



**CAMBRIDGE**

**Syllabus Secondary 1**

### **Course description**

## **SECONDARY 1 – Syllabus/guideline**

Cambridge Secondary 1 is an education programme for learners aged approximately 11–14. It combines a world-class curriculum, high-quality support for teachers and integrated assessment. The programme has been developed by Cambridge International Examinations and Cambridge English, and is used in secondary schools around the world. Cambridge Secondary 1 helps schools develop learners who are confident, responsible, innovative and engaged.

**Course Goals** Students who complete this course successfully will be able to:

- **Reading**: understand specific information in texts on a limited range of unfamiliar general and curricular topics, including some extended Texts
- **Writing**: punctuate a growing range of written work, with accuracy, on a range of general and curricular topics
- **Use of English**: use a growing range of future forms, including present continuous and present simple with future, on a range of general and curricular topics
- **Listening**: understand, with little or no support, most of the detail of an argument in extended talk, on a wide range of general and curricular topics
- **Speaking**: give an opinion at discourse level on a range of general and curricular topics

<b><u>1-----Tasks</u></b>	<b><u>Learning objectives</u></b>	<b><u>Activities</u></b>	<b><u>Topics</u></b>
Reading:	<ul style="list-style-type: none"> <li>• Understand the main points in a text</li> <li>• Understand specific information in texts, including some extended texts</li> <li>• Deduce meaning from context</li> <li>• Read a limited range of extended fiction and non-fiction texts</li> </ul>		
Writing:	<ul style="list-style-type: none"> <li>• Write with a moderate grammatical accuracy</li> <li>• Brainstorm, plan and draft written work at text level, with some support</li> <li>• Write with an appropriate style and register for different genres</li> </ul>		
Use of English:	<ul style="list-style-type: none"> <li>• Use a range of <u>past simple verbs regular and irregular</u>, including past participle form</li> <li>• Understand and use <u>past simple vs past continuous</u></li> <li>• Use a simple limited range of <u>comparatives and superlatives</u> (more/most/..er/..est)</li> <li>• Review and use <u>present simple and continuous</u> tenses.</li> <li>• Understand and use <u>0 and 1<sup>st</sup> conditional</u> sentences</li> <li>• Introduce/review <u>simple future forms</u> (will, going to, present continuous)</li> <li>• Introduce/use <u>present perfect</u> to talk about recent activities.</li> </ul>		
Listening:	<ul style="list-style-type: none"> <li>• Understand with little or no support the main points of extended talk and specific information.</li> <li>• Deduce meaning from context with little or no support</li> <li>• Recognize the opinion of the speaker(s) in extended talk</li> </ul>		<b><u>Deadline</u></b>
Speaking:	<ul style="list-style-type: none"> <li>• Give an opinion at discourse level on a range of general topics</li> <li>• Interact with peers to negotiate classroom tasks</li> <li>• Respond and link to unexpected comments in pair, group and whole class exchanges</li> </ul>		November

<b><u>2-----Tasks</u></b>	<b><u>Learning objectives</u></b>	<b><u>Activities</u></b>	<b><u>Topics</u></b>
Reading:	<ul style="list-style-type: none"> <li>• Understand the main points in a text</li> <li>• Understand specific information in texts, including some extended texts</li> <li>• Deduce meaning from context</li> <li>• Read a limited range of extended fiction and non-fiction texts</li> </ul>	<p>Reading short extracts from e-mails and letters about appointments/meetings, and identifying what main functional purpose is.</p> <p>Researching the internet in a personalized web quest.</p>	<p>-Meeting and greeting</p> <p>-Personal identity</p>
Writing:	<ul style="list-style-type: none"> <li>• Write with a moderate grammatical accuracy</li> <li>• Brainstorm, plan and draft written work at text level, with some support</li> <li>• Write with an appropriate style and register for different genres</li> </ul>	<p>Writing an email in response to an email from friend about weekend plans.</p> <p>Writing an email to the headmaster about using a classroom for a meeting</p>	
Use of English:	<ul style="list-style-type: none"> <li>• Use a range of <u>modal forms</u> for a range of functions: obligation, necessity, possibility, permission, requests, suggestions and prohibition.</li> <li>• Using a range of questions, using a range of different tenses and modal forms.</li> <li>• Use a growing range of <u>reported speech</u> forms for statements, questions and commands: say, tell, including reported requests.</li> <li>• Use <u>prepositions</u> as, like to indicate manner.</li> <li>• Use a growing range of <u>prepositions following adjectives</u> on a general range of topics.</li> <li>• Use a growing range of <u>simple perfect</u> forms to express recent, indefinite and unfinished past.</li> </ul>	<p>Focus on modal forms in functional statements</p> <p>Matching modal questions to appropriate responses</p> <p>Reporting what other students have said. Designate a reporter. The reporter then reports what was said/asked etc.</p> <p>Focusing on the use of prepositions as/like and the use of prepositions of/to after adjectives of behavior e.g. nice, kind, rude</p> <p>Focusing on the use of perfect to talk about what has happened/what students have done in the first few weeks of secondary school</p>	
Listening:	<ul style="list-style-type: none"> <li>• Understand with little or no support the main points of extended talk and specific information.</li> <li>• Deduce meaning from context with little or no support</li> <li>• Recognize the opinion of the speaker(s) in extended talk</li> </ul>	<p>Listening to English face to face and phone greetings and matching a suitable response.</p> <p>Listening and working out how two people talking are related</p>	<b><u>Deadline</u></b>
Speaking:	<ul style="list-style-type: none"> <li>• Give an opinion at discourse level on a range of general topics</li> <li>• Interact with peers to negotiate classroom tasks</li> <li>• Respond and link to unexpected comments in pair, group and whole class exchanges</li> </ul>	<p>Talking about special greetings/goodbyes in English</p> <p>Talking with another student about what the situation is when someone says....</p>	December

<b><u>3-----Tasks</u></b>	<b><u>Learning objectives</u></b>	<b><u>Activities</u></b>	<b><u>Topics</u></b>
Reading:	<ul style="list-style-type: none"> <li>Understand the main points in texts of unfamiliar topics.</li> <li>Understand specific information in texts, including some extended texts</li> <li>Use familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding</li> <li>Read a limited range of extended fiction and non-fiction texts with confidence and enjoyment</li> <li>recognize the attitude or opinion o the writer.</li> </ul>	<p>Reading about different sizes and measurements for clothes and students work out their measurements</p> <p>Reading about traditional clothing in different countries</p> <p>Reading in small groups about an adaptable clothes item</p> <p>Reading about peoples views on their referred outdoor activity</p>	<p>-Clothes and accessories</p> <p>-Outdoor pursuits</p>
Writing:	<ul style="list-style-type: none"> <li>Write with a moderate grammatical accuracy</li> <li>Compose, edit and proofread written work at text level</li> <li>Write with an appropriate style and register for different genres</li> </ul>	<p>Writing cartoon captions for a range of clothes/dressing situation cartoons</p> <p>Writing a response to an email from a friend who is doing an outdoor pursuit</p> <p>writing a short presentation on a product to present to the rest of the class</p>	
Use of English:	<ul style="list-style-type: none"> <li>Use a limited range of <u>prepositional verbs</u> and begin to use common <u>phrasal verbs</u></li> <li>Use a limited range of <u>complex noun phrases</u></li> <li>Use of a range of active and <u>passive simple present</u> forms.</li> <li>Use a growing range of <u>simple perfect</u> forms to express recent, indefinite and unfinished past.</li> <li>Use a growing range of <u>compounds</u></li> <li>Use a range of <u>relative clauses</u>, including <u>why</u> clauses.</li> <li>Spell a growing range of high-frequency vocabulary accurately.</li> <li>Use a growing range of <u>future forms</u>, including present continuous and present simple with future meaning</li> </ul>	<p>Focusing on the difference between prepositional and phrasal verbs.</p> <p>Focusing on words that qualify uncountable clothing words e.g. item, piece, suit</p> <p>Focus on the use of the passive after modals.</p> <p>Focusing on present perfect to talk about indefinite past “have you ever worn...”</p> <p>The reason why you wear this is ....</p> <p>Focusing on future forms in the context of talking plans, predictions, arrangements, times etc..</p>	
Listening:	<ul style="list-style-type: none"> <li>Deduce meaning from context in extended talk on a wide range of topics</li> <li>Understand with little or no support most specific information in extended talk</li> <li>Understand most of the implied meaning in extended talk.</li> <li>Deduce meaning from context with little or no support</li> <li>Understand extended narratives on a wide range of topics</li> </ul>	<p>Listening and inferring what the clothing problem is.</p> <p>Listening to questions and writing down answers in a short pictorial quiz</p> <p>listening to different types of headgear being described/defined and writing down what the correct compound is. Listening to people talking about different outdoor situations and deciding which activity they are doing. Listening comprehension on documentary content.</p>	<b><u>Deadline</u></b>
Speaking:	<ul style="list-style-type: none"> <li>Give an opinion at discourse level on a range of general topics</li> <li>Interact with peers to negotiate classroom tasks</li> <li>Respond and link to unexpected comments in pair, group and whole class exchanges</li> <li>Use formal and informal registers in their talk.</li> <li>Use appropriate subject-specific vocabulary and syntax to talk about a limited range on topics</li> <li>Ask questions to clarify meaning on a wide range of subjects</li> </ul>	<p>Talking about which country an item of clothing typically comes from.</p> <p>Short presentation using slides to class on group' product.</p> <p>Students ask another student if they've ever .... then follow up on a question .</p> <p>Student tells other student the activities they've done who then asks a question.</p> <p>Talking about the things students have collected from nature.</p>	<b>February</b>

<b><u>4-----Tasks</u></b>	<b><u>Learning objectives</u></b>	<b><u>Activities</u></b>	<b><u>Topics</u></b>
Reading:	<ul style="list-style-type: none"> <li>• Understand the detail of an argument on a limited range of unfamiliar subjects</li> <li>• Deduce meaning from context on extended texts</li> <li>• Begin to recognize inconsistencies in argument in short texts.</li> <li>• Use familiar and some unfamiliar paper and digital reference resources.</li> <li>• Recognize the attitude or opinion of the writer.</li> <li>• Understand specific information in texts.</li> </ul>	<p>Reading about a major city transport scheme e.g. Paris bike scheme</p> <p>Reading about the historical development and present situation of railways in the country.</p> <p>Reading “journey to school” graphs and deciding whether statements match the graphical information.</p> <p>Reading/matching road safety signs to their meanings.</p> <p>Reading about different perspectives on the simplicity of the London tube map</p>	<p>-Transport systems</p> <p>-Using maps</p>
Writing:	<ul style="list-style-type: none"> <li>• Write with a moderate grammatical accuracy</li> <li>• Compose, edit and proofread written work at text level</li> <li>• Write with an appropriate style, layout and register for different genres</li> </ul>	<p>Writing a letter to the headmaster requesting improvements to cycling to school situation.</p> <p>Writing out measurement problems and questions for other students on a local map.</p>	
Use of English:	<ul style="list-style-type: none"> <li>• Use a range of <u>modal forms</u> for a range of functions: obligation, necessity, possibility, permission, requests, suggestions and prohibition.</li> <li>• Use a range of active and <u>passive past forms</u></li> <li>• Use a growing range of <u>past perfect simple</u> forms in narrative and reported speech.</li> <li>• Use a range of <u>prepositions preceding nouns</u> and adjectives in prepositional phrases</li> <li>• Use a limited range of <u>prepositional verbs</u> and begin to use common <u>phrasal verbs</u></li> <li>• Use “<u>wish (that)</u>” clauses (present reference on a range of topics)</li> <li>• Use a limited range of <u>comparative structures</u> to indicate degree, including not as...as and much...than, on a range of general subjects.</li> <li>• Using a range of questions, using a range of different tenses and modal forms.</li> <li>• Use a range of prepositions preceding nouns and in prepositional phrases.</li> </ul>	<p>Focusing on the use of different modals in talking about positives and negatives.</p> <p>Focusing on the use of simple past (passive) and past perfect simple forms.</p> <p>Focusing on prepositional phrases talking about means of transport</p> <p>Focusing on prepositional and phrasal verbs in talking about getting to and from school.</p> <p>Focusing on “wish” clauses with a present reference.</p> <p>Focusing on modal forms to talk about possibility and certainty.</p> <p>Focusing on comparative structures.</p> <p>Focusing on prepositions on questions about routes/stops directions.</p> <p>Prepositional phrases (geographical) in, at, on</p>	
Listening:	<ul style="list-style-type: none"> <li>• Recognize the opinion of the speaker(s) in extended talk.</li> <li>• Understand most of the detail of an argument in extended talk.</li> <li>• Understand with little or no support most specific information in extended talk</li> <li>• Understand with little or no support the main points of extended talk and specific information.</li> </ul>	<p>Listening to people's on transport initiatives in their city.</p> <p>Listening about the decline of the railways in the US in the twentieth</p> <p>Listening and pinpointing on a map where people are from descriptions and looking at a local map and marking points by listening to instructions.</p> <p>Listening to people's stories about using the map and London Underground and descriptions of journeys and noting where people ended up, answer where you'd be if you were there.</p>	<b><u>Deadline</u></b>
Speaking:	<ul style="list-style-type: none"> <li>• Give an opinion at discourse level on a range of general topics</li> <li>• Linking comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchange.</li> <li>• Respond and link to unexpected comments in pair, group and whole class exchanges</li> <li>• Use formal and informal registers in their talk.</li> <li>• Use appropriate subject-specific vocabulary and syntax to talk about a limited range</li> </ul>	<p>Talking about pros and cons of different transports..</p> <p>Talking about different “carrot and stick” government transport initiatives.</p> <p>Talking about what students wished were different in their journey to school.</p> <p>Talking about which signs/provisions might be useful put up/made around the school to improve safety.</p> <p>Working with other students to measure map distances</p>	April

<b><u>5-----Tasks</u></b>	<b><u>Learning objectives</u></b>	<b><u>Activities</u></b>	<b><u>Topics</u></b>
Reading:	<ul style="list-style-type: none"> <li>Understand the main points in texts of unfamiliar topics.</li> <li>Understand specific information in texts, including some extended texts</li> <li>Use familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding</li> <li>Read a limited range of extended fiction and non-fiction texts with confidence and enjoyment</li> <li>Recognize the attitude or opinion o the writer.</li> </ul>	<p>Reading about different food groups and how they support human health.</p> <p>Reading/internet research on sources of protein, vitamins etc in extreme environments.</p> <p>Reading about the relationship between exercise, circulation and health.</p> <p>Researching information for a short comparative presentation of two similar animals.</p> <p>Reading about the history and development of the Guinness world records</p>	<p>-Health, food and exercise</p> <p>-World records</p>
Writing:	<ul style="list-style-type: none"> <li>Write with a moderate grammatical accuracy</li> <li>Compose, edit and proofread written work at text level</li> <li>Write with an appropriate style and register for different genres</li> <li>Develop coherent arguments, supported when necessary by reasons, examples and evidence.</li> </ul>	<p>Writing response to blog questions from young people about their food/diet issues.</p> <p>Improving the opening part of a response e-mail to a friend, written a little too formally.</p> <p>Writing a short presentation about animals.</p> <p>Writing a short biography of a local/national record-setter</p>	-All living things
Use of English:	<ul style="list-style-type: none"> <li>Use a range of quantifiers for <u>countable and uncountable nouns</u></li> <li>Use a limited range of comparative structures to indicate degree, including not as...as, much ....than/ not as quickly as/far less quickly</li> <li>Use a limited range of <u>gerunds</u> as subjects and objects.</li> <li>Practicing the use of different <u>future forms</u>.</li> <li>Use a range of active and <u>passive simple past forms</u> and a growing range of <u>past perfect</u> simple forms, in narrative and reported speech.</li> <li>Use a range of pronouns including <u>indefinite pronouns</u> (everything, anyone)</li> <li>Use a growing range of <u>past continuous</u> forms, including some passive forms.</li> </ul>	<p>Focusing on quantifiers by completing a summary text about a balanced diet.</p> <p>Focusing on a comparative adjective structures in the context of talking about the benefits of exercising.</p> <p>Focusing on the use of simple past and past perfect in narrative.</p> <p>Focusing on the use of will/won't to make predictions about what will happen.</p> <p>Focusing on the use of indefinite and quantitative pronouns</p> <p>Focusing on the uses of past continuous in a text about one of "world's youngest" record holder.</p>	
Listening:	<ul style="list-style-type: none"> <li>Deduce meaning from context in extended talk on a wide range of topics</li> <li>Understand with little or no support most specific information in extended talk</li> <li>Understand most of the implied meaning in extended talk.</li> <li>Deduce meaning from context with little or no support</li> <li>Understand extended narratives on a wide range of topics</li> </ul>	<p>Listening about food resources from which people get a balanced diet.</p> <p>Listening and noting down key points about a balanced diet.</p> <p>Listening to different wildlife and farming stories and matching terminology.</p>	<b><u>Deadline</u></b>
Speaking:	<ul style="list-style-type: none"> <li>Give an opinion at discourse level on a range of general topics</li> <li>Interact with peers to negotiate classroom tasks</li> <li>Respond and link to unexpected comments in pair, group and whole class exchanges</li> <li>Use formal and informal registers in their talk.</li> <li>Use appropriate subject-specific vocabulary and syntax to talk about a limited range on topics</li> <li>Ask questions to clarify meaning on a wide range of subjects</li> </ul>	<p>Talking about what students know about the role of the major food groups.</p> <p>Talking about foods that are good/not so good for health.</p> <p>Talking bout forms of exercise and how they help fitness.</p> <p>Talking about what characteristics students have inherited, and which ones are environmental.</p> <p>Talking about what might be involved in setting various records.</p> <p>Answering questions in a class animal world record quiz</p>	May

<b><u>6-----Tasks</u></b>	<b><u>Learning objectives</u></b>	<b><u>Activities</u></b>	<b><u>Topics</u></b>
Reading:	<ul style="list-style-type: none"> <li>Understand the detail of an argument on a limited range of unfamiliar subjects</li> <li>Deduce meaning from context on extended texts</li> <li>Begin to recognize inconsistencies in argument in short texts.</li> <li>Use familiar and some unfamiliar paper and digital reference resources.</li> <li>Recognize the attitude or opinion of the writer.</li> <li>Understand specific information in texts.</li> </ul>	<p>Reading the backs of postcards and working out where people went. Researching the difference between the words: journey, trip, excursion, tour.</p> <p>Reading and matching short paragraphs on temperature, type of rain and air pressure to diagrams.</p>	<p>-Around the globe.</p> <p>-Citizen me</p>
Writing:	<ul style="list-style-type: none"> <li>Write with a moderate grammatical accuracy</li> <li>Compose, edit and proofread written work at text level</li> <li>Write with an appropriate style, layout and register for different genres</li> </ul>	<p>Writing postcard messages to family and friends at home, relating to places in front of the card.</p> <p>Writing a weather forecast based on a picture representation.</p> <p>Writing a set of personal resolutions for concentration/memory improvement</p>	
Use of English:	<ul style="list-style-type: none"> <li>Use a growing range of <u>reported speech</u> forms of statements, questions and commands: say, tell, ask, including reported requests.</li> <li>Use if/unless/ if only in <u>second conditional</u> clauses.</li> <li>Use a range of <u>simple perfect forms/ active and passive past</u> forms.</li> <li>Use a growing range of <u>future forms</u> including present continuous and present simple for future meaning.</li> <li>Use a growing range of <u>abstract nouns and compound nouns</u></li> <li>Use a range of <u>determiners</u> including all, half, both (of) in per-determiner function.</li> <li>Use a limited range of <u>causative forms</u>, have/get done, on a range of topics</li> <li>Use <u>infinitive/gerund</u> forms after a limited range of verbs.</li> <li>Use a growing range of <u>conjunctions</u>, including since, as to explain reasons</li> </ul>	<p>Focusing on reported speech. The other students reports to the class here their partner went.</p> <p>Focusing on the use of the second conditional to talk about hypothetical situations.</p> <p>Focus on the contrast between perfect simple and past with definite and indefinite time reference.</p> <p>Focusing on going to to make predictions and will probable future.</p> <p>Focusing on the use of the causative structure.</p> <p>Focusing on the use of modals in explaining what is needed /what to avoid in doing something.</p> <p>Focusing on gerund and infinitive patterns after verbs.</p>	
Listening:	<ul style="list-style-type: none"> <li>Recognize the opinion of the speaker(s) in extended talk.</li> <li>Understand most of the detail of an argument in extended talk.</li> <li>Understand with little or no support most specific information in extended talk</li> <li>Understand with little or no support the main points of extended talk and specific information.</li> </ul>	<p>Listening and working out which type of holiday the speakers are on.</p> <p>Listening to people discussing the four campsites, and deciding which one each pair of speakers is talking about. Students highlight all unfamiliar references and terms for checking.</p>	<b><u>Deadline</u></b>
Speaking:	<ul style="list-style-type: none"> <li>Give an opinion at discourse level on a range of general topics</li> <li>Linking comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchange.</li> <li>Respond and link to unexpected comments in pair, group and whole class exchanges</li> <li>Use formal and informal registers in their talk.</li> <li>Use appropriate subject-specific vocabulary and syntax to talk about a limited range</li> </ul>	<p>Talking about holiday types and in detail students' last holiday.</p> <p>Talking about hypothetical problems with different potential campsites and giving three reasons for choosing the best one.</p> <p>Speaking about what different compound words and words with prefixes and suffixes related to ecology might mean.</p> <p>Discussing what things help students to concentrate.</p>	June



## **SECONDARY 2 – Syllabus/guideline**

### **Course description**

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**Course Goals** Students who complete this course successfully will be able to:

- **Reading**: understand specific information in texts on a limited range of unfamiliar general and curricular topics, including some extended Texts
- **Writing**: punctuate a growing range of written work, with accuracy, on a range of general and curricular topics
- **Use of English**: use a growing range of future forms, including present continuous and present simple with future, on a range of general and curricular topics
- **Listening**: understand, with little or no support, most of the detail of an argument in extended talk, on a wide range of general and curricular topics
- **Speaking**: give an opinion at discourse level on a range of general and curricular topics

<b><u>Task - 1</u></b>	<b><u>Learning objectives</u></b>	<b><u>Activities</u></b>	<b><u>Topic</u></b>
Reading:	<ul style="list-style-type: none"> <li>• Understand the detail of an argument on a range of unfamiliar topics.</li> <li>• Deduce meaning from context on a range of unfamiliar topics, including some extended texts</li> <li>• Understand the main points in texts on a range of unfamiliar topics.</li> <li>• Recognise the attitude or opinion of the writer on a range of unfamiliar topics.</li> <li>• Recognise inconsistencies in argument in short, and some extended, texts.</li> <li>• Understand specific information in texts on a range of unfamiliar topics.</li> </ul>	<ul style="list-style-type: none"> <li>-Reading about countries where a number of languages are used.</li> <li>-Reading clues about abbreviations and acronyms to deduce what they mean.</li> <li>-Reading matching description of rules for the use of commas to examples.</li> <li>-Reading two different texts about the amount of time young people spend using mobile and e-technologies.</li> <li>-Reading a text about future ecommunication technology and correcting [content] an imprecise short summary of it.</li> <li>-Reading instructions about how to improve the organisation and layout of an email.</li> </ul>	One world
Writing:	<ul style="list-style-type: none"> <li>• Brainstorm, plan and draft written work at text level, with limited support.</li> <li>• Develop coherent arguments, supported when necessary by reasons, examples and evidence, for a growing range of written genres.</li> <li>• Punctuate a range of written work, with accuracy, on a range of topics.</li> <li>• Use with limited support style and register appropriate to a limited range of written genres.</li> <li>• Use appropriate layout for a range of written genres on a range of topics.</li> </ul>	<ul style="list-style-type: none"> <li>-Writing: A short article for a school magazine entitled: 'It's good to learn languages.</li> <li>-Punctuating a range of short texts which are completely free of punctuation.</li> <li>-Writing an email to a friend advising him/her about e-communication/technology problems they have had.</li> <li>-Writing a short letter to a young person's magazine entitled <i>Can someone please invent ....</i></li> <li>-Improving an email to friend by focusing on its register.</li> </ul>	
Use of English:	<ul style="list-style-type: none"> <li>• Spell a range of high-frequency vocabulary accurately.</li> <li>• Use a wide range of determiners and predeterminer structures.</li> <li>• Use a growing range of sentence adverbs, including <i>as well</i> and <i>though</i>.</li> <li>• Use a range of conjunctions, including <i>although</i>, <i>while</i>, <i>whereas</i> to contrast.</li> <li>• Use a range of conjunctions including <i>so that</i>, (<i>in order</i>) <i>to</i> to indicate purpose.</li> <li>• Use <i>if only</i> /<i>wish [that]</i> clauses [past reference]</li> <li>• Use a range of future forms, including some passive forms</li> <li>• Use a growing range of prepositional verbs, and a limited range of phrasals</li> </ul>	<ul style="list-style-type: none"> <li>-Completing a table of countries and national language.</li> <li>-Focusing on determiners /predeterminers neither/each/all/both .. both of.. etc</li> <li>-Focusing on conjunctions and sentence adverbs to express addition and contrast.</li> <li>-Use a wide range of active and passive simple present and past forms.</li> <li>-Focus on the use of the passive structures in the context of describing language rules.</li> <li>-Focusing on structures to express regret about and criticism of past actions.</li> <li>-Focusing on future forms to talk about future developments and make predictions.</li> <li>-Focusing on the future form 'won't' [refusal of a machine/ device to do something].</li> <li>-Focusing on prepositional and phrasal verbs to talk about e-devices.</li> </ul>	
Listening:	<ul style="list-style-type: none"> <li>• Understand the main points in unsupported extended talk.</li> <li>• Understand most specific information in unsupported extended talk.</li> <li>• Recognise the opinion of the speaker(s) in unsupported extended talk.</li> <li>• Deduce meaning from context in unsupported extended talk.</li> </ul>	<ul style="list-style-type: none"> <li>-Listening about different <i>language</i> aids and gadgets.</li> <li>-Listening about the 'original' representational idea in some Chinese characters.</li> <li>-Listening quiz on world languages, abbreviations, punctuation marks.</li> <li>-Listening to how different ecommunication solutions have changed people's lives.</li> <li>-Listening to people having problems with communication technology.</li> </ul>	<b><u>Deadline</u></b>
Speaking:	<ul style="list-style-type: none"> <li>• Explain advantages and disadvantages of ideas, plans and arrangements.</li> <li>• Interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks.</li> <li>• Explain and justify their own point of view.</li> </ul>	<ul style="list-style-type: none"> <li>-Talking about which languages are spoken where.</li> <li>-Students prepare and give a short presentation on a 'language aid, website, app, gadget ... etc.. to present to the class.</li> <li>-Explain advantages and disadvantages of ideas, plans and arrangements.</li> <li>-Talking about what English abbreviations and acronyms might mean.</li> <li>-Talking about the ways students use mobile and communications to do different things.</li> </ul>	November

	<ul style="list-style-type: none"> <li>Modify their talk in order to compensate for gaps in vocabulary or grammatical knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>-Describing to other students how to do something using e-communication technology.</li> <li>-Explaining differences between modern communication terms to other students.</li> <li>-Talking about the ways students use mobile and ecommunications to do different things.</li> </ul>	
<b><u>Task - 2</u></b>	<b><u>Learning objectives</u></b>	<b><u>Activities</u></b>	<b><u>Topics</u></b>
Reading:	<ul style="list-style-type: none"> <li>Use a growing range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding.</li> <li>Recognise inconsistencies in argument in short, and some extended, texts.</li> <li>Understand the detail of an argument on a growing range of topics, including some extended texts</li> <li>Read a growing range of extended fiction and non-fiction texts, on familiar and unfamiliar topics, with confidence and enjoyment.</li> <li>Understand implied meaning on a growing range of general and curricular topics, including some extended texts.</li> </ul>	<ul style="list-style-type: none"> <li>-Reading about what causes floods and protecting against them.</li> <li>-Reading about the processes of dynamic change in rivers.</li> <li>-Reading about rivers meeting the coast: <i>estuaries, deltas, mudflats etc.</i></li> <li>-<i>Reading about problems</i> associated with China's Three Dams project.</li> <li>-Reading about the sinking of the Titanic and the impact this event had.</li> <li>-Reading a jumbled short biography of Sir Arthur Conan Doyle with some lines that do not belong.</li> <li>-Reading an extract from the opening of the story [abridged version] The Lost World.</li> </ul>	Land and sea
Writing:	<ul style="list-style-type: none"> <li>Compose, edit and proofread written work at text level, with limited support.</li> <li>Write with moderate grammatical accuracy on a growing range of general and curricular topics, with limited support.</li> </ul>	<ul style="list-style-type: none"> <li>-Writing: using notes to write a short fact file piece for a school magazine.</li> <li>-Re-writing [correcting] a text where highlighted errors relate to relative clauses.</li> <li>-Writing a 'Dear Earth' postcard poem from the moon</li> </ul>	
Use of English:	<ul style="list-style-type: none"> <li>Use a range of compound and abstract nouns on a range of topics.</li> <li>Use a range of relative clauses, including with prepositions from where, towhom.</li> <li>Use a growing range of prepositions preceding nouns and adjectives.</li> <li>Use a wide range of active and passive simple past forms.</li> <li>Use a range of past continuous forms, including passive forms.</li> <li><i>Use a range of conjunctions including so that, (in order) to</i> to indicate purpose and <i>although, while, whereas</i> to contrast.</li> <li><i>Use a growing range of sentence adverbs including as well, though.</i></li> <li><i>Use a range of future forms, including some passive forms.</i></li> <li>Use a range of past perfect simple forms in narrative and reported speech.</li> <li>Use a range of reported speech forms for statements, questions and commands on a range of topics</li> </ul>	<ul style="list-style-type: none"> <li>-Focusing on compound nouns that can be made with the word "river".</li> <li>-Focusing on the relative clauses in a text about why river estuaries and deltas are popular with migrating birds.</li> <li>-Focusing on prepositional phrases in answering questions about places on maps</li> <li>-Focusing on use of simple past, past continuous, simple perfect in the final part of above text</li> <li>-Focusing on sentence adverbs and conjunctions.</li> <li>-Focusing on a range of future forms.</li> <li>-Focusing on reported speech to report what was said before/after an event.</li> </ul>	
Listening:	<ul style="list-style-type: none"> <li>Deduce meaning from context in unsupported, extended talk on a range of general and curricular topics.</li> <li>Understand the main points in unsupported extended talk on a range of general and curricular topics.</li> </ul>	<ul style="list-style-type: none"> <li>-Listening about the processes of the water cycle. Labeling a diagram with key words in the process.</li> <li>-Listening to and watching a short documentary on a major world river e.g. Nile, Mekong, Mississippi etc..</li> <li>-Listening to a member of the expedition that found the wreck of the Titanic describe how they did it and salvaged items.</li> <li>-Listening to and watching the continuation of the story [modern film version]</li> <li>-Listening to and watching an extract from the expedition programme Expedition New Guinea [BBC]</li> </ul>	<b><u>Deadline</u></b>
Speaking:	<ul style="list-style-type: none"> <li>Use a growing range of appropriate subject-specific vocabulary and syntax to talk about curricular topics.</li> <li>Interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Talking about whether words relate to rivers, the sea or both.</li> <li>Students in groups of three play a [geographical] prepositional phrase game. Divide cards [about 10 each]between students. Students take turns to put their prepositional phrases in a sentence. <i>The island is just [beep] the coast.</i></li> </ul>	December

	<ul style="list-style-type: none"> <li>Explain advantages and disadvantages of ideas, plans and arrangements on a limited range of general topics</li> </ul>	<p>The first student to say the correct preposition wins the card. Talking about how you might find and explore a ship wreck. Talking about big events history of flight and space travel in a date guessing game.</p>	
<b><u>Task - 3</u></b>	<b><u>Learning objectives</u></b>	<b><u>Activities</u></b>	<b><u>Topics</u></b>
Reading:	<ul style="list-style-type: none"> <li>Understand specific information in texts on a range of unfamiliar topics.</li> <li>Understand the main points in texts on a range of unfamiliar topics.</li> <li>Deduce meaning from context on a range of unfamiliar topics, including some extended texts.</li> <li>Understand the detail of an argument on a growing range of topics, including some extended texts.</li> <li>Read a growing range of extended fiction and non-fiction texts on familiar and unfamiliar topics with confidence and enjoyment</li> <li>Use a growing range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding.</li> </ul>	<p>-Reading about a famous Olympian, e.g. Karoly Takacs, and deciding which of the above qualities they most had.</p> <p>-Researching information on a great Olympic story.</p> <p>-Reading: deducing from context what the missing hobby titles are in a Reading about the top 10 hobbies.</p> <p>-Referring to dictionary for possible clues</p> <p>-Reading an extract from the same book, recounting different events.</p> <p>-Reading about the development and popularity of YouTube.</p> <p>-Reading different texts related to films and saying what they are...</p>	Free time
Writing:	<ul style="list-style-type: none"> <li>Compose, edit and proofread written work at text level, with limited support.</li> <li>Brainstorm, plan and draft written work at text level, with limited support.</li> <li>Write with moderate grammatical accuracy on a growing range of general and curricular topics, with limited support.</li> <li>Use with limited support style and register appropriate to a limited range of written genres.</li> </ul>	<p>Writing a short biography of student's favourite sporting hero for a section in a student magazine.</p> <p>Writing a letter/flyer inviting new members to join an afterschool club.</p> <p>Working with another student to script introduction to their video....</p> <p>Rewriting a review making changes using different words.</p> <p>Writing a short film review for a school magazine/website section called: Loved it ..Hated it</p>	
Use of English:	<ul style="list-style-type: none"> <li>Use a range of abstract nouns and compound nouns on a range of topics.</li> <li>Use a wide range of active and passive simple past forms and a range of past perfect simple forms in narrative</li> <li>Use a range of past continuous, including a growing range of passive forms</li> <li>Use a wide range of determiners and pre-determiner structures and quantifiers.</li> <li>Use a growing range of comparative structures to indicate degree.</li> <li>Use gerund forms after a growing range of verbs and prepositions.</li> <li>Use a limited range of past modal forms, including <i>should/shouldn't have</i> to express regret and criticism.</li> <li>Use <i>if only /wish [that]</i> clauses [past reference]</li> </ul>	<p>Focusing on compound nouns in talking about sports equipment.</p> <p>Focusing on the use of modals and near modals [not allowed to/are supposed to etc.] to explain rules in different sports.</p> <p>Focusing on the use of narrative tenses [active and passive forms] in a text on Great Olympic achievements.</p> <p>Focusing on verbs and prepositions followed by -ing structures.</p> <p>Focusing on determiners and pre-determiners in talking about the range of hobbies that might be represented in the class.</p> <p>Focusing on <i>should [n't] have done</i> and <i>wish /if only I had[n't] done</i> structures.</p>	
Listening:	<ul style="list-style-type: none"> <li>Deduce meaning from context in unsupported, extended talk on a wide range of general and curricular topics</li> <li>Understand the main points in unsupported extended talk on a wide range of general and curricular topics</li> </ul>	<p>-Listening to excerpts from sporting commentary and deciding which sport is being played.</p> <p>-Listening to people talking about their hobbies and interests, and working out what idiomatic phrases mean.</p> <p>-Listening and deciding which 'entertainment' situation a person is talking about.</p> <p>-Listening to a long extract from a book about the circus, e.g <i>Circus Mania</i></p>	<b><u>Deadline</u></b>

Speaking:	<ul style="list-style-type: none"> <li>Interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks.</li> <li>Use a growing range of appropriate subject-specific vocabulary and syntax to talk about curricular topics.</li> <li>Use formal and informal registers in their talk on a growing range of general topics</li> <li>Explain and justify their own point of view on a range of general topics</li> <li>Explain advantages and disadvantages of ideas, plans and arrangements on a limited range of general and curricular topics.</li> <li>Check the main point or detail of what someone else has said.</li> </ul>	<ul style="list-style-type: none"> <li>-Discussing which sport an item is used in.</li> <li>-Talking about the rules [in pairs] in preparing and giving a short presentation to class</li> <li>-Discussing with another student best way to find/look up any missing words above.</li> <li>-Discussing present ideas for different young people with different interests.</li> <li>-Asking and answering questions using verbs above</li> <li>-Talking about your experiences of going to the circus.</li> <li>-Talking about whether hobbies are more for boys or for girls.</li> </ul>	February
<b><u>Task - 4</u></b>	<b><u>Learning objectives</u></b>	<b><u>Activities</u></b>	<b><u>Topics</u></b>
Reading:	<ul style="list-style-type: none"> <li>Understand the main points in texts on a range of unfamiliar topics.</li> <li>Deduce meaning from context on extended texts</li> <li>Understand specific information in texts on a range of unfamiliar topics.</li> <li>Understand the detail of an argument on a growing range of topics, including some extended texts.</li> <li>Recognise inconsistencies in argument in short, and some extended, texts.</li> <li>Use a growing range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding.</li> </ul>	<ul style="list-style-type: none"> <li>-Reading about the design of/layout of furniture objects in different rooms.</li> <li>-Designing your own room layout using an online room graphic design tool.</li> <li>-Reading about problems between neighbours that have developed over a number of years.</li> <li>-Reading about stages and processes involved in photosynthesis</li> <li>-Reading and researching issues relating to a diagram in the photosynthesis/aerobic respiration cycle.</li> <li>-Reading and completing short text definitions of habitat and adaptation with key words.</li> <li>-Reading short texts about food chains to spot which detail is wrong.</li> <li>-Reading about potential causes of changes to pyramid of numbers in a food chain..</li> </ul>	Home  Environments
Writing:	<ul style="list-style-type: none"> <li>Write with moderate grammatical accuracy on a growing range of general and curricular topics, with limited support.</li> <li>Develop coherent arguments, supported when necessary by reasons, examples and evidence, for a growing range of written genres.</li> <li>Use with limited support style and register appropriate to a limited range of written genres.</li> <li>Brainstorm, plan and draft written work at text level, with limited support.</li> </ul>	<ul style="list-style-type: none"> <li>Writing a short note to your teacher explaining why you would/wouldn't be prepared to share a flat/room with your partner.</li> <li>-Writing a description of the 'look' and 'feel' of your room to place [with your design] in a feature in a teen magazine: 'Today's young room.'</li> <li>-Writing [producing] a short presentation in pairs for the rest of the class.</li> <li>Writing a paragraph explaining a food chain hierarchy.</li> <li>-Writing [completing] answers to 'what would happen if ..' scenarios in relation to pyramid of numbers diagrams.</li> </ul>	
Use of English:	<ul style="list-style-type: none"> <li>Use a range of abstract nouns and compound nouns on a range of topics.</li> <li>Use a growing range of prepositional verbs and a limited range of phrasal verbs on a range of general and curricular topics</li> <li>Use a growing range of comparative adjective structures to indicate degree on a range of general and curricular topics</li> <li>Use a limited range of past modal forms, including <i>should/shouldn't have</i> to express regret and criticism.</li> <li>Use a range of reported speech forms for statements, questions and commands.</li> <li>Use a range of relative clauses, including with prepositions <i>from where, to whom</i>, on a range of general topics + a range of relative pronouns</li> <li>Use a range of simple perfect forms, including some passive forms, with a growing range of time adverbials, on a range of general and curricular topics</li> </ul>	<ul style="list-style-type: none"> <li>-Focusing on compound nouns. Talking about features/appliances in a house.</li> <li>-Focusing on prepositional and phrasal verbs</li> <li>-Focusing on comparative adjective structures.</li> <li>-Focusing on past modal structures, <i>should have/could have</i> etc.</li> <li>-Focusing on reported speech forms.</li> <li>-Focusing on the use of present simple [active and passive forms] in describing processes.</li> <li>-Focusing on the use of relative clauses in defining terms. Focusing on use of perfect to talk about what has changed in a situation.</li> </ul>	
Listening:	<ul style="list-style-type: none"> <li>Understand the main points in unsupported extended talk on a wide range of general and curricular topics</li> <li>Recognize the opinion of the speaker(s) in extended talk.</li> </ul>	<ul style="list-style-type: none"> <li>Listening to people talking about a household 'chore' and working out what they are doing.</li> <li>Listening to different pairs of flatmates/roommates talking about each other's habits.</li> <li>Listening to and answering questions in an herbivore, carnivore,</li> </ul>	<b><u>Deadline</u></b>

	<ul style="list-style-type: none"> <li>Understand most of the implied meaning in unsupported, extended talk on a wide range of general and curricular topics</li> </ul>	<p>omnivore quiz. Listening to descriptions of animals [without names] and matching animals to key environmental adaptation features.</p>	
Speaking:	<ul style="list-style-type: none"> <li>Give an opinion at discourse level on a range of general topics</li> <li>Linking comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchange.</li> <li>Respond and link to unexpected comments in pair, group and whole class exchanges</li> <li>Use appropriate subject-specific vocabulary and syntax to talk about a range of topics.</li> </ul>	<p>If you had one of these, tell another student where would be the best place in the house to have it. Talking about which verb you would use for which appliance and what the opposite is. Talking about what the opposite is of different 'actions' around the home. Talking about problems with neighbors. Discussing with another student terms that relate to position in a food chain Discussing with other students which animals complete the missing slots in food webs Discussing causes for changes in habitat/food chain numbers.</p>	March
<b><u>Task - 5</u></b>	<b><u>Learning objectives</u></b>	<b><u>Activities</u></b>	<b><u>Topics</u></b>
Reading:	<ul style="list-style-type: none"> <li>Understand the detail of an argument on a range of unfamiliar topics.</li> <li>Understand specific information in texts on a range of unfamiliar topics.</li> <li>Use a growing range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding.</li> <li>Recognise inconsistencies in argument in short, and some extended, texts.</li> <li>Deduce meaning from context on extended texts</li> <li>Understand the main points in texts on a range of unfamiliar topics</li> </ul>	<p>-Reading about the strengths and weaknesses of different types of bridges. -Reading and following steps in Architect Studio 3D in which students select a client and environment and design a house. -Reading [researching] on a structure to be included in a class landmark calendar -Reading about names of angles, measuring angles and calculating angles within different types of triangle and in quadrilaterals. -Reading a short text about bearings and then looking at student answers to problems and saying what is wrong. -Reading short texts about a product and complete gaps with missing adjectives. -Reading a text [divided into sections] about key considerations in product design, and matching each part of text to headings.</p>	Outlines
Writing:	<ul style="list-style-type: none"> <li>Write with moderate grammatical accuracy on a growing range of general and curricular topics, with limited support.</li> <li>Use with limited support style and register appropriate to a limited range of written genres.</li> <li>Develop coherent arguments, supported when necessary by reasons, examples and evidence, for a growing range of written genres.</li> </ul>	<p>-Writing a postcard from the top of one the world's tallest structures -Writing an entry for a calendar on the history of the construction of student's chosen landmark, using notes above. -Write a letter to a young person's magazine describing one of the products, and saying how bad you think the design is.</p>	
Use of English:	<ul style="list-style-type: none"> <li>Use a growing range of prepositions preceding nouns</li> <li>Use a range of questions, including questions involving prepositions <i>at what time, in which direction</i>, on a range of topics</li> <li>Use a wide range of modal forms for a range of functions</li> <li>Use a growing range of passive forms on a range of general and curricular topics</li> <li>Use a wide range of active and passive simple past forms</li> <li>Use a range of past continuous forms, including a growing range of passive forms</li> <li>Use a range of conjunctions including <i>so that, (in order) to</i> to indicate purpose</li> <li>Use a wide range of quantifiers for countable and uncountable nouns, and a growing range of noun structures using qualifying uncountable nouns <i>..a piece of.. a bar of ..etc</i> on a range of topics</li> </ul>	<p>-Focusing on prepositions used in prepositional phrases with parts of buildings [at/in/on] -Focusing on questions formed with prepositions -Focusing on use of modals + passive structures -Focusing on passive structures [simple past/past continuous] -Focusing on the use of different structures to indicate purpose. -Focusing on quantifiers with different types of noun</p>	
Listening:	<ul style="list-style-type: none"> <li>Understand most of the detail of an argument in supported, extended talk on a wide range of topics.</li> </ul>	<p>-Listening to an architect talking about some of the main issues in designing tall buildings</p>	<b><u>Deadline</u></b>

	<ul style="list-style-type: none"> <li>• Deduce meaning from context in unsupported, extended talk on a wide range of general and curricular topics</li> <li>• Understand most specific information in unsupported extended talk.</li> </ul>	<ul style="list-style-type: none"> <li>-Listening and watching short news reports on the difficulties of bridge maintenance</li> <li>-Listening and noting what shape the object being described is object/structure</li> <li>-Listening and following instructions for drawing enlarged shapes on squared paper.</li> <li>-Listening and solving bearing problems.</li> <li>-Listening to a teacher explaining a 'design' brief for a toothbrush holder which is fixable to a wall.</li> </ul>	
Speaking:	<ul style="list-style-type: none"> <li>• Explain and justify their own point of view on a range of general topics</li> <li>• Use a growing range of appropriate subject-specific vocabulary and syntax to talk about curricular topics.</li> <li>• Interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks.</li> <li>• Explain advantages and disadvantages of ideas, plans and arrangements on a limited range of general and curricular topics.</li> <li>• Use formal and informal registers in their talk on a growing range of general topics.</li> </ul>	<ul style="list-style-type: none"> <li>-Talking about the features of large buildings. Students complete labelling</li> <li>-Talking about different types of bridge design and what they might be useful for.</li> <li>-Talking about which bridge to put in which type of environment.</li> <li>-Working with other students in a bridge 'toothpick' challenge</li> <li>-Talking about the names of 3-D shapes in a matching exercise.</li> <li>-Talking about what's wrong with the design of different items.</li> <li>-Talking with another student in using the design brief to draw/produce a design</li> </ul>	April
<b><u>Task - 6</u></b>	<b><u>Learning objectives</u></b>	<b><u>Activities</u></b>	<b><u>Topics</u></b>
Reading:	<ul style="list-style-type: none"> <li>• Understand implied meaning on a growing range of general and curricular topics, including some extended texts.</li> <li>• Read a growing range of extended fiction and non-fiction texts on familiar and unfamiliar topics with confidence and enjoyment</li> <li>• Recognise inconsistencies in argument in short, and some extended, texts.</li> <li>• Recognise the attitude or opinion of the writer on a range of unfamiliar topics.</li> <li>• Understand specific information in texts on a range of unfamiliar topics.</li> </ul>	<p>Reading about the four different personality types. Matching different behaviours to the personality type you think they go with. Reading the second half of a short story and answering interpretive questions. Reading: looking up definitions of behaviour r/ personality adjectives in preparation for a game of 'call my bluff'.</p> <p>Reading a text about 'a day in the life of a fireman'. Reading short texts about the qualities that people have which make them good at their jobs. Reading notices and advertisements for summer jobs for young people</p>	-Other People
Writing:	<ul style="list-style-type: none"> <li>• Write with moderate grammatical accuracy on a growing range of general and curricular topics, with limited support.</li> <li>• Develop coherent arguments, supported when necessary by reasons, examples and evidence, for a growing range of written genres.</li> <li>• Use appropriate layout for a range of written genres on a range of topics.</li> </ul>	<p>Writing a set of interview questions based on prompts about what kind of person s/o is. Writing - using the notes- students write an e-mail recommending the person they have interviewed for one of the opportunities projected on the board Writing out one true and two false definitions, with examples of how the word is used. Writing out statements that might be made about another recognizable job in a game of 'What's my line?' Writing an e-mail to express an interest in one of the summer positions above.</p>	
Use of English:	<ul style="list-style-type: none"> <li>• Use infinitive forms after a growing range of adjectives and verbs, and use gerund forms after a growing range of verbs and prepositions</li> <li>• Use a growing range of dependent prepositions following adjectives</li> <li>• Use a wide range of active and passive past forms, and a range of past perfect simple forms, in narrative and reported speech on a range of topics</li> <li>• Use a range of abstract nouns on a range of general and curricular topics</li> <li>• Use a growing range of prepositions preceding nouns and adjectives</li> <li>• Use a range of conjunctions, including <i>so that</i>, <i>(in order) to</i> to indicate purpose and <i>although</i>, <i>while</i>, <i>whereas</i> to contrast, on a range of general and curricular topics</li> <li>• Use a range of compound adjectives on a range of general and curricular topics</li> </ul>	<p>Focusing on adjectives that describe behaviour and dependent prepositions Focusing on the use of infinitive and gerund forms after verbs and adjectives Focusing on past verb forms in narrative. Focusing on abstract nouns to talk about character/motivation. In working out which ones are possible motivations for character actions in the story so far. Focusing on conjunctions to explain and contrast ideas Focus on compound adjectives Focusing on the use of gerunds after certain verbs and prepositions. Focusing on infinitive structures used after adjectives and verbs. Focusing on future forms to talk about hopes, plans, predictions etc. for future working life Focusing on reporting what people have said about their futures. Focusing on comparative structures. Students discuss their views</p>	



	<ul style="list-style-type: none"> <li>● Use gerund forms/infinitive forms after a growing range of verbs and prepositions</li> <li>● Use a growing range of gerunds as objects and subjects</li> <li>● Use a growing range of comparative structures to indicate degree on a range of topics</li> </ul>		
Listening:	<ul style="list-style-type: none"> <li>● Understand the main points in unsupported extended talk on a wide range of topics</li> <li>● Deduce meaning from context in unsupported, extended talk on a wide range of general and curricular topics</li> <li>● Understand most of the implied meaning in unsupported, extended talk on a wide range of general and curricular topics</li> </ul>	<p>Listening to the first half of a short story and completing notes on the personality and motivations of the characters.</p> <p>Listening to young people talking about other people they admire</p> <p>Listening and writing down what job students think people do from what they say.</p> <p>Listening to people describing their work situations.</p>	<b><u>Deadline</u></b>
Speaking:	<ul style="list-style-type: none"> <li>● Modify their talk in order to compensate for gaps in vocabulary or grammatical knowledge</li> <li>● Use formal and informal registers in their talk on a growing range of general topics.</li> <li>● Interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks.</li> <li>● Use a growing range of appropriate subject-specific vocabulary and syntax to talk about curricular topics</li> <li>● Explain and justify their own point of view on a range of general topics</li> </ul>	<p>Talking about where students would place themselves on personality/behaviour scales. Students take it in turns to interview each other using the questions and make notes of answers.</p> <p>Playing 'call my bluff'. Individual team members take it in turns to read out definitions for other groups, who guess which one is true.</p> <p>Talking about typical personal noun endings used to talk about jobs/positions.</p> <p>Talking about things you would <i>like/not mind/hate</i> your future job to involve.</p>	<b>May</b>