

SCHEME OF WORK		Theme: TRAVEL			YEAR 4	
LO code	Learning Outcome	Assessment	Activity/Procedure	Resources (incl. digital)	Language Structure/Vocabulary/ Language Function	
LS 5.1 LISTENING	I can listen attentively to a text and demonstrate understanding by responding to questions about the content of the text and by making some inferences .	Questions asked orally (examples in Activity/Procedure) by the teacher. Worksheet "A Trip Around the World."	<p>Pre-Task: Show a map with pictures of famous landmarks. Elicit what landmarks are and help students match the landmarks with their country on the map. <i>What is the name of this statue? In which country can you find the Colosseum?</i> Pre-teach vocabulary in the video. Give a flashcard to every student with either a word in the video (<i>research, ancestors, continent, ocean, countryside, tower, theatre, souvenirs, invention, actress, rectangular, production, landmark, skyscrapers, liberty, friendship,</i>) or the corresponding meaning. Give them a few minutes until they find the student with the flashcard with the matching meaning.</p> <p>Main-Task: Tell students that they are going together on a virtual trip around the world which will take them to the Spanish city of Murcia. Before viewing the video, students will form pairs and look for the answers of four questions which will be written on the whiteboard. <i>What landmarks did you recognise in the video? What kind of map did you see in the video? What is the name of the invention?</i> Whilst watching and listening to the video they are to work out first exercise of the worksheet "A Trip Around the World".</p> <p>Explain that students will view the video for the second time and ask them to look for answers for more questions. Write these questions on the whiteboard. <i>What can you see from the top of the Cathedral? Why? Why were people leaving Spain? Why do you think the Murcian countryside is so rich?</i> Watch the video again and ask pairs to give you answers. Students keep working worksheet "A Trip Around the World".</p> <p>Tell students that they are going to visit another different city, New York City. Elicit from students possible differences that they might notice between New York City and Murcia. Before first viewing, in pairs, students look for the answers of three questions. Write these questions on the whiteboard. <i>What landmarks are mentioned in the video? What film is mentioned in the video? What is their cousin's job?</i> Whilst watching and listening to the video they are to work out the second exercise of the worksheet "A Trip Around the World". Explain that students will view the video for the second time and ask them to look for answers for more questions. Write these questions on whiteboard. <i>What can you see in Central Park? Why is Central Park important? Why is New York called the 'city that never sleeps'?</i> Watch the video again and ask pairs to give you answers. Students keep working on worksheet "A Trip Around the World". Students peer-assess their worksheets.</p> <p>Post-Task: Ask students to look up 3 fun facts about Murcia and New York City at home and share them with their classmates the next day.</p>	<p>Map of the world with different landmarks</p> <p>Flashcards - <i>research, ancestors, continent, ocean, countryside, tower, theatre, souvenirs, invention, actress, rectangular, production, landmark, liberty, friendship, skyscrapers</i></p> <p>Link to first video, "murcia, spain. Educational trip around the world" https://www.youtube.com/watch?v=zktzadjzfy&list=plzs3mujyqjuhkf0irg-z4yvofjwc7ql-8&index=6</p> <p>Link to second video 'new york city – educational trip around the world, https://www.youtube.com/watch?v=pgjkhun6k6i&list=plzs3mujyqjuhkf0irg-z4yvofjwc7ql-8&index=4</p> <p>Worksheet "a trip around the world"</p>	<p>Language Structure: present tense</p> <p>Vocabulary: <i>research, ancestors, continent, ocean, countryside, tower, theatre, souvenirs, invention</i></p> <p>Language Function: describing a journey</p>	

LITERATURE LIT 5.6	I can show my personal response to the literary text I encounter.	Students will comment on events and characters and make a link to their own experiences.	<p>Pre-task – Show picture of Jules Verne and elicit who he is and give examples of his work. (Refer to Facts Word Doc.) Pre-teach the vocabulary within the comic that they will be reading by writing it on flashcards. Have students come out, hold a flashcard against their forehead and the rest of the class tries to help the student guess what is the word on the flashcard. (comic, journey, servant, acrobat, railway, bet)</p> <p>Main-task – Elicit the differences in structure and organisation between the book <i>Around the World in 80 Days</i> and the comic. (Tip: <i>Comic strips often express messages or provide brief glances of events or stories. Key elements of a comic strip include character, setting, and plot which all conveyed in a few frames through a combination of pictures, captions, and dialogue. It highlights only the most important elements of its targeted topic.</i>) Before reading the comic, tell students that they have to individually look for the answers to these questions which will be written on the board. <i>In which country is the story happening? What did you learn about Jean Passepartout? What does Mr. Fogg decide to do? Are his friends believing him?</i> After reading ask students to give you the answer.</p> <p>Then students read the extract from book. Get students to individually share their preferred text and justify their answer.</p> <p>Finally ask these questions in order to encourage text-to-self and text-to-world connections. <i>Would you want to travel around the world? Is it possible to travel around the world in 80 days? What would you need to travel around the world? How are you going to plan ahead?</i> Individually students reply by using the app AnswerGarden on their tablet.</p> <p>Post-task – Individually students watch the movie at home or read the animated classic.</p>	<p>Picture of and facts on Jules Verne</p> <p>Flashcards - <i>comic, journey, servant, acrobat, railway, bet</i></p> <p>Book <i>Around the World in 80 Days</i></p> <p>Link to comic <i>Around the World in 80 Days</i> https://macmillaneducationbooks.com/media/samplepdfs/9780230722729_preview.pdf</p> <p>Students' tablet to use answergarden</p>	<p>Language Structure: present tense</p> <p>Vocabulary: comic, journey, servant, acrobat, railway, bet</p> <p>Language Function: describing a journey</p>
READING R 5.3	I can read and understand a wide range of age-appropriate texts across genres , independently and in groups.	<p>Questions asked orally (examples in Activity/Procedure) by the teacher throughout the lesson.</p> <p>Questions about the text on <i>Macmillan Language Book 4</i> p. 52</p>	<p>Pre-task: Tell students that they are soon going on a holiday and you need to know what you must do before boarding a plane. Therefore, they have to pay close attention to what Kim and her family will be doing before they go abroad so they can give you advice.</p> <p>Pre-teach vocabulary by first showing them picture of labelled airport and discussing vocabulary. Then play a flashcards game consisting of a set of flashcards with words on the poster and a set of flashcards with their corresponding meaning. (<i>air bridge, control tower, landing lights, hangar, luggage carousel, baggage scanner, wind sock, passport</i>)</p> <p>Main-task: Before the first reading, tell students that they have to individually look for the answers to the questions which will be written down on the whiteboard. <i>What kind of writing (genre) is this? What is written at the top right part of the text? How does Kim end the letter? Where do you think they are?</i> After reading ask students to give you the answer.</p> <p>Explain that students will read the text for the second time and ask them to look for answers for these questions which will be written on the whiteboard. <i>How does Kim feel about the journey? Why? Why do you think Mum made a list of things to pack? How do you think they felt when the taxi was late? How would you have felt? What else can you see from the window of the plane? What could possibly go wrong on a plane trip? What would make the story more effective?</i> After reading discuss answers to questions. Students work out MLB 4 p.52</p> <p>Post-task: Ask students to pair up. Think of a list of things they need to take with them when they go abroad. Using Padlet students write the list together.</p>	<p>Picture of airport with vocabulary</p> <p>Flashcards - <i>air bridge, control tower, landing lights, hangar, luggage carousel, baggage scanner, wind sock, passport</i></p> <p><i>Macmillan language book 4</i> p.50-51</p> <p>Students' tablet to use padlet</p>	<p>Language Structure past tense</p> <p>Vocabulary: exciting, journey, suitcases, holiday, check-in, departure, passport, airport, steward, air-hostess, passenger, trolley, scanner, control tower, luggage, gate, flight ticket...</p> <p>Language Function: describing a place/letter</p>

WRITING W 5.8A	I can participate in writing for a range of purposes and write in some genres.	Writing the letter: You going to reply to Kim to thank her for her letter and share your own experiences about travelling.	<p>Pre-task – Ask students to read letter on MLB4 p.50-51 and get the students to note what special features make it a letter. Pre-teach vocabulary using set of flashcards (address, date, salutation, closing, signature).</p> <p>Main-task – Tell students that they will be writing a letter to Kim to thank her for the letter and share their own experiences about travelling.</p> <p>Discuss layout with students using writing frame.</p> <p>In pairs, students think about what they are going to write, share their ideas with teacher and class. Then they fill in the writing frame.</p> <p>Individually students write the letter.</p> <p>Post-task – As a group students peer-assess their work using the success criteria provided.</p>	<p>Macmillan Language Book 4 p.50-51</p> <p>Flashcards - address, date, salutation, closing, signature</p> <p>Letter writing frame</p> <p>Students' success criteria For letter writing</p>	<p>Language Structure: past tense</p> <p>Vocabulary: address, date, greeting, sign off, weather, salutation</p> <p>Language Function: writing a letter</p>
SPEAKING LS5.5	I can use appropriate language and specific vocabulary fluently to suit different purposes when interacting with others.	Students pretend they are at the airport and use modelled language in make-believe conversations occurring in three particular situations; at the airport check-in, passport control and on the plane.	<p>Pre-task - Show again the picture of the labelled airport and revise vocabulary.</p> <p>Tell students that they will watch a video (starting from 1:15) about the family Scott and their trip to the airport. Before viewing the video ask students to form pairs and tell you what the four different things which this family does when they are there (check-in, go through security, board the plane, order food on the plane.) are.</p> <p>Main-task –Divide students in pairs and give each pair a handout with target language used in the three situations. Explain that student A will be the ground hostess/steward and that student B will be the passenger. They will practise and rehearse the three different situations, twice, so that each student gets to play the two different roles.</p> <p>Once pairs practise the target language they use language cards with target language in order to role-play these situations in front of their classmates.</p> <p>Post-task – Students record the role play on their tablet using the voice or video recorder.</p>	<p>Picture of airport with vocabulary</p> <p>Link to video –at the airport https://www.youtube.com/watch?v=jy88ejzrpww</p> <p>Handout with target language</p> <p>Handout with target language cards</p> <p>Students' tablet to use the voice or video recorder.</p>	<p>Language Structure: present tense</p> <p>Vocabulary: check-in, ground hostess, ground steward, security, ticket, window, aisle, flight, luggage, passport, boarding, returning, leaving.</p> <p>Language Function: to ask for something</p>

