

Scheme of Work		Media			Year: 5
LANGUAGE SKILL	Listening	Reading	Literature	Speaking	Writing
LEARNING OUTCOME	LV 6.2, LV 6.10	RV 6.2, RV 6.3, RV 6.11	LIT 6.2, LIT 6.3, LIT 6.5	SR 6.7, SR 6.9	WR 6.2, WR 6.9, WR 6.16
ASSESSMENT	WS and post-task activity	WS and post-task activity	Questions / Worksheet	Speaking Task / Short discussions / Graphic organiser	Ideas shared throughout shared writing Learner's writing frames
ACTIVITY	<p>Pre-Task:</p> <ul style="list-style-type: none"> Write down the word 'smart phone' on the board and have learners write down on their worksheet the first thing that comes to mind when they hear this word. Discuss briefly and share ideas. Explain key vocabulary (matching game) <p>Main-Task:</p> <ul style="list-style-type: none"> Have learners watch and listen to the audio-visual. Stop the audio-visual at 1:53. Have learners work in small groups and discuss three good things mentioned in the audio-visual about using a smart phone and three drawbacks. Discuss as a whole class. <p>Post-Task:</p> <p>Have learners write a short paragraph about any one of these scenarios:</p> <p>a) Describe a situation when a mobile phone is useful.</p>	<p>Pre-Task:</p> <ul style="list-style-type: none"> True and False Cellphone Facts (link) – Quiz can be edited, shared on learners' tablets or presented as slideshow with the whole class. <i>(Alternatively, you can set two corners of the classroom with 'Agree' and 'Disagree' and have learners move from one area to another and discuss each statement.</i> Prediction of reading text: Write title on the board 'Are mobile phones necessary?' Learners think, pair, share what the reading text is about. Discuss meaning of words in title. Explain that this is an example of an opinion piece. Discuss why opinion pieces are written, who is the intended audience and where they are written. Pre-teach vocabulary. Write some words from the text on the board and elicit meaning. <p>Main Task:</p>	<p>Pre-Task:</p> <ul style="list-style-type: none"> Write 'surfing the net' on the board. Learners discuss the meaning of this expression and discuss why navigating the internet is similar to surfing. Have learners think about the ways they use the internet. Have them come up with a list of things they do on the internet. Explain that we will be listening to and reading a poem called 'When Sarah surfs the internet' by Kenn Nesbitt. Introduce vocabulary. <p>Main Task:</p> <ul style="list-style-type: none"> Play audio or read out the poem. Have learners discuss the following questions: <i>What things does Sara want to do on the internet? What is she meant to do? What does she end up doing?</i> Discuss answers as a whole class. In pairs learners discuss how their list of things they do on 	<p>Pre-Task:</p> <p>Start off the lesson by having a quick class discussion. You can use the following leading questions:</p> <ul style="list-style-type: none"> Do you use a mobile phone? What for? What are your favourite functions/apps? What new functions/apps would you like to see? How do you think mobile phones will be different in the future? What new functions will they perform? What are the best and worst things about mobile phones? <p>Main Task: On the board write down the question 'Should children have mobile phones?' Have learners think about this for a few seconds, then discuss in pairs. Share in a whole group.</p> <ul style="list-style-type: none"> Write ideas on two sides of the board depending on whether they are pros and cons. 	<p>Pre-Task:</p> <p>Refer learners to reading text: 'Are mobile phones necessary?'. Revise structure of opinion article: general introduction with a clear statement of opinion, Elicit success criteria for writing an opinion article. Explain that we will be writing an opinion article for the school newsletter to tell your peers your opinion.</p> <p>Main Task:</p> <p>Shared Writing: Refer to graphic organiser filled out in the previous lesson. Revise the main points listed down and go through it together. Explain that now you will be working on writing a draft of the opinion article. Encourage learners to work in pairs to think of a good introductory sentence that hooks the reader and clearly states your opinion. Consider different sentences suggested by learners and reflect on the best one. Write it down, leaving some of the other</p>

	<p>b) Describe a situation when a mobile phone is dangerous.</p> <p>c) Describe a situation when a mobile phone is annoying.</p> <p>Share ideas in pairs and discuss briefly with the whole class.</p>	<ul style="list-style-type: none"> · Show text. Practise skim reading. Learners read text quickly and decide if the article is in favour or against. Feedback as a whole class. · Practise scan reading. Have learners read text more slowly. You may read it aloud. Ask learners to identify the reasons the author gives that support his opinion. Feedback and check comprehension by discussing the reasons and examples mentioned in the text. · Have learners look at the way the text is organised and elicit features of an opinion article, such as: introduction with a clear statement of opinion, the use of linking words to move from one argument to another, emotive language to persuade the reader, arguments supported by examples, facts and / or evidence, a conclusion that summarizes and restates author's opinion. You can have a copy of the text onscreen and highlight examples within the text for each feature. (<i>You might wish to write some examples of emotive language and sentence starters on a chart</i>) 	<p>internet is similar or differs from what Sarah does.</p> <ul style="list-style-type: none"> · Can learners identify the verbs in the poem? Elicit that they are in the present tense because they show what Sarah normally does. Practise turning the verbs in the first stanza into the past tense and discuss how the meaning changes. Have learners in pairs do the same to the other stanzas. · Have learners practise reading the poem in pairs. <p>·</p> <p>Post-Task:</p> <ul style="list-style-type: none"> · Learners do the tasks on the worksheet. Check answers in pairs. 	<ul style="list-style-type: none"> · Discuss the way ideas are presented on the board. Remind learners of opinion article done in reading lesson. Elicit that one side shows arguments for and the other against. · Explain that because we are working on learning how to write an opinion article, we will be sorting opinions. · Give out the arguments to each group. Groups discuss statements and sort them under for or against. Discuss audience – who are the arguments aimed at? How can they tell? · Have groups discuss each statement and say whether they agree or not by giving reasons. · Have them go through the statements and identify words that helped them immediately tell whether the statement was for or against. · As a whole class decide which position you will take. Model how to fill in the graphic organiser. <p>Post Task: Have the learners fill the graphic organiser individually, then share in pairs.</p>	<p>suggestions available on the board for future reference. Next ask the learners to come up with a sentence to explain the first reason and example to justify the stated opinion. Remind learners to refer to the list of sentence starters and useful words (from Lesson 2) to help them structure their writing. Again, take suggestions from the whole class, reflect on best option and select one to write down, all the time using thinking aloud to share your thinking as you compose the piece together. Keep on going like this until you have written all the opinion piece. Reread opinion article making sure that the success criteria are met. (<i>Shared editing and revising will occur during the next writing lesson in the 2nd week.</i>)</p> <p>Post Task: Learners use writing frame to start drafting their opinion piece. Have them share their writing in pairs and give feedback to each other.</p>
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		<i>and leave them displayed in the classroom for use during the writing lesson.)</i>				
		Post-Task: · Learners answer questions on their worksheet.				
RESOURCES	Audio-visual from YouTube Worksheet	True and False Cellphone Facts Reading Text: 'Are mobile phones necessary?' Twinkl Resource Worksheet with questions	Copy of Poem Worksheet with questions Audio-text of poem	Statements (for sorting activity) Graphic organiser	Writing Template Graphic Organiser (from Lesson 4)	
LAP	LANGUAGE STRUCTURE	Present tense	Present tense	Present Tense/ Past Tense	Present tense Connectives	
	VOCABULARY	text message, face-to-face conversation, virtual, communicate, quality time, mindful, out of reach, focused,	integrated, convenient, destroying, necessary, clients, colleagues, access, emergency, breakdown, spraining	Surf, chat, download, movie trailer, celebrities, when	Vocab from previous lessons and vocab related to chosen animal.	Vocab from previous lessons
	LANGUAGE FUNCTION	To inform	To inform / persuade	To describe/ to entertain	To persuade	To persuade

Note: The scheme of work above shows how English lessons based on the theme Media can be sequenced throughout the week. The goal is for the learners to write an opinion article by the end of the unit. The writing of an opinion should be planned across three weeks (at least) to allow enough time for the learners to research facts, gather ideas from different sources, read, build and extend vocabulary, present their opinion and discuss ideas, plan, draft, revise and edit their work, before finally reaching the publishing stage. Therefore, teachers who are making use of this scheme should, by the end of the week, reflect on what has been learned and what the learners still need support with, to plan appropriate teaching and learning opportunities for the next weeks.