		
7Wa1	Brainstorm, plan and draft written work at text level, with some support, on a range of general and curricular topics	Making a pie chart of students own media use and writing a short report explaining the time spent doing different things			

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7Wc1	Develop coherent arguments, supported when necessary by reasons, examples and evidence, for a limited range of written genres, on general and curricular topics		Guided report template background national data personal data conclusions		

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Module 3A: Citizen Me

Unit 14: Local Community

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7Ld1	Understand, with little or no support, most specific information in extended talk, on a wide range of general and curricular topics	Listening about changes that have happened in a local community and marking them on map.	Map showing roads, public spaces, shops, bus routes, local facilities		100–120 minutes
7Uf6	Use a limited range of causative forms, <i>have/get done</i> , on a range of general and curricular topics	Focusing on the use of the causative structure	Worksheet: what's the name of the place/service where you can get/have these things done.		
7S4	Respond with some flexibility, at both sentence and text level, to unexpected comments on a range of general and curricular topics	Talking about how important these places are in the local community.	have your car cleaned get meals delivered get mobile credit topped up have your hair cut get shopping delivered have parcels weighed before sending them etc		
7Ug1	Use a growing range of compound nouns on a range of general and curricular topics	Focusing on compound nouns that describe places/facilities in the community.	Worksheet: rank the places identified above as important for the community		
7S3	Give an opinion at discourse level on a range of general and curricular topics	Talking about which of these places are less popular because of internet activities	worksheet: match a word on the left to one on the right to make a place people might meet shopping park youth pool public mall cinema club		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
			swimming shop coffee complex etc completed worksheet above		
7Rd2	Understand the detail of an argument on a limited range of unfamiliar general and curricular topics, including some extended texts	Reading about two very different kinds of local community and the relationships between people	Worksheet: in which text ...		100–120 minutes
7Ut6	Use a range of pronouns, including indefinite pronouns, <i>anybody, anyone, anything</i> , and quantitative pronouns, <i>everyone, everything, none, more, less, a few</i> , on a range of general and curricular topics	Focusing on the use of indefinite and quantitative pronouns in giving opinions	Worksheet: complete the opinion bubbles with an appropriate pronoun Hardly ____ knows their neighbours		
7Lo1	Recognise the opinion of the speaker(s), with little or no support, in extended talk on a wide range of general and curricular topics	Listening to short opinions about local communities and saying whether you agree/disagree and why.	Worksheet: students listen and complete a table agree/disagree/in my community a no-one rides a bike gambit cards: e.g. 'no way' 'so what' 'I don't think so' 'yes, but ..' 'I'm not so sure'. 'give us an example' etc..		
7S4	Respond, with some flexibility, at both sentence and text level to unexpected comments on a range of general and curricular topics	Students, in discussing the opinions in a whole class forum, have to try and use the language on the cards appropriately.			
7Rd2	Understand the detail of an argument on a limited range of unfamiliar general and curricular topics, including some extended texts	Reading about different types of 'charity' giving and community help schemes	Multiple-matching and multiple –choice tasks		100–120 minutes
7Uf11	Use <i>if/unless/ if only</i> in second conditional clauses, on a range of general and curricular topics	Focusing on the use of second conditionals in talking about hypothetical 'moral' decisions.	Worksheet: complete with the correct verb. I ____ volunteer if I ____ get a friend to go with me. Worksheet: list of schemes		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7S5	Link comments, with some flexibility, to what others say at sentence and discourse level, in pair, group and whole class exchanges	Speaking about the schemes in the text above. Students rank in order of how willingly they'd take part in them	in text above If several old people were standing on a bus a b c look out of the window		
7Wa3	Write with moderate grammatical accuracy on a limited range of general and curricular topics, with some support	Writing and completing multiple-choice options in 'moral' decision multiple-choice.		Have two different sets of multiple choice questions to complete	
7S6	Interact with peers to negotiate classroom tasks	Speaking activity students ask questions to another student [moral questions above] having predicted what they think their answer will be			
7Ug1	Use a growing range of abstract nouns on a range of general and curricular topics	Focusing on the use of abstract [uncountable nouns] in talking about different forms of anti-social behaviour.	Worksheet: what is similar and what is different between these forms of anti-social behaviour	pre-teach some anti-social behaviour and some deterrent words	100–120 minutes
7S7	Use appropriate subject-specific vocabulary and syntax to talk about a limited range of curricular topics	Telling another student what they think similarities/ differences are.	graffiti vandalism shoplifting stealing bullying cyber bullying spitting swearing theft mugging careless parking /..driving etc		
7Ut9	Use the structures <i>so ... that, such a/ ... that</i> in giving explanations, on a range of general and curricular topics	Focusing on the structures <i>so ..that /such ..that..</i> in explaining consequences of anti-social behaviour	worksheet complete Some kids are such bad bulliesthat they cause accidents etc	display opportunity	
7S5	Link comments, with some flexibility, to what others say at sentence and discourse level, in pair, group and whole class exchanges	Talking about which forms of deterrence work best for which sort of anti-social behaviour.	Worksheet: match a form of punishment to a form of anti-social behaviour above		
7Wa4	Use, with some support, style and register appropriate to a limited range of written genres, on general and curricular topics	Writing/making a 'make the world/school a better place' poster	fine ban detention help the victim boot camp		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7Wo1	Use appropriate layout for a range of written genres, on a growing range of general and curricular topics		cleaning up etc.. 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>in and out of school activities, different school environments, community and moral issues</i> , and a range of module learning objectives.	Use a range of multiple-matching, multiple-choice, sentence completion and matching, and guided speaking and writing tasks	Use tasks to assess core module learning objectives and monitor progress	90–120 hours

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Module 3B: The States

Unit 15: Settling America

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7S6	Interact with peers to negotiate classroom tasks	Marking on a timeline key events in settlement of North American history	Worksheet: timeline 1492 -- ----- 1870 key events:		100–120 minutes
7Ld1	Understand, with little or no support, most specific information in extended talk on a wide range of general and curricular topics	Listening to confirm dates of key events	European ships reach America American Civil War First English colonies Slave Trade Arrival of the 'Mayflower'		
7Rm1	Understand the main points in texts on a limited range of unfamiliar general and curricular topics, including some extended texts	Reading about the life and struggles of early American settlers.	American War of Independence etc		
7Ut6	Use a range of pronouns, including indefinite pronouns, <i>anybody, anyone, anything</i> , and quantitative pronouns, <i>everyone, everything, none, more, less, a few</i> , on a range of general and curricular topics	Focusing on the use of indefinite and quantitative pronouns	Worksheet: multiple-choice and true or false tasks Worksheet: complete these statements about the first American settlers. They didn't know anything. No-one was expecting Very few had It was hard to find anything		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7Ut1	Recognise typical features at word, sentence and text level in a limited range of written genres	Focusing on the flow of information in a narrative about settlers early encounters with native Americans	Worksheets; give each group of students jumbled lines from one or two paragraphs from the story	Use a story for this section of work such as an extract from <i>American Sisters 1775</i> or a story from <i>Adventures in the West</i>	100–120 minutes
7Uf5	use a range of active and passive past forms	When students have ordered their paragraphs, they try to fit in a sequence with other groups	Worksheet: completion task [appropriate verb form] based on subsequent part of story.		
7Uf7	use a growing range of past perfect simple forms in narratives	Focusing on past tenses in narrative .	Worksheet: matching examples of past forms to uses e.g. Find an example of a reporting what someone said b a background action c looking back to a previous time etc...		
7Uf8	use a growing range of past continuous forms, including some passive forms, on a range of general and curricular topics	Listening to T read the final part of story	Worksheet: As you listen write down any unknown words you hear.		
7Lg2	understand extended narratives on a range of general and curricular topics	At the end of the story T elicits samples of words students didn't know and reads short extracts where these words occur. Students try and guess what the words mean			
7Ld3	deduce meaning from context, with little or no support, in extended talk, on a wide range of general and curricular topics				
7Uf3	Use a growing range of simple perfect forms to express recent, indefinite and unfinished past, on a range of general and curricular topics	Focusing on perfect forms in the context of diary entries [young person pioneer fiction] Contrasting with past forms. e.g. in Rachel's Journal or American Diaries Willow Chase or	worksheet completion task [verb in appropriate form]		110–130 minutes
7Rg3	Read a limited range of extended fiction and non-fiction texts, on familiar and some unfamiliar general and curricular topics, with confidence and enjoyment	Reading a short story about settling the American West e.g. from The American Story: 100 true stories from American History	worksheet: as you read underline any unknown words and write your best guess as to what it might be. e.g. a type of food		
7Rd3	Deduce meaning from context on a limited range of unfamiliar general and curricular topics, including some extended texts		Guided writing template		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7Wa1	Brainstorm, plan and draft written work at text level, with some support, on a range of general and curricular topics	Writing an 'empathy' diary entry for one of the characters in the above story. Different students should choose different characters.			
7Wo2	Punctuate a growing range of written work, with accuracy, on a range of general and curricular topics				
7Uf10	Use a range of modal forms for a range of functions: obligation, necessity, possibility, permission, requests, suggestions, prohibition, on a range of general and curricular topics	Focusing on modals in talking about differences in depictions of Cowboys and Indians.	Range of prompts to project - who might lose their hair - - who might work with cattle – - who can make wagons - who could be named after an animal - who might have more than one wife etc.. Viewing guide: main characters: setting: story line: best scene:	Pre-teach key vocabulary from film.	120–140 minutes
7S3	Give an opinion at discourse level on a range of general and curricular topics	Students discuss groups in prompts and write answer C [cowboys] I [Indians] B [both] N [neither]			
7Lg2	Understand extended narratives on a range of general and curricular topics	Watching a Western movie e.g. Stagecoach, Dances with Wolves, Rio Grande or similar			
7Wa3	Write with moderate grammatical accuracy on a limited range of general and curricular topics, with some support	Writing a short movie synopsis using the notes made during viewing [e.g. to post a film website]			

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Module 3B: The States

Unit 16: USA Today

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7S6	Interact with peers to negotiate classroom tasks	Matching words used in British English to their American counterparts	Worksheet: UK words to match to US ones by deduction and elimination		100–120 minutes
7Ut1	Recognise typical features at word, sentence and text level, in a limited range of written genres	Reading short texts of different types and deciding whether they are for a US or British audience.	e.g. pavement/sidewalk range of texts: advertisements, signs, notices, e-mails etc.. marked by British/American spelling/usage/context.		
7Ut2	Begin to recognise typical features, at word, sentence and text level, of a limited range of spoken genres	Listening to short extracts of people speaking in different accents and deciding which are American.	Worksheet: which of the voices you hear A – J are American		
7S5	Link comments with some flexibility to what others say, at sentence and discourse level, in pair, group and whole class exchanges	Talking about things American and saying how they are connected to American culture.	worksheet: which extract is 1 a station announcement 2 a radio advertisement 3 a recorded message etc Worksheet: collage of images e.g. statue of liberty, the White House, Hollywood sign, Thanksgiving turkey etc..		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7S6 7Lg1 7Rg1	Interact with peers to negotiate classroom tasks Understand, with little or no support, most of the implied meaning in extended talk, on a wide range of general and curricular topics Understand implied meaning on a limited range of unfamiliar general and curricular topics, including some extended texts	Talking about which American States are missing from a state map. Listening to geographical descriptions of different states and state nicknames and working out which activity they are synonymous with Reading jokes about different states/areas of America and working out what they are well-known for	Worksheet: map with the names of 12 of the better known states missing e.g. New York California Florida Hawaii Alaska etc.. worksheet: state map with ten highlighted states./images of 12 different socio-economic activities Worksheet: multiple-matching task from jokes match state names to descriptions e.g. Alaska is known for .../cold weather		100–120 minutes
7Ut1 7Rd5 7Ug1 7Rd3 7S3	Recognise typical features at word, sentence and text level in a limited range of written genres Begin to recognise inconsistencies in argument in short texts, on a limited range of general and curricular subjects Use a growing range of abstract nouns and compound nouns Deduce meaning from context on a limited range of unfamiliar general and curricular topics, including some extended texts Give an opinion at discourse level on a range of general and curricular topics	Reading three different texts about modern American county fairs Spotting inconsistencies between different accounts of county fairs. Focusing on compound nouns. Speaking about what activities are and which type of activity would be most popular in students country.	Worksheet: which type of text is each one an extract from a] a story b] an article c] a flyer d] a letter e] a report etc ... Underline parts of the text that guided you in your choices Worksheet: on which issues below do texts agree [a] disagree [d] doesn't say [ds] Worksheet: look at these activities that you would find at a county fair. talent contest fairground rides petting zoos rodeo shows circus acts animal	elicit from students the types of things that happen at fairs in their country	120–140 minutes

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7Ut7	Use infinitive forms after a limited range of verbs		auctions food stalls pony rides flower/vegetable		
7Ut8	Use gerund forms after a limited range of verbs	Focusing on gerund and infinitive patterns after verbs	competitions craft stalls Rank which ones you would be interested in/older people would be interested in.		
7Rd3	Deduce meaning from context on a limited range of unfamiliar general and curricular topics, including some extended texts	Matching statements promoting a county fair activity to one of activities above	Worksheet: statements describing/promoting activities above to complete [gerund or infinitive] Worksheet: match descriptive statement to one of the activities above.		
7Ut5	Use a range of questions, using a range of different tense and modal forms, on a range of general and curricular topics	Focusing on asking questions as a response to viewing something .	Worksheet: complete these questions to ask about things you see in the film.	Pre-teach any unknown key words from the film	90–110 minutes
7Lg2	Understand extended narratives on a range of general and curricular topics	Listening to and watching a film or documentary about aspects of life in modern America e.g. Consuming Kids, The Harvest , Food Inc or other			
7S5	Link comments with some flexibility to what others say, at sentence and discourse level, in pair, group and whole class exchanges	Asking and responding to questions about different aspects of the film	Complete worksheet above		

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>history of US settlement and western frontier stories, modern US life, language and culture</i> , and a range of module learning objectives.	Use a range of multiple-matching, multiple-choice, sentence completion and matching, and guided speaking and writing tasks	Use tasks to assess core module learning objectives and monitor progress	90–120 hours

Scheme of Work – English as a Second Language Stage 7

Module 3C: Celebration Time

Unit 17: Festivals around the World

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7S6	Interact with peers to negotiate classroom tasks	Talking about different festivals in students' countries.	Worksheet: make a list make a table date/origins/activities		90–110 minutes
7Ug1	Use a growing range of abstract nouns and compound nouns	Focusing on abstract nouns in talking about festivals.	worksheet: origin tradition belief symbol celebration highlight custom legend etc...		
7Rd4	Use familiar, and some unfamiliar, paper and digital reference resources to check meaning and extend understanding	Checking meaning of unknown words in a dictionary	Use each word to make a statement about something in your table.		
7Rm1	Understand the main points in texts on a limited range of unfamiliar general and curricular topics, including some extended texts	Reading about the 'Homowo' festival in Ghana	Worksheet: from your reading of the text make a statements about 'Homowo', using each of these words origin tradition belief symbol celebration highlight custom legend	Project images of Homowo festivals	
7Wa3	Write with moderate grammatical accuracy on a limited range of general and curricular topics, with some support			Start large class display of work relating to festivals	
7Ld1	Understand, with little or no support, most specific information in extended talk, on a wide range of general and curricular topics	Listening about lantern festivals in south-east Asia.	Map of south-east Asia: circle countries which have traditional lantern festivals	Pre-teach <i>lantern</i>	120–140 minutes

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7Uf5	Use a range of active and passive simple present forms on a range of general and curricular topics	Focusing on the present simple passive in talking about festivals, custom, ceremonies etc.	Worksheet: text completion Complete with a verb below in its correct active/passive form		
7Rd1	Understand specific information in texts on a limited range of unfamiliar general and curricular topics, including some extended texts	Researching and reading about different SE Asian lantern festivals in order to answer direct questions	e.g. hold attend take place etc.. Worksheet: What are the lanterns made from? Who takes part? What are they decorated with?	Divide class into 3 types of group: those researching	
7Wo1	Use appropriate layout for a range of written genres, on a growing range of general and curricular topics	Using the research questions as a guide students prepare a short power point [or other] presentation for the rest of the class.	When are lantern ceremonies held? etc..	- hand-held lantern - flying lantern - floating lantern ...festivals	
7S1	Use formal and informal registers in their talk on a limited range of general and curricular topics			Internet access for each small group needed	
7S7	Use appropriate subject-specific vocabulary and syntax to talk about a limited range of curricular topics	Students present to the rest of the class.		Projector needed	
7Uf10	Use a range of modal forms, for a range of functions: obligation, necessity, possibility suggestions, prohibition, on a range of general and curricular topics	Focusing on the use of modals in explaining what is needed/what to avoid in doing something.	Worksheet: completing [appropriate modal form] a set of instructions on lantern safety with children.		110–130 minutes
7Rd2	Understand the detail of an argument on a limited range of unfamiliar general and curricular topics, including some extended texts	Reading/researching how to make floating [on water] and flying [rising] lanterns .	Worksheet: make notes on the following points what makes it rise/float materials needed safety issues typical decoration	Divide into two types of group ; one researches how to make	
7Wc1	Develop coherent arguments, supported when necessary by reasons, examples and evidence, for a limited range of written genres, on general and curricular topics	Write a guide for members of other groups – using notes above - explaining how to make and float/fly a lantern	Guided writing template	- flying [sky] lanterns , the other floating lanterns	

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7Ut9	Use a growing range of conjunctions, including <i>since</i> , <i>as</i> to explain reasons			Provide wax paper, pipe cleaners/sticks, tape, candles etc..	
7Rm1	Understand the main points in texts on a limited range of unfamiliar general and curricular topics, including some extended texts	Students swap their instructions with those of the other group and attempt to use them to build a working lantern		Add examples to class display	
7S6	Interact with peers to negotiate classroom tasks	Students test their lanterns in a safe environment			
7Ld1	Understand, with little or no support, most specific information in extended talk, on a wide range of general and curricular topics	Listening in order to plot a line on world map to link the communities who celebrate 'return of the sun' festivals	World map with various points in the upper part of the northern hemisphere.		100–120 minutes
7Rd1	Understand specific information in texts on a limited range of unfamiliar general and curricular topics, including some extended texts	Reading about customs performed by different peoples in 'return of the sun' festivals	Multiple-matching tasks		
7Ug7	Use prepositions <i>as</i> , <i>like</i> to indicate manner	Focusing on the use of <i>as/like</i> in a text on 'return of the sun' traditions.	Worksheet: text completion		
7Wa2	Compose, edit and proofread written work at text level, with some support, on a range of general and curricular topics	Writing an imaginary e-mail to a friend describing what you have just experienced at a 'return of the sun' festival	Guided writing template	Possibly add to festivals display	

Scheme of Work – English as a Second Language Stage 7

Module 3C: Celebration Time

Unit 18: Using English

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7Rg3	Read a limited range of extended fiction and non-fiction texts, on familiar, and some unfamiliar, general and curricular topics, with confidence and enjoyment	Reading through two comic sketches with other members of the 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
7S6	Interact with peers to negotiate classroom tasks	Talking about ideas to do with staging and performing.	Worksheet: discuss with another student what the following theatre terms mean.	Internet access required	
7Rd4	Use familiar and some unfamiliar paper and digital reference resources to check meaning and extend understanding	Researching words and references in the selected sketch using digital resources.	props the cast stage entrance costume stage directions make-up etc..		
7Lg2	Understand extended narratives on a range of general and curricular topics	Students highlight all unfamiliar references and terms for checking Listening to and watching comic sketches.	Sketch scripts above viewing guide:		
7Rg1	Understand implied meaning on a limited range of unfamiliar general and curricular topics, including some extended texts	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
7Ld1	understand, with little or no support, most specific information in extended talk, on a wide range of general and				

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7S7 7Ug10	curricular topics Use appropriate subject-specific vocabulary and syntax to talk about a limited range of curricular topics Spell a growing range of high-frequency vocabulary accurately on a range of general and curricular topics	Competing in an end of year 'curriculum' content learnt in English quiz [general knowledge] Participating in an end of year 'spelling bee', involving spelling and vocabulary questions, based on words from throughout the year.	Range of question rounds, including picture rounds on curricular topics such as maps, variation and classification, number and percentage, climate, American history etc.. Range of different vocabulary and spelling rounds		
7S1 7Ut1 7S2 7S6	Use formal and informal registers in their talk on a limited range of general and curricular topics Recognise typical features at word, sentence and text level, in a limited range of written genres Ask questions to clarify meaning on a wide range of general and curricular topics Interact with peers to negotiate classroom tasks	Rehearsing performances in small groups. T monitors delivery and intonation Highlighting and possibly adding stage directions . Students work on delivery, timing and gesture Students highlight anything to be clarified with T. Discussing the sourcing of props by group members	Scripts marked up from above Scripts above Scripts above	Try and maintain an element of surprise in each performance by having groups rehearse in isolation	80–100 minutes
7S1 7Lg2	Use formal and informal registers in their talk on a limited range of general and curricular topics Understand extended narratives on a range of general and curricular topics	Performing comic sketches for other groups and audience.			100–120 minutes

Module Review

Learning Objective	Activities	Assessment	Time
Listening, Reading, Use of English, Speaking and Writing tasks on a range and blend of topics and themes relating to <i>festivals and celebrations around the world, learning and doing performances in English</i> , and a range of module learning objectives.	Use a range of multiple-matching, multiple-choice, sentence completion and matching, and guided speaking and writing tasks	Use tasks to assess core module learning objectives and monitor progress	90 – 120 hours

Notes:

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