



KEMENTERIAN PENDIDIKAN MALAYSIA

# ***KURIKULUM STANDARD SEKOLAH MENENGAH***

*English Language*

*Scheme of Work*

***Secondary Form 4***



**Secondary Form 4**

**Scheme of Work**

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# Secondary Form 4 Scheme of Work

## Content Overview

The purpose of this document is to provide teachers with support and information on planning, creating and delivering their lessons throughout the year. Teachers will need to refer to this document when planning and delivering their textbook-based lessons and creating their own non-textbook-based lessons.

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

### **1. Content and organisation of the Scheme of Work**

This section provides teachers with an introduction to the Scheme of Work and an explanation of how the textbook-based lessons and the non-textbook-based lessons are organised within the Scheme of Work.

### **2. Supporting information**

This section provides teachers with an explanation of the information contained within the Scheme of Work template. This section also gives teachers advice on completing the Scheme of Work template for their own non-textbook-based lessons.

### **3. Differentiation strategies for secondary pupils**

This section provides teachers with a number of suggested differentiation strategies that teachers may wish to use in their planning to help meet the needs of the pupils in their class.

### **4. Glossary of terms in the Form 4 Curriculum Framework**

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

This section provides teachers with supporting explanations for some of these Content and Learning Standards. It also provides explanations of important terms used in some of the lessons. These terms are mainly found in the Learning Outline section (see the first table in the Glossary of Terms).

### **5. Scheme of Work (Lessons 1 – 112)**

This is the main section of the Scheme of Work. It provides teachers with details for the textbook-based and non-textbook-based lessons.

## **7. Appendix 1: Learning Standards mapping**

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

## 1. Content and organisation of the Form 4 Scheme of Work

### What is the Secondary Form 4 Scheme of Work and how can it help teachers?

The Scheme of Work gives teachers an overview of every lesson in Form 4, including the **Content and Learning Standards which must be covered within each lesson**. The Scheme of Work will assist teachers in their daily, weekly and long-term planning of lessons.

### What does the Secondary Form 4 Scheme of Work consist of?

The Scheme of Work consists of 112 lessons with each lesson lasting a total of **60 minutes**. If lessons are organised into 30-minute lessons, teachers will need to plan and adapt their lessons accordingly. Each lesson in the Scheme of Work is numbered from Lesson 1 to 112.

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

- A. Textbook-Based Lessons:** The materials for these lessons include learning activities from the selected Form 4 textbook. This textbook is *Full Blast Plus 4* and Form 4 will cover the content from Unit 1 to Unit 8 of this textbook. All skill lessons (Reading, Writing, etc.) are textbook-based.
- B. Non-Textbook-Based Lessons:** For this type of lesson, teachers will be responsible for developing the lesson content and creating the necessary learning materials. There are two main types of non-textbook-based lessons in Form 4 Scheme of Work: Literature in Action and Project-Based Learning Lessons. Revision lessons can be based on the textbook or use additional materials according to pupils' needs.

### How are the Secondary Form 4 Scheme of Work lessons organised?

Almost all the lessons in the Scheme of Work are textbook-based lessons. Skill-based lessons, Literature in Action Lessons, Revision (including mid/end of year revision) and Project-Based Learning Lessons are organised into lesson cycles.

### Typical lesson cycles

Each unit (units 1-8) of *Full Blast Plus 4* provides teachers with enough materials for 8 skill-based lessons and 2 Language Awareness lessons. Each unit contains two Revision lessons to allow teachers to either review and extend learning or reteach certain areas that teachers believe should be retaught based on their observations. Mid/end of year revision lessons and Project-Based Learning lessons are also included in certain units. See the lesson cycles in Unit 1 in the Scheme of Work as an example:

Lesson	Skill/Focus
1	Reading
2	Language Awareness
3	Listening
4	Speaking
5	Writing
6	Revision
7	Reading
8	Language Awareness
9	Listening
10	Speaking
11	Writing
12	Revision
13	Literature in Action

Teachers should note the following:

1. Units 4 and 8 have a few additional lessons. These lessons are; a second Literature in Action lesson; two additional revision lessons (either Mid- or End-of-Year revision lessons). Unit 8 also has two Project-Based Learning lessons. See Appendix 1 at the end of the Scheme of Work for an overview of the lesson cycles and distribution.
2. Reading, Listening, Speaking and Writing will mainly cover a total of two lessons (i.e. 120 minutes) in each cycle. Revision lessons can be repurposed to help extend the time required for teaching a skill (e.g. Writing) if pupils would benefit from additional time.
3. Pupils are expected to have their own copy of the Student's Book and use it in every lesson. Pupils should also have their own notebook and bring it to every lesson.
4. **Teachers should be able to access the Teacher's Book for every skill-based lesson.** If teachers do not have regular access to the Teacher's Book they should prepare a few lessons in advance while they have the Teacher's Book. If access to the Teacher's Book is very limited, teachers are advised to be proactive and collaborative by planning together and consulting with the English Head or a senior English teacher at their school. The Teacher's Book provides a lot of guidance and ideas as well as the listening audio scripts, thus considerably saving preparation time. It is therefore very useful for all teachers to be able to access it, even if only periodically.
5. **Teachers are expected to plan lessons based on the lesson outline in the Scheme of Work.** They may need to develop and produce worksheets and prepare other material and resources for some lessons.

6. Language Awareness Lessons will focus on learning a specific grammatical structure or function (e.g. learn and review the difference between the use of the Present Simple and Present Perfect). Teachers can cover the vocabulary sections in the Student's Book units as part of the lessons (Reading, Listening, Speaking and Writing) if possible or as part of homework. Teachers are encouraged to complete the majority of these vocabulary sections to help pupils practise and revise new vocabulary in the unit.
7. **Pre-lesson and post-lesson** stages in the lesson outline are important stages in the lesson. **They should not be neglected or rushed.**
8. Literature in Action (LiA): There are no specific materials in the Student's Book to support this lesson type. Therefore, teachers are encouraged to create their own lessons by incorporating materials from the Literature Component textbooks provided by the Ministry of Education.
9. At the end of every unit, pupils are expected to review and assess their learning in that unit. This self-assessment can be guided by using a worksheet which identifies the language covered in the unit, what pupils learned well and what they need to focus on. Pupils can also make a note about what they need to do in order to improve. Once completed, these self-assessment worksheets can be collected and used to identify the areas where pupils need further assistance. They will also inform teachers on what advice they should give pupils to improve their language skills during study time.
10. There are two lessons in unit 8 which provide teachers with the opportunity to create Project-Based Learning Lessons (PBL). This will be one project over the two lessons. Teachers will also have the opportunity to select appropriate Content and Learning Standards for these two Project-Based Learning lessons depending on the specific needs and interests of their pupils. These lessons are not based on the textbook.



## **2. Scheme of Work Template: Supporting Information**

### **1. Lesson**

Each lesson within the Scheme of Work is given a number followed by the lesson type. For example: Lesson: 7 (Reading 2), Lesson: 24 (Writing 4).

### **2. Main Skill Focus**

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

### **3. Theme**

The four given themes are:

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

### **4. Topic**

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

### **5. Cross-Curricular Elements**

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

## 6. Language/Grammar Focus

This will be related to a grammatical structure/function (e.g. Present Simple versus Present Continuous).

## 7. Content Standards and Learning Standards

The given Content and Learning Standards are taken from the Standards-Based Curriculum and Assessment Document (DSKP) and the Curriculum Framework document. **These should be followed as they appear in the lessons to ensure the Learning Standards are covered as intended.** See Appendix 1 for an overview of the mapping of Learning Standards.

## 8. Main Skill and Complementary Skill

Each lesson within the Scheme of Work focuses on one main skill and one complementary skill. To ensure that pupils receive sufficient exposure to and practice in every Learning Standard within the Curriculum Framework, each Learning Standard appears at least once in the Scheme of Work. Learning Standards are covered as a main skill or as a complementary skill. It is therefore critical that teachers ensure that **both** the main Skill and the complementary Skill are covered in each lesson. **The complementary skill is not an optional skill** that can be ignored or dropped from the lesson. Doing so may mean that pupils do not receive adequate practice in and exposure to all the given Learning Standards within the Curriculum Framework. When teachers are planning their lessons, they must therefore ensure that both the main skill and complementary skill are each assigned a suitable lesson Learning Objective.

Teachers should also be aware that the main skill and complementary skill are not normally given equal time and attention within the lesson. Teachers will need to ensure that the complementary skill is covered, but the degree of attention this receives in comparison to the main skill will be up to the teacher's own professional judgement as they will know better the specific learning needs of their pupils.

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

## 9. Learning Outline

The Learning Outline provides guidance to teachers for the delivery of a lesson. Three main stages of every lesson are highlighted: Pre-lesson, Lesson Delivery and Post-lesson. Teachers will also need to refer to the Teacher's Book, which provides detailed information about the delivery of the textbook activities for textbook-based-lessons.

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

Textbook-based lessons in the Learning Outline provide teachers with a structured description for what to cover and how to plan their lessons. They refer to specific activities in the Student's Book and the associated guidance available in the Teacher's Book. Some additional explanation or instruction may be provided in the Lesson Delivery to ensure teachers plan activities that relate to the main and complementary Learning Standards specified for the lesson. Please note that textbook-based activities may not appear in the same order as in the Student's and Teacher's Book. This is to ensure the best activities are selected for the stated Learning Standards and to follow the lessons cycle (Reading, Language Awareness, etc.).

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

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

**Pre-lesson activities** activate and review pupils' prior knowledge by, for example, reviewing relevant learning from a previous lesson or using a short activity as an opportunity for pupils to share what they already know about the lesson topic or language. They provide an opening to the lesson and get pupils in the right frame of mind for hearing, reading and using English. They are often whole class activities which are fun and engaging. Pupils are all active in these activities physically as well as mentally. This can help teachers to manage energy levels before settling pupils into their learning.

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

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

### **10. Materials / References**

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

### **11. Differentiation Strategies**

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

### 3. Differentiation strategies for Secondary pupils

#### Strategy 1: Differentiate by instruction and feedback

Use classroom management techniques to support differentiation.

1. Ensure that pupils who are finding particular tasks in English challenging still have a chance to contribute in class in order to develop their confidence. You can do this in a number of ways. The following are a few examples:
  - i) Ask them to read instructions aloud.
  - ii) Monitor and check that pupils having difficulty with the task have completed the first few questions correctly and when going through feedback with the whole class, choose them to answer the first one or two questions which you know they have done correctly.
  - iii) Prompt and support during group work if a pupil is having difficulty with the task or does not feel confident enough then indicate and praise them when they have done well. When you check answers with the whole group you will then ask them to do the question you have just seen them answer.
  - iv) Choose them to be 'group leaders' for games or activities, e.g. count the points for team games, ensuring the group completes the work.
  - v) Choose them to 'report back' after group work – this means they will repeat what the group has done even if they did not come up with ideas themselves.
  - vi) Ask them to take responsibility for classroom tasks, e.g. helping hand out copies so they are involved even if they are struggling with questions.
  - vii) Ask them to write answers up on the board while other pupils call out the answers.
2. Before checking answers with the whole group, always allow pupils to do a peer check (comparing their answers in pairs or small groups). This encourages confidence, as there is a shared responsibility for any errors. It also allows peer to peer teaching – some pupils can clarify and those struggling with the tasks will gain extension support.
3. When getting feedback, do not go around the class picking pupils in order. Ask pupils randomly (making a note if it helps to ensure you ask different pupils each time over a few lessons). Choose the respondent according to the level of the task and what you know about your pupils.
4. Monitor closely – this will allow you to check that everyone has understood and is doing the task successfully and to provide extension questions to those finding the task easy.
5. Always do an example for each task. This provides a clear instruction for everybody. Those finding the task easy can help supply the example to increase the challenge.

## Strategy 2: Differentiate by the task pupils are given

It is possible to use the same source material and expected outcomes but to adapt and differentiate the way the task works for pupils. This takes slightly more preparation for the teacher but the tasks can often be reused for more than one class.

Examples of **task differentiation** include the following:

- i) Give pupils standard 'gap fill' tasks but add in multiple-choice options for the less proficient pupils. For example:
  - I 1. \_\_\_\_\_ (think) that identical twins are fascinating. They 2. \_\_\_\_\_ (have) the same DNA, but they...
  - I 1. think/am thinking that identical twins are fascinating. They 2. have/are having the same DNA, but they...
- ii) For grammar analysis boxes where the use of a grammar form has to be completed or matched to a reason, give the activity as it is to all pupils but give the correct answers to less proficient pupils and add additional, clear examples that they match to the analysis. Give more proficient pupils sentence writing, e.g. requiring them to write new sentences based on the prompts a-d (habits, scientific facts, etc.) using the present simple.
- iii) For activities involving filling in a table or categorising, add some items into the table in advance for less proficient pupils but leave other pupils to do all the items themselves, and add some additional items for more proficient pupils.
- iv) For a standard writing activity, pupils write an email using the prompts provided but give less proficient pupils a skeleton or an outline to help them organise their ideas. Ask more proficient pupils to write responses to other proficient pupils' emails.

Sometimes, you can also give different tasks to more proficient and less proficient groups of pupils according to their needs and interests: see strategy 6 for more on this.

Another way to differentiate by task, if using the *same* task for the whole class, is to include some **open-ended items** which allow for a large number of correct responses. This can vary in terms of the amount pupils produce or the complexity of their answers.

Tasks might include:

- brainstorming lists
- creating mind maps
- thinking of examples
- playing games requiring personalised answers, e.g. about their families / favourite food
- doing a presentation of information

**Open-ended discussion tasks** (e.g. *Tell me about life in cities and life in the country, or What will happen next?*) allow more proficient pupils to contribute with more unusual words, more complex language, or more original ideas.

**Project work** is particularly good for differentiating tasks. You can give slightly different tasks to less and more proficient pupils, e.g. a stronger group may be asked to create a booklet and presentation on historical places in Malaysia; less proficient pupils might be asked to create the same for one historical place. (See also additional ideas in Strategy 4).

### **Strategy 3: Differentiate by the type and amount of support provided**

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

- i) your own 'teacher talk' (e.g. '*Look at the words in the box. Which one is a number?*')
- ii) with gestures or mime
- iii) utilising more proficient pupils to reinforce, e.g. you set an instruction or clarify a new word - to check the instruction or reinforce the word, then choose a more proficient pupil to repeat or explain again. This will encourage more proficient pupils to produce language and add challenge for them and the repetition will also support less proficient pupils.
- iv) with visuals (e.g. flashcards on the board to help pupils understand or use vocabulary),
- v) with written words (e.g. written words on a worksheet to help pupils with spelling)
- vi) when giving tasks, have two worksheets – add in a clarification of important and/or difficult vocabulary in basic English or mother tongue.
- vii) where pupils are doing project work, encourage more proficient pupils to do more, e.g. research content themselves. Support less proficient pupils with input, e.g. give them handouts of information to start using rather than expect them to find this themselves.

Different types and amount of support can be given to less proficient pupils, depending on their needs, or can be used to provide extension challenge for more proficient pupils.

### **Strategy 4: Differentiate by the outcome expected from pupils**

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

#### **i. Compulsory plus optional**

Here, you set pupils targets such as, *With your partner, write 2 sentences or more, or In your group use two new words.* The minimum target (2 sentences, 2 new words) is compulsory, and everyone needs to achieve this to be successful. But the 'or more' is optional, and gives a chance for more proficient pupils to challenge themselves. Some pupils will stop at the minimum target at first, but with more practice, they will soon get the idea of going beyond the minimum target. This can be simple, e.g. *'There are 10 true and false questions for the reading.'*

*You have 5 minutes. You must do 5 questions – you can choose any 5. If you have time you can do more.* This will allow pupils to do more or less and also to choose the questions they find easiest.

**ii. Remember and share**

If pupils are asked to remember and share, they have to tell you words or ideas they learned in a previous lesson or task. (E.g. *Look at the classroom objects on my table. In one minute, I'll cover them... Now, share with your group what you remember and then tell me*). This task allows all pupils to make successful contributions.

**iii. Add on**

Monitor during tasks, e.g. reading or listening questions. Where pupils have done well, have a few extension questions to hand and ask them. Alternatively ask them to rewrite sentences or think of their own additional questions to ask other more proficient pupils.

**iv. Project outcome**

If pupils are doing project work, encourage more proficient pupils to do more – either produce a greater quantity of output or produce more complex outcomes. For example, if pupils are doing a project on the environment, more proficient pupils can research and produce a written report and do a class presentation; less proficient pupils can be given materials to use for ideas and produce a short illustrated summary only.

**Strategy 5: Differentiate by the time pupils are given to complete a task.**

Some pupils need longer than others to complete tasks, especially when writing is involved. When it's appropriate, these pupils should be given a little more time to finish. Extension tasks for pupils who complete the task early should also be provided (e.g. *Write three more sentences using the same new words; Label the picture in the textbook and check any you don't know in the dictionary; Talk with your friend in English: You choose what to talk about*).

If pupils are doing group work, match fast finishers with other fast finishers to do additional work, e.g. *Think of three more questions and ask your new partner*.

Rewarding fast finishers with something 'fun' to do (such as playing a game or using digital applications) should be avoided, as this will encourage pupils to work quickly, rather than to work carefully at their own speed. Extension tasks should extend and enrich learning.

**Strategy 6: Differentiate by supporting individual learning preferences and needs**

When appropriate, you can support preferences by **letting pupils make choices** about what they do and how they do it. Sometimes, for example, pupils decide for themselves which tasks they want to do (e.g. the type of writing task they complete or a revision game), depending on the ways they prefer to learn or topics they find interesting.



**Different pairings and groupings** will allow pupils to work in different ways – you can sometimes pair up pupils who can help and support each other (e.g. one who can write and one who cannot yet write well) or who enjoy working together. It is good to avoid grouping more proficient pupils and less proficient pupils together all the time. Vary the interactions as this will allow all pupils to benefit from different dynamics. Sometimes you might want to mix girls and boys, or have single-sex pairs/groups.

In some tasks, pupils can be assigned **different roles** to do, for example a group manager, writer or artist. You should make sure to vary pairing and grouping over time.

You can support needs by setting **individual tasks and targets** for pupils based on assessment. This works well for reading and writing work in particular. For example, you might decide on a writing target for each child; if a pupil is not yet a proficient writer, you can provide them with different tasks from those pupils who can already write effectively. If a few pupils are proficient writers, they could be given extension tasks. For reading, pupils can be encouraged to keep a reading log (including notes on what they have read, the content of the text, whether they enjoyed it or not etc.). This works well as more proficient pupils can include much more detail and record greater numbers of texts.

#### **Strategy 7: Differentiate by the types of question asked**

**Closed questions** are questions in which the choice of possible answers is very limited. They often involve very short responses. Open questions usually have more possible answers, and longer responses. Asking closed questions to less proficient pupils (e.g. *Why did dinosaurs die? A disease or a natural disaster?*) gives them a chance to produce accurate answers, as they are usually easier to answer than open questions.

Asking **open questions** to more proficient pupils (e.g. *What should we do if there was a natural disaster like a flood?*) provides extension challenge. As less proficient pupils grow in confidence and competence, you can ask them more open questions. Sometimes there are also good reasons for asking more proficient pupils easier questions, as this involves them in the lesson and can help the pace of the lesson too.

#### **Strategy 8: Differentiate by the feedback given**

Feedback given to pupils should be varied according to their ability to act on the feedback. For example, if a pupil who is currently less proficient at writing has tried hard and produces work with a number of misspellings, feedback can be given on what they did well, and only 1 – 3 misspellings of common or important words highlighted. The pupil should respond to this feedback because the suggested improvement is achievable for them. If a more proficient pupil writes well and makes 2 misspellings, you can tell them the lines in which the misspellings are, and ask them to find and correct them.

You can use a correction code for written tasks, e.g. have a set of symbols or letters which identify errors (T - mistake with tense; Sp - mistake with spelling, WW – mistake with word choice etc.). More proficient pupils could use the correction key and find their errors. These pupils should

be able to respond to the extension challenge built into this feedback. The same principle could also apply to giving feedback on pupils' speaking.

### **Summary**

It is extremely important that teachers are aware that a pupil's proficiency in English is not fixed and because a pupil is currently less proficient in English, this does not mean in any way that this will remain true throughout a pupil's secondary education. It is important that all pupils are challenged and given equal opportunity to develop over time. There has been a considerable amount of research recently into the subject of the 'growth mind set' which looks at, amongst other things, how teacher feedback can impact on a pupil's development over time. Further information on the 'growth mind set' can be found at: <https://www.mindsetworks.com/science/>

#### 4. Glossary of terms in Form 4

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

Term in Form 4 Scheme of Work	Meaning
<i>fast finishers</i>	Pupils who are able to work at a faster pace on a specific activity than the majority of pupils in a class. They are therefore ready to move on to the next activity sooner than the majority of pupils.
<i>peer-assessment</i>	Involving pupils in the process of assessment by asking pupils to give feedback to a peer on specific aspects of their learning, such as a specific aspect of the quality of a piece of work. For example, when a pupil gives feedback to another pupil on an aspect of their learning, the feedback takes the form of two things that were good (stars) and one area for improvement (wish).
<i>post-lesson</i>	Activity at the end of a lesson to review and consolidate the learning.
<i>pre-lesson</i>	Activity at the beginning of a lesson to activate pupils' prior knowledge.
<i>prior knowledge</i>	Knowledge and skills which pupils already have, possibly acquired from previous lessons or previous years.
<i>probing questions</i>	Questions that aim to dig deeper than the surface (e.g. <i>Is there a different way to say the same thing? / What would you say instead (of...)? / Does anyone agree/disagree with that? Why?</i> )
<i>self-assessment</i>	Involving pupils in the process of assessment by asking pupils to self-assess specific aspects of their learning. For example, learning diaries kept by pupils can reveal areas that need clarification or specific skills that need further development
<i>talk partners</i>	<i>Providing pupils with an opportunity to talk through their ideas with a partner or in a small group. When teachers give pupils time to discuss their ideas with a partner or in a small group, they can assume that everyone in the class is ready to provide an answer.</i>
<i>wait time</i>	The time given between asking a question and expecting a response to it.

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

Term in Form 4 Curriculum Framework	Meaning
<b>Listening</b>	
<p>Listening 1.1.1</p> <p><b>Understand independently</b> the main ideas in <b>extended texts</b> on a <b>wide range of familiar topics</b></p> <p>See also</p> <ul style="list-style-type: none"> <li>• Listening 1.1.2</li> <li>• Listening 1.1.3</li> <li>• Listening 1.1.5</li> <li>• Listening 1.1.6</li> <li>• Listening 1.2.1</li> <li>• Reading 3.1.1</li> <li>• Reading 3.1.2</li> <li>• Reading 3.1.3</li> <li>• Reading 3.1.5</li> <li>• Writing 4.1.5</li> <li>• Writing 4.2.3</li> </ul>	<p><b>understand independently</b></p> <p>Pupils who can understand the main idea of a text independently can understand the main idea without any help from the teacher or their peers.</p> <p><b>extended texts</b></p> <p>Extended texts for a B1 Mid learner are usually between 200-450 words.</p> <p>Teachers should use their own judgement on the length of extended texts, based on the level and interest of the pupils they teach.</p> <p><b>a wide range of familiar topics</b></p> <p>The wide range of topics that pupils are exposed to in Form 4 means that this range has further increased in comparison with Form 3. Familiar topics are topics that pupils know. Examples include the topics covered in the Form 3 <i>Close-Up</i> textbook, such as family, food, nature, sport and entertainment.</p> <p>However, pupils in rural or remote areas and pupils who live in cities may be familiar with different topics. Teachers should use their own judgement here.</p>
<p>Listening 1.1.3</p> <p>Recognise <b>independently</b> attitudes or opinions in extended texts on a range of familiar topics</p>	<p><b>recognise independently</b></p> <p>Pupils who can recognise the attitudes or opinions given in texts on familiar topics without any help from the teacher or their peers.</p>

<p>Listening 1.1.5</p> <p>Understand independently <b>more complex questions</b> on a wide range of familiar topics</p>	<p><b>more complex questions</b></p> <p>A more complex question is a question that contains more than one clause (e.g. <i>Why did the author travel to Argentina to write his novel?</i>). A more complex question is also a probing question (questions that aim to dig deeper than the surface).</p>
<p>Listening 1.1.6</p> <p>Understand independently <b>longer simple narratives</b> on a wide range of familiar topics</p>	<p><b>longer simple narratives</b></p> <p>Longer simple narratives are stories which are usually more than 150 words and up to approximately 400 words. The simple narratives contain language and ideas that pupils can understand. Teachers should use their own judgement on longer simple narratives, based on the level and interest of the pupils they teach.</p>
<p>Listening 1.3.1</p> <p>Recognise <b>with support</b> typical <b>features at word, sentence and text levels</b> of a <b>range of spoken genres</b></p> <p>See also</p> <ul style="list-style-type: none"> <li>• Reading 3.1.5</li> <li>• Reading 3.1.6</li> </ul>	<p><b>with support</b></p> <p>With support means with help. This help can come from the teacher, a classmate, from pictures, examples or explanations in their textbook or from a reference resource, such as a dictionary.</p> <p><b>features at word, sentence and text levels</b></p> <p>Features at word, sentence and text levels refers to the organisation and uses of language at different levels: at a word level means the choice of vocabulary and chunks (connected groups of words); at a sentence level refers to the use of syntactical features and the ways sentences are constructed; at a text level looks at the ways in which the text as a whole is structured and organised.</p> <p><b>genres</b></p> <p>Genres are distinctive text types. Spoken genres include: conversations, interviews, speeches, presentations, debates, poems and songs.</p> <p><b>a range of spoken genres</b></p> <p>Form 4 pupils will listen to an increasing number of spoken genres suitable for their proficiency level. These include telephone conversations, radio programmes, interviews, discussions, TV broadcasts, monologues and presentations.</p>

<b>Speaking</b>	
<p>Speaking 2.1.1</p> <p><b>Explain simple content</b> on familiar topics from <b>what they read and hear</b></p>	<p style="text-align: center;"><b>Explain simple content</b></p> <p>Pupils explain the main ideas in a written or spoken text using their own words which are different to those used in the original text.</p> <p style="text-align: center;"><b>what they read and hear</b></p> <p>Any written or spoken text suitable for B1 Mid level.</p>
<p>Speaking 2.1.2</p> <p><b>Ask about</b> and <b>explain causes and consequences of actions, events or simple processes.</b></p> <p>See also</p> <ul style="list-style-type: none"> <li>• Writing 4.1.2</li> </ul>	<p style="text-align: center;"><b>ask about</b></p> <p>Pupils can ask about a simple process by using questions that ask for elaboration (e.g. <i>Tell me more about...?</i>), clarification (e.g. <i>What do you mean by...?</i>) and repetition (e.g. <i>Can you explain that to me again?</i>).</p> <p style="text-align: center;"><b>explain causes and consequences</b></p> <p>Pupils can explain the cause of an action, event or simple process or, in other words, why it has occurred. The language associated with explaining a cause includes linking words (<i>because, due to, since</i>) (e.g. the road flooded due to the heavy rain)</p> <p>Pupils can explain the consequence of an action, event or simple process or, in other words, what effect it has. The language associated with explaining a consequence includes: linking words to show effect (<i>so, as a result, therefore</i>) (e.g. The road was flooded so the cars had to go a different way) and conditionals or 'if' statements (<i>if the road is closed, we'll have to go a different way</i>).</p> <p style="text-align: center;"><b>actions, events or simple processes</b></p> <p>An action is something done to do something. Examples of actions are: carrying a heavy bag to school; jumping for a ball in PE; taking a book out of the school library. An event is an occurrence; something that happens. Examples of events are: a race in school sport's day; a birthday party; a school competition. A simple process is a series of actions or steps taken in order to achieve something. Examples of simple processes are: preparing food; painting a picture in art; creating a plan for a writing activity.</p>

<p>Speaking 2.1.4</p> <p>Explain and <b>justify</b> own point of view</p>	<p><b>justify</b></p> <p>Give reasons or evidence to support explanation</p>
<p>Speaking Content Standard 2.2 Focus</p> <p>Use register <b>appropriately</b> in familiar contexts</p> <p>See also</p> <ul style="list-style-type: none"> <li>• Speaking 2.3</li> <li>• Writing 4.2.3</li> </ul>	<p><b>appropriately</b></p> <p>Appropriately refers to the successful communication of a message. The message itself may not necessarily be 100% accurate, but the pupil has communicated his or her meaning successfully.</p>
<p>Speaking 2.2.1</p> <p>Use <b>formal and informal registers</b> appropriately in <b>most familiar contexts</b></p> <p>See also</p> <ul style="list-style-type: none"> <li>• Writing 4.2.4</li> </ul>	<p><b>formal and informal registers</b></p> <p>Register refers to style of speaking/writing according to the communicative purpose and social context.</p> <p>Formal register is usually associated with situations that are serious or involve people who are older or with whom the speaker/writer is not familiar. Formal register includes the language of politeness (qualifiers, softeners, negative question forms) and passive structures. A formal register is common in presentations, applications, letters and formal emails.</p> <p>Informal register is commonly used in situations that are relaxed or involve people well-known to the speaker/writer. Informal register is characterised by contractions, relative clauses without a relative pronoun and ellipses. It is common among siblings and friends and frequently used on social networks and informal emails.</p> <p><b>most familiar contexts</b></p> <p>Familiar contexts are communicative situations that pupils know. Examples include interactions that are related to topics covered in the <i>Close-Up</i> textbooks for Form 3, such as conversations with family and friends, discussing how to protect the environment or the advantages and disadvantages of a life style, communicating in shops and restaurants, talking to a Doctor.</p> <p>However, pupils in rural or remote areas and pupils who live in cities may be familiar with different contexts. Teachers should use their own judgement here.</p>

<p>Speaking 2.3.1</p> <p>Confirm understanding in <b>discourse-level exchanges</b> by <b>repeating back what a speaker has said</b>.</p>	<p><b>discourse-level exchanges</b></p> <p>Communication or discussion in a communicative situation that pupils are familiar with (e.g. a two-way conversation about plans for the weekend; a group discussion about how to make the school more environmentally friendly; a class debate about the advantages and disadvantages of doing team sports).</p> <p><b>repeating back what a speaker has said</b></p> <p>By repeating back information in own words or in simple terms, pupils demonstrate a clear understanding of what they have heard.</p>
<p><b>Reading</b></p>	
<p>Reading 3.1.4</p> <p>Use independently familiar and some <b>unfamiliar print</b> and digital resources to check meaning and extend understanding</p>	<p><b>unfamiliar print</b></p> <p>A written text which expands on a familiar topic or is of a different topic to those covered in Form 4 so far (or in Forms 2 or 3).</p>
<p>Reading 3.1.6</p> <p>Recognise with support typical features at word, sentence and text levels of <b>an increased range of genres</b></p>	<p><b>genres</b></p> <p>Genres are distinctive text types. Written genres include: articles, adverts, blog posts, brochures, leaflets, news reports, recipes, song lyrics, stories and text messages.</p> <p><b>an increased range of genres</b></p> <p>Pupils are expected to be able to link, with support, the reading texts they will come across (at word, sentence and text levels) with the increasing number of different text types included in Form 4. The range of texts is listed in the Scheme of Works and includes the texts in the <i>Full Blast Plus 4</i> textbook and the Literature Component textbook.</p>



<p>Reading 3.2.1</p> <p>Read a variety of suitable print and digital texts to <b>investigate and analyse national issues</b></p>	<p><b>investigate and analyse national issues</b></p> <p>Pupils take an interest in what is happening around them and expand their knowledge by further reading about events and happenings of local or national importance, which are current and relevant e.g. from a newspaper or articles on the internet</p>
<p><b>Writing</b></p>	
<p>Writing 4.2.1</p> <p>Punctuate written work on a range of text types with <b>reasonable accuracy</b></p> <p>See also</p> <ul style="list-style-type: none"> <li>• Writing 4.2.2</li> </ul>	<p><b>reasonable accuracy</b></p> <p>Reasonable accuracy means that punctuation in written work is mostly accurate, but contains occasional mistakes. Such mistakes are typical of B1 Mid learners.</p>
<p>Writing 4.2.3</p> <p>Produce an <b>extended plan or draft</b> and <b>modify this appropriately in response to feedback or independently</b></p>	<p><b>extended plan or draft</b></p> <p>A text of four or more paragraphs.</p> <p><b>feedback</b></p> <p>This could be peer feedback, group feedback or teacher feedback.</p> <p><b>modify this appropriately independently</b></p> <p>Pupils who can modify a plan or draft appropriately independently know what to look for in their written work (for example, spelling, grammar and punctuation errors, as well as the structure of the writing) in order to improve their work without always needing feedback from the teacher. The result is a second draft of their work that is easier to understand and which contains fewer language errors than the first draft.</p>

<p>Writing 4.2.4</p> <p>Use formal and informal registers appropriate to the <b>target audience in most familiar situations</b></p>	<p><b>target audience in most familiar situations</b></p> <p>The target audience for written texts is the expected reader whom the text is meant to address. When pupils write an email they should think about whom they are writing for, i.e. their target audience. They should consider what the reader expects to read in terms of the genre (e.g. email, story), text format (e.g. beginning and end) and content (e.g. thriller story, invitation).</p> <p>Pupils are expected to write about familiar situations (e.g. holiday, reply to invitation) and address an audience they are already familiar with (family, friends, teachers).</p> <p>However, pupils in rural or remote areas and pupils who live in cities may be familiar with different contexts. Teachers should use their own judgement here.</p>
<p><b>Literature in Action</b></p>	
<p>Literature in Action 5.2.1</p> <p><b>Evaluate and explain</b> briefly <b>stylistic features</b> an author uses to show character, events or place</p>	<p><b>evaluate and explain</b></p> <p>Describe what stylistic features are used by an author to show character, events or place and say how successful these features are.</p> <p><b>stylistic features</b></p> <p>Stylistic features are the ways in which words and sentences are arranged and how they affect meaning. Stylistic features can distinguish the work of individual authors. Particular text types are associated with the use of particular stylistic features, for example, alliteration is commonly associated with poetry.</p>

## 5. Scheme of Work: Lessons 1 – 112

### Unit 1

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

<b>WEEK:</b> 	<b>LESSON 1</b> (Reading 1)	<b>MAIN SKILL(S) FOCUS:</b> Reading	<b>THEME:</b> Science and Technology
	<b>TOPIC:</b> Let's Chat	<b>CROSS CURRICULAR ELEMENT(S):</b> Information and Communications Technology	<b>LANGUAGE/GRAMMAR FOCUS:</b> Words/phrases related to free-time activities; phrases expressing likes and dislikes; phrases expressing opinion

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.1</b> Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p>	<p><b>Main Skill</b></p> <p><b>Reading 3.1.1</b> Understand the main points in extended texts on a wide range of familiar topics</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.1.4</b> Explain and justify own point of view</p>	<p><b>Pre-lesson</b></p> <p>Activate prior knowledge and experience in this lesson using Activity A.</p> <p><b>Lesson delivery</b></p> <p><b>This lesson focuses on Activities B, D and E (C is optional).</b> See the Teacher's Book for detailed guidance. Note that in Activity B pupils are asked to read for gist.</p> <p>Activities B and D focus on developing the main skill for this lesson. Activity E focuses on the complementary skill. In order to fully focus on this skill, remind pupils to justify their opinions.</p> <p><b>Post-lesson</b></p> <p>Ask pupils to review their learning in this lesson by getting them to identify with their talk partner(s) at least one new word or expression that they have learned in relation to the topic of free-time activities. When pupils are ready, collect and share words/expressions as a whole class.</p>	<p><i>Full Blast Plus 4</i> Student's Book, pp 8-9 Teacher's Book, pp 8-9</p>	<p>Support can be given to less proficient pupils depending on their needs, such as by providing vocabulary to use in the speaking activities, or sentence starters and model sentence constructions to help the pupil produce sentences.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>

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

<b>WEEK:</b>	<b>LESSON 2</b> (Language Awareness 1)	<b>MAIN SKILL(S) FOCUS:</b> Language Awareness	<b>THEME:</b> Science and Technology
	<b>TOPIC:</b> Let's Chat	<b>CROSS CURRICULAR ELEMENT(S):</b> Information and Communications Technology	<b>LANGUAGE/GRAMMAR FOCUS:</b> Present Simple vs Present Progressive / computer-based vocabulary

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p>This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p><b>Main Skill</b></p> <p>This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p><b>Pre-lesson</b></p> <p>Ask questions to pupils (or write questions on the board) to elicit responses using either the Present Simple or Present Continuous. Ensure pupils have appropriate wait time and/or opportunities to discuss their responses with talk partners. Alternatively, play a game which reviews the uses of Present Simple vs Present Progressive or revises stative verbs (see, like, seem, understand, need, believe, imagine, know) which do not usually take the Progressive form.</p> <p><b>Lesson delivery</b></p> <p><b>This lesson focuses on Grammar Present Simple vs Present Progressive, and computer-related vocabulary.</b> See the Teacher's Book for detailed guidance. Note that pupils have encountered the present simple and present continuous in Form 2 and Form 3. When going through answers explain that 'understand' is a stative verb and elicit more examples (see above). These are verbs that are only used in the present simple. Provide and / or elicit examples (e.g. 'Peter hates his new school' <i>not</i> 'Peter is hating his new school').</p> <p>To introduce the vocabulary activities either ask pupils to think back to the reading text about SN Sites and elicit what computer-based vocabulary they know / remember or play a word game (such as bingo) practising computer-based vocabulary. Pupils complete Activities A-C. See the Teacher's Book for detailed guidance.</p> <p><b>Post-lesson</b></p> <p>Ask pupils to write six sentences. Three sentence using stative verbs and three sentences using action verbs in the present continuous. Ask pupils to make two deliberate mistakes. Pupils swap sentences and see if they can spot the sentences which are wrong.</p>	<p><i>Full Blast Plus 4</i> Student's Book, pp 9-10 Teacher's Book, pp 9-10</p>	<p>See Student's Book pp 11 for a further grammar activity on comparisons that can be used as extension activity with fast finishers and/or homework.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>

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

<b>WEEK:</b>	<b>LESSON 3</b> (Listening 1)	<b>MAIN SKILL(S) FOCUS:</b> Listening	<b>THEME:</b> Science and Technology
	<b>TOPIC:</b> Let's Chat	<b>CROSS CURRICULAR ELEMENT(S):</b> Information and Communications Technology	<b>LANGUAGE/GRAMMAR FOCUS:</b> Computer-related vocabulary; words/phrases related to communication

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Listening 1.1</b> Understand meaning in a variety of familiar contexts</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.1</b> Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p>	<p><b>Main Skill</b></p> <p><b>Listening 1.1.1</b> Understand independently the main ideas in extended texts on a wide range of familiar topics</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.1.1</b> Explain simple content on familiar topics from what they read and hear</p>	<p><b>Pre-lesson</b></p> <p>Devise an activity to elicit pupils' prior knowledge of computer-related vocabulary.</p> <p><b>Lesson delivery</b></p> <p><b>This lesson focuses on Activities A, B and C.</b> See the Teacher's Book for detailed guidance. Activities B and C focus on the main skill.</p> <p>For Activity A to meet the complementary skill, extend activity by adding a stage to the activity in which pupils report back on their discussions.</p> <p>For Activity B, give pupils the opportunity to check and discuss their answers in small groups before collecting responses. Follow instruction in the Teacher's Book for Activity C.</p> <p>Additional lesson activities may be required such as: using the recording from the Reading Lesson covered previously in the lesson sequence; using the post-listening activity suggested in the Teacher's Book.</p> <p><b>Post-lesson</b></p> <p>Ask pupils to identify with their talk partner(s) at least one new word or phrase that they have learned in relation to the lesson topic. When pupils are ready, collect and share words/phrases as a whole class.</p>	<p><i>Full Blast Plus 4</i> Student's Book, p11 Teacher's Book, p 11 Audio CD</p>	<p>Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil. Support can be given to less proficient pupils during Activity A, depending on their needs. For example, by providing vocabulary or model sentence constructions to help the pupil produce sentences.</p> <p>To support less confident pupils in Activity B, pause the listening track at selected intervals to allow thinking time. Alternatively, read and pause at specific intervals from the audio script in the Teacher's Book if it helps less proficient pupils to listen to your voice rather than that of a native speaker. Play the track from the CD when pupils feel more confident.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>

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

<b>WEEK:</b>	<b>LESSON 4</b> (Speaking 1)	<b>MAIN SKILL(S) FOCUS:</b> Speaking	<b>THEME:</b> Science and Technology
	<b>TOPIC:</b> Let's Chat	<b>CROSS CURRICULAR ELEMENT(S):</b> Information and Communications Technology	<b>LANGUAGE/GRAMMAR FOCUS:</b> Words/phrases related to free-time activities; phrases expressing likes and dislikes; phrases expressing opinion

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Speaking 2.1</b> Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p> <p><b>Complementary Skill</b></p> <p><b>Listening 1.1</b> Understand meaning in a variety of familiar contexts</p>	<p><b>Main Skill</b></p> <p><b>Speaking 2.1.1</b> Explain simple content on familiar topics from what they read and hear</p> <p><b>Complementary Skill</b></p> <p><b>Listening 1.1.5</b> Understand independently more complex questions on a wide range of familiar topics</p>	<p><b>Pre-lesson</b></p> <p>Activate prior knowledge in this lesson with a True/False activity. Give pupils red and green cards (red to show False, green to show True). Start the lesson verbally or with a series of statements on the whiteboard and pupils have to tell whether they think each statement is True or False using their cards. For example, the statements might focus on specific aspects of language use or understanding of grammar from previous lessons.</p> <p><b>Lesson delivery</b></p> <p><b>This lesson focuses on the speaking activity.</b> See the Teacher's Book for detailed guidance. In order to focus on the main skill extend the speaking activity by adding a stage in which pupils report back on their discussions (for example, by rearranging groups). To focus on the complementary skill in the lesson, add a further activity with additional complex questions. For example: Do you think it's better to do sport in groups or individually? / What benefit(s) do you get from doing a group sport like football or volleyball? / What benefit(s) do you get from practicing a sport, like running, on your own? / Why do you think some people like to practice extreme sports like bungee jumping, rock climbing or white water rafting? ). These questions should be spoken by the teacher (use wait time and select pupils for responses).</p> <p><b>Post-lesson</b></p> <p>Ask pupils to review their learning in this lesson by completing an exit card: '<i>what went well</i> in your learning?' and 'your learning would have been <i>even better if...</i>' Collect the cards and use them for planning subsequent lessons.</p>	<p><i>Full Blast Plus 4</i> Student's Book, p 12 Teacher's Book, p12</p>	<p>Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil. Support can be given to less proficient pupils depending on their needs, such as by providing vocabulary to use in the speaking activity, or sentence starters and model sentence constructions to help the pupil produce sentences.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/ strategies based on the needs of the pupils.</p>

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

<b>WEEK:</b>	<b>LESSON 5</b> (Writing 1)	<b>MAIN SKILL(S) FOCUS:</b> Writing	<b>THEME:</b> Science and Technology
	<b>TOPIC:</b> Let's Chat	<b>CROSS CURRICULAR ELEMENT(S):</b> Information and Communications Technology	<b>LANGUAGE/GRAMMAR FOCUS:</b> Words/phrases related to free-time activities; phrases expressing likes and dislikes; phrases expressing opinion

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Writing 4.2</b> Communicate with appropriate language, form and style</p> <p><b>Complementary Skill</b></p> <p><b>Writing 4.2</b> Communicate with appropriate language, form and style</p>	<p><b>Main Skill</b></p> <p><b>Writing 4.2.3</b> Produce an extended plan or draft and modify this appropriately in response to feedback or independently</p> <p><b>Complementary Skill</b></p> <p><b>Writing 4.2.2</b> Spell written work on a range of text types with reasonable accuracy</p>	<p><b>Pre-lesson</b></p> <p>Activate prior knowledge in this lesson by asking pupils about their experience with social media websites and their profiles. Encourage the use of vocabulary relevant to the topic and give support where needed.</p> <p><b>Lesson delivery</b></p> <p><b>This lesson focuses on Activities A, B, C, and D.</b> See the Teacher's Book for detailed guidance. Extend Activities B and C to meet the main skill. Give feedback on pupils' spelling in Activities B and D, as well as other writing activities that may take place during this lesson. In Activity C pupils can be asked to share their ideas/notes from Activity B and discuss their responses to the questions in small groups. You can then ask pupils to modify their ideas/notes to reflect the feedback they have been given</p> <p>Activities B and C focus on developing the main skill for this lesson. Activities B and D focus on the complementary skill.</p> <p><b>Post-lesson</b></p> <p>Ask pupils to review their learning in this lesson by describing <i>what</i> they have learnt in the lesson and <i>how</i> they learnt it. Allow pupils to discuss their ideas with their talk partner(s) before collecting ideas as a class.</p>	<p><i>Full Blast Plus 4</i> Student's Book, p13 Teacher's Book, p 13</p>	<p>Activity D can be given as homework.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.</p>

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

<b>WEEK:</b>	<b>LESSON 6</b> (Revision 1)	<b>MAIN SKILL(S) FOCUS:</b> Teacher to select	<b>THEME:</b> Teacher to select
	<b>TOPIC:</b> Teacher to select	<b>CROSS CURRICULAR ELEMENT(S):</b> Teacher to select	<b>LANGUAGE/GRAMMAR FOCUS:</b> Teacher to select

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Teachers to select an appropriate main skill and complementary skill based on their pupils' needs and interests	Teachers to select an appropriate main skill and complementary skill based on their pupils' needs and interests	Teachers can either develop their own lesson based on the needs of their pupils or use this lesson to go over pupils' writing and improve their work from the previous lesson.	Teacher to select from <i>Full Blast Plus 4</i> or other resources	For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.



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

<b>WEEK:</b> _____	<b>LESSON 7</b> (Reading 2)	<b>MAIN SKILL(S) FOCUS:</b> Reading	<b>THEME:</b> Science and Technology
	<b>TOPIC:</b> Let's chat	<b>CROSS CURRICULAR ELEMENT(S):</b> Information and Communication technology	<b>LANGUAGE/GRAMMAR FOCUS:</b> Words/phrases related to free-time activities; mobile phone-based vocabulary; phrases expressing likes and dislikes; phrases expressing opinion

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.3</b> Use appropriate communication strategies</p>	<p><b>Main Skill</b></p> <p><b>Reading 3.1.3</b> Guess the meaning of unfamiliar words from clues provided by other words and by context on a wide range of familiar topics</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.3.1</b> Confirm understanding in discourse-level exchanges by repeating back what a speaker has said</p>	<p><b>Pre-lesson</b></p> <p>Activate prior knowledge in this lesson by asking pupils to think of all the different activities a mobile phone can be used for. Then continue with the pre-reading Activity A in the Student Book. Allow pupils to discuss their ideas with their talk partner(s) before collecting ideas as a class.</p> <p><b>Lesson delivery</b></p> <p><b>This lesson focuses on Activities B, C and E (D can be given as homework).</b> See the Teacher's Book for detailed guidance. For Activity E to meet the complementary skill, extend the activity by adding a stage to the activity. Pupils first discuss the questions in small groups then re-group to report back their ideas.</p> <p>For Activities B and C, give pupils the opportunity to check and discuss their answers in small groups before collecting responses. Activity C focuses on developing the main skill.</p> <p><b>Post-lesson</b></p> <p>Play word bingo using the highlighted words from the text. Alternatively, make sure pupils have their books closed. Give pupils red and green cards (red to show False, green to show True). Say one of the highlighted words and read a meaning from Activity C (either the right one or a different one) Ask pupils to show true or false using the appropriate card.</p>	<p><i>Full Blast Plus 4</i> Student's Book, pp14-15 Teacher's Book, pp 14-15</p>	<p>Support can be given to less proficient pupils during Activity C depending on their needs. For example the possible options could be narrowed down to two or three words.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>

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

<b>WEEK:</b>	<b>LESSON 8</b> (Language Awareness 2)	<b>MAIN SKILL(S) FOCUS:</b> Language Awareness	<b>THEME:</b> Science and Technology
	<b>TOPIC:</b> Let's Chat	<b>CROSS CURRICULAR ELEMENT(S):</b> Information and Communication Technology	<b>LANGUAGE/GRAMMAR FOCUS:</b> Past simple, used to, be used to; use of suffixes

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>This is a grammar- focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p>This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p><b>Pre-lesson</b></p> <p>Ask pupils to talk in small groups about habits they had in the past but don't have now, and habits that they have now. Collect the ideas from the class and write some good examples on the board which will illustrate the difference between 'used to' (I used to write on the walls but now I don't) and 'being used to' (she is used to having a glass of water before bedtime). Introduce 'used to' and 'be/get used to'.</p> <p><b>Lesson delivery</b></p> <p><b>This lesson focuses on Grammar Past Simple, used to and be/get used to.</b> See the Teacher's Book for detailed guidance. Note that pupils have encountered the Past Simple in Form 2 and Form 3. Give pupils the opportunity to check and discuss their answers in small groups before collecting responses. Pupils may need further practise of 'used to' and 'be/get used to' with more examples on the board.</p> <p>Pupils complete A and B. See the Teacher's Book for detailed guidance.</p> <p>Additional lesson activities may be required: use the Vocabulary activity on A and B.</p> <p><b>Post-lesson</b></p> <p>Review learning in this lesson by asking pupils to write six sentences. Three sentence using 'used to' and three others using 'be / get used to'. Ask pupils to make two deliberate mistakes. Pupils swap sentences and see if their peers can spot the sentences which are wrong.</p>	<p><i>Full Blast Plus 4</i> Student's Book, pp15-16 Teacher's Book, pp 15-16</p>	<p>For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.</p>

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

<b>WEEK:</b>	<b>LESSON 9</b> (Listening 2)	<b>MAIN SKILL FOCUS:</b> Listening	<b>THEME:</b> Science and Technology
	<b>TOPIC:</b> Let's Chat	<b>CROSS CURRICULAR ELEMENT(S):</b> Information and Communication technology	<b>LANGUAGE/GRAMMAR FOCUS:</b> Words/phrases related to free-time activities; words/phrases related to body language.

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Listening 1.1</b> Understand meaning in a variety of familiar contexts</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.1</b> Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p>	<p><b>Main Skill</b></p> <p><b>Listening 1.1.2</b> Understand independently specific information and details in extended texts on a wide range of familiar topics</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.1.4</b> Explain and justify own point of view</p>	<p><b>Pre-lesson</b></p> <p>Play a game to review adverbs describing mood. Put an action on the board (e.g. digging the garden). Pupils take it in turns to come to the front of the class to take a mood card (i.e. happily) and mime the action in an appropriate manner while the class guess the adverb. Alternatively, choose another appropriate pre-lesson activity that activates prior knowledge.</p> <p><b>Lesson delivery</b></p> <p><b>This lesson focuses on Activities A and B.</b> See the Teacher's Book for detailed guidance. For Activity A to meet the complementary skill, extend activity by adding a stage to the activity in which pupils report back on their discussions giving justification for their ideas. For Activity B, give pupils the opportunity to check and discuss their answers in small groups before collecting responses.</p> <p>If there is time to do another listening activity, use the listening on page 17. See the Teacher's Book for detailed guidance. Activity A focuses on developing the complementary skill for this lesson. Activity B focuses on the main skill.</p> <p><b>Post-lesson.</b></p> <p>Ask pupils to review their learning in this lesson by getting them to close their textbooks and then to recall with their talk partner(s) what they have learnt about body language from expert, Dr Susan Maddison. When pupils are ready, collect and share ideas as a whole class. Choose another post-lesson activity if preferred.</p>	<p><i>Full Blast Plus 4</i> Student's Boo, p16 Teacher's Book, p16 Audio CD</p>	<p>Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil. To support less confident pupils, pause the listening track at selected intervals to allow thinking time. Alternatively, read and pause at specific intervals from the audio script in the Teacher's Book if it helps less proficient pupils to listen to your voice rather than that of a native speaker. Play the track from the CD when pupils feel more confident.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>

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

<b>WEEK:</b>	<b>LESSON 10</b> (Speaking 2)	<b>MAIN SKILL(S) FOCUS:</b> Speaking	<b>THEME:</b> Science and technology
	<b>TOPIC:</b> Let's chat	<b>CROSS CURRICULAR ELEMENT(S):</b> Information and Communication technology	<b>LANGUAGE/GRAMMAR FOCUS:</b> expressing advantages and disadvantages

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES										
<p><b>Main Skill</b></p> <p><b>Speaking 2.1</b> Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p> <p><b>Complementary Skill</b></p> <p><b>Writing 4.1</b> Communicate intelligibly through print and digital media on familiar topics</p>	<p><b>Main Skill</b></p> <p><b>Speaking 2.1.3</b> Explain advantages and disadvantages of plans and ambitions</p> <p><b>Complementary Skill</b></p> <p><b>Writing 4.1.5</b> Organise, sequence and develop ideas within a text of several paragraphs on familiar topics</p>	<p><b>Pre-lesson</b></p> <p>Devise an activity/game to revise computer-related vocabulary from previous lessons.</p> <p><b>Lesson delivery</b></p> <p><b>This lesson focuses on the speaking activity.</b> See the Teacher's Book for detailed guidance. Pupils work with a partner or in small groups to complete the speaking activity. When they are ready, collect and share their ideas with the whole class.</p> <p>Draw up the table below (see the Teacher's book, p 17) on the board.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">laptop</th> <th style="padding: 5px;">desktop computer</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Advantages</td> <td style="padding: 5px;">Disadvantages</td> </tr> <tr> <td style="padding: 5px;"> </td> <td style="padding: 5px;"> </td> </tr> <tr> <td style="padding: 5px;">Disadvantages</td> <td style="padding: 5px;">Advantages</td> </tr> <tr> <td style="padding: 5px;"> </td> <td style="padding: 5px;"> </td> </tr> </tbody> </table> <p>Ask pupils to help you fill in all the advantages and disadvantages. Ask pupils to work with their partner or small groups to write up the ideas into a text of four short paragraphs corresponding with the four boxes in the table describing the advantages and disadvantages of both computers. Before pupils write up their ideas you may want to revise connectives that introduce similar and contrasting ideas (also, as well as, on the other hand, apart from this, however)</p> <p><b>Post-lesson</b></p> <p>Choose an appropriate post-lesson activity that suits pupils' needs/interests and that will review learning in the lesson.</p>	laptop	desktop computer	Advantages	Disadvantages			Disadvantages	Advantages			<p><i>Full Blast Plus 4</i> Student's Book, p 17 Teacher's Book, p 17</p>	<p>Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil. Support can be given to less proficient pupils during the writing activity, by providing sentence starters and modelling sentence constructions to help the pupil produce sentences. Ask pupils to write two paragraphs describing just the benefits. You may want to get pupils to finish off the writing activity for homework.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>
laptop	desktop computer													
Advantages	Disadvantages													
Disadvantages	Advantages													

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

<b>WEEK:</b>	<b>LESSON 11</b> (Writing 2)	<b>MAIN SKILL(S) FOCUS:</b> Writing	<b>THEME:</b> Science and Technology
	<b>TOPIC:</b> Let's Chat	<b>CROSS CURRICULAR ELEMENT(S):</b> Information and Communication technology	<b>LANGUAGE/GRAMMAR FOCUS:</b> Words/phrases related to free-time activities; words/phrases/language used in informal letters and emails

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Writing 4.2</b> Communicate with appropriate language, form and style</p> <p><b>Complementary Skill</b></p> <p><b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p>	<p><b>Main Skill</b></p> <p><b>Writing 4.2.4</b> Use formal and informal registers appropriate to the target audience in most familiar situations</p> <p><b>Complementary Skill</b></p> <p><b>Reading 3.1.5</b> Recognise with little or no support the attitude or opinion of the writer in extended texts on a wide range of familiar topics</p>	<p><b>Pre-lesson</b></p> <p>Write on the board 6 sentences / phrases (3 using formal language, 3 using informal language). Ask pupils what is different about the sentences. Once you have established formal / informal language ask pupils to work with talk partner(s) and change the formal phrases / sentences to informal and the informal to formal.</p> <p><b>Lesson delivery</b></p> <p><b>This lesson focuses on Activities A, B, C and E (Activity D can be given as homework).</b> See the Teacher's book for detailed guidance. To maximise time, read Simon's email as a class and explain any unknown words. Put pupils in pairs to answer the questions for Activity A. Check answers. In order to focus on the complementary skill in the lesson, Activity A should be extended by asking further questions about the writer's attitude. (What does Simon think about getting a new laptop? / How does he think Mark will feel about this news? / What is Simon's attitude towards having a birthday party? / How does Simon think Mark will feel about this news?) Do Activity B as a class. Put pupils in small groups to complete Activity C. Activity E focuses on developing the main skill.</p> <p><b>Post-lesson</b></p> <p>Divide pupils into small groups and give each group 10 strips of paper (5 with an informal sentence or phrase suitable for an informal letter, 5 with a formal sentence or phrase suitable for a formal letter). Ask pupils to divide the strips into two groups 'formal' or 'informal' When pupils are ready elicit answers onto the board.</p>	<p><i>Full Blast Plus 4</i> Student's Book, pp 18-19 Teacher's Book, pp18-19 Strips of paper with sentences or phrases using either formal or informal language</p>	<p>Support can be given to less proficient pupils depending on their needs, such as by providing a framework for the email in Activity E.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>

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

<b>WEEK:</b>	<b>LESSON 12</b> (Revision 2)	<b>MAIN SKILL(S) FOCUS:</b> Teacher to select	<b>THEME:</b> Teacher to select
	<b>TOPIC:</b> Teacher to select	<b>CROSS CURRICULAR ELEMENT(S):</b> Teacher to select	<b>LANGUAGE/GRAMMAR FOCUS:</b> Teacher to select

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Teachers to select an appropriate main skill and complementary skill based on their pupils' needs and interests	Teachers to select an appropriate main skill and complementary skill based on their pupils' needs and interests	Teachers can either develop their own lesson based on the needs of their pupils or use this lesson to go over pupils' writing and improve their work from the previous lesson.	Teacher to select from <i>Full Blast Plus 4</i> or other resources	For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.

### SCHEME OF WORK: NON-TEXTBOOK BASED LESSON

<b>WEEK:</b>	<b>LESSON 13</b> (Literature in Action 1)	<b>MAIN SKILL(S) FOCUS:</b> Literature in Action	<b>THEME:</b> Teacher to select
	<b>TOPIC:</b> Teacher to select	<b>CROSS CURRICULAR ELEMENT(S):</b> Teacher to select	<b>LANGUAGE/GRAMMAR FOCUS:</b> Teacher to select

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Literature in Action</b> 5.1 Engage with, respond to and interpret a variety of literary text types</p>	<p><b>Main Skill</b></p> <p><b>Literature in Action</b> 5.1.1 Explain briefly the feelings and opinions a text provokes in them</p>	<p>Teachers will develop their own lesson using materials from the Literature Component books.</p> <p>Teachers should ensure that their lesson covers the Literature in Action content and learning standard specified for this lesson.</p>	<p>Teacher to select</p>	<p>For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.</p>

## Unit 2

### SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 2)

<b>WEEK:</b> 	<b>LESSON 14</b> (Reading 3)	<b>MAIN SKILL(S) FOCUS:</b> Reading	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> Ready for anything	<b>CROSS CURRICULAR ELEMENT(S):</b> Values	<b>LANGUAGE/GRAMMAR FOCUS:</b> words / phrases related to charity / doing unusual or dangerous activities to raise money

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.1</b> Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p>	<p><b>Main Skill</b></p> <p><b>Reading 3.1.1</b> Understand the main points in extended texts on a wide range of familiar topics</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.1.4</b> Explain and justify own point of view</p>	<p><b>Pre-lesson</b></p> <p>Put the word 'charity' on the board and ask pupils what the word means to them. Allow pupils time to discuss their ideas with their talk partner(s) then collect responses. Further activate prior knowledge and experience in this lesson using Activity A. Allow pupils time to discuss their ideas with their talk partner(s) then collect responses.</p> <p><b>Lesson delivery</b></p> <p><b>This lesson focuses on Activities B, C, and E (Activity D can be given as homework).</b> See the Teacher's Book for detailed guidance. Note that in Activity B pupils are asked to read for gist. Allow pupils time to discuss their ideas with their talk partner(s) before collecting responses. In order to focus on the complementary skill allow pupils time to discuss ideas with their talk partner(s) before opening up the discussion to the class. Encourage pupils to expand on the answers by explaining and justifying their points of view.</p> <p>Activities B and C focus on developing the main skill for this lesson. Activity D enhances the understanding of the reading text. Activity E focuses on the complementary skill.</p> <p><b>Post-lesson</b></p> <p>Ask pupils which charity would they like to raise money for and what unusual activity would they do to raise money. Encourage pupils to use their imaginations to come up with some unusual ideas. When ready, collect responses.</p>	<p><i>Full Blast Plus 4</i> Student's Book, pp 22-23 Teacher's Book, pp 22-23</p>	<p>Support can be given to less proficient pupils depending on their needs, such as by giving some examples in Activity C and reducing the amount of information pupils need to complete. Support can also be given by giving vocabulary to use in the speaking activities, or sentence starters and model sentence constructions to help the pupil produce sentences. For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>



## SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 2)

<b>WEEK:</b>	<b>LESSON 15</b> (Language Awareness 3)	<b>MAIN SKILL(S) FOCUS:</b> Language Awareness	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> Ready for anything	<b>CROSS CURRICULAR ELEMENT(S):</b> Language	<b>LANGUAGE/GRAMMAR FOCUS:</b> countable and uncountable nouns. Quantifiers: some, any, much, many, a lot of, lots of, plenty of, (a) few, (a) little

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p>This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p><b>Pre-lesson</b></p> <p>Activate prior knowledge in this lesson by playing a noun game. For example: Pupils work with talk partner(s). On a piece of paper get pupils to write the alphabet (A-Z) down the left-hand margin. When ready, give pupils a set time depending on level of pupils (e.g. 3 minutes) to write a noun for each letter of the alphabet. Tell pupils they get 1 mark for each correct countable noun and 2 marks for each correct uncountable noun. When ready, collect responses and pupils add up their marks.</p> <p><b>Lesson delivery</b></p> <p><b>This lesson focuses on the quantifiers of countable and uncountable nouns.</b> See the Teacher's Book for detailed guidance for the Grammar exercise. Always give pupils the opportunity to check and discuss their answers in small groups before collecting responses. Complete the Vocabulary activities as a follow up.</p> <p><b>Post-lesson</b></p> <p>Ask pupils to work with their talk partner(s) and come up with six sentences using quantifiers. Tell pupils to make three sentences where they use the quantifiers correctly and three where the quantifiers are incorrect. Swap sentences with another pair and correct the mistakes. Share some of the responses with the class.</p>	<p><i>Full Blast Plus 4</i> Student's Book, pp 23-24 Teacher's Book, pp 23-24 Paper for pre-lesson activity if doing.</p>	<p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>

## SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 2)

<b>WEEK:</b>	<b>LESSON 16</b> (Listening 3)	<b>MAIN SKILL(S) FOCUS:</b> Listening	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> Ready for anything	<b>CROSS CURRICULAR ELEMENT(S):</b> Information and Communications Technology	<b>LANGUAGE/GRAMMAR FOCUS:</b> words / phrases describing plot / setting / characters; words / phrases describing preference

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Listening 1.1</b> Understand meaning in a variety of familiar contexts</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.1</b> Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p>	<p><b>Main Skill</b></p> <p><b>Listening 1.1.2</b> Understand independently specific information and details in extended texts on a wide range of familiar topics</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.1.1</b> Explain simple content on familiar topics from what they read and hear</p>	<p><b>Pre-lesson</b></p> <p>Devise an activity to elicit pupils' prior knowledge of Harry Potter. Alternatively, if pupils are not familiar with Harry Potter, use a popular character from a Malaysian Adventure / action story.</p> <p><b>Lesson delivery</b></p> <p><b>This lesson focuses on Activities A and B.</b> See the Teacher's Book for detailed guidance. For Activity A to meet the complementary skill, extend the activity by adding a stage in which pupils choose a favourite fantasy or adventure film, describe the plot, the characters to their talk partner(s) and explain why they like it. When ready, collect some responses to share with the class. For Activity B, give pupils the opportunity to check and discuss their answers in small groups before collecting responses. Activity B focuses on developing the main skill for this lesson. Activity A focuses on the complementary skill.</p> <p>Additional lesson activities may be required such as: using the recording from the Reading Lesson covered previously in the lesson sequence; using the post-listening activity suggested in the Teacher's Book.</p> <p><b>Post-lesson</b></p> <p>Ask pupils to work with their talk partner(s) and come up with at least one new fact about Harry Potter (characters, plots, books, films). Encourage pupils to think of unusual facts that others might not know. Once they are sure they know the correct answer, they turn the fact into a question. i.e. <i>What is the name of Fred and Ron Wesley's joke shop? How do Hogwarts' students receive letters?</i> When pupils are ready, collect the questions and hold a Harry Potter trivia quiz.</p>	<p><i>Full Blast Plus 4</i> Student's Book, p 25 Teacher's Book, p 25 Audio CD</p>	<p>To support less confident pupils in Activity B, pause the listening track at selected intervals to allow thinking time. Alternatively, read and pause at specific intervals from the audio script in the Teacher's Book if it helps less proficient pupils to listen to your voice rather than that of a native speaker. Play the track from the CD when pupils feel more confident.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils</p>

## SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 2)

<b>WEEK:</b> 	<b>LESSON 17</b> (Speaking 3)	<b>MAIN SKILL(S) FOCUS:</b> Speaking	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> Ready for anything	<b>CROSS CURRICULAR ELEMENT(S):</b> Values	<b>LANGUAGE/GRAMMAR FOCUS:</b> words / phrases describing people's characteristics / expressing an opinion / supporting a point of view

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Speaking 2.1</b> Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p> <p><b>Complementary Skill</b></p> <p><b>Listening 1.1</b> Understand meaning in a variety of familiar contexts</p>	<p><b>Main Skill</b></p> <p><b>Speaking 2.1.4</b> Explain and justify own point of view</p> <p><b>Complementary Skill</b></p> <p><b>Listening 1.1.5</b> Understand independently more complex questions on a wide range of familiar topics</p>	<p><b>Pre-lesson</b> Activate prior knowledge in this lesson by writing on the board: fire-fighter, politician, football player, librarian, flight attendant. Check meaning then ask pupils to work with their talk partner(s) to come up with a list of characteristics that a person from each profession should have and why, i.e. a footballer needs to be fit because he/she needs to run around the football pitch a lot. When ready, collect responses.</p> <p><b>Lesson delivery</b> <b>This lesson focuses on the speaking activity.</b> See the Teacher's Book for detailed guidance. The speaking activity must be extended to meet the main skill by adding a stage to the activity in which pupils explain and justify their point of view. For example: ask pupils to choose which of the four professions they would be best at and justify their answer by describing their own characteristics. To meet the complementary skill in the lesson, add a further activity with complex questions (see definition of a complex question in the glossary). These questions should be spoken by the teacher (use wait time, repeat if necessary and select pupils for responses). For example: <i>Explain why it is so important for an athlete to be passionate about what he/she does? Why would somebody who is anxious not make a good paramedic?</i></p> <p><b>Post-lesson</b> Play the hot air balloon game. Divide the class into groups of 4-6. Each pupil chooses a different profession from the lesson. Explain that they are all in a hot air balloon but the balloon is going down so one person must leave. Each pupil takes it in turn to explain why their profession is the most important and therefore why they must remain in the balloon. Once everyone has spoken, everybody in the balloon votes for who should leave.</p>	<p><i>Full Blast Plus 4</i> Student's Book, p 26 Teacher's Book, p 26</p>	<p>Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil. Support can be given to less proficient pupils depending on their needs, such as by providing vocabulary to use in the speaking activity, or sentence starters and model sentence constructions to help the pupil produce sentences. More proficient pupils can be given 'organiser' or 'team leader' positions so they can participate in the activities and manage them as well.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/ strategies based on the needs of the pupils.</p>

## SCHEME OF WORK: TEXTBOOK LESSON (UNIT 2)

<b>WEEK:</b>	<b>LESSON 18</b> (Writing 3)	<b>MAIN SKILL(S) FOCUS:</b> Writing	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> Ready for anything	<b>CROSS CURRICULAR ELEMENT(S):</b> Values	<b>LANGUAGE/GRAMMAR FOCUS:</b> words / phrases describing people's characteristics

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Writing 4.2</b> Communicate with appropriate language, form and style</p> <p><b>Complementary Skill</b></p> <p><b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p>	<p><b>Main Skill</b></p> <p><b>Writing 4.2.3</b> Produce an extended plan or draft and modify this appropriately in response to feedback or independently</p> <p><b>Complementary Skill</b></p> <p><b>Reading 3.1.2</b> Understand specific details and information in extended texts on a wide range of familiar topics</p>	<p><b>Pre-lesson</b></p> <p>Brainstorm characteristics and characteristic phrases from previous lesson. Ask pupils to work with their talk partner(s) and come up with somebody famous that they admire. Why do they admire this person? What have they achieved? What characteristics does that person possess that helped them to achieve what they have? When ready, collect responses.</p> <p><b>Lesson delivery</b></p> <p><b>This lesson focuses on Activities B, C, D and E.</b> See Teacher's Book for detailed guidance. For Activities B, C and D give pupils the opportunity to check and discuss their answers in small groups before collecting responses. In order to meet the main skill, add a stage to Activity E. Before writing the final version, get pupils to write a rough draft using the given plan (see Plan and Tip in Student's Book). For each paragraph pupils make brief notes of the information they will include. Ask pupils to swap notes with their partner. They should give each other feedback by making some suggestions for improvement. Pupils modify their plans in light of feedback. Give the writing of the final version as homework.</p> <p>Activities D and E focus on developing the main skill for this lesson. Activities B and C focus on developing the complementary skill for this lesson.</p> <p><b>Post-lesson</b></p> <p>Play Guess Who in small groups. One pupil thinks of a job and describes the characteristics you need for the job. Other members of the group guess which job the pupil is thinking of.</p>	<p><i>Full Blast Plus 4</i> Student's Book, p 27 Teacher's Book, p 27</p>	<p>Fast finishers can write a paragraph describing what characteristics somebody needs to do a profession of their choice. See suggested answers for teacher, paramedic etc. in Teacher's Book as an example.</p> <p>Support can be given to less proficient pupils depending on their needs, such as by giving some example sentences in Activity D and reducing the amount of information pupils need to complete.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/ strategies based on the needs of the pupils.</p>

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

<b>WEEK:</b>	<b>LESSON 19</b> (Revision 3)	<b>MAIN SKILL(S) FOCUS:</b> Teacher to select	<b>THEME:</b> Teacher to select
	<b>TOPIC:</b> Teacher to select	<b>CROSS CURRICULAR ELEMENT(S):</b> Teacher to select	<b>LANGUAGE/GRAMMAR FOCUS:</b> Teacher to select

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Teachers to select an appropriate main skill and complementary skill based on their pupils' needs and interests	Teachers to select an appropriate main skill and complementary skill based on their pupils' needs and interests	Teachers can either develop their own lesson based on the needs of their pupils or use this lesson to go over pupils' writing and improve their work from the previous lesson.	Teacher to select from <i>Full Blast Plus 4</i> or other resources	For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.

## SCHEME OF WORK: TEXTBOOK LESSON (UNIT 2)

<b>WEEK:</b>	LESSON 20 (Reading 4)	MAIN SKILL(S) FOCUS: Reading	THEME: People and Culture
	TOPIC: Ready for anything	CROSS CURRICULAR ELEMENT(S): Science and Technology	LANGUAGE/GRAMMAR FOCUS: : words / phrases describing plot / setting / characters;

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.4</b> Communicate appropriately to a small or large group on familiar topics</p>	<p><b>Main Skill</b></p> <p><b>Reading 3.1.2</b> Understand specific details and information in extended texts on a wide range of familiar topics</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.4.1</b> Summarise the main points of a story, text or plot</p>	<p><b>Pre-lesson</b></p> <p>Activate prior knowledge in this lesson by brainstorming the main features of the detective story genre. Then continue with the pre-reading Activity A in the Student's Book. Allow pupils to discuss their ideas with their talk partner(s) before collecting ideas as a class.</p> <p><b>Lesson delivery</b></p> <p><b>This lesson focuses on Activities B, C and E.</b> Activity D can be given for homework. See the Teacher's Book for detailed guidance. For Activity B and C, give pupils the opportunity to check and discuss their answers in small groups before collecting responses. In order to meet the complementary skill, before looking at Activity E, ask pupils to close their books. In pairs, take it in turns to summarise the main events from the text in order, starting with the hundred-thousand pound burglary of the Mazarin stone. Note that the events are not given in chronological order in the text. When ready, collect some responses to share with the class; allow other pupils to add their ideas about the order of events if relevant. Pupils then look at Activity E. Give pupils time to discuss their ideas with their partner(s) before collecting answers.</p> <p>Activities B and C focus on the main skill. Activity E focuses on the complementary skill.</p> <p><b>Post-lesson</b></p> <p>Review features of detective stories. For example read out a list of typical features. Some of these should be typical features of detective stories and some should be typical features of other genres such as science fiction or fantasy. Pupils respond by showing appropriate card (red to show False, not a feature of detective stories, and green to show True, a feature of detective stories).</p>	<p><i>Full Blast Plus 4</i> Student's Book, pp 28 - 29 Teacher's Book, pp 28-29 <i>List of typical features of the detective genre and other genres for post-lesson activity.</i></p>	<p>Support can be given to less proficient pupils during the extra activity by giving them a list of the main events to put in order then use to summarise the text.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/ strategies based on the needs of the pupils.</p>

## SCHEME OF WORK: TEXTBOOK LESSON (UNIT 2)

<b>WEEK:</b>	<b>LESSON 21</b> (Language Awareness 4)	<b>MAIN SKILL(S) FOCUS:</b> Language Awareness	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> Ready for anything	<b>CROSS CURRICULAR ELEMENT(S):</b> <i>Language</i>	<b>LANGUAGE/GRAMMAR FOCUS:</b> Past simple vs. past continuous

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p>This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p><b>Pre-lesson</b></p> <p>Ask questions to pupils (or write questions on the board) to elicit responses using either the past simple or past continuous. Ask pupils to explain why the past simple or past continuous is used. Elicit the different uses of past simple and past continuous (see Grammar Reference in the Student's Book). Ensure pupils have appropriate wait time and/or opportunities to discuss their responses with talk partners. Note: In <i>Full Blast plus 4</i> past continuous is known as past progressive. Both names are acceptable.</p> <p><b>Lesson delivery</b></p> <p><b>This lesson focuses on Grammar Past Simple vs. Past Progressive.</b> See the Teacher's Book for detailed guidance. Note that pupils have encountered the past simple and past continuous in Form 3. Give pupils the opportunity to check and discuss their answers in small groups before collecting responses.</p> <p>Complete the Vocabulary activities as a follow up.</p> <p><b>Post-lesson</b></p> <p>Ask pupils to think of different questions that will elicit responses using either the past simple or past continuous. Pupils then share and respond to their questions in small groups. Monitor and assist to check correct usage of the two different tenses.</p>	<p><i>Full Blast Plus 4</i> Student's Book, pp 29-30 Teacher's Book, pp 29-30</p>	<p>For further practise write on board (or if possible give out paper copies) of a short story involving pupils in the class. Leave a gap instead of the verb form with the verb to use in brackets. E.g. <i>Nural and Aisyah ..... (walk) to the market when they .....(meet) Mira who .....(wear) a strange hat. Nural ,.....(ask) Mira why she .....(wear) the hat.</i> Give pupils the opportunity to check and discuss their answers in small groups before collecting responses. Get Pupils to work with talk partner(s) and continue the story. When ready, collect responses.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/ strategies based on the needs of the pupils.</p>

## SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 2)

<b>WEEK:</b>	<b>LESSON 22</b> (Listening 4)	<b>MAIN SKILL(S) FOCUS:</b> Listening	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> Ready for anything	<b>CROSS CURRICULAR ELEMENT(S):</b> Science and Technology	<b>LANGUAGE/GRAMMAR FOCUS:</b> past simple v. past continuous / words / phrases describing a crime

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Listening 1.1</b> Understand meaning in a variety of familiar contexts</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.1</b> Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p>	<p><b>Main Skill</b></p> <p><b>Listening 1.1.1</b> Understand independently the main ideas in extended texts on a wide range of familiar topics</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.1.4</b> Explain and justify own point of view</p>	<p><b>Pre-lesson</b></p> <p>Divide the class into groups. On the board write: 1) crime scene investigation 2) a car chase 3) DNA testing 4) hold up 5) a tooth. Check comprehension (see the Teacher's notes for DNA testing) Set pupils a time limit. Ask pupils to devise a short crime story using all five words / phrases in any order. When ready share stories with the class.</p> <p><b>Lesson delivery</b></p> <p><b>This lesson focuses on Activities B then A, and C.</b> See the Teacher's Book for detailed guidance. Go straight to Activity B after the pre-lesson activity. Give pupils the opportunity to check and discuss their answers in small groups before collecting responses. Ask: <i>Do you think the old lady was brave or foolish?</i> Ask pupils to work with their talk partner(s) to discuss this question and the questions in Activity A. You could ask one pupil to agree that it is a good idea for people to stop a criminal and one to disagree. Tell pupils to think of two ideas to justify their point of view. Collect responses. Follow the Teacher's Book for Activity C. Activity A focuses on the complementary skill. Activities B and C focus on the main skill.</p> <p><b>Post-lesson.</b></p> <p>Ask pupils to identify with their talk partner(s) at least two new words or expressions that they have learned in relation to the lesson topic. When pupils are ready, collect and share words/expressions as a whole class.</p>	<p><i>Full Blast Plus 4</i> Student's Book , p 30 Teacher's Book, p 30</p>	<p>Ask pupils to work in pairs and describe a famous / daring crime that they have seen in a film or read about in a book / newspaper. To support less confident pupils in Activity C, pause the listening track at selected intervals to allow thinking time. Alternatively, read and pause at specific intervals from the audio script in the Teacher's Book if it helps less proficient pupils to listen to your voice rather than that of a native speaker. Play the track from the CD when pupils feel more confident.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/ strategies based on the needs of the pupils.</p>



## SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 2)

<b>WEEK:</b>	LESSON 23 (Speaking 4)	MAIN SKILL(S) FOCUS: Speaking	THEME: People and Culture
	TOPIC: Ready for anything	CROSS CURRICULAR ELEMENT(S): Science and Technology	LANGUAGE/GRAMMAR FOCUS: words / phrases describing an accident / connected to trains/ questions

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Speaking 2.1</b> Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p> <p><b>Complementary Skill</b></p> <p><b>Writing 4.1</b> Communicate intelligibly through print and digital media on familiar topics</p>	<p><b>Main Skill</b></p> <p><b>Speaking 2.1.2</b> Ask about and explain causes and consequences of actions events simple processes</p> <p><b>Complementary Skill</b></p> <p><b>Writing 4.1.4</b> Express and respond to opinions and common feelings such as amusement, anger and regret</p>	<p><b>Pre-lesson</b></p> <p>Activate prior knowledge in this lesson by asking pupils to read the role for Student A in the Student's Book and the questions below in the blue box with talk partner(s) and ask them to think of some plausible answers. When ready, collect responses.</p> <p><b>Lesson delivery</b></p> <p><b>This lesson focuses on the speaking activity in the textbook.</b> See the Teacher's Book for detailed guidance. The speaking activity must be extended in order to meet the main skill by adding two more roles to the original role play. Divide pupils into groups of four. Pupil A and B take the roles Student A and B in Student's Book. Pupil C is a second reporter (see Student A in the Student's Book). Pupil D is the train driver. Give a role card to pupil D saying: <i>Imagine you are the train driver. You forgot to slow down the train and had to slam on the break to stop the train crashing into the platform. The train came off the track.</i> Carry out interviews A-B, C-D then A-D, C-B. When interviews are complete collect responses. Ask: What caused the train crash? What happened after the train came off the track? How did the driver feel? How did the eye witness feel? In the same groups of four, ask pupils to write a short newspaper article about the accident including a quote from the eyewitness and train driver describing how they felt about the accident.</p> <p><b>*Give pupils homework for the next lesson (Lesson 24 Writing 4, Activity C, p33) This way pupils can review the linking words / phrases activity at home so that you can use class time to focus on the writing activity.</b></p> <p><b>Post-lesson.</b></p> <p>Do a hot seat activity. Ask one volunteer to take on the role of the driver. Tell the volunteer they must answer the questions in character of the driver. The rest of the class take turns to ask the driver questions i.e. how long have you</p>	<p><i>Full Blast Plus 4</i> Student's Book, p 31 Teacher's Book, p 31</p>	<p>Fast finishers can write a diary entry of the train driver explaining why he didn't slow down the train in time, that happened afterwards and how he feels about the accident.</p> <p>Support can be given to less proficient pupils depending on their needs, such as by providing vocabulary to use in the speaking activity, or sentence starters and model sentence constructions to help the pupil produce sentences.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/ strategies based on the needs of the pupils.</p>

		been a train driver? Volunteer uses imagination to give appropriate answers. Ask for a new volunteer to take on the role of a passenger or eyewitness.		
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### SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 2)

WEEK:	LESSON 24 (Writing 4)	MAIN SKILL(S) FOCUS: Writing	THEME: People and Culture
	TOPIC: Ready for anything	CROSS CURRICULAR ELEMENT(S): Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: narrative tenses / language and expressions / linking words

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Writing 4.1</b> Communicate intelligibly through print and digital media on familiar topics</p> <p><b>Complementary Skill</b></p> <p><b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p>	<p><b>Main Skill</b></p> <p><b>Writing 4.1.5</b> Organise, sequence and develop ideas within a text of several paragraphs on familiar topics</p> <p><b>Complementary Skill</b></p> <p><b>Reading 3.1.6</b> Recognise with support typical features at word, sentence and text levels of an increased range of genres</p>	<p><b>Pre-lesson</b></p> <p>Activate prior knowledge in this lesson by asking pupils for examples of thriller stories they are familiar with and brainstorming the typical features of the thriller genre. With talk partner(s) give pupils one minute to write words connected with the thriller genre. Collect responses (i.e. suspense, thrill, excitement, scare, danger, action, anticipation, anxiety, surprise).</p> <p><b>Lesson delivery</b></p> <p><b>This lesson focuses on Activity D (B is optional; C was given as homework in previous lesson).</b> See Teacher's Book for detailed guidance. Skip Activity A. Allow pupils to check their answers to Activity C (given as homework) in pairs before reading the text as a class with the correct linking words / phrases, nominating pupils to explain the correct answer for statements 1-8. If you have time to complete Activity B (which can help further address the complementary skill), extend it by adding a stage where pupils find the elements of thriller in the story (vocabulary, setting, atmosphere etc). For Activity D tell pupils they are going to write a story of 5 or more paragraphs. Before they start writing, ask pupils to write a plan of their story with a brief description of action / setting for each paragraph. Monitor as pupils write their plans and give help to those who find it hard to formulate ideas. When you have checked writing plans, pupils can write their stories. Allow pupils to complete stories for homework if there is not enough time in class.</p> <p>Writing a plan for Activity D focuses on the main skill and Activity C and B (optional with extension) address the complementary skill.</p>	<p><i>Full Blast Plus 4</i> Student's Book, pp 32-33 Teacher's Book, pp 32-33</p>	<p>Fast finishers can make a start on their final versions of the writing. Alternatively, they can write a selection of exciting, intriguing opening story lines that will make the reader want to continue reading.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/ strategies based on the needs of the pupils.</p>

		<p><b>Post-lesson.</b></p> <p>First demonstrate on board, and then ask pupils with talk partner(s) to come up with an exciting opening line to a thriller story which immediately catches the reader's interest. Collect responses to share.</p>		
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### SCHEME OF WORK: TEXTBOOK / NON-TEXTBOOK BASED LESSON (UNIT 2)

<b>WEEK:</b>	<b>LESSON 25</b> (Revision 4)	<b>MAIN SKILL(S) FOCUS:</b> Teacher to select	<b>THEME:</b> Teacher to select
	<b>TOPIC:</b> Teacher to select	<b>CROSS CURRICULAR ELEMENT(S):</b> Teacher to select	<b>LANGUAGE/GRAMMAR FOCUS:</b> Teacher to select

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Teachers to select an appropriate main skill and complementary skill based on their pupils' needs and interests	Teachers to select an appropriate main skill and complementary skill based on their pupils' needs and interests	Teachers can either develop their own lesson based on the needs of their pupils or use this lesson to go over pupils' writing and improve their work from the previous lesson.	Teacher to select from <i>Full Blast Plus 4</i> or other resources	For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.

### SCHEME OF WORK: NON-TEXTBOOK BASED LESSON

<b>WEEK:</b>	<b>LESSON 26</b> (Literature in Action 2)	<b>MAIN SKILL(S) FOCUS:</b> Literature in Action	<b>THEME:</b> Teacher to select
	<b>TOPIC:</b> Teacher to select	<b>CROSS CURRICULAR ELEMENT(S):</b> Teacher to select	<b>LANGUAGE/GRAMMAR FOCUS:</b> Teacher to decide

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Literature in Action 5.1</b> Engage with, respond to and interpret a variety of literary text types</p>	<p><b>Main Skill</b></p> <p><b>Literature in Action 5.1.1</b> Explain briefly the feelings and opinions a text provokes in them</p>	<p>Teachers will develop their own lesson using materials from the Literature Component books.</p> <p>Teachers should ensure that their lesson covers the Literature in Action content and learning standard specified for this lesson.</p>	<p>Teacher to select</p>	<p>For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.</p>

### Unit 3

#### SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 3)

<b>WEEK:</b>	<b>LESSON 27</b> (Reading 5)	<b>MAIN SKILL(S) FOCUS:</b> Reading	<b>THEME:</b> Consumerism and Financial Awareness
	<b>TOPIC:</b> Buy it!	<b>CROSS CURRICULAR ELEMENT(S):</b> Financial Education	<b>LANGUAGE/GRAMMAR FOCUS:</b> language of description, advertisements

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.1</b> Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p>	<p><b>Main Skill</b></p> <p><b>Reading 3.1.2</b> Understand specific details and information in extended texts on a wide range of familiar topics</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.1.4</b> Explain and justify own point of view</p>	<p><b>Pre-lesson</b></p> <p>Activate prior knowledge in this lesson by asking pupils to discuss their shopping habits. Put the following two questions on the board: Do you think shopping is a chore or a leisure activity? When was the last time you went shopping? What did you buy? Give pupils the opportunity to discuss their ideas with talk partner(s) before collecting responses. Use this activity to elicit other vocabulary relevant to the topic of shopping.</p> <p><b>Lesson delivery</b></p> <p><b>This lesson focuses on Activities A, B, C and E.</b> See the Teacher's Book for detailed guidance. Complete Activity A. Note that in Activity B pupils are asked to read for gist. Allow pupils time to discuss their ideas with their talk partner(s) before collecting responses. In order to meet the complementary skill, allow pupils time to discuss ideas with their talk partner(s) before opening up the discussion to the class. Encourage pupils to expand on the answers by explaining and justifying their points of view.</p> <p>Activities B and C focus on developing the main skill and Activity E focuses on the complementary skill.</p> <p><b>Post-lesson</b></p> <p>Ask pupils to identify with their talk partner(s) at least three new words or phrases that they have learned in relation to shopping. When pupils are ready, collect and share words/phrases as a whole class.</p>	<p><i>Full Blast Plus 4</i> Student's Book, pp 38-39 Teacher's Book, pp 38-39</p>	<p>Activity D can be given for homework if time does not allow doing it during class time. Alternatively fast finishers can complete Activity D in class and the rest at home. Pupils can use dictionaries to check their answers. Ensure to give out the answer key and explain answers if necessary. . . Support can be given to less proficient pupils depending on their needs, such as by providing vocabulary to use in the speaking tasks, or sentence starters and model sentence constructions to help the pupil produce sentences. For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>

### SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 3)

<b>WEEK:</b> 	<b>LESSON 28</b> (Language Awareness 5)	<b>MAIN SKILL(S) FOCUS:</b> Language Awareness	<b>THEME:</b> Consumerism and Financial Awareness
	<b>TOPIC:</b> Buy it!	<b>CROSS CURRICULAR ELEMENT(S):</b> Financial Education	<b>LANGUAGE/GRAMMAR FOCUS:</b> modal verbs expressing possibility / obligation / prohibition / future predictions

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p>This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p><b>Pre-lesson</b></p> <p>Play a game revising the use of modal verbs. For example: Each pupil is given a card with a list of challenging activities such as touch your toes while standing on one leg, speak 5 words backwards; wiggle your ears etc. The pupils speak to everybody in their group to find out about their past and present abilities by asking 'Can you...?' and 'Could you...?' with one activity on their card. Pupils put a tick on the back of the card each time a classmate answers 'Yes, I can' or 'Yes, I could'. If possible, the classmate should also prove their ability by completing the activity on the card. When ready, collect responses.</p> <p><b>Lesson delivery</b></p> <p><b>This lesson focuses on the Grammar activities.</b> See the Teacher's Book for detailed guidance. Always give pupils the opportunity to check and discuss their answers in small groups before collecting responses.</p> <p>Complete the Vocabulary activities as a follow up</p> <p><b>Post-lesson</b></p> <p>Ask pupil to make up some amusing sentences using the structure 'would rather...than...' i.e. 'I would rather cycle through a herd of angry elephants than do my language homework.' Share responses with class.</p>	<p><i>Full Blast Plus 4</i> Student's Book, pp 39-40 Teacher's Book, pp 39-40</p>	<p>For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.</p>

### SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 3)

<b>WEEK:</b>	<b>LESSON 29</b> (Listening 5)	<b>MAIN SKILL(S) FOCUS:</b> Listening	<b>THEME:</b> Consumerism and Financial Awareness
	<b>TOPIC:</b> Buy it!	<b>CROSS CURRICULAR ELEMENT(S):</b> Financial Education	<b>LANGUAGE/GRAMMAR FOCUS:</b> words and phrases connected with shopping

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Listening 1.1</b> Understand meaning in a variety of familiar contexts</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.1</b> Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p>	<p><b>Main Skill</b></p> <p><b>Listening 1.1.1</b> Understand independently the main ideas in extended texts on a wide range of familiar topics</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.1.1</b> Explain simple content on familiar topics from what they read and hear</p>	<p><b>Pre-lesson</b></p> <p>Activate prior knowledge of the relevant vocabulary by going through the listening transcript in the Teacher's Book and making a list of any words / phrases your pupils may find challenging. List these on the board. Ask pupils in groups to come up with a definition of the words / phrases listed on the board. When ready collect responses.</p> <p><b>Lesson delivery</b></p> <p><b>This lesson focuses on Activities A and B.</b> See the Teacher's Book for detailed guidance. Give pupils the opportunity to check and discuss their answers in small groups before collecting responses.</p> <p>Activities A and B focus on developing the main skill.</p> <p>In order to meet the complementary skill add another stage after collecting responses for Activity B. Put on the board:</p> <ul style="list-style-type: none"> <li>• <i>Explain what is happening at 'Sportstime' (half price, walking boots, tracksuits)</i></li> <li>• <i>Explain what is good and bad about Big Roy's (trendy, parking, out of town, no returns)</i></li> <li>• <i>Explain why Eye Style is the presenter's favourite (quality, price, discounts, this week...)</i></li> </ul> <p>Ask pupils to use the words in brackets to help them answer the questions. Let them give their explanation to their talk partner(s) before collecting responses.</p> <p>Use additional lesson activities if time allows such as: using the recording from the Reading Lesson covered previously in the lesson sequence.</p> <p><b>Post-lesson</b></p> <p>Play a game such as word bingo or true / false definitions to revise words and phrases introduced in pre-lesson.</p>	<p><i>Full Blast Plus 4 Student's Book, p41</i> <i>Teacher's Book, p41</i> <i>Full Blast Plus 4 Audio CD</i></p>	<p>To support less confident pupils, pause the listening track at selected intervals to allow thinking time. Alternatively, read and pause at specific intervals from the audio script in the Teacher's Book if it helps less proficient pupils to listen to your voice rather than that of a native speaker. Play the track from the CD when pupils feel more confident.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>

### SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 3)

<b>WEEK:</b> 	<b>LESSON 30</b> (Speaking 5)	<b>MAIN SKILL(S) FOCUS:</b> Speaking	<b>THEME:</b> Consumerism and Financial Awareness
	<b>TOPIC:</b> Buy it!	<b>CROSS CURRICULAR ELEMENT(S):</b> Financial Education	<b>LANGUAGE/GRAMMAR FOCUS:</b> giving opinions; comparing / contrasting; words and phrases connected with shopping and discount shops

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Speaking 2.1</b> Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p> <p><b>Complementary Skill</b></p> <p><b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p>	<p><b>Main Skill</b></p> <p><b>Speaking 2.1.3</b> Explain advantages and disadvantages of plans and ambitions</p> <p><b>Complementary Skill</b></p> <p><b>Reading 3.1.4</b> Use independently familiar and some unfamiliar print and digital resources to check meaning and extend understanding</p>	<p><b>Pre-lesson</b></p> <p>Activate prior knowledge of shopping vocabulary by playing a game. For example: Take a piece of paper and cut into small squares. Make sure you have one square for each pupil. On half the squares put a word / phrase related to shopping. On the other half put a corresponding definition. Give each pupil a paper. Tell them to stand up and mingle until they find their partner, i.e. pupil with word and pupil with correct definition.</p> <p><b>Lesson delivery</b></p> <p><b>This lesson focuses on Activities A, B and ‘Discuss’ on the unit first page (p 37).</b> See the Teacher’s Book for detailed guidance.</p> <p>Activities A and B focus on developing the main skill for this lesson. The third activity of ‘Discuss’ focuses on developing the complementary skill. Allow pupils to guess the meaning of the phrases in bold before using dictionaries or digital resources to look up the meaning. You may need to provide further examples to clarify meaning.</p> <p><b>Post-lesson</b></p> <p>Ask pupils to write sentences that contain the words from the ‘Discuss’ activity. Monitor and provide support for any problems with form or spelling. When ready, select pupils to read out their sentences. Alternatively, choose another appropriate post-lesson activity that better suits pupils’ needs/interests and that will review the vocabulary from this lesson.</p>	<p><i>Full Blast Plus 4</i> Student’s Book, pp 37 &amp; 42 Teacher’s Book, pp 37 &amp; 42</p>	<p>Fast finishers can be given the activity to create an advertisement for another discount shop selling something of their own choice.</p> <p>Support can be given to less proficient pupils depending on their needs, such as by providing vocabulary to use in the speaking tasks, or sentence starters and model sentence constructions to help the pupil produce sentences.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>



### SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 3)

<b>WEEK:</b> 	<b>LESSON 31</b> (Writing 5)	<b>MAIN SKILL(S) FOCUS:</b> Writing	<b>THEME:</b> Consumerism and Financial Awareness
	<b>TOPIC:</b> Buy it!	<b>CROSS CURRICULAR ELEMENT(S):</b> Financial Education	<b>LANGUAGE/GRAMMAR FOCUS:</b> questionnaire language; words and phrases connected with personal information

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Writing 4.2</b> Communicate with appropriate language, form and style</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.3</b> Use appropriate communication strategies</p>	<p><b>Main Skill</b></p> <p><b>Writing 4.2.2</b> Spell written work on a range of text types with reasonable accuracy</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.3.1</b> Confirm understanding in discourse-level exchanges by repeating back what a speaker has said</p>	<p><b>Pre-lesson</b></p> <p>Play a shopping word spelling game. For example: Ask for a volunteer to come to the board and ask: <i>How do you spell... (value, receipt, discounts, bargain, offer, shopaholic, shopping therapy)?</i> Write on the board the word the volunteer spells out. Ask the class: is this right? Pupils respond by showing appropriate card (red to show No and green to show Yes).</p> <p><b>Lesson delivery</b></p> <p><b>This lesson focuses on Activity A and B.</b> See the Teacher's Book for detailed guidance.</p> <p>In order to meet the complementary skill, ask pupils first to look at the first part of the questionnaire and discuss questions 1 and 2 with talk partner(s). When ready, collect responses. Put pupils in new pairs and ask pupil A to interview pupil B using the second half of the questionnaire. Ask all pairs to confirm their understanding of the question/response when necessary, repeating back what he/she answered. When pairs are finished, ask them to swap roles, i.e. pupil B interviews pupil A using the second half of the questionnaire. Get both partners to check the completed forms with their details and correct any spelling mistakes. Ask pupils to use the completed questionnaire to write 5-7 sentences about their talk partner's shopping habits. Remind pupils to pay attention to their spelling.</p> <p><b>Post-lesson</b></p> <p>Share some of the pupil's sentences describing their partner's shopping habits with the class.</p>	<p><i>Full Blast Plus 4</i> Student's Book, p43 Teacher's Book, p43</p>	<p>Support can be given to less proficient pupils depending on their needs, such as by providing vocabulary to use in the writing or speaking tasks.</p> <p>For the pre-lesson activity, allow pupils who struggle to spell words from memory to spell words on paper (like in their notebook) before verbally spelling them. Choose words that are less challenging for less proficient pupils.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>

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

<b>WEEK:</b>	<b>LESSON 32</b> (Revision 5)	<b>MAIN SKILL(S) FOCUS:</b> Teacher to select	<b>THEME:</b> Teacher to select
	<b>TOPIC:</b> Teacher to select	<b>CROSS CURRICULAR ELEMENT(S):</b> Teacher to select	<b>LANGUAGE/GRAMMAR FOCUS:</b> Teacher to select

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Teachers to select an appropriate main skill and complementary skill based on their pupils' needs and interests	Teachers to select an appropriate main skill and complementary skill based on their pupils' needs and interests	Teachers can either develop their own lesson based on the needs of their pupils or use this lesson to go over pupils' writing and improve their work from the previous lesson.	Teacher to select from <i>Full Blast Plus 4</i> or other resources	For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.

### SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 3)

<b>WEEK:</b>	<b>LESSON 33</b> (Reading 6)	<b>MAIN SKILL(S) FOCUS:</b> Reading	<b>THEME:</b> Consumerism and Financial Awareness
	<b>TOPIC:</b> Buy it!	<b>CROSS CURRICULAR ELEMENT(S):</b> Financial Education	<b>LANGUAGE/GRAMMAR FOCUS:</b> persuasive language; focusing on the results of action; words and phrases connected with shops

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p> <p><b>Complementary Skill</b></p> <p><b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p>	<p><b>Main Skill</b></p> <p><b>Reading 3.1.6</b> Recognise with support typical features at word, sentence and text levels of an increased range of genres</p> <p><b>Complementary Skill</b></p> <p><b>Reading 3.1.3</b> Guess the meaning of unfamiliar words from clues provided by other words and by context on a wide range of familiar topics</p>	<p><b>Pre-lesson</b></p> <p>Activate prior knowledge in this lesson by asking pupils what they think is the purpose of these different text types: advertisements, arguments, charity appeals. Collect response and conclude the discussion by explaining that they are meant to influence people's thinking and persuade them to change their belief or behaviour (making them buy goods).</p> <p><b>Lesson delivery</b></p> <p><b>This lesson focuses on Activities A, B and D.</b> See the Teacher's Book for detailed guidance.</p> <p>For Activities A, B and D, give pupils the opportunity to check and discuss their answers in small groups before collecting responses. In order to meet the main skill create a new stage after completing Activity B. Explain that writers use certain features or techniques to influence and persuade readers such as the use of rhetorical questions, facts and evidence, strong adjectives like 'starving'. Explain any difficult vocabulary and then ask pupils to skim read the text to find examples of these typical features. Collect responses asking pupils to give evidence or quotations from the text. To focus on the complementary skill, ask pupils to complete Activity D in pairs/small groups. Pupils can use dictionaries to check their answers. When ready collect responses and explain answers if necessary. Do not ask reading comprehension questions in the Teacher's Book unless necessary and only do so at the end of the lesson. This is to help pupils focus on overall understanding of a text and not worry too much about the details.</p> <p><b>Post-lesson</b></p> <p>Then get pupils to discuss the questions in Activity E. Collect responses and hold a class discussion.</p>	<p><i>Full Blast Plus 4 Student's Book, pp 44-45</i> <i>Teacher's Book pp 44-45</i></p>	<p>Activity C can be given for homework if time does not allow doing it during class time. Alternatively fast finishers can complete Activity C in class and the rest at home. For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>

### SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 3)

<b>WEEK:</b>	<b>LESSON 34</b> (Language Awareness 6)	<b>MAIN SKILL(S) FOCUS:</b> Language Awareness	<b>THEME:</b> Consumerism and Financial Awareness
	<b>TOPIC:</b> Buy it!	<b>CROSS CURRICULAR ELEMENT(S):</b> Financial Education	<b>LANGUAGE/GRAMMAR FOCUS:</b> present perfect simple and present perfect continuous

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p>This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p><b>Pre-lesson</b></p> <p>Activate prior knowledge in this lesson by writing sentences on the board in the present perfect simple and the present perfect continuous. Ask pupils to work with their talk partner(s) and: say which verb form has been used; why has it been used; and come up with another example using the same tense for the same reason.</p> <p>When ready collect answers onto the board – encourage the rest of the class to say if they agree or disagree with the explanations given.</p> <p><b>Lesson delivery</b></p> <p><b>This lesson focuses on the grammar activity.</b> See the Teacher’s Book for detailed guidance. For Activity A give pupils the opportunity to check and discuss their answers in small groups before collecting responses.</p> <p>Additional lesson activities may be required: use the Vocabulary activity on phrasal verbs with ‘get’ and ‘put’.</p> <p><b>Post-lesson</b></p> <p>Play a game to revise the perfect tense. Have a list of words commonly used with the perfect (see list in the materials column). Divide the class into 2-4 groups (depending on size of class) Put one of the words on the board. The pupils must come up with a sentence using the present perfect and the word on the board. The first group to do so gets a point but only if the sentence is grammatically correct. Continue with another word from the list. The group with the most points wins.</p>	<p><i>Full Blast Plus 4</i> Student’s Book, pp 45-46 Teacher’s Book, pp 45-46</p> <p><b>List for post-lesson game.</b> twice, once, for, in the last month, lately, since, yet, up to now, at last, ever, never, at last, recently, so far, this week, already, in the last week</p>	<p>For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>

### SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 3)

<b>WEEK:</b>	<b>LESSON 35</b> (Listening 6)	<b>MAIN SKILL(S) FOCUS:</b> Listening	<b>THEME:</b> Consumerism and Financial Awareness
	<b>TOPIC:</b> Buy it!	<b>CROSS CURRICULAR ELEMENT(S):</b> Financial Education	<b>LANGUAGE/GRAMMAR FOCUS:</b> describing a job; words and phrases connected with shopping

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Listening 1.1</b> Understand meaning in a variety of familiar contexts</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.1</b> Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p>	<p><b>Main Skill</b></p> <p><b>Listening 1.1.2</b> Understand independently specific information and details in extended texts on a wide range of familiar topics</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.1.4</b> Explain and justify own point of view</p>	<p><b>Pre-lesson</b></p> <p>Prepare an activity to revise some of the shopping words / phrases used in the unit so far. For example shopping word bingo. Give pupils a piece of paper with a grid of 3 x 3 squares. List the shopping words / phrases from the unit so far on the board. Pupils fill their grid with 9 words from the board of their own choice. When everybody is ready, give a definition of the words chosen randomly from the board. If pupils have that word they can cross it off the grid. The first to get a line across or down wins. Make sure to check they have chosen the right word for your definitions.</p> <p><b>Lesson delivery</b></p> <p><b>This lesson focuses on Activities A and B.</b> See the Teacher's Book for detailed guidance.</p> <p>Extend Activity A by asking pupils to explain and/or justify their responses to a talk partner. Activity B focuses on the main skill. In order to meet the complementary skill, add a stage at the end of Activity B. See 'Optional post-listening activity' in the Teacher's Book. Ask pupils to discuss the three questions with their talk partner(s) and justify their point of view. When ready, collect responses and open up the discussion to the whole class.</p> <p><b>Post-lesson</b></p> <p>Ask pupils to identify with their talk partner(s) at least three new words or phrases that they have learned in relation to shopping. When pupils are ready, collect and share words/phrases as a whole class.</p>	<p><i>Full Blast Plus 4</i> Student's Book, p 46 Teacher's Book, p 46</p>	<p>To support less confident pupils, pause the listening track at selected intervals to allow thinking time. Alternatively, read and pause at specific intervals from the audio script in the Teacher's Book if it helps less proficient pupils to listen to your voice rather than that of a native speaker. Play the track from the CD when pupils feel more confident.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>

### SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 3)

<b>WEEK:</b>	<b>LESSON 36</b> (Speaking 6)	<b>MAIN SKILL(S) FOCUS:</b> Speaking	<b>THEME:</b> Consumerism and Financial Awareness
	<b>TOPIC:</b> Buy it!	<b>CROSS CURRICULAR ELEMENT(S):</b> Financial Education	<b>LANGUAGE/GRAMMAR FOCUS:</b> language of comparing and contrasting; words phrases describing jobs

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Speaking 2.1</b> Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p> <p><b>Complementary Skill</b></p> <p><b>Writing 4.1</b> Communicate intelligibly through print and digital media on familiar topics</p>	<p><b>Main Skill</b></p> <p><b>Speaking 2.1.4</b> Explain and justify own point of view</p> <p><b>Complementary Skill</b></p> <p><b>Writing 4.1.3</b> Explain the main points of an idea or argument</p>	<p><b>Pre-lesson</b></p> <p>Activate prior knowledge in this lesson by playing the A-Z of jobs. Pupils work with talk partner(s). Give each pair a piece of paper. Tell them to write the alphabet down the left hand margin. When ready set a time limit and ask pupils to write one profession for every letter of the alphabet (i.e. A - actor, B - builder...Z- zoologist) Pupils score a point for every correct answer but some letters are quite tricky.</p> <p><b>Lesson delivery</b></p> <p><b>This lesson focuses on Activities A and B of Speaking.</b> See the Teacher's Book for detailed guidance. Give pupils the opportunity to check and discuss their answers in small groups before collecting responses. Activities A and B focus on developing the main skill for this lesson. Collect responses to Activities A and B and have a short class discussion about what pupils consider their ideal job. Elicit the names of different jobs on the board and ask what sort of characteristics a person would need to do the job and what sort of skills or qualifications. In order to meet the complementary skill, add a new stage where pupils write a short paragraph describing their ideal job and why they think it is perfect for them. Remind pupils to use the sort of persuasive language covered in Lesson 33.</p> <p><b>Post-lesson.</b></p> <p>Put pupils in groups and tell them to take turns to read their drafts. Tell the rest of the group to listen carefully and feedback on whether the ideas were organised and clear enough and how successful the use of persuasive language was.</p>	<p><i>Full Blast Plus 4</i> Student's Book, p 47 Teacher's Book, p 47</p>	<p>Less confident pupils can write one paragraph in the writing activity, with three sentences describing their ideal job and giving an explanation why.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>

### SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 3)

<b>WEEK:</b>	<b>LESSON 37</b> (Writing 6)	<b>MAIN SKILL(S) FOCUS:</b> Writing	<b>THEME:</b> Consumerism and Financial Awareness
	<b>TOPIC:</b> Buy it!	<b>CROSS CURRICULAR ELEMENT(S):</b> Financial Education	<b>LANGUAGE/GRAMMAR FOCUS:</b> formal language of letter writing; words / phrases typically used in letter writing

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Writing 4.2</b> Communicate with appropriate language, form and style</p> <p><b>Complementary Skill</b></p> <p><b>Writing 4.2</b> Communicate with appropriate language, form and style</p>	<p><b>Main Skill</b></p> <p><b>Writing 4.2.3</b> Produce an extended plan or draft and modify this appropriately in response to feedback or independently</p> <p><b>Complementary Skill</b></p> <p><b>Writing 4.2.4</b> Use formal and informal registers appropriate to the target audience in most familiar situations</p>	<p><b>Pre-lesson</b></p> <p>Write on the board 6 sentences / phrases (3 using formal language, 3 using informal language). Ask pupils what is different about the sentences. If pupils' responses focus on content, ask them to think of the difference in terms of style. Once you have established formal / informal language ask pupils to work with talk partner(s) and change the formal phrases / sentences to informal and the informal to formal.</p> <p><b>Lesson delivery</b></p> <p><b>This lesson focuses on Activities B, C, D, E and F.</b> See the Teacher's book for detailed guidance.</p> <p>Skip Activity A to allow time for main activities and go straight to Activity B. Activities D and E focus on developing the complementary skill of the lesson. Give pupils the opportunity to check and discuss their answers in small groups before collecting responses. To save time consider splitting the sentences within these activities among groups of three pupils (2-3 sentences each). You can also skip Activity C if you need to allocate more time for Activity F.</p> <p>Go through the <i>Plan</i> and ask pupils to prepare their own plans for the formal email/letter. Once pupils have completed their plans, ask them to check if their ideas correspond to those in the plan in the Student's Book. Tell them to modify their plans if necessary. Ask pupils to start writing some content under the main part and other parts of the plan if time allows. Pupils can complete their emails/letters at home.</p> <p>Activity F develops the main skill and Activities B-E develop the complementary skill.</p> <p><b>Post-lesson</b></p> <p>Choose a post-lesson that summarises pupils learning. For example putting the paragraphs of an application email in the right order.</p>	<p><i>Full Blast Plus 4</i> Student's Book <i>pp 48-49</i> Teacher's Book <i>pp 48-49</i></p>	<p>Fast finishers can make a start on their letters. Alternatively, if there are any unfinished vocabulary activities in the unit, they can be completed.</p> <p>Support can be given to less proficient pupils depending on their needs, such as by providing vocabulary and phrases to use in the writing task. Monitor as pupils work and if necessary work through Activities D and E with the pupils</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>

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

<b>WEEK:</b>	<b>LESSON 38</b> (Revision 6)	<b>MAIN SKILL(S) FOCUS:</b> Teacher to select	<b>THEME:</b> Teacher to select
	<b>TOPIC:</b> Teacher to select	<b>CROSS CURRICULAR ELEMENT(S):</b> Teacher to select	<b>LANGUAGE/GRAMMAR FOCUS:</b> Teacher to select

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Teachers to select an appropriate main skill and complementary skill based on their pupils' needs and interests	Teachers to select an appropriate main skill and complementary skill based on their pupils' needs and interests	Teachers can either develop their own lesson based on the needs of their pupils or use this lesson to go over pupils' writing and improve their work from the previous lesson.	Teacher to select from <i>Full Blast Plus 4</i> or other resources	For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.



### SCHEME OF WORK: NON-TEXTBOOK BASED LESSON

<b>WEEK:</b>	<b>LESSON 39</b> (Literature in Action 3)	<b>MAIN SKILL(S) FOCUS:</b> Literature in Action	<b>THEME:</b> Teacher to select
	<b>TOPIC:</b> Teacher to select	<b>CROSS CURRICULAR ELEMENT(S):</b> Teacher to select	<b>LANGUAGE/GRAMMAR FOCUS:</b> Teacher to select

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Literature in Action 5.1</b> Engage with, respond to and interpret a variety of literary text types</p>	<p><b>Main Skill</b></p> <p><b>Literature in Action 5.1.2</b> Explain in detail the development of plot, characters and themes in a text</p>	<p>Teachers will develop their own lesson using materials from the Literature Component books.</p> <p>Teachers should ensure that their lesson covers the Literature in Action content and learning standard specified for this lesson.</p> <p>Focus on development of plot.</p>	<p>Teacher to select</p>	<p>For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>

## Unit 4

### SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 4)

<b>WEEK:</b>	<b>LESSON 40</b> (Reading 7)	<b>MAIN SKILL(S) FOCUS:</b> Reading	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> Being a Teen	<b>CROSS CURRICULAR ELEMENT(S):</b> Information and Communications Technology	<b>LANGUAGE/GRAMMAR FOCUS:</b> words and phrases connected with education, future plans and predictions

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.1</b> Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p>	<p><b>Main Skill</b></p> <p><b>Reading 3.1.2</b> Understand specific details and information in extended texts on a wide range of familiar topics</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.1.1</b> Explain simple content on familiar topics from what they read and hear</p>	<p><b>Pre-lesson</b></p> <p>Activate prior knowledge in this lesson using 'Discuss' in the Unit opener of Student's Book (p 51). Give pupils the opportunity to discuss their ideas with talk partner(s) before collecting responses and discussing as a class.</p> <p><b>Lesson delivery</b></p> <p><b>This lesson focuses on Activities A, B, C and D.</b> See the Teacher's Book for detailed guidance. Note that in Activity C pupils are asked to read for gist. Allow pupils time to discuss their ideas with their talk partner(s) before collecting responses.</p> <p>In order to meet the complementary skill, add another stage after collecting the responses to Activity D. In pairs, pupil A closes his/her book. Pupil B asks pupil A one of the questions 1-4 (from Activity B). Pupil A answers the question giving an explanation in own words which uses the information in the text. Once A has given an answer, A then asks B a different question. Pupils take turns to answer all four questions in own words.</p> <p>Activities C and D focus on developing the main skill for this lesson. Activity B with extended activity focuses on developing the complementary skill.</p> <p><b>Post-lesson</b></p> <p>Ask pupils look at Activity F with their talk partner(s). Allow enough time for pupils to come up with some ideas then collect responses to discuss as a class.</p>	<p><i>Full Blast Plus 4</i> Student's Book, pp 51-53 Teacher's Book, pp 51-53</p>	<p>Fast finishers can move on to Activity E. Alternatively, this activity can be given as homework.</p> <p>Support can be given to less proficient pupils depending on their needs, such as by providing vocabulary to use in the speaking tasks, or sentence starters and model sentence constructions to help the pupil produce sentences.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>

### SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 4)

<b>WEEK:</b>	<b>LESSON 41</b> (Language Awareness 7)	<b>MAIN SKILL(S) FOCUS:</b> Language Awareness	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> Being a Teen	<b>CROSS CURRICULAR ELEMENT(S):</b> Information and Communications Technology	<b>LANGUAGE/GRAMMAR FOCUS:</b> Future tenses: will, going to, future perfect simple. All / both / neither / none / either

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p>This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p><b>Pre-lesson</b> Play a game to review future tenses. Alternatively, ask pupils to discuss their future plans either the immediate future i.e. the weekend or more distant future i.e. college /career etc.</p> <p><b>Lesson delivery</b> <b>This lesson focuses on the grammar activities.</b> See the Teacher’s Book for detailed guidance.</p> <p><b>Post-lesson</b> Ask pupils to write down sentences that use the three different future verb forms. Monitor and provide support for any problems with choosing the correct future form. When ready, select pupils to read out their sentences. Alternatively, choose another appropriate post-lesson activity that better suits pupils’ needs/interests and that will review the future verb form or vocabulary from this lesson.</p>	<p><i>Full Blast Plus 4</i> Student’s Book, pp 53-55 Teacher’s Book, pp53-55</p>	<p>For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p> <p>Fast finishers can complete the Vocabulary activities.</p>

### SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 4)

<b>WEEK:</b>	<b>LESSON 42</b> (Listening 7)	<b>MAIN SKILL(S) FOCUS:</b> Listening	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> Being a Teen	<b>CROSS CURRICULAR ELEMENT(S):</b> Information and Communications Technology	<b>LANGUAGE/GRAMMAR FOCUS:</b> expressing opinions; words and phrases connected with schools and education

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Listening 1.1</b> Understand meaning in a variety of familiar contexts</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.1</b> Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p>	<p><b>Main Skill</b></p> <p><b>Listening 1.1.3</b> Recognise independently attitudes or opinions in extended texts on a wide range of familiar topics</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.1.4</b> Explain and justify own point of view</p>	<p><b>Pre-lesson</b> Pupils work with talk partner(s) to answer the question: What makes a good school? Either leave open for pupils to come up with own ideas or put on the board: good leadership from Head teacher; well-qualified teachers; excellent IT facilities (computers); small class sizes; good sports facilities; good Arts facilities (musical instruments, paints); a lot of extracurricular activities on offer; plenty of school trips every year. Pupils can chose which options make a good school or put all the options in order of importance.</p> <p><b>Lesson delivery</b> <b>This lesson focuses on Activities A and B of the Listening activity.</b> See the Teacher’s Book for detailed guidance. Activities A and B focus on developing the main skill for this lesson. In order to meet the complementary skill, add a stage after completing Activity B. Divide pupils into groups of 6 (smaller if necessary) Give each member of the group a letter A-F. On the board put: A school meals, B sports facilities, C computers, D school library, E playground facilities, F after school language club (change these options to better suit own school needs). Explain that the school has been given some money and they must decide what to spend the money on. Each pupil must put forward the option given to them and explain why their option is best and justify their opinion. Give pupils time to think of ideas before starting the debate. Pupils take it in turns to put forward their opinion and justifications before holding a group discussion and coming up with a solution.</p> <p><b>Post-lesson</b> Have one member from each group state their decision and justification for their decision. Open up to class discussion.</p>	<p><i>Full Blast Plus 4</i> Student’s Book, p55 Teacher’s Book, p55 <i>Full Blast Plus 4</i> Audio CD</p>	<p>Fast finishers can move on to the Vocabulary activities in the Student’s Book. Alternatively, some of these activities can be given for homework.</p> <p>To support less confident pupils, pause the listening track at selected intervals to allow thinking time.</p> <p>Alternatively, read and pause at specific intervals from the audio script in the Teacher’s Book if it helps less proficient pupils to listen to your voice rather than that of a native speaker. Play the track from the CD when pupils feel more confident.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>

### SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 4)

<b>WEEK:</b>	LESSON 43 (Speaking 7)	MAIN SKILL(S) FOCUS: Speaking	THEME: People and Culture
	TOPIC: Being a Teen	CROSS CURRICULAR ELEMENT(S): Information and Communications Technology	LANGUAGE/GRAMMAR FOCUS: talking about technology and education; expressing opinion

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Speaking 2.3</b> Use appropriate communication strategies</p> <p><b>Complementary Skill</b></p> <p><b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p>	<p><b>Main Skill</b></p> <p><b>Speaking 2.3.1</b> Confirm understanding in discourse-level exchanges by repeating back what a speaker has said</p> <p><b>Complementary Skill</b></p> <p><b>Reading 3.1.4</b> Use independently familiar and some unfamiliar print and digital resources to check meaning and extend understanding</p>	<p><b>Pre-lesson</b> Activate prior knowledge in this lesson by asking pupils to discuss the following questions in small groups. What is virtual reality? How is it used for entertainment purposes? How is it used for educational purposes? (i.e. gaming and medical or military training)</p> <p><b>Lesson delivery</b> <b>This lesson focuses on Activities A and B of the speaking activity.</b> See the Teacher’s Book for detailed guidance. Start with Activity A. To meet the complementary skill, add a new stage at the beginning of Activity B. Ask pupils to work with their talk partner(s) and use digital resources or, if unavailable, dictionaries, to look up / check the meaning of the words in the blue box and, if necessary, ‘e-books’, ‘interactive whiteboard’ and ‘virtual reality’. Collect responses and share with the class.</p> <p>Activity B focuses on developing the main skill for this lesson. The additional stage at the beginning of Activity B addresses the complementary skill. Remind pupils that when appropriate, they should use the words in the blue box. In order to fully meet the main learning skill, add a new stage to the discussion. First draw pupils’ attention to the ‘TIP’ and explain it (see Teacher’s Book for instructions) then explain to pupils that they should respond to each other’s ideas by saying ‘So, you think that...’ followed by a summary of what the pupil has just said. If the summary is correct, they can move on, if not, the pupil replies ‘no, what I think is...’ When pupils are ready, collect responses and share as a class.</p> <p><b>Post-lesson</b> Check pupil understanding of the words in the blue box. Divide the class into groups. Give a definition of one of the words. See which group can give the right word first. Alternatively, pupils work in small groups and take it in turns to describe the meaning of a word for the rest of the group to guess.</p>	<p><i>Full Blast Plus 4</i> Student’s Book, p56 Teacher’s Book, p56</p> <p>Print or digital resources</p> <p>Computer lab or access to computers (tablets or laptops) if using digital research tools</p>	<p>Fast finishers can move on to the Vocabulary activities in the Student’s Book. Alternatively, some of these activities can be given for homework.</p> <p>Support can be given to less proficient pupils depending on their needs, such as by providing vocabulary to use in the speaking tasks, or sentence starters and model sentence constructions to help the pupil produce sentences.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>

### SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 4)

<b>WEEK:</b>	<b>LESSON 44</b> (Writing 7)	<b>MAIN SKILL(S) FOCUS:</b> Writing	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> Being a Teen	<b>CROSS CURRICULAR ELEMENT(S):</b> Information and Communications Technology	<b>LANGUAGE/GRAMMAR FOCUS:</b> putting forward a balanced argument i.e. advantages and disadvantages

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Writing 4.1</b> Communicate intelligibly through print and digital media on familiar topics</p> <p><b>Complementary Skill</b></p> <p><b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p>	<p><b>Main Skill</b></p> <p><b>Writing 4.1.4</b> Express and respond to opinions and common feelings such as amusement, anger and regret</p> <p><b>Complementary Skill</b></p> <p><b>Reading 3.1.2</b> Understand specific details and information in extended texts on a wide range of familiar topics</p>	<p><b>Pre-lesson</b> Activate prior knowledge in the lesson's topic by asking pupils to talk about reading. With talk partner(s) answer the following: Do you enjoy reading? Have you read a good book recently? What is your favourite book? When / where do you read most often? Where is your favourite place to read? When ready, collect responses and share with class.</p> <p><b>Lesson delivery</b> <b>This lesson focuses on Activities A, B, D and E of the writing activity.</b> See the Teacher's Book for detailed guidance. Allow pupils time to discuss their ideas with their talk partner(s) before collecting responses. Follow instruction for Activity A. Activity B focuses on developing the complementary skill for this lesson. Activities D and E focus on the main skill.</p> <p><b>Post-lesson</b> Play a game revising some of the new shopping / technology vocabulary introduced in Unit 4a. Alternatively, ask pupils to identify with their talk partner(s) at least five new words or phrases that they have learned in relation to the topic of shopping / future technology in Unit 4a. When pupils are ready, collect and share words/phrases as a whole class.</p>	<p><i>Full Blast Plus 4</i> Student's Book, p 56-57 Teacher's Book, p 56-57</p>	<p>Activity C can be given as homework.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>

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

<b>WEEK:</b>	<b>LESSON 45</b> (Revision 7)	<b>MAIN SKILL(S) FOCUS:</b> Teacher to select	<b>THEME:</b> Teacher to select
	<b>TOPIC:</b> Teacher to select	<b>CROSS CURRICULAR ELEMENT(S):</b> Teacher to select	<b>LANGUAGE/GRAMMAR FOCUS:</b> Teacher to select

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Teachers to select an appropriate main skill and complementary skill based on their pupils' needs and interests	Teachers to select an appropriate main skill and complementary skill based on their pupils' needs and interests	Teachers can either develop their own lesson based on the needs of their pupils or use this lesson to go over pupils' writing and improve their work from the previous lesson.	Teacher to select from <i>Full Blast Plus 4</i> or other resources	For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.

### SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 4)

<b>WEEK:</b>	<b>LESSON 46</b> (Reading 8)	<b>MAIN SKILL(S) FOCUS:</b> Reading	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> Being a Teen	<b>CROSS CURRICULAR ELEMENT(S):</b> Information and Communications Technology	<b>LANGUAGE/GRAMMAR FOCUS:</b> words and phrases describing popular culture / music; explaining the roots of popular culture

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Reading 3.2</b> Explore and expand ideas for personal development by reading independently and widely</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.1</b> Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p>	<p><b>Main Skill</b></p> <p><b>Reading 3.2.1</b> Read a variety of suitable print and digital texts to investigate and analyse national issues</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.1.4</b> Explain and justify own point of view</p>	<p><b>Pre-lesson</b> Activate prior knowledge in the lesson's topic by asking pupils to discuss the questions in Activity A first in pairs then in small groups. When ready, collect responses and open up to class discussion.</p> <p><b>Lesson delivery</b> <b>This lesson focuses on Activities B, C and E of the reading activity.</b> See the Teacher's Book for detailed guidance. Allow pupils time to discuss their ideas with their talk partner(s) before collecting responses.</p> <p>Activities B and C focus on developing the main skill for this lesson. In order to fully meet the main skill, if possible, a new stage should be added after pupils have completed Activity B where pupils work in small groups and use the internet to investigate the following: what is the most popular kind of music amongst teenagers in Malaysia; which are the most popular bands/groups; the name of any famous hip-hop groups. If digital resources are not available, pupils should discuss these questions when they participate in Activity E. If pupils are able investigate the questions, collect responses before completing Activity C. To fully meet the complementary skill, add a new stage after pupils have completed Activity E, asking pupils to name their own favourite type of music / band / group to their talk partner(s) and justify their preference(s) with an explanation of the reasons why. When ready, collect responses and share as a class.</p> <p><b>Post-lesson</b> Tell pupils that in some countries, music festivals lasting 3-4 days are popular with older teenagers. Thousands of young people go to the festivals to listen to different bands and camp overnight in tents. Ask pupils to discuss: Have they been to a music festival? Would they like to go to a music festival that lasted 3-4 days? Why? / Why not? Would they like to go to a music festival in a different country?</p>	<p><i>Full Blast Plus 4 Student's Book, pp 58-59</i> <i>Teacher's Book, pp 58-59</i></p>	<p>Support can be given to less proficient pupils depending on their needs, such as by providing vocabulary to use in the speaking tasks, or sentence starters and model sentence constructions to help the pupil produce sentences. Alternatively, reduce the number of questions the pupils have to complete in Activities B and C.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>



### SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 4)

<b>WEEK:</b>	<b>LESSON 47</b> (Language Awareness 8)	<b>MAIN SKILL(S) FOCUS:</b> Language Awareness	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> Being a Teen	<b>CROSS CURRICULAR ELEMENT(S):</b> Information and Communications Technology	<b>LANGUAGE/GRAMMAR FOCUS:</b> Zero, first and second conditionals

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p>This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p><b>Pre-lesson</b>                      Activate prior knowledge in the lesson's topic by asking pupils to complete the sentences. On the board write the first clause of several conditional sentences (zero, first or second) and get pupils to complete them i.e. If it snowed tomorrow, I .....; When I water the flowers,.....; If I get a lot of homework tonight, ....                      Allow pupils time to discuss their ideas with their talk partner(s) before collecting responses.</p> <p><b>Lesson delivery</b>  <b>This lesson focuses on the grammar activity.</b> See the Teacher's Book for detailed guidance.</p> <p>Additional lesson activities may be required: either create activities to further practise the conditional tenses or use the Vocabulary activity on correct word forms.</p> <p><b>Post-lesson</b>                      Ask pupils to write the first clause of a number of conditional sentences. When ready swap with a partner to complete. Encourage pupils to make imaginative or humorous sentences. Monitor and provide support for any problems with forming the clauses with the correct tense or will / would. When ready, select pupils to read out their sentences. Alternatively, choose another appropriate post-lesson activity that better suits pupils' needs/interests and that will review the Conditional forms from this lesson.</p>	<p><i>Full Blast Plus 4</i>                      Student's Book, pp 59-60                      Teacher's Book, pp 59-60</p>	<p>For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.</p>

### SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 4)

<b>WEEK:</b>	<b>LESSON 48</b> (Listening 8)	<b>MAIN SKILL(S) FOCUS:</b> Listening	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> Being a Teen	<b>CROSS CURRICULAR ELEMENT(S):</b> Information and Communications Technology	<b>LANGUAGE/GRAMMAR FOCUS:</b> talking about teen issues; narrating and expressing feelings; adjectives describing mood

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Listening 1.1</b> Understand meaning in a variety of familiar contexts</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.1</b> Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p>	<p><b>Main Skill</b></p> <p><b>Listening 1.1.5</b> Understand independently more complex questions on a wide range of familiar topics</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.1.4</b> Explain and justify own point of view</p>	<p><b>Pre-lesson</b> Play a game to review zero, first or second conditionals from the previous lesson. Alternatively, choose another appropriate pre-lesson activity that better suits pupils' needs/interests and that will review the listening vocabulary and prepare the pupils for the lesson.</p> <p><b>Lesson delivery</b> <b>This lesson focuses on Activities A, B and C of the listening activity.</b> See the Teacher's Book for detailed guidance. Allow pupils time to discuss their ideas with their talk partner(s) before collecting responses.</p> <p>Activity A focuses on developing the complementary skill for this lesson. To fully meet the complementary skill, remind pupils to expand on their answers and fully justify their opinions. Activities B and C focus on developing the main skill for this lesson.</p> <p><b>Post-lesson</b> In small groups, ask pupils to discuss the sort of questions that were asked in the quiz. Do they think they were relevant questions? Can they think of any other relevant questions describing a different scenario of peer pressure? Is there any truth in these kinds of quizzes? Why / why not? When ready, collect responses and open up to class discussion.</p>	<p><i>Full Blast Plus 4</i> Student's Book, p60 Teacher's Book, p60 <i>Full Blast Plus 4</i> Audio CD</p>	<p>To support less confident pupils, pause the listening track at selected intervals to allow thinking time. Alternatively, read and pause at specific intervals from the audio script in the Teacher's Book if it helps less proficient pupils to listen to your voice rather than that of a native speaker. Play the track from the CD when pupils feel more confident.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>

### SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 4)

<b>WEEK:</b>	<b>LESSON 49</b> (Speaking 8)	<b>MAIN SKILL(S) FOCUS:</b> Speaking	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> Being a Teen	<b>CROSS CURRICULAR ELEMENT(S):</b> Information and Communications Technology	<b>LANGUAGE/GRAMMAR FOCUS:</b> words and phrases describing feelings

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Speaking 2.1</b> Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p> <p><b>Complementary Skill</b></p> <p><b>Listening 1.1</b> Understand meaning in a variety of familiar contexts</p>	<p><b>Main Skill</b></p> <p><b>Speaking 2.1.2</b> Ask about and explain causes and consequences of actions events simple processes</p> <p><b>Complementary Skill</b></p> <p><b>Listening 1.1.2</b> Understand independently specific information and details in extended texts on a wide range of familiar topics</p>	<p><b>Pre-lesson</b> Activate prior knowledge in the lesson's focus by giving pupils a scenario with two people where one of them feels awkward about something they have / haven't done. (For example: you forgot to meet your best friend at the cinema. You meet your best friend the next morning in school) Ask pupils to act out the dialogue. When ready, ask some pupils to act out their dialogues to the class.</p> <p><b>Lesson delivery</b> <b>This lesson focuses on the speaking and listening activities.</b> See the Teacher's Book for detailed guidance. Allow pupils time to discuss their ideas with their talk partner(s) before collecting responses. The speaking activity focuses on developing the main skill in this lesson. To fully meet the main skill, after you have asked pupils to look at the picture (see the Teacher's notes) ask: What do you think is the cause of the problem here? What do you think will be the consequences? Allow pupils a minute to discuss with talk partner(s) before collecting the responses. The listening Activities A and B focus on developing the complementary skill in this lesson.</p> <p><b>Post-lesson</b> Do a hot seat activity. Divide the class into small groups (3-5) Ask one pupil to sit in the 'hot seat' in the middle with the other pupils in a circle around. The pupil in the hot-seat is Monica (from listening activity) The other pupils ask questions about the surprise party and why Monica left immediately.</p>	<p><i>Full Blast Plus 4</i> Student's Book, p61 Teacher's Book, p61 <i>Full Blast Plus 4</i> Audio CD</p>	<p>Support can be given to less proficient pupils depending on their needs, such as by giving them an explanation of the words in the blue box and model sentences using the relevant vocabulary.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>

### SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 4)

<b>WEEK:</b>	<b>LESSON 50</b> (Writing 8)	<b>MAIN SKILL(S) FOCUS:</b> Writing	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> Being a Teen	<b>CROSS CURRICULAR ELEMENT(S):</b> Information and Communications Technology	<b>LANGUAGE/GRAMMAR FOCUS:</b> discussing advantages and disadvantages; expressing opinion

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Writing 4.1</b> Communicate intelligibly through print and digital media on familiar topics</p> <p><b>Complementary Skill</b></p> <p><b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p>	<p><b>Main Skill</b></p> <p><b>Writing 4.1.5</b> Organise, sequence and develop ideas within a text of several paragraphs on familiar topics</p> <p><b>Complementary Skill</b></p> <p><b>Reading 3.1.6</b> Recognise with support typical features at word, sentence and text levels of an increased range of genres</p>	<p><b>Pre-lesson</b> Activate prior knowledge in this lesson by brainstorming the typical features of a balanced argument (or in other words an advantages and disadvantages essay). With talk partner(s) give pupils three minutes to write down typical connectives used in such essays to introduce further ideas in support and opposite ideas against. (i.e. however, although, on the other hand, on the contrary, in contrast, firstly, finally, furthermore, also, in addition) When ready, collect responses.</p> <p><b>Lesson delivery</b> <b>This lesson focuses on Activities B and D of the writing activity.</b> See the Teacher's Book for detailed guidance. Allow pupils time to discuss their ideas with their talk partner(s) before collecting responses. To allow time for the main activities, get pupils to complete Activity B within controlled time like in an exam (or you could give it as homework at the end of Lesson 49 to get pupils to think about the text structure ahead of the writing lesson). Follow instructions in the Teacher's Book for Activity D. Before pupils write their essay, ask them to create their own plan with a brief explanation of the ideas they will include in each paragraph. This is crucial to help pupils improve their planning skills. Monitor this activity and refer pupils back to the plan in the Student's Book if necessary.</p> <p>Activity D focuses on developing the main skill for this lesson. Activity B focuses on developing the complementary skill for this lesson. Pupils can complete their advantages and disadvantages essay as homework if they are not able to complete in class. Teachers can use the Revision lesson to go over pupils' writing which was completed as homework.</p> <p><b>Post-lesson</b> Ask pupils to review their learning in this unit by describing <i>what</i> they enjoyed doing most and what they enjoyed doing least. What have they mastered and what do they think they need further practice with? Allow pupils to discuss their ideas with their talk partner(s) before collecting ideas as a class.</p>	<p>Full Blast Plus 4 Student's Book, pp 62-63 Teacher's Book, pp 62-63</p>	<p>Support can be given to less proficient pupils depending on their needs, such as helping them formulate some advantages and disadvantages for their essay and provide opening sentences to introduce the advantages and then disadvantages. Monitor carefully as pupils put their ideas together and assist when appropriate.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>

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

<b>WEEK:</b>	<b>LESSON 51</b> (Revision 8)	<b>MAIN SKILL(S) FOCUS:</b> Teacher to select	<b>THEME:</b> Teacher to select
	<b>TOPIC:</b> Teacher to select	<b>CROSS CURRICULAR ELEMENT(S):</b> Teacher to select	<b>LANGUAGE/GRAMMAR FOCUS:</b> Teacher to select

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Teachers to select an appropriate main skill and complementary skill based on their pupils' needs and interests	Teachers to select an appropriate main skill and complementary skill based on their pupils' needs and interests	Teachers can either develop their own lesson based on the needs of their pupils or use this lesson to go over pupils' writing and improve their work from the previous lesson.	Teacher to select from <i>Full Blast Plus 4</i> or other resources	For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.

### SCHEME OF WORK: NON-TEXTBOOK BASED LESSON

<b>WEEK:</b>	<b>LESSON 52</b> (Literature in Action 4)	<b>MAIN SKILL(S) FOCUS:</b> Literature in Action	<b>THEME:</b> Teacher to select
	<b>TOPIC:</b> Teacher to select	<b>CROSS CURRICULAR ELEMENT(S):</b> Teacher to select	<b>LANGUAGE/GRAMMAR FOCUS:</b> Teacher to select

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Literature in Action 5.1</b> Engage with, respond to and interpret a variety of literary text types</p>	<p><b>Main Skill</b></p> <p><b>Literature in Action 5.1.2</b> Explain in detail the development of plot, characters and themes in a text</p>	<p>Teachers will develop their own lesson using materials from the Literature Component books.</p> <p>Teachers should ensure that their lesson covers the Literature in Action content and learning standard specified for this lesson.</p> <p>Focus on characters only.</p>	<p><i>Teacher to select</i></p>	<p>For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.</p>

### SCHEME OF WORK: NON-TEXTBOOK BASED LESSON

<b>WEEK:</b>	<b>LESSON 53</b> (Literature in Action 5)	<b>MAIN SKILL(S) FOCUS:</b> Literature in Action	<b>THEME:</b> Teacher to select
	<b>TOPIC:</b> Teacher to select	<b>CROSS CURRICULAR ELEMENT(S):</b> Teacher to select	<b>LANGUAGE/GRAMMAR FOCUS:</b> Teacher to select

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Literature in Action 5.1</b> Engage with, respond to and interpret a variety of literary text types</p>	<p><b>Main Skill</b></p> <p><b>Literature in Action 5.1.2</b> Explain in detail the development of plot, characters and themes in a text</p>	<p>Teachers will develop their own lesson using materials from the Literature Component books. Teachers should ensure that their lesson covers the Literature in Action content and learning standard specified for this lesson.</p> <p>Focus on characters only.</p>	<p><i>Teachers to select</i></p>	<p>For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.</p>

### SCHEME OF WORK: TEXTBOOK / NON-TEXTBOOK BASED LESSON

<b>WEEK:</b>	<b>LESSON 54 &amp; 55</b> (Mid-Year Revision 1&2)	<b>MAIN SKILL(S) FOCUS:</b> Mid-Year Revision	<b>THEME:</b> Teacher to select
	<b>TOPIC:</b> Teacher to select	<b>CROSS CURRICULAR ELEMENT(S):</b> Teacher to select	<b>LANGUAGE/GRAMMAR FOCUS:</b> Teacher to select

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Teachers to select an appropriate main skill and complementary skill based on their pupils' needs and interests	Teachers to select an appropriate main skill and complementary skill based on their pupils' needs and interests	Teachers will need to develop their own lesson based on the needs of their pupils. There are some revision materials at the end of the Student's Book.	Teacher to select from <i>Full Blast Plus 4</i> or other resources	For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils



## Unit 5

### SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 5)

<b>WEEK:</b> —	<b>LESSON 56</b> (Reading 9)	<b>MAIN SKILL(S) FOCUS:</b> Reading	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> Globetrotting	<b>CROSS CURRICULAR ELEMENT(S):</b> Global Sustainability	<b>LANGUAGE/GRAMMAR FOCUS:</b> talking about travelling experiences; sequencing past action and events; words and phrases describing travelling through rain forests

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.1</b> Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p>	<p><b>Main Skill</b></p> <p><b>Reading 3.1.2</b> Understand specific details and information in extended texts on a wide range of familiar topics</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.1.4</b> Explain and justify own point of view</p>	<p><b>Pre-lesson</b> Activate prior knowledge in this lesson using 'Discuss' in the Unit opener of Student's Book. Give pupils the opportunity to discuss their ideas with talk partner(s) before collecting responses. Use this activity to elicit other vocabulary relevant to the topic of travelling.</p> <p><b>Lesson delivery</b> <b>This lesson focuses on Activities A, B, C and E.</b> See the Teacher's Book for detailed guidance. Look at Activity A as a class. Note that in Activity B pupils are asked to read for gist. Allow pupils time to discuss their ideas with their talk partner(s) before collecting responses. Before pupils complete Activity C, draw their attention to the tip box and read together as a class. In order to meet the complementary skill, encourage pupils to expand on their answers in Activity E by explaining and justifying their points of view.</p> <p>Activity C focuses on developing the main skill for this lesson. Activity E focuses on the complementary skill.</p> <p><b>Post-lesson</b> Ask pupils to identify with their talk partner(s) at least three new words or phrases that they have learned in relation to travelling. When pupils are ready, collect and share words/phrases as a whole class.</p>	<p><i>Full Blast Plus 4</i> Student's Book, pp 67-69 Teacher's Book, pp 67-69</p> <p>Print or digital resources</p> <p>Computer lab or access to computers (tablets or laptops) if using digital research tools</p>	<p>Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil. For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>

### SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 5)

<b>WEEK:</b>	<b>LESSON 57</b> (Language Awareness 9)	<b>MAIN SKILL(S) FOCUS:</b> Language Awareness	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> Globetrotting	<b>CROSS CURRICULAR ELEMENT(S):</b> Global Sustainability	<b>LANGUAGE/GRAMMAR FOCUS:</b> past perfect simple / past perfect continuous

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p>This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p><b>Pre-lesson</b>                      Activate prior knowledge in this lesson by writing sentences on the board in the past perfect simple and the past perfect continuous. Ask pupils to work with their talk partner(s) and: say which verb form has been used; why has it been used; and come up with another example using the same tense for the same reason. When ready collect answers onto the board – encourage the rest of the class to say if they agree or disagree with other pupil's explanation and example.</p> <p><b>Lesson delivery</b>  <b>This lesson focuses on the grammar activities.</b> See the Teacher's Book for detailed guidance. Give pupils the opportunity to check and discuss their answers in small groups before collecting responses.</p> <p>Additional lesson activities may be required: either create activities to further practise the past perfect or use the Vocabulary activity on word forms and compound words.</p> <p><b>Post-lesson</b>                      Play a game to revise the perfect tense. Divide the class into 2-4 groups (depending on size of class) Put a verb on the board. The pupils must come up with a sentence using the verb in the past perfect tense. The first group to do so gets a point but only if the sentence is grammatically correct and makes sense. Continue with another verb – after a few turns ask for a sentence using the past perfect continuous. The group with the most points wins!</p>	<p><i>Full Blast Plus 4</i>                      Student's Book, pp 69-70                      Teacher's Book, p 69-70</p>	<p>For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils</p>

### SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 5)

<b>WEEK:</b>	<b>LESSON 58</b> (Listening 9)	<b>MAIN SKILL(S) FOCUS:</b> Listening	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> Globetrotting	<b>CROSS CURRICULAR ELEMENT(S):</b> Global Sustainability	<b>LANGUAGE/GRAMMAR FOCUS:</b> sequencing past action and events; words and phrases describing snow-covered landscape.

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Listening 1.1</b> Understand meaning in a variety of familiar contexts</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.4</b> Communicate appropriately to a small or large group on familiar topics</p>	<p><b>Main Skill</b></p> <p><b>Listening 1.1.5</b> Understand independently more complex questions on a wide range of familiar topics</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.4.1</b> Summarise the main points of a story, text or plot</p>	<p><b>Pre-lesson</b> Activate prior knowledge in this lesson by asking pupils to work in small groups to answer the following: What's snow? Where's snow most likely to fall? Which countries have a lot of snow? What sports are associated with snow?</p> <p><b>Lesson delivery</b> <b>This lesson focuses on Activities A, B and C.</b> See the Teacher's Book for detailed guidance. Complete Activities A and B. In order to meet the main skill, ask pupils to close their textbooks and listen again. After listening, ask them the questions Activity C without reading the multiple choices. (You should convert question 5 statement to a question like <i>Why did Carrie panic when Mark pulled her leg?</i>). Give pupils the opportunity to check and discuss their answers in small groups before collecting responses. Ask pupils to open their textbooks and quickly complete the multiple choice questions in Activity C (with or without listening depending on your class proficiency level).</p> <p>In order to meet the complementary skill, add another stage after Activity C. Divide the class in groups of 4 (A-D). Pupil A takes the role of Carrie and summarise to pupil B what happened from her point of view. Pupil C takes the role of Mark and summarise to pupil D what happened from his point of view. Then pupils swap partners. Pupil B repeats Carries story (told by pupil A) to pupil C. Pupil D repeats Mark's story (told by pupil C) to pupil A. If time allows choose 2 competent pupils to do a hot seat activity. One can be Carrie and one can be Mark while the rest of the class take it in turns to ask questions about the events of the day of the avalanche</p> <p><b>Post-lesson</b> Elicit what natural disasters are more common in Malaysia. Then use the Optional post-listening activity in the Teacher's Book to create a class discussion, focusing the questions on a natural disaster which pupils are more familiar with / that happens more commonly in Malaysia.</p>	<p><i>Full Blast Plus 4</i> Student's Book, p71 Teacher's Book, p71</p>	<p>To support less confident pupils, pause the listening track at selected intervals to allow thinking time. Alternatively, read and pause at specific intervals from the audio script in the Teacher's Book if it helps less proficient pupils to listen to your voice rather than that of a native speaker. Play the track from the CD when pupils feel more confident.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>

### SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 5)

<b>WEEK:</b>	<b>LESSON 59</b> (Speaking 9)	<b>MAIN SKILL(S) FOCUS:</b> Speaking	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> Globetrotting	<b>CROSS CURRICULAR ELEMENT(S):</b> Global Sustainability	<b>LANGUAGE/GRAMMAR FOCUS:</b> sequencing past action and events; words and phrases describing feelings; words and phrases describing a beach setting

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Speaking 2.1</b> Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p> <p><b>Complementary Skill</b></p> <p><b>Writing 4.1</b> Communicate intelligibly through print and digital media on familiar topics</p>	<p><b>Main Skill</b></p> <p><b>Speaking 2.1.5</b> Express and respond to feelings such as amusement, anger and regret</p> <p><b>Complementary Skill</b></p> <p><b>Writing 4.1.4</b> Express and respond to opinions and common feelings such as amusement, anger and regret</p>	<p><b>Pre-lesson</b> Activate prior knowledge of telling recounts by playing a story-telling game. For example: Take a piece of paper and cut into 16 squares. A: on four squares put an adjective describing mood (i.e. miserable, ecstatic) B: on four more put a different location (i.e. the beach, school playground) C: on four more an object (i.e. a head scarf, sunglasses) D: on the last four a verb (i.e. riding, running) Fold the papers in quarters so pupils cannot see what is written. Divide class into groups. Each group takes a paper from A-D then makes up a story / recount using all the picked out words in their stories. When ready, collect responses.</p> <p><b>Lesson delivery</b> <b>This lesson focuses on Activities A and B.</b> See the Teacher's Book for detailed guidance. Activity B focuses on developing the main skill for this lesson. In order to meet the complementary skill, extend Activity A. Once candidates have discussed Activities A and B with their talk partner(s) and responses have been collected to share with the class, ask pupils to choose one of the pictures. Ask pupils to write a paragraph starting 'Last Sunday...' and recount what happened and how they felt either as the man or the girl depending on the picture they have chosen. Remind pupils to use words / phrases given below.</p> <p><b>Post-lesson</b> Choose some of the more successful / descriptive recounts. Ask pupils to read out their recounts to the class. Tell pupils to take on the part of their chosen character and put expression in their voices as they read their recounts. If time allows, do a hot seat activity. Choose two pupils to take on the roles of the characters from the pictures and get the rest of the pupils to ask questions about their day at the beach.</p>	<p><i>Full Blast Plus 4</i> Student's Book, p72 Teacher's Book, p72</p>	<p>Support can be given to less proficient pupils depending on their needs, such as by providing more relevant vocabulary to use in the speaking tasks, or sentence starters and model sentence constructions to help the pupil produce sentences. They can then use these in the writing task.</p> <p>For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils</p>

### SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 5)

<b>WEEK:</b>	<b>LESSON 60</b> (Writing 9)	<b>MAIN SKILL(S) FOCUS:</b> Writing	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> Globetrotting	<b>CROSS CURRICULAR ELEMENT(S):</b> Global Sustainability	<b>LANGUAGE/GRAMMAR FOCUS:</b> sequencing past action and events; words and phrases describing feelings; expressive language, exclamation marks

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Writing 4.1</b> Communicate intelligibly through print and digital media on familiar topics</p> <p><b>Complementary Skill</b></p> <p><b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p>	<p><b>Main Skill</b></p> <p><b>Writing 4.1.2</b> Explain causes and consequences of</p> <p>i) actions ii) events or iii) simple processes</p> <p><b>Complementary Skill</b></p> <p><b>Reading 3.1.5</b> Recognise with little or no support the attitude or opinion of the writer in extended texts on a wide range of familiar topics</p>	<p><b>Pre-lesson</b> Activate prior knowledge of telling recounts by playing a story-telling game. For example: Divide class into small groups. Give each pupil a piece of paper with something written on it, i.e. a phrase, an object, adjective of mood. Put the opening line of a story on the board, i.e. 'Last Saturday Adam was at the shopping centre when...'. Tell pupils they have to take it in turn to continue the story but during their turn they need to include the word/phrase written on their paper without the rest of the group guessing what is written on their paper. When they have managed to slip their word or phrase into the story without anyone in the class noticing they can say 'next' for another member in the group to continue.</p> <p><b>Lesson delivery</b> <b>This lesson focuses on Activities A and D.</b> See the Teacher's Book for detailed guidance. Activity A focuses on developing the complementary skill for this lesson.</p> <p>In order to fully meet the main skill, ask pupils to read the text again and then write three sentences explaining the cause of an action or event (i.e. The writer got up early in order to save a sun lounger) and three sentences explaining the consequence of an action or event (i.e. the towel had fallen on the floor so it was filthy) In Activity D tell pupils that in their recounts they must explain why the funny / embarrassing / scary / annoying situation came about (i.e. the cause) and what happened because of the situation (i.e. the consequences).</p> <p><b>Post-lesson</b> Choose some of the more successful / descriptive recounts. Ask pupils to read out their recounts to the class. Tell the rest of the class to listen carefully as you are going to ask questions at the end. At the end of each recount chose one pupil and ask what was the cause of this situation? Chose another pupil and ask them to summarise the consequence of the situation.</p>	<p><i>Full Blast Plus 4</i> Student's Book, p73 Teacher's Book, p73</p>	<p>Any unfinished recounts can be completed for homework</p> <p>Support can be given to less proficient pupils depending on their needs, such as by helping them produce an appropriate plan for their own account. Help them to come up with some direct speech, questions, exclamation marks adverbs etc. as listed in the TIP. Allow pupils if necessary to write a one-paragraph recount.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>

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

<b>WEEK:</b>	<b>LESSON 61</b> (Revision 9)	<b>MAIN SKILL(S) FOCUS:</b> Teacher to select	<b>THEME:</b> Teacher to select
	<b>TOPIC:</b> Teacher to select	<b>CROSS CURRICULAR ELEMENT(S):</b> Teacher to select	<b>LANGUAGE/GRAMMAR FOCUS:</b> Teacher to select

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Teachers to select an appropriate main skill and complementary skill based on their pupils' needs and interests	Teachers to select an appropriate main skill and complementary skill based on their pupils' needs and interests	Teachers can either develop their own lesson based on the needs of their pupils or use this lesson to go over pupils' writing and improve their work from the previous lesson.	Teacher to select from <i>Full Blast plus 4</i> or other resources	For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.

### SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 5)

<b>WEEK:</b>	<b>LESSON 62</b> (Reading 10)	<b>MAIN SKILL(S) FOCUS:</b> Reading	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> Globetrotting	<b>CROSS CURRICULAR ELEMENT(S):</b> Global Sustainability	<b>LANGUAGE/GRAMMAR FOCUS:</b> sequencing past action and events; words and phrases describing feelings; expressive language

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.1</b> Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p>	<p><b>Main Skill</b></p> <p><b>Reading 3.1.5</b> Recognise with little or no support the attitude or opinion of the writer in extended texts on a wide range of familiar topics</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.1.5</b> Express and respond to feelings such as amusement, anger and regret</p>	<p><b>Pre-lesson</b> Activate prior knowledge in this lesson using Activity A Discuss. Give pupils the opportunity to discuss their ideas with talk partner(s) before collecting responses. Use this activity to elicit other vocabulary relevant to the topic of travelling abroad.</p> <p><b>Lesson delivery</b> <b>This lesson focuses on Activities B, C and E.</b> See the Teacher's Book for detailed guidance. Note that in Activity B pupils are asked to read for gist. Allow pupils time to discuss their ideas with their talk partner(s) before collecting responses. In order to meet the main skill, extend Activity C by writing on the board: How did Amanda feel: i) when she arrived at Marrakech airport, ii) when she was at the open-air market, iii) when the lady had completed the henna tattoos on her hands, iv) sitting under the star-filled night sky in the desert, v) sitting on the camel. Ask pupils to give evidence from the text to justify their explanations. In order to meet the complementary skill, ask pupils to expand on their answers in Activity E by saying how they would feel doing i) – v) above.</p> <p>Activities B and C focus on developing the main skill for this lesson. Activity E focuses on developing the complementary skill.</p> <p>Activity D can be given as homework.</p> <p><b>Post-lesson</b> Amanda describes sitting under the starry night sky as magical. Ask pupils to describe to their talk partner(s) a magical experience they have had either in Malaysia or abroad. When ready, collect answers to share as a class.</p>	<p><i>Full Blast Plus 4</i> Student's Book, pp74-75 Teacher's Book, pp74-75</p>	<p>Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil. Support can be given to less proficient pupils during Activities B and C by eliciting some answers together then allowing pupils to find some answers independently.</p> <p>For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils</p>

### SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 5)

<b>WEEK:</b>	<b>LESSON 63</b> (Language Awareness 10)	<b>MAIN SKILL(S) FOCUS:</b> Language Awareness	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> Globetrotting	<b>CROSS CURRICULAR ELEMENT(S):</b> Global Sustainability	<b>LANGUAGE/GRAMMAR FOCUS:</b> Direct speech / reported speech

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p>This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p><b>Pre-lesson</b> Activate prior knowledge in this lesson by getting pupils to play a reporting game. For example pupils work in pairs and ask each other 5 simple questions about likes / dislikes; hobbies; favourite books, films, music, food etc. Then form a new pair and report back what the original partner told them about themselves.</p> <p><b>Lesson delivery</b> <b>This lesson focuses on the grammar Activity.</b> See the Teacher's Book for detailed guidance.</p> <p>Additional lesson activities may be required: either create activities to practise reported speech further or use the Vocabulary activity. For further practice, pupils could be asked to report all or part of the dialogue in the vocabulary activity.</p> <p><b>Post-lesson</b> Choose an appropriate post-lesson activity that will check pupils' understanding of reported speech (questions, commands, requests) from the lesson.</p>	<p><i>Full Blast Plus 4</i> Student's Book, pp75-76 Teacher's Book, pp 75-76</p>	<p>For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils</p>



### SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 5)

<b>WEEK:</b>	<b>LESSON 64</b> (Listening 10)	<b>MAIN SKILL(S) FOCUS:</b> Listening	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> Globetrotting	<b>CROSS CURRICULAR ELEMENT(S):</b> Global Sustainability	<b>LANGUAGE/GRAMMAR FOCUS:</b> talking about travel and means of transport; words phrases connected with travelling via different means of transport.

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Listening 1.3</b> Recognise features of spoken genres on familiar topics</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.4</b> Communicate appropriately to a small or large group on familiar topics</p>	<p><b>Main Skill</b></p> <p><b>Listening 1.3.1</b> Recognise with support typical features at word, sentence and text levels of a range of spoken genres</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.4.1</b> Summarise the main points of a story, text or plot</p>	<p><b>Pre-lesson</b> Revise knowledge of travelling vocabulary by playing a game. For example: Take a piece of paper and cut into small squares. Make sure you have one square for each pupil. On half the squares put a word / phrase related to travelling (see activities in 5a or Wordlist in the Student's Book). On the other half put a corresponding definition. Give each pupil a paper. Tell them to stand up and mingle until they find their partner i.e. word and correct definition.</p> <p><b>Lesson delivery</b> <b>This lesson focuses on the listening activities.</b> See the Teacher's Book for detailed guidance. In order to meet the main and complementary skill, add a new listening for gist and speaking stage before answering questions 1-6. Elicit from pupils which genres are more specific to listening (i.e. radio programmes, interviews, announcements, telephone conversations). Ask pupils to listen to the 6 monologues and then discuss in pairs which genre they think each monologue is by summarising the main points of information, i.e. by answering questions like what is happening, where is the listening taking place, who is speaking (see the materials column for the list). Give pupils the opportunity to check in small groups their answers and discuss how they came to their final decision about the genre before collecting responses. Complete the listening activity.</p> <p><b>Post-lesson</b> Choose a post-lesson activity that summarises the learning achieved in the lesson.</p>	<p><i>Full Blast Plus 4</i> Student's Book, p76 Teacher's Book, p76 <i>Full Blast Plus 4</i> Audio CD</p> <p>Write the following list in a random order on whiteboard:</p> <ol style="list-style-type: none"> <li>1. <i>Passenger announcement / airport</i></li> <li>2. <i>Conversation between flight attendant and passenger</i></li> <li>3. <i>Travel agent</i></li> <li>4. <i>Passenger announcement / train station</i></li> <li>5. <i>Travel news</i></li> <li>6. <i>Phone call to airplane booking office</i></li> </ol>	<p>To support less confident pupils, pause the listening track at selected intervals to allow thinking time. Alternatively, read and pause at specific intervals from the audio script in the Teacher's Book if it helps less proficient pupils to listen to your voice rather than that of a native speaker. Play the track from the CD when pupils feel more confident.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>

### SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 5)

<b>WEEK:</b> _____	<b>LESSON 65</b> (Speaking 10)	<b>MAIN SKILL(S) FOCUS:</b> Speaking	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> Globetrotting	<b>CROSS CURRICULAR ELEMENT(S):</b> Global Sustainability	<b>LANGUAGE/GRAMMAR FOCUS:</b> expressing opinion; talking about advantages and disadvantages; words and phrases connected with travelling by different means of transport

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Speaking 2.3</b> Use appropriate communication strategies</p> <p><b>Complementary Skill</b></p> <p><b>Listening 1.1</b> Understand meaning in a variety of familiar contexts</p>	<p><b>Main Skill</b></p> <p><b>Speaking 2.3.1</b> Confirm understanding in discourse-level exchanges by repeating back what a speaker has said</p> <p><b>Complementary Skill</b></p> <p><b>Listening 1.1.2</b> Understand independently specific information and details in extended texts on a wide range of familiar topics</p>	<p><b>Pre-lesson</b> Activate prior knowledge in this lesson by giving pupils 5 minutes to make a list of all the different means of transport they can think of. Encourage them to think of unusual means of transport that they might have come across while visiting other countries (rickshaw, ox and cart, tuk-tuk, camel, horse-drawn sleigh). When ready, collect answers and share as a class.</p> <p><b>Lesson delivery</b> <b>This lesson focuses on the speaking and listening Activities.</b> See the Teacher’s Book for detailed guidance. In order to meet the main skill, add a new stage at the end of the speaking activity. When pupils have finished discussing all the questions, ask them to reform into new groups. Each pupil reports back the ideas / answers their first group came up with relating to each of the questions. When ready, collect responses to share as a class. In order to meet the complementary skill complete Activities A and B of the listening activity. See the Teacher’s Book for detailed guidance.</p> <p><b>Post-lesson</b> Ask pupils to discuss which means of transport are the best for the environment? Why? And which means of transport will be most used in the future? Why? When ready, collect responses.</p>	<p><i>Full Blast Plus 4</i> Student’s Book, p77 Teacher’s Book, p77</p>	<p>Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil. Support can be given to less proficient pupils during the speaking activity, depending on their needs. For example, by providing vocabulary or model sentence constructions to help the pupil produce sentences. Allow less able pupils to use written notes when reporting back to a new group.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>

### SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 5)

<b>WEEK:</b> _____	<b>LESSON 66</b> (Writing 10)	<b>MAIN SKILL(S) FOCUS:</b> Writing	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> Globetrotting	<b>CROSS CURRICULAR ELEMENT(S):</b> Global Sustainability	<b>LANGUAGE/GRAMMAR FOCUS:</b> language associated with making offers and suggestions, asking for and giving instructions; words and phrases connected with travelling by different means of transport

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Writing 4.1</b> Communicate intelligibly through print and digital media on familiar topics</p> <p><b>Complementary Skill</b></p> <p><b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p>	<p><b>Main Skill</b></p> <p><b>Writing 4.1.1</b> Explain information from</p> <p>(i) diagrams (ii) charts (iii) tables (iv) graphs or other visuals</p> <p><b>Complementary Skill</b></p> <p><b>Reading 3.1.1</b> Understand the main points in extended texts on a wide range of familiar topics</p>	<p><b>Pre-lesson</b> Activate prior knowledge in this lesson by asking pupils to work with a talk partner to practice asking for and giving instructions. Give pupils a simple street map or if not available, tell pupils to look at the street map in the Student's Book. Pupils take it in turns to ask and give instructions to their partner (i.e. start at the skate park, go straight forward to the Corner café, turn left down Park Road...). They can use the language in the boxes for Activity E to help them.</p> <p><b>Lesson delivery</b> <b>This lesson focuses on Activities A, B, C D and F.</b> See the Teacher's Book for detailed guidance. Activities A, C and D focus on developing the complementary skill for this lesson. Activity B and F focuses on the main skill. For Activity F, remind pupils they are interpreting Mark's notes, as well as the map, to write their own letters. If there is not enough time in the lesson to complete the activities, ask pupils to finish their letter to Andrew as homework. Teachers can use the Revision lesson to go over pupils' writing which was completed as homework.</p> <p><b>Post-lesson</b> As a class create a pie chart or graph on the board illustrating what everybody's favourite means of travel is. Alternatively, choose another post-lesson activity that summarises the learning achieved in the lesson.</p>	<p><i>Full Blast Plus 4</i> Student's Book, pp78 - 79 Teacher's Book, pp78-79</p>	<p>Support can be given to less proficient pupils depending on their needs, such as by giving them the structure of the letter in Activity F with opening sentences which pupils should complete.</p> <p>For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils</p>

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

<b>WEEK:</b>	<b>LESSON 67</b> (Revision 10)	<b>MAIN SKILL(S) FOCUS:</b> Teacher to select	<b>THEME:</b> Teacher to select
	<b>TOPIC:</b> Teacher to select	<b>CROSS CURRICULAR ELEMENT(S):</b> Teacher to select	<b>LANGUAGE/GRAMMAR FOCUS:</b> Teacher to select

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Teachers to select an appropriate main skill and complementary skill based on their pupils' needs and interests	Teachers to select an appropriate main skill and complementary skill based on their pupils' needs and interests	Teachers can either develop their own lesson based on the needs of their pupils or use this lesson to go over pupils' writing and improve their work from the previous lesson.	Teacher to select from <i>Full Blast plus 4</i> or other resources	For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.

### SCHEME OF WORK: NON-TEXTBOOK BASED LESSON

<b>WEEK:</b>	<b>LESSON 68</b> (Literature in Action 6)	<b>MAIN SKILL(S) FOCUS:</b> Literature in Action	<b>THEME:</b> Teacher to select
	<b>TOPIC:</b> Teacher to select	<b>CROSS CURRICULAR ELEMENT(S):</b> Teacher to select	<b>LANGUAGE/GRAMMAR FOCUS:</b> Teacher to select

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Literature in Action 5.2</b> Analyse and evaluate a variety of literary text types</p>	<p><b>Main Skill</b></p> <p><b>Literature in Action 5.2.1</b> Evaluate and explain briefly stylistic features an author uses to show character, events or place</p>	<p>Teachers will develop their own lesson using materials from the Literature Component books.</p> <p>Teachers should ensure that their lesson covers the Literature in Action content and learning standard specified for this lesson.</p> <p>Focus on events or places.</p>	<p>Teacher to select</p>	<p>For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.</p>

## Unit 6

### SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 6)

<b>WEEK:</b>	<b>LESSON 69</b> (Reading 11)	<b>MAIN SKILL(S) FOCUS:</b> Reading	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> Time out	<b>CROSS CURRICULAR ELEMENT(S):</b> Values	<b>LANGUAGE/GRAMMAR FOCUS:</b> describing free time activities; idioms describing mood / feelings

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.1</b> Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p>	<p><b>Main Skill</b></p> <p><b>Reading 3.1.5</b> Recognise with little or no support the attitude or opinion of the writer in extended texts on a wide range of familiar topics</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.1.4</b> Explain and justify own point of view</p>	<p><b>Pre-lesson</b> Activate prior knowledge in this lesson using 'Discuss' in the Unit opener in the Student's Book. Give pupils the opportunity to discuss their ideas with talk partner(s) before collecting responses. Use this activity to elicit other vocabulary relevant to the topic of free time activities.</p> <p><b>Lesson delivery</b> <b>This lesson focuses on Activities A, B, C and E.</b> See the Teacher's Book for detailed guidance. Pupils complete Activity A in pairs. Note that in Activity B pupils are asked to read for gist. Allow pupils time to discuss their ideas with their talk partner(s). In order to meet the main skill, before collecting pupils' responses to Activity B, ask pupils to read the text again to find evidence to justify their answer. Collect responses and examples of the writer's positive attitude. Pupils complete Activity C in pairs. Allow pupils time to discuss their ideas with their talk partner(s) before collecting responses. In order to meet the complementary skill, encourage pupils to expand on their answers in Activity E by explaining and justifying their points of view.</p> <p>Activities B and C focus on developing the main skill for this lesson. Activity E focuses on the complementary skill.</p> <p><b>Post-lesson</b> Ask pupils to identify with their talk partner(s) at least three new words or phrases that they have learned in relation to travelling. When pupils are ready, collect and share words/phrases as a whole class.</p>	<p><i>Full Blast Plus 4</i> Student's Book, pp 81-83 Teacher's Book, pp 81-83</p>	<p>Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil. Support can be given to less proficient pupils during Activities A and E, depending on their needs. For example, by providing vocabulary or model sentence constructions to help the pupil produce sentences.</p> <p>For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.</p>

### SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 6)

<b>WEEK:</b>	<b>LESSON 70</b> (Language Awareness 11)	<b>MAIN SKILL(S) FOCUS:</b> Language Awareness	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> Time out	<b>CROSS CURRICULAR ELEMENT(S):</b> Values	<b>LANGUAGE/GRAMMAR FOCUS:</b> active and passive verb forms

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p>This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p><b>Pre-lesson</b> Write on the board: I put my wallet in my back pocket but it is no longer there. Perhaps I dropped it. Or perhaps it has been stolen. Ask pupils to look at the second and third sentence. Ask what verb forms have been used and why? (active or passive?) Give pupils the opportunity to discuss their ideas with talk partner(s) before collecting responses.</p> <p><b>Lesson delivery</b> <b>This lesson focuses on the grammar activities.</b> See the Teacher's Book for detailed guidance. Allow pupils time to discuss their ideas with their talk partner(s) before collecting responses.</p> <p>Additional lesson activities may be required such as giving further activities to consolidate pupil's understanding of passive verb forms. Alternatively, move on to any suitable vocabulary activities.</p> <p><b>Post-lesson</b> Ask pupils to write sentences using the passive verb form. Monitor and provide support for any problems with the verb form. When ready, select pupils to read out their sentences. Alternatively, choose another appropriate post-lesson activity that better suits pupil' needs/interests and that will review the grammar from this lesson.</p>	<p><i>Full Blast Plus 4</i> Student's Book, pp 83-85 Teacher's Book, pp 83-85</p>	<p>For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.</p>

### SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 6)

<b>WEEK:</b>	<b>LESSON 71</b> (Listening 11)	<b>MAIN SKILL(S) FOCUS:</b> Listening	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> Time out	<b>CROSS CURRICULAR ELEMENT(S):</b> Values	<b>LANGUAGE/GRAMMAR FOCUS:</b> words and phrases connected with free-time activities.

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Listening 1.2</b> Use appropriate listening strategies in a variety of contexts</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.1</b> Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p>	<p><b>Main Skill</b></p> <p><b>Listening 1.2.1</b> Guess the meaning of unfamiliar words from clues provided by other words and by context on a wide range of familiar topics</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.1.1</b> Explain simple content on familiar topics from what they read and hear</p>	<p><b>Pre-lesson</b> Prepare an activity to review the active and passive forms from the previous Language Awareness lesson.</p> <p><b>Lesson delivery</b> <b>This lesson focuses on the listening activity.</b> See the Teacher's Book for detailed guidance. In order to meet the complementary skill, tell pupils to keep their books closed. Explain that they are going to hear people talking in five different situations. They need to be able to say who is talking and also explain in what situation. Give pupils the opportunity to check and discuss their answers in small groups before collecting responses.</p> <p>In order to meet the main skill, extend the listening activity by adding another stage after completing the questions in the book. Write on the board: 1 mown / freshly; 2 level / ability; 3 tournament / board; 4 hoops / official; 5 alarm / starving (use other words if they better suit the needs of your pupils). Ask pupils to look for the meaning of the words as they are used in the context of this listening. Explain how to do this by using the clues provided by other words and by the context of the topic. Play the track again. Give pupils the opportunity to check and discuss their answers in small groups before collecting responses.</p> <p><b>Post-lesson</b> Play a dictionary game to review the main skill for this lesson. For example, ask pupils to find an unfamiliar word in the dictionary then write a sentence using the word in context. When ready, gather the sentences and see if the class can guess the meaning of the word from the context of the sentence. Alternatively, choose another appropriate post-lesson activity that will check pupils' ability to guess meaning via context.</p>	<p><i>Full Blast Plus 4</i> Student's Book, p85 Teacher's Book, p85</p>	<p>To support less confident pupils, pause the listening track at selected intervals to allow thinking time. Alternatively, read and pause at specific intervals from the audio script in the Teacher's Book if it helps less proficient pupils to listen to your voice rather than that of a native speaker. Play the track from the CD when pupils feel more confident.</p> <p>Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil during the speaking activity.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>



### SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 6)

<b>WEEK:</b>	LESSON 72 (Speaking 11)	MAIN SKILL(S) FOCUS: Speaking	THEME: People and Culture
	TOPIC: Time out	CROSS CURRICULAR ELEMENT(S): Values	LANGUAGE/GRAMMAR FOCUS: speculating and making decisions; talking about likes and dislikes

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Speaking 2.1</b> Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p> <p><b>Complementary Skill</b></p> <p><b>Writing 4.2</b> Communicate with appropriate language, form and style</p>	<p><b>Main Skill</b></p> <p><b>Speaking 2.1.1</b> Explain simple content on familiar topics from what they read and hear</p> <p><b>Complementary Skill</b></p> <p><b>Writing 4.2.1</b> Punctuate written work on a range of text types with reasonable accuracy</p>	<p><b>Pre-lesson</b> Activate prior knowledge in this lesson by discussing ‘activity experiences’ pupils would like / not like to try. Put a list of activities on the board (i.e. paintballing, hot air ballooning, jewellery making workshop, windsurfing, sky diving, rock climbing, white water rafting, horse riding, bungee jumping, chocolate making workshop) Ask pupils to discuss which activity they would like to be given as a gift, which they would like least to try and if they think activity gifts are a good idea.</p> <p><b>Lesson delivery</b> <b>This lesson focuses on the speaking activity.</b> See the Teacher's Book for detailed guidance. In order to meet the main skill, add a new stage to the speaking activity. When pupils have completed the speaking activity set in the book, ask them to close their books and work in pairs. Pupil A chooses one of the three activity gifts (i.e. Drive a Car, a Cooking Class or a Circus School) and explains to pupil B what the experience involves. Then swap roles and pupil B chooses one of the two remaining activities to talk about. In order to meet the complementary skill ask pupils to work in pairs and write a short dialogue between two friends; one who has a birthday that day and the other who is giving an activity gift as a birthday present. Tell pupils to focus specifically on punctuation. When ready ask pupils to swap their dialogue with another pair. Tell pupils to check punctuation and give feedback.</p> <p><b>Post-lesson</b> Ask some pupils to act out their dialogues.</p>	<p><i>Full Blast Plus 4</i> Student's Book, p86 Teacher's Book, p86</p>	<p>Support can be given to less proficient pupils depending on their needs, such as by providing vocabulary to use in the speaking task, or sentence starters and further model sentence constructions to help the pupil produce sentences expressing their own opinion.</p> <p>Support can be given to less proficient pupils during the writing task. Give a written dialogue with punctuation removed and ask pupils to add the punctuation.</p> <p>For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.</p>

### SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 6)

<b>WEEK:</b>	<b>LESSON 73</b> (Writing 11)	<b>MAIN SKILL(S) FOCUS:</b> Writing	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> Time out	<b>CROSS CURRICULAR ELEMENT(S):</b> Values	<b>LANGUAGE/GRAMMAR FOCUS:</b> language of semi-formal letter; asking for information; making polite requests; punctuation

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Writing 4.2</b> Communicate with appropriate language, form and style</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.1</b> Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p>	<p><b>Main Skill</b></p> <p><b>Writing 4.2.1</b> Punctuate written work on a range of text types with reasonable accuracy</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.1.3</b> Explain advantages and disadvantages of plans and ambitions</p>	<p><b>Pre-lesson</b> Activate prior knowledge in this lesson by getting pupils to add the missing punctuation to another dialogue. Remind pupils of the dialogues they wrote in the previous lesson in this sequence. Use the dialogue of conversation 3 of the Teacher's book. Either copy on the board, or give pupils separate copies of the dialogue with all punctuation marks removed. Ask pupils in pairs to add the correct punctuation. When ready, collect responses.</p> <p><b>Lesson delivery</b> <b>This lesson focuses on Activities A, B, and D.</b> See the Teacher's Book for detailed guidance. In order to meet the complementary skill, add another stage to Activity A where pupils discuss the advantages and disadvantages of taking part in a cycling race. In order to meet the main skill, add a stage to Activity B where pupils look at the punctuation in the letter to Ms Samad and explain why each of the commas has been used. While writing their letters for Activity D, ask pupils to focus specifically on punctuation.</p> <p>Activities B and D with added focus develop the main skill for this lesson. Activity A focuses on the complementary skill.</p> <p><b>Post-lesson</b> Ask pupils to talk about cycling. Do any pupils cycle to school? Do any pupils enjoy cycling as a past time? Where do they cycle? What's the furthest they have cycled? Do they think cycle rides to raise money for charity are a good idea? What activity would they prefer to do to raise money for charity?</p>	<p><i>Full Blast Plus 4</i> Student's Book, p86-87 Teacher's Book, p86-87</p>	<p>If unfinished in class, give Activity D as homework. Tell pupils to focus particularly on punctuation.</p> <p>Support can be given to less proficient pupils depending on their needs, such as by providing examples for the sentences in Activity C and the structure of the letter, including the beginning of opening sentences for the pupils to complete in Activity D.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>

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

<b>WEEK:</b>	<b>LESSON 74</b> (Revision 11)	<b>MAIN SKILL(S) FOCUS:</b> Teacher to select	<b>THEME:</b> Teacher to select
	<b>TOPIC:</b> Teacher to select	<b>CROSS CURRICULAR ELEMENT(S):</b> Teacher to select	<b>LANGUAGE/GRAMMAR FOCUS:</b> Teacher to select

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Teachers to select an appropriate main skill and complementary skill based on their pupils' needs and interests	Teachers to select an appropriate main skill and complementary skill based on their pupils' needs and interests	Teachers can either develop their own lesson based on the needs of their pupils or use this lesson to go over pupils' writing and improve their work from the previous lesson.	Teacher to select from <i>Full Blast Plus 4</i> or other resources	For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.

## SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 6)

<b>WEEK:</b>	<b>LESSON 75</b> (Reading 12)	<b>MAIN SKILL(S) FOCUS:</b> Reading	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> Time out	<b>CROSS CURRICULAR ELEMENT(S):</b> Science and Technology	<b>LANGUAGE/GRAMMAR FOCUS:</b> expressing likes and dislikes; words and phrases associated with computer / video games

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.1</b> Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p>	<p><b>Main Skill</b></p> <p><b>Reading 3.1.4</b> Use independently familiar and some unfamiliar print and digital resources to check meaning and extend understanding</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.1.1</b> Explain simple content on familiar topics from what they read and hear</p>	<p><b>Pre-lesson</b> Activate prior knowledge in this lesson by getting pupils to discuss the questions in Activity A. Allow pupils time to discuss their ideas with their talk partner(s) before collecting responses.</p> <p><b>Lesson delivery</b> <b>This lesson focuses on Activities B, C and D.</b> See the Teacher's Book for detailed guidance. In order to meet the main skill, extend Activities B and C. In Activity B, have pupils use print or digital resources to find the meaning of the words they have underlined. In Activity C ask pupils to use print or digital resources to check the meaning of the phrasal verbs after they have completed the activity to make sure they have the correct answers.</p> <p>Activities B and C focus on developing the main skill for this lesson. Activity D focuses on the complementary skill.</p> <p><b>Post-lesson</b> Ask pupils to identify with their talk partner(s) at least three new words or phrases that they have learned in relation to computer / video games. When pupils are ready, collect and share words/phrases as a whole class.</p>	<p><i>Full Blast Plus 4</i> Student's Book, p88-89 Teacher's Book, p88-89</p> <p>Print or digital resources</p> <p>Computer lab or access to computers (tablets or laptops) if using digital research tools</p>	<p>Fast finishers can write a short review about a game they are familiar with.</p> <p>Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil. For example, a more proficient pupil can give further, more specific explanations of the words that the less proficient students have underlined.</p> <p>For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.</p>

### SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 6)

<b>WEEK:</b>	<b>LESSON 76</b> (Language Awareness 12)	<b>MAIN SKILL(S) FOCUS:</b> Language Awareness	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> Time out	<b>CROSS CURRICULAR ELEMENT(S):</b> Science and Technology	<b>LANGUAGE/GRAMMAR FOCUS:</b> clauses of result, concession and of purpose

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p>This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p><b>Pre-lesson</b>            Activate prior knowledge in this lesson by putting a number of sentences on the board for pupils to complete. For example:  <i>My alarm clock didn't go off this morning so...</i>  <i>I ate so much at lunchtime that....</i>  <i>Even though I was late for class, my teacher...</i>  <i>In spite of the torrential rain, I...</i>  <i>I rode my bicycle to school in order to...</i>            Encourage imaginative or amusing answers.</p> <p><b>Lesson delivery</b>  <b>This lesson focuses on the grammar activity.</b> See the Teacher's Book for detailed guidance.</p> <p>Additional lesson activities may be required such as giving further activities to consolidate pupil's understanding of clauses of result / concession / purpose. Alternatively, ask pupils to write the first part of sentences for their partner to add an appropriate clause to.</p> <p>Pupils complete Vocabulary section either as homework or in class if time allows.</p> <p><b>Post-lesson</b>            Ask pupils to write down sentences that contain clauses of result / concession / purpose. Use a sentence starter based on the lesson topic (e.g. 'We watch films...'). Monitor and provide support for any problems with form or punctuation. When ready, select pupils to read out their sentences. Alternatively, choose another appropriate post-lesson activity that better suits pupils' needs/interests and that will review the grammar from this lesson.</p>	<p><i>Full Blast Plus 4</i>            Student's Book, p89            Teacher's Book, p89</p>	<p>For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.</p>

## SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 6)

<b>WEEK:</b>	<b>LESSON 77</b> (Listening 12)	<b>MAIN SKILL(S) FOCUS:</b> Listening	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> Time out	<b>CROSS CURRICULAR ELEMENT(S):</b> Values	<b>LANGUAGE/GRAMMAR FOCUS:</b> expressing opinion; language of description; words and phrases connected with T.V. programmes

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Listening 1.2</b> Use appropriate listening strategies in a variety of contexts</p> <p><b>Complementary Skill</b></p> <p><b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p>	<p><b>Main Skill</b></p> <p><b>Listening 1.2.1</b> Guess the meaning of unfamiliar words from clues provided by other words and by context on a wide range of familiar topics</p> <p><b>Complementary Skill</b></p> <p><b>Reading 3.1.4</b> Use independently familiar and some unfamiliar print and digital resources to check meaning and extend understanding</p>	<p><b>Pre-lesson</b> Activate prior knowledge in this lesson by asking pupils to work with a talk partner and take it in turns to describe a favourite TV programme. Tell pupils to describe what the programme is about. Say why they like it and who would they recommend the programme to.</p> <p><b>Lesson delivery</b> <b>This lesson focuses on the vocabulary and Listening activities.</b> See the Teacher's Book for detailed guidance. Do the listening activity first. In order to meet the main skill, add a new stage at the end of Activity B. Write on the board: Listening 1: What's hot..., belongings, a turn around. Listening 2: tuned in, hosted, landline Listening 3: creepy crawlies, to get on someone's nerves, on our screens</p> <p>Ask pupils to listen again and use other words and the context to guess the meaning of each word or phrase written on the board. Give pupils time to discuss their ideas with their talk partner(s) before collecting responses. Then move on to the vocabulary activity. Ask pupils to complete the sentences using phrases with 'that' then ask pupils to check their answers with a dictionary or, if available, digital resources.</p> <p>Activity B with the extension focuses on developing the main skill for this lesson. Activities 1-12 of the Vocabulary activity focuses on the complementary skill.</p> <p><b>Post-lesson</b> Ask pupils to identify with their talk partner(s) at least three new words or phrases that they have learned in relation to travelling. When pupils are ready, collect and share words/phrases as a whole class</p>	<p><i>Full Blast Plus 4</i> Student's Book, p90 Teacher's Book, p90</p>	<p>To support less confident pupils, pause the listening track at selected intervals to allow thinking time. Alternatively, read and pause at specific intervals from the audio script in the Teacher's Book if it helps less proficient pupils to listen to your voice rather than that of a native speaker. Play the track from the CD when pupils feel more confident</p> <p>Support can be given to less-proficient pupils in order for them to focus on the main skill by giving them the correct definitions of the words / phrases in the new activity and getting them to choose an appropriate definition for each word / phrase.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>

### SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 6)

<b>WEEK:</b> 	<b>LESSON 78</b> (Speaking 12)	<b>MAIN SKILL(S) FOCUS:</b> Speaking	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> Time out	<b>CROSS CURRICULAR ELEMENT(S):</b> Values	<b>LANGUAGE/GRAMMAR FOCUS:</b> expressing opinion; language of description; words and phrases connected with T.V. programmes

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Speaking 2.4</b> Communicate appropriately to a small or large group on familiar topics</p> <p><b>Complementary Skill</b></p> <p><b>Listening 1.1</b> Understand meaning in a variety of familiar contexts</p>	<p><b>Main Skill</b></p> <p><b>Speaking 2.4.1</b> Summarise the main points of a story, text or plot</p> <p><b>Complementary Skill</b></p> <p><b>Listening 1.1.2</b> Understand independently specific information and details in extended texts on a wide range of familiar topics</p>	<p><b>Pre-lesson</b> Activate prior knowledge in this lesson by brainstorming different genres of T.V. programmes. Divide the class into small groups and ask pupils to keep their books closed. Give pupils a set amount of time to come up with a list of all the different types of T.V. programmes. When ready, collect responses. See the Student's Book for possible answers.</p> <p><b>Lesson delivery</b> <b>This lesson focuses on the speaking and listening activities.</b> See the Teacher's Book for detailed guidance. In order to meet the main skill, add a stage to the speaking activity where pupils choose a favourite serial / documentary / cartoon (i.e. something with a plot, storyline or specific detail) and describe this to a partner by summarising the main points. When ready, collect responses to share with class. Then move on to the listening activities, with reference to the Teacher's Book for guidance.</p> <p>The speaking activity focuses on developing the main skill for this lesson. The listening Activities A and B focus on the complementary skill.</p> <p><b>Post-lesson</b> Play Guess What. Divide the class into small groups. In turn, each pupil describes / summarises a popular / familiar T.V. programme while the remaining group members guess which programme is being described.</p>	<p><i>Full Blast Plus 4</i> Student's Book, p91 Teacher's Book, p91</p>	<p>Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil. Support can be given to less proficient pupils during the speaking activity, depending on their needs. For example, by providing model sentence constructions to help the pupil produce sentences.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>

### SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 6)

<b>WEEK:</b> 	<b>LESSON 79</b> (Writing 12)	<b>MAIN SKILL(S) FOCUS:</b> Writing	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> Time out	<b>CROSS CURRICULAR ELEMENT(S):</b> Values	<b>LANGUAGE/GRAMMAR FOCUS:</b> expressing opinions and preferences; words and phrases associated with writing reviews.

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Writing 4.1</b> Communicate intelligibly through print and digital media on familiar topics</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.1</b> Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p>	<p><b>Main Skill</b></p> <p><b>Writing 4.1.3</b> Explain the main points of an idea or argument</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.1.4</b> Explain and justify own point of view</p>	<p><b>Pre-lesson</b> Activate prior knowledge in this lesson by asking pupils to work with a talk partner and take it in turns to describe a favourite film. Tell pupils to describe what the film is about. Say why they like it and who would they recommend should see the film.</p> <p><b>Lesson delivery</b> <b>This lesson focuses on Activities A, B and D.</b> See the Teacher's Book for detailed guidance. Pupils complete Activity A in pairs. For Activity B, ask pupils to read the questions before reading the text. Give pupils a short time to complete Activity B (e.g. 10 min including time to check answers). Go to Activity D to set the main activity and then go through the <i>Plan</i> and <i>TIP</i> box and check for comprehension. Ask pupils to think about the main points of their review and to create their own plan with a brief explanation of the ideas they will include in each paragraph. Monitor this activity and refer pupils back to the plan in the Student's Book if necessary. Pupils use their plans to write their reviews. Note that pupils should always plan their writing and produce a rough draft or an outline before writing a text of several paragraphs. This will encourage them to think about the process of writing.</p> <p>Activities B and D focus on developing the main skill for this lesson. Activity A focuses on the complementary skill.</p> <p>Activity C can be given as homework.</p> <p><b>Post-lesson</b> Ask pupils to talk in the last 5 minutes of the lesson about a film they haven't seen but want to see. Why do they want to see it? Have they read any good reviews? Have their friends already seen it and recommended it? Alternatively, choose another appropriate post-lesson activity that will check pupils' ability to guess meaning via context.</p>	<p><i>Full Blast Plus 4</i> Student's Book, p92-92 Teacher's Book, p92-93</p>	<p>Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupil. Make sure that you vary the interactions as this will allow all pupils to benefit from different dynamics.</p> <p>To support less proficient pupils during the writing Activity D help pupils to create an appropriate sentence structure, and give model sentence structure for opening sentences. Allow pupils to write three short paragraphs.</p> <p>For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.</p>



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

<b>WEEK:</b>	<b>LESSON 80</b> (Revision 12)	<b>MAIN SKILL(S) FOCUS:</b> Teacher to select	<b>THEME:</b> Teacher to select
	<b>TOPIC:</b> Teacher to select	<b>CROSS CURRICULAR ELEMENT(S):</b> Teacher to select	<b>LANGUAGE/GRAMMAR FOCUS:</b> Teacher to select

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Teachers to select an appropriate main skill and complementary skill based on their pupils' needs and interests	Teachers to select an appropriate main skill and complementary skill based on their pupils' needs and interests	Teachers can either develop their own lesson based on the needs of their pupils or use this lesson to go over pupils' writing and improve their work from the previous lesson.	Teacher to select from <i>Full Blast plus 4</i> or other resources	For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.

### SCHEME OF WORK: NON-TEXTBOOK BASED LESSON

<b>WEEK:</b>	<b>LESSON 81</b> (Literature in Action 7)	<b>MAIN SKILL(S) FOCUS:</b> Literature in Action	<b>THEME:</b> Teacher to select
	<b>TOPIC:</b> Teacher to select	<b>CROSS CURRICULAR ELEMENT(S):</b> Teacher to select	<b>LANGUAGE/GRAMMAR FOCUS:</b> Teacher to select

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Literature in Action 5.2</b> Analyse and evaluate a variety of literary text types</p>	<p><b>Main Skill</b></p> <p><b>Literature in Action 5.2.1</b> Evaluate and explain briefly stylistic features an author uses to show character, events or place</p>	<p>Teachers will develop their own lesson using materials from the Literature Component books.</p> <p>Teachers should ensure that their lesson covers the Literature in Action content and learning standard specified for this lesson.</p>	<p>Teacher to select</p>	<p>For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.</p>

## Unit 7

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

<b>WEEK:</b> 	<b>LESSON 82</b> (Reading 13)	<b>MAIN SKILL(S) FOCUS:</b> Reading	<b>THEME:</b> Health and Environment
	<b>TOPIC:</b> Mother Nature	<b>CROSS CURRICULAR ELEMENT(S):</b> Environmental Sustainability	<b>LANGUAGE/GRAMMAR FOCUS:</b> talking about animals; discussing facts, words and phrases connected with nature.

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p> <p><b>Complementary Skill</b></p> <p><b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p>	<p><b>Main Skill</b></p> <p><b>Reading 3.1.3</b> Guess the meaning of unfamiliar words from clues provided by other words and by context on a wide range of familiar topics</p> <p><b>Complementary Skill</b></p> <p><b>Reading 3.1.1</b> Understand the main points in extended texts on a wide range of familiar topics</p>	<p><b>Pre-lesson</b> Activate prior knowledge in this lesson using 'Discuss' in the Unit opener of Student's Book. Give pupils the opportunity to discuss their ideas with talk partner(s) before collecting responses. Use this activity to elicit further vocabulary relevant to the topic of nature.</p> <p><b>Lesson delivery</b> <b>This lesson focuses on Activities A, B, C and D.</b> See the Teacher's Book for detailed guidance. Complete Activities A and B. Allow pupils time to discuss their ideas with their talk partner(s) before collecting responses.</p> <p>Follow the Teacher's Book for Activities C and D. Activity C focuses on the complementary skill for this lesson. Activity D focuses on the main skill for this lesson.</p> <p><b>Post-lesson</b> Ask pupils to complete Activity E in small groups. When ready ask pupils to share their amazing animal facts and clever animal stories with the class.</p>	<p><i>Full Blast plus 4</i> Student's Book, p97-99 Teacher's Book, p97-99</p>	<p>For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.</p>

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

<b>WEEK:</b>	<b>LESSON 83</b> (Language Awareness 13)	<b>MAIN SKILL(S) FOCUS:</b> Language Awareness	<b>THEME:</b> Health and Environment
	<b>TOPIC:</b> Mother Nature	<b>CROSS CURRICULAR ELEMENT(S):</b> Environmental Sustainability	<b>LANGUAGE/GRAMMAR FOCUS:</b> The full and bare infinitive and –ing form / exclamatory sentences

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p>This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p><b>Pre-lesson</b> Play a game to review vocabulary from the previous lesson. Include the words in the ‘Vocabulary’ box in the Teacher’s Book. Alternatively, choose another appropriate pre-lesson activity that better suits pupils’ needs/interests and will prepare the pupils for this lesson.</p> <p><b>Lesson delivery</b> <b>This lesson focuses on the grammar activities in Unit 7.</b> See the Teacher’s Book for detailed guidance. Allow pupils time to discuss their ideas with their talk partner(s) before collecting responses.</p> <p><b>Post-lesson</b> Review pupils’ learning in this lesson with <i>Tell me three things...</i></p> <ul style="list-style-type: none"> <li>• <i>You have learnt today</i></li> <li>• <i>You have done well</i></li> <li>• <i>Your talk partner has done well</i></li> </ul>	<p><i>Full Blast Plus 4</i> Student’s Book, p99, 101 Teacher’s Book, p99, 101</p>	<p>For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.</p>

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

<b>WEEK:</b>	<b>LESSON 84:</b> (Listening 13)	<b>MAIN SKILL(S) FOCUS:</b> Listening	<b>THEME:</b> Health and Environment
	<b>TOPIC:</b> Mother Nature	<b>CROSS CURRICULAR ELEMENT(S):</b> Environmental Sustainability	<b>LANGUAGE/GRAMMAR FOCUS:</b> words and phrases connected with the environment, flora and fauna

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Listening 1.1</b> Understand meaning in a variety of familiar contexts</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.2</b> Use register appropriately</p>	<p><b>Main Skill</b></p> <p><b>Listening 1.1.6</b> Understand independently longer simple narratives on a wide range of familiar topics</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.2.1</b> Use formal and informal registers appropriately in most familiar contexts</p>	<p><b>Pre-lesson</b> Activate prior knowledge in this lesson by asking pupils to work in small groups to see how many countries of South East Asia they can name. Depending on pupils' knowledge, you can ask them to do this activity independently, or give assistance by putting the first letter(s) of the countries on the board, or list several countries on the board and ask pupils to choose which of the countries are in South East Asia.</p> <p><b>Lesson delivery</b> <b>This lesson focuses on the listening activity.</b> See the Teacher's Book for detailed guidance. Allow pupils time to discuss their ideas with their talk partner(s) before collecting responses. Activities A and B focus on the main skill. In order to meet the complementary skill, write / show the seven questions from the 'Optional post-listening activity' in the Teacher's Book on the whiteboard. Ask pupils to discuss the questions in small groups using informal, friendly language. When ready, collect answers and initiate a class discussion.</p> <p><b>Post-lesson</b> Put some words from the listening transcript (e.g. names of attractions) on the whiteboard. Ask pupils if they can explain which each word / phrase refers too and if they can remember any details.</p>	<p><i>Full Blast Plus 4</i> Student's Book, p101 Teacher's Book, p101</p>	<p>To support less confident pupils, pause the listening track at selected intervals to allow thinking time. Alternatively, read and pause at specific intervals from the audio script in the Teacher's Book if it helps less proficient pupils to listen to your voice rather than that of a native speaker. Play the track from the CD when pupils feel more confident.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>

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

<b>WEEK:</b>	<b>LESSON 85</b> (Speaking 13)	<b>MAIN SKILL(S) FOCUS:</b> Speaking	<b>THEME:</b> Health and Environment
	<b>TOPIC:</b> Mother Nature	<b>CROSS CURRICULAR ELEMENT(S):</b> Environmental Sustainability	<b>LANGUAGE/GRAMMAR FOCUS:</b> expressing opinions; expressing likes and dislikes, describing places, making a decision

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Speaking 2.2</b> Use register appropriately</p> <p><b>Complementary Skill</b></p> <p><b>Writing 4.2</b> Communicate with appropriate language, form and style</p>	<p><b>Main Skill</b></p> <p><b>Speaking 2.2.1</b> Use formal and informal registers appropriately in most familiar contexts</p> <p><b>Complementary Skill</b></p> <p><b>Writing 4.2.2</b> Spell written work on a range of text types with reasonable accuracy</p>	<p><b>Pre-lesson</b> Put pupils in pairs and ask them to tell their talk partner(s) about the latest outdoor activity they have done recently, if they liked the activities and why.</p> <p><b>Lesson delivery</b> <b>This lesson focuses on the Speaking activity.</b> See the Teacher's Book for detailed guidance. Ask pupils to shut their textbooks. Show on the whiteboard the list of activities in the pictures from the speaking activity (visit a castle on a hill, walk in the countryside, etc.). Divide the class into eight groups and give each group one topic. Give pupils a set amount of time to think of as many words related to their topic as they can think of. When ready, collect pupils' words. Elicit from the pupils the register they have used so far in the lesson (i.e. informal discussions) and tell them that they will now use a more formal register.</p> <p>Follow the instruction in the Teacher's Book for the speaking activity. Point out to pupils that the words / phrases presented in the boxes (I believe...I definitely think that...) are quite formal because they are discussing the advantages and disadvantages of each visit or activity with (an)other committee member(s). The speaking activity focuses on developing the main skill.</p> <p>In order to meet the complementary skill, add a new stage to the lesson. Once each pair have decided on a final choice of three day-trips, ask them to write a short recommendation to the Principal of the school, stating their chosen three day-trips and reasons for their choices. (For example: We believe a walk in the countryside is a good idea because we will see some spectacular views of the impressive landscape / We definitely think you will love to explore ancient ruins because it's exciting and a valuable learning experience too.)</p>	<p><i>Full Blast Plus 4</i> Student's Book, p102 Teacher's Book, p102</p>	<p>Fast finishers can help less proficient pupils to write their proposals to the principle. They can move around the room advising on spelling and giving feedback.</p> <p>Support should be given to less proficient pupils during the speaking and writing activities, depending on their needs. For example, by providing vocabulary or model sentence constructions to help the pupil produce sentences, or reducing the number of recommend trips if it is best to focus on the quality of one or two.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>

		<p>Remind pupils to use a formal register and to make sure they spell accurately. Assist pupils by eliciting and writing on the board any language they might need which is not presented in the boxes in the Student's Book. Use peer assessment to feedback on recommendations.</p> <p><b>Post-lesson</b>  Hold a class discussion to decide which day-trip they would most like to go on and why. Give pupils homework for the next lesson (lesson 86 Writing), Activity A and B. This way pupils can do the majority of reading activities at home so that you can use class time to focus on writing.</p>		
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### SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 7)

<b>WEEK:</b>	<b>LESSON 86</b> (Writing 13)	<b>MAIN SKILL(S) FOCUS:</b> Writing	<b>THEME:</b> Health and Environment
	<b>TOPIC:</b> Mother Nature	<b>CROSS CURRICULAR ELEMENT(S):</b> Environmental Sustainability	<b>LANGUAGE/GRAMMAR FOCUS:</b> descriptive language describing places; language of persuasion; rhetorical questions

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Writing 4.1</b> Communicate intelligibly through print and digital media on familiar topics</p> <p><b>Complementary Skill</b></p> <p><b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p>	<p><b>Main Skill</b></p> <p><b>Writing 4.1.3</b> Explain the main points of an idea or argument</p> <p><b>Complementary Skill</b></p> <p><b>Reading 3.1.6</b> Recognise with support typical features at word, sentence and text levels of an increased range of genres</p>	<p><b>Pre-lesson</b> Activate prior knowledge in this lesson by asking pupils to work with a talk partner to discuss the following questions: Can they name the nature reserves (or national parks) of Malaysia. Why do countries create nature reserves? Are they important? Why? Why not? When ready, collect responses.</p> <p><b>Lesson delivery</b> <b>This lesson focuses on Activities C and D (A and B have been given as homework at the end of lesson 85).</b> See the Teacher's Book for detailed guidance. Allow pupils some time to discuss their answers to Activities A and B with a talk partner(s). Place those who have not completed their homework with those who have so they can catch up with everyone else. Go through Activity C and ask pupils to find examples of where the writer applied 1-4 writing techniques in their article. As part of working on Activity D, i.e. writing the article, ask pupils to create their own plans with a brief explanation of the ideas they will include in each paragraph. Monitor this activity and refer pupils back to the plan in the Student's Book if necessary. When pupils are satisfied with their plans, they can write their articles. Ask them to focus on their ideas and check spelling and punctuation later on. Monitor pupils' writing as they work and support when necessary. If necessary, pupils can complete Activity D for homework.</p> <p>Activity D addresses the main skill. Activity C focuses on developing the complementary skill.</p> <p><b>Post-lesson</b> Choose some volunteers to read out their articles, or if unfinished, to read what they have written so far. Get the rest of the class to give feedback (using two stars and a wish or medals and missions models).</p>	<p><i>Full Blast Plus 4</i> Student's Book, p103 Teacher's Book, p103</p>	<p>You could pair fast finishers with average proficiency pupils. Similarly pair up less proficient pupils with average proficiency pupils.</p> <p>Alternatively you could pair yourself with less proficient pupils if possible. Give them support and guide them as they write their articles.</p> <p>Support can be given to less proficient pupils during Activity D, depending on their needs. For example, by providing vocabulary or model sentence constructions to help the pupil produce sentences.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>



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

<b>WEEK:</b>	<b>LESSON 87</b> (Revision 13)	<b>MAIN SKILL(S) FOCUS:</b> Teacher to select	<b>THEME:</b> Teacher to select
	<b>TOPIC:</b> Teacher to select	<b>CROSS CURRICULAR ELEMENT(S):</b> Teacher to select	<b>LANGUAGE/GRAMMAR FOCUS:</b> Teacher to select

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Teachers to select an appropriate main skill and complementary skill based on their pupils' needs and interests	Teachers to select an appropriate main skill and complementary skill based on their pupils' needs and interests	Teachers can either develop their own lesson based on the needs of their pupils or use this lesson to go over pupils' writing and improve their work from the previous lesson.	Teacher to select from <i>Full Blast Plus 4</i> or other resources	For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.

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

<b>WEEK:</b>	LESSON 88 (Reading 14)	MAIN SKILL(S) FOCUS: Reading	THEME: Health and Environment
	TOPIC: Mother Nature	CROSS CURRICULAR ELEMENT(S): Environmental Sustainability	LANGUAGE/GRAMMAR FOCUS: techno-gadgets

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Reading 3.2</b> Explore and expand ideas for personal development by reading independently and widely</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.1</b> Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p>	<p><b>Main Skill</b></p> <p><b>Reading 3.2.1</b> Read a variety of suitable print and digital texts to investigate and analyse national issues</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.1.1</b> Explain simple content on familiar topics from what they read and hear</p>	<p><b>Pre-lesson</b> Activate prior knowledge in this lesson by asking pupils to work with a talk partner to discuss environmental issues in their area or in Malaysia. What are the main issues? (i.e. endangered species; deforestation; pollution) What causes the problems? (i.e. deforestation; reclamation of land for building; tourism). When ready, collect responses. Ask pupils to discuss the questions in Activity A. When ready, collect responses.</p> <p><b>Lesson delivery</b> <b>This lesson focuses on Activities B, C and E.</b> See the Teacher's Book for detailed guidance. Note that in Activity B pupils are asked to read for gist. In order to meet the main skill, allow pupils to complete Activity C which consolidates their understanding of the text, and then add a further stage to the activity by asking additional questions which relate the text topics to national issues. For example, ask: <i>Are these issues relevant in Malaysia? (i.e. Is there a need to conserve electricity? Is there pressure for people to keep up with the latest technological trends leading to a huge number of unwanted, non-biodegradable technological gadgets? Are there a lot of unwanted used car parts such as old tyres? Do pupils think that the products described in the text would be appropriate / popular in Malaysia?</i></p> <p>Allow pupils time to discuss their ideas with their talk partner(s) before collecting responses. Activity E focuses on the complementary skill. Ask pupils if they have heard about or read about any other eco-friendly products in a magazine or on the internet. Tell pupils to describe the product and explain why it is eco-friendly. Can they think of any eco-friendly products that are already popular in Malaysia?</p> <p>Pupils can complete Activity D as homework.</p> <p><b>Post-lesson</b> Choose a post-lesson activity that summarises the learning achieved in the lesson.</p>	<p><i>Full Blast Plus 4 Student's Book, p104-105</i> <i>Teacher's Book, p104-105</i></p>	<p>You could pair fast finishers with average to low proficiency pupils and get fast finishers to talk through their answers to the comprehension questions giving evidence from the text to support their answers.</p> <p>Arrange different talk partners to vary the interactions as this will allow all pupils to benefit from different dynamics.</p> <p>For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.</p>

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

<b>WEEK:</b>	<b>LESSON 89</b> (Language Awareness 14)	<b>MAIN SKILL(S) FOCUS:</b> Language Awareness	<b>THEME:</b> Health and Environment
	<b>TOPIC:</b> Mother Nature	<b>CROSS CURRICULAR ELEMENT(S):</b> Environmental Sustainability	<b>LANGUAGE/GRAMMAR FOCUS:</b> modal verbs + have + past participle

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p>This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p><b>Pre-lesson</b> Play a game to review vocabulary from the previous lesson. Include the words from Activity D. Alternatively, choose another appropriate pre-lesson activity that better suits pupils' needs/interests and will prepare the pupils for this lesson.</p> <p><b>Lesson delivery</b> <b>This lesson focuses on the grammar activity.</b> This grammar activity presents modal verbs and have + past participle. See the Teacher's Book for detailed guidance. Allow pupils time to discuss their ideas for 1-7 with their talk partner(s) before collecting responses.</p> <p>Additional lesson activities may be required: either create activities to practise modal verbs / have + past participle further or use the Vocabulary activity presenting collective nouns and revising phrasal verbs with 'up' or 'down'.</p> <p><b>Post-lesson</b> Ask pupils to review their learning in this lesson by getting them to write down sentences of their own using different modal verbs. When ready, collect examples. Alternatively, choose another appropriate post-lesson activity that better suits pupils' needs/interests and will check pupils' understanding of the grammar and/or vocabulary from the lesson.</p>	<p><i>Full Blast plus 4</i> Student's Book, pp105-106 Teacher's Book, pp105-106</p>	<p>For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.</p>

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

<b>WEEK:</b>	<b>LESSON 90</b> (Listening 14)	<b>MAIN SKILL(S) FOCUS:</b> Listening	<b>THEME:</b> Health and Environment
	<b>TOPIC:</b> Mother Nature	<b>CROSS CURRICULAR ELEMENT(S):</b> Environmental Sustainability	<b>LANGUAGE/GRAMMAR FOCUS:</b> facts and statistics

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Listening 1.3</b> Recognise features of spoken genres on familiar topics</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.2</b> Use register appropriately</p>	<p><b>Main Skill</b></p> <p><b>Listening 1.3.1</b> Recognise with support typical features at word, sentence and text levels of a range of spoken genres</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.2.1</b> Use formal and informal registers appropriately in most familiar contexts</p>	<p><b>Pre-lesson</b> Ask pupils to review their learning from the previous lesson by getting them to think of sentences using modal verbs. When ready, collect the examples. Alternatively, choose another appropriate pre-lesson activity that better suits pupils' needs/interests and will activate learner's prior knowledge of this lesson's activities.</p> <p><b>Lesson delivery</b> <b>This lesson focuses on the listening activities.</b> The listening activity activates pupils' prior knowledge of environmental issues. See the Teacher's Book for detailed guidance. In order to meet the main skill, add a new stage after Activity B. Ask pupils to listen to the radio programme again and make a list of typical features of a radio programme like this with a regular host and guest, i.e. the host asking questions, discourse markers or conversation fillers, an agreement or reaction to the previous speaker's statement before moving on to a new topic, a semi-formal register. Allow pupils time to discuss their ideas with their talk partner(s) before collecting responses.</p> <p>In order to focus on the complementary skill, ask pupils to think about the eco-quiz and the topics it raised, i.e. plastic, oil spills, population growth, clean water. Can they list any other topics commonly associated with having a negative impact on the environment? Which problems do they think are the worse? Have they heard or read about any of the possible future solutions (i.e. scientists have developed a natural, bio-degradable plastic). Ask the questions from the 'optional post-listening activity' in the Teacher's Book and initiate a class discussion about environmental issues.</p> <p><b>Post-lesson</b> Choose a post-lesson activity that summarises the learning achieved in the lesson.</p>	<p><i>Full Blast Plus 4</i> Student's Book, p106 Teacher's Book, p106</p>	<p>To support less confident pupils to achieve the main task, give pupils a list of features some present in the audio text, some not. Ask pupils to tick the features that they think can hear are present in the audio text.</p> <p>Support can be given to less proficient pupils during the speaking activity, depending on their needs.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>

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

<b>WEEK:</b>	<b>LESSON 91</b> (Speaking 14)	<b>MAIN SKILL(S) FOCUS:</b> Speaking	<b>THEME:</b> Health and Environment
	<b>TOPIC:</b> Mother Nature	<b>CROSS CURRICULAR ELEMENT(S):</b> Environmental Sustainability	<b>LANGUAGE/GRAMMAR FOCUS:</b> comparing and contrasting; words and phrases describing urban and rural settings

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Speaking 2.2</b> Use register appropriately</p> <p><b>Complementary Skill</b></p> <p><b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p>	<p><b>Main Skill</b></p> <p><b>Speaking 2.2.1</b> Use formal and informal registers appropriately in most familiar contexts</p> <p><b>Complementary Skill</b></p> <p><b>Reading 3.1.3</b> Guess the meaning of unfamiliar words from clues provided by other words and by context on a wide range of familiar topics</p>	<p><b>Pre-lesson</b> With books closed, activate prior knowledge in this lesson by asking pupils to work with a talk partner to discuss all the advantages and disadvantages of living in an urban area compared to living in a rural area. When ready, collect responses.</p> <p><b>Lesson delivery</b> <b>This lesson focuses on the speaking activity and vocabulary activity.</b> See the Teacher's Book for detailed guidance. In order to meet the main skill, add another stage after Activities A and B. Quickly brainstorm the main types of urban pollution (i.e. air, noise, light, waste or rubbish). Divide the class in small groups (6-8) and tell pupils they are going to hold a public debate. Half the group will represent the local residents of a polluted city. The other half will represent the local government. The local people put forward measures that they would like to see put into place, the government representatives either agree or disagree giving reasons for their answers (i.e. too expensive, too impractical, would affect businesses)</p> <p>Tell pupils they should use a formal register and remind them of the words and phrases they used to agree or disagree in the previous Speaking lesson. Allow pupils a few minutes to discuss their ideas before carrying out the debate.</p> <p>In order to focus on the complementary skill complete Activities A and B of the vocabulary activity. (p106)</p> <p>Give pupils homework for the next lesson (lesson 92 Writing), Activities B and C. This way pupils can do the majority of reading activities at home so that you can use class time to focus on writing.</p> <p><b>Post-lesson</b> Ask pupils to identify with their talk partner(s) at least three new words or expression that they have learned in relation to the lesson topic. When pupils are ready, collect and share words/expressions as a whole class.</p>	<p><i>Full Blast Plus 4</i> Student's Book, p107 Teacher's Book, p107</p>	<p>If necessary, pupils can be given Vocabulary Activities A and B to finish for homework.</p> <p>For the debate, make up groups of pupils of similar ability i.e. more proficient pupils grouped together, average proficiency pupils grouped together and less-proficient pupils. Support can be given to less proficient groups by staying with their debate and modelling appropriate questions and responses.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>

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

<b>WEEK:</b>	<b>LESSON 92</b> (Writing 14)	<b>MAIN SKILL(S) FOCUS:</b> Writing	<b>THEME:</b> Health and Environment
	<b>TOPIC:</b> Mother Nature	<b>CROSS CURRICULAR ELEMENT(S):</b> Environmental Sustainability	<b>LANGUAGE/GRAMMAR FOCUS:</b> language expressing opinions and giving justification, describing settings

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Writing 4.1</b> Communicate intelligibly through print and digital media on familiar topics</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.1</b> Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p>	<p><b>Main Skill</b></p> <p><b>Writing 4.1.3</b> Explain the main points of an idea or argument</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.1.4</b> Explain and justify own point of view</p>	<p><b>Pre-lesson</b> Activate prior knowledge in this lesson by asking pupils to work with a talk partner to discuss the questions in Activity A. When ready collect pupils' responses.</p> <p><b>Lesson delivery</b> <b>This lesson focuses on Activities D and E (B and C would have been given as homework at the end of lesson 91).</b> See the Teacher's Book for detailed guidance. Allow pupils some time to discuss their answers to Activities B and C with a talk partner(s). Place those who have not completed their homework with those who have so they can catch up with everyone else. Tell pupils that they need to be able to justify their opinions / answers with evidence from the texts. Go through Activity B and C to check answers.</p> <p>Go to Activity D. Allow pupils to work in pairs or small groups. Give pupils time to fully discuss and justify their ideas with their talk partner(s) before collecting responses for a short class discussion. Go through the <i>Plan</i> and <i>TIP</i> box and check for comprehension. Ask pupils to think about the main points of their formal letters and how they are going to express their opinions. Ensure that pupils complete at least a rough draft of their letters during the lesson. Go around and give support where needed. Pupils can revise their letters at home. Give personalised feedback on pupils' letters before the next writing lesson if possible.</p> <p>Activity E focuses on the main skill Activity D focuses on the complementary skill.</p> <p><b>Post-lesson</b> Choose a post-lesson activity that summarises the topics and / or the learning achieved in this unit.</p>	<p><i>Full Blast Plus 4</i> Student's Book, pp108-109 Teacher's Book, pp108-109</p>	<p>Fast finishers can complete their final drafts in class.</p> <p>Support less proficient pupils write their first drafts by helping them formulate ideas for the opening, middle and closing paragraph. Monitor first drafts carefully to make sure an appropriate formal style is used.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>

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

<b>WEEK:</b>	<b>LESSON 93</b> (Revision 14)	<b>MAIN SKILL(S) FOCUS:</b> Teacher to select	<b>THEME:</b> Teacher to select
	<b>TOPIC:</b> Teacher to select	<b>CROSS CURRICULAR ELEMENT(S):</b> Teacher to select	<b>LANGUAGE/GRAMMAR FOCUS:</b> Teacher to select

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Teachers to select an appropriate main skill and complementary skill based on their pupils' needs and interests	Teachers to select an appropriate main skill and complementary skill based on their pupils' needs and interests	Teachers can either develop their own lesson based on the needs of their pupils or use this lesson to go over pupils' writing and improve their work from the previous lesson.	Teacher to select from <i>Full Blast Plus 4</i> or other resources	For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.

### SCHEME OF WORK: NON-TEXTBOOK BASED LESSON

<b>WEEK:</b>	<b>LESSON 94</b> (Literature in Action 8)	<b>MAIN SKILL(S) FOCUS:</b> Literature in Action	<b>THEME:</b> Teacher to select
	<b>TOPIC:</b> Teacher to select	<b>CROSS CURRICULAR ELEMENT(S):</b> Teacher to select	<b>LANGUAGE/GRAMMAR FOCUS:</b> Teacher to select

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Literature in Action 5.2</b> Analyse and evaluate a variety of literary text types</p>	<p><b>Main Skill</b></p> <p><b>Literature in Action 5.2.1</b> Evaluate and explain briefly stylistic features an author uses to show character, events or place</p>	<p>Teachers will develop their own lesson using materials from the Literature Component books.</p> <p>Teachers should ensure that their lesson covers the Literature in Action content and learning standard specified for this lesson.</p>	<p>Teacher to select</p>	<p>For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.</p>



## Unit 8

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

<b>WEEK:</b> 	<b>LESSON 95</b> (Reading 15)	<b>MAIN SKILL(S) FOCUS:</b> Reading	<b>THEME:</b> Science and Technology
	<b>TOPIC:</b> Image	<b>CROSS CURRICULAR ELEMENT(S):</b> Science and Technology	<b>LANGUAGE/GRAMMAR FOCUS:</b> expressing opinion; discussing facts; words and phrases of description, deception

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.1</b> Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p>	<p><b>Main Skill</b></p> <p><b>Reading 3.1.3</b> Guess the meaning of unfamiliar words from clues provided by other words and by context on a wide range of familiar topics</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.1.4</b> Explain and justify own point of view</p>	<p><b>Pre-lesson</b> Activate prior knowledge in this lesson by asking pupils to work with a talk partner to discuss the questions in Activity A. When ready, collect pupils' responses.</p> <p><b>Lesson delivery</b> <b>This lesson focuses on Activities B, C, D and E.</b> See the Teacher's Book for detailed guidance. Activity B is a reading for gist activity. Allow pupils to underline unknown words but do not give their meaning at this stage. Activity C tests pupils' comprehension of the text.</p> <p>Activity D focuses on the main skill for this lesson. Extend Activity D by asking pupils to work together to try to guess the meaning of the words they previously underlined as well as the shaded words. When ready, collect responses. Ask for the words pupils have underlined and write on board. Elicit the meaning from pupils. Activity E focuses on the complementary skill. Allow pupils to discuss the questions with talk partner(s) before opening up the discussion with the class.</p> <p>Activity E focuses on developing the complementary skill.</p> <p><b>Post-lesson</b> Ask pupils to identify with their talk partner(s) at least three new words or expression that they have learned in relation to the lesson topic. When pupils are ready, collect and share words/expressions as a whole class.</p>	<p><i>Full Blast Plus 4</i> Student's Book, pp 111-113 Teacher's Book, pp 111-113</p>	<p>To support less proficient pupils ask them only to complete two or three gaps instead of six in Activity C. Organise talk partners or grouping so that a more proficient pupil can help and support a less proficient pupils in Activity D.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>

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

<b>WEEK:</b>	<b>LESSON 96</b> (Language Awareness 15)	<b>MAIN SKILL(S) FOCUS:</b> Language Awareness	<b>THEME:</b> Science and Technology
	<b>TOPIC:</b> Image	<b>CROSS CURRICULAR ELEMENT(S):</b> Science and Technology	<b>LANGUAGE/GRAMMAR FOCUS:</b> the causative form and third conditional

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p>This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p><b>Pre-lesson</b> Devise an activity or play a game to revise the vocabulary from the previous lesson. Alternatively, choose another appropriate pre-lesson activity that better suits pupils' needs/interests and will prepare them for the grammar focus of the lesson.</p> <p><b>Lesson delivery</b> <b>This lesson focuses on the grammar activities in Unit 8.</b> The first grammar activity focuses on the causative form. See the Teacher's Book for detailed guidance. Allow pupils time to discuss their ideas with their talk partner(s) for sentences 1-6 before collecting responses. The second grammar activity presents the third condition to pupils. See the Teacher's Book for detailed guidance. Allow pupils time to discuss their ideas with their talk partner(s) for sentences 1-6 before collecting responses.</p> <p><b>Post-lesson</b> Devise a fun activity for pupils to practise the third condition. For example create a story where someone (perhaps a pupil in class if appropriate) has a disastrous day (i.e. its pouring with rain and they've forgotten their umbrella, they're late, they trip over running for the bus and miss it, a car goes past and splashes water all over them, they have to walk to school so they're very late and miss half their English exam so get a terrible mark, etc). Then ask pupils to make sentences about the story. For example: If Aidan had got up earlier, he wouldn't have needed to run for the bus. When ready, collect responses.</p>	<p><i>Full Blast Plus 4</i> Student's Book, pp 113, 115 Teacher's Book, pp 113, 115</p>	<p>For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.</p>

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

<b>WEEK:</b>	<b>LESSON 97</b> (Listening 15)	<b>MAIN SKILL(S) FOCUS:</b> Listening	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> Image	<b>CROSS CURRICULAR ELEMENT(S):</b> Values	<b>LANGUAGE/GRAMMAR FOCUS:</b> words and phrases to describe people, appearance and attire

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Listening 1.1</b> Understand meaning in a variety of familiar contexts</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.1</b> Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p>	<p><b>Main Skill</b></p> <p><b>Listening 1.1.6</b> Understand independently longer simple narratives on a wide range of familiar topics</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.1.5</b> Express and respond to feelings such as amusement, anger and regret</p>	<p><b>Pre-lesson</b> Play a game to revise the Third condition from the previous lesson i.e. write on the board three opening clauses and ask pupils to think of appropriate endings . Alternatively, choose another appropriate pre-lesson activity that better suits pupils' needs/interests and will prepare them for the lesson.</p> <p><b>Lesson delivery</b> <b>This lesson focuses on the listening activity.</b> See the Teacher's Book for detailed guidance. The matching listening activity focuses on achieving the main skill for this lesson Allow pupils time to discuss their ideas with their talk partner(s) before collecting responses. Use the 'Optional post-listening activity' in the Teacher's Book in order to focus on the complementary skill. Pupils can look at the statements a – f from the listening activity in the Student's Book to remind themselves of the different scenarios in the listening activity. Extend this activity by asking pupils further questions about their feelings and reactions to other similar personal situations. For example, if they have younger / older brothers / sisters who borrow their clothes or do pupils borrow their brother / sister's clothes etc. How does that make them feel / make their older brother / sister feel? Have they ever bought an item of clothing and never worn it. When ready, collect ideas and share as a class.</p> <p><b>Post-lesson</b> Ask pupils to work with a talk partner to discuss popular celebrities in Malaysia. Who do they think are the most beautiful / handsome male or female celebrities. What is it about the celebrity's appearance that makes them so appealing? Would the same celebrities be considered attractive to the pupil's parents' generation?</p>	<p><i>Full Blast Plus 4</i> Student's Book, p115 Teacher's Book, p115 and CD</p>	<p>To support less confident pupils, pause the listening track at selected intervals to allow thinking time. Alternatively, read and pause at specific intervals from the audio script in the Teacher's Book if it helps less proficient pupils to listen to your voice rather than that of a native speaker. Play the track from the CD when pupils feel more confident.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>

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

<b>WEEK:</b>	<b>LESSON 98</b> (Speaking 15)	<b>MAIN SKILL(S) FOCUS:</b> Speaking	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> Image	<b>CROSS CURRICULAR ELEMENT(S):</b> Values	<b>LANGUAGE/GRAMMAR FOCUS:</b> asking for and giving advice; words and phrases connected with teenage angst

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Speaking 2.1</b> Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p> <p><b>Complementary Skill</b></p> <p><b>Writing 4.1</b> Communicate intelligibly through print and digital media on familiar topics</p>	<p><b>Main Skill</b></p> <p><b>Speaking 2.1.5</b> Express and respond to feelings such as amusement, anger and regret</p> <p><b>Complementary Skill</b></p> <p><b>Writing 4.1.4</b> Express and respond to opinions and common feelings such as amusement, anger and regret</p>	<p><b>Pre-lesson</b> Activate prior knowledge in this lesson by writing ‘angry’, ‘sad’ and ‘amused’ on the board and asking pupils to work in pairs to list all the synonyms for these words they can think of. When ready, collect responses and make a class list.</p> <p><b>Lesson delivery</b> <b>This lesson focuses on the speaking activity.</b> See the Teacher’s Book for detailed guidance. The speaking activity focuses on developing the main skill for this lesson. Add a stage to the Role Play activity where student A describes how they feel about their problem (i.e. wretched, overwhelmed, insecure) and student B responds to this (i.e. by giving reassurance). Teachers can create different scenarios to the three given in the Student’s Book that better suits their pupils’ needs/interests if necessary.</p> <p>In order to meet the complementary skill, ask pupils if they know what an ‘agony aunt’ is. Explain that an agony aunt usually has an advice column in a magazine. Readers write in to the agony aunt with a problem they have. The agony aunt writes a solution to the reader’s problem. Both problem and solution are printed in the magazine.</p> <p>Ask pupils to work in pairs and write a short letter to an agony aunt describing their problem and how they feel about it. For example: I am so frustrated because my little sister is always borrowing my clothes to wear without asking my permission.</p> <p>When ready, ask pupils to swap the problems with another pair. Now they take on the role of the agony aunt. Tell pupils to respond sympathetically to the readers problem and then to write a solution to the problem. For example, I’m so sorry to hear about the problems you are having with your sister. Maybe you should speak to your sister and let her know how you feel about her borrowing your clothes.</p>	<p><i>Full Blast Plus 4</i> Student’s Book, p116 Teacher’s Book, p116</p>	<p>Fast finishers can write more problems to the agony aunt and swap with other fast finishers to write a solution to their problem. Support can be given to less-proficient pupils by helping them to use the words / phrases in the boxes appropriately. You could choose a more proficient pupil to model a conversation with you at the front of the class. Monitor the class carefully as they write their problems and then respond by offering solutions to make sure that pupils are sensitive to each other ideas. Model appropriate language and structures where necessary.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>

		<p>Give pupils homework for the next lesson (lesson 99 Writing), Activity B and C. This way pupils can do the majority of reading activities at home so that you can use class time to focus on writing.</p> <p><b>Post-lesson</b> Choose some of the problems and solutions to share with the class. Ask the class if they would give the same advice or offer a different solution.</p>		
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### SCHEME OF WORK: TEXTBOOK BASED LESSON (UNIT 8)

<b>WEEK:</b>	<b>LESSON 99</b> (Writing 15)	<b>MAIN SKILL(S) FOCUS:</b> Writing	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> Image	<b>CROSS CURRICULAR ELEMENT(S):</b> Values	<b>LANGUAGE/GRAMMAR FOCUS:</b> asking for and giving advice; words and phrases connected with teenage angst

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Writing 4.1</b> Communicate intelligibly through print and digital media on familiar topics</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.1</b> Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p>	<p><b>Main Skill</b></p> <p><b>Writing 4.1.4</b> Express and respond to opinions and common feelings such as amusement, anger and regret</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.1.4</b> Explain and justify own point of view</p>	<p><b>Pre-lesson</b> Prepare an activity using role-play to revise giving and receiving advice i.e. pupil A describes their problem (for example: 'I'm always tired in lessons') Pupil B gives advice (for example: you should go to bed earlier.)</p> <p><b>Lesson delivery</b> <b>This lesson focuses on Activities A and D (and B and C which have been given as homework at the end of lesson 98).</b> See the Teacher's Book for detailed guidance. Give pupils a couple of minutes to discuss the questions in Activity A. Remind pupils of the problems they wrote to an agony aunt in the previous lesson. Allow pupils some time to discuss their answers to Activities B and C with a talk partner(s). Place those who have not completed their homework with those who have so they can catch up with everyone else. Tell pupils that they need to be able to justify their opinions / answers with evidence from the texts. Go through Activity B and C to check answers.</p> <p>Go to Activity D. Give pupils time to read Afan's letter expressing his problem and how he feels about it, and ask pupils to discuss what advice they would give with their talk partner(s). Go through the <i>Plan</i> and <i>TIP</i> box and check for comprehension. Ask pupils to think about the main points of their letters and how they are going to advise Andy. Ensure that pupils complete at least a rough draft of their letters during the lesson. Go around and give support where needed. Pupils can revise their letters at home if they run out of time during the lesson. Give personalised feedback on pupils' letters before the next writing lesson if possible.</p> <p>Activity D focuses on developing the main skill in this lesson. Activities A, B and C focus on developing the complementary skill.</p> <p><b>Post-lesson</b> Read out any finished letters of advice to share with the class. Ask pupils if they think the advice is helpful.</p>	<p><i>Full Blast Plus 4</i> Student's Book, p 117 Teacher's Book, p117</p>	<p>Support can be given to less proficient pupils during the writing activity, depending on their needs. For example, by providing vocabulary or model sentence constructions to help the pupil produce sentences. Encourage them to use the language offered in the PLAN and allow them to write three shorter paragraphs.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>

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

<b>WEEK:</b>	<b>LESSON 100</b> (Revision 15)	<b>MAIN SKILL(S) FOCUS:</b> Teacher to select	<b>THEME:</b> Teacher to select
	<b>TOPIC:</b> Teacher to select	<b>CROSS CURRICULAR ELEMENT(S):</b> Teacher to select	<b>LANGUAGE/GRAMMAR FOCUS:</b> Teacher to select

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Teachers to select an appropriate main skill and complementary skill based on their pupils' needs and interests	Teachers to select an appropriate main skill and complementary skill based on their pupils' needs and interests	Teachers can either develop their own lesson based on the needs of their pupils or use this lesson to go over pupils' writing and improve their work from the previous lesson.	Teacher to select from <i>Full Blast Plus 4</i> or other resources	For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.

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

<b>WEEK:</b>	<b>LESSON 101</b> (Reading 16)	<b>MAIN SKILL(S) FOCUS:</b> Reading	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> Image	<b>CROSS CURRICULAR ELEMENT(S):</b> Values	<b>LANGUAGE/GRAMMAR FOCUS:</b> talking about purpose; words and phrases used to describe artwork.

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p> <p><b>Complementary Skill</b></p> <p><b>Reading 3.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning</p>	<p><b>Main Skill</b></p> <p><b>Reading 3.1.2</b> Understand specific details and information in extended texts on a wide range of familiar topics</p> <p><b>Complementary Skill</b></p> <p><b>Reading 3.1.3</b> Guess the meaning of unfamiliar words from clues provided by other words and by context on a wide range of familiar topics</p>	<p><b>Pre-lesson</b> Activate prior knowledge in this lesson by asking pupils to discuss the questions in Activity A with their talk partner(s). When ready, collect responses.</p> <p><b>Lesson delivery</b> <b>This lesson focuses on Activities B, C, and D.</b> See the Teacher’s Book for detailed guidance. Note that Activity B involves reading for gist and helps pupils to complete the next activity. Activity C consolidates pupils’ comprehension of the text. For Activity D pupils have to guess the meaning of unfamiliar words from clues provided by other words and the context. Allow pupils time to discuss their ideas with their talk partner(s) before collecting responses.</p> <p>Activities B and C focus on developing the main skills Activity D focuses on developing the complementary skill.</p> <p><b>Post-lesson</b> Pupils can answer the questions in Activity E. Also, ask pupils to discuss the advantages and disadvantages of having art work displayed for the public in popular open spaces like shopping centres. When ready, collect responses and open up to a class discussion.</p>	<p><i>Full Blast Plus 4</i> Student’s Book, pp 118-119 Teacher’s Book, pp 118-119</p>	<p>Support can be given to less proficient pupils, depending on their needs. For example, by providing vocabulary or model sentence constructions to help the pupil produce sentences.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>



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

<b>WEEK:</b>	<b>LESSON 102</b> (Language Awareness 16)	<b>MAIN SKILL(S) FOCUS:</b> Language Awareness	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> Image	<b>CROSS CURRICULAR ELEMENT(S):</b> Values	<b>LANGUAGE/GRAMMAR FOCUS:</b> wish / if only

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p>This is a grammar-focused lesson so listening, speaking, reading and writing skills are not explicitly covered.</p>	<p><b>Pre-lesson</b> Devise an activity or play a game to revise the vocabulary from the previous lesson. Alternatively, choose another appropriate pre-lesson activity that better suits pupils' needs/interests and will prepare them for the grammar focus of the lesson.</p> <p><b>Lesson delivery</b> <b>This lesson focuses on the grammar activity.</b> See the Teacher's Book for detailed guidance. Allow pupils time to discuss their ideas for sentences 1-5 with their talk partner(s) before collecting responses. Devise some more activities to practise I wish / if only that are fun. For example, if appropriate, remind pupils of the story you created in the previous post-lesson Language Awareness (lesson 96 LA 15). Use the same story or create another one (about (an)other pupil(s) in the class, if appropriate). Then ask pupils to make up 'wish / if only' sentences relating to the story. For example, if only Aiden's alarm clock had gone off on time / if only Aiden hadn't tripped running for the bus / Aiden wished he lived closer to the school.</p> <p><b>Post-lesson</b> Ask pupils to think of three things they would change about their past if they could and make up sentences about those things using 'I wish' or 'if only'. For example, I wish I had learnt to play the piano / If only I hadn't volunteered to help my brother with his homework. When ready, collect pupils' responses to share with the class.</p>	<p><i>Full Blast Plus 4</i> Student's Book, p119 Teacher's Book, p119</p>	<p>For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.</p>

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

<b>WEEK:</b>	<b>LESSON 103</b> (Listening 16)	<b>MAIN SKILL(S) FOCUS:</b> Listening	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> Image	<b>CROSS CURRICULAR ELEMENT(S):</b> Values	<b>LANGUAGE/GRAMMAR FOCUS:</b> talking about purpose; words and phrases used to describe artwork

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Listening 1.1</b> Understand meaning in a variety of familiar contexts</p> <p><b>Complementary Skill</b></p> <p><b>Listening 1.1</b> Understand meaning in a variety of familiar contexts</p>	<p><b>Main Skill</b></p> <p><b>Listening 1.1.3</b> Recognise independently attitudes or opinions in extended texts on a wide range of familiar topics</p> <p><b>Complementary Skill</b></p> <p><b>Listening 1.1.2</b> Understand independently specific information and details in extended texts on a wide range of familiar topics</p>	<p><b>Pre-lesson</b> Revise the grammar from the previous lesson by asking pupils to make one sentence with 'wish' and one sentence with 'if only'. When ready, collect responses.</p> <p><b>Lesson delivery</b> <b>This lesson focuses on the listening activity.</b> See the Teacher's Book for detailed guidance. The listening activity (questions 1-6) focuses on the main skill and the complementary skill. Activate prior knowledge by asking pupils if they have visited art galleries before and whether they enjoyed the experience or not. Ask if some art work is easier or more enjoyable to look at than others? Why? Why not? Introduce the listening – a dialogue between two people visiting an art gallery. Allow pupils time to discuss their ideas with their talk partner(s) before collecting responses.</p> <p>Additional lesson activities may be required such as: selecting any listening activities from pages 132-135 of the Student's Book, using the recording from the Reading Lesson covered previously in the lesson sequence; using the post-listening activity suggested in the Teacher's Book.</p> <p><b>Post-lesson</b> Choose a post-lesson activity that summarises the learning achieved in the lesson.</p>	<p><i>Full Blast Plus 4</i> Student's Book, p120 Teacher's Book, p120 and CD</p>	<p>To support less confident pupils, pause the listening track at selected intervals to allow thinking time. Alternatively, read and pause at specific intervals from the audio script in the Teacher's Book if it helps less proficient pupils to listen to your voice rather than that of a native speaker. Play the track from the CD when pupils feel more confident.</p>

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

<b>WEEK:</b>	<b>LESSON 104</b> (Speaking 16)	<b>MAIN SKILL(S) FOCUS:</b> Speaking	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> Image	<b>CROSS CURRICULAR ELEMENT(S):</b> Values	<b>LANGUAGE/GRAMMAR FOCUS:</b> comparing and contrasting different forms of art; words and phrases used to describe artwork

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Speaking 2.4</b> Communicate appropriately to a small or large group on familiar topics</p> <p><b>Complementary Skill</b></p> <p><b>Listening 1.1</b> Understand meaning in a variety of familiar contexts</p>	<p><b>Main Skill</b></p> <p><b>Speaking 2.4.1</b> Summarise the main points of a story, text or plot</p> <p><b>Complementary Skill</b></p> <p><b>Listening 1.1.2</b> Understand independently specific information and details in extended texts on a wide range of familiar topics</p>	<p><b>Pre-lesson</b> Activate prior knowledge in this lesson by asking pupils if they have a favourite artist or a favourite piece of art – either an artwork by a famous artist or something that is displayed in their home (perhaps by a local artist or a relative) Ask pupils to describe the artwork or the style of the work (if a famous artist) to talk partner(s). When ready, ask some pupils to share their ideas with the class.</p> <p><b>Lesson delivery</b> <b>This lesson focuses on the speaking and listening activities.</b> The speaking activity focuses on developing the main skill. See the Teacher’s Book for detailed guidance. Activity A gives pupils the opportunity to talk about different forms of art. Before initiating a short discussion in Activity A, allow pupils time to discuss their ideas with their talk partner(s). Activity B gives pupils further practice comparing and contrasting different types of artists. In order to meet the main skill, add a new stage to this activity. Once pupils have discussed the three artists in detail using the list of ideas, ask pupils to swap partners and take turns with their new partner to summarise the main ideas about each artist from their previous discussion. Finally choose some pairs to report their ideas to the class. The listening activity focuses on the complementary skill.</p> <p>Give pupils homework for the next lesson (lesson 105 Writing), activity B, C and D. This way pupils can do the majority of reading activities at home so that you can use class time to focus on writing.</p> <p><b>Post-lesson</b> Ask pupils what is their favourite colour? Why? Give pupils time to discuss their ideas with their talk partner(s).before collecting responses and initiating a short class discussion. Alternatively, Choose another post-lesson activity that summarises the learning achieved in the lesson.</p>	<p><i>Full Blast Plus 4</i> Student’s Book, pp120-121 Teacher’s Book, pp 120-121</p>	<p>Some of the language needed to describe the different forms of art could be particularly challenging. Help groups of less-proficient pupils by helping them use the vocabulary in the box to formulate their ideas by giving them model sentences describing the activity and art works being created in each picture. To support less proficient pupils complete the speaking activity by summarising ideas, allow them to make note of any crucial words that will help them in their descriptions.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p>

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

<b>WEEK:</b>	<b>LESSON 105</b> (Writing 16)	<b>MAIN SKILL(S) FOCUS:</b> Writing	<b>THEME:</b> People and Culture
	<b>TOPIC:</b> Image	<b>CROSS CURRICULAR ELEMENT(S):</b> Values	<b>LANGUAGE/GRAMMAR FOCUS:</b> making suggestions and recommendations; vocabulary associated with report writing

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Writing 4.2</b> Communicate with appropriate language, form and style</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.1</b> Communicate information, ideas, opinions and feelings intelligibly on familiar topics</p>	<p><b>Main Skill</b></p> <p><b>Writing 4.2.4</b> Use formal and informal registers appropriate to the target audience in most familiar situations</p> <p><b>Complementary Skill</b></p> <p><b>Speaking 2.1.1</b> Explain simple content on familiar topics from what they read and hear</p>	<p><b>Pre-lesson</b> Activate prior knowledge in this lesson by asking pupils to discuss the questions in Activity A. When ready, collect responses.</p> <p><b>Lesson delivery</b> <b>This lesson focuses on Activities E, F and G (and B, C and D have been given as homework at the end of lesson 104).</b> See the Teacher's Book for detailed guidance. Allow pupils some time to discuss their answers to Activities B, C and D with talk partner(s). Place those who have not completed their homework with those who have so they can catch up with everyone else. Tell pupils that in Activity C and D they need to explain some of the content to justify their answers. Go through Activity B, C and D answers as a whole class.</p> <p>Go to Activity E. Allow pupils to work in groups of four. Ask one pair to complete 1, 3 and 5. Ask the other pair to do 2, 4 and 5. Give the groups time to discuss their answers before collecting responses as a class. Go to Activity F. Read the scenario as a class. Give pupils time to discuss and justify their ideas with their talk partner(s). Go through the <i>Plan</i> and <i>TIP</i> box and check for comprehension. Ask pupils to think about the main points of their reports and how they are going to present their ideas. Ensure that pupils complete at least a rough draft of their report during the lesson. Go around and give support where needed. Pupils can revise their reports at home. Give personalised feedback on pupils' reports before the next writing lesson if possible.</p> <p>Note that you can assign Activity E as homework if pupils need more time to produce a rough copy of their report in Activity G</p> <p>Activity B, C and D focus on developing the complementary skill. Activity E, F and G focus on developing the main skill.</p> <p><b>Post-lesson</b> Choose a post-lesson activity that summarises the topics and / or the learning achieved in this unit.</p>	<p><i>Full Blast Plus 4</i> Student's Book, pp 122-123 Teacher's Book, pp 122-123</p>	<p>Monitor pupils as they complete the writing activities and offer support where needed. Some pupils may find Activity E forming sentences in the passive form particularly challenging. Support pupils by rewriting the report but leaving the verb forms for pupils to complete in the passive form. There could be written somewhere for pupils to choose the correct form to fill the gaps.</p> <p>For additional differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy /strategies based on the needs of the pupils.</p> <p>As report writing comes late in the textbook, you may need to plan some revision time lessons to work again on report writing with all pupils.</p>

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

<b>WEEK:</b>	<b>LESSON 106</b> (Revision 16)	<b>MAIN SKILL(S) FOCUS:</b> Teacher to select	<b>THEME:</b> Teacher to select
	<b>TOPIC:</b> Teacher to select	<b>CROSS CURRICULAR ELEMENT(S):</b> Teacher to select	<b>LANGUAGE/GRAMMAR FOCUS:</b> Teacher to select

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Teachers to select an appropriate main skill and complementary skill based on their pupils' needs and interests	Teachers to select an appropriate main skill and complementary skill based on their pupils' needs and interests	Teachers can either develop their own lesson based on the needs of their pupils or use this lesson to go over pupils' writing and improve their work from the previous lesson.	Teacher to select from <i>Full Blast Plus 4</i> or other resources	For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.

### SCHEME OF WORK: NON-TEXTBOOK BASED LESSON

<b>WEEK:</b>	<b>LESSON 107</b> (Literature in Action 9)	<b>MAIN SKILL(S) FOCUS:</b> Literature in Action	<b>THEME:</b> Teacher to select
	<b>TOPIC:</b> Teacher to select	<b>CROSS CURRICULAR ELEMENT(S):</b> Teacher to select	<b>LANGUAGE/GRAMMAR FOCUS:</b> Teacher to select

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Literature in Action 5.3</b> Express an imaginative response to literary texts</p>	<p><b>Main Skill</b></p> <p><b>Literature in Action 5.3.1</b> Respond imaginatively and intelligibly through writing scripts and creating props for a short play</p> <p>Other imaginative responses as appropriate</p>	<p>Teachers will develop their own lesson using materials from the Literature Component books.</p> <p>Teachers should ensure that their lesson covers the Literature in Action content and learning standard specified for this lesson.</p>	<p>Teacher to select</p>	<p>For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.</p>

### SCHEME OF WORK: NON-TEXTBOOK BASED LESSON

<b>WEEK:</b>	<b>LESSON 108</b> (Literature in Action 10)	<b>MAIN SKILL(S) FOCUS:</b> Literature in Action	<b>THEME:</b> Teacher to select
	<b>TOPIC:</b> Teacher to select	<b>CROSS CURRICULAR ELEMENT(S):</b> Teacher to select	<b>LANGUAGE/GRAMMAR FOCUS:</b> Teacher to select

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b></p> <p><b>Literature in Action 5.3</b> Express an imaginative response to literary texts</p>	<p><b>Main Skill</b></p> <p><b>Literature in Action 5.3.1</b> Respond imaginatively and intelligibly through writing scripts and creating props for a short play</p> <p>Other imaginative responses as appropriate</p>	<p>Teachers will develop their own lesson using materials from the Literature Component books.</p> <p>Teachers should ensure that their lesson covers the Literature in Action content and learning standard specified for this lesson.</p>	<p>Teacher to select</p>	<p>For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.</p>

### SCHEME OF WORK: TEXTBOOK / NON-TEXTBOOK BASED LESSON

<b>WEEK:</b>	<b>LESSON 109-110</b> (End-of-Year Revision 1&2)	<b>MAIN SKILL(S) FOCUS:</b> Revision	<b>THEME:</b> Teacher to select
	<b>TOPIC:</b> Teacher to select	<b>CROSS CURRICULAR ELEMENT(S):</b> Teacher to select	<b>LANGUAGE/GRAMMAR FOCUS:</b> Teacher to select

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
This is a revision lesson so several skills will be covered	This is a revision lesson so several skills will be covered	Teachers will need to develop their own lesson based on the needs of their pupils. There are some revision materials at the end of the Student's Book.	Teacher to select from <i>Full Blast Plus 4</i> or other resources	For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.



### SCHEME OF WORK: NON-TEXTBOOK BASED LESSON

<b>WEEK:</b>	<b>LESSONS 111-112</b> (Project-Based Learning 1 & 2)	<b>MAIN SKILL FOCUS:</b> Project-Based Learning	<b>THEME:</b> Teacher to select
	<b>TOPIC:</b> Teacher to select	<b>CROSS-CURRICULAR ELEMENT:</b> Teacher to select	<b>LANGUAGE/GRAMMAR FOCUS:</b> Teacher to select

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

## 6. Appendix 1: Learning Standards mapping

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

Lesson	Skill	Unit	Main	Complementary
<b>Unit 1</b>				
1	R1	1a	3.1.1	2.1.4
2	LA1	1a	N/A	N/A
3	L1	1a	1.1.1	2.1.1
4	S1	1a	2.1.1	1.1.5
5	W1	1a	4.2.3	4.2.2
6	Revision 1	N/A	N/A	N/A
7	R2	1b	3.1.3	2.3.1
8	LA2	1b	N/A	N/A
9	L2	1b	1.1.2	2.1.4
10	S2	1b	2.1.3	4.1.5
11	W2	1b	4.2.4	3.1.5
12	Revision 2	N/A	N/A	N/A
13	LiA1	N/A	5.1.1	N/A
<b>Unit 2</b>				
14	R3	2a	3.1.1	2.1.4
15	LA3	2a	N/A	N/A
16	L3	2a	1.1.2	2.1.1
17	S3	2a	2.1.4	1.1.5
18	W3	2a	4.2.3	3.1.2
19	Revision 3	N/A	N/A	N/A
20	R4	2b	3.1.2	2.4.1
21	LA4	2b	N/A	N/A
22	L4	2b	1.1.1	2.1.4
23	S4	2b	2.1.2	4.1.4
24	W4	2b	4.1.5	3.1.6
25	Revision 4	N/A	N/A	N/A
26	LiA2	N/A	5.1.1	N/A
<b>Unit 3</b>				
27	R5	3a	3.1.2	2.1.4
28	LA5	3a	N/A	N/A
29	L5	3a	1.1.1	2.1.1
30	S5	3a	2.1.3	3.1.4
31	W5	3a	4.2.2	2.3.1
32	Revision 5	N/A	N/A	N/A
33	R6	3b	3.1.6	3.1.3
34	LA6	3b	N/A	N/A
35	L6	3b	1.1.2	2.1.4

Lesson	Skill	Unit	Main	Complementary
36	S6	3b	2.1.4	4.1.3
37	W6	3b	4.2.3	4.2.4
38	Revision 6	N/A	N/A	N/A
39	LiA3	N/A	5.1.2	N/A
<b>Unit 4</b>				
40	R7	4a	3.1.2	2.1.1
41	LA7	4a	N/A	N/A
42	L7	4a	1.1.3	2.1.4
43	S7	4a	2.3.1	3.1.4
44	W7	4a	4.1.4	3.1.2
45	Revision 7	N/A	N/A	N/A
46	R8	4b	3.2.1	2.1.4
47	LA8	4b	N/A	N/A
48	L8	4b	1.1.5	2.1.4
49	S8	4b	2.1.2	1.1.2
50	W8	4b	4.1.5	3.1.6
51	Revision 8	N/A	N/A	N/A
52	LiA4	N/A	5.1.2	N/A
53	LiA5	N/A	5.1.2	N/A
54	Mid-year revision 1	N/A	N/A	N/A
55	Mid-year revision 2	N/A	N/A	N/A
<b>Unit 5</b>				
56	R9	5a	3.1.2	2.1.4
57	LA9	5a	N/A	N/A
58	L9	5a	1.1.5	2.4.1
59	S9	5a	2.1.5	4.1.4
60	W9	5a	4.1.2	3.1.5
61	Revision 9	N/A	N/A	N/A
62	R10	5b	3.1.5	2.1.5
63	LA10	5b	N/A	N/A
64	L10	5b	1.3.1	2.4.1
65	S10	5b	2.3.1	1.1.2
66	W10	5b	4.1.1	3.1.1
67	Revision 10	N/A	N/A	N/A
68	LiA6	N/A	5.2.1	N/A
<b>Unit 6</b>				
69	R11	6a	3.1.5	2.1.4
70	LA11	6a	N/A	N/A
71	L11	6a	1.2.1	2.1.1
72	S11	6a	2.1.1	4.2.1
73	W11	6a	4.2.1	2.1.3
74	Revision 11	N/A	N/A	N/A
75	R12	6b	3.1.4	2.1.1
76	LA12	6b	N/A	N/A

Lesson	Skill	Unit	Main	Complementary
77	L12	6b	1.2.1	3.1.4
78	S12	6b	2.4.1	1.1.2
79	W12	6b	4.1.3	2.1.4
80	Revision 12	N/A	N/A	N/A
81	LiA7	N/A	5.2.1	N/A
Unit 7				
82	R13	7a	3.1.3	3.1.1
83	LA13	7a	N/A	N/A
84	L13	7a	1.1.6	2.2.1
85	S13	7a	2.2.1	4.2.2
86	W13	7a	4.1.3	3.1.6
87	Revision 13	N/A	N/A	N/A
88	R14	7b	3.2.1	2.1.1
89	LA14	7b	N/A	N/A
90	L14	7b	1.3.1	2.2.1
91	S14	7b	2.2.1	3.1.3
92	W14	7b	4.1.3	2.1.4
93	Revision 14	N/A	N/A	N/A
94	LiA8	N/A	5.2.1	N/A
Unit 8				
95	R15	8a	3.1.3	2.1.4
96	LA15	8a	N/A	N/A
97	L15	8a	1.1.6	2.1.5
98	S15	8a	2.1.5	4.1.4
99	W15	8a	4.1.4	2.1.4
100	Revision 15	N/A	N/A	N/A
101	R16	8b	3.1.2	3.1.3
102	LA16	8b	N/A	N/A
103	L16	8b	1.1.3	1.1.2
104	S16	8b	2.4.1	1.1.2
105	W16	8b	4.2.4	2.1.1
106	Revision 16	N/A	N/A	N/A
107	LiA9	N/A	5.3.1	N/A
108	LiA10	N/A	5.3.1	N/A
109	End-of-year revision 1	N/A	N/A	N/A
110	End-of-year revision 2	N/A	N/A	N/A
111	PBL1	N/A	N/A	N/A
112	PBL2	N/A	N/A	N/A

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