

SCHEME OF WORK

AOC PURPLE

Theme	Topic	Week	Learning Outcomes	Level	Language Content	Activities	Teaching Aids	Educational Emphases / Moral Values
V A L U E S	YOU NEVER WALK ALONE	1-2	<p><u>1.0 Language for Interpersonal Use</u></p> <p>1.1 Make friends and keep friendship by :</p> <p>a) taking part in conversations and discussions</p> <p>c) talking about self, family and friends, interests, part events,</p>	<p><u>Level 2</u></p> <p>vi. Pronouncing words clearly and correctly and asking questions and making statements with the correct intonation, words stress and sentence rhythm.</p> <p><u>Level 1</u></p> <p>iii. Relating personal</p>	<p>Future present tense</p>	<p>Students are required to state their reasons for given topics and be able to correct grammatical mistakes.</p>	<p>Video, cards with numbers</p>	<p>Express themselves creatively and accurately</p>

			feelings, personal experiences and understanding when others talk about themselves;	experiences				
			<u>2.0 Language for Informational Use</u> 2.2 Process information by: b)extracting main ideas and details	<u>Level 2</u> vi. Identifying main ideas in simple paragraphs. vii. Identifying supporting details or ideas in simple paragraphs	Vocabulary	Students are divided into groups and given a simple passage about time management. Students would identify the main and supporting ideas and answer the task sheet.	Passage Task sheet Pictures Slides Presentati on	Cooperation Tolerance
			<u>2.0 Language for Informational Use</u> 2.3.Present information to different audience by: a) writing recounts,	<u>Level 2</u> ii. expending notes and outline	Sequence connectors	Students are required to write one complete draft on topic given. Next, students write an essay	Presentati on slides Video, Work	Love yourself

			<p>descriptions, explanations, speeches, reports and articles</p> <p>e) expending notes and outline</p>	<p><u>Level 3:</u> Viii: applying process writing</p>		<p>based on the draft.</p>	<p>sheet</p>	
			<p><u>2.0 Language for Informational Use</u></p> <p>2.2Process information by:</p> <p>c) discerning sequence of ideas.</p> <p>a. skimming and scanning for specific information and ideas</p>	<p><u>Level 2</u> Identifying main ideas and jotting down key words and phrases.</p> <p><u>Level 3</u> Taking notes of the text heard.</p>	<p>Vocabulary</p>	<p>Students listen to and audio about self-confidence and rearrange sequence of a reading passage correctly.</p>	<p>Audio Task sheet</p>	<p>Confidence Courage</p>

V A L U E S	C H A N G E S	3-4	<u>1.0 Language for Interpersonal Use</u> 1.1 Make friends and keep friendship by: d) exchanging ideas, information and opinion on topic of interest	<u>Level 1</u> iii. Relating personal experiences <u>Level 2</u> vii. Reading topics of current interest and exchange ideas	Vocabulary	Students read an article about cooperation and given some times to discuss about the topic in class. Students relate the topic with their real life. Students role play situation that related to the cooperation.	Passage Task sheet Pictures Role play cue card	Cooperation
			1.2 Take part in social interaction by: a) carrying out a variety of language functions	<u>Level 1</u> ii. Offering advice in simple language				
			<u>2.0 Language for Informational Use</u> 2.2 Process information by	<u>Level 3</u> v. Taking notes	Sequence connectors	Students listen to an audio about respecting	Audio Task sheet	Respect Kindness

			extracting main ideas and details	of the text heard.		others individually and jot down the sequence connectors present in the audio and the main ideas in the audio.		
			<p><u>2.0 Language for Informational Use</u></p> <p>2.2 Process information by listening to audio; a) Skimming and scanning for specific information and ideas</p> <p>2.3 Present information to different audiences by: b) Instructing, describing, narrating, explaining, and reporting orally</p>	<p><u>Level 1</u></p> <p>iv. Following sequence of ideas</p> <p><u>Level 2</u></p> <p>iii. Responding to questions and comments spontaneously (oral)</p>	Vocabulary	Students are required to extract main ideas from the audio and give reasons for their answer in a forum	Video, Pictures, Audio from video, worksheet, cards and a box	Contribution

		<p><u>2.0 Language for Informational Use</u></p> <p>2.3. Present information to different audience by:</p> <p>a) Writing recounts, descriptions, explanation, speeches, reports and articles</p> <p>e) expanding notes and outlines</p>	<p><u>Level 3</u></p> <p>vii. Writing brief reports, descriptions.</p>	<p>Transitional words</p>	<p>Student are required to write one paragraph essay</p>	<p>Presentati on slides Video, Mind map</p>	<p>Respect Tolerance</p>
		<p><u>3.0 Language For Aesthetic Use</u></p> <p>3.1 Listen to, read, view and respond to literary works by:</p> <p>a) Understanding and telling in one's own words the story and poem heard and read,</p>	<p><u>Level 2</u></p> <p>i. Retelling the story or poem in one's own words</p>	<p>Pronunciati on Sentence pattern (giving responses)</p>	<p>Teacher shows pictures that related to the drama and students will brainstorm about it first. Students read the drama silently. Students retell or summarize the story on</p>	<p>Pictures The Right Thing to Do book</p>	<p>Analyse information Brainstorm Interactive skill Reasoning Summarizing</p>

V A L U E S	Drama: The Right Thing to Do	1-2 3-4	and giving one's own opinion of the text.			their own words.		
			<u>3.0 Language For Aesthetic Use</u> 3.1 Listen to, read, view and respond to literary works by: b) recognizing elements in a story such as characters and setting.	<u>Level 2</u> iv. Narrating sequence of events v. Describing the place and time the story took place vi. Describing characters and writing simple descriptions	Sentence connectors Modals Verbs Adjectives	Students draw a timeline and mark the various events that take place along the line. Students identify the settings from the novel and come out with evidence to support their answers. Students will be given a task sheet that consists of pictures of characters of the drama. Students need to decide which character which and describe their characteristics based on the evidence from the	The Right Thing to Do book Whiteboard Markers Task sheet	Sequence ideas Evaluate information Reasoning Classifying information

					drama.			
			3.2 Express themselves creatively and imaginatively a) Dramatizing texts and role-playing characters	<u>Level 1</u> ii. Role-playing characters	Pronunciati on Intonation Stresss	Students can be divided into groups. Each group can act out different dialogues with each students in that group will act out as the characters from the drama.	The Right Thing to Do book	Cooperation Interactive skill Multiple Intelligence Apply imagination