



PROGRAM NAUCZANIA JĘZYKA NARODOWEGO DLA GŁUCHYCH  
PODRĘCZNIK

CORSI DI LINGUA NAZIONALE PER PERSONE SORDE  
MANUALE

SPRACHLERNPROGRAMM FÜR GEHÖRLOSE  
HANDBUCH

NACIONALINĒS KALBOS MOKYMO PROGRAMA KURTIESIEMS  
VADOVOS

NATIONAL LANGUAGE TEACHING PROGRAMME FOR THE DEAF  
HANDBOOK

**A1**



Erasmus+



Publikacja w ramach projektu "Deaf learning" została zrealizowana przy wsparciu finansowym Komisji Europejskiej. Publikacja odzwierciedla jedynie stanowisko jej autorów i Komisja Europejska oraz Narodowa Agencja Programu Erasmus+ nie ponoszą odpowiedzialności za jej zawartość merytoryczną.

Der Publikation im Projekt „Deaf learning“ wurde mit Unterstützung der Europäischen Kommission finanziert. Die Verantwortung für den Inhalt dieser Veröffentlichung trägt allein der Verfasser; die Kommission haftet nicht für die weitere Verwendung der darin enthaltenen Angaben.

Le pubblicazioni del progetto “Deaf Learning” sono state realizzate con il contributo della Commissione Europea. I contenuti rappresentano il punto di vista degli autori e la Commissione non può dunque essere ritenuta responsabile dell’uso che viene fatto delle informazioni lì contenute.

Europos Komisija remia „Deaf learning“ projekto produkto išleidimą, bet neatsako už turinį, kuris atspindi tik autorių požiūrį, ir Europos Komisija neatsako už bet kokį jame esančios informacijos panaudojimą.

The European Commission support for the production of publications in the "Deaf learning" project does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



**Kauno kurčiųjų ir neprigirdinčiųjų  
ugdymo centras**



**Doncaster Deaf Trust**  
A National Centre of Excellence



# THEME 1: RELATIONSHIP

LEVEL: A1



Grammar



Reading  
Comprehension



Writing



Assessment



## Theme 1 - Relationships - Introduction

Positive relationships are important for good health. If you have supportive loving relationships people are more likely to feel happy and satisfied with their life. Relationships affect how you feel about yourself and how you cope with things in everyday life.

The aim of this theme is to help learners develop their people skills needed to interact in a positive and constructive manner with a range of family, friends, peers, customers and colleagues in the workplace.

Learners will explore how emotions influence relationships in a personal, professional and social setting. They will examine the nature of relationships and the importance of respect and responsibility in developing relationships.

They will look at the key factors in sustaining and growing relationships with others, this is an essential part of emotional health and well being.

Learners will reflect on how positive social relationships enable individuals to make a positive contribution in groups and in society.





## Reading Skills A1

At this level, learners can read and understand short texts with repeated language patterns on Relationships. They will be able to read simple sentences and recognise key personal words and phrases. They will be able to read and obtain information from common signs and symbols.

Learners will be able to:-

- Follow a short narrative on a familiar topic or experience
- Recognise the different purposes of texts at this level by the layout
- Read and recognise simple sentence structures
- Use punctuation and capitalisation to aid understanding i.e. recognise the use of full stops and capital letters in a sentence to help understand the text
- Possess a limited, meaningful sight vocabulary of words, signs and symbols. Decode simple regular words
- Recognise the letters of the alphabet in both upper and lower case
- 



## Writing Skills A1

At this level, the learner will be expected to use written words and phrases to record or present information. They will be able to compose simple text to communicate information and ideas, use layout of simple texts in lists, messages, notes forms, records.

- The learners will also be able to:-
- Construct a simple sentence using appropriate verb forms
- Punctuate a simple sentence with a capital letter and a full stop
- Use a capital letter for personal pronoun "I"
- Spell correctly some personal key words and familiar words
- Write the letters of the alphabet using upper and lower case with some accuracy
- Space letters and word appropriately and position them on the line



## Summary of Text

### **A1.1** Common Greetings

Conversation Statements/True/or False

Example conversation text

### **A1.2** Sample text of describing your family

Comprehension on what is parenting

Example of a writing a paragraph about their Family Tree

### **A1.3** Reading comprehension based upon separation and feelings

Aide memoir of key sentence structures

Narrative text based on an emotional event

Dictionary activity sheet for key words

### **A1.4** Selection of formal and informal letters

Informal letter templates

### **A1.5** Reading extracts of zodiac signs or horoscopes

Example on-line dating website

Questions relating to reading skills and dating site

### **A1.6** Example of Tabloid Articles relating to famous key relationship breakdowns

Aide memoirs of key relationship words/ladder of life cards

Headlines to type of social breakdown

### **Extra Text**



## GRAMMAR

**A1.1** Simple Sentences read and understand - simple responses

True/False/Yes/No plus Wh questions

Understand regular and common nouns

**A1.2** Simple word order of subject-verb-object

Simple word order of subject-verb-adjective

Use simple adjectives, adverbs and sentence connectives

**A1.3** Imperatives and negative imperatives

Plurals of nouns

**A1.4** Topics of phrases, words and connectors

**A1.5** Topic of modals, verbs and possessives/Use simple adjectives

**A1.6** Topic simple present tense and verb/time markers. Know prepositions



## ASSESSMENT

A1.1-A1.6

Formative

A1.1- A1.6 Question & Answer/ Observation/Role Play/Grammar worksheets

A1.1 Respond to statements correctly (True or False)

A1.2 Reading and production through dialogue

A1.3 Completion of key sentence structures/Dictionary worksheet

A1.4 Draft an Informal letter to a friend or family member

A1.5 Completion of specific questions linked to website

A1.6 Completion of match headlines to types of breakdown

Summative

A1.1-A1.6

A1.1 Writing-exchange information in a simple text message

Homework - Personal information matching quiz and sentence anagram

A1.2 Check understanding of Family Tree

Homework – E-mail about family life and activities

A1.3 List key words of unhealthy relationships

Homework – thoughts and feelings of special events

A1.4 Final version of in formal letter

A1.5 Write personal profile of themselves/List the for and against  
on-line dating

A1.6 Write a short text about the person from the news headlines

E-mail a short review of themselves to a friend about a disappointment



A1.1 TEXT RESOURCES

**ENGLISH ALPHABET**

The English Alphabet has twenty-six letters

Big letters are called **upper case**, or **capital letters**.

Examples: A,B,C,D,E

Small letters are **lower case** letters.

Examples: a,b,c,d,e



A a    B b    C c    D d  
E e    F f    G g    H h  
I i    J j    K k    L l  
M m    N n    O o    P p  
Q q    R r    S s    T t  
U u    V v    W w    X x  
Y y    Z z



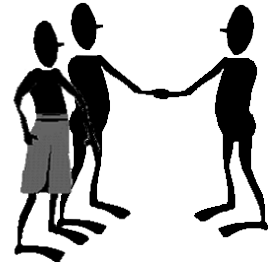
## Text 1

### GREETINGS

#### KEY WORDS AND PHRASES USED FOR GREETING OTHERS

This lesson will also discuss the right type of language to use in different context such as when greeting a friend or a teacher.

It is important to learn the various types of greeting that are correct in different social situations.



#### Informal Greetings

Is language that is used with people you see all the time and know well. You would use informal language with family members, friends, classmates and neighbours.

- Hey
- What's up?
- Not bad
- Pretty good
- How are you doing?
- What's new
- Not much
- What's going on?
- How's life treating you?
- What have you been up to?
- Long time, no see
- It was good seeing you (farewell phrase)
- See you later (farewell phrase)



#### Formal Greeting Words and Phrases

- Hello
- It's a pleasure to meet you
- Likewise
- How are you?
- I'm fine thanks, and you







- I'm well
- Good morning/afternoon/evening
- Sir
- It was nice to meet you (Farwell phrase)

Nice to meet you.



-XXXXXXXXXXXX-

## A1.1 Text 2

### True or False?



You use informal greetings for family

TRUE/FALSE

Hey is the same as Hello

TRUE/FALSE

You don't ask how a person is feeling when greeting

TRUE/FALSE

You use formal greetings for friends

TRUE/FALSE

It is polite to return a question when asked

TRUE/FALSE

Formal language is used in restaurants

TRUE/FALSE

It's nice to meet you can be a farewell phrase

TRUE/FALSE

Having a good conversation helps builds relationships

TRUE/FALSE



-XXXXXXXXXXXXX-

**A1.1 Text 3**

Alex: Hey, what's up?

Jessie: Not much. How's it going?

Alex: Pretty good.

Jessie: Cool. Do you want to get some lunch?

Alex: Yeah, sounds good.



Mr Brown: Good morning, it is a nice day.

Mrs Smith: Yes, good morning. How are you today?

Mr Brown: I am well, thank you. How are you feeling?

Mrs Smith: I am feeling much better, thanks for asking.



Sam: Anna, long time, no see.

Anna: What's up? It's been a while.





Sam: I've been so busy with work.

Anna: Me too! I'll ring you later.

Sam: You better! See you soon.

---

Waiter: Could I help you Sir?

Guest: Yes, i would like a table for three please.

Waiter: Of course, I have this table here near the window. Is that satisfactory?

Guest: Perfect. Thank you.

Waiter: I shall give you time to look at the menu. Thank you

-XXXXXXXXXXXXX-

## A1.1 GRAMMAR RESOURCES

### **Grammar 1**

#### Understanding questions

- 1) What is informal?
- 2) What is formal?
- 3) Who do you talk to informally?
- 4) Who do you talk to formally?
- 5) When do you say 'hey up'?
- 6) When do you use Sir?





- 7) Where do you go to meet your friends?
- 8) Where is your local restaurant?
- 9) Why is it important to answer a question if asked?
- 10) Why do you use informal language on your phone?



-XXXXXXXXXXXXX-

## Grammar 2

Common nouns	Proper nouns
name	Bob, Sam, Jane,
greeting ; how are you?	Wednesday
introduction	April
nationality	British, French
country	France, England, Germany
marital status	Mr/Mrs/Dr
occupation	Christmas/ Easter
restaurant	Pizza Express, Jamie Oliver's
waiter	Marcus



friend	best friend Julie
boss/manager	Mr Woods
company	Royal Glass
activity	Tenpin Bowling, Vue cinema
neighbour	house - 'Polperro' Mr & Mrs Smith
street	41 Riversway



-XXXXXXXXXXXX-

### A1.1 ASSESSMENT/HOMEWORK RESOURCES

**Summative Assessment Writing** – Exchange information in a simple text message.





**Homework 1 – Personal information matching quiz**

NAME

ADDRESS

PHONE NUMBER

BIRTHDAY

OCCUPATION

GENDER

FAMILY

COUNTRY

MALE

AUTHOR

2 CHILDREN

GREAT BRITAIN

+44 302 768590

Bob Smith

45 Riversway  
High Street  
Bristol  
BS4 725  
England

July 7<sup>th</sup> 1971





**Homework 2 Sentence Anagram** - Rearrange the two conversations correctly.

Jessie: Not much. How's it going?

Waiter: I shall give you time to look at the menu.  
Thank you

Jessie: Cool. Do you want to get some lunch?

Waiter: Of course, I have this table here  
near the window. Is that satisfactory?



Guest: Yes, I would like a table for three please.

Guest: Perfect. Thank you.

Alex: Hey, what's up?

Waiter: Could I help you Sir?

Alex: Pretty good.

Alex: Yeah, sounds good.



<b>Lesson Plan</b> <b>Theme: 1</b> <b>Relationships</b>	Level/code A Lesson A.1.1	<b>Date:</b> _____ <b>Time:</b> _____
	DURATION: 80 Minutes	<b>Attendance today</b>
		<b>Named Absences:</b>

**AIM:** The learner will be able to recognise and identify language used to describe feelings and start conversations with greetings and exchange simple information.

**OBJECTIVES (outcome):** The learners will be able to write short sentences about themselves using simple sentences. All learners will be able to express themselves and state what makes them feel sad, happy or angry.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction Knowing yourself	Tutor led discussion on basic English phrases feelings and how to express them clearly.	Learners to practice, recognise and identify language used to describe feelings	Smartboard Emotional Literacy Wordbank E-mail, informal letters on personal issues Activity Worksheets App	Q&A observation
Text 1: Analysis skills	Reading information sheet about common greetings	Learners to review common greetings and introductions by role-playing. Identify through true/false the correct statements		



Grammar	Grammar point simple sentences	Yes/no questions Link true/false Wh questions Simple answers		
Text 2: Reading comprehension	Introduce example texts of conversations and personal exchanges	Learners communicate and exchange personal information with their peer group from reading texts		
Writing skills	Introduce tasks	Learners to identify what is meant by a good conversation starter? ie What is an App and what is a appropriate response. Yes, no (, I don't know)  Learners to introduce and describe themselves and exchange information in a simple text message		



Review (Feedback and homework)	Clarify and check understanding	<i>Homework</i>  Learners to complete a "giving personal information matching quiz) and jumbled sentence worksheet		
EDI	<p>Equality: Ensure equality of access and opportunity for all students.  Diversity: Ensure teaching and materials respect race, gender, disability, sexual orientation, age and religion/beliefs of all learners. Value differences of students.  Inclusion: Remove barriers to learning – total communication used. Soft furnishings promote the use of residual hearing. Students are positioned to see both the tutor and each other.</p>			
<b>A1</b> <b>Check-List Objectives</b>	<b>Reading skills covered</b>	✓ <input type="checkbox"/>	<b>Writing skills covered</b>	✓ <input type="checkbox"/>
	Follow a short narrative	✓		
	Recognize different purposes		Compose simple text to communicate ideas	
	Read simple sentences	✓	Construct simple sentences	✓
	Identify punctuation/capitalization	✓	Punctuate	✓
	Know sight vocabulary	✓	Use capitals	✓



	Possess simple words/sounds	✓	Sequence letters/digits correctly	
	Recognize letter sequence		Spell familiar words correctly	✓
	<b>Word bank</b>	<b>Grammar opportunities</b>		
	<p><i>Emotions</i></p> <p>Happy/Frightened/Shy/Angry/Sad/Calm</p> <p>Anxious/Afraid/Loved/awkward/Cheerful</p> <p>Confident//Impatient/Insecure/Relaxed</p> <p>Zest for life/Cares about/Interested in</p> <p>Name/Greetings</p> <p>Good morning/good afternoon/good evening</p> <p>Introductions</p> <p>Goodbyes – Goodnight/</p> <p>Nationality/Country</p> <p>Name /first/last/name/age</p> <p>Do you have a nickname</p> <p>Polite expressions –</p>	<p>The student will:-</p> <p>Understand and use basic word order in simple statements, subject/verb/objects</p> <p>Use prepositional phrases</p> <p>Ask and respond to questions with basic expression</p> <p>Understand regular and common noun/noun phrases</p> <p>Know verb phrases and time markers</p> <p>Use simple adjectives, adverbs and sentence connectives</p>		



	<p>Marital status/Occupation/Family/ Free time activities/Country App How are you? – response fine, not bad or very well thanks, good how about you? <i>Conversations starter s on personal topics and how to reply in a simple way to a question</i> <i>Events/Past funny experiences/vacations</i> Funny and interesting topics Ideas for a perfect night out <i>App conversation starter</i> What are the three best apps on your phone? What's the most addictive mobile game you have played?</p>	
--	--	--





	Language features (suggestions for your language)
	<p>What is your name?</p> <p>My name is?</p> <p>Where do you live?</p> <p>I live in/on</p> <p>How many apps do you have on your phone?</p> <p>What is the most annoying app you have tried?</p>



**A1.2 TEXT RESOURCES**



**Text 1**

**SAMPLE TEXT HOW TO DESCRIBE YOUR FAMILY**

When you are asked to describe your family, you can start by describing each person of your family one at a time. Remember the shorter the sweeter. Describe your immediate family example mother, father, sister, brother, aunty, uncle.

**Example Text:**

My family consists of my mother, father and my little sister.

Beginning with my mother, she is like any other my mum. She is loving and caring, but when she gets angry you will definitely know. My mum loves to cook she is always fun to have around.

My father is the head of our family. He loves all of us and looks after us. If we have done wrong he is responsible for any punishment when I have behaved badly. My father loves gardening.

The playful one in our family is my little sister. She is the youngest, she has a smile of an angel, and she loves art and crafts. My sister can indeed be a little demon in our house.





## Text 2

### Parenting

A child needs to feel safe, secure and protected. Parents give this to their child and the child can grow into a happy young person.



Sometimes it is difficult to be a parent. When a child is young the parent always needs to be there. When a child grows up, a parent can have less of a role.

A child needs to know that they are loved and are special. They want to be told they are good and doing the right thing. A parent needs to give the child challenges to grow and learn.

A child learns from the parent. A parent should be calm, be a good role model, spend time with a child and make the home a safe place.

Children like to know that a parent loves them. They like hugs, kisses and, 'I love you'.

If a parent is not loving, angry and not a good role model then the child may be unhappy. The home may not be safe. The child will not have challenges to develop.



### Sample Q&A

What three things are needed for a child to have good parenting?

What does a child grow into?

Why is it difficult for the parent?

What does a child really want to hear?

Does a child learn from a parent?

What happens with bad parenting?



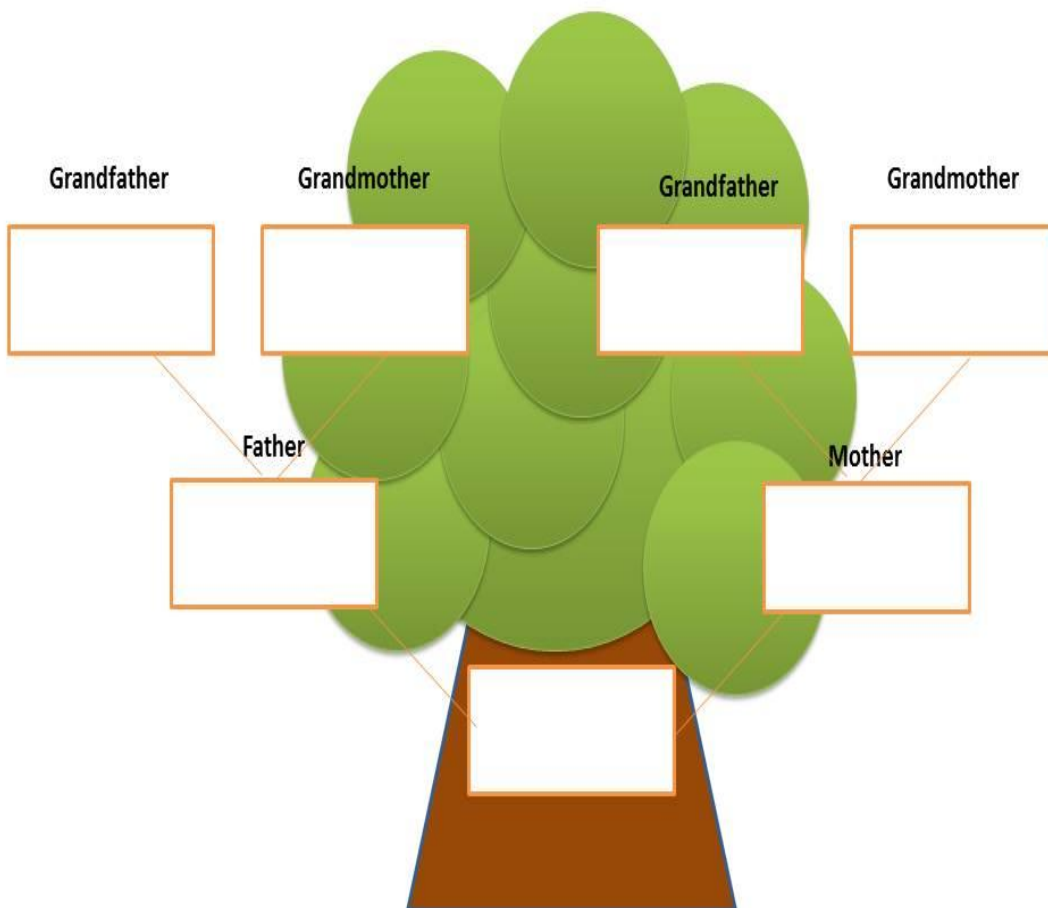
### Text 3

#### What is a Family Tree

A family tree is a chart that shows people in a family over many years and their relationship to one another.

My father is Tony he is married to my mother Mary. My grandmother is called Mildred and my grandfather is called Gerald. They are my father Tony's parents and my grandparents.

## My Family Tree



Complete the full names of the people on your family tree.

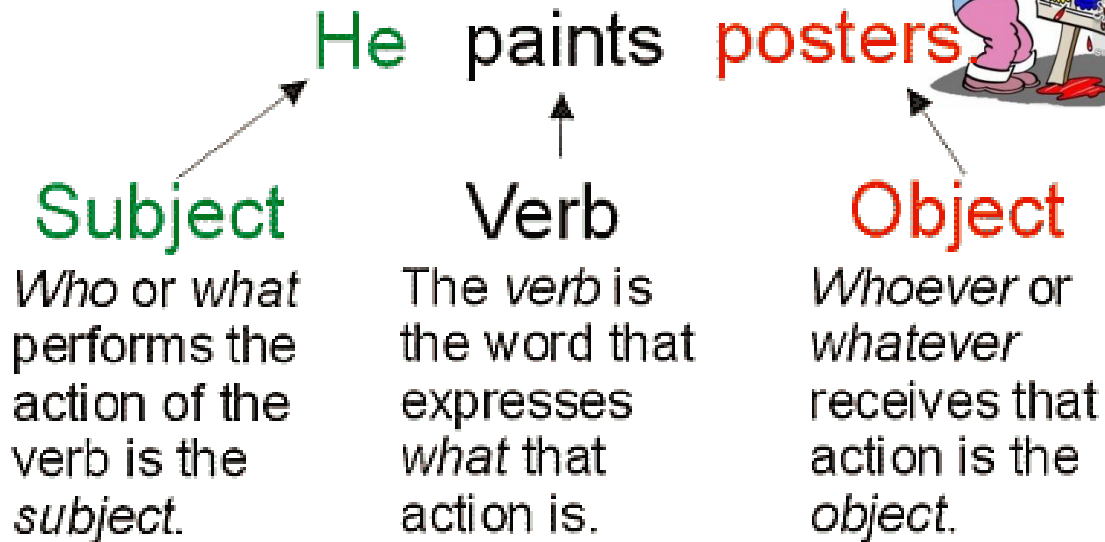
Please write a paragraph describing a family member and the role played by that person within your household.



**A1.2 GRAMMAR RESOURCES**

**Grammar 1**

**SUBJECT/VERBS/OBJECTS**



Complete the sentence using subject-verb-object. Example: My father met my mother

1. The girl...

2. John.....

3.The cat...

3. All of the children..

5. The house..



**Grammar 2**

**ADJECTIVES**



Write a sentence using subject-verb-adjective. Example: My mother is beautiful

1.

2.

3.

4.

5.



**Grammar 3**

**ADVERBS/ADJECTIVES/CONNECTIVES**



Write sentence using one from each of the above. Example: My father is *serious* and he shouts *loudly*.

1.

2.

3.

4.

5.



**Doncaster Deaf Trust**  
A National Centre of Excellence



Erasmus+

All resources for lesson 2 are given below: -





Formative Assessment

Tutor Observation Sheet – Tutor Signature..... Date .....

A1.2 Observation Reading and production through dialogue (Formative Assessment)	Reading skills covered	✓ <input type="checkbox"/>	Taking part in Social interaction about family relationships	✓ <input type="checkbox"/>
	Follow a short narrative		To be able to greet and respond	
	Recognize different purposes		Introduce others	
	Read simple sentences		Invite and offer (could you tell me a little bit about your family; yes I will)	
	Identify punctuation/capitalization		Accept and decline requests for information of a family member	
	Know sight vocabulary		Express thanks and take leave	
	Possess simple words/sounds		Intonation of patterns (sign) for friendly social interaction	
	Recognize letter sequence		Be aware of gestures	



Summative Assessment

Tutor Observation Sheet – Tutor Signature.....	Date .....
--	------------

A1.2 Observation Reading and production of family tree (Summative Assessment)	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Follow a short narrative		Construct simple sentence	
	Read simple sentences		Punctuate	
	Identify punctuation/capitalization		Use capitals	
	Know sight vocabulary		Sequence letters/digits correctly	
	Possess simple words/sounds		Spell familiar words correctly	
	Recognize letter sequence			
	Recognize letter sequence			



## Summative Homework

### A1.2 Homework – Email about family life and activities (Summative Assessment)

Email Template ✕

TITLE \*   Personal  Shared  
Required

SUB

**B** *I* U | ¶ ▾ 🔍 ▾ A ▾ Tl ▾ | 🔗 🖼️ 📎 ▾ | ☰ ☰ ☰ ☰ | ↶ ↷ | </>

📎 Add attachment Cancel Save



Lesson 2 Lesson Plan

<b>Theme: 1 Relationships</b>	Level/code A Lesson A.1.2	<b>Date:</b> _____ <b>Time:</b> _____		
	DURATION: 80 Minutes	<b>Attendance today</b>		
		<b>Named Absences:</b>		
<p><b>AIM:</b> Learners will gain knowledge and understanding how to define and identify what healthy relationships are.</p> <p><b>OBJECTIVES (outcome):</b> Learners will be able to describe and write about the positive aspects of their family relationships using adjectives and simple word order correctly.</p>				
CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction Describe your family	Review previous and discuss topic of relationships and what it means	Recall from previous session and homework - discuss	Selected Text Activity Worksheets Text E Mail	Q&A Observation Role play and sign language



Text 1: Analysis skills	Tutor to discuss the best and simplest ways to write simple sentences about themselves and their family ie parents, sisters, brothers and other relatives. Information needs to be simple and meaningful.	Learners to read sample text "how to describe your family"		
Grammar	Topics of sentences and use of adjectives after ,be'	Simple word order of subject-verb-object Subject-verb-adjective		
Text 2: Reading comprehension	Tutor Q & A on What is "Parenting"	Learners to choose a subject and think about what they want to say that is positive about their family relationship Learners to exchange information about how they communicate (BSL)		
Writing skills	Tutor to discuss the basics of writing a good paragraph	Learners to complete a family tree		



Review (Feedback and homework)	Check understanding of family tree Key grammar points	<i>Homework</i> Describe typical family life and activities		
EDI	<p>Equality: Ensure equality of access and opportunity for all students.          Diversity: Ensure teaching and materials respect race, gender, disability, sexual orientation, age and religion/beliefs of all learners. Value differences of students.          Inclusion: Remove barriers to learning – total communication used. Soft furnishings promote the use of residual hearing. Students are positioned to see both the tutor and each other.</p>			
A1 Check-List Objectives	Reading skills covered	<input checked="" type="checkbox"/>	Writing skills covered	<input checked="" type="checkbox"/>
	Follow a short narrative	✓		
	Recognize different purposes		Compose simple text to communicate ideas	
	Read simple sentences	✓	Construct simple sentences	✓
	Identify punctuation/capitalization	✓	Punctuate	✓



	Know sight vocabulary	✓	Use capitals	✓
	Possess simple words/sounds	✓	Sequence letters/digits correctly	✓
	Recognize letter sequence	✓	Spell familiar words correctly	✓
	<b>Word bank</b>	<b>Grammar opportunities</b>		
	Family Tree Mum/Dad/ Sister (s)/Brother (s) Step family Only child Nephew Twins Widow Widower Uncle/ Aunt/Nephew/Niece/Cousin/Grandmother, Grandfather Family Life	The student will:- Understand and use basic word order in simple statements, subject/verb/objects Use prepositional phrases Ask and respond to questions with basic expression Understand regular and common noun/noun phrases Know verb phrases and time markers Use simple adjectives, adverbs and sentence connectives		



	<p>Activities – going to the Cinema, Swimming, Concert</p> <p>Communication within the family</p> <p>Deaf</p> <p>Hearing</p> <p>BSL</p>	
	<b>Language features (suggestions for your language)</b>	
	<p>He/she likes, lives, works is</p> <p>I am deaf, my mother is hearing and has learnt sign language</p>	





**Text 1**



# DICTIONARY WORK

Announced	
overjoyed	
anxiety	
rituals	
consistent	
insomniacs	
sullen	
permanent	



## Text 2

### My story about family breakdowns

Hi, I'm Sam. I have been through a difficult time recently as my mum and dad decided to split up. This was a shock because I was happy at home and mum and dad seemed happy too. They did argue a little bit about work and money.

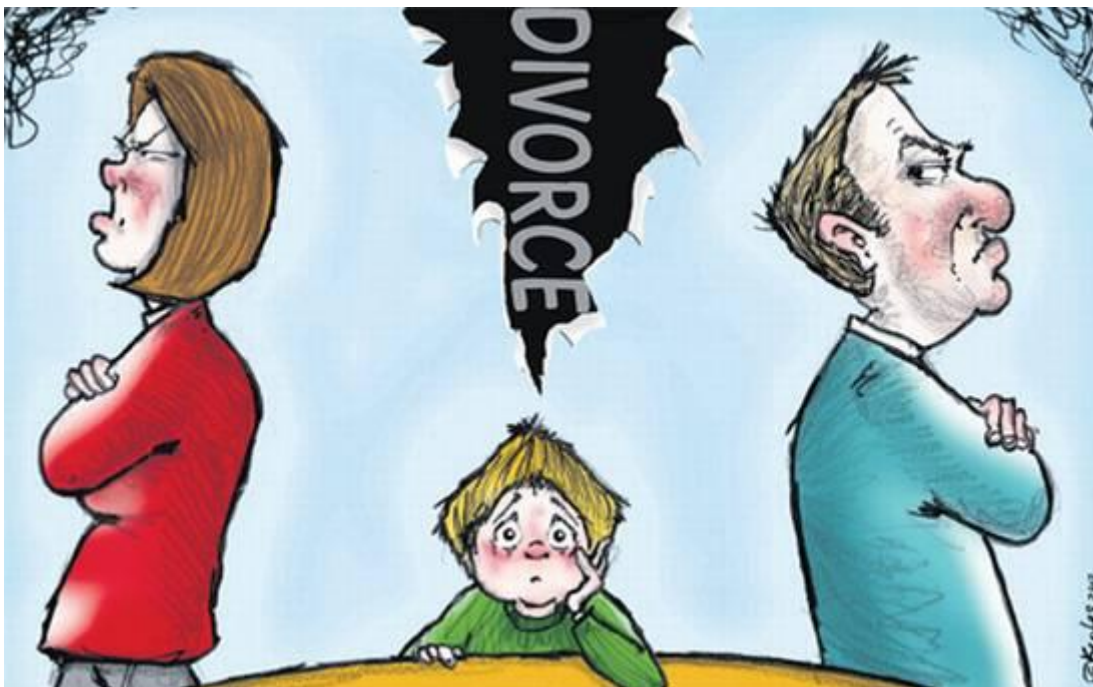
I am 14 years old and at school my favourite lesson was Art. I still like Art but I get a little angry at school now. I don't like to go outside at breaks with my friends. I like to sit alone and think.

My mum has gone to another house to live with another family and I am not sure. I love my father.

They do still talk and laugh. They also love me too.

My best friend says I should talk to someone and think of the positives. She is right because I always wanted a big brother and now I have.

I have felt really angry and sad but didn't know what to do. I think I need to get back to my Art work and draw how I feel through pictures. I am sure this will help.





**Grammar 1**

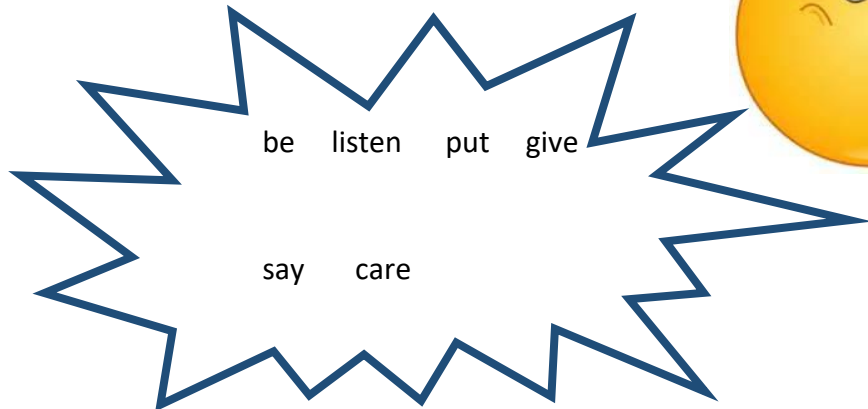
Answer the following questions.

- 1) What is the main problem?
- 2) Why was this a shock?
- 3) What sign of his parents was there?
- 4) How old is he?
- 5) What doesn't he like?
- 6) What does he like?
- 7) Where is mum now?
- 8) How do his parents get along?
- 9) What does his best friend say?
- 10) What feelings has he had?



Grammar 2: Lets' talk about imperative! (BOSSY)

Verbs:



Listen to your child!

Say you love your son.

Care for your child properly.

Put your arm around your child.

Give your child a hug!

Be nice and helpful.

Can you think of two more examples?

.....  
.....

We can also use positive imperatives by using always.

Always listen to your parent's advice.

Always say thank you .

Can you think of two more?

.....  
.....



Negative Imperatives

To form a negative imperative we use:

Do not + the base  
of the verb

form



Examples: Do not come here!

Use the verbs from the star to write these negative imperatives.

- 1).....
- 2).....
- 3).....
- 4).....
- 5).....
- 6).....

REMEMBER: The contraction for do not is don't.

Do not come here. = Don't come here.

Do not sit there. = Don't sit there.



Negative Imperatives Using Never / Don't Ever

Never go there again.

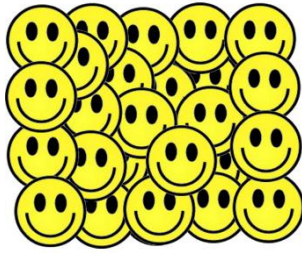
Never steal from anyone.

Don't ever steal from anyone.

Don't ever go there again.



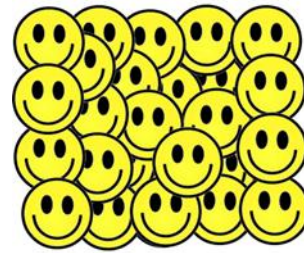
Summative Assessment



Plurals

(more than 1!)

Add some examples!



Rule	Singular	Plural
Most nouns just add s	Son ..... .....	Sons ..... .....
Many nouns ending with a consonant + y change the y to i and add es.	Baby ..... .....	Babies ..... .....
Nouns ending with a vowel + y just add s.	Toy ..... .....	Toys ..... .....
Nouns ending with ch, sh, ss or x add es	Church .....	Churches .....
Many nouns ending with f or fe change this to a v and add es.	Life ..... .....	Lives ..... .....
Nouns ending with a vowel + o add s.	Radio .....	Radios .....
Nouns ending with a consonant + o add es.	Volcano .....	Volcanoes .....

*Some nouns have different plural forms.*

child – children

woman – women

man – men

mouse – mice

goose – geese





Once upon a time, in an island there lived all the feelings and emotions : Happiness, Sadness, Knowledge, and all of the others, including Love. One day it was announced to them that the island would sink! So all constructed boats and left. Except for Love.

Love wanted to hold out until the last possible moment.

When the island had almost sunk, Love decided to ask for

Richness was passing by Love in a boat. Love said,

"Richness, can you take me with you?"

Richness answered, "Sorry Love, I can't. There is a lot of gold and silver in my boat and so there is no place here for you."



help.



Love next asked Self-Love who was also sailing by. Self-Love was also ready with the same answer.

"I can't help you, Love. You are all wet and might damage my boat," Self-Love answered.

Sadness was close by so Love asked, "Sadness, take me along with you."

"Oh . . . Love, I am so sad that I need to be by myself!", sadness said in a sullen voice.



Happiness passed by Love, too, but she was so preoccupied with her happiness that she did not even hear when Love called her.



Suddenly, there was a voice, "Come, Love, I will take you." It was an older person. An overjoyed Love jumped up into the boat and in the process forgot to ask where they were going. When they arrived at a dry land, the older person went her own way.

Realizing how much was owed to the person, Love asked Knowledge, "Who Helped me?"



"It was Time," Knowledge answered.

"Time?" thought Love. Then, Knowledge smiled and answered, "Because only Time knows how valuable Love is."



How to make a parent and sibling feel closer during separation.

Separation anxiety is a normal stage of development.

In early childhood, crying, tantrums, or clinginess are healthy reactions to separation

For children with normal separation anxiety, there are steps you can take to make the process of separation anxiety easier.

Practice separation. Leave your child with a caregiver for brief periods and short distances at first.

Schedule separations after naps or feedings. Babies are more susceptible to separation anxiety when they're tired or hungry.

Develop a "goodbye" ritual. Rituals are reassuring and can be as simple as a special wave through the window or a goodbye kiss.

Keep familiar surroundings when possible and make new surroundings familiar. Have the sitter come to your house. When your child is away from home, let him or her bring a familiar object.

Have a consistent primary caregiver. If you hire a caregiver, try to keep him or her on the job.

Leave without fanfare. Tell your child you are leaving and that you will return, then go—don't stall.

Minimize scary television. Your child is less likely to be fearful if the shows you watch are not frightening.

Try not to give in. Reassure your child that he or she will be just fine—setting limits will help the adjustment to separation.

Fear that something terrible will happen to a loved one. The most common fear a child with separation anxiety disorder experiences is the worry that harm will come to a loved one in the child's absence. For example, the child may constantly worry about a parent becoming sick or getting hurt.

Worry that an unpredicted event will lead to permanent separation. Kids with separation anxiety disorder may fear that once separated from a parent, something will happen to keep the separation. For example, they may worry about being kidnapped or getting lost.

Refuse to go to school. A child with separation anxiety disorder may have an unreasonable fear of school, and will do almost anything to stay home.







**Doncaster Deaf Trust**  
A National Centre of Excellence



Erasmus+

Display reluctance to go to sleep. Separation anxiety disorder may make these children insomniacs, either because of the fear of being alone or due to nightmares about separation.

Complain of physical sickness like a headache or stomach ache. At the time of separation, or before, children with separation disorder often complain they feel ill.

Cling to the caregiver. Children with separation anxiety problems may shadow you around the house or cling to your arm or leg if you attempt to step out.



<b>Theme: 1 Relationships</b>	Level/code A Lesson A.1.3_	<b>Date:</b>	<b>Time:</b>
	DURATION: 80 Minutes	<b>Attendance today</b>	
		<b>Named Absences:</b>	

**AIM:** The learner will be able to define and identify what unhealthy relationships are.

**OBJECTIVES (outcome):** Learners to be able to give reasoning why one person is absent from the family unit for a long period of time through expression of ideas. Learners to be able to read a narrative text based on a difficult and emotional event and answer main points of text.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction Unhealthy relationships	Recall from previous and further discussion of relationships. Tutor led the different reasons a person may be absent from a family from a period of time.	Group discussion Feedback on homework	Smart Board Narrative Activity worksheets	Q&A Observation writing
Text 1: Analysis skills	Tutor Q & A how to help a sibling and parent feel closer during a separation	Read and use there is/are to explain key points of text onto worksheet Key sentences structures		



Grammar	Key words and phrases linked grammar point from texts	Imperatives and negative imperatives  Nouns phrases that include plural of nouns and personal pronouns		
Text 2: Reading comprehension	Introduce readings and key words Discuss dictionary work	Group discussion learners to read a narrative text based on a difficult and emotional event.  Learners to share their experience and feelings.		
Writing skills	Recall experiences and how to write	Learners to identify and list signs of a unhealthy relationship		
Review (Feedback and homework)	Clarify understanding	<i>Homework</i>  Learners to write down their thoughts and feelings  Learners to collect photos and write about special event that they can send to an		



		absent member of the family		
EDI	<p>Equality: Ensure equality of access and opportunity for all students.  Diversity: Ensure teaching and materials respect race, gender, disability, sexual orientation, age and religion/beliefs of all learners. Value differences of students.  Inclusion: Remove barriers to learning – total communication used. Soft furnishings promote the use of residual hearing. Students are positioned to see both the tutor and each other.</p>			
A1 Check-List Objectives	Reading skills covered	<input checked="" type="checkbox"/>	Writing skills covered	<input checked="" type="checkbox"/>
	Follow a short narrative	<input checked="" type="checkbox"/>		
	Recognize different purposes	<input checked="" type="checkbox"/>	Compose simple text to communicate ideas	
	Read simple sentences	<input checked="" type="checkbox"/>	Construct simple sentences	<input checked="" type="checkbox"/>
	Identify punctuation/capitalization	<input checked="" type="checkbox"/>	Punctuate	<input checked="" type="checkbox"/>
	Know sight vocabulary	<input checked="" type="checkbox"/>	Use capitals	<input checked="" type="checkbox"/>
	Possess simple words/sounds	<input checked="" type="checkbox"/>	Sequence letters/digits correctly	<input checked="" type="checkbox"/>
	Recognize letter sequence	<input checked="" type="checkbox"/>	Spell familiar words correctly	<input checked="" type="checkbox"/>



	Word bank	Grammar opportunities
	<p><i>Absent Parents</i></p> <p>Divorced</p> <p>Working Away</p> <p>In prison</p> <p>In hospital</p> <p>Long term illness</p> <p>Lives in another country</p> <p>Emotionally distant parent – unstable/emotional instability/attention seeking/low stress tolerance</p> <p><i>Special events</i></p> <p>Birthday</p> <p>Graduation</p> <p>Passing an exam</p> <p>Passing a driving test</p> <p>Leaving School</p> <p>Going to University</p>	<p>The student will:-</p> <p>Understand and use basic word order in simple statements, subject/verb/objects</p> <p>Use prepositional phrases</p> <p>Ask and respond to questions with basic expression</p> <p>Understand regular and common noun/noun phrases</p> <p>Know verb phrases and time markers</p> <p>Use simple adjectives, adverbs and sentence connectives</p>



**Doncaster Deaf Trust**  
A National Centre of Excellence



	Language features (suggestions for your language)
	<p>I am thinking of you</p> <p>Look forward to hearing from you</p> <p>Don't do that/write here please.</p> <p>He is my father/she is my sister who is in prison.</p>



**Text 1**

Mr Mdhasi  
100 Broadway Lane  
London  
NW89DE  
13<sup>th</sup> October 2017

Mr A. Smith  
CEO  
Pure Water Ltd  
18 Carrington Road  
London SE27 1HF

Dear Mr Smith,

I would like to request a ten day leave of absence for personal reasons. My cousin is getting married on November 12 and I would like to attend the wedding which is going to be held at our ancestral home in Kerala. And because I haven't been to my native place in over 18 months, I am also keen on spending a few days with my parents and other family members who live there.

If possible i would like to leave work on November 7 and return November 17. I would also like to assure you that even when i am away from work, I will be constantly accessible via email or phone.

Thank you very much for your consideration.

Sincerely,

*B. Mdhasi*

B.Mdhasi (Mr)



Text 2

Selection of formal and informal letters (Informal 1)

Jenny Gamble  
15 Hall Road,  
Anytown  
CO2 6SY  
23rd October, 2001

Dear Mary,

How are you? I'm very well. I didn't write earlier because I was very busy.

I like my new home. It is a lovely house. I have a big bedroom looking over the garden. I helped Mummy paint the bedroom walls yesterday. We chose a pretty yellow colour.

A boy called Mark lives next door. He is the same class as me at school. Mark is very good at sports and English. He likes animals just like we do, but even more. He says he is going to be a vet when he grows up.

I am still thinking about being a writer. Do you want me to send you the story I am writing when it is finished? It is all about animals having adventures.

Write back soon. I am really looking forward to hearing all your news.

Love,  
Jenny.





Text 3

Selection of formal and informal letters (Formal 2)

33 The Limes,  
East Fields,  
Budmouth,  
Wessex,  
BM2 4TM.

Tel: 01234-567890

25th August 2007.

To whom it may concern.

Dear Sirs,

I, the undersigned, having sole parental responsibility for Mary Anne SMITH consent to her name being changed to Mary Anne JONES.

I confirm I was not married to my daughter's father at birth or subsequently and no other person has acquired parental responsibility by agreement or by court order. I also confirm the father is not recorded on my daughter's birth certificate.

Yours faithfully,

Rebecca Anne Smith  
Mother



Text 4

Selection of formal and informal letters (Informal 2)

20<sup>th</sup> April 2016

Dear Evie,

It's been so long since your last visit, so I thought I should write to you to see how everything is. So how are you doing? Hope you started your new job last week. It must be really exciting. I'd love to hear about your new job.

Mila is getting ready for the new school year. She mentioned you the other day while talking about this new restaurant. The food there is delicious, and you would love it. She wants to know when you are going visit us again. We are all looking forward to seeing you. I hope you are getting a small holiday in December. Do try to visit us if you have time. We all miss you very much.

Hoping to hear from you soon

Love,

Maria



Text 5

Informal letter format (1)

## Informal Letter Format

Sender's Address



212 7<sup>th</sup> St, Wootton St.  
New York, NY 89007

Writing Date



7 August 11, 2014

My Dear Dad,

Greeting

I hope you are fine with all family. I am also fine. I learned a lot in school this week! In math, I got to use the computer for Reflex Math. The games are so much fun! We read for 40 minutes in Reader's Workshop. I read the book, Corduroy. We learned to draw pictures in Writer's Workshop. I drew a picture of Yoda. I can't wait for next week!

Letter Body

Best wishes for you!

Your friend,  
Alexi

Closing



Text 6

Informal letter format (2)

# INFORMAL LETTER

You use the informal letter layout when writing to a friend or a member of your family.

Your address in the top right-hand corner of the page.

15 Your Road,  
Your Town,  
Your County.  
AU44 6NE

24th September, 2000

The date is written here.

There's no need to put the other person's address in an informal letter.

The name of the person you are writing to.

Dear Jimmy,

This is where the content of your letter goes. You can write as if you're talking to your friend. You can even use slang. Don't forget you still need to write in paragraphs.

How you sign off depends on how you feel about the person. It could be:  
Yours truly,  
Yours,  
Love,  
Best Wishes,

Love,

Your name.

Sarah

doncasterdeaftrust  
www.doncasterdeaftrust.co.uk



A1.4 Grammar worksheet 1

## Adverbs of Time

WHEN	FOR HOW LONG	HOW OFTEN
Today	All Day	Sometimes
Yesterday	Not Long	Frequently
Later	For a While	Never
Now	Since Last Year	Often
Last Year		Yearly

Write some key sentences using the adverbs of time. Example:  
Yesterday I went to visit my father in his new home.

1)

2)

3)

4)

5)



A1.4 Grammar worksheet 2

<h1>Adverbs of manner</h1>			Complete with the missing adverb of manner.
1. Davis is careful. He flies _____.	2. The Sun is bright. It is shining _____.	3. The students are noisy. They behave _____.	4. It is easy to climb the wall. They climb it _____.
5. The children are happy. They live _____.	6. The babies are quiet. They are playing _____.	7. Paul is a slow walker. He walks _____.	8. They are talking in a loud voice. They are talking _____.
9. The girl is angry. She is crying _____.	10. James is a successful businessman. He _____ concluded the deal.	11. They are good dancers. They dance _____.	12. Daisy's voice is beautiful. She sings _____.
13. Mr. Smith is a calm person. He _____ waits for the bus.	14. They are very punctual. They arrive _____.	15. John's horse is fast. It gallops _____.	16. Lucy is a bad driver. She drives _____.

**KEY: 1.carefully 2. brightly 3. noisily 4. easily 5. happily 6. quietly 7. slowly 8. loudly 9. angrily 10. successfully 11. well 12. beautifully 13. calmly 14. punctually 15. fast 16. badly**

[islcollective.com](http://www.islcollective.com)



A1.4 Grammar worksheet 3 - Using connectors.

Match the two parts of the sentence

Tom was good at apologising

...after Tom had left for school.

Tom knew that his mum would be cross

...whenever he made a mistake.

Mum took a deep breath

...when she discovered he had left a mess.

Mum found a note

...before Tom walked through the door.

That evening, Mum would not let Tom watch any television

...since he was little.

Dad always made the sandwiches

...until he tidied up.



Assessment A1.4 Draft an informal letter

Useful phrases to start  
your letter:

- Thank you for your letter.
- It was really nice to see/hear from you.
- I'm so happy to hear that ...
- I'm sorry I haven't written sooner but ...

Useful phrases to use in your  
letter:

- Why don't we ...
- Did you know that ...
- How is ...?

Useful phrases to finish your  
letter.

- Looking forward to hearing from you.
- Send my best wishes to ...
- Well, that's all for now.
- Anyway, have to go now ...
- Write soon.

Dear \_\_\_\_\_,

---

---

---

---

---

---

---

---

---

---

How will you sign off the letter?


- See you soon.
- Regards,
- Best wishes,
- Love,





# How to help a sibling and parent feel closer during a separation

Write a short story to an absent parent. Tell them briefly about a special event they have missed. Make it sound exciting! Use these words and phrases to help you. .



*Dear*

*I have written a short note to you. It's about ...*

*I made it especially for you.*

*I hope you like it.*


*My favourite bit is ...*


*I'm looking forward to ...*


*Love from,*

*With love,*

*See you soon,*









Lesson 4 Lesson Plan

<b>Theme: 1 Relationships</b>	Level/code A Lesson A.1.4_	<b>Date:</b>	<b>Time:</b>
	DURATION: 80 Minutes	<b>Attendance today</b>	
		<b>Named Absences:</b>	

**AIM:** The learner will be able to build up relationships by writing a letter to a friend or family member using key words and phrases.

**OBJECTIVES (outcome):** All learners will be able to read and write an informal letter based upon asking questions and/or giving information. All learners will be able to use sentences with connectors to express their needs.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction Letter to family member or friend	Tutor talks about letter writing and makes comparison to other method of communication (email, text messages)	Group work brainstorm If you were writing a letter, what would you want to say to a friend or family member, what questions might you have for them discuss what you might say and ensure the message is clear.	Selection of formal and informal letters  Informal letter templates	Q&A  Observation  Completion of tasks  Letter writing



Text 1: Analysis skills	Tutor led discussion on benefits of letter writing and features of informal letters and key phrases.	Learner to pick out formal and informal phrases		
Grammar	Topics of phrases, words and connectors	Adverbs of time, manner, and place worksheets  Sentence connectors and use of dictionary		
Text 2: Reading comprehension	Handout sample letters with variation of difficulty	Learners to read sample letters and understand adverbs of time and prepositional verbs (main points of texts)		
Writing skills	Introduce sample of letter and check understanding	Learners to write an informal letter to a friend or family member share personal and family news. Draft.		



Review (Feedback and homework)	Clarify and check draft for homework.	<i>Homework</i>  Practice informal letter writing using templates to help build up your relationship with friends and family members.		
EDI	<p>Equality: Ensure equality of access and opportunity for all students.          Diversity: Ensure teaching and materials respect race, gender, disability, sexual orientation, age and religion/beliefs of all learners. Value differences of students.          Inclusion: Remove barriers to learning – total communication used. Soft furnishings promote the use of residual hearing. Students are positioned to see both the tutor and each other.</p>			
A1 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Follow a short narrative	✓		
	Recognize different purposes	✓	Compose simple text to communicate ideas	✓
	Read simple sentences	✓	Construct simple sentences	✓
	Identify punctuation/capitalization	✓	Punctuate	✓



	Know sight vocabulary	✓	Use capitals	✓
	Possess simple words/sounds	✓	Sequence letters/digits correctly	✓
	Recognize letter sequence	✓	Spell familiar words correctly	✓
	<b>Word bank</b>	<b>Grammar opportunities</b>		
	<i>Building up relationships – getting in touch with friends and family</i> <i>Informal letters</i> Senders address Date Useful phrases to start your letter It was really nice to hear from you I'm sorry I haven't written sooner I've heard that Why don't we Looking forward to hearing from you Express feelings in a letter	The student will:- Understand and use basic word order in simple statements, subject/verb/objects Use prepositional phrases Ask and respond to questions with basic expression Understand regular and common noun/noun phrases Know verb phrases and time markers Use simple adjectives, adverbs and sentence connectives		



	<p>Use informal words and expressions</p> <p>Use a friendly chatty style</p> <p>Use a variety of structures for giving advise</p> <p>Share personal /and or family new, recognise special occasions and offer congratulations, sympathy and thanks</p> <p>Informal letter friendly and casual in their tone</p> <p>Shared memories. humorous moments, passed and shared moments</p>	
	<b>Language features (suggestions for your language)</b>	
	<p>Send my best wishes to .....</p> <p>Write soon.</p> <p>I would like to meet at the library in the afternoon to talk.</p>	



Text 1

A1.5 Read and understand character traits from reading extracts of zodiac signs

<p><b>Virgo</b> Aug. 22-Sep. 21 Earth • Mutable • Mercury "The Virgin"</p> <p>Successful, Creative, Likes to please Clever, Can lead others on</p>	<p><b>Taurus</b> Apr. 22-May 21 Earth • Fixed • Venus "The Bull"</p> <p>Good taste, Sensual, Down to earth Pleasure-seeking, Stubborn</p>	<p><b>Capricorn</b> Dec. 22-Jan. 21 Earth • Cardinal • Saturn "The Goat"</p> <p>Hardworking, Straightforward, Loyal Stubborn, Uncontent until at the top</p>
<p><b>Libra</b> Sep. 22-Oct. 21 Air • Cardinal • Venus "The Scales"</p> <p>Irresistible, Adventurous, Lavish Indecisive, Complicated love life</p>	<p><b>Gemini</b> May 22-Jun. 21 Air • Mutable • Mercury "The Twins"</p> <p>Dynamic, Many talents, Likes games Two-faced, Mischievous</p>	<p><b>Aquarius</b> Jan. 22-Feb. 21 Air • Fixed • Uranus "The Water Bearer"</p> <p>Sets Trends, Innovative, Admired Distant, Eccentric</p>
<p><b>Scorpio</b> Oct. 22-Nov. 21 Water • Fixed • Pluto "The Scorpion"</p> <p>Self-reliant, Powerful, Wise Dominant, Secretive</p>	<p><b>Cancer</b> Jun. 22-Jul. 21 Water • Cardinal • The Moon "The Crab"</p> <p>Sensitive, Friend-oriented, Practical Hates to argue, Forgives but doesn't forget</p>	<p><b>Pisces</b> Feb. 22-Mar. 21 Water • Mutable • Neptune "The Fish"</p> <p>Alluring, Free, Sensual Sensitive, Can't function alone</p>
<p><b>Sagittarius</b> Nov. 22-Dec. 21 Fire • Mutable • Jupiter "The Archer"</p> <p>Open-minded, Achiever, Loving Insensitive, Cold</p>	<p><b>Leo</b> Jul. 22-Aug. 21 Fire • Fixed • The Sun "The Lion"</p> <p>Creative, Popular, Faithful Dominating, Too much pride</p>	<p><b>Aries</b> Mar. 22-Apr. 21 Fire • Cardinal • Mars "The Ram"</p> <p>Brave, Independent, Assertive Impulsive, Hates to be restricted</p>





# THE SCOPE - NOVEMBER-DECEMBER



**PASTY BENNETT,**  
AUTHOR OF  
'SECRETS OF THE  
MOON'



**SAGITTARIUS**

Your dynamism and ability to get your ventures off the ground means you'll see results in practical terms for all your hard work. Prepare for a busy time. However, there will be a retrospective theme, too, one that will enable you to learn from the benefit of hindsight – and this will demonstrate your wisdom and experience in all kinds of fabulous ways in 2018.

**ARIES**

Good communications skills and the willingness to collaborate will be the keys to success over the next two months, as your social life and work are likely to blossom into new terrain. A particular project or written agreement will merit careful attention early December.

**TAURUS**

You'll appreciate the chance to broaden your horizons over the next two months, to include activities and schedules that bring more spontaneity and deeper meaning into your life. A fresh focus on the people who take priority in your life, such as partners and family, will sow the seeds of happiness.

**GEMINI**

Your domestic, family or home life is about to undergo a change. This may be due to circumstances outside your home, but the effect will be felt in your domestic sphere. You'll appreciate the necessity to be a little more outgoing over coming months. December's events could open exciting new doors at work.

**CANCER**

Home, family and property matters will attract your attention; you may be inclined to feather your nest a little, or to make long-term changes that guarantee you feel "at home". In December, work, health and your everyday routine will also merit careful attention.

**LEO**

A sense of stability and gaining more contentment in November will appeal to you. You'll welcome romance and love into your life, so singles should mingle as you may meet someone you feel a strong connection with, and couples should enjoy the sense of increased stability in life. Spiritual Leos will appreciate the chance to delve more deeply into your interests.

**VIRGO**

You'll appreciate a sense of innovation and a pioneering spirit in coming months, so this is an ideal time to push forward with your ideas and plan for something new. You'll enjoy a more light-hearted approach at work and to bringing joy into the lives of those you love. A reunion or return to an old haunt in December will appeal.

**LIBRA**

You're very much looking for balance and harmony in life and the next two months will be par for the course. In your efforts to establish more fair play and equality in your circumstances, you may ironically forego some of the peace and balance you crave – but the outcome should be worthwhile. A close partnership will feel revitalised in December, which you'll love.

**SCORPIO**

The focus is likely to be on family and personal life over coming months, and you'll find great strength in stable relationships, which will flourish. However, if you experience a challenging circumstance, rest assured that change is warranted in your environment as you reconsider some of your practises. 2018 is looking excellent for work and financial developments.

**CAPRICORN**

You'll appreciate the sense that new horizons beckon, and this may also point out where your priorities lie. A sense of satisfaction that comes from deep within will reflect in the world around you; you'll appreciate a sense of belonging and stability. Art, creativity and romance will appeal, and it's a great time to put long-term arrangements in place as you begin a more settled phase.

**AQUARIUS**

People skills are your key to success over coming months, especially if you feel restless, or inclined to move into fresh territory, either through travel or projects. A sociable time in December will further test your networking skills, and this could be a memorable time. If your focus is on work, this could blossom into new areas, with research and development key to your success.

**PISCES**

November is a beautiful time to bring back the love into your life (if it ever really left) and to allow your closest relationships to blossom. Singles may experience a romantic time, and could even meet someone who resonates on a deep level. Couples could reignite passion and romance. Mid-December, fresh work and health options could be ideal as you head into 2018.





A1.5 Grammar Topic of Modals – worksheet 1

Using 'like' in different ways and then the modal . 'I would like...'

<b>Verb : to like</b>	The verb <b>to like</b> is used to talk about tastes, what we enjoy or prefer.	What sport <b>does</b> Peter <b>like</b> ? He <b>likes</b> football.  What's your favourite food? I <b>like</b> Italian food.
<b>Preposition (like) + look</b>	<b>Look like</b> is used to ask for and give an opinion about appearance.	What <b>does</b> Peter <b>look like</b> ? He is tall, dark and handsome. He <b>looks like</b> George Clooney.
<b>Preposition (like) + be</b>	<b>Be like</b> is used to ask for and give a general description.	What <b>is</b> Julie <b>like</b> ? She is reliable, pleasant and helpful. She <b>is like</b> a friend.

Using the information box, try and complete the following sentences.

1. Sam .....sport and walking as her hobby of interest.
2. I .....walking but do not really do a lot of sport.
3. I think that photograph of him is good. He ..... Tom Cruise.
4. My friend would be perfect for you. He is friendly, helpful really .....you.
5. I would .....someone who can dance.
6. I .....someone funny and can make me laugh.
7. I ..... to go out to restaurants too. My favourite is Italian.
8. I ..... to meet someone different.

Worksheet 2 - Verbs

**Fill in the blank using:  
'is' 'am' 'are'**

1. He \_\_\_\_\_ American.
2. She \_\_\_\_\_ Scottish.
3. We \_\_\_\_\_ English.
4. I \_\_\_\_\_ from Poland.
5. You \_\_\_\_\_ from Spain.
6. They \_\_\_\_\_ from France
7. He \_\_\_\_\_ Japanese.



## LIKE, LOVE, HATE +ING

Ex.1. Fill in the gaps with the verbs in brackets:

1. I like \_\_\_\_\_ (go) out with friends.
2. She doesn't like \_\_\_\_\_ (play) any sport.
3. He hates \_\_\_\_\_ (cook).
4. She loves \_\_\_\_\_ (swim).
5. I like \_\_\_\_\_ (dance).
6. My mother loves \_\_\_\_\_ (sing).
7. He hates \_\_\_\_\_ (dance).
8. I like \_\_\_\_\_ (read) books.
9. They love \_\_\_\_\_ (play) games.
10. He likes \_\_\_\_\_ (run).

Ex.2. Write down a sentence with each picture (use **like, love, hate**)



1. \_\_\_\_\_  
\_\_\_\_\_



2. \_\_\_\_\_  
\_\_\_\_\_



3. \_\_\_\_\_  
\_\_\_\_\_



4. \_\_\_\_\_  
\_\_\_\_\_



5. \_\_\_\_\_  
\_\_\_\_\_



6. \_\_\_\_\_  
\_\_\_\_\_



7. \_\_\_\_\_




8. \_\_\_\_\_



















A1.5 Grammar Topic Possessives – worksheets

## Possessives

<b>I</b>	→	<b>my</b>	→	<b>mine</b>	
					That is my apple. The apple is mine.
<b>you</b>	→	<b>your</b>	→	<b>yours</b>	
					These are your flowers. The flowers are yours.
<b>he</b>	→	<b>his</b>	→	<b>his</b>	
					Jacques is his dog. The dog is his.
<b>she</b>	→	<b>her</b>	→	<b>hers</b>	
					That box is her present. The present is hers.
<b>it</b>	→	<b>its</b>	→	<b>(its)</b>	
					The cat is sitting on its treehouse. <small>*NOTE: "its" not common as possessive pronoun*</small>
<b>we</b>	→	<b>our</b>	→	<b>ours</b>	
					This is our house. The house is ours.
<b>they</b>	→	<b>their</b>	→	<b>theirs</b>	
					That is their house. The house is theirs.

 [englishoutsidethebox.com](http://englishoutsidethebox.com)
   JenESL760

## Adjectives to describe character and personality

						
<b>Attentive</b>	<b>Calm</b>	<b>Cheeky</b>	<b>Intelligent</b>	<b>Faithful</b>	<b>Pessimistic</b>	<b>Friendly</b>
						
<b>Good tempered</b>	<b>Happy</b>	<b>Hard-working</b>	<b>Honest</b>	<b>Nervous</b>		
						
<b>Humble</b>	<b>Lively</b>	<b>Obedient</b>	<b>Optimistic</b>			



Worksheet 3: Complete the following.

Here are informal words people in families use for each other:  
*mom*=mother / *dad*=father / *grandma*=grandmother / *grandpa*=grandfather

Complete the sentences. Write the correct possessive adjective in each blank space.

my    your    his    her    our    their



1. I'm the boy in this picture on the left. My name is Tommy.

\_\_\_\_\_ mom is Helen and \_\_\_\_\_ dad is Bob. I'm \_\_\_\_\_ son.



2. I'm the girl in this picture on the right. My name is Lisa.

\_\_\_\_\_ parents are Mary and Dave. I'm \_\_\_\_\_ daughter.



3. I'm the boy in this picture on the left. My name is Kevin. I

have a new sister. \_\_\_\_\_ name is Betsy. My mom is Sara and my dad is Bob. \_\_\_\_\_ last name is Smith -- Sara Smith, Bob Smith, Betsy Smith, and Kevin Smith.

4. I'm the girl in this picture on the right. My mom

is in the middle. \_\_\_\_\_ name is Kim. \_\_\_\_\_ mom is next to her. She is \_\_\_\_\_ grandma. She has white hair.



Task 4: How would you describe yourself? Use verbs and adjectives studied.

I..... and ..... I ..... but .....





A1.5 Example of on-line dating website

account
Home | Search | Matches | Daily 5

# match.com

Welcome msnikkilynn

**YOU'VE WINKED AT EACH OTHER!**  
The interest is definitely mutual! Now is a good time to start a conversation.

EMAIL HER >>

IM HER >>

GET HER NUMBER >>

**msnikkilynn**

I am a nice girl. Really, I am.

IM me now!


28-year-old woman  
San Francisco, California, United States  
seeking men 23-40  
within 50 miles of San Francisco, California, United States

**Relationships:** Never Married  
**Have kids:** No  
**Want kids:** Definitely  
**Ethnicity:** White / Caucasian  
**Body type:** Full-figured  
**Height:** 5'9" (175cms)  
**Religion:** Christian / Other  
**Smoke:** Occasionally  
**Drink:** Social Drinker

**matchWords™**

Click on a word to see more profiles with the same word


Click on a "+" to add that word to your profile



« previous photo

next photo »

**More of My Photos**



**About me and who I'm looking for**

I can be silly sometimes. I have a great sense of humor and like to entertain my friends with funny jokes and animated stories. I am outgoing and get along with



A1.5 Questions relating to reading skills and dating site

- 1) Look at the layout of the example and discuss this with someone.
- 2) What are the three boxes to the right of the page?
- 3) What other links are there on this page?
- 4) What does 'add her to favourites mean?'
- 5) Does this lady like to smoke?
- 6) How old is she?
- 7) Where is she from?
- 8) How tall is she?
- 9) What does she look like?
- 10) Do you think she likes to travel?



A1.5 Summative: Personal profile of themselves: Complete this.

*Love match*

**Basic Information**

Full Name: \_\_\_\_\_

Nickname: \_\_\_\_\_

Gender: \_\_\_\_\_

Birthday: \_\_\_\_\_

Living \_\_\_\_\_

CLTENT FOWT

**Personal Information**

Activities: \_\_\_\_\_

Favorite Sport: \_\_\_\_\_

Favorite TV Show/Movie: \_\_\_\_\_

Favorite Song: \_\_\_\_\_

Favorite Book: \_\_\_\_\_

Favorite Subject: \_\_\_\_\_

The thing you are best at: \_\_\_\_\_

**About Me**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Family**

\_\_\_\_\_

\_\_\_\_\_

**Friends**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

You have 29 friend requests.

You like this



For and against on-line dating, What do you think?



For

.....

.....

.....

.....

.....

.....

.....

.....

Against

.....

.....

.....

.....

.....

.....

.....

.....





Lesson 5 Lesson Plan

<b>Theme: 1 Relationships</b>	Level/code A Lesson A.1.5_	<b>Date:</b>	<b>Time:</b>
	DURATION:	<b>Attendance today</b>	
		<b>Named Absences:</b>	

**AIM:** The learner will be able to meet and greet someone and consider dating.

**OBJECTIVES (outcome):** All learners will be able to read and extract information from love-match sites and identify certain characteristics that may correspond to them. Do a personal profile of themselves for a website using correct sentence structures and use of adjectives and modals form of verbs.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction Consider dating	Recall previous  Tutor led discussion how to make sure that you are attracting the right people on line you will need to be specific	Feedback from homework – share with others	Online dating sites	Q&A  Observation  Personal profile
Text 1: Analysis skills	Tutor to introduce characteristics traits and key vocab.	Read and understand character traits from reading extract of the zodiac signs or horoscopes. What makes a good relationship?		



Grammar	Grammar topic of nouns and verbs	Modals – would like Verbs collection Possessives my/yours		
Text 2: Reading comprehension	Tutor to introduce websites for research – reading skills and layout of texts	Learners to research on-line dating sites using website provided to answer specific questions set. Understand specialist vocabulary for this.		
Writing skills	Key phrases and sentences recall	Describe your personality, what you are passionate about give a snapshot who you are and what you want from a relationship.		
Review (Feedback and homework)	Check and clarify understanding	<i>Homework</i> List the For and Against of online dating		



EDI	<p>Equality: Ensure equality of access and opportunity for all students.  Diversity: Ensure teaching and materials respect race, gender, disability, sexual orientation, age and religion/beliefs of all learners. Value differences of students.  Inclusion: Remove barriers to learning – total communication used. Soft furnishings promote the use of residual hearing. Students are positioned to see both the tutor and each other.</p>			
A1 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Follow a short narrative	✓		
	Recognize different purposes	✓	Compose simple text to communicate ideas	✓
	Read simple sentences	✓	Construct simple sentences	✓
	Identify punctuation/capitalization	✓	Punctuate	✓
	Know sight vocabulary	✓	Use capitals	✓
	Possess simple words/sounds	✓	Sequence letters/digits correctly	✓
	Recognize letter sequence	✓	Spell familiar words correctly	✓
Word bank		Grammar opportunities		



	<p><i>Positive character traits</i></p> <p>Outgoing/creative/loyal/affectionate</p> <p>Personality profile – enjoy music/ helping others</p> <p>Active/enjoy sport</p> <p><i>For online dating</i></p> <p>Access to more potential partners</p> <p>Personality testing and matching</p> <p>Computer allows safe and convenient interaction</p> <p><i>Against online dating</i></p> <p>Choice of partners can be confusing and overwhelming</p> <p>Matching may overlook potentially good partners</p> <p>Lacks face to face interaction</p>	<p>The student will:-</p> <p>Understand and use basic word order in simple statements, subject/verb/objects</p> <p>Use prepositional phrases</p> <p>Ask and respond to questions with basic expression</p> <p>Understand regular and common noun/noun phrases</p> <p>Know verb phrases and time markers</p> <p>Use simple adjectives, adverbs and sentence connectives</p>
<b>Language features (suggestions for your language)</b>		



**Doncaster Deaf Trust**  
A National Centre of Excellence



I would like someone who can dance.

I would like someone funny

My favorite hobby is dancing.



**CHUTES AND LADDERS OF LOVE**

<b>Engagement</b>  <b>17</b>	<b>Announcement</b>  <b>18</b>	<b>Wedding Planning</b>  <b>19</b>	<b>I Do's</b>  <b>20</b>
<b>Pets</b>  <b>16</b>	<b>Power struggle</b>  <b>15</b>	<b>Living together</b>  <b>14</b>	<b>Stability</b>  <b>13</b>
<b>I love you</b>  <b>9</b>	<b>Vacation</b>  <b>10</b>	<b>Meet the Parents</b>  <b>11</b>	<b>Back to work</b>  <b>12</b>
<b>Socializing</b>  <b>8</b>	<b>Physical Intimacy</b>  <b>7</b>	<b>Exclusive</b>  <b>6</b>	<b>Dating</b>  <b>5</b>
<b>Beginning</b>  <b>1</b>	<b>Introduction</b>  <b>2</b>	<b>Acquaintance</b>  <b>3</b>	<b>Friendship</b>  <b>4</b>

**Ladder Labels:** Financial stability, Cell phone tracking, Future Planning, Commitment, Compatibility, Security, Monitoring behavior, Strength, Cell phone tracking, Compromise, Need, Care

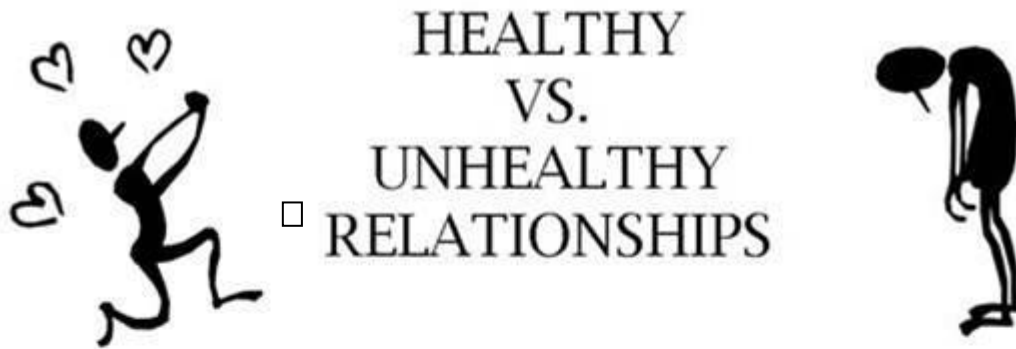
**Chute Labels:** Opposite Sex, Exes - Family Issues - Trust Issues - Cold Feet - Bad Advice - Cheating, Taking For Granted - Trust Issues - Ego, Independence

Powered by **Mobishealth**

A1.6. Ladder of life cards



A1.6. Comprehension Key words of relationship problems



Healthy Love

- Allows for individuality
- Brings out partners' best qualities
- Accepts endings
- Experiences openness to change
- Invites growth in the partner
- Experiences true intimacy
- Finds pleasure in giving & receiving
- Does not try to change partner
- Does not try to control partner
- Accepts limitations of self & partner
- Does not seek unconditional love
- Has individual high self-esteem
- Trusts the memory of the partner
- Expresses feelings spontaneously
- Welcomes affection & closeness
- Believes in equality

Unhealthy Love

- Feelings consumed in the relationship
- Extremely afraid to let go
- Excessive fear of risk or change
- Little individual growth
- Few truly intimate experiences
- Playing mind games
- Trying to get something by giving
- Trying to change people
- Needing others to feel secure & happy
- Refusing to commit
- Repeatedly experience of negative feelings
- Being afraid of affection & closeness
- Cares with excessive detachment
- Frequent playing of "power games"
- Looking to others for self-worth

♥ *"Soul-mates are people who bring out the best in you. They are not perfect but they are always perfect for you."* - Unknown ♥

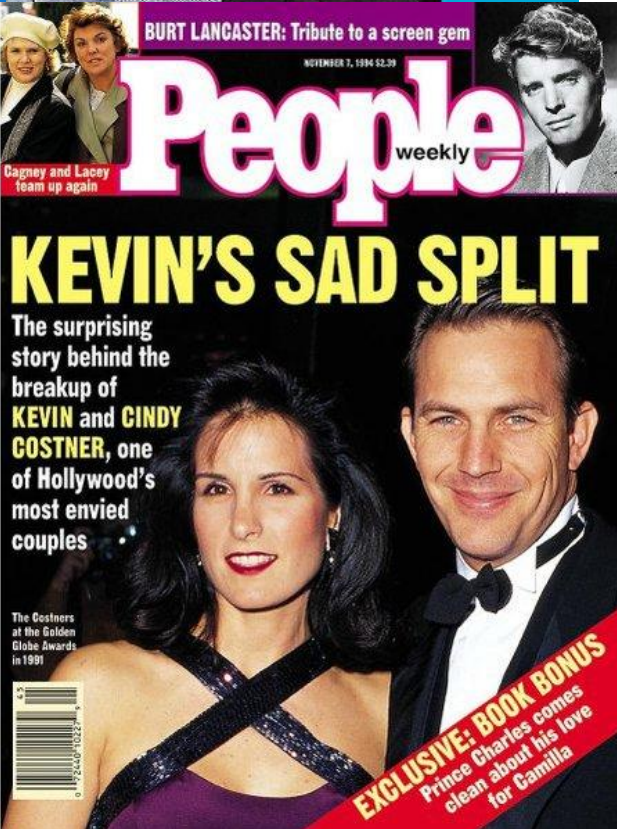
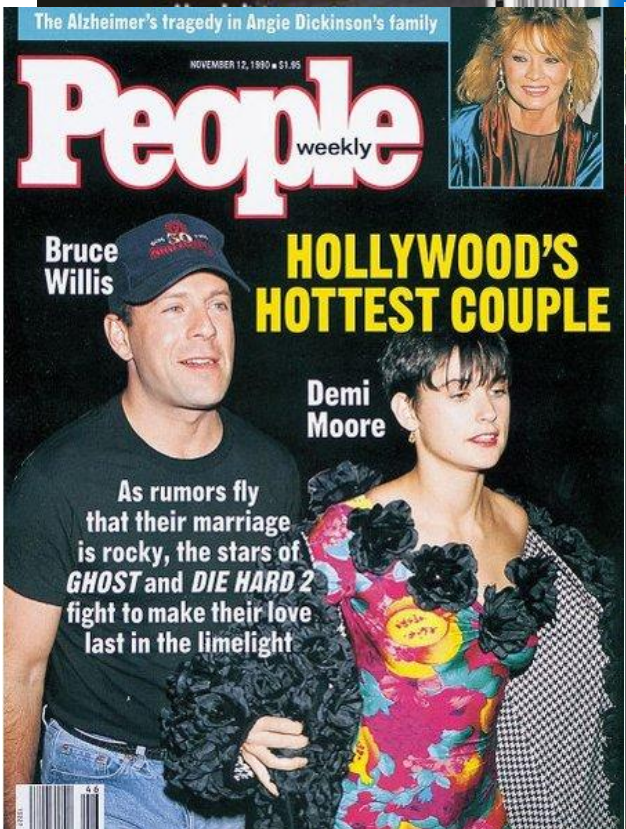
This is a Publication of the Wellness Center- Information Provided by [www.uc.edu](http://www.uc.edu)

<u>Key words:</u>	communicating	respectful	trusting
Equal	honest	disrespectful	take control
Flirting	cheating	isolation	responsibility





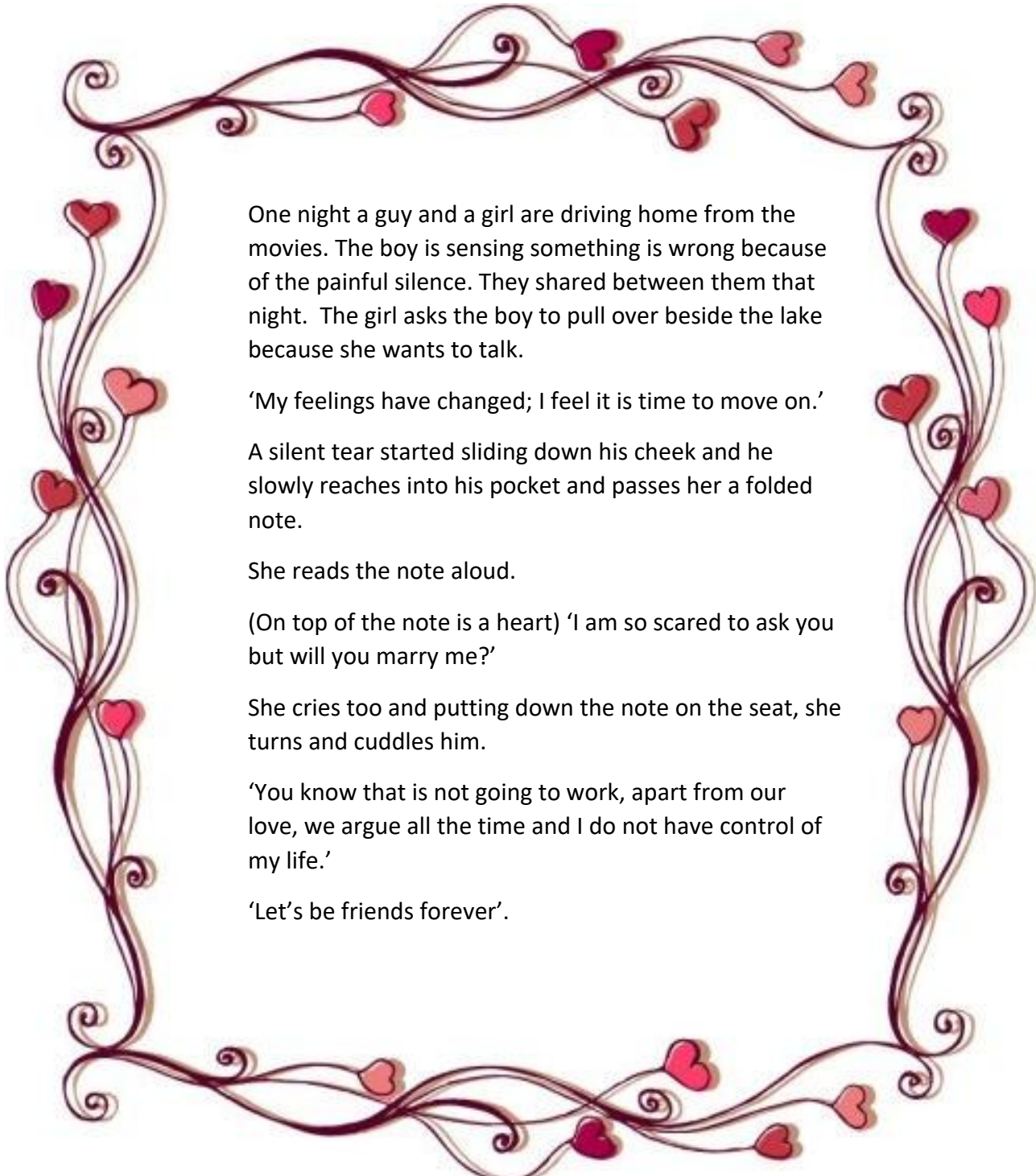
A1.6. Examples of Tabloid articles of relationships breakdowns







A1.6. Grammar: present tense/time marker and prepositions



One night a guy and a girl are driving home from the movies. The boy is sensing something is wrong because of the painful silence. They shared between them that night. The girl asks the boy to pull over beside the lake because she wants to talk.

‘My feelings have changed; I feel it is time to move on.’

A silent tear started sliding down his cheek and he slowly reaches into his pocket and passes her a folded note.

She reads the note aloud.

(On top of the note is a heart) ‘I am so scared to ask you but will you marry me?’

She cries too and putting down the note on the seat, she turns and cuddles him.

‘You know that is not going to work, apart from our love, we argue all the time and I do not have control of my life.’

‘Let’s be friends forever’.

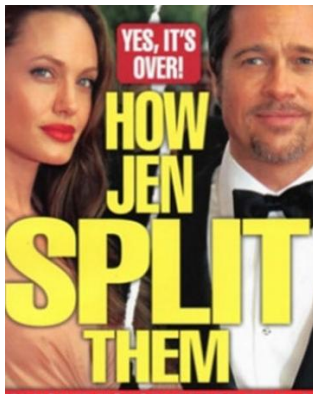
Use your knowledge to highlight verbs/time markers(today/tomorrow) and prepositions.



A1.6. Headlines to type of social breakdown match.

The table below shows the social breakdowns that may occur within a relationship. Look at the headlines and match with the type of breakdown.

<u>Exes</u>	<u>Family issues</u>	<u>Trust issues</u>	<u>Cold feet</u>	<u>Bad advice</u>
<u>Cheating</u>	<u>Power struggles</u>	<u>Money</u>	<u>Divorce</u>	<u>Friendship</u>





A1.6. Summative: Write a short text about the person from the news

**MY NEWS**

[Empty rectangular box for writing the headline]

Title of headline

[Empty square box for drawing an image]

Image of person involved.

[Large rectangular box containing ten horizontal lines for writing the news text]



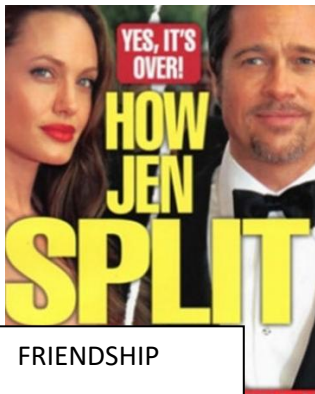




A1.6. Headlines to type of social breakdown match- SOLUTIONS.

The table below shows the social breakdowns that may occur within a relationship. Look at the headlines and match with the type of breakdown.

<u>Exes</u>	<u>Family issues</u>	<u>Trust issues</u>	<u>Cold feet</u>	<u>Bad advice</u>
<u>Cheating</u>	<u>Power struggles</u>	<u>Money</u>	<u>Divorce</u>	<u>Friendship</u>





<b>Theme: 1 Relationships</b>	Level/code A Lesson A.1.6_	<b>Date:</b>	<b>Time:</b>
	DURATION: 80 Minutes	<b>Attendance today</b>	
		<b>Named Absences:</b>	

**AIM:** The learner will be able to describe their relationships with a new person and how the effects may enable them to make changes and move forward.

**OBJECTIVES (outcome):** Learners will be made aware of the types of situations where they need to be prepared for disappointment and consider ways to deal with the related emotions. Learners will read tabloid papers and identify famous key relationship breakdowns. All learners will be able to display through key phrases and expressions, relationships issues and write simple present sentences using correct spellings and punctuation.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction Dealing with relationship disappointments	Tutor led discussion how to spot the warning signs of an impending relationship break up.  Tutor Q & A how to deal with knock backs which can cause feelings of anger and frustration	As a whole group discuss how to deal with knock backs and share some of their situations	Tabloid Newspaper Article  Internet  Ladder of Life cards	Q&A  Observation  Match exercise  Writing skills



Text 1: Analysis skills	Tutor to discuss different types of situations where learners need to prepare for disappointment and to consider ways of dealing with the related emotions.	Learner to identify and list the most common relationship problems i.e. personal, family  Identify key words and explain to others		
Grammar	Topic simple present tense and verb/time markers. Know prepositions	Learners to identify key grammar points by completing worksheet based on relationships		
Text 2: Reading comprehension	Tutor to give out example of tabloids and discuss	Learners will read tabloid papers and identify famous key relationship breakdown  Match key headlines to type of social breakdown		
Writing skills	<b>Introduce writing frame based on grammar point</b>	Choose one person from the news to discuss and write a short text about them  Do as short news article		



Review (Feedback and homework)	<b>Check and explain tasks of feedback through e-learning</b>	<i>Homework</i>  Learners to describe one disappointment they have recently had to deal with  Review themselves or with a friend- email response		
EDI	<p>Equality: Ensure equality of access and opportunity for all students.  Diversity: Ensure teaching and materials respect race, gender, disability, sexual orientation, age and religion/beliefs of all learners. Value differences of students.  Inclusion: Remove barriers to learning – total communication used. Soft furnishings promote the use of residual hearing. Students are positioned to see both the tutor and each other.</p>			
A1 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Follow a short narrative	✓		
	Recognize different purposes	✓	Compose simple text to communicate ideas	✓
	Read simple sentences	✓	Construct simple sentences	✓
	Identify punctuation/capitalization	✓	Punctuate	✓





	Know sight vocabulary	✓	Use capitals	✓
	Possess simple words/sounds	✓	Sequence letters/digits correctly	✓
	Recognize letter sequence	✓	Spell familiar words correctly	✓
	<b>Word bank</b>		<b>Grammar opportunities</b>	
	<p><i>How to spot the warning signs of a relationship breakdown</i></p> <p>Not talking much</p> <p>Not having any interest how your partner, family member or friend is feeling</p> <p>Arguing all the time</p> <p>Frustrate</p> <p>Angry</p> <p>Hurt</p> <p>Irritable or withdrawn</p> <p>Going out more</p> <p>Staying at work longer</p>		<p>The student will:-</p> <p>Understand and use basic word order in simple statements, subject/verb/objects</p> <p>Use prepositional phrases</p> <p>Ask and respond to questions with basic expression</p> <p>Understand regular and common noun/noun phrases</p> <p>Know verb phrases and time markers</p> <p>Use simple adjectives, adverbs and sentence connectives</p>	



	<p>Leading separate lives</p> <p><i>Most common relationship problems</i></p> <p>Affairs</p> <p>Differences in core values and beliefs</p> <p>Outgrown each other</p> <p>Life changing events</p> <p>Feeling bored with relationship</p> <p>A jealous partner</p> <p>Lack of responsibility</p> <p>Addictions ie gambling, drugs etc</p> <p>Unsupportive partner</p> <p>Long term stress</p> <p>Lack of communication</p> <p><i>Dealing with Knockbacks i.e.</i></p> <p><i>Ups (positive)</i></p> <p><i>Downs (negative)</i></p> <p>Life is like a game</p> <p>Full of ups and downs</p>	
--	--	--



	<p>You had an interview you did not get the job</p> <p>You are early for college the bus does not turn up</p> <p>You ask someone to go to the cinema with you but they so no</p> <p>Having an application turned down</p>	
	<b>Language features (suggestions for your language)</b>	
	<p>If this happened to me, I would .....</p> <p>What would you do if.....?</p> <p>Bradley (the singer) has an unsupportive partner. They have differences in life.</p> <p>Tom has long term stress and cannot have a relationship.</p>	



This section will contain solutions to the tasks set in six lessons



True or False?

You use informal greetings for family

**TRUE**/FALSE

Hey is the same as Hello

**TRUE**/FALSE

You don't ask how a person is feeling when greeting

TRUE/**FALSE**

You use formal greetings for friends

TRUE/**FALSE**

It is polite to return a question when asked

**TRUE**/FALSE

Formal language is used in restaurants

**TRUE**/FALSE

It's nice to meet you can be a farewell phrase

**TRUE**/FALSE

Having a good conversation helps builds relationships

**TRUE**/FALSE





Understanding questions



- 11) What is informal? **Being chatty**
- 12) What is formal? **Being professional**
- 13) Who do you talk to informally? **Friends/family**
- 14) Who do you talk to formally? **Work /unknown**
- 15) When do you say 'hey up'? **to friends**
- 16) When do you use Sir? **To a person of importance**
- 17) Where do you go to meet your friends? **Cafes/homes/social**
- 18) Where is your local restaurant?
- 19) Why is it important to answer a question if asked? **Shows you are listening**
- 20) Why do you use informal language on your phone? **Talking with friends**





**Doncaster Deaf Trust**  
A National Centre of Excellence



**Erasmus+**

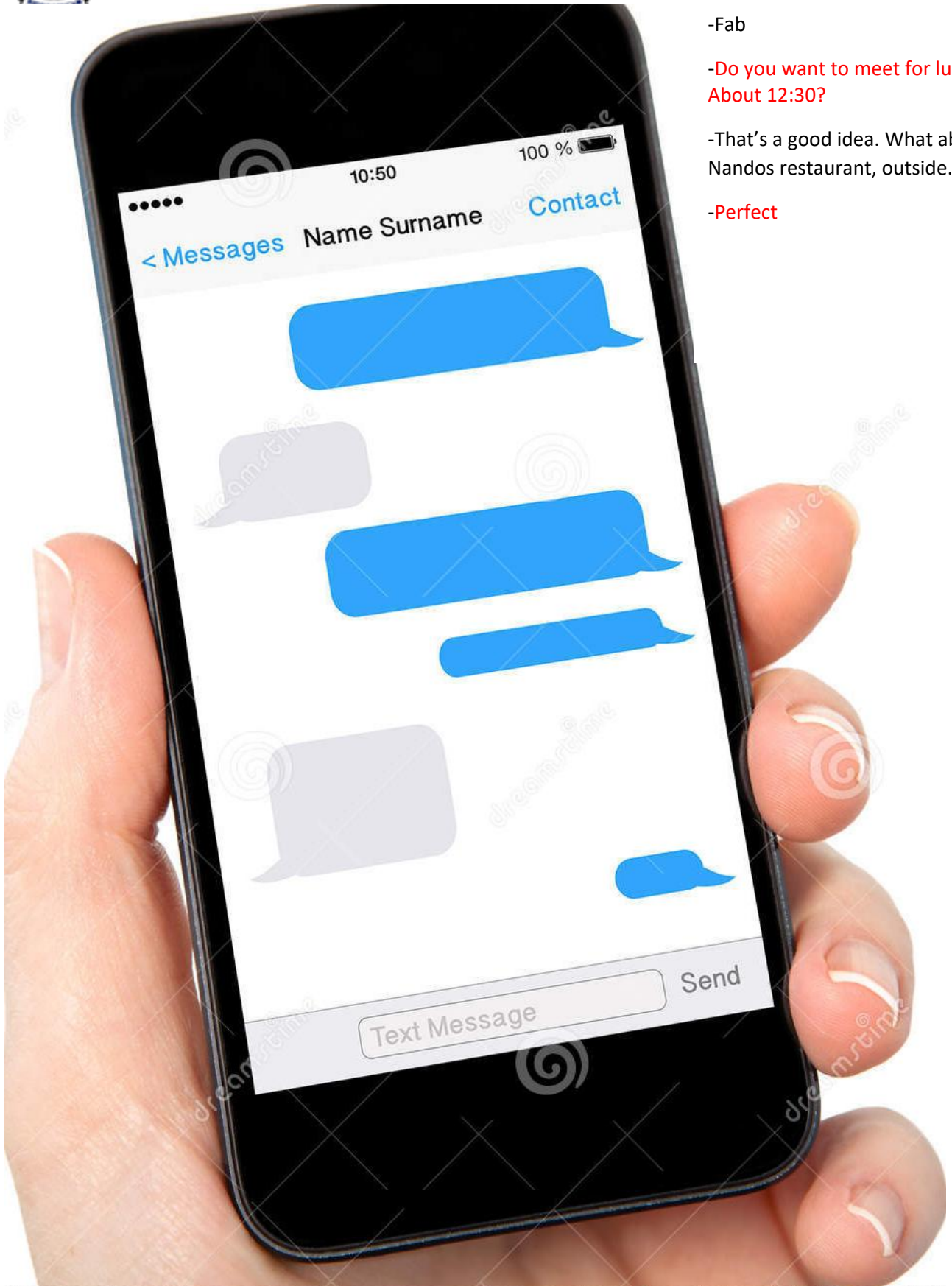
-Hi, how are you today?

-Fab

-Do you want to meet for lunch?  
About 12:30?

-That's a good idea. What about  
Nandos restaurant, outside.

-Perfect







NAME

Bob Smith

ADDRESS

45 Riversway  
High Street  
Bristol  
BS4 725  
England

PHONE NUMBER

+44 302 768590

BIRTHDAY

July 7<sup>th</sup> 1971

OCCUPATION

AUTHOR

GENDER

MALE

FAMILY

2 CHILDREN

COUNTRY

GREAT BRITAIN



Waiter: Could I help you Sir?

Guest: Yes, I would like a table for three please.

Waiter: Of course, I have this table here near the window. Is that satisfactory?

Guest: Perfect. Thank you.

Waiter: I shall give you time to look at the menu.  
Thank you



Alex: Hey, what's up?

Jessie: Not much. How's it going?

Alex: Pretty good.

Jessie: Cool. Do you want to get some lunch?

Alex: Yeah, sounds good.



## Parenting - solution

A child needs to feel safe, secure and protected.  
Parents give this to their child and the child can grow into a happy young person.

Sometimes it is difficult to be a parent. When a child is young the parent always needs to be there. When a child grows up, a parent can have less of a role.

A child needs to know that they are loved and are special. They want to be told they are good and doing the right thing. A parent needs to give the child challenges to grow and learn.

A child learns from the parent. A parent should be calm, be a good role model, spend time with a child and make the home a safe place.

Children like to know that a parent loves them. They like hugs, kisses and, 'I love you'.

If a parent is not loving, angry and not a good role model then the child may be unhappy. The home may not be safe. The child will not have challenges to develop.



### Sample Q&A

What three things are needed for a child to have good parenting? **Feel safe, secure and protected**

What does a child grow into? **Happy, young person**

Why is it difficult for the parent? **The parents needs to be there**

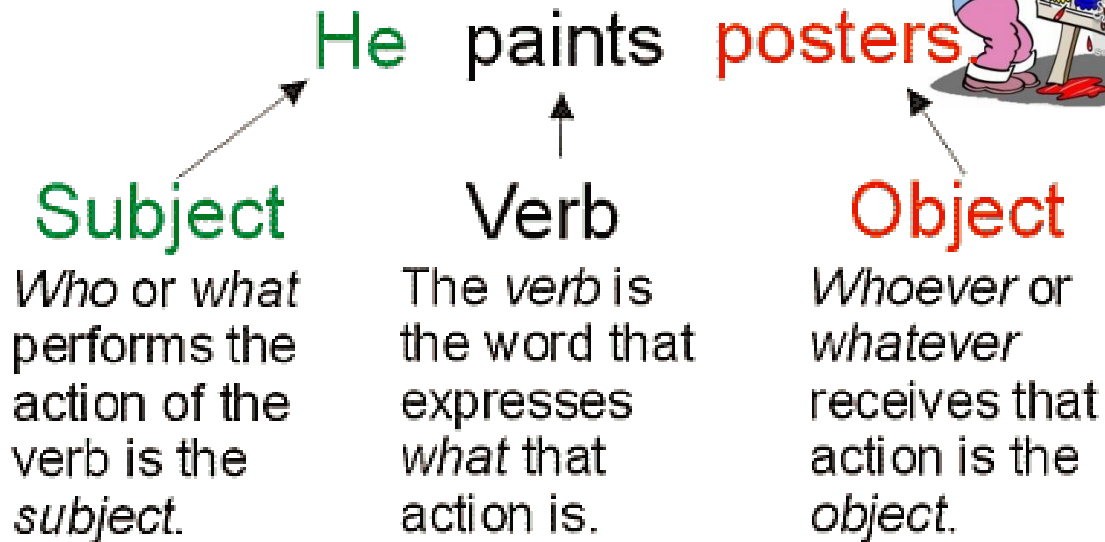
What does a child really want to hear? **I love you!**

Does a child learn from a parent? **Yes, always**

What happens with bad parenting? **Child will be unhappy, home may not be safe, child will not have challenges to develop themselves.**



SUBJECT/VERBS/OBJECTS



Complete the sentence using subject-verb-object. Example: My father met my mother

4. The girl helped her mum in the kitchen.

5. John plays football with his son.

3.The cat is gentle with the baby

6. All of the children played in the garden nicely.

5.The house was big for the family



ADJECTIVES



Write a sentence using subject-verb-adjective. Example: My mother is beautiful

1. My father is strong.
2. The boys are happy.
3. The parents are great.
4. The little boy is sick.
5. The girl is late to school.



ADVERBS/ADJECTIVES/CONNECTIVES



Write sentence using one from each of the above. Example: My father is *serious* and he shouts *loudly*.

1. Today my mother is late.
2. The kids are everywhere because they are happy playing.
3. Later the little boy was sick.
4. The girl is friendly and visits everywhere.
5. Tomorrow the family will be rich.



A1.2 Homework – Email about family life and activities (Summative Assessment) Solution

Email Template ✕

TITLE \*  Personal Shared  
Required

SUB

**B** *I* U **A** **T**

I have a large family at home of 4 sisters and 3 brothers. It is a crazy house! When I have been doing my course during the day, I come home to relax. I like watching television and also going out walking the dogs. We have 3 dogs too! At the weekend, i enjoy going swimming and also cycling in the nearby forests.

I also enjoy reading and painting too.

Add attachment Cancel Save





# DICTIONARY WORK – solutions

Announced	Make a formal public statement about a fact, occurrence, or intention.
overjoyed	Extremely happy
anxiety	A feeling of worry, nervousness, or unease about something with an uncertain outcome.
rituals	A series of actions or type of behaviour regularly
consistent	Acting or done in the same way over time, especially so as to be fair or accurate.
insomniacs	A person who is regularly unable to sleep.
sullen	Bad-tempered and sulky
permanent	Lasting or continuing without interruption.



My story about family breakdowns -solutions

Hi, I'm Sam. I have been through a difficult time recently as my mum and dad decided to split up. This was a shock because I was happy at home and mum and dad seemed happy too. They did argue a little bit about work and money.

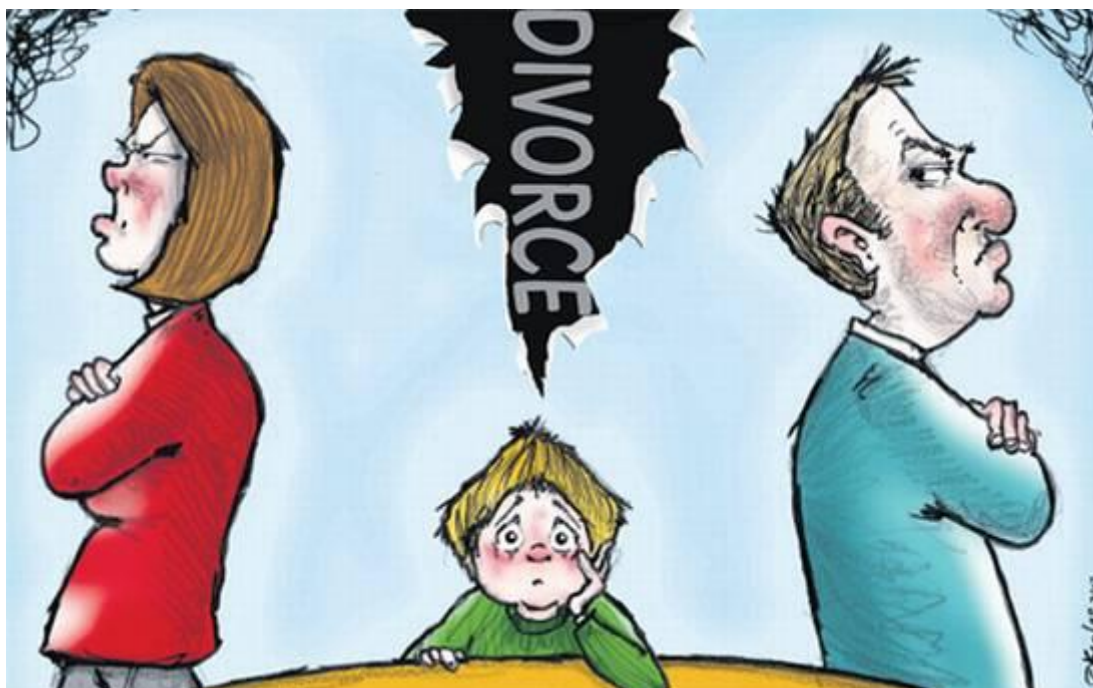
I am 14years old and at school my favourite lesson was Art. I still like Art but I get a little angry at school now. I don't like to go outside at breaks with my friends. I like to sit alone and think.

My mum has gone to another house to live with another family and I am not sure. I love my father.

They do still talk and laugh. They also love me too.

My best friend says I should talk to someone and think of the positives. She is right because I always wanted a big brother and now I have.

I have felt really angry and sad but didn't know what to do. I think I need to get back to my Art work and draw how I feel through pictures. I am sure this will help.





Answer the following questions.

11) What is the main problem?

That Sam has experienced his mum and dad having problems with their relationship.

12) Why was this a shock?

Everyone seemed happy

13) What sign of his parents was there?

They argued about work and money

14) How old is he?

14 years

15) What doesn't he like?

Going outside

16) What does he like?

Art

17) Where is mum now?

Another house with another family

18) How do his parents get along?

They still talk and laugh

19) What does his best friend say?

He should talk to someone and think of the positives

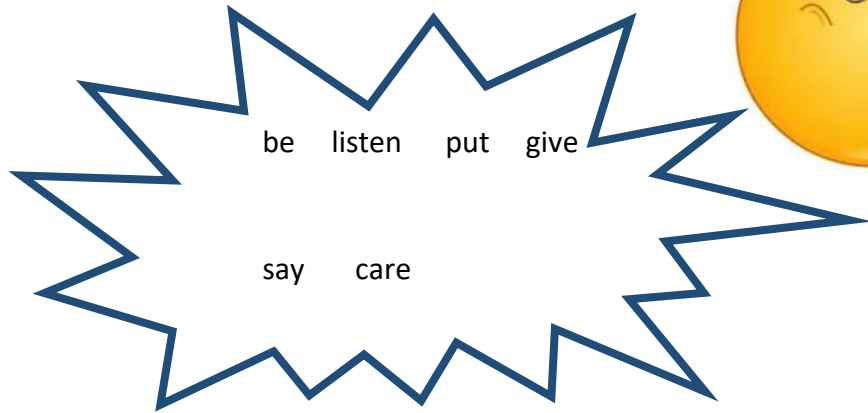
20) What feelings has he had?

Being angry and sad



Lets' talk about imperative! (BOSSY)Solutions

Verbs:



Listen to your child!

Say you love your son.

Care for your child properly.

Put your arm around your child.

Give your child a hug!

Be nice and helpful.

Can you think of two more examples?

.....students' answer.....

.....

We can also use positive imperatives by using always.

Always listen to your parent's advice.

Always say thank you .

Can you think of two more?

.....students' answer.....

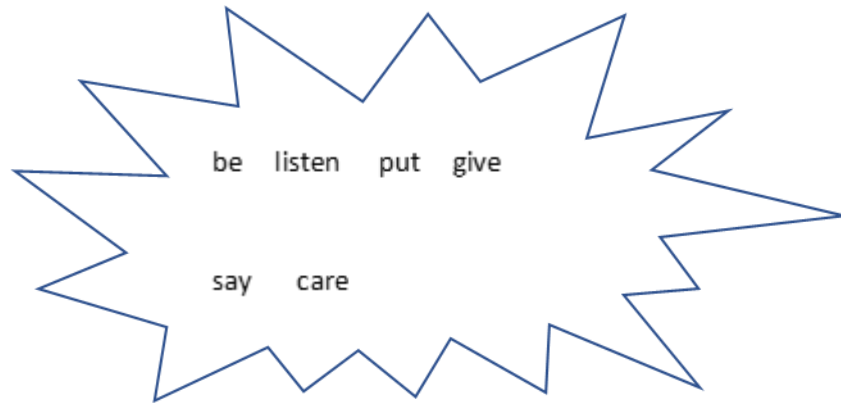
.....



### Negative Imperatives

To form a negative imperative we use:

Do not + the base form of the verb



Examples: Do not come here!

Use the verbs from the star to write these negative imperatives.

- 1)...Do not put that pen there!.....
- 2)...Do not say a bad word!.....
- 3)...Do not give your brother that!.....
- 4)...Do not listen to your brother!.....
- 5)...Do not be that way!.....
- 6)...Do not care for that person!.....

REMEMBER: The contraction for do not is don't.

Do not come here. = Don't come here.

Do not sit there. = Don't sit there.



### Negative Imperatives Using Never / Don't Ever

Never go there again.

Never steal from anyone.

Don't ever steal from anyone.

Don't ever go there again.



A1.4 Grammar worksheet 1 -solutions

## Adverbs of Time

WHEN	FOR HOW LONG	HOW OFTEN
Today	All Day	Sometimes
Yesterday	Not Long	Frequently
Later	For a While	Never
Now	Since Last Year	Often
Last Year		Yearly

Write some key sentences using the adverbs of time. Example:  
Yesterday I went to visit my father in his new home.

- 1) **Now I am writing my diary for a while.**
- 2) **Since last year I have not seen my father.**
- 3) **Sometimes I visit my step father.**
- 4) **For a while my mother and father have been arguing.**
- 5) **later I shall visit my family.**



A1.4 Grammar worksheet 2

<h1>Adverbs of manner</h1>			Complete with the missing adverb of manner.
 <p>1. Davis is careful. He flies _____.</p>	 <p>2. The Sun is bright. It is shining _____.</p>	 <p>3. The students are noisy. They behave _____.</p>	 <p>4. It is easy to climb the wall. They climb it _____.</p>
 <p>5. The children are happy. They live _____.</p>	 <p>6. The babies are quiet. They are playing _____.</p>	 <p>7. Paul is a slow walker. He walks _____.</p>	 <p>8. They are talking in a loud voice. They are talking _____.</p>
 <p>9. The girl is angry. She is crying _____.</p>	 <p>10. James is a successful businessman. He _____ concluded the deal.</p>	 <p>11. They are good dancers. They dance _____.</p>	 <p>12. Daisy's voice is beautiful. She sings _____.</p>
 <p>13. Mr. Smith is a calm person. He _____ waits for the bus.</p>	 <p>14. They are very punctual. They arrive _____.</p>	 <p>15. John's horse is fast. It gallops _____.</p>	 <p>16. Lucy is a bad driver. She drives _____.</p>

KEY: 1.carefully 2. brightly 3. noisily 4. easily 5. happily 6. quietly 7. slowly 8. loudly  
9. angrily 10. successfully 11. well 12. beautifully 13. calmly 14. punctually 15. fast 16. badly

isLCollective.com





A1.4 Grammar worksheet 3 - Using connectors. Solution

Match the two parts of the sentence

Tom was good at apologising	...after Tom had left for school.
Tom knew that his mum would be cross	...whenever he made a mistake.
Mum took a deep breath	...when she discovered he had left a mess.
Mum found a note	...before Tom walked through the door.
That evening, Mum would not let Tom watch any television	...since he was little.
Dad always made the sandwiches	...until he tidied up.



A1.5 Grammar Topic of Modals – workSheet 1 - Solutions

Using 'like' in different ways and then the modal . 'I would like...'

<b>Verb : to like</b>	The verb <b>to like</b> is used to talk about tastes, what we enjoy or prefer.	What sport <b>does</b> Peter <b>like</b> ? He <b>likes</b> football.  What's your favourite food? I <b>like</b> Italian food.
<b>Preposition (like) + look</b>	<b>Look like</b> is used to ask for and give an opinion about appearance.	What <b>does</b> Peter <b>look like</b> ? He is tall, dark and handsome. He <b>looks like</b> George Clooney.
<b>Preposition (like) + be</b>	<b>Be like</b> is used to ask for and give a general description.	What <b>is</b> Julie <b>like</b> ? She is reliable, pleasant and helpful. She <b>is like</b> a friend.

Using the information box, try and complete the following sentences.

9. Sam .....**likes**.....sport and walking as her hobby of interest.
10. I .....**like**.....walking but do not really do a lot of sport.
11. I think that photograph of him is good. He **.looks like**..... Tom Cruise.
12. My friend would be perfect for you. He is friendly, helpful really **.like**....you.
13. I would **.like**...someone who can dance.
14. I **.would like**...someone funny and can make me laugh.
15. I **..like**... to go out to restaurants too. My favourite is Italian.
16. I **.would like**.. to meet someone different.

Worksheet 2 - Verbs

**Fill in the blank using:  
'is' 'am' 'are'**

1. He \_\_\_\_\_ American.
2. She \_\_\_\_\_ Scottish.
3. We \_\_\_\_\_ English.
4. I \_\_\_\_\_ from Poland.
5. You \_\_\_\_\_ from Spain.
6. They \_\_\_\_\_ from France
7. He \_\_\_\_\_ Japanese.

- |        |
|--------|
| 1. Is  |
| 2. Is  |
| 3. are |
| 4. am  |
| 5. are |
| 6. are |
| 7. Is  |



## LIKE, LOVE, HATE +ING

Ex.1. Fill in the gaps with the verbs in brackets:

1. I like \_\_\_\_\_ (go) out with friends.
2. She doesn't like \_\_\_\_\_ (play) any sport.
3. He hates \_\_\_\_\_ (cook).
4. She loves \_\_\_\_\_ (swim).
5. I like \_\_\_\_\_ (dance).
6. My mother loves \_\_\_\_\_ (sing).
7. He hates \_\_\_\_\_ (dance).
8. I like \_\_\_\_\_ (read) books.
9. They love \_\_\_\_\_ (play) games.
10. He likes \_\_\_\_\_ (run).

Ex.2. Write down a sentence with each picture (use **like, love, hate**)



1. \_\_\_\_\_  
\_\_\_\_\_



2. \_\_\_\_\_  
\_\_\_\_\_



3. \_\_\_\_\_  
\_\_\_\_\_



4. \_\_\_\_\_  
\_\_\_\_\_



5. \_\_\_\_\_  
\_\_\_\_\_



6. \_\_\_\_\_  
\_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_



















A1.5 Grammar Topic Possessives – worksheets

## Possessives

<b>I</b>	→	<b>my</b>	→	<b>mine</b>	
					That is my apple. The apple is mine.
<b>you</b>	→	<b>your</b>	→	<b>yours</b>	
					These are your flowers. The flowers are yours.
<b>he</b>	→	<b>his</b>	→	<b>his</b>	
					Jacques is his dog. The dog is his.
<b>she</b>	→	<b>her</b>	→	<b>hers</b>	
					That box is her present. The present is hers.
<b>it</b>	→	<b>its</b>	→	<b>(its)</b>	
					The cat is sitting on its treehouse. <small>*NOTE: "its" not common as possessive pronoun*</small>
<b>we</b>	→	<b>our</b>	→	<b>ours</b>	
					This is our house. The house is ours.
<b>they</b>	→	<b>their</b>	→	<b>theirs</b>	
					That is their house. The house is theirs.

 [englishoutsidethebox.com](http://englishoutsidethebox.com)
   JenESL760

## Adjectives to describe character and personality

						
<b>Attentive</b>	<b>Calm</b>	<b>Cheeky</b>	<b>Intelligent</b>	<b>Faithful</b>	<b>Pessimistic</b>	<b>Friendly</b>
						
<b>Good tempered</b>	<b>Happy</b>	<b>Hard-working</b>	<b>Honest</b>	<b>Nervous</b>		
						
<b>Humble</b>	<b>Lively</b>	<b>Obedient</b>	<b>Optimistic</b>			



Worksheet 3: Complete the following. - solutions

**Worksheet 5. Possessive adjectives: Family relationships**

Here are informal words people in families use for each other:  
*mom*=mother / *dad*=father / *grandma*=grandmother / *grandpa*=grandfather

Complete the sentences. Write the correct possessive adjective in each blank space.

my  your his her our their



1. I'm the boy in this picture on the left. My name is Tommy.

My  mom is Helen and  dad is Bob. I'm  their son.



2. I'm the girl in this picture on the right. My name is Lisa.

My parents are Mary and Dave. I'm  their daughter.



3. I'm the boy in this picture on the left. My name is Kevin. I

have a new sister.  Her name is Betsy. My mom is Sara and my dad is Bob.  My last name is Smith -- Sara Smith, Bob Smith, Betsy Smith, and Kevin Smith.

4. I'm the girl in this picture on the right. My mom is in the middle.  Her name is Kim.

My mom is next to her. She is  My grandma. She has white hair.



Task 4: How would you describe yourself? Use verbs and adjectives studied.

I..... and ..... I ..... but .....





A1.6. Grammar: present tense/time marker and prepositions- solutions

**One night** a guy and a girl **are driving** home from the movies. The boy **is sensing** something is wrong because of the painful silence. They **shared** between them **that night**. The girl **asks** the boy to **pull over** **beside** the lake because she **wants** to **talk**.

'My feelings **have changed**; I **feel** it is time to **move on**.'

A silent tear **started sliding** **down** his cheek and he slowly reaches **into** his pocket and **passes** her a folded note.

She **reads** the note aloud.

(**On top of** the note is a heart) 'I **am** so scared to ask you but **will** you **marry** me?'

She **cries** too and **putting** **down** the note on the seat, she **turns** and **cuddles** him.

'You **know** that is not **going to work**, apart from our love, we **argue** **all the time** and I **do** not **have** control of my life.'

'Let's be friends **forever**'.

Use your knowledge to highlight verbs/time markers(today/tomorrow) and prepositions.

**Verbs**

**Time marker**

**Prepositions**



A1.6. Summative: Write a short text about the person from the news

## MY NEWS

### BRAD AND ANGOLIE

← Title of headline



← Image of person involved.

Brad and Angolie are two famous rich actors from America. They were together a long time and had a family.

Brad did go out with another person called Jen and he did cheat on her. Everyone thought Jen and Brad were happy but they did not have children.

Brad met Angolie on a film and fell in love.

Now they have fallen out and divorced too. There are rumours that Brad drinks a lot and argues with her.





A1.6. Summative: Email a short review of themselves - solution

**×**

Email Template

TITLE \*  Personal  Shared

*Required*

SUB

**B** **I** U ¶ ↶ ↷ ↸ ↹ ↺ ↻ ↶ ↷ ↸ ↹ ↺ ↻ </>

These things are so tricky... how do I describe myself?  
Um...

I'm an independent intelligent woman and consider myself to be outgoing, bubbly and funny! My moto is work hard play hard :) I luv my family, my friends, and my cat. I enjoy life and love to travel, seeing what the world has to offer.

Add attachment

Cancel Save



## THEME 2: SPORT & LEISURE

LEVEL: A1



Grammar



Reading  
Comprehension



Writing



Assessment



## Theme 2 – Sport & Leisure – Introduction

Sports activities and interests provide many positive opportunities for people, they are very beneficial as they teach us punctuality, patience, discipline, teamwork and dedication. Playing sports helps us in building and improving fitness and confidence levels.

The aim of this theme is for learners to explore ways in which they can find out about local or national sport and active leisure events.

Learners will examine the advantages and disadvantages of different sporting, cultural and leisure activities and the benefits to themselves and others. They will research a number of sporting events and role models. Learners will research the history of the Olympics.

Learners will identify the sporting opportunities for deaf people and research Deaflympics. Learners will investigate Summer Sports and Leisure Camps and plan a Leisure activity weekend.



## Reading Skills A1

At this level, learners can read and understand short texts with repeated language patterns on managing money. They will be able to read simple sentences and recognise key personal words and phrases. They will be able to read and obtain information from common signs and symbols.

Learners will be able to:-

- Follow a short narrative on a familiar topic or experience
- Recognise the different purposes of texts at this level by the layout
- Read and recognise simple sentence structures
- Use punctuation and capitalisation to aid understanding i.e. recognise the use of full stops and capital letters in a sentence to help understand the text
- Possess a limited, meaningful sight vocabulary of words, signs and symbols. Decode simple regular words
- Recognise the letters of the alphabet in both upper and lower case
- 



## Writing Skills A1

At this level, the learner will be expected to use written words and phrases to record or present information. They will be able to compose simple text to communicate information and ideas, use layout of simple texts in lists, messages, notes forms, records.

- The learners will also be able to:-
- Construct a simple sentence using appropriate verb forms
- Punctuate a simple sentence with a capital letter and a full stop
- Use a capital letter for personal pronoun "I"
- Spell correctly some personal key words and familiar words
- Write the letters of the alphabet using upper and lower case with some accuracy
- Space letters and word appropriately and position them on the line



## Summary of Text Theme 2

### **A1.** Illustrations of different types of leisure

Short text about leisure

Text on deaf role model and their leisure activities

### **A1.2** Illustrations of different types of leisure

Simple text about hobbies

Example text on a particular hobby

### **A1.3** Text relating to different types of sports and personalities

Examples of formal and informal language

Examples of simple notes and messages

### A1.4 Media text relating to leisure

Examples of letters and messages

Media text of someone in leisure

### **A1.5** Examples of various leisure activities using different sources

Example of note writing

### **A1.6** Example text about hobbies undertaken by Deaf Communities

Exemplary key words linked to Deaf Community and Hobbies



## GRAMMAR THEME 2

**A1.1** Simple sentence read and understand – simple responses

True/False/Yes/No plus Wh questions

Understand regular and common nouns

**A1.2** Simple present tense, punctuation and conjunction worksheet

Understand regular and common nouns

**A1.3** To possess simple words and sound

Understand pronouns

Understand suffixes

**A1.4** Use of modals

Understand sentence connectives

Use adjectives to describe an activity

**A1.5** Verb phrases and adverbs of time

Understand basic word order

**A1.6** Word order in simple statements

Use of articles a/an and the



## ASSESSMENT THEME 2

### Formative

A1.1- A1.6 Questions & Answer/Observation/Grammar worksheets

A1.1 Word Order in simple sentence/Crossword

A1.2 Connect Illustrations with vocabulary

Write about their favourite hobby

A1.3 Vocabulary check

Written note or message

A1.4 Dictionary usage

A1.5 Identify and find key information from media sources

A1.6 Analyse sentences linked to grammar points

### Summative

A1.1-A1.6 Write what the learners does in their leisure time

Homework – Ask family and friends about leisure activities

A1.1 Write what the learners does in their leisure time

Homework – Ask family and friends about leisure activities

A1.2 Write sentences what they do and do not like to do

Homework – Complete grammar sheet

A1.3 Write about a sports Personality

Homework – Survey on leisure activities

A1.4 Writing to a friend about meeting

Home work – collect posters of leisure events

A1.5 Write a short text on a postcard

Homework – Understand everyday phrase relating to sport

A1.6 Collation of key phrases and produce posters

Homework Spell key words





Theme 2 Sport and Leisure. A1.1 Text 1: Match exercise

Connect different types of leisure illustrations with vocabulary

Travel for natural beauty

Travel for sports

Adventure travel

Travel for religion/health

Attractions leisure

Events entertainment

Shopping

Visiting friends and family

Amusements leisure

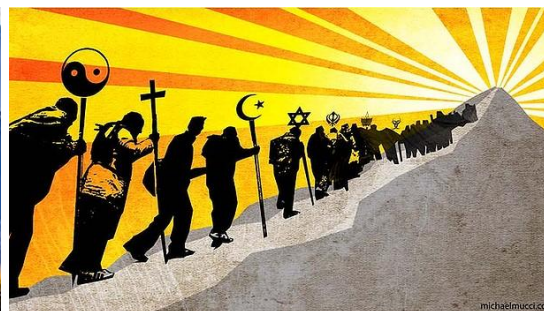
Fairs and festivals



**Doncaster Deaf Trust**  
A National Centre of Excellence



Erasmus+









You try!

Life ..... ..... very .....  
*Choose area*                      *is/was*                      *choose adjective*

..... began to ..... .....  
*Choose name*                      *verb*                      *more/less*

There ..... .....  
*Is/are*                      *a/many/lots of/some name of object(noun)*



Theme 2 Sport and Leisure. A1.1 Grammar 2: Read text and understand solutions

True/False

The word "leisure" comes from Latin, and it means "to be free." The idea of free time for relaxation, recreation, and hobbies likely became popular in Victorian Britain. In the early 1800s, factory workers often spent eighteen hours at work, six days every week. As a result, life in urban areas was very harsh. However, society slowly changed, and people began to work less. They also began to have Saturdays and Sundays free.

There are many different ideas about leisure, and these ideas vary among societies and people. Some see leisure as much more active, like sports or exercise. Others see leisure as requiring mental effort, like writing stories or drawing pictures. And even some see leisure as much more relaxed, such as seeing a movie, watching TV, or eating out at a restaurant. Of course, there are also workaholics who see work as an enjoyable pastime.



True/False

- |  |            |
|--|------------|
| The word 'leisure' means 'to have fun'       | TRUE/FALSE |
| This became popular in Victorian Britain     | TRUE/FALSE |
| Factory workers worked hard                  | TRUE/FALSE |
| Urban areas were a nice place to live        | TRUE/FALSE |
| Victorians worked all week                   | TRUE/FALSE |
| People think about leisure in different ways | TRUE/FALSE |

YES/NO

- |   |        |
|---|--------|
| Do you think Victorians had a hard life?        | YES/NO |
| Do you think watching tv is a leisure activity? | YES/NO |

What activities are mentioned in the text? .....

.....

When did free time become popular?.....

Which days were known as 'leisure' days?.....

Where can you go to relax (in the text)?.....



### Ben Cohan – Deaf Role Model

Known as the 'David Beckham of rugby' Ben Cohen MBE is the 10th-highest point scorer in England rugby history and third behind Rory Underwood and Will Greenwood in the list of all-time England try scorers.

“When I knew it was time to quit the sport, I didn't have to struggle to decide what to do next with my life. I feel I was destined to set up the Foundation because of what happened”.

‘The Ben Cohen StandUp Foundation’ , aims to raise awareness and funds to help counter bullying, in particular homophobia. The latter link came partly because Cohen became a popular gay icon during his playing days, despite being straight.

The opportunity to raise the profile of the charity was a major reason behind his competing in Strictly Come Dancing competition, even though the deafness and tinnitus he's suffered since a child was a problem.

He really enjoyed the dancing and from that was asked to develop a fragrance for men in a local store. It is described as a "rugged and mellow" scent, which could sum up the man himself - he's 6' 2" and 16 stone of rippling muscle, and is friendly, charismatic and unassuming.

- 1)What sport is he known for?
- 2)What does MBE mean? Is he famous?
- 3)What did he set up in his free-time?
- 4)What doesn't he like to see with relationships?
- 5)What competition did he do?
- 6)What else did he make?
- 7)What is the scent?
- 8)Can you describe Ben?



The word "leisure" comes from Latin, and it means "to be free." The idea of free time for relaxation, recreation, and hobbies likely became popular in Victorian Britain. In the early 1800s, factory workers often spent eighteen hours at work, six days every week. As a result, life in urban areas was very harsh. However, society slowly changed, and people began to work less. They also began to have Saturdays and Sundays free.

There are many different ideas about leisure, and these ideas vary among societies and people. Some see leisure as much more active, like sports or exercise. Others see leisure as requiring mental effort, like writing stories or drawing pictures. And even some see leisure as much more relaxed, such as seeing a movie, watching TV, or eating out at a restaurant. Of course, there are also workaholics who see work as an enjoyable pastime.

Common nouns

Victorian

Britain

Saturday

Latin

Sunday



Regular nouns

Word

Eighteen

Days

People

free

work

every

pictures

early

six

week

tv see/watch/eat





Theme 2 Sport and Leisure. A1.1 Text 2: Read text and recognise vocabulary.

The word "leisure" comes from Latin, and it means "to be free." The idea of free time for relaxation, recreation, and hobbies likely became popular in Victorian Britain. In the early 1800s, factory workers often spent eighteen hours at work, six days every week. As a result, life in urban areas was very harsh. However, society slowly changed, and people began to work less. They also began to have Saturdays and Sundays free.

There are many different ideas about leisure, and these ideas vary among societies and people. Some see leisure as much more active, like sports or exercise. Others see leisure as requiring mental effort, like writing stories or drawing pictures. And even some see leisure as much more relaxed, such as seeing a movie, watching TV, or eating out at a restaurant. Of course, there are also workaholics who see work as an enjoyable pastime.

Recognise the following words from the text.

- Relaxation
- Recreation
- Popular
- Urban life
- Harsh
- Society
- Mental effort
- Restaurant
- Workaholics
- Enjoyable
- Pastime





**Homework 1**

**All about me!**

---

---

---

---

---

---

---

---

---

---

L  
FOR  
*Leisure*





Lesson 1 Lesson Plan

<b>Theme: 2</b> <b>LEISURE AND SPORT</b>	Level/code A1	Date:                      Time:		
	Lesson A1.1	Attendance today		
	DURATION: 80 Minutes	Named Absences:		
<b>AIM:</b> Learners will be able to identify what leisure is and describe what they do in their leisure time				
<b>OBJECTIVES (outcome):</b> The learner to understand and use simple sentence and everyday phrases related to leisure and sport activities				
CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction A1.1 Leisure	Tutor gives illustrations related to different type of leisure. Ask questions which help to understand the text	Learners connect illustration with vocabulary	Illustrations/pictures Text about leisure Sentences patterns Tables of words inflection	Crossword  Record of Q & A



Text 1: Analysis skills	Introduces a short text about leisure.	read the text and recognise the theme vocabulary.		
Grammar	Tutor explains grammar of 1.1. Word order Yes/No questions W questions	Check for word order in simple sentences		
Text 2: Reading comprehension	Introduce text on deaf role model and their leisure activities	They will analyse the text with the help of questions		
Writing skills	Introduces writing plan with the question, sentence patterns, table of work inflection and teaches learners how to use it	Learners to write what they do in the leisure time using questions and scheme given, use examples of word inflections		



Review (Feedback and homework)	Check	Ask friends/ family about the leisure activities and write simple sentences		
-----------------------------------	-------	---	--	--

EDI	<p>Equality: Ensure equality of access and opportunity for all students.          Diversity: Ensure teaching and materials respect race, gender, disability, sexual orientation, age and religion/beliefs of all learners. Value differences of students.          Inclusion: Remove barriers to learning – total communication used. Soft furnishings promote the use of residual hearing. Students are positioned to see both the tutor and each other.</p>			
-----	---	--	--	--

A1 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Follow a short narrative	✓	Compose simple text to communicate ideas	
	Recognize different purposes	✓	Construct simple sentences	✓
	Read simple sentences	✓	Punctuate	✓
	Identify punctuation/capitalization	✓	Use capitals	✓
	Know sight vocabulary		Sequence letters/digits correctly	
	Possess simple words/sounds	✓	Spell familiar words correctly	



	Recognise letter sequence	✓		
	<b>Word bank</b>	<b>Grammar opportunities</b>		
	Active Leisure/Passive leisure Weekend/Read ie Newspaper/Magazine/Book Draw/Museum/attend Exhibitions Photography /Sing/ Dance Play guitar/Music /Theatre/Travel Knit/Crochet/Sew Fish/Hunt TV/Cinema/Film Computer/design Roller –skate, cycle	The student will:- Understand and use basic word order in simple statements, subject/verb/objects Use prepositional phrases Ask and respond to questions with basic expression Understand regular and common noun/noun phrases Know verb phrases and time markers Use simple adjectives, adverbs and sentence connectives		
	<b>Language features (suggestions for your language)</b>			



**Doncaster Deaf Trust**  
A National Centre of Excellence

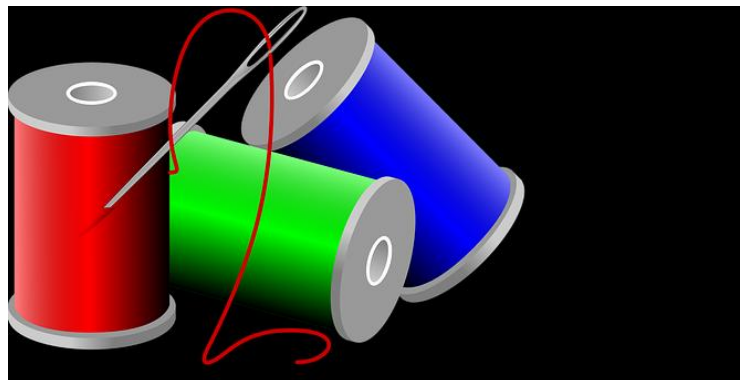


	<p>What does she like to play?</p> <p>Where does she play piano?</p> <p>Is the person active? Yes/No</p>
--	--





Theme 2 Leisure & Sport. A1.2 Illustrations and vocabulary





SPORTS LIKE FOOTBALL

FISHING

NEEDLEWORK/SEWING

WALKING/RAMBLING

PHOTOGRAPHY

ART/PAINTING



My hobby is sport. My favourite sports are handball and volleyball. I like basketball and tennis, too. When I have got free time I run. Second thing which I love is music. Every day I listen to rock and reggae. Bands which I like the most are: Red, Paramore, Evanescence, Nirvana and many others. I like to dance but only if there isn't anybody at home ;)

In my free time I chat with my friends or I meet with them. We go to the shop or cinema and it's fun. When it's cold I read books or watch TV. I like comedies and horrors.

Recognise key words and phrases.

Write a list of new words.

.....

.....

.....

.....

Find the meaning of reggae .....

What two things does this person do a) if having time b) when cold?

.....

.....



Theme 2 Leisure and Sports. A1.2 Reading and understanding



# My hobbies

My favourite hobby is playing football.

I like playing football, but I don't like playing handball.



Last year our team was the winner of the championship in our youth league.

I started playing football at the age of 4 years.

My football training is at 4.30 pm on Mondays and on Wednesdays.



How to write about your favourite hobby.

- Start with 'My favourite hobby is.....'
- What do you like? What do you not like?
- What have you done? Give a time phrase.
- When did you start this hobby?
- When do you do this?

Add extra information, if possible.



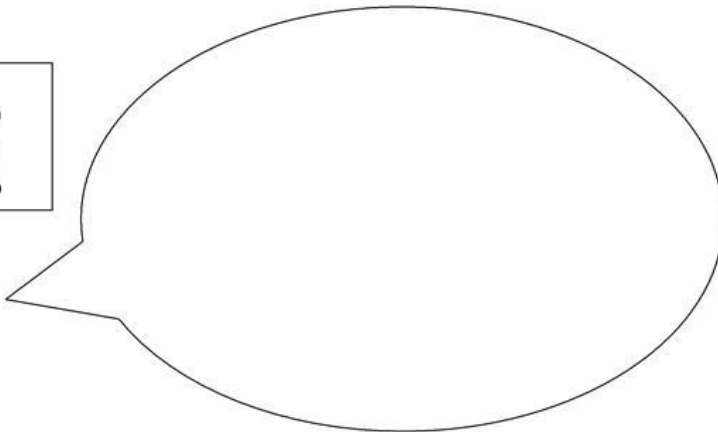




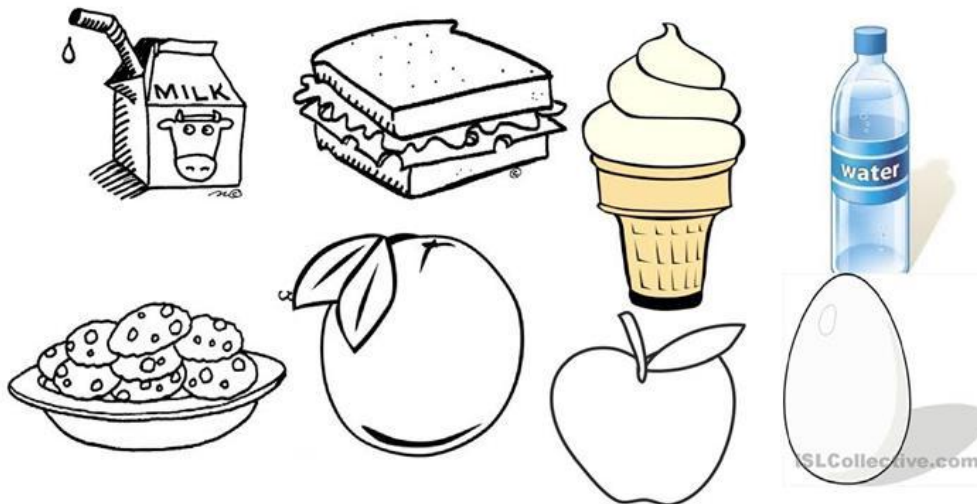
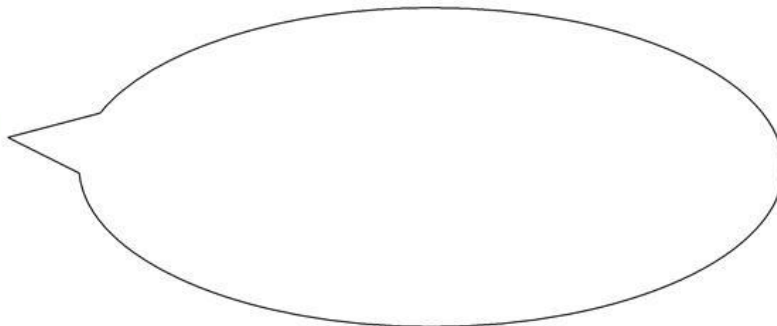


Homework

I LIKE



I DON'T LIKE







Lesson 2 Lesson Plan

<b>Theme: 2 LEISURE AND SPORT</b>	Level/code A1	Date:	Time:
	Lesson A1.2	Attendance today	
	DURATION: 80 Minutes	Named Absences:	

**AIM:** Learners will be able describe hobbies and identify what they like to do and not do and understand others' interests.

**OBJECTIVES (outcome):** The learner to understand and use simple sentence and everyday phrases related to leisure and sport activities. To be able to use simple tense have/be to talk about their favourite hobby.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction A1.2 Hobbies What learners like to do	Tutor introduces illustrations according to the vocabulary of the theme.	Review homework Learners connect illustrations with vocabulary; Learners to describe his/her hobbies.	Illustrations/pictures Text about Hobbies Test Presentation Worksheet	Test Task sheets



Text 1: Analysis skills	Leads discussion on learners hobbies; Present simple text about hobbies, check learners knowledge and understanding	Read text, recognize words and phrases relating to hobbies		
Grammar	Tutor explains grammar of 1.2 gives tasks and sentence patterns	Simple present tense Punctuation check And/but conjunctions		
Text 2: Reading comprehension	Suggests to mark words related to their favorite hobby/activity	Learner to read a set text on a hobby and understand how to write about their favourite.		
Writing skills	Check understanding	Learners complete tasks, write sentences about what they like to do or not		



Review (Feedback and homework)	Check and give grammar sheet	Write correctly with grammar aide		
EDI				

A1 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Follow a short narrative	✓	Compose simple text to communicate ideas	
	Recognize different purposes	✓	Construct simple sentences	✓
	Read simple sentences	✓	Punctuate	✓
	Identify punctuation/capitalization	✓	Use capitals	✓
	Know sight vocabulary	✓	Sequence letters/digits correctly	
	Possess simple words/sounds			Spell familiar words correctly



	Recognise letter sequence		
	<b>Word bank</b>	<b>Grammar opportunities</b>	
	Fishing Hunting Knitting Embroidery Crochet Oregami Decoupage Cookery	The student will:- Understand and use basic word order in simple statements, subject/verb/objects Use prepositional phrases Ask and respond to questions with basic expression Understand regular and common noun/noun phrases Know verb phrases and time markers Use simple adjectives, adverbs and sentence connectives	
	<b>Language features (suggestions for your language)</b>		



**Doncaster Deaf Trust**  
A National Centre of Excellence



	<p>My favourite hobby is.....</p> <p>I am interested in.....</p> <p>I have cookery lessons twice a week.</p> <p>I like horse riding but do not like football.</p>
--	---



Theme 2 Leisure and Sports. A1.3 Sports Personality Tennis



Wimbledon is the world's oldest tennis tournament. It is held at the All England Club in Wimbledon, London.

**The event, schedule and courts.**

Wimbledon is made up of 5 main events, 5 junior events and 5 invitation events. The five main events are men's singles, ladies' singles, men's doubles, ladies' doubles, and mixed doubles. Wimbledon's Centre Court has a moving roof which can be closed over.

Wimbledon can start in June or July.



Andy Murray was the first British men's singles champion in 77 years.



Theme 2 Leisure and Sports. A1.3 Sports Personality Tennis grammar C



## Most Common Suffixes

1. -able, ible = can be done : doable
2. -al, ial = has property of : personal
3. -ed\* = past verb : turned
4. -en = made of : golden
5. -er = comparative : higher
6. -er = one who : doer, actor
7. -est = superlative : best, biggest



Wimbledon is the world's **oldest** tennis **tournament**. It is held at the All England Club in Wimbledon, London.

- 1) Sports can show one player being bett..... than another.
- 2) He play..... last year for the British team.
- 3) The beach that she visited had gold.... Sands.
- 4) He achieved the most points. He is the great.....
- 5) It is help.....to train before playing a match.





The British track and field star and pin-up of the London Olympics is one of Team GB's best medal hopes in the athletics stadium.

Age: 26

Born: Sheffield

Height: 1.65m

Sport: 100m hurdles, heptathlon.

Jessica Ennis' father is from Jamaica and sprinted at school, while her social worker mother preferred the high jump, although neither of her parents were particularly athletic.

Jessica is currently the holder of the British record for heptathlon, indoor pentathlon, high jump and 100 metre hurdles.

In the London 2012 Olympics Games 100m hurdles, Ennis's 12.54 time beat her personal best by 0.25 secs in the fastest ever 100m hurdles by a heptathlete.

Jessica has become one of the UK's most high profile sports personalities, promoting Adidas in a £320,000 a year contract, Olay Essentials, Aviva.



Theme 2 Leisure and Sports. A1.3 Sports Personality Athletics grammar B



	Subject	Possessive Pronouns	Possessive Adjectives
First Person	I	Mine	My
	We	Ours	Our
Second Person	You	Yours	Your
Third Person	He	His	His
	Her	Hers	Her
	It	Its	Its
	They	Theirs	Their

Jessica Ennis' father is from Jamaica and sprinted at school, while **her** social worker mother preferred the high jump, although neither of **her** parents were particularly athletic.

Complete:

- 1) The boys' score was 35 but .....was 50!
- 2) I forgot my football but Liam had .....
- 3) My sister had forgot her kit but I had .....
- 4) Is that my ball or .....?
- 5) The trophy belongs to all of us. It's .....



Theme 2 Leisure & Sport. A1.3 Examples of phrases in appropriate forms

Informal	Formal
<b>I think...</b>	It is my opinion that...
Job	Occupation
“Sorry!”	“Please accept our apologies for...”
To get	To receive
Just a note to say...	I’m writing to inform you...

<b>Thank you for your message.</b>
I hope this finds you well.
Thanks for the additional info.
I am looking forward to...
It is great to hear from you.
Just wanted to send you a quick note to...
<b>Thanks for the quick response.</b>
Thanks again for your help.

<http://www.bbc.co.uk/skillswise/factsheet/en11lett-l1-f-writing-formal-letters>

Expressions	Note
<b>I'm afraid that's not quite right.</b>	<b>Polite</b>
<b>Actually, I think you'll find that...</b>	<b>Polite</b>
<b>I'm afraid you're mistaken.</b>	<b>Less polite</b>
<b>I don't think you're right about...</b>	<b>Less polite</b>
<b>If you check your facts, you'll find...</b>	<b>Less polite</b>
<b>Actually, I don't think...</b>	<b>Less polite</b>
<b>No, you've got it wrong.</b>	<b>Not polite</b>
<b>No, that's all wrong.</b>	<b>Not polite</b>
<b>Rubbish! / You're talking rubbish.</b>	<b>Rude</b>
<b>Where did you hear that?</b>	<b>Rude</b>



Theme 2 Leisure & Sport. A1.3 Example of simple note (1)

A sample layout of message

<b>From</b>	Samuel Allison <samuel.allison@xyz-inc.com>
<b>To</b>	Karen Jones <karen.jones@lmno-inc.com>
<b>Subject</b>	Marks report

**Salutation** — Dear Karen:

**Message Content** — Have you completed a revision of the Marks report, and if so, may I have a copy of it? I would like to take it to my meeting with Rachel tomorrow.

I will be in my office until noon if you have any questions.

**Closing** — Regards,  
Sam

**Signature File** — --  
Samuel Allison  
Director, Marketing  
XYZ, Inc.  
123 Anywhere Street  
New York, NY 10024  
Tel: (212) 555-1234  
Fax: (212) 555-3456  
[samuel.allison@xyz-inc.com](mailto:samuel.allison@xyz-inc.com)  
[www.xyz-inc.com](http://www.xyz-inc.com)

**Body** —



Theme 2 Leisure & Sport. A1.3 Example of simple email (2)

### A sample layout of message

katie97@dsmail.com

To: englishfriends.com

Cc:

Subject: Hi!

Insert: [Attachments](#) [Photos](#) [Videos](#)

Tahoma 10 B I U

Hi! How are you?

My name's Katie and I'm 12 years old. I'm from Valletta in Malta. I speak Maltese (the language in Malta) and English. I like swimming, playing football and listening to music. I've got a pet dog, Max.

Do you want to be my friend? Please write soon.

Best wishes

Katie

Send Save Cancel

## Top Tips for writing

1. Use an exclamation mark ! at the end of an exclamation or after surprising information.
2. Use a capital letter to start a sentence.
3. Use a comma , in a list.
4. Use a full stop . to end a sentence.
5. Use a question mark ? at the end of a question.





## Writing formal letters

You may need to write formal letters (or formal emails) for many different reasons. Think about the types of formal letters you need to write. Your list may include **application letters**, **complaint letters**, **letters to ask for information**, and **letters to place or follow up an order or booking**. You may also need to write letters to **apologise**, to **ask for permission** or to give **advice or instructions**. Are there any other kinds of formal letters you may have to write?

### When writing a formal letter, first ask yourself:

- Who am I writing to?
- Why am I writing?
- What do I need to tell them?
- What do I want them to do?



### Where do I start?

1. Make a list of all the points you need to include in your letter. Always give precise **details**, such as exact names, addresses and dates (for example, the date you bought something, or when and where you saw an advertisement). If you've already been in touch with the individual or organisation, give the dates of any previous letters, phone calls or emails. If you have a reference or account number, always include it in your letter.
2. Put your points in order. Decide on the opening sentence: this should state clearly why you are writing. You should also plan how your letter will end. Do you want to emphasise what you want to happen as a result of your letter?
3. Make a draft of your letter. Decide on the paragraphs you want to use. The first paragraph should probably include your reason for writing. The second or other paragraphs may include a summary of details, or an explanation of your situation. The last paragraph is often used to state what you want or what you would like to happen next.
4. Read through the draft and edit your writing. Do you want to change the order of your points? Is anything missing?
5. Now proofread for grammar, spelling and punctuation.

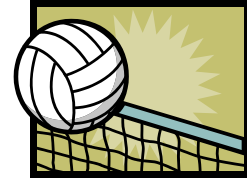
### What is important?

When writing formal letters, we need to make sure our writing is **relevant**. Formal letters are generally precise and to-the-point, without any unnecessary detail. When writing a formal letter, such as a letter of complaint, it can sometimes be difficult to adopt the right **tone**. The tone of a letter means how it sounds. It's important to be objective and to sound business-like, rather than let our feelings get in the way. A good way to check the tone of a letter is to ask a friend to read it for you and say how they would feel if they received it.

In order to have a **formal style**, you need to think about the **layout** of your letter and the **language** you use. It is very helpful to look at the layout of different kinds of formal letters. You can also build your vocabulary by using a dictionary or thesaurus to make a list of useful words, phrases and sentences you can use in formal letters.



A1.3 Theme Sports & Leisure. Write about a sports personality.



INSERT IMAGE OF SPORTS PERSONALITY

ANSWER THE FOLLOWING:

What is he/she doing?

Where is he/she playing?

Who is he/she playing with?

When does he/she play the sport?

How does he/she win the game? Why does he/she like the sport?

WRITE A PARAGRAPH OF WORK

.....

.....

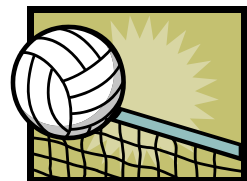
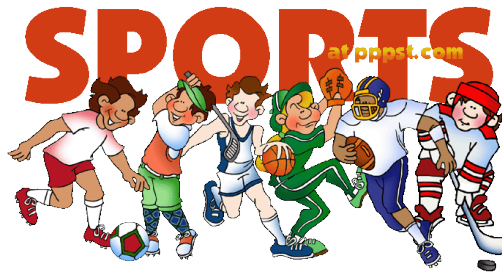
.....

.....





A1.3 Theme Sports & Leisure. Survey activities









**DO YOU LIKE...? (MAKE A CLASS SURVEY)**

I LIKE... 😊

I DON'T LIKE... 😞

I LOVE... 😄 😄 😄

ACTIVITY	NAME	I LIKE... 😊	I DON'T LIKE... 😞	I LOVE... 😄 😄 😄
				
				
				
				
				
				



Lesson 3 Lesson Plan

<b>Theme: 2</b> <b>LEISURE AND SPORT</b>	Level/code A1	<b>Date:</b>	<b>Time:</b>
	Lesson A1.3	<b>Attendance today</b>	
	DURATION: 80 Minutes	<b>Named Absences:</b>	

**AIM:** Learners will identify the different types of Sport and famous Sports People

**OBJECTIVES (outcome):** Learners will be able to write and understand simple sentences and everyday phrases related to Sport and will be able to write simple notes and messages to a friend about what he/she is doing

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction A1.3 Different Sports Sports personalities	Tutor will present text and pictures related to different sport.	Learners will read text relating to different types of Sports and famous sports personalities.	Text about Sport Picture Vocabulary Patterns of how to make word with suffixes Patterns of notes and message	Test to check vocabulary Written note or Message



Text 1: Analysis skills	Tutor will ask questions which help learners understand text, gives patterns	They will mark key words, analyse text in response to questions, make words using patterns		
Grammar	Tutor explains grammar of 1.3	Talk about letter groupings right/light Possessive; his/her etc		
Text 2: Reading comprehension	Discuss formal/informal and layouts of texts	Learners will analyse examples, use titles and polite phrases in appropriate form, write note or message following the example format.		



Writing skills	Introduces how to write simple notes, messages will give examples and patterns	To write a simple note talking about a sports personality or what she/he is doing		
Review (Feedback and homework)	Check understanding	Survey on leisure activities done by friends		
EDI	<p>Equality: Ensure equality of access and opportunity for all students.            Diversity: Ensure teaching and materials respect race, gender, disability, sexual orientation, age and religion/beliefs of all learners. Value differences of students.            Inclusion: Remove barriers to learning – total communication used. Soft furnishings promote the use of residual hearing. Students are positioned to see both the tutor and each other.</p>			
A1 Check-List Objectives	Reading skills covered	<input checked="" type="checkbox"/>	Writing skills covered	<input checked="" type="checkbox"/>
	Follow a short narrative	<input checked="" type="checkbox"/>		
	Recognize different purposes	<input checked="" type="checkbox"/>	Compose simple text to communicate ideas	<input checked="" type="checkbox"/>
	Read simple sentences	<input checked="" type="checkbox"/>	Construct simple sentences	<input checked="" type="checkbox"/>
	Identify punctuation/capitalization	<input checked="" type="checkbox"/>	Punctuate	<input checked="" type="checkbox"/>



	Know sight vocabulary		Use capitals	✓
	Possess simple words/sounds	✓	Sequence letters/digits correctly	
	Recognize letter sequence	✓	Spell familiar words correctly	✓
			<b>Grammar opportunities</b>	
	Aerobics/Athletics//Badminton/Basketball/Body Building/Bowling/Boxing Cricket, Cycling/Curling Dressage/Equestrian/Fishing/Football/Figure skating Golf/Gymnastics/Hockey/Handball/Ice /Polo Skating/Judo/Karate/Rugby/Running/Sailing/skiing/snowboarding/Squash/Swimming Table tennis/Yoga/Volleyball/Weightlifting/Water polo/wrestling		The student will:- Understand and use basic word order in simple statements, subject/verb/objects Use prepositional phrases Ask and respond to questions with basic expression Understand regular and common noun/noun phrases Know verb phrases and time markers Use simple adjectives, adverbs and sentence connectives	
	<b>Language features (suggestions for your language)</b>			



**Doncaster Deaf Trust**  
A National Centre of Excellence



He is an interesting sportsman/sportswoman. He is right everytime. He plays at night. He might win.

His favourite hobby is.....

She loves doing.....

Hi friend, I am doing a cookery class tonight.



Theme 2 Sport & Leisure: A1.4 Media Text on Leisure (1)

# Archery in Notts



## Clifton Leisure Centre free taster sessions

**When?** Thursday 26 January & Thursday 2 February 2017 5.30-6.30pm

**Where?** Clifton Leisure Centre sports hall

**How much?** Free

**Who for?** Anyone aged 14+.

**What should I expect?** You'll be taught the basics of archery in a 1 hour session with Coach Amy

**What do I need to bring/wear?** Bring yourself, a hair bobble if you have long hair, make sure your clothes aren't too baggy and no open toed shoes. No sportswear required!

**Do I need to book?** Sessions are limited to 12 people so please email [amy.curnock@archerygb.org](mailto:amy.curnock@archerygb.org) to book or text Amy on 07808731416



Facebook: Archery in Notts

Twitter: @ArcheryinNotts

Instagram: archeryinnotts







Theme 2 Sport & Leisure: A1.4 Media Text on Leisure (2)

# Leisure complex opened again after a £12m refurbishment

## Crowds flock to Fairfield after extensive investment scheme

By Luke May

luke.may@archant.co.uk

DARTFORD'S Fairfield leisure centre officially reopened on Saturday, just in time for the half-term break.

Following a £12million investment, the new swimming pool and gym was opened by the Mayor of Dartford, Ian Armit and the leader of Dartford Borough Council, Jeremy Kite.

Two years on from its closure, the new-look facilities include a 95-station gym, along with dance and exercise studios, a sports hall and a new pool complete with poolside sauna.

The leader of the council expressed his excitement for the centre.

Mr Kite said: "We knew the residents of Dartford were very excited about the opening of the new Fairfield and it was great to see the centre so busy this weekend.

"Since the former centre's closure in 2014, we've been hard at work with our partners Wilmott Dixon and Places for People Leisure to create a new leisure facility which is modern, well-designed and ready for a whole new generation of visitors to enjoy.



The centre's swimming pool  
Picture by Cerret Kanga

"We love the smart new feel to the place and hope they do too."

Regional director for Places for People Leisure, which is managing the complex, Tom Goodhand, said: "We are delighted it has opened, it has been the result of a great team ef-

fort led by Dartford Borough Council.

"We are proud to work closely with the council and are confident that the state of art facilities at Fairfield will be very well received by the local community.

"Our goal here at PPL is to get

people exercising more and help them increase their activity levels.

"We have the expertise and knowledge to continue to make projects such as Fairfield a success."

The centre is based in Lowfield Street.



Theme 2 Sport & Leisure: A1.4 Media Text on Leisure (3)

**We hope that you enjoy your visit to this pool.  
The following rules are in place for your own  
and everyone else's safety.**

**Water depths in this pool  
Minimum: 0.5 metres (1ft 8ins)  
Maximum 1.1 metres (3ft 7ins)**



**No  
diving**



**No  
running**



**For their own safety  
children under 8 and  
non swimmers  
under the age of 14  
must be supervised by  
an adult whilst visiting  
the pool facilities.**

**Check the water depth  
signs around the pool.**

**The lifeguards are provided for public safety  
and any instructions that they issue  
must be obeyed.  
HAVE FUN!**





Theme 2 Sport & Leisure: A1.4 Media Text on Leisure (4)

# SPA OFFER

Sauna, Steam and Swim\* only **£5** at  
Hyndburn and Mercer Hall Leisure Centres.



Newly refurbished facilities & changing rooms



**Mercer Hall Spa is Great Harwood's best kept secret!**

Single sex and mixed sessions available, see website for times!

follow us on:  



**FANTASTIC  
MEMBERSHIP  
OFFER!**

**12 months for the price of 10**  
on gym membership packages! Includes gym,  
swim, sauna and steam room, and fitness classes.

\* Swim is subject to pool opening times

More information: **Text "Hyndburn Fitness" to 61211** / Call 01254 385945  
or Email [memberships@hyndburnleisure.co.uk](mailto:memberships@hyndburnleisure.co.uk)



Theme 2 Sport & Leisure: A1.4 Media Text on Leisure (5)

# Bitter loss for the Kings

**THERE** was heartbreak for Thames Valley Kings wheelchair basketball squad as they missed out on recording their first win of the season by one point against Hampshire Harriers on Saturday.

The Kings, who play at the Kennet Leisure Centre in Thatcham, were a point ahead going into the last minute of the game having led the entire match.

In the first quarter they were 16-5 ahead, increasing their lead to 24-12 at the halfway point.

The Harriers closed up slightly to 32-23 in the third quarter, but it was the final segment of the match where the Hampshire side fought back.

Despite that the Kings were 38-37 ahead with less than a minute remaining, and it looked as though they would be able to hang on for victory.



• Thames Valley Kings (in white) were beaten by the Hampshire Harriers (picture by Thatcham Photographic Club)

But the Harriers made a final shot with 16 seconds left on the clock to pinch two points and take the win 39-38.

The Kings are currently fourth in the Third Division South and

West standings with five points, although they are still searching for their first win.

Their next game is away to the Cardiff Celts seconds, taking place on Sunday.





Theme 2 Sports and Leisure A1.4 examples of letters and messages

## Phrases for Writing a Formal Letter

*Dear Sir/Madam, Dear Mr/Mrs (surname)*



### *Beginnings*

*With reference to our telephone conversation yesterday (about)*

*Thank you for your email regarding*

*I am writing on behalf of*

*I am writing to draw your attention to*



### *Making a request*

*I would appreciate if you could*

*I would be most grateful if you would*

*Would you be so kind and*

*I was wondering if you could*



### *Apologising*

*We apologise for any inconvenience caused*

*Please accept our sincere apologies*



### *Complaining*

*I am writing to express my dissatisfaction with*

*I find it most unsatisfactory that*

*I'd like to complain about*



### *Endings*

*I look forward to hearing from you*

*If you require any further information, please don't hesitate to contact me*

*Please feel free to contact me if you have further questions*



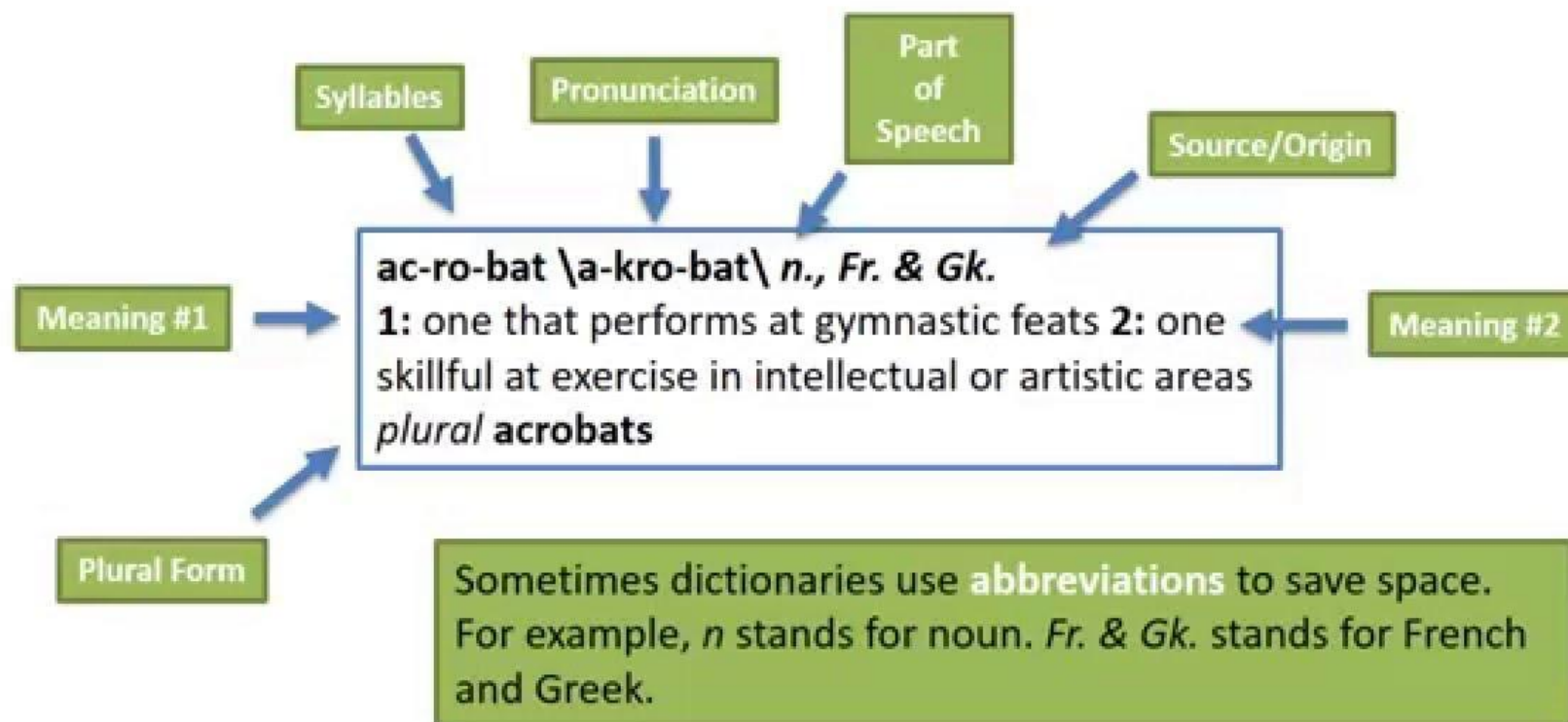
### *Signing off*

*Yours sincerely (Dear + name)*

*Yours faithfully (Dear Sir/Madam)*



# Looking at a Definition





Theme 2 Leisure & Sports A1.4 Template for letter and example

# FRIENDLY LETTER TEMPLATE

HEADING AND DATE

---

---

---

---

GREETING:

---

BODY:

---

---

---

---

---

CLOSING AND  
SIGNATURE

---

---





May 10, 2012

To Roald Dahl,

Hello Roald Dahl! How are you? I am fine. I love your books. Your books have similes which we are learning. Your books are funny and fantasy. I love your books, like Matilda. It is funny. She can't be so smart AND naughty. She is cute. You wrote that Ms. Trunchbull hides people in the cupboard in the sharp chokey for hours when they do anything wrong. Ms. Trunchbull puts them in for 2 hours or more than one day. That's how I noticed it was fantasy. It was unbelievable. I can't wait for another book to come.

From,  
Tanay



Theme 2 Sport and Leisure. A1.4 Use of modals, connectives, adjectives grammar

Modals: using should or would

- 1) You .....go instantly.
- 2) You .....keep your promise.
- 3) He .....be sorry to miss the bus.
- 4) I .....like to know who he is.
- 5) .....you mind passing the salt?
- 6) .....that I were a bird!
- 7) .....you meet him, bring him here.
- 8) This word is wrong. What .....it be?
- 9) She told me that she .....arrive at ten O'Clock.
- 10)The old lady ..... take a bath everyday before taking meals.

Connectives: complete with because, but, although or so.

- 1) We looked everywhere for the ball .....we couldn't find it
- 2) .....we looked everywhere for the ball, we couldn't find it.
- 3) He was bored with the match .....he started playing cricket.
- 4) He started playing cricket .....he was bored.

Adjectives fill the gaps!



The match was .....

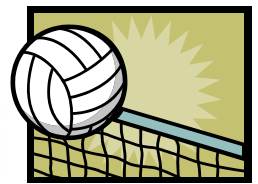
The .....football was damaged after the match.

The winners of the team were .....

On the day of the match, the weather was .....



A1.4 Theme Sports & Leisure. Assessment Writing to a friend



**WRITE A NOTE TO A FRIEND ABOUT A PLANNED ACTIVITY AND ASK THEM TO COME ALONG**

Hi.....



Lesson 4 Lesson Plan

<b>Theme: 2</b> <b>LESIURE AND SPORT</b>	Level/code A1	Date:	Time:
	Lesson A1.4	Attendance today	
	DURATION: 80 Minutes	Named Absences:	

**AIM:** The learner will be able to read and understand short simple texts about leisure

**OBJECTIVES (outcome):** The learner will be able to understand and use simple sentence and everyday phrases related to Leisure and Sport and will be able to send a short letter or message to a friend using correct vocabulary and discussing plans

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction A1.4 Media Texts about Leisure	Tutor to introduce media texts about Leisure, demonstrating links to media text. (Tutor to highlight the vocabulary and understanding on the new words without affixes)	Learners read media texts related to leisure.  Learners to learn vocabulary and to find specific/target information in texts	Media Texts    Examples of letters, messages a pattern of letter structure	Tasks    Letter/Message



Text 1: Analysis skills	Media text of someone in leisure and what they are doing	Questions and understanding		
Grammar	Tutor explains grammar of 1.4	Modals – can/would like Sentence connectives then,next Adjectives- describing activity		
Text 2: Reading comprehension	introduces letter writing requirements; Presents examples of personal letter; show how to use dictionaries	Learners to analyse examples, repeat usage of titles. Learn different phrases to address to different people.  Learn to use dictionaries; write a short letter or message to a friend.		
Writing skills	<b>Confirm understanding</b>	Write to a friend asking to meet for an activity or planned event		



Review (Feedback and homework)	<b>Check understanding</b>	Collect evidence of posters of events for language features		
EDI	<p>Equality: Ensure equality of access and opportunity for all students.            Diversity: Ensure teaching and materials respect race, gender, disability, sexual orientation, age and religion/beliefs of all learners. Value differences of students.            Inclusion: Remove barriers to learning – total communication used. Soft furnishings promote the use of residual hearing. Students are positioned to see both the tutor and each other.</p>			
<b>A1</b> Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Follow a short narrative	✓		
	Recognize different purposes	✓	Compose simple text to communicate ideas	✓
	Read simple sentences	✓	Construct simple sentences	✓
	Identify punctuation/capitalization	✓	Punctuate	✓
	Know sight vocabulary		Use capitals	✓
	Possess simple words/sounds	✓	Sequence letters/digits correctly	✓





	Recognize letter sequence		Spell familiar words correctly	✓
	<b>Word bank</b>	<b>Grammar opportunities</b>		
	Names of Places where people spend their leisure time Home Sports Club Cinema Theatre Café Stadium Park Library Museum Polite phrases	The student will:- Understand and use basic word order in simple statements, subject/verb/objects Use prepositional phrases Ask and respond to questions with basic expression Understand regular and common noun/noun phrases Know verb phrases and time markers Use simple adjectives, adverbs and sentence connectives		



**Doncaster Deaf Trust**  
A National Centre of Excellence



	Language features (suggestions for your language)
	<p>Hi friend, would you like to go out? First we can go bowling then.....</p> <p>We should meet at 4pm. It will be fun.</p>



Theme 2 Leisure & Sports A1.5 sources of leisure activities

**BLACKWELL ADVENTURE'S**  
**Fun Day** for all the family

**Saturday April 14th 2018** 10am -3.30pm

Agmore Road, Blackwell, Bromsgrove, B60 1PX

**FREE ENTRY** — No need to book

All Day Activity Wristband £8 per person



Families and individuals are invited to come along and take part in a range of exciting outdoor activities, explore our site and visit our fete stalls. Alternatively, sit back, relax and watch other people being active whilst enjoying some snacks and refreshments in our pop up café.

\* All children must be accompanied by an adult.






Abseiling  
Zip Wire  
Archery  
3G Swing  
Climbing  
Tree Trek  
And more..

Minimum age for adventurous activities 7 years old





**NO DOGS ALLOWED**

[www.blackwelladventure.co.uk](http://www.blackwelladventure.co.uk) 0121-445-1285

Owned by the [Scout Association County of Birmingham](#) | Registered in England Charity number 1534697



01763 263313  
info@mc-sport.co.uk  
melbournsports  
www.mc-sport.co.uk

**Make a SPLASH with an aquatic party!**



**Pool Party**

Members - £60 per hour  
Non Members - £70 per hour  
Add an extra £14.00 for a party co-ordinator  
Sun 12.00 - 13.00

Try some splashingly good fun for your child's birthday party this year! You can hire our swimming pool for an hour of fun, energetic party time that the kids will love. A Lifeguard is included to make sure everyone is kept safe.

For a small additional fee (and a lot less stress!) why not let our party co-ordinator run the session and arrange the party games for you!

We provide lots of fun and safe equipment for your party guests to play with during your hire period. These include large floats, hoops, sinkers and balls. Personal play equipment may be allowed depending on the size and shape of the item.

(Please note that we do not allow any large inflatables).

**Lifeguards**

Trained and qualified to the high standards set by the Royal Lifesaving Society.

They will be on hand to ensure the safety of your guests during the pool party.

**Snorkelling**

Members - £60 per hour  
Non Members - £70 per hour  
Sun 12.00 - 13.00

If you're looking for a new activity for your child's birthday party... then try snorkelling!

An experienced and qualified instructor will introduce the basic skills and arrange fun and exciting games during this fun-packed session.



This party is only suitable for children aged 8 years and above and who have the ability to swim at least 100 metres (5 lengths).  
Maximum number of children is 12.

**Fancy doing it yourself?**

Why not hire our Community Centre for an hour after your party? The room is ideal for serving refreshments and playing party games as well as saving on the mess made at your house!  
Sat and Sun 10.00 - 16.00

If you would rather organise your own party, then why not hire one of our dry-side facilities?

[www.mc-sport.co.uk](http://www.mc-sport.co.uk)

Melbourn Pavilion | The Moor, Melbourn, SG8 6EF | 01763 263313





Centro Cultural

*"I like to go to the cinema with my friends at the weekend whenever there is a good movie on."*

## Eating out

Eating out has grown in popularity, with British people spending in 1999 an average of £5.63 per person per week on food (excluding alcohol) outside the home.

*"We go to McDonalds at least once a week. Sometimes we have a pizza delivered to our house. Occasionally we will go to a restaurant."*

## Homes and Gardens



The British are known as a nation of gardeners. Most people have a garden on their property. Gardening has been a popular pastime since Roman times. Many people in Britain are proud of their houses and gardens. They want their houses and gardens to look nice. Every town in Britain has one or more DIY (Do it Yourself) centres and garden centres. These are like supermarkets for the home and garden. These places are very popular with British home-owners at the weekends.

*"We don't have a big garden like some people. Dad likes to mow the lawn. Sometimes I help him. Mum looks after the flowers. She weeds the garden so that the garden looks good. I am growing some vegetables in my garden."*



## A Family Friendly Club

The club gives a warm welcome to members of all abilities and ages.

It has a fine tradition of introducing people to the joys of sailing for many years. Formed in 1838, it is one of the earliest sailing clubs in the country.



The club offers a relaxed atmosphere in a beautiful location with great views of the river. It has a large boat park and wide slipway, pontoons and 21 moorings. The clubhouse has changing rooms, a kitchen and bar. The galley produces hot and cold snacks and drinks.

As well as a full programme of sailing activities including Regatta Week and other open events, we hold social events throughout the year. They start with a new members meeting and include a summer barbecue. In winter, there is a programme of walks and talks and a volunteer working party maintains the facilities.

## RYA Accredited Training

The NYC prides itself on offering regular opportunities for members to learn to sail and to improve their skills so they can take part in club events with growing confidence.



We are an RYA Training Centre for both dinghy sailing and power boating and aim to offer these courses:

- Dinghy Levels 1 to 3
- Dinghy Day Sailing
- Dinghy Seamanship Skills
- Race Training
- Youth Sailing Scheme: Start Sailing Stages 1 to 4
- Powerboat Level 1 and 2
- Safety Boat Course.



Club Wayfarers, Fevas, Toppers and Qubas can be used free of charge by members for training and lazy sailing and hired for racing and other club events.

We take safety on the water very seriously with safety boat cover for all sailing events.

## Racing and Cruising

For the more competitive sailors there is a full programme of races as well as Open Meetings for dinghy sailors. There are fun events and competitions which will appeal to youngsters and develop skills.



As well as our racing series, we also have leisure sailing events. The Lazy Sailing sessions are hugely popular – these are unstructured opportunities for 'free-sailing' with full safety boat cover. Flotilla sailing is fun too - an opportunity to sail down the river Deben stopping for a picnic or at a local pub on the way.



Yacht sailors can enjoy competitive racing and cruising. There are plenty of moorings and space for tenders.





## Kendal Fun Weekend

**6-7 May:** come for a day or the weekend



**TS↑KIDS**

Photo above is from Kendal Wall website. Photos on right are from our similar TS Kids event at Portway last year.

Activities for children are free. **Places limited.**

Kendal is in the Lake District. It's an Organ Donor Town which means that it promotes organ donor registration. It is also supporting this Fun Weekend for Transplant Sport Kids & Teens – children with transplants, their siblings and the children of parents who have had a transplant. You can join us for activities on Saturday afternoon, Saturday evening and/or all day Sunday. You can come for all our sessions or just come for one or two sessions.

Saturday afternoon is climbing at the tallest indoor climbing centre in the country. There will be a roped session and Krazyclimb. No experience needed! Saturday evening is at the leisure centre for a buffet, activities and entertainment. Sunday is also at the leisure centre with a wide range of free activities.

Visit [www.transplantsport.org.uk](http://www.transplantsport.org.uk) to register or contact Malcolm, TS Kids Coordinator at [m.matthews@transplantsport.org.uk](mailto:m.matthews@transplantsport.org.uk).





## Week 1 Monday 24 – Friday 28 July

### Discover Your Inner Artist with Discover Art Award

7+  
years

**Monday 24 July**  
**10.30am – 3.30pm**

**Epping Forest District Museum**  
39-41 Sun Street,  
Waltham Abbey  
EN9 1EL



**£20**  
incl materials

**Unleash the creative genius in you!** Experiment with different techniques from tile painting to fabric design, poetry to poster-making in this artist led extravaganza. Using Epping Forest as a point of inspiration, you will learn about great artists of the past and present and use their work to inspire yours. Please wear old clothes and bring a packed lunch.



Participants will have the opportunity to gain a **Discover level Arts Award** and have fun along the way!

'Discover' is the beginning of the Arts Award journey. Arts Award is a nationally recognised accreditation. For more information visit: <http://www.artsaward.org.uk>

Please allow 10 minutes for registration. **Booking is essential.**

### Tudor Family Fun with Clay

5-13  
years

**Tuesday 25 July**  
**12 noon – 3pm**

**Epping Forest District Museum**  
39-41 Sun Street,  
Waltham Abbey  
EN9 1EL



**Be inspired by the wonderful Tudor objects on display to create your own clay pot.**

**£1.50**

No need to book, just drop in during the times above. Allow about 20 minutes for the activity.

Children must be accompanied by a responsible adult. For more information call the museum on 01992 716882.

Please note it will not be possible to accommodate large groups or children's holiday clubs at these sessions.



### Musical in 2 days! charlie & the Chocolate Factory

5+  
years

**Wednesday 26 July**  
&  
**Thursday 27 July**  
**10am – 3pm**

**Chigwell Hall**  
Large Marquee,  
Chigwell IG7 6BD

**£40**  
incl materials

Be a fabulous performer, showing off your singing, dancing and acting skills in a mini version of David Greig, Marc Shaiman and Scott Wittman's musical **Charlie and the Chocolate Factory** inspired by Roald Dahl's beloved book. Working with dancer/choreographer Elysia Tebb, you'll create the story around musical numbers: 'It Must Be Believed To Be Seen', 'Vidiots' and 'Pure Imagination', then show them to your friends and family in a free performance at the end of day two.

Please wear brightly coloured comfortable clothing, suitable footwear for movement and bring a packed lunch and a water bottle.







**Doncaster Deaf Trust**  
A National Centre of Excellence



Theme 2 Sports and Leisure A1.5 Example of note writing and template

## *POSTCARD*

*You are invited to join us for FREE  
afternoon tea, creative writing and  
craft activities.*

*Older people, people living with  
dementia, and their carers*

*& families especially welcome.*

**For more information please call  
Nicky on 07738 324028**

**Saturday 15 July 2-4pm**

**Saturday 22 July 2-4pm**

**Saturday 29 July 2-4pm**

**2017**

At AgeUK Canterbury,

Castle Row, CT1 2QY



Simon Langton Girls'  
Grammar School

**Supported by**



Simon Langton  
Grammar  
School for Boys

**DAA**  
Kent Dementia  
Action Alliance





**Doncaster Deaf Trust**  
A National Centre of Excellence



Erasmus+

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Post Card*

Place  
Stamp  
Here

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Theme 2 Sport and Leisure. A1.5 Use of verb phrases and adverbs of time



Adverbs of time – complete

- 1) He played it .....
- 2) I am going to the match on .....
- 3) We'll let you know our decision next .....
- 4) He passed the competition last .....

What is a verb phrase?

- Verb phrases are verbs that are made up of more than one word.  
Dogs **chase** cats. (NOT a verb phrase, it has only one verb.)
- Dogs **are chasing** cats. (IS a verb phrase, because the verb is made up of are + chasing)

Verb phrase? Yes/No

They are having fun at the match. YES/NO

They have fun. YES/NO

We will be looking at them next week. YES/NO



Theme 2 Sport and Leisure. A1.5 Use of basic word order grammar

(time)	(prepositional phrase)	SUBJECT	VERB	object (what?)	prepositional phrase	time
		MY SON	EATS	lunch	at school	every day
		MY HUSBAND	WORKS		in Berkeley	on Sundays
		THE KIDS	PLAY	soccer	in the park	
	at home	WE	WATCH	TV	in the kitchen	
yesterday	in the park	SHE	WAS PLAYING	soccer	with him	before lunch
	in the morning	I	DRINK	coffee	at home	
		THE BOOK	TELLS	the story	of a romance	

### Understanding basic word order

Eg Yesterday at the park my son was playing soccer

Write your own.

- 1.
- 2.
- 3.
- 4.
- 5.





A1.5 Theme Sports & Leisure. Assessment postcard to family

# SPORTS

at [pppst.com](http://pppst.com)



**WRITE SIMPLE EXPRESSIONS ABOUT THEIR CHOSEN ACTIVITY TO A FAMILY. WHAT THEY HAVE DONE AND HOW THEY ENJOYED**

	<input type="text"/>
	<hr/>
	<hr/>
	<hr/>
	<hr/>
	<hr/>
	<hr/>



**Lesson 5 Lesson Plan**

<b>Theme: 2 LEISURE AND SPORT</b>	Level/code A1 Lesson A1.5	<b>Date:</b>	<b>Time:</b>	
	DURATION:	<b>Attendance today</b>		
		<b>Named Absences:</b>		
<p><b>AIM:</b> Learners will be able to read and understand short simple text on Leisure/Sports Advertisements, Poster, Catalogues and Postcards</p> <p><b>OBJECTIVES (outcome):</b> Learners will be able to understand and use simple sentences and everyday phrases related to the topic of Leisure and Sport, They will be able to formulate simple sentences discussing what activities they can do on a simple note.</p>				
CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction A1.5 Leisure Advertisements/ Posters etc	Tutor will give examples of Outside Leisure Activities advertised on Posters, Brochures, Catalogues, Postcards	Learners to analyse outside leisure activities /advertisements, posters, catalogues, poster.	Advertisements, Catalogues, Poster, Postcards   Worksheet  Pattern  Table with inflection of numeral	Choose correct advertisement       Postcard with simple text



Text 1: Analysis skills	Tutor to introduce situations for the learners to identify and find key specific information	They will identify specific information according to a given situation. Use of posters to gather key points of information		
Grammar	Tutor explains grammar of 1.5. will give out exercise for simple sentence learning and will teach expressive language	Phrasal verbs such as on, off, in, out Adverbs of time,manner place. There is....+noun		
Text 2: Reading comprehension	Use of grammar points to write expressive sentences - discuss	Learners to complete tasks, learn how to write simple expressive sentences;		
Writing skills	<b>Explain task of note writing</b>	write short text on various postcards like a note or memo		



Review (Feedback and homework)	<b>Check work;clarify</b>	Media texts collection		
<b>EDI</b> Equality: Ensure equality of access and opportunity for all students. Diversity: Ensure teaching and materials respect race, gender, disability, sexual orientation, age and religion/beliefs of all learners. Value differences of students. Inclusion: Remove barriers to learning – total communication used. Soft furnishings promote the use of residual hearing. Students are positioned to see both the tutor and each other.				
<b>A1</b> Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Follow a short narrative	✓		
	Recognize different purposes	✓	Compose simple text to communicate ideas	✓
	Read simple sentences	✓	Construct simple sentences	✓
	Identify punctuation/capitalization	✓	Punctuate	✓
	Know sight vocabulary	✓	Use capitals	✓
	Possess simple words/sounds	✓	Sequence letters/digits correctly	✓
	Recognize letter sequence	✓	Spell familiar words correctly	✓



	<b>Word bank</b>	<b>Grammar opportunities</b>
	Verbs in Advertisement related to Outside Leisure Week days Names Hours Months	The student will:- Understand and use basic word order in simple statements, subject/verb/objects Use prepositional phrases Ask and respond to questions with basic expression Understand regular and common noun/noun phrases Know verb phrases and time markers Use simple adjectives, adverbs and sentence connectives
	<b>Language features (suggestions for your language)</b>	
	Phrasal verbs such as on, off, in, out. In the hall there is a concert on Friday. Adverbs of time,manner place. In the afternoon there is a swimming class. There is....+noun	



**Doncaster Deaf Trust**  
A National Centre of Excellence



A1 Lesson 6

Theme 2 Sports & Leisure

Resources and lesson Plans

Theme 2 Sports and Leisure A1.6 Example texts about deaf hobbies



**Sheffield Deaf Children's Society**  
**Deaf Club**  
**GARDENING EVENING**  
*Featuring seed planting competition*  
**Friday 20<sup>th</sup> April**  
**6:30 - 8:00pm**  
**The Spires Centre, 600 East Bank Road, Sheffield, S2 2AN**  
Please wear old clothes as this could get messy!

Available for all Hearing Impaired / Deaf Children plus siblings of school age.  
Parents / Guardians MUST stay and supervise their children.  
This is not the responsibility of SDCS.

To support with transport to the venue SDCS are offering a FREE taxi service.  
To book contact book Karen on the number below, through facebook or on the website.

51 Bus Stop on the Road outside - East Bank Road  
Blue or Purple Tram Route - stop at Manor Top



For further information visit our Facebook page or Contact (text or phone)  
on 07497 261426 [www.sheffielddeafchildrenssociety.co.uk](http://www.sheffielddeafchildrenssociety.co.uk)

 /SheffDCS







**Doncaster Deaf Trust**  
A National Centre of Excellence



Erasmus+

 National Deaf Children's Society


# Raising the Bar



## Are **YOU** a performer?

Do you love to dance, play music or act?  
Are you deaf and aged 8-18 years old?

Apply for a chance to perform on stage at our exciting Raising the Bar showcase!  
**Enter by 25 February 2018**

 [www.buzz.org.uk/raisingthebar](http://www.buzz.org.uk/raisingthebar)

101312 The National Deaf Children's Society is a registered charity in England and Wales no. 1016532 and in Scotland no. SC040779



**Doncaster Deaf Trust**  
A National Centre of Excellence



Erasmus+

**YOUTH CLUB**

AGES 10 TO 18  
admission ONE POUND

**4pm til 7pm  
EVERY THURSDAY**

**Why not come and hang out with your friends at our St Helens deaf inclusive youth centre?**

**We've got... pool, games consoles, indoor sports, DVD nights & more!**

Deafness Resource Centre  
32-40 Dentons Green Lane, St Helens WA10 2QB

**For more information contact...**  
**office: 01744 23887 • mobile: 07722 081577**



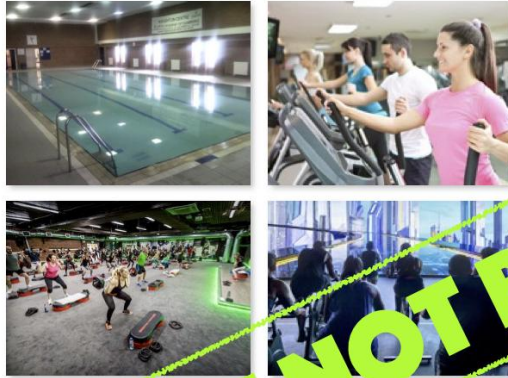




**Doncaster Deaf Trust**  
A National Centre of Excellence



Erasmus+



**MUST NOT BE MISSED!**

**1Life**  
Live more. Live well.

**MK DEAF ZONE**

## **Wednesday Afternoon Club** **Health & Well-Being** **18th April 2018 12pm - 4pm**



Woughton Leisure Centre  
Rainbow Drive, Leadenhall,  
Milton Keynes, MK6 5EJ

[www.1life.co.uk/milton-keynes-council/woughton-leisure-centre/home](http://www.1life.co.uk/milton-keynes-council/woughton-leisure-centre/home)



On **Wednesday, 18th April** from **12 noon to 4pm**, you are invited to **Woughton Leisure Centre** for the **Health & Well-Being** session.

At the centre, the programme will be:

- 12:00 - 12:30pm: **Tour of leisure centre**
- 12:30 - 2.30pm: **Badminton/Table-tennis**
- 12:30 - 4.00pm: **Gym Session**
- 2.30 - 3.30pm: **Yoga Session (TBC)**
- 3.30 - 4.00pm: **Coffee/Tea in Café**

An interpreter will be provided and please wear loose clothing and sport shoes/trainers. Bring your own lunch (eat outside) or buy food from the café.

Any age and fitness, deaf and hard of hearing, all are welcome!

Website: <http://mkdeafzone.org.uk>  
Email: [mkdeafzone@gmail.com](mailto:mkdeafzone@gmail.com)



**Doncaster Deaf Trust**  
A National Centre of Excellence



Erasmus+



# M K Deaf Rambling

**Ouzel Valley Park Walk (approx. 4 miles, Easy)**

**Wednesday 11th April 2018 - 10am (kick off 10.30am)**

**Meeting Point:** In car park beside the **Stonehouse Pizza & Carvery, Waterside, Peartree Bridge, Milton Keynes, MK6 3PE** off Marlborough street (V8), adjacent to Hand Car Wash.

**Note:** Wear suitable sturdy boots or shoes and always take weather-proof clothing with you.

**Walk Leader: Steve Lawrence Email: [stevlawrence52@aol.com](mailto:stevlawrence52@aol.com)**





Theme 2 Sports and Leisure A1.6 Key words linked to Deaf hobbies provided

Key words from deaf hobbies and activities

Planting

Seed

Messy

Supervise

Siblings

Performer

Raising

Showcase

Console

Admission

Inclusive

Provided

Session

Programme

Rambling

'Kick off'

Sturdy

Waterproof





Theme 2 Sport and Leisure. A1.6 Use of basic word and use of articles

Why a lifeguard?

I've always loved swimming from a young age and I used to swim competitively. I had to give it up when I got to high school as the club were being too demanding of the amount of training sessions they wanted you to attend each week. I also didn't want my schoolwork to suffer.

After my 'retirement' from swimming, I missed being in the water and at the time I was also looking for a job, so I saw an advert for a Pool Lifeguard course.

When I joined the course, I spoke to the Trainer and told her my concerns but she thought nothing of it and said it didn't matter! She went on to say that Lifeguarding is all about being visually aware of your surroundings, hearing doesn't really come into it.

She was fantastic throughout the course, making sure I understood what was being said, made sure the other participants were aware so I could lipread them and join in with team activities.

It was an intense week, but I passed! The assessor noticed that I was more alert and visually aware than the others, probably because when you lose a sense, your others are stronger.

How can you rescue someone if you can't hear?

I don't wear my hearing aids in the water, but I do on poolside. As a Lifeguard you are always scanning the pool. If someone gets into difficulty, generally it's visual as they'd be splashing or grabbing onto someone or something and you'd be able to spot.

People say if someone is drowning and you can't hear them – they wouldn't be making noises if they're under the water, so it's all down to the eyes.

The only thing I can't hear are alarms or whistles. If I was employed by someone, I made them aware of that and we put things in place instead, so hand signals instead of whistles and flashing alarms as well as audio.

In training sessions it's also important to make team members aware if they need to tap you to get attention or face you when talking etc. When doing first aid on poolside, the priority is to get the casualty out of the water. Again, the team should be aware how to work together in this situation, until you can wear your hearing aids again.

Word Order: complete the following:

I .....an advert for a Pool Lifeguard course.

The assessor .....that I .....more alert.

The only thing I ..... hear ..... alarms.

The team .....be aware how to .....together.





# ARTICLES

There are three articles in English Language. They are **A**, **AN** and **THE**



## In definite article (A and AN)

Use **'a'** if the word starts with a consonant.



Use **'an'** if the word starts with a vowel.



## Definite article (THE)

Use **'the'** before singular countable or common noun.

### Complete:

1).....alarm

2)..... Swimming pool

3)in ..... water

4)throughout ..... course

5)I saw ..... advert

6) Swimming from ..... young age is important



A1.6 Homework leisure time collation of key phrases

L  
FOR  
*Leisure*

ADD PHRASES





Lesson 6 Lesson Plan

<b>Theme: 2</b> <b>LEISURE AND SPORT</b>	Level/code A	Date:                      Time:		
	Lesson A1.6	<b>Attendance today</b>		
	DURATION: 80 Minutes	<b>Named Absences:</b>		
<p><b>AIM:</b> Learners will be able to understand media text related to Deaf Community Hobbies</p> <p><b>OBJECTIVES (outcome):</b> Learners will be able to understand and use simple sentence and everyday phrases related to Deaf community Hobbies. They will be able to express word order and spell key words.</p>				
CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction A1.6 Deaf Community Hobbies	Tutor introduces media texts about Hobbies undertaken by Deaf Communities.  Tutor to give comprehension tasks to understand the text.  Give out pictures to illustrate the text.	Learners to read the media texts related to Deaf Community Hobbies.	Deaf community Media texts  Worksheets  Illustration/pictures     Illustrations/pictures  Sentences	Illustrate text correctly          Write sentences correctly



			Schemes Sentences patterns	
Text 1: Analysis skills	Tutor give illustration about Deaf Community hobbies.	Group work: Complete, tasks. Sort out the right illustrations for the text.		
Grammar	Tutor explains grammar of 1.6	Word order in simple statements – recognition of word order. Articles a/an/the		
Text 2: Reading comprehension	Organise “train of thoughts” according to illustration. Tutor to give sentence patterns.	Learners do “train of thoughts” (say what they think about the illustrations). Name the keywords Analyse sentences link to		



		grammar points		
Writing skills	<b>Check grammar points</b>	Collate ideas of hobbies and do poster with key phrases.		
Review (Feedback and homework)	<b>Review</b>	Learn key spellings		
EDI	<p>Equality: Ensure equality of access and opportunity for all students.  Diversity: Ensure teaching and materials respect race, gender, disability, sexual orientation, age and religion/beliefs of all learners. Value differences of students.  Inclusion: Remove barriers to learning – total communication used. Soft furnishings promote the use of residual hearing. Students are positioned to see both the tutor and each other.</p>			
<b>A1 Check-List Objectives</b>	<b>Reading skills covered</b>	<input checked="" type="checkbox"/>	<b>Writing skills covered</b>	<input checked="" type="checkbox"/>
	Follow a short narrative	<input checked="" type="checkbox"/>		
	Recognize different purposes	<input checked="" type="checkbox"/>	Compose simple text to communicate ideas	



	Read simple sentences	✓	Construct simple sentences	✓
	Identify punctuation/capitalization	✓	Punctuate	✓
	Know sight vocabulary	✓	Use capitals	✓
	Possess simple words/sounds	✓	Sequence letters/digits correctly	✓
	Recognize letter sequence	✓	Spell familiar words correctly	✓
	<b>Word bank</b>		<b>Grammar opportunities</b>	
	Related to Deaf community Hobbies; Art and Craft Camera Club Fishing Gardening Dancing Travelling Swimming Knitting		The student will:- Understand and use basic word order in simple statements, subject/verb/objects Use prepositional phrases Ask and respond to questions with basic expression Understand regular and common noun/noun phrases Know verb phrases and time markers Use simple adjectives, adverbs and sentence connectives	





	Pantomime	
	<b>Language features (suggestions for your language)</b>	
	a/an/the I come from.....I live in England.....I don't have any pets	



The word "leisure" comes from Latin, and it means "to be free." The idea of free time for relaxation, recreation, and hobbies likely became popular in Victorian Britain. In the early 1800s, factory workers often spent eighteen hours at work, six days every week. As a result, life in urban areas was very harsh. However, society slowly changed, and people began to work less. They also began to have Saturdays and Sundays free.



There are many different ideas about leisure, and these ideas vary among societies and people. Some see leisure as much more active, like sports or exercise. Others see leisure as requiring mental effort, like writing stories or drawing pictures. And even some see leisure as much more relaxed, such as seeing a movie, watching TV, or eating out at a restaurant. Of course, there are also workaholics who see work as an enjoyable pastime.

True/False

- The word 'leisure' means 'to have fun' TRUE/FALSE
- This became popular in Victorian Britain TRUE/FALSE
- Factory workers worked hard TRUE/FALSE
- Urban areas were a nice place to live TRUE/FALSE
- Victorians worked all week TRUE/FALSE
- People think about leisure in different ways TRUE/FALSE

YES/NO

- Do you think Victorians had a hard life? YES/NO
- Do you think watching tv is a leisure activity? YES/NO

What activities are mentioned in the text? .....**sports and exercise**.....  
.....

When did free time become popular?.....**1800s**.....

Which days were known as 'leisure' days?.....**Saturday and Sunday** .....

Where can you go to relax (in the text)?..**cinema/home/restaurant**.....



My hobby is sport. My favourite sports are handball and volleyball. I like basketball and tennis, too. When I have got free time I run. Second thing which I love is music. Every day I listen to rock and reggae. Bands which I like the most are: Red, Paramore, Evanescence, Nirvana and many others. I like to dance but only if there isn't anybody at home ;)

In my free time I chat with my friends or I meet with them. We go to the shop or cinema and it's fun. When it's cold I read books or watch TV. I like comedies and horrors.

Recognise key words and phrases.

Write a list of new words.

.....**your words**.....

.....

Find the meaning of reggae .....**a style of popular music with a strongly accented subsidiary beat, originating in Jamaica. Reggae evolved in the late 1960s from ska and other local variations on calypso and rhythm and blues, and became widely known in the 1970s through the work of Bob Marley; its lyrics are much influenced by Rastafarian ideas**

What two things does this person do a) if having time b) when cold?

...**read books**

**watch tv ....**



# My hobbies

My favourite hobby is playing football.  
I like playing football, but I don't like playing handball.



Last year our team was the winner of the championship in our youth league.  
I started playing football at the age of 4 years.  
My football training is at 4.30 pm on Mondays and on Wednesdays.



## Regular and common nouns

List all the names, things and objects with lower case letters.

hobby football handball team winner championship .....

.....  
.....

Think about proper nouns (capitals)

Monday/Wednesday

Think about plurals of some common words.

hobby - hobbies football - footballs team - teams





Theme 2 Leisure and Sports. A1.3 Sports Personality Athletics grammar B solution



	Subject	Possessive Pronouns	Possessive Adjectives
First Person	I	Mine	My
	We	Ours	Our
Second Person	You	Yours	Your
Third Person	He	His	His
	Her	Hers	Her
	It	Its	Its
	They	Theirs	Their

Jessica Ennis' father is from Jamaica and sprinted at school, while **her** social worker mother preferred the high jump, although neither of **her** parents were particularly athletic.

Complete:

- 1) The boys' score was 35 but .....**mine**.....was 50!
- 2) I forgot my football but Liam had .....**his**.....
- 3) My sister had forgot her kit but I had .....**mine**.....
- 4) Is that my ball or .....**yours**.....?
- 5) The trophy belongs to all of us. It's ...**ours**.....

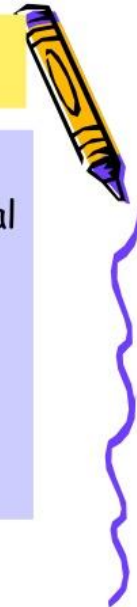


Theme 2 Leisure and Sports. A1.3 Sports Personality Tennis grammar C solution



## Most Common Suffixes

1. -able, ible = can be done : doable
2. -al, ial = has property of : personal
3. -ed\* = past verb : turned
4. -en = made of : golden
5. -er = comparative : higher
6. -er = one who : doer, actor
7. -est = superlative : best, biggest



Wimbledon is the world's **oldest** tennis **tournament**. It is held at the All England Club in Wimbledon, London.

- 1) Sports can show one player being **better**..... than another.
- 2) He played **ed**..... last year for the British team.
- 3) The beach that she visited had **golden**.... Sands.
- 4) He achieved the most points. He is the **greatest**.....
- 5) It is **helpful**.....to train before playing a match.





Theme 2 Sport and Leisure. A1.4 Use of modals, connectives, adjectives grammar solution

Modals: using should or would

- 1) You ...**should**.....go instantly.
- 2) You **should**.....keep your promise.
- 3) He ...**would**.....be sorry to miss the bus.
- 4) I **would**.....like to know who he is.
- 5) ...**would**.....you mind passing the salt?
- 6) ...**should**.....that I were a bird!
- 7) **should**.....you meet him, bring him here.
- 8) This word is wrong. What ...**should**.....it be?
- 9) She told me that she ...**should**.....arrive at ten O'Clock.
- 10)The old lady ...**should**..... take a bath everyday before taking meals.

Connectives: complete with because, but, although or so.

- 5) We looked everywhere for the ball ...**but**.....we couldn't find it
- 6) **although**..we looked everywhere for the ball, we couldn't find it.
- 7) He was bored with the match **so**.....he started playing cricket.
- 8) He started playing cricket **because**.....he was bored.

Adjectives fill the gaps!



The match was ...**brilliant**.....

The **old**..football was damaged after the match.

The winners of the team were ...**elated**.....

On the day of the match, the weather was ...**marvelous**.....



Theme 2 Sport and Leisure. A1.5 Use of verb phrases and adverbs of time solution



Adverbs of time – complete

- 1) He played it ...yesterday.....
- 2) I am going to the match on ...Monday.....
- 3) We'll let you know our decision next ...term.....
- 4) He passed the competition last month.....

What is a verb phrase?

- Verb phrases are verbs that are made up of more than one word.  
Dogs **chase** cats. (NOT a verb phrase, it has only one verb.)
- Dogs **are chasing** cats. (IS a verb phrase, because the verb is made up of are + chasing)

Verb phrase? Yes/No

They are having fun at the match. **YES/NO**

They have fun. **YES/NO**

We will be looking at them next week. **YES/NO**



Theme 2 Sport and Leisure. A1.6 Use of basic word and use of articles solution

Why a lifeguard?

I've always loved swimming from a young age and I used to swim competitively. I had to give it up when I got to high school as the club were being too demanding of the amount of training sessions they wanted you to attend each week. I also didn't want my schoolwork to suffer.

After my 'retirement' from swimming, I missed being in the water and at the time I was also looking for a job, so I saw an advert for a Pool Lifeguard course.

When I joined the course, I spoke to the Trainer and told her my concerns but she thought nothing of it and said it didn't matter! She went on to say that Lifeguarding is all about being visually aware of your surroundings, hearing doesn't really come into it.

She was fantastic throughout the course, making sure I understood what was being said, made sure the other participants were aware so I could lipread them and join in with team activities.

It was an intense week, but I passed! The assessor noticed that I was more alert and visually aware than the others, probably because when you lose a sense, your others are stronger.

How can you rescue someone if you can't hear?

I don't wear my hearing aids in the water, but I do on poolside. As a Lifeguard you are always scanning the pool. If someone gets into difficulty, generally it's visual as they'd be splashing or grabbing onto someone or something and you'd be able to spot.

People say if someone is drowning and you can't hear them – they wouldn't be making noises if they're under the water, so it's all down to the eyes.

The only thing I can't hear are alarms or whistles. If I was employed by someone, I made them aware of that and we put things in place instead, so hand signals instead of whistles and flashing alarms as well as audio.

In training sessions it's also important to make team members aware if they need to tap you to get attention or face you when talking etc. When doing first aid on poolside, the priority is to get the casualty out of the water. Again, the team should be aware how to work together in this situation, until you can wear your hearing aids again.

Word Order: complete the following:

I **saw**.an advert for a Pool Lifeguard course.

The assessor ...**noticed** that I **was** more alert.

The only thing I **can't**. hear **are**.. alarms.

The team **should**.be aware how to **work**..together.



# ARTICLES

There are three articles in English Language. They are **A**, **AN** and **THE**



## In definite article (A and AN)

Use **'a'** if the word starts with a consonant.



Use **'an'** if the word starts with a vowel.



## Definite article (THE)

Use **'the'** before singular countable or common noun.

Complete:

1)...**an**....alarm

2)...**a**.... Swimming pool

3)in **the**..... water

4)throughout ...**the**..... course

5)I saw **an**..... advert

6) Swimming from **a**..... young age is important



# THEME 3: MANAGING MONEY

LEVEL: A1



Grammar



Reading  
Comprehension



Writing



Assessment



### Theme 3 – Managing Money – Introduction

Being in control of your finances is a skill that is essential in living independently, maintaining a home and family or running a business.

The aim of this theme is to help learners become familiar with acquiring and using money. Learners will develop skills in purchasing goods and service using cash, ensuring they have enough money and receive the correct change.

Learners will also find out about different sources of incomes, different ways to save money in daily life, the benefits of saving money and where to keep saved money.

Learning how to manage money is useful for people at any stage or in any walk of life, especially because of concerns over the growing number of people getting into unmanageable debt.

The Managing Money theme aims to give learners simple knowledge and practical skills in budget planning and carry out transaction to help them manage their personal finances.





## Reading Skills A1

At this level, learners can read and understand short texts with repeated language patterns on managing money. They will be able to read simple sentences and recognise key personal words and phrases. They will be able to read and obtain information from common signs and symbols.

Learners will be able to:-

- Follow a short narrative on a familiar topic or experience
- Recognise the different purposes of texts at this level by the layout
- Read and recognise simple sentence structures
- Use punctuation and capitalisation to aid understanding i.e. recognise the use of full stops and capital letters in a sentence to help understand the text
- Possess a limited, meaningful sight vocabulary of words, signs and symbols. Decode simple regular words
- Recognise the letters of the alphabet in both upper and lower case
- 



## Writing Skills A1

At this level, the learner will be expected to use written words and phrases to record or present information. They will be able to compose simple text to communicate information and ideas, use layout of simple texts in lists, messages, notes forms, records.

- The learners will also be able to:-
- Construct a simple sentence using appropriate verb forms
- Punctuate a simple sentence with a capital letter and a full stop
- Use a capital letter for personal pronoun "I"
- Spell correctly some personal key words and familiar words
- Write the letters of the alphabet using upper and lower case with some accuracy
- Space letters and word appropriately and position them on the line



### Summary of Text Theme 3

**A1.** Illustrations with vocabularly dream roles

Presentation of symbols

Simple sentences and phrases of job role and money

Simple sentence and phrases to understand more than and less than

**A1.2** Display poster of key words

Resource cards of key words

Dialogue of drawing out cash

**A1.3** Poster denominations

Read words and recognise spellings relating to money

Dialogue on shopping items and costs plus cloze exercise

**A1.4** Recognise Key items and images

Various purposes of text

Match shopping isles and food locations

Reading extract of person's shopping and their recount

**A1.5** Key items and images on flash cards

Expenditure spreadsheet/ Key phrases of expression/ cards

Extract of friend shopping with discussion

Key phrase sheet

**A1.6** Text with key words and phrases

Reading extract of deaf role model and interview

Prompt sheet of questions

List of words and template sheet "I can"



### **GRAMMAR THEME 3**

#### **A1.1** Recognition of money symbols

Basic word order in simple statement

#### **A1.2** Prices to link with words

Knowledge of symbols to work the cash machine

Understand idioms

#### **A1.3** Focus on idioms

Superlatives

#### **A1.4** Key phrases of expression

Quantifiers

#### **A1.5** Key phrases and questions linked to money and budgets

Know proper nouns and time markers

#### **A1.6** Question & answer Sheet cloze exercise of interview techniques

Learner to read and answer questions from Deaf role model extract



### ASSESSMENT THEME3

#### Formative

#### A1.1- A1.6 Questions & Answer/Observation/Grammar worksheets

##### A1.1 Read word and recognise spellings

Knowledge of prices and matching items

##### A1.2 Connect illustrations with vocabulary

Writing of key words

##### A1.3 Role Play

Recognition of spellings and key words

Complete cloze exercise

##### A1.4 Matching labels and location in shops

Identifying purpose of text

Respond to questions from text

##### A1.5 Learners to read and answer questions linked to extract

##### A1.6 Check answers linked to Deaf role models



### **ASSESSMENT (CONTINUED)**

#### Summative

A1.1-A1.6 Learners to write what they would like to have in the future and comparisons

Homework – Look at cost of items and look at how you get money

A1.2 Write key amounts correctly and key phrases

A1.2 Write sentences what they do and do not like to do

Homework – Complete grammar sheet

A1.3 Write own role play of prices of items

Homework – Write own shopping list with vocabulary

A1.4 Write own recount of what they like to buy

Home work – Extend own shopping list with appropriate symbols and prices

A1.5 Learner to complete own grid of expenditure with key words

Homework – write a brief note using key phrase sheet

A1.6 Check written production and alphabet

Homework Own writing



A1.1 A What is money

# MONEY

Money is used to pay for things like food, bills or a house to live in. We have to make choices about how to earn, spend and save it.



We can buy items using coins and banknotes. We can also pay using cheques or cards



When we work for somebody, they may pay us in exchange for our work.





A1.1 B Money symbols

# UK MONEY SYMBOLS

<p>1 pence</p> 	<p>10 pence</p> 	<p>One pound</p> 
<p>2 pence</p> 	<p>20 pence</p> 	<p>Two pound</p> 
<p>5 pence</p> 	<p>50 pence</p> 	<p>Five pounds</p> 



## MONEY SYMBOLS

10 pounds



20 pounds



50 pounds





A1.1C What is Money PowerPoint

Slide 1

Learning Objective

All learners will:

- Possess meaningful sight vocabulary; signs and symbols
- Construct simple sentences and spell familiar words.

---

---

---

---

---

---

---

---

Slide 2

**What is money?**

How does it affect everyday living?

---

---

---

---


---

---

---

---

Slide 3



What is a your name?

My name is.....

---

---

---

---

---

---

---

---




Slide 4

KEY WORDS

Dream

Ambition

Future




---

---

---

---



---

---

---

---

Slide 5

Match the symbol with the meaning?

Euros  
Dollars  
Pounds  
Pence

---

---

---

---

---

---

---


---

Slide 6


How much?

a) Jewellery £150  
b) Furniture £3,000  
c) Car £8,000  
d) House £90,000  
e) Clothes £800

Copy the word in the correct column.



Lots of money



some

Put prices into ascending (lowest to highest) order:

£150    £3,000    £8,000    £90,000    £800

---

---

---

---

---

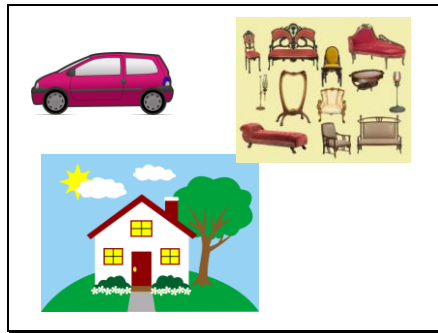
---

---

---



Slide 7



---

---

---

---

---

---

---

---

Slide 8



---

---

---

---

---

---

---

---

Slide 9

More than >  
Less than <

Drag the correct symbol:

<  
>

£300	£600
£450	£320
£240	£920
67p	32p
80p	95p
£2.50	£1.25

---

---

---

---

---

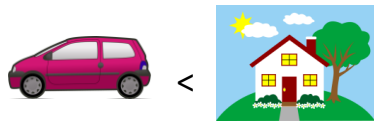
---

---

---



Slide 10



1) The car is .....the house

---

---

---

---

---

---

---


---

Slide 11

Click on the picture to hear the word



dress T-shirt shorts trousers jumper  
skirt shoes socks hat jacket



2) The furniture is .....the clothes  
3) Now write three more examples.

---

---

---

---

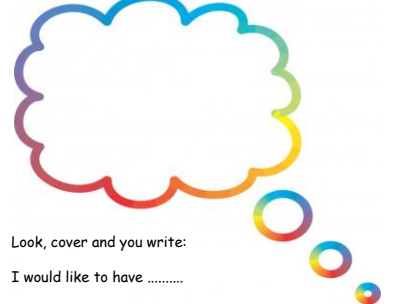
---

---

---

---

Slide 12



Look, cover and you write:  
I would like to have .....

---

---

---

---

---

---

---

---





**Doncaster Deaf Trust**  
A National Centre of Excellence



Slide 13

- 1) Find out costs of items at home
- 2) Write how they get money



**A1.1 D Wants and Needs**

 <p><b>Make-up</b></p>	 <p><b>Credit for mobile phone</b></p>	 <p><b>Music</b></p>
 <p><b>DS game</b></p>	 <p><b>Going swimming</b></p>	 <p><b>Perfume</b></p>
 <p><b>Going to hairdresser</b></p>	 <p><b>Snacks</b></p>	 <p><b>Travel expenses</b></p>

**How can we decide what to buy**

We can try and split our purchases into two groups – essential things and luxuries.

**Essential purchases** are the things we really can't do without such as food, clothing and repairs.

**Luxury purchases** are the "extras" in life like jewellery, computer games, car, holidays



# NEEDS AND WANTS



A1.1D If you won a million pounds on the lottery write what would you spend it on?

---

---

---

Needs	Wants



happy holidays!



A1.1 F Check, cover and spell.

1) M\_\_\_\_\_

2) Ch \_\_\_\_\_

3) d \_\_\_\_\_

4) n \_\_\_\_\_

5) a \_\_\_\_\_

6) c \_\_\_\_

7) c \_\_\_\_\_

8) j \_\_\_\_\_

9) e \_\_\_\_\_

10) h \_\_\_\_\_

11) c \_\_\_\_\_

12) f \_\_\_\_\_

13) f \_\_\_\_\_

14) n \_\_\_\_\_

15) v \_\_\_\_\_



money

car name

expensive

furniture

dream

clothes

cheap

ambition

jewellery

future

value

house

notes

coins



A1.1 H Drag and drop into alphabetical order.

money	car name	expensive	
furniture	dream	clothes	cheap
ambition	jewellery	future	
value	house	notes	coins

1)

2)

3)

4)

5)

6)

7)

8)

9)

10)

11)

12)

13)

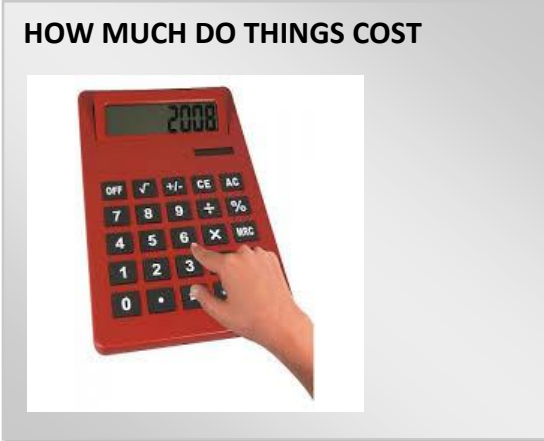
14)

15)





A1.1 J Homework - How much do things cost



**Find out how much these items cost at home**

**A first class stamp .....**

**A loaf of bread .....**

**A box of 120 tea bags .....**

**A tin of beans .....**

**A box of cereal .....**

**A daily newspaper .....**

**A tin of dog food .....**

**A bottle of shampoo.....**

**A litre of petrol .....**

**TV License .....**

*Student to write a list of how people get money*

- 1. Try and find out how much your family spend a week on food*
- 2. Does your family pay rent or have a mortgage*
- 3. If somebody in your family works, how many hour a week*
- 4. How long does your family have to save before they go on holiday*





<b>Theme: 3</b> <b>MONEY</b>	Level/code A1 Lesson A1.1	Date: _____ Time: _____
	DURATION: 80MINS	Attendance today
		Named Absences:

**AIM:** Students will be able to give meaning to, 'what is money' and, 'does it affect everyday living? Students will be able to identify key costs of items in everyday life and dreams

**OBJECTIVES (outcome):** All students will understand familiar words and simple sentences and write isolated phrases. 'The house is more than the car'.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction	Introduces greetings and dream role in future	Learner connects illustrations with vocabulary for dream roles in future	Presentation Key words with visuals Worksheets	Q and A Observation money symbols
Text 1: Analysis skills	Presents simple sentences/phrases of job-money-buy and items of goods	Reads words and recognizes spellings	Worksheet and presentation of symbols	



Grammar	<p>Introduce symbols for money Focus on idioms</p> <p>Introduce money cycle and key phrase, 'I would like to have...'</p>	Recognize symbols for money by completing worksheet.	Worksheet and presentation of symbols	E-learning (Formative Assessment 3)
Text 2: Reading comprehension	<p>simple sentences/phrases of job-money-buy and items of goods. Grammar Confirms symbols for money and introduces 'more than'.</p>	Learner to use knowledge of prices and match with items putting into ascending order. Understand more than/less than	<p>Visuals</p> <p>Flashcards more/less than</p> <p>Use of realia coins to check money and costs</p>	
Writing skills	Introduce key phrase, 'it is more than....'	Learners write what they would like to have in the future with money and comparison of items.	worksheet	Check written production (Formative Assessment 1)
Review (Feedback and homework)	Self awareness – in the home	<p>Look at costs of items at home</p> <p>Write list of how they get money</p>	items	<p>From signing to writing and vice versa</p> <p>(Formative Assessment 2)</p>
<p><b>EDI</b></p> <p>Equality: Ensure equality of access and opportunity for all students. Diversity: Ensure teaching and materials respect race, gender, disability, sexual orientation, age and religion/beliefs of all learners. Value differences of students. Inclusion: Remove barriers to learning – total communication used. Soft furnishings promote the use of residual hearing. Students are positioned to see both the tutor and each other.</p>				



A1 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Follow a short narrative			
	Recognize different purposes		Compose simple text to communicate ideas	
	Read simple sentences		Construct simple sentences	
	Identify punctuation/capitalization		Punctuate	
	Know sight vocabulary		Use capitals	
	Possess simple words/sounds		Sequence letters/digits correctly	
	Recognize letter sequence		Spell familiar words correctly	
	<b>Word bank</b>	<b>Grammar opportunities</b>		



	<p>Money            car</p> <p>Name            furniture</p> <p>Dream            clothes</p> <p>Ambition        jewellery</p> <p>Future           value</p> <p>House            notes</p> <p>Coins            expensive/cheap</p>	<p>The student will:</p> <ul style="list-style-type: none"><li>• Understand and use basic word order in simple statements. Subject/verb/objects</li><li>• Use prepositional phrases</li><li>• Ask and respond to questions with basic expression</li><li>• Understand regular and common noun/noun phrases</li><li>• Know verb phrases and time markers</li><li>• Use simple adjectives, adverbs and sentence connectives</li></ul>
	Language features (suggestions for your language)	



**FACT SHEET – MANAGING MONEY**

**A1.2A WORD BANK**



Account	Money that you keep in a building society or bank
Afford	Have enough money to pay for something
ATM (Automated Teller Machine)	Is a machine which pays out cash.
Bank	Where you can keep your money safe
Bandit	Someone who steals money
Bill	A piece of paper showing how much is owed for something
Borrow	When you ask for money from someone or a bank building society – but you only have it for a short time then you need to pay it back
Budget	Make a plan for spending – how much and when
Building Society	Another place, like a bank where you can keep your money safe in an account
Buy	Giving money for something so it becomes yours
Cash	Another word for money: coins and notes
Cashier	Someone whose job it is to take in and pay out money e.g. in a bank
Change	Money that you have in the form of coins
Cheap	Something that doesn't cost a lot of money
Cheque	A special piece of paper that you write on and use to pay for things
Coin	A piece of metal money
Cost	The amount of money you need to pay for something
Count	When you work out the total of something
Credit	Means you have money in your account to spend
Credit card	A small plastic card used instead of coins or notes to pay for things
Currency	The name for money used in different countries
Earn	To be paid money for working



---

Expensive	Something that costs a lot of money
Expenditure	Amount of money that a person spends
Finance	To do with money
Income	Is the word for the money you earn
Money	Coins or notes used to buy things
Notes	Pieces of paper money e.g. £5, £10, £50 Notes
Pay	Giving money for something you want
Pocket Money	Money that you may get to buy small things like books or treats
Piggy Bank	A box or tin or pottery where you can keep your money when you are saving
Responsible	When you are trusted to do your job or your duty- when it's up to you to do it
Savings	Money that you get then keep to use for something special in the future
Spend	Use money to buy things
Steal	To take something that doesn't belong to you
Transaction	Instance of doing business a purchase made in a shop or a withdrawal of funds from a bank account or ATM
Value	The amount something is worth

---

---







## A1.2B

**How do I get money so that I can pay for things that I might want to buy?**

While on holiday or visiting the UK you will at some point need to use a cash machine (ATM)

Cash machine or ATM

Cash point

Used for withdrawing cash from

Slang term = hole in the wall



**What can I use to pay for things**

Cash is used most to pay for things in the UK

You can get cash from ATM's or going to the bank and withdrawing cash





## Paying for goods without using cash



Cheque book

Cheque books can be used to pay for good you want to purchase, to use in the UK you must bank with a British based bank



Credit card visa

Debit card visa

Both cards can be used in UK shops to pay for goods you want. You can also use to withdraw money from cash machines.



### **A1.2C How to request an ATM card/debit card.**

When you open a checking account, your bank will probably offer you the opportunity to apply for an ATM card and/or a debit card.

If your ATM card is ever lost or stolen, contact your bank immediately.

#### **Create a PIN.**

To use your card at the ATM, you must enter a Personal Identification Number (PIN), a secret combination of numbers or letters that you create. Your PIN is like a secret password. If someone else has it, they can take money out of your account — so don't share it with anyone! If you do give it out, you may be held responsible for any money you lose. So to keep your money safe, keep your PIN a secret!

#### **Stay alert and aware.**

Because most ATMs give out cash and many accept deposits, it makes sense to be alert and aware of your surroundings no matter where or when you use an ATM.

#### **Follow onscreen directions.**

Not all ATMs work exactly the same way, but they're all designed to be easy to use. Just follow the directions on the ATM screen that you're using.





A1.2D

# MONEY IDIOMS

1. Be on the breadline

2. Live in the lap of luxury

3. Well –off

4. Tighten your belt

5. Spend money like water

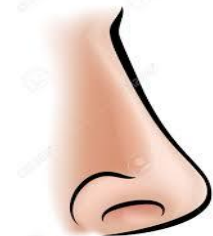
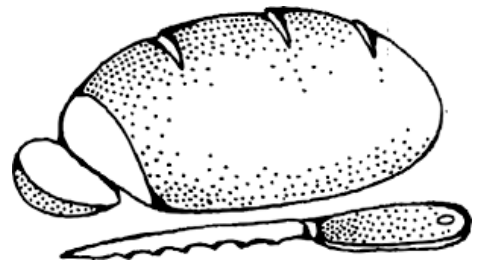
6. Pay through the nose

7. Born with a silver spoon in one's mouth

8. Beyond one's means

9. Be a money spinner

10. Cost a pretty penny





## A1.2E GRAMMAR Phrasal Verbs about Money



**To borrow** – to take and use (something that belongs to someone else) for a period of time before returning it.

**To earn** – to get (money, a salary, etc.) for work that you have done.

**To lend** – to give (something) to (someone) to be used for a period of time and then returned.

**To pay** – to give money for goods or services.

**To save** – to keep (someone or something) safe : to stop (someone or something) from dying or being hurt, damaged, or lost.

**To get by** – to have just enough money for what you need in life.

**To run up a debt** – if you run up a debt, you do things which cause you to owe a large amount of money.

**To pay back** – to return money that you owe.

**To save up** – to keep money to achieve a certain goal e.g. buying a house.

**To splash out on** – to spend freely on something without worrying about it.

**To chip in** – to contribute some money with other people.

**To get by** – to be able to live or to do what is needed by using what you have even though you do not have much.

**To cut back** – to spend less money generally

**To rip someone off** – to charge someone too much money for something.



## Exercises



1. I'm trying to \_\_\_\_\_ to buy a bicycle. I
2. My friend Richard \_\_\_\_\_ a big debt last Christmas, he spent so much money on his credit card and couldn't pay it back.
3. When I lost my job, I found it very hard to \_\_\_\_\_, I had to ask my parents for money.
4. The marketing team bought their boss a birthday present, they all \_\_\_\_\_.
5. She was sold a fake bag in the market the other day, I told her she'd been \_\_\_\_\_.


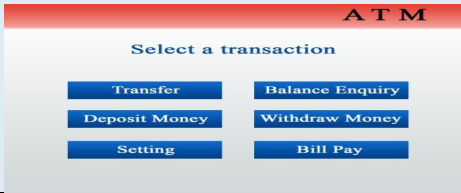

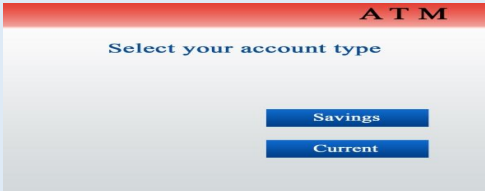

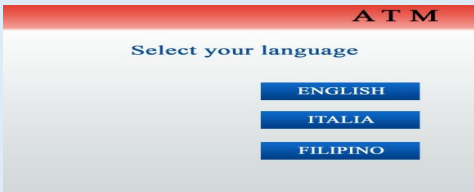
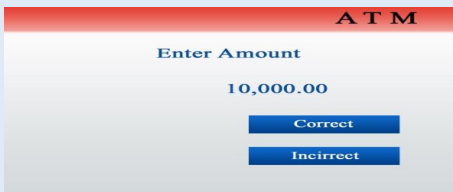




### A1.2 F Formative Assessment

Learner to cut and match the correct steps and illustration how to use an ATM machine.



Put in your pin number	
Insert your card	
Select your language	
Take your money, card and receipt	
Enter the amount you wish to withdraw	
Select your account type	
Transaction type	



## A1.2H Phrasal verbs related to money

Complete the text:

made out	saving up	fork out	rip off	splashed out
Put aside	bail out	run up	pay off	

I can't believe how much wedding costs. It's a complete \_\_\_\_\_. The average couple has to \_\_\_\_\_ £20,000.

We've been \_\_\_\_\_ since last year. We \_\_\_\_\_ about £500 each month and so we have £5,000.

I \_\_\_\_\_ £1000 on a designer wedding dress. I've also \_\_\_\_\_ a cheque for £500 to the church.

I hope we don't \_\_\_\_\_ too many debts because they will be difficult to \_\_\_\_\_ and we don't want to ask our parents for a \_\_\_\_\_



Lesson 2 Lesson Plan

<b>Theme: 3</b>  <b>MONEY</b>	Level/code A1 Lesson A1.2	<b>Date:</b>	<b>Time:</b>	
	DURATION: 80MINS	<b>Attendance today</b>		
		<b>Named Absences:</b>		
<p><b>AIM: Students will be able to identify the various ways money can be used and be able to draw cash and write a cheque</b></p> <p><b>OBJECTIVES (outcome): All students will understand familiar words and match money to words. They will arrange key words in sequence. They will understand simple step instructions through reading.</b></p>				
CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction	Recall previous session. Discuss ways of getting money; introduce display poster to be collated from results of homework	Learner responds with key words of how they get money through writing key words on board or display poster	Display poster  Presentation of money discussion	Q and A  Writing of key words
Text 1: Analysis skills	Money words	Reads words and recognizes spellings.  Learner to discuss through sign their experiences of ATM – discuss words.	Resource cards of key words  Visuals -computer  1. first 2. second 3. third 4. then 5. next 6. enter 7. PIN 8. deposit 9. withdraw 10 . cancel 11. check balance 12. correct 13. ATM card 14. cover 15 saving / checking account	Look at second sequence order ABC



Grammar	<p>Confirms symbols Confirms symbols and introduce markers for money, one thousand five hundred and twenty.</p> <p>Focus on idioms</p> <p>'Hole in the wall'</p>	<p>Learner to use knowledge of prices to link prices with words.</p> <p>Learner to use knowledge of symbols to know how to work cash machine</p> <p>Understand the concept 'hole'</p>	<p>Visuals cheque match (already pre-filled)</p> <p>"What can you do at the ATM machine?" "I can deposit cash or a cheque. I can withdraw cash. I can check the account balance.</p> <p>Check activity sheet picutres</p> <p>See worksheets rules ATM</p>	E-learning (Formative Assessment 3)
Text 2: Reading comprehension	<p>Focus on dialogue</p> <p>Look at homophone</p> <p>Cheque/check</p>	<p>Learners to work with another to discuss and read role play scenario</p>	<p>"What can you do at the ATM machine?" "I can deposit cash or a cheque. I can withdraw cash. I can check the account balance.</p> <p>Check activity sheet picutres</p> <p>See worksheets rules ATM</p>	
Writing skills	<p><b>Focus on figures and words</b></p>	<p>Learners write key amounts correctly and key phrases</p>	<p><b>Complete cheque sheet</b></p>	<p>Check written production (Formative Assessment 1)</p> <p>Draw out cash – practical exercise</p>
Review (Feedback and homework)	<p>Recall vocab</p>	<p>Learners to learn key words for sums of money and ATM</p>		<p>From signing to writing and vice versa</p> <p>(Formative Assessment 2)</p>



EDI	<p>Equality: Ensure equality of access and opportunity for all students.</p> <p>Diversity: Ensure teaching and materials respect race, gender, disability, sexual orientation, age and religion/beliefs of all learners. Value differences of students.</p> <p>Inclusion: Remove barriers to learning – total communication used. Soft furnishings promote the use of residual hearing. Students are positioned to see both the tutor and each other.</p>
-----	---

A1 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Follow a short narrative	✓		
	Recognize different purposes	✓	Compose simple text to communicate ideas	
	Read simple sentences	✓	Construct simple sentences	✓
	Identify punctuation/capitalization	✓	Punctuate	✓
	Know sight vocabulary	✓	Use capitals	✓
	Possess simple words/sounds	✓	Sequence letters/digits correctly	✓
	Recognize letter sequence	✓	Spell familiar words correctly	✓



	Word bank	Grammar opportunities
	Money            cash Name            credit card Direct debit        cheque Bank account        payment PIN                notes Coins            withdraw Balance            check deposit	<b>(P98 for E1/A1)The student will:</b> <ul style="list-style-type: none"><li>• <b>Understand and use basic word order in simple statements. Subject/verb/objects</b></li><li>• <b>Use prepositional phrases</b></li><li>• <b>Ask and respond to questions with basic expression</b></li><li>• <b>Understand regular and common noun/noun phrases</b></li><li>• <b>Know verb phrases and time markers</b></li><li>• <b>Use simple adjectives, adverbs and sentence connectives(homophones)</b></li></ul>
	<b>Language features (suggestions for your language)</b>	
	"What can you do at the ATM machine?" "I can deposit cash or a cheque. I can withdraw cash. I can check the account balance. Check/cheque - homophone	





### A1.3 A Text What you can do with your money

# 21st Century Money



In the UK we have a wide range of coins and notes – from 1p coin to the £50 notes.



The Bank of England is no ordinary bank. It acts as the banker for the government. It designs and issues banknotes. It uses clever designs that can't be easily copied so we can trust banknotes to be the real thing. It replaces notes that are old and scruffy.

## What can you do with your money?

Whether you have 5p, £5 or £500, there are a lot of things you can buy. We are spoiled for choice.

### How can we decide what to buy?

We can split our **purchases** into two groups – essential things and luxuries.

**Essential Purchases** are the things we really can't do without, such as food, clothing and repairs. We need these things every day to live, work (or go to college) and stay healthy.

**Luxury Purchases** are the "extras" in life like jewellery, bicycle, computer games, cars. We want these things because we enjoy them.





### What else can you do with money?

As well as spending your money, you can save it. You could put it in a piggy bank or give it to someone who will put it to 'work'. This is where banks come in. Banks have lots of useful services. Cash machines give you access to your money any time, anywhere. Using computers allows you to move money electronically great for ordering over the internet and of course paying bills. A bank means you can use a cheque book – filling in a piece of paper is an easy way to pay for things.

Putting money in a bank not only means it is safe but you can also watch your money 'grow'. Although money does not grow on trees, it can in a bank.

Banks will pay you if you agree to save your money with them. The amount they give you in **interest**.

It works the other way too. It is possible to borrow money. In the same way that a bank pays out the interest for saving with them, they also **charge** interest for lending.

If someone wants to buy something they can't afford, they can either save the money to buy it later or borrow the money to buy it now.





**A1.3 B Money symbols**

**UK MONEY SYMBOLS & PLACE TO PUT IT  
FOR SAFE KEEPING**

<p>1 pence</p> 	<p>10 pence</p> 	<p>One pound</p> 
<p>2 pence</p> 	<p>20 pence</p> 	<p>Two pound</p> 
<p>5 pence</p> 	<p>50 pence</p> 	<p>Five pounds</p> 



### A1.3 B Money symbols

## MONEY SYMBOLS & A PLACE TO PUT IT FOR SAFE KEEPING

<p>10 pounds</p> 	<p>Purse</p> 	<p>Bank</p> 
<p>20 pounds</p> 	<p>Wallet</p> 	<p>Credit Card</p> 
<p>50 pounds</p> 	<p>Money box</p> 	<p>Piggy Bank</p> 



**A1.3.C Coin Recognition Game**


Vocabulary	
copper	lowest
pennies	value
worth	silver

**Coin Recognition Game**





A1.3 D Coin Recognition/Maths worksheet

I am the copper coin with the lowest value.	I have a value the same as 2 pennies.
I am silver. I am worth less than 10 pence.	I have a lion on one side. I am worth the same as two 5p coins.
I am silver. I have the same value as two 10p coins	I have seven sides. I am worth more than 20p.
I have the same value as ten 10p coins. 	I am worth 200 pennies. I have no number on me.

clue cards to cut up

## Coin Recognition Game





**A1.3E Grammar Idioms**

**Phrasal Verbs Related to Money**

**Underline the phrasal verbs**

My electricity bills are really high. I have to fork out £100 every month

I can't go to the theatre this weekend. I am saving up for my holiday.

If you're not careful the travel agents will rip you off. You can find cheaper holidays on line.

My aunt doesn't like to spend any money. She squirrels it away in the bank instead.

I try to put aside a bit of money each month for emergencies.

You have to be careful with credit cards. You can run up huge debts



**A1.3 G COIN RECOGNITION BINGO**

Included are 4 different bingo sheets with each of the 8 UK coins (new pound coin) to practice coin recognition. Tutor will simply call out the letters and the coin ie; B - one pound, G - two pence.

Tutor will write each one called on the board so that you can check when someone gets five across or five down.

*Tutor to use plastic markers so they can be re-used over and over.*

<b>B</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>O</b>
				
				
		<b>FREE</b>		
				
				





<b>B</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>O</b>
				
				
		<b>FREE</b>		
				
				



<b>B</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>O</b>
				
				
		<b>FREE</b>		
				
				





<b>B</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>O</b>
				
				
		<b>FREE</b>		
				
				



### A1.3 H Role Play/Discussions

#### TOPICS DISCUSSION

#### MONEY

#### Student 'A'



1. How much money did you spend yesterday?
  2. Which is more fun; spending money or saving money? Why?
  3. Can a person be poor but still happy?
  4. Would you like to work in a bank? Why?/Why not ?
  5. How do you feel when you have lots of money
- 



#### TOPICS DISCUSSION

#### MONEY

#### Student 'B'



1. What did you buy yesterday?
2. What is the most expensive thing you have bought?
3. Can a person be rich but not happy?
4. Do you want to become rich? Why?/Why not?
5. What are you going to buy tomorrow?



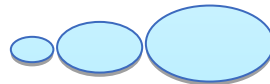


A1.3I Dialogue examples on shopping items and costs

<i><b>Socialing with friends and family</b></i>	<i><b>Luxury Items</b></i>	<i><b>Transport</b></i>	<i><b>Household Products</b></i>
<p><b>Meal at Pizza Hut</b> <b>£10.00</b></p> <p>Why the Best Meal I Ever Had Was at (gasp!)....</p>  <p>Pizza Hut.</p>	<p><b>Make up £9</b></p> 	<p><b>Walking Free</b></p> 	<p><b>Toothpaste £2</b></p> 
<p><b>Cinema Ticket £5.00</b></p> 	<p><b>Console Game £35</b></p> 	<p><b>Bus £12 week</b></p> 	<p><b>Shampoo £4</b></p> 
<p><b>Starbucks £4</b></p> 	<p><b>I Phone 6S £23 per month</b></p> 	<p><b>Car £45 week</b></p> 	<p><b>Deodorant £2</b></p> 
<p><b>Going to a football match</b> <b>£25</b></p> 	<p><b>Netflix £3</b></p> 	<p><b>Bicycle Free</b></p> 	<p><b>Toilet Roll £3</b></p> 



### A1.3 J Homework Write a Shopping List



**WHAT IS A BUDGET**

**First thought: what am I budgeting for?**

---

---

A budget is a list that helps you remember how much money you have to buy things.

#### **Why do I need one?**

- To make sure you have enough money to pay what you need to pay for, without *borrowing* money.
- Borrowing money can cost you money (*interest*). If you borrow from a doorstep *lender* like provident, it will cost you a lot of interest.

#### **It is easy to make a budget!**

- Write down the money that you get
- Write down the money that you spend when buying things

Write a shopping list of food and household products that you will need along with their prices.





Lesson 3 Lesson Plan

<b>Theme: 3</b>  <b>MONEY</b>	Level/code A1 Lesson A1.3	Date:	Time:	
	DURATION: 80MINS	Attendance today		
		Named Absences:		
<p><b>AIM: Students will be able to identify the value of their own currency and express the likes and dislikes in looking at items and enquire about prices.</b></p> <p><b>OBJECTIVES (outcome): All students will understand currency and know values. They will express through role play, their likes/dislikes and write simple sentences.</b></p>				
CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction	Recall previous session. Introduce currency for country	Learner responds by knowledge of key denominations of coins	Poster of denominations coins	Q and A
Text 1: Analysis skills	Review money words and look at key words on game 'bingo'	Reads words and recognizes spellings on board  Add values and interact with others through learning tool. Learners to work with another to discuss role play scenario and phrases	Bingo game – interactive Maths challenges worksheet	Look at second sequence order ABC



Grammar	Focus on idioms	Learner to use knowledge key words from interactive game to be able to express whether they like the item or not.	About Myself worksheet	E-learning (Formative Assessment 3)
Text 2: Reading comprehension	Focus on dialogue	Learners to work with another to discuss and read role play scenario	Complete cloze exercise or correct phrases  Item list	Check answers given
Writing skills	<b>Focus on dialogue</b> <b>Give money to roleplay</b>  <b>Recall – it is too expensive</b>	Learner to choose own conversation and write into a small text leading into roleplay of prices of items.	<b>Complete worksheet</b>  <b>Pricelist of items(Various)</b>  <b>money</b>	Check written production (Formative Assessment 1) Draw out cash – practical exercise
Review (Feedback and homework)	Recall vocab	Write own shopping list with vocabulary (familiar and unfamiliar)	list	From signing to writing and vice versa  (Formative Assessment 2)
EDI	<p><b>Equality:</b> Ensure equality of access and opportunity for all students.  <b>Diversity:</b> Ensure teaching and materials respect race, gender, disability, sexual orientation, age and religion/beliefs of all learners. Value differences of students.  <b>Inclusion:</b> Remove barriers to learning – total communication used. Soft furnishings promote the use of residual hearing. Students are positioned to see both the tutor and each other.</p>			



A1 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Follow a short narrative	✓		
	Recognize different purposes	✓	Compose simple text to communicate ideas	✓
	Read simple sentences	✓	Construct simple sentences	✓
	Identify punctuation/capitalization	✓	Punctuate	✓
	Know sight vocabulary	✓	Use capitals	✓
	Possess simple words/sounds	✓	Sequence letters/digits correctly	✓
	Recognize letter sequence	✓	Spell familiar words correctly	✓
	<b>Word bank</b>	<b>Grammar opportunities</b>		



	Money            cash Name            credit card Direct debit        cheque Bank account      payment PIN                notes Coins              withdraw Balance            check Deposit            expensive/cheap Not enough	<b>(P98 for E1/A1)The student will:</b> <ul style="list-style-type: none"><li>• <b>Understand and use basic word order in simple statements. Subject/verb/objects</b></li><li>• <b>Use prepositional phrases</b></li><li>• <b>Ask and respond to questions with basic expression</b></li><li>• <b>Understand regular and common noun/noun phrases</b></li><li>• <b>Know verb phrases and time markers</b></li><li>• <b>Use simple adjectives, adverbs and sentence connectives(homophones)</b></li></ul>
	<b>Language features (suggestions for your language)</b>	
	<ul style="list-style-type: none"><li>• The house is expensive</li><li>• There is no money I do not have enough</li><li>• I would like to have.....</li></ul>	





**A1.4 A Shopping**

Look at the question below. Learners in the class to ask each other where they usually go shopping. Record answers on the grid below. Research and input supermarket logos.

*Where do you usually go shopping?*

*I usually go to*  
\_\_\_\_\_



Put ticks (✓) in the boxes below

SUPERMARKET SURVEY					
Asda					
Lidl					
Morrisons					
Sainsbury					
Tesco					
Co-op					

Write some sentences

\_\_\_\_\_ people usually go shopping at \_\_\_\_\_

My friend goes shopping at \_\_\_\_\_

I \_\_\_\_\_



**A1.4 B Match the Item to the Shops**

Match the items to the shops



Post Office



Chemist



Baker



Newsagent



Greengrocer



Butcher



Fishmonger



Write some sentences for example I went to the newsagent to buy a newspaper





**A1. E Read a short story. Write the shopping list.**

<b>Name:</b>	<b>Date:</b>
--------------	--------------



**Read the short story below**

On Friday Judith went shopping near her flat. There are lots of good small shops in her area. First she went to the bank to get some money. Then she went to the butcher's to get four chops. At the greengrocer's she got jersey potatoes, onions, green beans and leeks. She wanted some stamps but the post office was closed. It was lunchtime. She went to the baker's and got fresh bread and four small cakes. On her way home she got a book of ten stamps with her newspaper from the newsagent's.

How many places did Judith go to? \_\_\_\_\_

Name them: \_\_\_\_\_

---

**Write Judith's shopping list.**

<p><b>Shopping List</b></p>
-----------------------------



A1.4G Match products and location aisles in a Supermarket

Name: \_\_\_\_\_



Research a supermarket store layout and fill in the columns matching products and location aisles below.

Item	Location
	Groceries
	Chilled Dairy
	Soft drinks/Chilled Beer
	Frozen
	Baby & toddler
	Electrical/Entertainment

- |            |        |            |             |
|------------|--------|------------|-------------|
| vegetables |        | wine       | Baby wipes  |
|            | pasta  | hotdog     |             |
| fruit      |        | water      | DVD's       |
|            | chips  | chicken    |             |
| beer       |        |            | salad       |
| pizzarice  | cheese | fresh meat | milk/yogurt |



A1.4I Grammar Use of a, an, some (quantities)

**Name:**

**Date:**



**an** apple



**some** apples



**a** banana



**some** bananas



**some** salt and pepper



**some** cheese

Put in **a**, **an**, or **some**.

1 \_\_\_\_\_ orange

2 \_\_\_\_\_ pear

3 \_\_\_\_\_ milk

4 \_\_\_\_\_ juice

5 \_\_\_\_\_ sugar

6 \_\_\_\_\_ biscuit

7 \_\_\_\_\_ bread

8 \_\_\_\_\_ lemons

9 \_\_\_\_\_ egg

10 \_\_\_\_\_ grapes

11 \_\_\_\_\_ onion

12 \_\_\_\_\_ tomato



I'm going to the shops. Do you need anything?



Could you get some milk? There **isn't** any left.



Could you get some bananas? There **aren't** any left.





A1.4K Homework

Quantities Vocabulary











<b>litre</b>	<b>ltr</b>
<b>kilo</b>	<b>kg</b>
<b>each</b>	<b>ea</b>
<b>dozen</b>	<b>doz</b>



**Prices of items**

apples	£1.47 kg	eggs	£2.49 doz
carrots	71p kg	bread	84p
milk	76p ltr	cheese	£8.76 kg
jam	£1.69	onions	73p kg
bananas	68p kg	peppers	68p ea

**Write the words and prices under the pictures.**

 <p>1</p>	 <p>2</p>	 <p>3</p>	 <p>4</p>
 <p>4</p>	 <p>5</p>	 <p>6</p>	 <p>7</p>
 <p>8</p>	 <p>9</p>		



Lesson 4 Lesson Plan

<b>Theme: 3</b>  <b>MONEY</b>	Level/code A1 Lesson A1.4	<b>Date:</b> _____ <b>Time:</b> _____
	DURATION: 80MINS	<b>Attendance today</b>
		<b>Named Absences:</b>

**AIM: Students will be able to understand the value of goods and know why there are differences. The learner will identify shops to be visited and expenditure opportunities.**

**OBJECTIVES (outcome): All students will give examples of items bought regularly and write a shopping list of what they like. They will understand the type of text used for this purpose.**

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction	Recall previous session. Discussion of goods	Learner responds by feedback of their homework of producing a written list of goods. Identify key items from images	Flashcards -images	Q and A
Text 1: Analysis skills	Purpose of text	Learner to identify key texts and if they are suitable to shopping. Using social sight knowledge identify shopping list/birthday card/ notes etc. Use of shopping aisles to show labels of foods and location. Can the learner match these.	Purpose of text identification  Shopping labels and locations found sheet	Social sight and use of images



Grammar	Focus on key structures Can you get me a tin of..... Loaf of .....? I like.....I dont like.....	Learner to know key phrases of expression and understand the variety of descriptions when talking quantity/amount/item	Practical exercise of goods and rephrase of requests	E-learning (Formative Assessment 3)
Text 2: Reading comprehension	Reading extract of person shopping and his/her recount.	Learners to read and answer questions (what/when/where etc) What the person likes/dislikes	Reading comprehension	Check answers given
Writing skills	Guided writing	Learner to write own recount of what they like to buy using text 2 as guidance.	Write sentences within text of writing	Check written production (Formative Assessment 1)
Review (Feedback and homework)	Shopping budget	From own shopping list with vocabulary (familiar and unfamiliar), learner to write appropriate prices and total for next session	List with prices.	From signing to writing and vice versa  (Formative Assessment 2)
EDI	<p>Equality: Ensure equality of access and opportunity for all students.  Diversity: Ensure teaching and materials respect race, gender, disability, sexual orientation, age and religion/beliefs of all learners. Value differences of students.  Inclusion: Remove barriers to learning – total communication used. Soft furnishings promote the use of residual hearing. Students are positioned to see both the tutor and each other.</p>			



A1 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Follow a short narrative	✓		
	Recognize different purposes	✓	Compose simple text to communicate ideas	✓
	Read simple sentences	✓	Construct simple sentences	✓
	Identify punctuation/capitalization	✓	Punctuate	✓
	Know sight vocabulary	✓	Use capitals	✓
	Possess simple words/sounds		Sequence letters/digits correctly	✓
	Recognize letter sequence	✓	Spell familiar words correctly	✓
	<b>Word bank</b>	<b>Grammar opportunities</b>		



	<p>Money            cash</p> <p>Name            notes</p> <p>Coins            withdraw</p> <p>Balance        check            expensive/cheap</p> <p>Not enough    key items(personal to them)</p> <p>New words (food/description)</p>	<p><b>(P98 for E1/A1)The student will:</b></p> <ul style="list-style-type: none"><li>• <b>Understand and use basic word order in simple statements. Subject/verb/objects</b></li><li>• <b>Use prepositional phrases</b></li><li>• <b>Ask and respond to questions with basic expression</b></li><li>• <b>Understand regular and common noun/noun phrases</b></li><li>• <b>Know verb phrases and time markers</b></li><li>• <b>Use simple adjectives, adverbs and sentence connectives</b></li></ul>
	<p><b>Language features (suggestions for your language)</b></p>	
	<ul style="list-style-type: none"><li>• Can you get me a tin of beans please?</li><li>• I do not like this packet of biscuits</li></ul>	





A1.5 A Examples of Income

# Example of Income

INCOME: *The money that someone earns or receives regularly.*



**WORD BANK:** Catering, Cash in hand, Pocket Money, Benefits, Window Cleaning, Car wash, Bank Loan, Full time work, gardening – Fill in the boxes to match the picture





A1.5 C - Examples of Expenditure

# Examples of Expenditure

EXPENDITURE : *Payments of money made to get goods or services*

**Word Bank:** *Mobile Phone, Computer Games, Food, Clothes, Make up, Hair cut, Cigarettes, Gas and electric*





**A1.5 E What are savings?**

Money is limited so we can't buy everything we want straight away, but we can save up for things we would like to buy in the future. A savings plan will help you keep track of your money so that you can save for special item. There are different ways to save money.



**Money box** Advantages: Good for short term saving, easy to access.

Disadvantages: Is it really safe? Does your money earn interest? (Explain that interest is where banks give you extra money if you have a savings account with them, as a percentage of how much money you have saved)

**Savings account** Advantages: Money is in a safe place and can earn some interest.

Disadvantages: You may need a parent's permission to withdraw money..



When we are saving up to buy something really expensive we can put money away each week into a bank or a building society .

*(The Bank of England, where decisions to raise or lower interest rates are made each month)*

1. Make a list of banks and building societies found in the local area.

---

---

---

---

---



2. Go on the internet. Find and copy the logos of the banks and building societies that you have identified.



### A1.5 F What are savings ? Activity

Use the jumbled words to make a sentence that explains the meaning of savings

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

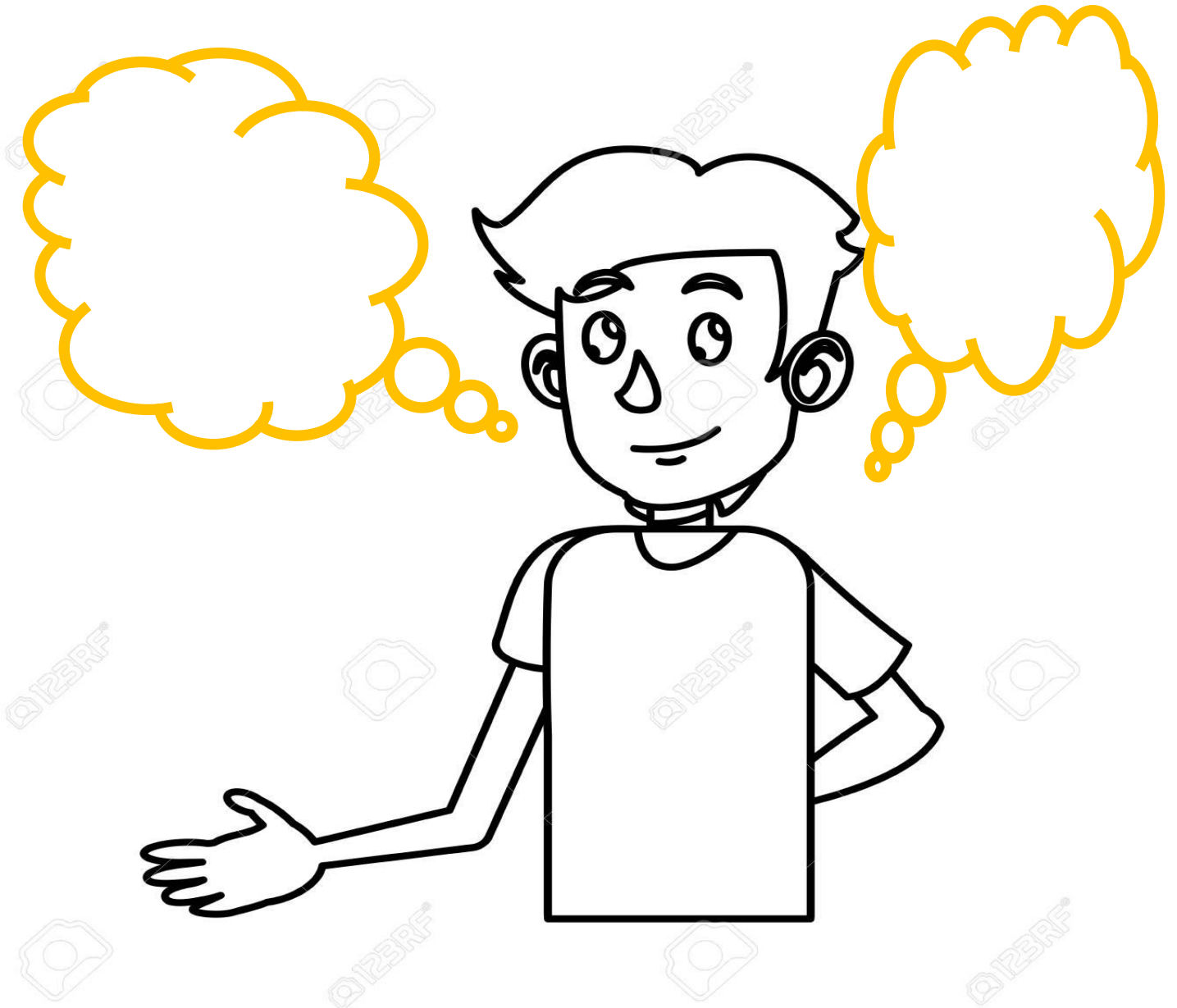


	in	it	aside	put
be	the	The	so	Future
and	that	used	money	can
	allowed	grow	To	



### A1.5 H What do you spend money on?

Write inside the bubble items you spend your money on

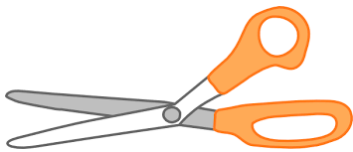




## A1.5 | Money Discussion

### MONEY DISCUSSION

1. How important is money to you?
2. How much do you spend on clothes each week?
3. How much do you get each week
4. Can you manage to save any money
5. Do you worry about money



---

### MONEY DISCUSSION

1. What would life be without money
2. Can money buy you happiness?
3. What the largest amount of money you have ever had in your wallet/purse?
4. How much pocket money should a 15 year old get?
5. Have you ever raised money for charity







### A1.5 J Budgeting

I have a couple of part time jobs. I do a paper round and get paid £25 per week and I work on a market stall from 8am till 2pm every Saturday and get paid £4.50 per hour. I enjoy going out with my mates and would spend about £15 per week, I pay for my mobile phone and that costs me £10 per week, I get some magazines which cost me about £5.00 per week. The rest of the money I save.



Complete the weekly budget table to work out my savings per week.

***Savings = Total income – Total Expenditure***

Income		Expenditure	



You have seen this bike that you want. It costs £199.99. How long will it take you to save for the bike.

Now complete a budget table for yourself for an expensive item that you would like to buy.





Lesson 5 Lesson Plan

<b>Theme: 3</b>  <b>MONEY</b>	Level/code A1 Lesson A1.5	Date:	Time:	
	DURATION: 80MINS	Attendance today		
		Named Absences:		
<p><b>AIM: Students will know how to save, spend and share efficiently. The learner will understand how spending efficiently may increase savings.</b></p> <p><b>OBJECTIVES (outcome): All students will work out weekly budget on a spending sheet and work out possible savings for 4 weeks and input onto a spreadsheet.</b></p>				
CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction	Recall previous session. Discussion of goods and individual prices	Learner responds by feedback of their homework of producing a written prices. Confirm key items from images	Flashcards -images  Own lists	Q and A  Check symbols
Text 1: Analysis skills	Focus on spreadsheet and creation of table.	Learner to identify and discuss main columns needed when trying to look at spending.	Spreadsheet completed for example	Social sight and use of images



Grammar	Focus on titles  Income/Goods/Cost/Total expenditure.  Discussion: How much do you get each week? How much do you spend on.....?  Capitals days of week/date format	Learner to know key phrases of expression and understand the vocab needed	Use of spreadsheet and key question cards	E-learning (Formative Assessment 3)
Text 2: Reading comprehension	Reading extract of person shopping and his/her discussion with a friend.	Learners to read and answer questions linked to grammar point	Reading comprehension	Check answers given
Writing skills	Guided writing	Learner to complete own grid of expenditure with total spend for four weeks.	Grid	Check written production (Formative Assessment 1) spellings of key words
Review (Feedback and homework)	Check understanding of key words What are savings? (note leftover)	Write a brief note of I spend.....I have.....money left. I save.....	Key phrase sheet	From signing to writing and vice versa  (Formative Assessment 2)
EDI	<p><b>Equality:</b> Ensure equality of access and opportunity for all students.</p> <p><b>Diversity:</b> Ensure teaching and materials respect race, gender, disability, sexual orientation, age and religion/beliefs of all learners. Value differences of students.</p> <p><b>Inclusion:</b> Remove barriers to learning – total communication used. Soft furnishings promote the use of residual hearing. Students are positioned to see both the tutor and each other.</p>			



A1 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Follow a short narrative	✓		
	Recognize different purposes	✓	Compose simple text to communicate ideas	
	Read simple sentences	✓	Construct simple sentences	✓
	Identify punctuation/capitalization	✓	Punctuate	✓
	Know sight vocabulary	✓	Use capitals	✓
	Possess simple words/sounds	✓	Sequence letters/digits correctly	✓
	Recognize letter sequence	✓	Spell familiar words correctly	✓
	<b>Word bank</b>		<b>Grammar opportunities</b>	



	<p>Money            cash</p> <p>Name            notes</p> <p>                    budget            expenditure</p> <p>savings</p> <p>Balance                      expensive/cheap</p> <p>key items(personal to them)</p> <p>New words (food/description)</p>	<p><b>(P98 for E1/A1)The student will:</b></p> <ul style="list-style-type: none"> <li>• <b>Understand and use basic word order in simple statements. Subject/verb/objects</b></li> <li>• <b>Use prepositional phrases</b></li> <li>• <b>Ask and respond to questions with basic expression</b></li> <li>• <b>Understand regular and common noun/noun phrases</b></li> <li>• <b>Know verb phrases and time markers</b></li> <li>• <b>Use simple adjectives, adverbs and sentence connectives</b></li> </ul>
	<b>Language features (suggestions for your language)</b>	
	<p>How much do you get each week?</p> <p>How much do you spend on.....?</p> <p>I spend.....                      I have.....money left.                      I save (subject+verb)</p> <p>Capitals</p>	





**A1.6 A INFLUENTIAL DEAF ACTOR IN UK WHO ACHIEVED HER DREAMS**

**Analysis Skills/Grammar – Please read extracts of deaf role model**

In every walk of life, we all need someone to look up to, inspire us and show us there truly are no barriers to what we want to achieve in life!

So where better to look than on TV, so many people idolise actors and with modern technology it's so easily accessible, no matter where you are or what time of day, to see those people who inspire you.

You may think that as a deaf person and with a real lack of deaf programmes, that acting is not a possible career route.

Well worry no more, because we have compiled a list of some of the most famous deaf actors around:

**Sophie Stone**

Sophie Leigh Stone has appeared in many popular shows such as:

- Doctor Who
- Casualty
- Holby City
- Midsummer Murders



**Did You Know?**

– She was the 1<sup>st</sup> deaf person to win a place at the Royal Academy of Dramatic Arts (RADA).

– She was the 1<sup>st</sup> deaf actress to appear on Doctor Who.

– She has also appeared in a Coca-Cola advert.

– She is a founding member of The Deaf & Hearing Ensemble (A group of deaf and hearing actors, directors, theatre makers, writers, artists, musicians and dancers who come together to tell each other stories. Their work is a mix of BSL, spoken English, projection, movement, mime, music and soundscapes).

**She acts without use of her hearing aid, using visual cues to keep her in the zone.**



## **A1.6 B INFLUENTIAL DEAF ACTOR IN USA WHO ACHIEVED HER DREAMS**

### **Analysis Skills/Grammar - please read extracts of deaf role model**



Marlee Beth Matlin is an American Actress. She has been deaf since she was just 18 months old.

She is also a prominent member of the National Association of the Deaf and the Deaf community around the world.

In her autobiography 'I'll Scream Later', she suggests that her hearing loss may have been due to a genetically malformed cochlea.

Matlin is actively involved with a number of charitable organizations including:

- Easter Seals (**where she was appointed an Honorary Board Member**)
- The Children Affected by AIDS Foundation
- Elizabeth Glaser Pediatric AIDS Foundation
- VSA Arts (**An International organisation on arts, education and disability**)
- The Red Cross Celebrity Cabinet



### Did You Know?

She received an honorary Doctorate of Humane Letters degree from Gallaudet University in 1987.

She won the Academy Award for Best Actress in a Leading Role for Children of a Lesser God (1986), and is both the **only deaf performer to win the award**, and, at 21, the youngest to date.

She has starred in numerous films and television shows, such as:

- The One I Love
- Hear No Evil
- My Name Is Earl
- Glee
- Switched at Birth

She opens up about her personal life in her autobiography about drug abuse, sexual abuse and more.

This not only shows that she is a truly remarkable member of the Deaf community but she is extremely down to earth.



## A1.6C Example Dialog: Interview with a Famous Actor



### Interview with a Deaf Actor: Sophie Stone

**Interviewer:** (BSL Thank you for taking some time off from your busy schedule to answer a few questions about your life!)

**Interviewer:** Let's talk about your career. How many TV shows have you made?

**Sophie:** That's a hard question. I think I've made more than 10

**Interviewer:** Wow. That's a lot! How many years have you been an actor?

**Sophie:** I've been an actor since I was ten years old. In other words, I've been an actor for twenty years.

**Interviewer:** That's impressive. Do you have any future projects?

**Sophie:** Yes, I do. I'm going to focus on making a few documentaries next year.

**Interviewer:** That sounds great. Do you have any plans beyond that?

**Sophie:** Well, I'm not sure. Maybe I will become a TV show director, and maybe I'll just retire.

**Interviewer:** Oh, please don't retire! We love your TV shows!

**Sophie:** That's very kind of you. I'm sure I'll make a few more.

**Interviewer:** Does acting pay well, are you able to save money?

**Sophie:** Yes acting does pay well, I am fortunate to have a good life style

**Interviewer:** That's good to hear. Thank you for the interview.

**Sophie:** Thank you.

### **Key Vocabulary**

*career* = your job or work over a long period of time

*future projects* = work that you will do in the future

*focus on something* = try to do only one thing

*earnings* – money paid for acting

*documentary* = a type of film about something that happened in real life

*retire* = stop working





### **A1.6 D The importance of Role Models**



Role models are people who are an example of what we can achieve in life, people we might feel we can relate to. People who have blazed a path through for us so there are not as many barriers. These deaf role models are people who are living their lives, achieving their dreams, doing things that you might feel impossible or difficult to do.

Having read the text about the 2 Deaf role model actors from the UK and USA choose one of the deaf actor role models to interview linking key words and phrases how they achieved their dreams and wealth.



Write out a list of questions you wish to ask them how they became successful.

Examples of good “opener” questions to use to learn about the Deaf Actor

- *What made you interested in becoming a Deaf actor?*
- *What motivates you to do your best?*
- *Which of your past roles have interested you the most?*
- *What satisfaction do you get from this type of work?*



## A1.6 D Example Money Poems

### How to write a poem about Money

1. Tackle the first line this is the most important line as it sets the rhythm of your poem, as well as being about making a first good impression.
2. Create rhyming words – look at words that rhyme
3. Try to think of these words rather than looking them up in a rhyming words dictionary or online
4. Write the rest of the poem -
5. Recite the lines as you write them – try to think of what else you would like to say
6. Decide when you have finished.

### **Learner to complete “I can” piece of work using phrases that rhyme related to money!**

#### Example of Money Poems

##### I have a shiny Penny

I have a shiny penny  
That makes two coins for me  
If I find another penny  
I'll count them 1,2,3.

I have two more pennies  
How many does that make?  
I can trade five pennies with you  
A 5 pence I can take!

##### Three Little 10ps

Three little 10ps in a purse new  
One bought a chocolate, and then there were two  
Two little 10ps before the day was done  
One bought an ice cream cone, and then there was one  
One little 10p I heard it plainly say  
“I am going into the piggy bank for a rainy day”

##### The 5p

A crowned thistle will be found  
On a 5p, shiny smooth and round,  
The Queen is on the other side  
A 5p is worth five pence,  
Say it with pride.









Lesson 6 Lesson Plan

<b>Theme: 3</b>  <b>MONEY</b>	Level/code A1 Lesson A1.6	Date:	Time:	
	DURATION: 80MINS	Attendance today		
		Named Absences:		
<p><b>AIM: Students will be able to think about their own plans and goals for future spending. All students will be able to write a simple note correctly</b></p> <p><b>OBJECTIVES (outcome): All students will be able to talk and read about people who have gained their dreams(Deaf role model) and create a short poem using rhyming words for 'I can...' .They will write a simple note about their likes/dreams for the future.</b></p>				
CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction	Recall previous session. Discussion of own budget and if they can save anything.	Learner responds by feedback of their personal budget and express if they have enough or not. Give reason through written note	Board work discussion	Q and A  Writing familiar words
Text 1: Analysis skills	Introduce some examples of those who have saved and from this have been successful in gaining enough wealth. What are the key words?	Learner to identify and discuss key words through class reading.	Text with key words/phrases from previous sessions.	Student recall observation



Grammar	Focus on reading key phrases  Interview techniques of asking the correct question.  Whats is.....Where has.....?	Learner to know key phrases and develop a question from the answer using the example text.	Question/answer sheet cloze exercise	E-learning (Formative Assessment 3)
Text 2: Reading comprehension	Reading extract of deaf role model and interview in how they have achieved their wealth.	Learners to read and answer questions linked to grammar point	Reading comprehension	Check answers given
Writing skills	Guided writing  Independent writing	Learner to complete I can piece of work using phrases that may rhyme.  Learner to write about themselves using phrases from past sessions. What they would like? How much they spend?	List of words and template sheet 'I can...'  Prompt sheet of questions	Check written production (Formative Assessment 1) recognition of ABC
Review (Feedback and homework)	Check writing	To talk about their piece of writing through board and sign work.	Own writing	From signing to writing and vice versa  (Formative Assessment 2)



EDI	<p>Equality: Ensure equality of access and opportunity for all students.          Diversity: Ensure teaching and materials respect race, gender, disability, sexual orientation, age and religion/beliefs of all learners. Value differences of students.          Inclusion: Remove barriers to learning – total communication used. Soft furnishings promote the use of residual hearing. Students are positioned to see both the tutor and each other.</p>			
A1 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Follow a short narrative	✓		
	Recognize different purposes	✓	Compose simple text to communicate ideas	
	Read simple sentences	✓	Construct simple sentences	✓
	Identify punctuation/capitalization	✓	Punctuate	✓
	Know sight vocabulary	✓	Use capitals	✓
	Possess simple words/sounds	✓	Sequence letters/digits correctly	✓
	Recognize letter sequence	✓	Spell familiar words correctly	✓



	Word bank	Grammar opportunities
	Money            cash Name            notes budget          expenditure savings          career/job Balance            expensive/cheap key items(personal to them) New words (food/description) Dreams/ambition	<b>(P98 for E1/A1)The student will:</b> <ul style="list-style-type: none"> <li>• <b>Understand and use basic word order in simple statements. Subject/verb/objects</b></li> <li>• <b>Use prepositional phrases</b></li> <li>• <b>Ask and respond to questions with basic expression</b></li> <li>• <b>Understand regular and common noun/noun phrases</b></li> <li>• <b>Know verb phrases and time markers</b></li> <li>• <b>Use simple adjectives, adverbs and sentence connectives</b></li> </ul>
	<b>Language features (suggestions for your language)</b>	
	What is the name.....? where do you live? (Various open question structures)  I spend.....                    I have.....money left.                    I save (subject+verb)	



A1.1 I Put into alphabetical order.

money	car name	expensive	
furniture	dream	clothes	cheap
ambition	jewellery	future	
value	house	notes	coins

ambition

house

car name

jewellery

cheap

money

clothes

notes

coins

value

dream

expensive

furniture

future







## A1.2G Formative Assessment Answers

There are few steps to withdrawal cash from ATM

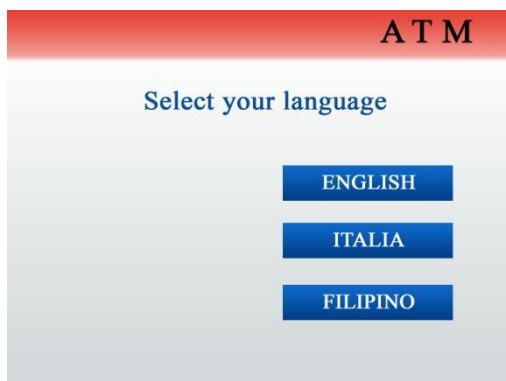


### Step 1 Insert your Card

First insert your ATM card in the ATM machine.(you may see a blinking green light in the machine, where you have to put your card.) please mind to insert your card as the picture shows; otherwise the machine could not be able to read your card.

### Step 2 Select your language

This is the most easiest task to do I think. Select the language you like



### Step 3 Enter your pin



Please make sure of some things to do before you enter your pin

- There is no camera or any person who can see your pin number
- Always make sure that the pin number is the same of that on the ATM card (otherwise it could be locked)

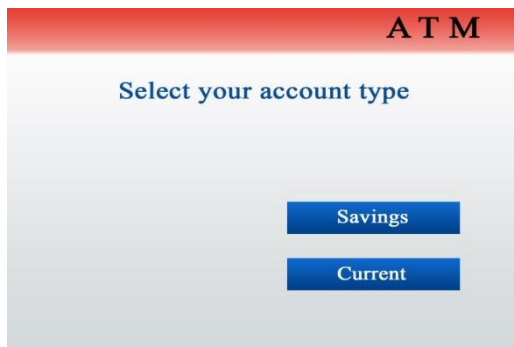


#### Step 4 Transaction Type



#### Step 5 Account type

The ATM screen will show various types of account. Select your account that may be saving or current etc.



#### Step 6 Enter the amount you wish to withdraw



Choose the amount you want to take out, Make sure that that the amount you are entering is not more than the main balance. Press correct option.

#### Step 7 Take your money, card and receipt

Money comes from the cash machine, take your money. Once you finished your transaction press cancel before leaving the machine. Do not take your card and receipt if you have one.



dispenser have button forget to asked for



## A1.2 | Phrasal verbs related to money

### Complete the text: Answers

made out    saving up    fork out    rip off    splashed out  
Put aside    bail out    run up    pay off

I can't believe how much wedding costs. It's a complete **rip off**. The average couple has to **fork out** £20,000.

We've been **saving up** since last year. We **put aside** about £500 each month and so we have £5,000.

I **splashed out** £1000 on a designer wedding dress. I've also **made out** a cheque for £500 to the church.

I hope we don't **run up** too many debts because they will be difficult to **pay off** and we don't want to ask our parents for a **bail out**



**A1.3F Grammar Idioms**

**Phrasal Verbs Related to Money**

Answers underlined the phrasal verbs

My electricity bills are really high. I have to **fork out** £100 every month

I can't go to the theatre this weekend. I am **saving up** for my holiday.

If you're not careful the travel agents will **rip you off**. You can find cheaper holidays on line.

My aunt doesn't like to spend any money. **She squirrels it away in** the bank instead.

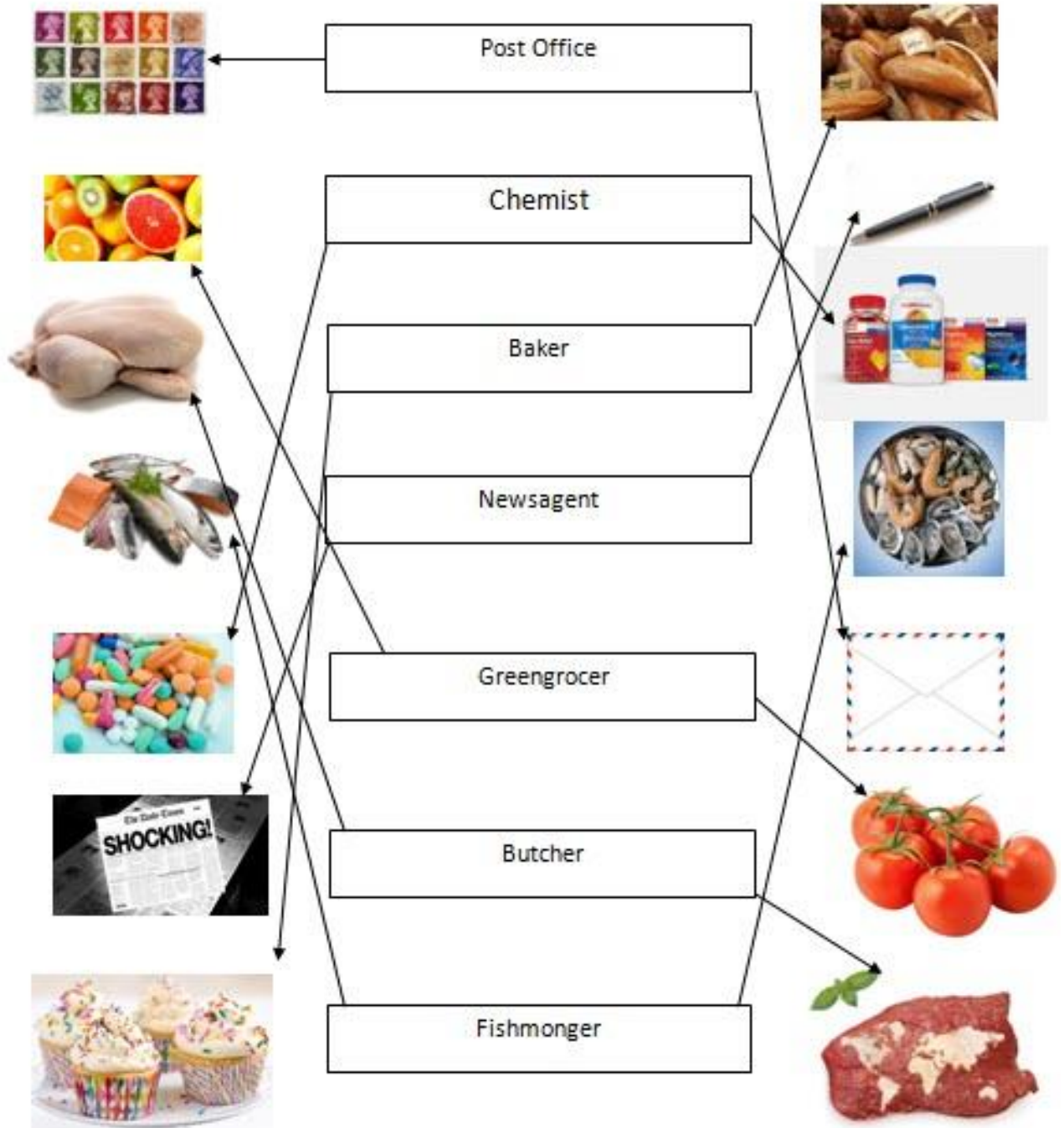
I try to **put aside** a bit of money each month for emergencies.

You have to be careful with credit cards. You **can run up** huge debts very quickly.



**A1.4 C Match the Item to the Shops**

Match the items to the shops



Write some sentences for example I went to the bakers to buy a loaf of bread



**A1. 4F Read a short story. Write the shopping list.**

**ANSWER SHEET**



**Read the short story below**

On Friday Judith went shopping near her flat. There are lots of good small shops in her area. First she went to the bank to get some money. Then she went to the butcher's to get four chops. At the greengrocer's she got jersey potatoes, onions, green beans and leeks. She wanted some stamps but the post office was closed. It was lunchtime. She went to the baker's and got fresh bread and four small cakes. On her way home she got a book of ten stamps with her newspaper from the newsagent's.

How many places did Judith go to?   5  

Name them: **bank, butcher, greengrocer, baker, newsagent**

---

**Write Judith's shopping list.**

**Shopping List**

*4 chops*  
*jersey potatoes*  
*green beans*  
*leeks*  
*stamps*  
*bread*  
*4 cakes*  
*newspaper*





**A1.4H Match products and location aisles in a Supermarket**



**Answer Sheet**

Research a supermarket store layout and fill in the columns matching products and location aisles below.

Item	Location
<i>Vegetables/Fruit/Salad</i>	Groceries
<i>Milk/Yogurt/Cheese</i>	Chilled Dairy
<i>Water/Beer/Wine</i>	Soft drinks/Chilled Beer
<i>Chips/Chicken/Pizza</i>	Frozen
<i>Baby wipes</i>	Baby & toddler
<i>DVD's</i>	Electrical/Entertainment
<i>Fresh meat</i>	Fresh Food Counter











vegetables                      wine                      Baby wipes  
 pasta                      fruit                      water                      DVD's  
                                         chips                      fish                      chicken  
                                         beer                      salad  
 pizza                      cheese                      fresh meat                      milk/yogurt



**A1.4L Answer Sheet - Prices of items**

apples	£1.47 kg	eggs	£2.49 doz
carrots	71p kg	bread	84p
milk	76p ltr	cheese	£8.76 kg
jam	£1.69	onions	73p kg
bananas	68p kg	peppers	68p ea

**Write the words and prices under the pictures.**

			
<p>1 eggs £2.49</p>	<p>2 Bananas 68p kg</p>	<p>3 Onions 73p kg</p>	<p>4 Peppers 68p ea</p>
			
<p>4 Apples £1.47p kg</p>	<p>5 Carrots 71p kg</p>	<p>6 Jam £1.69</p>	<p>7 Milk 76p ltr</p>
			
<p>8 Bread 84p</p>	<p>9 Cheese £8.76 kg</p>		



A1.4J Grammar use of a, an, some (quantities)

**Answer sheet**



**an apple**



**some apples**



**a banana**



**some bananas**



**some salt and pepper**



**some cheese**

Put in **a**, **an**, or **some**.

**1 an orange**

**2 a pear**

**3 some milk**

**4 some juice**

**5 some sugar**

**6 a biscuit**

**7 some bread**

**8 some lemons**

**9 an egg**

**10 some grapes**

**11 an onion**

**12 a tomato**



# THEME 4: TRAVEL

LEVEL: A1



Grammar



Reading  
Comprehension



Writing



Assessment



#### Theme 4 – Travel – Introduction

Travel and Tourism is of vital importance to the Global Economy. The growth of the travel and tourism industry in recent years has been staggering. The rise in the amount of young people travelling, along with the growth in the leisure trips has been enormously influential.

The aim of this theme is for learners to practise the handling of basic situations whilst travelling. These range from being able to book a trip independently, to knowing what sources of help and advice are available, to navigating an unfamiliar city or country.

Learners will examine online services, passenger transport, tourist maps etc. They will be introduced to the basic vocabulary and sentence structure needed to navigate these.

Learners will gain knowledge and understanding of the role of consumer technology in travel and tourism i.e. online bookings, electronic and mobile ticketing, self service check in, security, and mobile applications and websites as sources of information.



## Reading Skills A1

At this level, learners can read and understand short texts with repeated language patterns on travel. They will be able to read simple sentences and recognise key personal words and phrases. They will be able to read and obtain information from common signs and symbols.

Learners will be able to:-

- Follow a short narrative on a familiar topic or experience
- Recognise the different purposes of texts at this level by the layout
- Read and recognise simple sentence structures
- Use punctuation and capitalisation to aid understanding i.e. recognise the use of full stops and capital letters in a sentence to help understand the text
- Possess a limited, meaningful sight vocabulary of words, signs and symbols. Decode simple regular words
- Recognise the letters of the alphabet in both upper and lower case
- 



## Writing Skills A1

At this level, the learner will be expected to use written words and phrases to record or present information. They will be able to compose simple text to communicate information and ideas, use layout of simple texts in lists, messages, notes forms, records.

- The learners will also be able to:-
- Construct a simple sentence using appropriate verb forms
- Punctuate a simple sentence with a capital letter and a full stop
- Use a capital letter for personal pronoun "I"
- Spell correctly some personal key words and familiar words
- Write the letters of the alphabet using upper and lower case with some accuracy
- Space letters and word appropriately and position them on the line





## Summary of Text

- A1.** Exemplar dialogue of polite form of greeting for travel  
Exemplar list of feelings and emotions; how to express oneself.  
Short text of a casual greeting between friends
- A1.2** Samples texts about European countries and facts  
Map of various European countries  
Keyword poster
- A1.3** Example of asking and giving directions phrase sheet/fictional map  
Sample of ID documents  
List of key words associated with travel
- A1.4** Sample of varying travel advertisements  
Instructions on how to book a flight and accommodation  
Internet sites of travel and tourism
- A1.5** Human Body Chart  
Flashcards of common diseases and symptoms  
Sample text of common diseases/ world map  
Examples of diseases outside Europe and tips on researching
- A1.6** sample of various travel forms  
List of key words associated with travel  
Example text of going on a trip  
Template of a postcard/email and text layout

### Extra Text



## GRAMMAR

### **A1.1** Asking and giving personal information

Using adjectives to describe places and things

### **A1.2** Understanding modal verbs

Use connectives within compound sentences correctly

Use phrases 'I would like' with examples

### **A1.3** Understand imperatives and adverbs

Know simple word order for describing location

### **A1.4** Understand reasoning using connectives

Know question words and key adjectives

Know how to sequence plans of travel

### **A1.5** Understand imperatives and simple present tense

Use of adverbials when reading medication labels

### **A1.6** Simple present, past and future tense

Use of adjectives within compound sentences



## ASSESSMENT

A1.1-A1.6

### **Formative**

A1.1- A1.6 Questions & Answer/Observation/Video/Grammar worksheets

A1.1 Short text of a casual greeting between friends

Understanding case studies

A1.2 Research result of facts -group discussion

Independent research skills

A1.3 Analysis of directions and sequence

Research skills for travel documents

A1.4 Identify disadvantages of travel advertisements

Give explanation of the best advertisement

Teamwork: describing how to book a trip online

A1.5 Know how to print out results and present key findings

Use of dictionary for unfamiliar words

A1.6 Understand key points of text

Give and explanation of how to complete forms



## **Summative**

A1.1 Write a simple dialogue correctly

Homework – discuss vocab and grammar within a dialogue

A1.2 Present main facts of one country in EU

Homework – write a short text of what you don't like in a country

A1.3 Write sentences giving directions

Homework – Write a text of the travel you like and why

A1.4 Write a travel plan for a trip

Home work – Research booking online and explain your process

A1.5 write messages in case of an emergency

Homework – write a summary text of the main health risks of Africa

A1.6 Write a postcard to your colleague from your trip

Write an email to your friend from your trip



## Useful online resources

### Gov.uk

UK government website which has a section on travel. This includes information on passports, and gives travel advice for people visiting countries all over the world.

<https://www.gov.uk/browse/abroad>

### Spread the sign

An online dictionary where learners can look up unfamiliar written words and see the sign in BSL.

<http://www.spreadthesign.com/>

### Tourist information

Most countries, towns and cities have useful information online. This often includes maps and self guided walking trails.

Just search the name of the country or town or city + tourist information.

### ISO standard graphics

Internal standard graphical signs eg hospital, exit, taxi

[https://www.iso.org/files/live/sites/isoorg/files/archive/pdf/en/graphical-symbols\\_booklet.pdf](https://www.iso.org/files/live/sites/isoorg/files/archive/pdf/en/graphical-symbols_booklet.pdf)



Collect other key words to add to this list:

.







**excited**  
**happy**  
**sad**  
**lonely**  
**scared**  
**over the moon**  
**disappointed**  
**looking forward to**

How might you feel when you travel to another country or city?

Brainstorm some more words with your tutor and fellow students.





# Questions

**Who?**

**What?**

**Where?**

**Why?**

**How?**

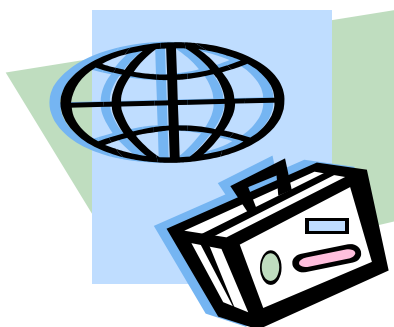
**Which?**

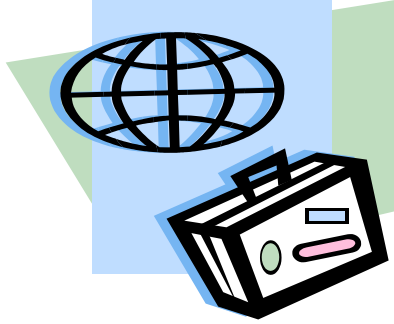
**When?**

**Write four questions you could ask your friend about their trip.**

**For example:**

**Which hotel did you stay in?**





**1**

**2**

**3**

**4**



Tom: David! Hi, how are you?

Tom: Wow. That's somewhere I'd like to go.

David: We've just come back from Paris. Long weekend for my birthday.

Anna: That was a great night.



David: That would be great. We haven't seen much of each other recently.

David: Hello Tom. Do you know my girlfriend Anna?

David and Anna: Bye!

Tom: Yes, we've met before. At Jenny's party I think.

David: Will do. We'll arrange to meet for a coffee to discuss it.

Tom: Great idea. Text me when you start planning and I'll let you know if I'm free.

Tom: Perfect. See you soon. Bye!

Anna: We hope to go back later in the year. Maybe you could come along?





# HOMework TASK

Write a dialogue between you and a friend. Your friend has just been on holiday so you want to ask him or her some questions. He or she might want to tell you how they felt about their trip.



**Doncaster Deaf Trust**  
A National Centre of Excellence



Erasmus+



Lesson 1 Lesson Plan

<b>Theme: 4</b> <b>TRAVEL</b>	Level/code A1 Lesson A1	Date:	Time:	
	DURATION: 80 Minutes	Attendance today		
		Named Absences:		
<p><b>AIM:</b> The aim of this unit is to practice the handling of basic situations while travelling.</p> <p><b>OBJECTIVES (outcome):</b>          A learner will be able to understand and formulate simple sentences introducing her/himself and talk about their experiences of travelling.          A learner will be able to ask questions and will be able to express her/his wellbeing and others wellbeing.          A learner will be able to expand their sight vocabulary with basic words/terms relevant to travel and to feelings/emotions.</p>				
CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction A1.1	Tutor led group discussion on students' personal experiences of travelling. Add to list of key words as appropriate. Remind students of spread the sign dictionary for words outside their sight vocabulary.	Students to discuss their experiences, positive and negative.	key words for travelling Template for adding more words to list. Link to spread the sign online dictionary	Observation
A1.2	Set up task – students to write four questions to ask a friend about a trip or holiday.	Complete worksheet "Questions"	Worksheet	
A1.3	Set up written task – order			



	<p>the dialogue boxes correctly.</p>	<p>Students to order the boxes to correctly reflect the dialogue between Tom and his friends David and Anna.</p> <p>Where students are able to do so they can write their own dialogue without the template. Use the scenario of David and Anna returning from a trip to Paris and meeting a friend who wants to hear about it.</p>	<p>Template - dialogue mix up</p>	<p>Formative assessment</p>
	<p>Set up homework task. Refer to list of key words around feelings and emotions. Brainstorm others with students.</p>	<p>Write dialogue between friends about a holiday. Include questions and statements about how they felt.</p>	<p>Key words for emotions and feelings.</p> <p>Templates to add to this list.</p>	<p>Homework summative assessment</p>
	<p>Ask students to think of a place they would like to visit.</p>	<p>Be prepared for the next lesson with the name of a place to visit. Can be somewhere they have never been, or it can be somewhere they have visited before and would like to return to.</p> <p>If they have time and</p>		



		would like to they can do some basic research about this place.		
Text 1: Analysis skills	Tutor to lead brain Storming - make a list of the feelings you know.  Tutor explains simple questions and gives example how to ask about the well being  (Optional: SL grammar explanation)	Write a list of the feelings/emotions (brainstorming)  Write a short dialogue including questions about wellbeing		
Grammar	Greet	Respond to greetings  Give personal information  Ask for personal information  Ask for clarification  Check back  Using adjectives to describe places and things		



Text 2: Reading comprehension	Independent task	Read a short text of a dialogue between two friends		
Writing skills	Introduce task	Reorder dialogue to flow correctly.		
Review (Feedback and homework)	Give task	<i>Homework:</i> Complete dialogue between friends. Make sure to include questions and answers on travel experience and emotions/feelings about the trip.		
EDI	<p>Equality: Ensure equality of access and opportunity for all students.            Diversity: Ensure teaching and materials respect race, gender, disability, sexual orientation, age and religion/beliefs of all learners. Value differences of students.            Inclusion: Remove barriers to learning – total communication used. Soft furnishings promote the use of residual hearing. Students are positioned to see both the tutor and each other.</p>			
A1 Check-List Objectives	Reading skills covered	<input checked="" type="checkbox"/>	Writing skills covered	<input checked="" type="checkbox"/>
	Follow a short narrative	<input checked="" type="checkbox"/>		
	Recognize different purposes		Compose simple text to communicate ideas	



	Read simple sentences	✓	Construct simple sentences	✓
	Identify punctuation/capitalization	✓	Punctuate	✓
	Know sight vocabulary	✓	Use capitals	✓
	Possess simple words/sounds	✓	Sequence letters/digits correctly	
	Recognise letter sequence	✓	Spell familiar words correctly	✓
	<b>Word bank</b>		<b>Grammar opportunities</b>	
	Feelings: well/happy/unwell/good How are you today? Yes, fine thank you. Train/bus/plane Train station/Bus station/airport Tickets/cost/price/return/single departures/arrivals platform/gate		The student will:- Understand and use basic word order in simple statements, subject/verb/objects. Use I,she,he Use prepositional phrases – at the station Ask and respond to questions with basic expression Understand regular and common noun/noun phrases Know verb phrases and time markers Use simple adjectives, adverbs and sentence connectives	
	<b>Language features (suggestions for your language)</b>			





**Doncaster Deaf Trust**  
A National Centre of Excellence



	<p>I have just returned from ...</p> <p>Did you enjoy your trip?</p> <p>What did you enjoy most?</p> <p>I enjoyed ...</p> <p>I was disappointed by ...</p>
--	--



## Passports and visas



You will need a passport to travel abroad. If you do not have one, or if yours is out of date, you can obtain one here

<https://www.gov.uk/apply-renew-passport>

Try filling in a copy of the form labelled Passport application



You will need a visa to visit some countries.

Use the advice on the gov.uk website to check if you need one for the country you want to travel to. <https://www.gov.uk/foreign-travel-advice>

To obtain a visa you will need to provide basic information about yourself. Try filling in the application on the next page



## Visa application



### Türkiye Cumhuriyeti Elektronik Vizesi

Electronic Visa, Republic of Turkey

# A2

<b>Referans No</b> <i>Reference No</i>	: NL6-QPHK	<b>Giriş Sayısı</b> <i>Number of Entries</i>	: Müteaddit Giriş <i>Multiple Entry</i>
<b>Adı</b> <i>Name</i>	:	<b>Geçerlilik Tarihi</b> <i>Valid From</i>	: 13 Eyl/Sep 2017
<b>Soyadı</b> <i>Surname</i>	:	<b>Geçerlilik Bitişi</b> <i>Valid Until</i>	: 11 Mar/Mar 2018
<b>Doğum Yeri</b> <i>Place of Birth</i>	:	<b>İkamet Süresi</b> <i>Duration of Stay</i>	: 90 Gün / Days
<b>Doğum Tarihi</b> <i>Date of Birth</i>	:		
<b>Uyruk Adı</b> <i>Nationality</i>	:		
<b>Seyahat Belgesi</b> <i>Travel Document</i>	: Umuma Mahsus Pasaport <i>Ordinary Passport</i>		
<b>Belge No</b> <i>Travel Document No.</i>	:		
<b>Belge Veriliş T.</b> <i>Travel Doc. Issue Date</i>	: 12 Mar/Mar 2017		
<b>Belge Geçerlilik T.</b> <i>Travel Doc. Expiry Date</i>	: 12 Tem/Jul 2027		

#### DISCLAIMER

In case that the records in your e-visa and passport differ, your e-visa will be deemed invalid. In the event that the information which you provide at your visa application and the information recorded in your passport differentiate, your e-visa will be invalid. If the persons recorded to the accompanying section of your passport are to travel with you, it is essential that they also get e-visa.

E-visa shall not be valid for purposes other than touristic and commercial trips. Visa applications such as work, study, etc. must be made via foreign missions of Turkey.

E-visa system does not monitor the days of your stay/residence in Turkey. Hence, it is your own responsibility to check whether your residence permit has expired or not.



## Passport application

Fill in a much as you can

Please use ink and capital letters, if handwriting  
Write all dates using the format dd/mm/yy

**1a** To be completed by all applicants  
Tick box(es) as appropriate

**Your details**

Mr  Mrs  Miss  Ms  Other (Please state)

Family name

Christian or given names

Maiden surname (if applicable)

Married  Single  Widowed  Divorced  Separated

Age last birthday Sex: Male  Female

Permanent address (if return address is different please enter in Section 7)

Postcode

Daytime telephone no.

(we may need to get in touch with you urgently)

Town of birth

Country of birth

Date of birth

Have you changed your name other than by marriage or adoption?

Yes

No

What was your previous name?

Were you born in a foreign country and your birth registered at a British Consulate?

Yes

No

Name of British Consulate

Date of registration

**1b** Were you naturalised or registered as a British subject, citizen of the United Kingdom and Colonies, British citizen, British Dependent/Overseas Territories citizen, British Overseas citizen or British protected person?

Yes

No

See Note 1 and then complete details of citizenship documents

Number of document

Place of issue

Date of issue

Go to Section 2

**2** Were you born after 31 December 1982, or outside the United Kingdom\* or a qualifying territory<sup>II</sup>?

Yes

No

See Notes 2 and 3 and then complete this section

**Father's# details**

His full name, family name first

His town and country of birth

His date of birth

His citizenship **at the time of your birth**, and if he was not a British citizen, his immigration status in the United Kingdom\*

If he has a British passport give:

Number of passport

Place and date of issue

If he became a British subject, citizen of the United Kingdom and colonies, British citizen, British Dependent/Overseas Territories citizen, British Overseas citizen or British protected person by naturalisation or registration give:

Number of his citizenship document

Place and date of issue

**Mother's details**

Her full name, family name first

Her town and country of birth

Her date of birth

Her citizenship **at the time of your birth**, and if she was not a British citizen, her immigration status in the United Kingdom\*

If she has a British passport give:

Number of passport

Place and date of issue

If she became a British subject, citizen of the United Kingdom and colonies, British citizen, British Dependent/Overseas Territories citizen, British Overseas citizen or British protected person by naturalisation or registration give:

Number of her citizenship document

Place and date of issue

**Parents' marriage**

Date of marriage

Place of marriage

If neither parent was born in the United Kingdom\* or a qualifying territory<sup>II</sup> or naturalised/registered as a British national, please give town, country and date of birth of all four grandparents in Section 7 and then return to Section 3.

Go to Section 3

Please initial here



# What would Tom need to pack?

If Tom goes to Paris with David and Anna in the summer what items do you think he would need?

Circle those items he would pack.

trainers

wellington boots

raincoat

t shirt

jeans

woolly hat

shorts

jumper

umbrella

scarf

passport

gloves

suncream

visa

sandals

jacket

toiletries

socks



# Homework

Use the internet to research how to book different types of transport.

You could look for train tickets, plane tickets, taxis, car hire. Or any other types of transport.

Write a short text about what you found out.



**Doncaster Deaf Trust**  
A National Centre of Excellence



Erasmus+









Lesson 2 Lesson Plan

<b>Theme: 4</b> <b>TRAVEL</b>	Level/code A1 Lesson A1.2	Date:	Time:
	DURATION: 80 Minutes	Attendance today	
		Named Absences:	

**AIM:** The aim of this unit is to practice the handling of basic situations while travelling.

**OBJECTIVES (outcome):**

A learner will be able understand and formulate simple sentences and everyday phrases connected to travel.

A learner will know how to apply for a passport or visa and will understand ticket booking processes.

A learner will recognise every day words for items to travel with.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction	Collect learners' ideas for different destinations. For ease of co-ordination students can be given Paris as a destination for work in the module.	Use map/globe to show where in the world their destinations are.  Some learners may be able to research and work on their choice of destination, particularly if they have visited there before.	Map of the world/globe	Observation  independent research skills
A1.2.1	Discussion on travel documents eg passports and visas, with reference to map. Eg different rules for countries in Europe/Russia/Far East. How to apply for passport/visa	Learners to complete templates with basic information about themselves.	Template for visa/passport application.	Observation worksheets



A1.2.2	Tutor leads group discussion on what other items it would be necessary to pack.	Complete worksheets	Keyword list template to add to list	worksheets
A1.2.3	Discussion on tickets for travelling. Where could they be obtained from – both plane/train to reach destination and travelling whilst there eg Paris metro. (Optional: SL grammar explanations)	Learners to undertake pair group work to research booking tickets to Paris online – either by air or train.	Activity worksheets	Observation Homework (text)
A1.2.4	Set up homework task.	Homework task – research different ways of booking transport online and explain how you would do this.	Activity worksheets	Summative assessment worksheets



Text 1: Analysis skills	Tutor shows map of world and gives basic information	Group discussion: Where would I like to visit?		
Grammar	Tutor explains modal verbs focusing on would/would not and can/cannot  (Optional: SL – grammar explanations)	Understand modal verbs: I would like.... I would not like ... We can visit ... We cannot visit ...		
Text 2: Reading comprehension	Independent research	Research methods of booking transport eg plane/train tickets, car hire, taxis.		
Writing skills	Introduce task	Completing forms for passports and visas.  Lists of items to pack.		



Review (Feedback and homework)		<i>Homework:</i> Write about how you would book transport online.		
EDI	<p>Equality: Ensure equality of access and opportunity for all students.  Diversity: Ensure teaching and materials respect race, gender, disability, sexual orientation, age and religion/beliefs of all learners. Value differences of students.  Inclusion: Remove barriers to learning – total communication used. Soft furnishings promote the use of residual hearing. Students are positioned to see both the tutor and each other.</p>			
A1 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Follow a short narrative			
	Recognize different purposes	✓	Compose simple text to communicate ideas	✓
	Read simple sentences	✓	Construct simple sentences	✓
	Identify punctuation/capitalization	✓	Punctuate	✓
	Know sight vocabulary	✓	Use capitals	✓
	Possess simple words/sounds		Sequence letters/digits correctly	✓
	Recognize letter sequence		Spell familiar words correctly	✓



	<b>Word bank</b>	<b>Grammar opportunities</b>
	Europe Asia America Africa India	The student will:-  Understand and use basic word order in simple statements, subject/verb/objects  Use prepositional phrases and modal verbs (can like)  Ask and respond to questions with basic expression and negation  Understand regular and common noun/noun phrases  Use simple adjectives, adverbs and sentence connectives 'and'
	<b>Language features (suggestions for your language)</b>	
	I would like to visit Spain because it is always hot.  I would travel to Paris by train because the train arrives in the city.  I would not travel to Paris by plane because the airport is outside the city.	



## Travel plan

Friday

Leave home at 10am to catch the train to

Saturday

Sunday

Arrive home at 4pm





Use these words (and any others you can think of) to write directions



# Homework

Using what you have learnt today write directions from your house to somewhere close by. Test these out on a friend or family member to check if they are easy to follow. Ask your tester to write a comment in the box below.

comments



# Map reading and directions

## Map reading and directions

Here are two maps showing routes from the hotel Botterel Quintin to the Arc de Triomphe and to the Sacre Coeur Cathedral.

Firstly with your tutor and then with a partner use the maps and the list of key words to write down the directions from the hotel to the tourist attraction.

You could use a map on the internet so that you can enlarge it and find out the names of the streets.

But remember not to use the directions it gives you. You must write your own!!

The maps show an estimated walking time. You might want to include that in your written directions so that anyone reading them knows that if they take longer they may be lost 😊





**Doncaster Deaf Trust**  
A National Centre of Excellence



Erasmus+

From Hotel Botterel Quintan to the Arc de Triomphe

At the front of the hotel turn ....





**Doncaster Deaf Trust**  
A National Centre of Excellence



Erasmus+

From Hotel Botterel Quintan to the Sacre Coeur Cathedral

At the front of the hotel turn ....





Lesson 3 Lesson Plan

<b>Theme: 4</b> TRAVEL	Level/code A1 Lesson A1.3	<b>Date:</b>	<b>Time:</b>
	DURATION: 80 Minutes	<b>Attendance today</b>	
		<b>Named Absences:</b>	

**AIM:** The aim of this unit is to practice the handling of basic situations while travelling.

**OBJECTIVES (outcome):**

Learners will know how to draw up a travel plan for a weekend away.

Learners will understand how to use online resources for maps and information.

Learners will be able to use the map to follow directions and give directions to someone else.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction				
A1.3.1	Discuss what a travel plan is and what should be included. Show how to draw up a travel plan. Use template to show how to complete, suggest online resources to use.	Complete travel plan for a long weekend in Paris (or city of their choice, as in L2). Use online tourist information, own knowledge	Travel plan template	Observation. Completed travel plan.
A1.3.2	Tutor led how to use map to follow directions from hotel to Arc de Triomphe.	Work in pairs to use map and write directions for walking from hotel to Sacre Coeur.	Key words list for maps and directions. Street maps with starting point and destination marked. Two different destinations – one for tutor to use and one for paired work.	Tutor led – formative assessment – analysis of directions and sequence. Pair work – summative assessment – write sentences giving directions.



A1.3.3	Tutor led discussion on how to ask for directions. Add to word list where needed.	Suggest words and phrases to use.	Add to key word list	
A1.3.4	Set up homework task.	Homework – practise giving directions from your home to somewhere close by. Practise on a friend or family member to check if they can follow them.	worksheet	Summative assessment – write sentences giving directions
Text 1: Analysis	Writing directions in correct sequence.	Words and phrases for asking directions		
Grammar	Discuss imperatives	Using key words and imperatives		
Text 2: Reading comprehension		Using internet to find out what Paris has to offer tourists		



Writing skills	Emphasis on correct sequence and step by step directions.	Writing to sequence events. Writing directions in sequence		
Review (Feedback and homework)		Writing directions for somewhere learners are familiar with and obtaining feedback		
EDI	<p>Equality: Ensure equality of access and opportunity for all students.            Diversity: Ensure teaching and materials respect race, gender, disability, sexual orientation, age and religion/beliefs of all learners. Value differences of students.            Inclusion: Remove barriers to learning – total communication used. Soft furnishings promote the use of residual hearing. Students are positioned to see both the tutor and each other.</p>			
A1 Check-List Objectives	Reading skills covered	<input checked="" type="checkbox"/>	Writing skills covered	<input checked="" type="checkbox"/>
	Follow a short narrative	<input checked="" type="checkbox"/>		
	Recognize different purposes		Compose simple text to communicate ideas	<input checked="" type="checkbox"/>
	Read simple sentences	<input checked="" type="checkbox"/>	Construct simple sentences	<input checked="" type="checkbox"/>
	Identify punctuation/capitalization	<input checked="" type="checkbox"/>	Punctuate	<input checked="" type="checkbox"/>



	Know sight vocabulary	✓	Use capitals	✓
	Possess simple words/sounds	✓	Sequence letters/digits correctly	
	Recognize letter sequence	✓	Spell familiar words correctly	✓
	<b>Word bank</b>	<b>Grammar opportunities</b>		
	Directions Landmarks Asking questions	The student will:- Use imperatives Sequence directions Sequence events Ask for feedback		
	<b>Language features (suggestions for your language)</b>			
	Turn right/left Can you tell me how to get to ...? Where is the ...?			



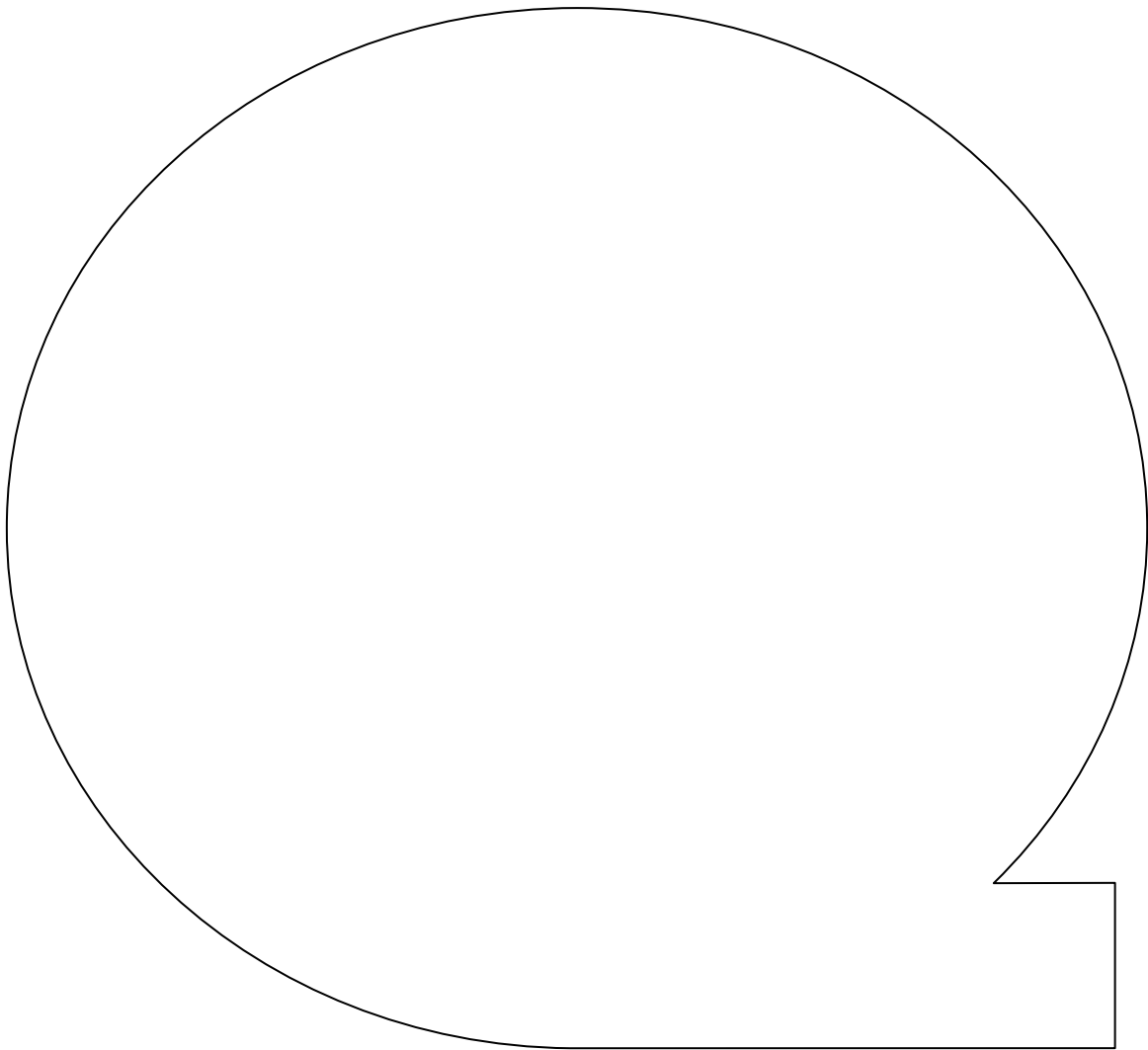


**Doncaster Deaf Trust**  
A National Centre of Excellence



Erasmus+

**Tweet**



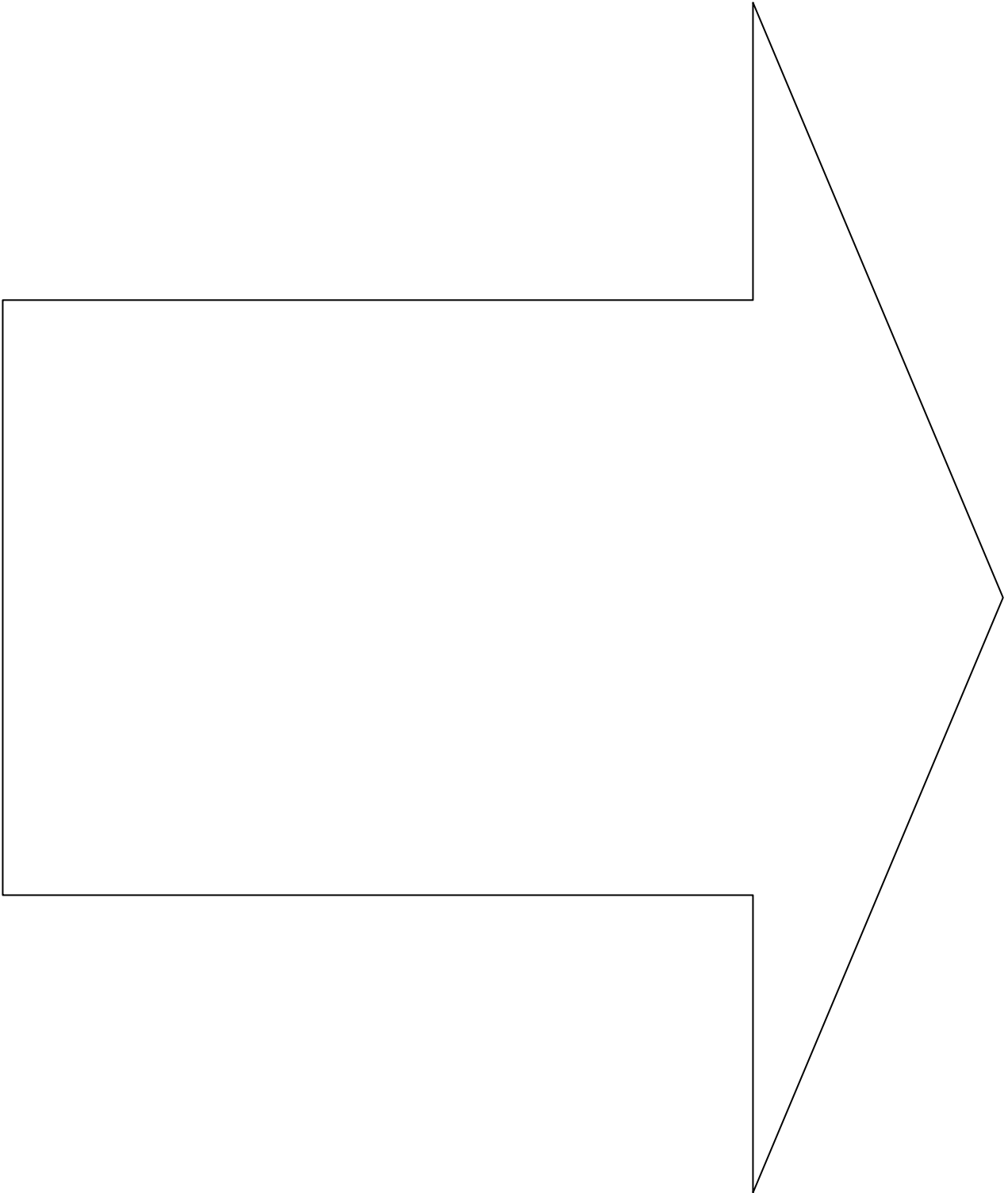


**Doncaster Deaf Trust**  
A National Centre of Excellence



Erasmus+

# Email







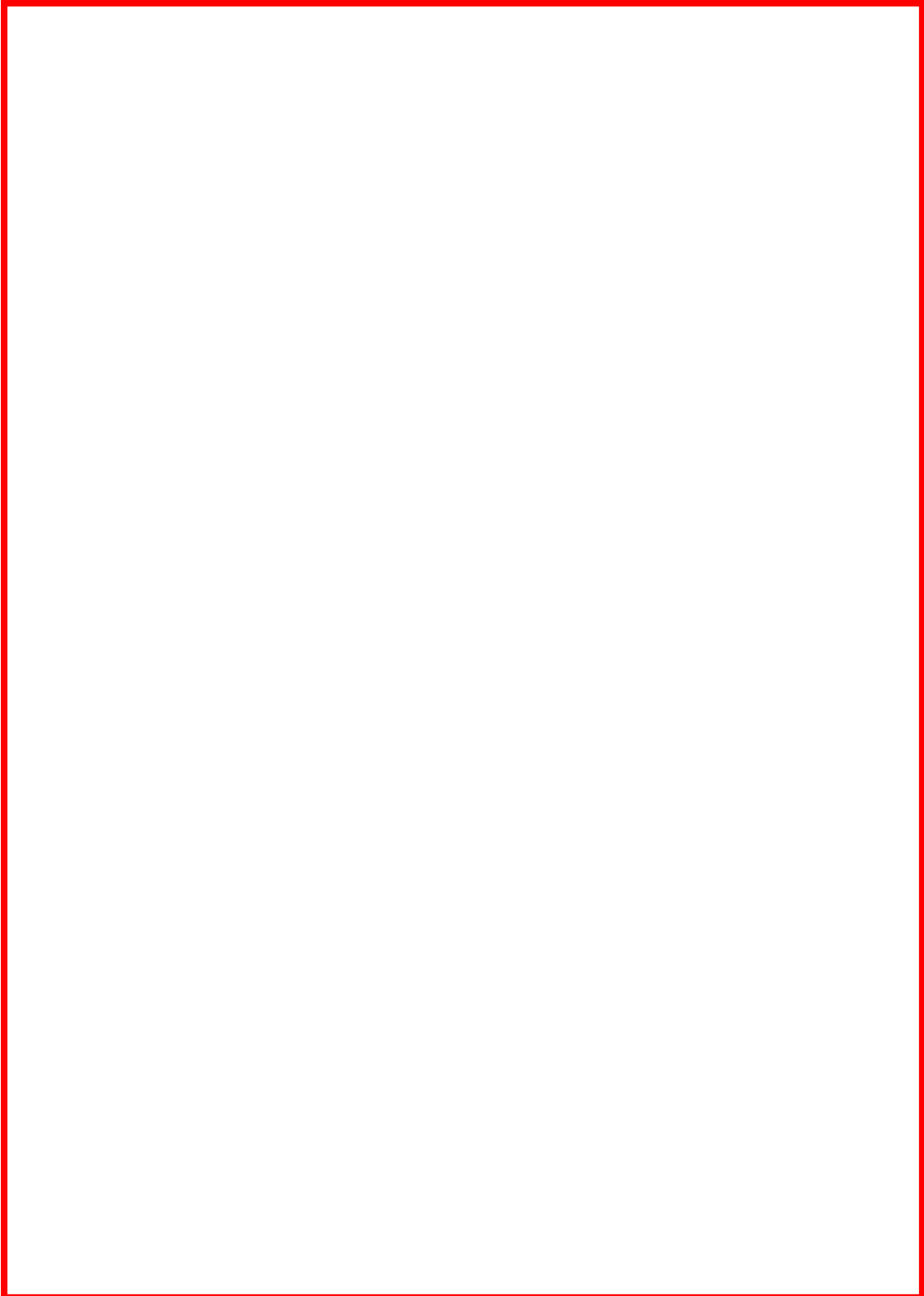


**Doncaster Deaf Trust**  
A National Centre of Excellence



Erasmus+

# Homework





Lesson 4 Lesson Plan

<b>Theme: 4</b> TRAVEL	Level/code A1 Lesson A1.4	Date:	Time:	
	DURATION: 80 Minutes	Attendance today		
		Named Absences:		
<p><b>AIM:</b> The aim of this unit is to practice the handling of basic situations while travelling.</p> <p><b>OBJECTIVES (outcome):</b> A learner will be able to interact in formal situations eg with waiters, bus drivers etc. A learner will be able to research deaf resources in their chosen destination.</p>				
CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction A1.4.1	Tutor led discussion on differences between formal and informal conversations.  Discuss when formal and informal would be used whilst travelling.	Learners to suggest alternatives and complete worksheet.  Role play eg waiter and customer, passenger and bus driver to practise more formal conversation.	Worksheet - formal/informal alternatives.	observation
A1.4.2	Discuss how students might find out more about the deaf community in their destination city. Internet search, social media, email tourist information etc. Reminder of internet safety.	Pair work to write a tweet that would be suitable to post asking for information on the deaf community in their chosen destination. Would it be formal or informal language?	Template for tweet	Formative assessment on using informal language



A1.4.3	Discuss what travel advertisements and brochures show.	Produce a formal email to the tourist information office asking about the deaf community in their chosen destination.  What would learners like to see in advertisements for tourist destinations? Look at printed and online advertisements discuss whether they meet expectations.	Template for email  Online and printed travel brochures and advertisements.	Observation
A1.4.4	Set up homework task	Learners to choose one European country and research an aspect of that country that is important to them. For example they may prefer warm weather – so what is the climate of the country they have chosen?	Map of Europe worksheet	Homework – summative assessment – present facts on one European country, note disadvantages for you of going there.



Text 1: Analysis	Language to discuss and compare	Samples of travel advertisements.  Internet sites for travel and tourism		
Grammar	Show how these can be used in homework text.	Connectives in compound sentences		
Text 2: Reading comprehension	Introduce task	Sample texts about European countries		
Writing skills	Give task	Present facts and give opinion on a European country		Independent research skills
Review (Feedback and homework)	Give task	Homework – present facts on European country as personal holiday destination		



EDI	<p>Equality: Ensure equality of access and opportunity for all students.          Diversity: Ensure teaching and materials respect race, gender, disability, sexual orientation, age and religion/beliefs of all learners. Value differences of students.          Inclusion: Remove barriers to learning – total communication used. Soft furnishings promote the use of residual hearing. Students are positioned to see both the tutor and each other.</p>			
A1 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Follow a short narrative			
	Recognize different purposes	✓	Compose simple text to communicate ideas	✓
	Read simple sentences	✓	Construct simple sentences	✓
	Identify punctuation/capitalization	✓	Punctuate	✓
	Know sight vocabulary	✓	Use capitals	✓
	Possess simple words/sounds	✓	Sequence letters/digits correctly	
	Recognize letter sequence	✓	Spell familiar words correctly	✓
	Word bank		Grammar opportunities	



	<p>Good morning/hello</p> <p>Can I help you?</p> <p>Names of countries</p> <p>Types of activities</p>	<p>The student will:-</p> <p>Understand and use basic word order in simple statements, subject/verb/objects</p> <p>Use prepositional phrases</p> <p>Understand regular and common noun/noun phrases</p> <p>Know verb phrases and time markers and imperatives in questions</p> <p>Use simple adjectives, adverbs and sentence connectives</p>
<b>Language features (suggestions for your language)</b>		
	<p>Formal/informal greeting</p> <p>Does this advertisement meet your needs?</p> <p>What activities do you enjoy?</p>	





**Write a short dialogue between yourself and a doctor explaining that you are ill and telling her about your symptoms.**

**Set it out like the dialogue between Tom and his friends in Lesson 1, and think about whether you should use formal or informal language.**

Here are some key words and phrases to help you:

sore throat

headache

rash

spots

high temperature

cold

hot

neck

ankle

wrist

back

stomach

medication

bandage



**Doncaster Deaf Trust**  
A National Centre of Excellence



Erasmus+



## Medication labels

Medication labels will tell you how and how often to take the medicines.

They will use imperatives to tell you how:

**Take** two tablets

**Gargle** with salt water

**Replace** the bandage

They will use adverbials to tell you how often:

Take two tablets **hourly**

Gargle with salt water **daily**

Take one tablet **morning and evening**

Replace the bandage **weekly**

Can you think of any other imperatives and adverbials?



**Doncaster Deaf Trust**  
A National Centre of Excellence



Erasmus+

Design a box or bottle for medication to help with a headache.

Don't forget to include the correct imperatives and adverbials!



# Homework

Write a short report of the health risks of one Asian or African country. You have done some research in your lesson and can do more if you want to or need to.

Don't forget to

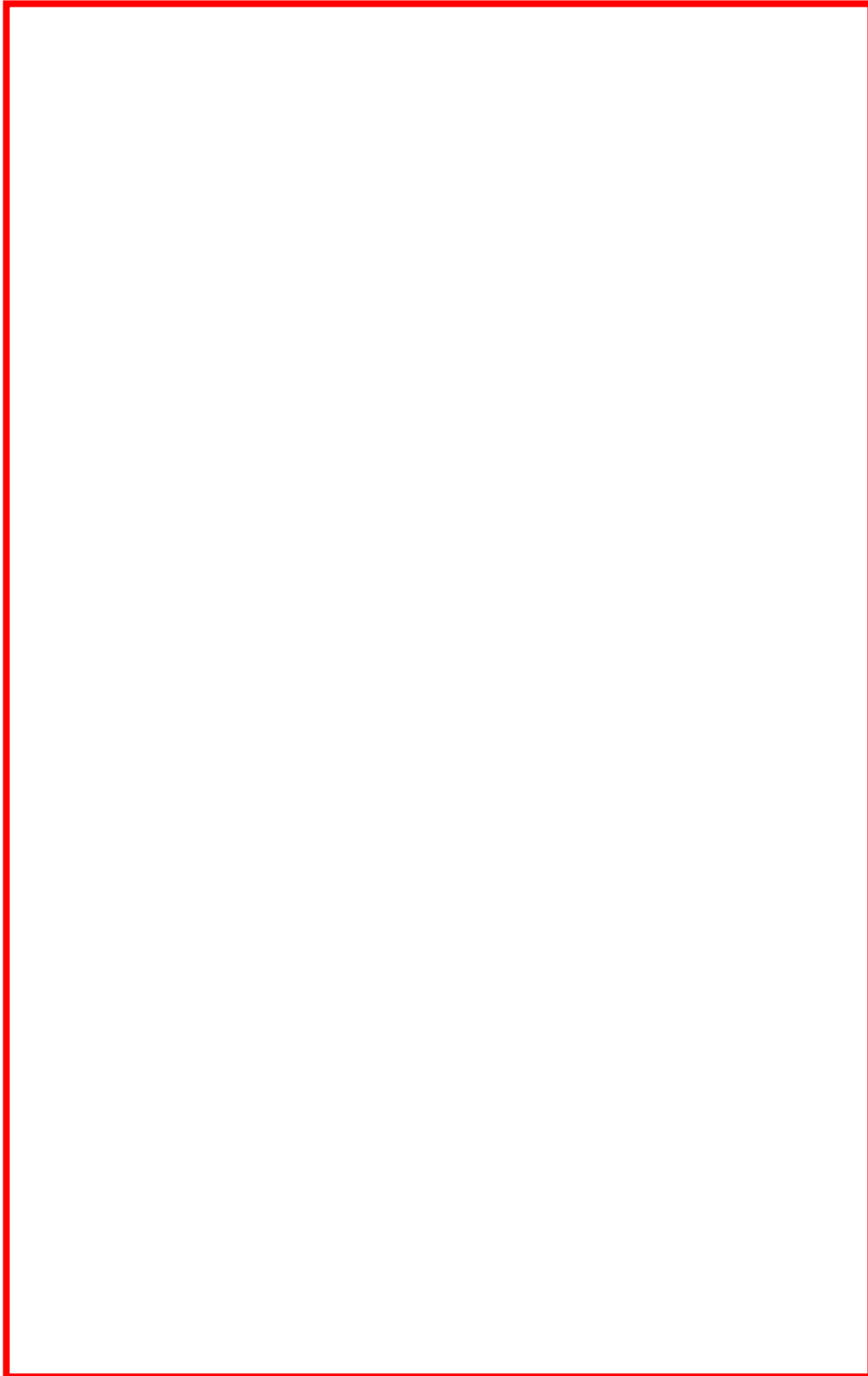
- name the country you have researched
- list the main diseases there
- explain some of the symptoms of these diseases
- state whether you can be vaccinated against any of these before you leave the UK



**Doncaster Deaf Trust**  
A National Centre of Excellence



Erasmus+





Lesson 5 Lesson Plan

<b>Theme: 4</b> TRAVEL	Level/code A1 Lesson A1.5	Date:	Time:	
	DURATION: 80 Minutes	Attendance today		
		Named Absences:		
<b>AIM:</b> The aim of this unit is to practice the handling of basic situations while travelling.				
<b>OBJECTIVES (outcome):</b> A learner will be able to discuss what to do in an emergency A learner will understand some standard graphical symbols. A learner will be able to research risk of disease in other countries				
CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction A1.5.1	Tutor led discussion on what could go wrong in an unfamiliar city/country. Illness, getting lost, effects of drink or drugs, accident.	Group discussion. Share own experiences if willing.	Create list of key words and phrases.	Observation
A1.5.2	Look at universal signs and symbols	Work in pairs to look at booklet	Iso.org – graphical symbols booklet. See list of online resources	
A1.5.3	Discuss falling ill abroad. What would you do?	Write short dialogue between yourself and a doctor, explaining that you are feeling ill and telling them about your	Key word list worksheet	Summative assessment – writing dialogue, using correct language.





A1.5.4	Discuss more serious illnesses that can be contracted whilst overseas. Refer to gov.uk pages of foreign travel advice that will list vaccinations recommended or required.	symptoms.  Use internet pages to research illnesses in Asian or African countries. Use gov.uk and then try and find out more about the diseases.	world map  flash cards of diseases and symptoms	Formative assessment – print results of searches.
A1.5.5	Set up homework task	Present key finding of the health risks of one country in Asia or Africa	worksheet	Summative assessment – summary text of main health risks of chosen country.
Text 1: Analysis	Introduce task	Dialogue for travel		
Grammar	Explain use	Use of imperatives and adverbials on medication labels		



Text 2: Reading comprehension	Introduce task	Researching common diseases outside Europe		
Writing skills	reminders	Write dialogue correctly. Presenting key findings		
Review (Feedback and homework)		Homework – present report on common diseases in Asia and Africa using independent research.		
EDI	<p>Equality: Ensure equality of access and opportunity for all students.  Diversity: Ensure teaching and materials respect race, gender, disability, sexual orientation, age and religion/beliefs of all learners. Value differences of students.  Inclusion: Remove barriers to learning – total communication used. Soft furnishings promote the use of residual hearing. Students are positioned to see both the tutor and each other.</p>			
A1 Check-List Objectives	Reading skills covered	<input checked="" type="checkbox"/>	Writing skills covered	<input checked="" type="checkbox"/>
	Follow a short narrative	<input checked="" type="checkbox"/>		



	Recognize different purposes	✓	Compose simple text to communicate ideas	✓
	Read simple sentences	✓	Construct simple sentences	✓
	Identify punctuation/capitalization	✓	Punctuate	✓
	Know sight vocabulary	✓	Use capitals	✓
	Possess simple words/sounds	✓	Sequence letters/digits correctly	
	Recognize letter sequence	✓	Spell familiar words correctly	✓
<b>Word bank</b>		<b>Grammar opportunities</b>		
	Illness and disease – symptoms and medication	The student will:- Understand and use basic word order in simple statements, subject/verb/objects Understand regular and common noun/noun phrases Know time markers and imperatives Use simple adjectives, adverbs and sentence connectives		
<b>Language features (suggestions for your language)</b>				



**Doncaster Deaf Trust**  
A National Centre of Excellence



	<p>Medication labels</p> <p>Symptoms of illness – sore throat, high temperature</p> <p>vaccination</p>
--	--



# Feedback

Please answer the following questions by circling the symbol that best shows how you felt or by writing your answer in the space.

1. Did you enjoy the module overall?

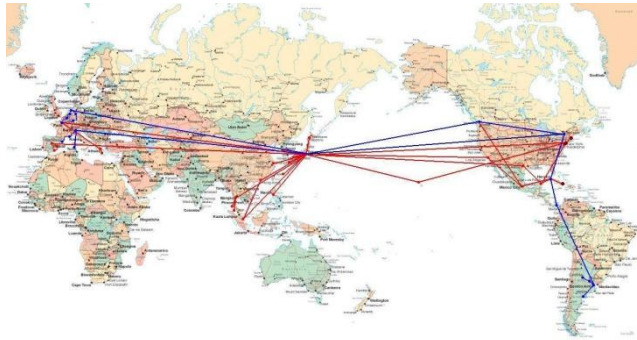


2. What did you learn that was new to you?

3. What was your favourite activity?

4. Do you feel more confident about travelling now?





**You have thought about how to book a trip, what you would need to pack, and what to do when you arrive at your destination.**

**Now you need to tell people at home what a wonderful time you are having!**

**There are two templates to complete:**

- **One to write a postcard to a friend or family member**
- **One to write an email to work colleagues**

**Don't forget all of the things you have learnt:**

- **Should you use formal or informal greetings?**
- **Use the key words about travel and feelings**
- **Tell them what you have seen and what you have done**
- **And don't forget the weather!**



# Dear diary

Friday

Saturday





Sunday

Monday



**Doncaster Deaf Trust**  
A National Centre of Excellence



**POST  
CARD**





**Doncaster Deaf Trust**  
A National Centre of Excellence



Erasmus+



To:

From:

Subject:



## Lesson 6 Lesson Plans

<b>Theme: 4</b> TRAVEL	Level/code A1 Lesson A1.6	Date:	Time:	
	DURATION: 80 Minutes	Attendance today		
		Named Absences:		
<b>AIM:</b> The aim of this unit is to practice the handling of basic situations while travelling.				
<b>OBJECTIVES (outcome):</b> Learners will be able to record their trip using diary entries, postcards and emails.				
CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction	Explain how writing about the trip can keep memories alive. Discuss how diaries, postcards and emails might differ.	Contribute to discussion on different types of writing	Whiteboard/flip chart to outline how diary entries might differ from postcards to friends and emails to colleagues.	
A1.6.1	Introduce task – diary format to capture feelings and activities.	Complete diary format using information from previous lessons and any further internet research. Say what you have liked about the trip and why.	Diary worksheet	Summative assessment
A1.6.2	Introduce task – summative assessments. Key points – to use past/future tense; to use	Learners to write postcard and email to their friends/family and to work colleagues about their	worksheets	Summative – postcard and email



A1.6.3	adjectives  Tutor led discussion to recap what has been learned in this module eg formal/informal dialogue; booking tickets and making sure all documentation is in order; what to pack; how to use maps and tourist information to find your way around a new city.	trip.Recommend somewhere for them to visit.  Learners to indicate whether they feel more confident about these things. If not what else would they have liked to learn about?  Complete feedback sheets	Group discussion Feedback sheets	
Text 1: Analysis				
Grammar	Introduce and explain task	Using adjectives to describe feelings, places and things Simple past/present/future tense.  Use of modal verbs.		



Text 2: Reading comprehension				
Writing skills	Introduce and explain task	Diary entries/postcard/email. More personal reflections Short text between friends and more formal to colleagues	Summative assessments – diary, postcard and email –using grammar, key words etc covered in module.	
Review (Feedback and homework)	Lead discussion	Feedback sheet		
EDI	<p>Equality: Ensure equality of access and opportunity for all students.  Diversity: Ensure teaching and materials respect race, gender, disability, sexual orientation, age and religion/beliefs of all learners. Value differences of students.  Inclusion: Remove barriers to learning – total communication used. Soft furnishings promote the use of residual hearing. Students are positioned to see both the tutor and each other.</p>			
A1 Check-List Objectives	Reading skills covered	<input checked="" type="checkbox"/>	Writing skills covered	<input checked="" type="checkbox"/>
	Follow a short narrative			
	Recognize different purposes		Compose simple text to communicate ideas	✓
	Read simple sentences		Construct simple sentences	✓



	Identify punctuation/capitalization		Punctuate	✓
	Know sight vocabulary		Use capitals	✓
	Possess simple words/sounds		Sequence letters/digits correctly	✓
	Recognize letter sequence		Spell familiar words correctly	✓
	<b>Word bank</b>	<b>Grammar opportunities</b>		
	Directions Surroundings Landmarks Travel documents Application of a travel document Different kind of travel - The Package Holiday. The Group Tour./The Caravan/RV Road Trip Long Term Slow Travel. ... The Gap Year./event travel ... Visiting Friends or Relatives. ...	The student will:- Use basic word order in simple statements, subject/verb/objects Use regular and common noun/noun phrases Use simple adjectives, adverbs and sentence connectives		
	<b>Language features (suggestions for your language)</b>			





**Doncaster Deaf Trust**  
A National Centre of Excellence



	<p>I am in ...</p> <p>I visited ...</p> <p>The weather is ...</p> <p>Yesterday I ...</p>
--	--



**A1 Lessons**

**Theme 4 Travel**

**Solutions for Lesson 1 Tasks**

Tom: David! Hi, how are you?

David: Hello Tom. Do you know my girlfriend Anna?

Tom: Yes, we've met before. At Jenny's party I think.

Anna: That was a great night.



David: We've just come back from Paris. Long weekend for my birthday.

Tom: Wow. That's somewhere I'd like to go.

Anna: We hope to go back later in the year. Maybe you could come along?

David: That would be great. We haven't seen much of each other recently.

Tom: Great idea. Text me when you start planning and I'll let you know if I'm free.

David: Will do. We'll arrange to meet for a coffee to discuss it.

Tom: Perfect. See you soon. Bye!

David and Anna: Bye!



# THEME 5: CAREER CHOICES

LEVEL: A1



Grammar



Reading  
Comprehension



Writing



Assessment



## Theme 5 – Career Choices – Introduction

The career choices people make, has a large influence in their lives. Learners will explore what they want, what they are good at, what their interests and ambitions are.

The aim of this theme is for learners to look at their own areas of expertise and to relate it to a profession that is suitable for them. Learners will examine career options after school i.e. college, sixth form or higher education, volunteering or the world or work.

Learners will investigate the routes available to them to help them decide what to do next. Learners will explore job profiles, industries and employers offering the kind of work and job role they may be interested in. Learners will be able complete a job application, learn interview techniques and understand Contract of Employment and wage slips.

Learners will identify what essential skills and experience they need to develop to help increase their employability.



## Reading Skills A1

At this level, learners can read and understand short texts with repeated language patterns on career choices. They will be able to read simple sentences and recognise key personal words and phrases. They will be able to read and obtain information from common signs and symbols.

Learners will be able to:-

- Follow a short narrative on a familiar topic or experience
- Recognise the different purposes of texts at this level by the layout
- Read and recognise simple sentence structures
- Use punctuation and capitalisation to aid understanding i.e. recognise the use of full stops and capital letters in a sentence to help understand the text
- Possess a limited, meaningful sight vocabulary of words, signs and symbols. Decode simple regular words
- Recognise the letters of the alphabet in both upper and lower case
- 



## Writing Skills A1

At this level, the learner will be expected to use written words and phrases to record or present information. They will be able to compose simple text to communicate information and ideas, use layout of simple texts in lists, messages, notes forms, records.

- The learners will also be able to:-
- Construct a simple sentence using appropriate verb forms
- Punctuate a simple sentence with a capital letter and a full stop
- Use a capital letter for personal pronoun "I"
- Spell correctly some personal key words and familiar words
- Write the letters of the alphabet using upper and lower case with some accuracy
- Space letters and word appropriately and position them on the line



## Summary of Text Theme 5

### **A1.1** Flow chart of work/career choices

Example of various skills needed for work/career

Quiz on various career choices

### **A1.2** List of skills suitable for employment

Exercise of matching career description to job titles

Internet reading /skill research on job descriptions

### **A1.3** Careers key word poster

Selection of career life stories

### **A1.4** Feedback on own piece of a family or friends career choice

Study focus internet research on job advertisements

Find and understand key words

Sample job advertisements with omission of key words

### **A1.5** Sample text of voluntary work

Sample of persuasive text for key volunteer features

### **A1.6** Demonstration of option of learning using internet facility

Comparison of resources college/work/volunteering

Completion of comparison grid



## GRAMMAR THEME 5

**A1.1** Common adjectives after present tense

**A1.2** Subject verb object

Question word of Wh

**A1.3** Noun phrases and pronouns

Complete gap fill exercise

**A1.4** Understanding present tense and how to form sentences

**A1.5** Common phrasal verbs

Basic punctuation and letter patterns

Understanding I want to ..... plus a verb

**A1.6** Word order in simple sentences with adverbs of time

Use of modals such as would like, can, must





## ASSESSMENT THEME 5

A1.1-A1.6

Formative

A1.1- A1.6 Questions & Answer/Observation/Grammar worksheets

A1.1 Quiz

Feedback from the skills set sheet

A1.2 Group work internet research

Matching career with title

A1.3 Understanding noun phrases and pronouns

Recalling words from the key word poster

A1.4 Feedback on homework sheets

Completion of job advertisement sheet and omission of key word exercise

A1.5 Group work discussing own voluntary work experiences

Recognition of advantages and disadvantage or voluntary work

Understand key features of persuasive text

A1.6 Completion of grid of comparisons

Peer work on their qualities and strengths of job types



## ASSESSMENT THEME 5

### Summative

A1.1 Write simple sentences using key objectives

Homework – write a list of influential factors

A1.2 Write simple sentence of requirements

Homework – Use a dictionary to establish a careers glossary

A1.3 Write about themselves past career or education choices

Homework – Write about one person who they know and their career

A1.4 Write three skills and qualification the learner would use for that job

Home work – Complete job advertisement gap fill

A1.5 Poster design encouraging young people to volunteer

Homework – List the types of organisations people may do voluntary work for

A1.6 Write questions linked to comparison grid to ask others

Homework – Q & A on various career paths

**A1 Lesson 1**

**Theme 5 Career Choices**

**Resources and Lesson Plans**

**Text 1 (Next Page)**



**There are many pathways from school that can lead to a good career.**

## VOCATIONAL EDUCATION AND TRAINING

These courses are good for people who like study that is practical and hands on

VET in schools is delivered through partnerships between schools, industry and allows students to be involved in workplace learning

## APPRENTICESHIP

Apprenticeships are a good way of developing skills and achieving a qualification while employed in a job

As an employee you can earn money as you learn and gain practical skills from the workplace

## THE WORLD OF WORK GETTING A JOB

A paid job brings in money, freedom and the chance to learn new things

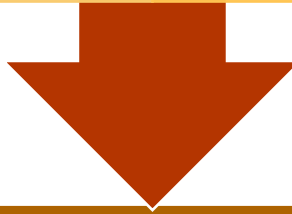
In finding work you need to know which skills are needed by the company employing you



## COMMUNITY AND VOLUNTEER WORK

Volunteer work is a good way to get involved in the community

You can experience new challenges and can find out more about the world of work



## FURTHER AND HIGHER EDUCATION

It is important to explore college and university course requirements

You also need to think about the cost of living away from home and you will need to research jobs after getting your qualification



## STARTING A BUSINESS

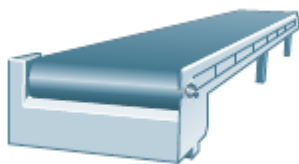
Is an option to consider

Experience and qualification can be helpful in starting a business it is not essential



Text 1: EMPLOYMENT CHOICES

You can only make choices if you know what is available.



*I'm a practical person who likes to be out and about doing things and I don't mind getting wet and cold – although being warm is good too! I like meeting new people. I think I am caring and I like helping and looking after people and animals. I definitely don't want to do the same boring stuff every day! What could I do? By the way I'm having driving lessons.*



*Do you fancy working with animals?*

**Interactive questionnaire**



**Personal interview**



**Internet search**



**Books and magazine articles**



**Voluntary work or work experience**





## Where am I now?

There are many different things that contribute to your personality and your skills – have a think about it.

### Ability (characteristics)

We are all born with different strengths and abilities. These are just building blocks. Life experience will strengthen or change these characteristics. People may describe themselves as

Thinkers	Doers	Practical
Independent		Team players
Sporty	Positive	Cautious
Thoughtful	Creative	Caring
Inquisitive	Funny	Imaginative
Patient	Impulsive	
	Assertive	
Outgoing	Inward looking	
Strong	Well coordinated	

*What's in your genes?*

### Skills and knowledge

This is what you have learnt through education and life experience. Skills and knowledge build on your natural abilities. For example:

- Driving
- Communication skills
- Facts and figures
- Reading and writing
- Riding a bicycle
- Number skills
- Using tools
- Computer skills
- Playing a musical

*Where does **confidence** fit into all of this? Do we have it already? How does it grow? How do we lose it?*



### Likes and dislikes

These are personal preferences. They will have an impact on how you learn and where you choose to work. For example:

- Being outdoors/indoors
- Getting dirty
- Being alone/working in groups
- Tidy places/new places/busy places
- Things staying the same/things changing
- Quiet/noise
- Pressure/making my own

### Things that influence me

Religion ... People – family, friends, mentors, advisors, teachers  
Media – films, TV, radio, newspapers,










### Grammar 1: EMPLOYABILITY SKILLS WORKSHEET: CHECKLIST

Employability skills are the skills that companies expect you to have, along with job-specific technical skills.

Work through this list of employability skills and identify the skills that you 'enjoy doing' or are 'good at'. Think of examples from your own life. If necessary, get someone who knows you well to prompt you.


 <b>Communication</b>	
I enjoy doing	I am good at

 <b>Teamwork</b>	
I enjoy doing	I am good at

 <b>Solving Problems</b>	
I enjoy doing	I am good at





 <b>Technology</b>	
I enjoy doing	I am good at

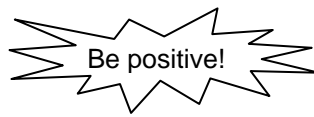






## Formative Assessment

### EMPLOYMENT CHOICES

#### Where am I now?

Complete the 'Making decisions' quiz from the Source material. Think about where you are now – your abilities and skills. Fill in each box and get some photos in here!



<p><b>Abilities (characteristics)</b></p> 	<p><b>Skills and Knowledge</b></p> 
<p><b>Likes and dislikes</b></p> 	<p><b>Things that influence me</b></p> 

**?**





### ACADEMIC PROFILE

Subject Strengths:	1
	2
	3
Target Subjects:	1
	2
Hobbies:	

### THIS COURSE

I am looking forward to:
I am nervous about:

### SKILLS PROFILE

Skill Strengths:	1
	2
	3
Skills I want to improve or learn:	1
	2

### JOB EXPECTATIONS

I am looking forward to:
When I have a job I am not looking forward to



Lesson 1 Lesson Plan

<b>Theme: 5 CAREER CHOICES</b>	Level/code A1 Lesson A1.1	Date:                      Time:		
	DURATION: 80 Minutes	Attendance today		
		Named Absences:		
<b>AIM: Learners to identify 'where they are now' in their career path.</b>				
<b>OBJECTIVES (outcome):</b> Learners will be able to identify their own strengths and abilities by using adjectives to describe. Use basic word order and use familiar vocabulary accurately.				
CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction Making choices	Tutor led discussion learners to think about where they are now in relation to education and work /career choices.	Group discussion	Interactive Board  Flipchart  Skills-set  Quiz  Flowchart of choices	Q & A  Essay  Complete a Making Decision Quiz



Text 1: Analysis skills	Simple flowchart of possible choices	Each learner needs to reflect on their existing attributes and skills and make decisions about the career/education route they want to follow.		
Grammar	Introduce adjectives	Common adjectives after 'be' and introduction of 'I am' (present tense) and I like/I do not like		
Text 2: Reading comprehension	Tutor to introduce skills set	Learners need to identify the strengths and skills they already have. They need to think about the things that influence them.		
Writing skills	Confirm grammar points	Learners to write down in simple sentences their skills using key adjectives.		



Review (Feedback and homework)	Q & A Session on Learners Likes and Dislikes, their characteristics and what things influence them.	Write a list if influential factors		
-----------------------------------	---	-------------------------------------	--	--

EDI	<p>Equality: Ensure equality of access and opportunity for all students.          Diversity: Ensure teaching and materials respect race, gender, disability, sexual orientation, age and religion/beliefs of all learners. Value differences of students.          Inclusion: Remove barriers to learning – total communication used. Soft furnishings promote the use of residual hearing. Students are positioned to see both the tutor and each other.</p>			
-----	---	--	--	--

A1 Check-List Objectives	Reading skills covered	<input checked="" type="checkbox"/>	Writing skills covered	<input checked="" type="checkbox"/>
	Follow a short narrative	<input checked="" type="checkbox"/>		
	Recognize different purposes	<input checked="" type="checkbox"/>	Compose simple text to communicate ideas	
	Read simple sentences	<input checked="" type="checkbox"/>	Construct simple sentences	<input checked="" type="checkbox"/>
	Identify punctuation/capitalization	<input checked="" type="checkbox"/>	Punctuate	<input checked="" type="checkbox"/>
	Know sight vocabulary		Use capitals	<input checked="" type="checkbox"/>
	Possess simple words/sounds		Sequence letters/digits correctly	





	Recognize letter sequence		Spell familiar words correctly	
	<b>Word bank</b>	<b>Grammar opportunities</b>		
	<p>Personality</p> <p><i>Skills</i> – Reading and Writing/Number skills, computer skills/Sports/Driving/Using tools/Playing a musical instrument</p> <p><i>Strengths and Abilities</i></p> <p>Characteristics –creative/caring/funny/thoughtful</p> <p>Funny/outgoing/cautious/clumsy/laid back/easy going/quiet/loud</p> <p>Likes and dislikes – Being outdoors/indoors</p> <p>Getting dirty/Having decisions made for you</p> <p>Being alone/working in groups</p> <p><i>Things that influence you</i></p> <p>People – family friends, mentors, teachers, advisors</p> <p>Media-films TV/Radio/Newspapers/Internet</p> <p>Books/Religion</p>	<p>The student will:-</p> <p>Understand and use basic word order in simple statements, subject/verb/objects. Use I, she,he</p> <p>Use prepositional phrases – at the station</p> <p>Ask and respond to questions with basic expression</p> <p>Understand regular and common noun/noun phrases</p> <p>Know verb phrases and time markers</p> <p>Use simple adjectives, adverbs and sentence connectives</p>		



	<b>Language features (suggestions for your language)</b>	
	I am funny. I like..... I dislike.....	



Text 1

**EXAMPLES OF THE TOP 5 SOFT SKILLS NEEDED BY AN EMPLOYER**



**GOOD COMMUNICATION SKILLS**

1. Writing well
2. Positive body language/good eye contact
3. Friendliness and respect

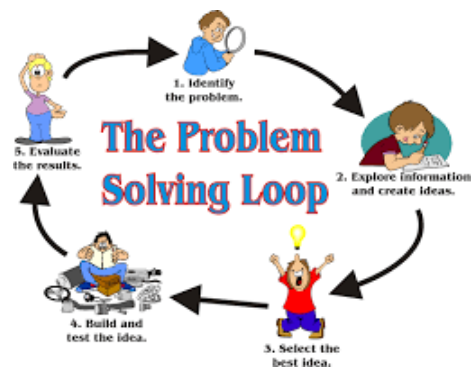


**ABILITY TO WORK IN A TEAM**

1. Colleagues to work well together
2. Guide and help each other
3. Be flexible when needed

**PROBLEM SOLVING SKILLS**

1. Be able to identify a problem
2. Evaluate the problem/Ask for help



3. Find a solution/share with employer



**LEADERSHIP SKILLS**

1. Be able to motivate people
2. Have a commitment to staff and be honest
3. Build a good team and be able to delegate work

**STRONG WORK ETHIC**

1. Willingness to work hard
2. Possess a positive attitude
3. Reliable and trustworthy

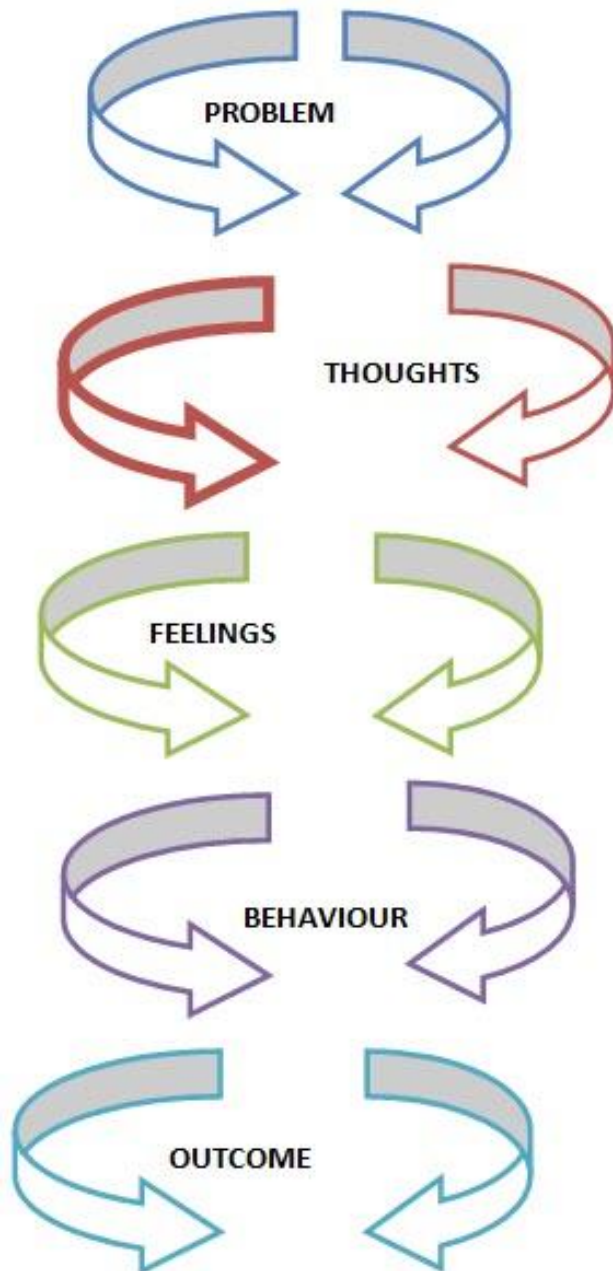




Text 2

### A1.2 PROBLEM SOLVING

When an event happens, what do you think will affect what you feel and what you do



Describe a problem you have had

---



---



---



---

What were your thoughts?

---



---



---

How did you feel?

---



---



---

What were your behaviours (how did you react)

---



---



---

What was the outcome?

---



---



---



**Text 3**



**EXPLORE CAREER IDEAS**

**IDENTIFY YOUR SKILLS AND INTERESTS**

Choosing a career is a big deal. You will need to choose wisely. It is important to understand the skills and knowledge you possess so you can match them to the jobs you would like to do. You now need to take a look at what jobs would suit you.

You need to decide which size of employer best suits your personality and work ethic. Are you more suited to small and medium size companies or large ones.

Research 3 jobs from the Table on the internet (Group work) and then identify and write the key points of what the employer wants.

<b>Receptionist</b>	<b>Gardener</b>	<b>Retails Salesperson (Shop worker)</b>
<b>Painting and Decorator</b>	<b>Electrician</b>	<b>Nursery Assistant</b>
<b>Teaching Assistant</b>	<b>Hairdresser</b>	<b>Care Assistant</b>
<b>Barperson</b>	<b>Pool Lifeguard</b>	<b>Sports Coach</b>









**Formative Assessment**

**A1.2E WHAT JOB DO YOU WANT – Exercise Matching career description and to job titles**



Computer Programmer



Student



Office worker



Plumber



Nurse

Hairdresser



Police



Joiner

Gardener



Fireman



|



Train Driver



Teacher

Baker



Painter and Decorator







**A1.2E MATCHING CAREER DESCRIPTION TO JOB TITLES**

Type of Job

Brief Description of the Job

They work from?



_____	Cut and style people Hair	Hair Salon but can be mobile
_____	Able to make most things of out wood	Works in a factory or has a van
_____	Drive trains	Works in the cab at the front of the train
_____	Put <del>s</del> out fires	Works from a Fire Station
_____	Studies at college & universities	School, College, University
_____	Paints anything in the home	Works from a van
_____	Looks after patients	Works in a Hospital or GP Surgery
_____	Helps students to learn	Works in a School or College
_____	Keep people gardens tidy	Works from a van
_____	Help <del>s</del> maintain peace and order	Works from Police Station
_____	Bakes cakes and bread to sell	Works in a Bakery
_____	Looks after peoples plumbing	Works from a <u>van</u>
_____	Makes programmes for computers	Work in offices or from home





**Summative Assessment**

**CAREER CHOICES AND WORLD OF WORK GLOSSARY**

Look in the dictionary to find out what they mean.  
Ask for help. Tick off each one as you find out  
and write down what it means.



Apprentice		
Business		
Communication		
Company		
Employer		
Employee		
Further and Higher Education		
Job Advertisement		
Job Description		
Leadership		
Problem Solving		
Qualifications		
Research Internet		
Skills		
Study		
Trainee		
Teamwork		
Voluntary work		
Wage		



Lesson 2 Lesson Plan

<b>Theme: 5 CAREER CHOICES</b>	Level/code A1 Lesson A1.2	Date:	Time:
	DURATION: 80 Minutes	Attendance today	
		Named Absences:	

**AIM:** Learners will link knowledge requirements to specific jobs and career choices.

**OBJECTIVES (outcome):** Learners will be able to identify simple sentence structures and key words of job descriptions. They will be able to match titles of jobs to descriptions accurately.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction Job Descriptions	Recall previous session  Tutor to discuss the skills and procedure required to gain suitable employment	Discussion of previous skills and factors for their skills  Compile list of factors	Interactive Whiteboard  Internet/Newspapers  Activity worksheets	Written description of Job Requirements  Q&A  Observation  Grammar



Text 1: Analysis skills	Introduce internet research and skills of reading and extracting information	Group work - Learners to select three jobs or career he/she knows about.		
Grammar	Introduce grammar points	Subject -verbs- objects simple structures  Question words of Wh linked to roles		
Text 2: Reading comprehension	Clarify understanding of group task Match exercise	Match descriptions of careers to name		
Writing skills	Recall simple sentence structures	Identify and write specific requirements for each job.		



Review (Feedback and homework)	Feedback and clarify understanding	Use a dictionary to set up a Glossary for unfamiliar words		
EDI	<p>Equality: Ensure equality of access and opportunity for all students.  Diversity: Ensure teaching and materials respect race, gender, disability, sexual orientation, age and religion/beliefs of all learners. Value differences of students.  Inclusion: Remove barriers to learning – total communication used. Soft furnishings promote the use of residual hearing. Students are positioned to see both the tutor and each other.</p>			
<b>A1 Check-List Objectives</b>	<b>Reading skills covered</b>	<input checked="" type="checkbox"/>	<b>Writing skills covered</b>	<input checked="" type="checkbox"/>
	Follow a short narrative	<input checked="" type="checkbox"/>		
	Recognize different purposes	<input checked="" type="checkbox"/>	Compose simple text to communicate ideas	
	Read simple sentences	<input checked="" type="checkbox"/>	Construct simple sentences	<input checked="" type="checkbox"/>
	Identify punctuation/capitalization	<input checked="" type="checkbox"/>	Punctuate	<input checked="" type="checkbox"/>
	Know sight vocabulary		Use capitals	<input checked="" type="checkbox"/>
	Possess simple words/sounds	<input checked="" type="checkbox"/>	Sequence letters/digits correctly	



	Recognize letter sequence		Spell familiar words correctly	
	<b>Word bank</b>		<b>Grammar opportunities</b>	
	<p>Ability to learn. Basic academic skills in reading, writing Good communication skills Creative thinking and problem solving Self-esteem, motivation, and goal setting Personal and career development skills Interpersonal/negotiation skills and Organisational effectiveness and leadership Learning skills Teamwork Honest Self confident IT Skills Meeting Deadlines Mutli-task</p>		<p>The student will:- Understand and use basic word order in simple statements, subject/verb/objects. Use I, she, he Use prepositional phrases – at the station Ask and respond to questions with basic expression Understand regular and common noun/noun phrases Know verb phrases and time markers Use simple adjectives, adverbs and sentence connectives</p>	
	<b>Language features (suggestions for your language)</b>			



**Doncaster Deaf Trust**  
A National Centre of Excellence



Where does a joiner work?

How much does a car mechanic earn?

What skills does a dentist need?





Text 1: PowerPoint Presentation



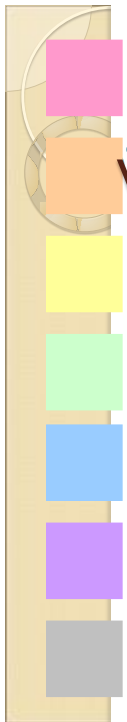


What jobs are there in your local area?

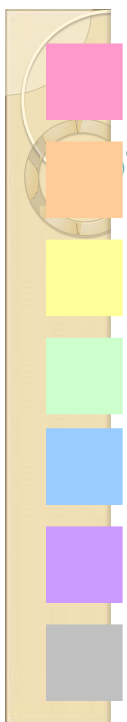


Which of these jobs would you like to do?

- Hairdresser
- Postman
- Fireman
- Milkman
- Teacher
- Shopkeeper
- Truck driver
- Nurse or Doctor



What jobs do the Police do?



What jobs do the people in your family do? Choose one person to write about him/her job role





## Imagine...

You are ready for leaving School or College What job would you like to do? Design a poster about Careers



## Imagine...

Imagine you are a teacher. What things would you have to do as part of your day?



## EXAMPLES OF A KEYWORD CAREER POSTER

1.





2.





**Text: SELECTION OF CAREERS TO READ**

**People Who Failed at Their First Attempt at Career Success**



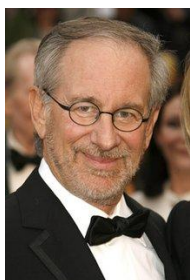
**Writer**

J. K. Rowling: Rowling may be rolling in a lot of Harry Potter dough today, but before she published her Harry Potter books she was nearly penniless. Rowling went from depending on welfare to survive to being one of the richest women in the world in a span of only five years through her hard work and determination.



**Musicians**

The Beatles: were an English rock band formed in Liverpool in 1960. With members John Lennon, Paul McCartney, George Harrison and Ringo Starr, they became one of the most influential music band. Few people can deny the lasting power of this super group, still popular with listeners around the world today. Yet they were told by record companies they were no good when they started.



**Film Maker – of films such as Jaws, ET, Jurassic Park, Indiana Jones**

Steven Spielberg: While today he is a famous filmmaker. He was rejected from the University of Southern California School of Theatre, Film and Television three times. He eventually attended school at another location, only to drop out to become a director before finishing. Thirty-five years after starting his degree, Spielberg returned to school in 2002 to finally complete his work and earn his BA.



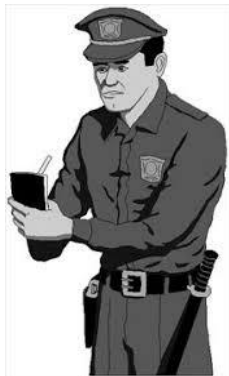


## Grammar Quiz



**What's your occupation?**

**Take this quiz on Jobs vocabulary**



1.

My \_\_\_\_\_ is a \_\_\_\_\_, he helps to keep the

\_\_\_\_\_

(police officer)

(father)

(safe)

(streets)



2.

She looks after patients at the hospital, but is not a doctor. She is a \_\_\_\_\_



3. Who is this man?

- a. policeman
- b. postman
- c. policewoman
- d. Politician



4. I am a waiter. I serve food at the \_\_\_\_\_



5. My father is always going away on business trips. He is a \_\_\_\_\_



6. Who saves people from burning buildings and battle blazes.

- a. doctor
- b. firefighter
- c. teacher
- d. lawyer



7. This person reports the news on radio, TV and newspaper. TV and newspaper. I think this person is a \_\_\_\_\_



**Formative Assessment**

**WRITING ABOUT SKILLS,  
EXPERIENCE, PERSONAL QUALITIES  
AND INTERESTS.**



**Job Skills  
Everyone  
Needs**

**SKILLS**

1.....  
.....

**EXPERIENCE**

2.....  
.....

**PERSONAL QUALITIES**

3.....  
.....

**HOBBIES & INTERESTS**

4.....  
.....

**THE RIGHT JOB FOR ME AND WHAT INFLUENCES ME**

5/6.....  
.....

**Grammar**

When we talk about **experiences** we usually use the **present perfect**  
 When we talk about **skills** we usually use **can** or **be able to**  
 When we talk about **personal qualities** we usually use **be**  
 When we talk about **hobbies** and **interest** we use **like, enjoy** and **love**





Lesson 3 Lesson Plan

<b>Theme: 5 CAREER CHOICES</b>	Level/code A1 Lesson A1.3	Date:	Time:
	DURATION: 80 Minutes	Attendance today	
		Named Absences:	

**AIM:** Learners will communicate to each other on the choices of careers and develop their knowledge of possible career paths.

**OBJECTIVES (outcome):** They will be able to hold a dialogue through SL and then write a suitable transcript. They will be able to read simple narratives of three known people and their chosen careers and skills and write simple sentences using he/she.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction Choices of Careers	Tutor led Q & A sessions on learners understanding of the meaning of the word "career" and what is involved in managing a career path through life	Group work learners to brainstorm and complete a poster of what comes to mind when they think of the word Careers; recalling words from previous	Interactive Whiteboard Internet/Newspapers Activity worksheets	Q&A Completion of worksheets Grammar points
Text 1: Analysis skills	Selection of careers to read about and their life story	Learners to choose a job and list why and how that person got to where they are now in their careers, including influences on them and what skills they have?		



Grammar	Discussion of noun phrases and pronouns	To consider key words in texts for noun phrases and pronouns. Complete gap fill exercises.		
Text 2: Reading comprehension	Grammar linked	Complete exercises		
Writing skills	Talk and write about themselves.	Write up to six things that the person has done before this job. It could be other jobs, training courses, college, university, being unemployed, doing voluntary work etc.		





Review (Feedback and homework)	Clarify	Learners to choose one person from home and use pronouns to write about him/her job role.		
EDI	<p>Equality: Ensure equality of access and opportunity for all students.  Diversity: Ensure teaching and materials respect race, gender, disability, sexual orientation, age and religion/beliefs of all learners. Value differences of students.  Inclusion: Remove barriers to learning – total communication used. Soft furnishings promote the use of residual hearing. Students are positioned to see both the tutor and each other.</p>			
<b>A1 Check-List Objectives</b>	<b>Reading skills covered</b>	<input checked="" type="checkbox"/>	<b>Writing skills covered</b>	<input checked="" type="checkbox"/>
	Follow a short narrative	<input checked="" type="checkbox"/>		
	Recognize different purposes	<input checked="" type="checkbox"/>	Compose simple text to communicate ideas	
	Read simple sentences	<input checked="" type="checkbox"/>	Construct simple sentences	<input checked="" type="checkbox"/>
	Identify punctuation/capitalization	<input checked="" type="checkbox"/>	Punctuate	<input checked="" type="checkbox"/>



	Know sight vocabulary	✓	Use capitals	✓
	Possess simple words/sounds		Sequence letters/digits correctly	
	Recognize letter sequence		Spell familiar words correctly	✓
	<b>Word bank</b>		<b>Grammar opportunities</b>	
	Job Teacher/Doctor/Nurse/Chef/Dentist/Lawyers/Actor Barber/Sales Assistant/Hairdresser/Gardener/Pilot Bus driver/Nanny/Journalist/Flight Attendant/soldier/Builder Further Education Higher Education Lifelong Learning Assessments Qualifications University What they do		The student will:- Understand and use basic word order in simple statements, subject/verb/objects. Use I, she, he Use prepositional phrases – at the station Ask and respond to questions with basic expression Understand regular and common noun/noun phrases Know verb phrases and time markers Use simple adjectives, adverbs and sentence connectives	



	Where they work	
	<b>Language features (suggestions for your language)</b>	
	Study noun phrases such as Hairdresser/bus driver etc. He works in a factory. She is a nurse in the hospital	



Text1: WORKSHEET 1: READ THE JOB ADVERTS

**WAITERS** required

at UK Nando's Restaurant

- Pay: £6.90 per hr
- 20 Hours per week, 5pm – 10 pm, 4 nights
- Experienced waiters only

To apply, email your CV to [terry@uknandos.com](mailto:terry@uknandos.com)



**CLEANER** needed

- Salary: £6.75 per hour
- Experienced preferred
- Working Mon, Wed, Thu, Frid and Sat 4.30 pm – 6pm

Contact by text or phone: 01302 483761



We are looking for *delivery drivers*

- ❖ Salary: £7.20
- ❖ No experience needed
- ❖ Hours: 8:00 am to 4:pm, 5 days per week



*Ring or text 024 7910 3695 for an application form*



## Worksheet 2: Reading and understanding job adverts

Tick the right answer ✓

The waiter job is full- time

( ) Yes

( ) No



The cleaner job is part-time

( ) Yes

( ) No



The delivery driver job is full time

( ) Yes

( ) No



Tick the part-time jobs

( ) cleaner

( ) delivery driver





**JOBS AND WORK**

**COMPLETE 6 SENTENCES  
WITH THE WORDS ON THE  
LEFT**

**Jobs and  
Workplaces**



**H** hire

**C** cashier

**J** job interview

**S** salary

**P** photographer

**W** work experience

1. I work in a store. When people want to buy something they give me money. I am a \_\_\_\_\_
2. I am looking for a job with a high \_\_\_\_\_ I want to make a lot of money.
3. Last week I had a \_\_\_\_\_  
A man asked me a lot of questions, and later the company hired me!
4. I want to find a job, but I don't have any \_\_\_\_\_, I've never worked before.
5. I love my job! I use my camera to take pictures of lots of interesting things. I am a \_\_\_\_\_
6. My company wants to \_\_\_\_\_ new workers







Formative Assessment



Worksheet 4 : Can you remember key words on  
Job Advertisements

Gap Fill Exercise

*Part-time*

*Application form*

*CV*

*Curriculum vitae*

*Salary*

*Work Experience*

*Full - time*

The money you get for working is a \_\_\_\_\_

A job for the whole week (5 days or 40 hours) is \_\_\_\_\_

Work before now is known as \_\_\_\_\_

Which form do you fill in when replying to a job advertisement, it is an \_\_\_\_\_

---

What else can you forward to a company when replying to an advert, you can email  
your \_\_\_\_\_





## Summative Assessment

### A1.4 Summative Assessment JOB WORD FRAGMENT

Find the correct pieces and put them together to form job related words. Learner to cut and stick before matching and sticking down.



Police	Firef	journ	driver
Taxi	alist	secr	man
ighter	yer	etary	Law

Place your answers here

---

---

---

---

---



Summative Assessment

**THINK ABOUT A JOB YOU WOULD LOVE TO DO**

*What is your ideal job?*

*Write about three skills and qualifications you need*

*For your ideal job*

*What personal qualities do you need to do the job?...*

Please write in the present tense

<b>JOB DESCRIPTION</b>
Duties and Responsibilities <i>please list in order of importance</i>
Personal qualities/profile: <i>Explain what you are like</i>
Qualification I have achieved/Work Experience complete



## Lesson 4 Lesson Plan

<b>Theme: 5 CAREER CHOICES</b>	Level/code A1 Lesson A1.4	Date:	Time:	
	DURATION:	Attendance today		
		Named Absences:		
<p><b>AIM:</b> The learner will read a variety of job advertisement in local newspapers.</p> <p><b>OBJECTIVES (outcome):</b> The learners will be able to recognise key words linked with skills and qualities. They will be able to answer main points from the text with reference to wages, hours and type of contract. They will be able to write about three skills in complete sentences.</p>				
CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction Job Advertisements	Tutor led discussion on whatever job you do in the future you need to gain skills and qualifications	Feedback on own piece of writing based on members of family or friends and their careers.	Internet Newspaper Job Activity Worksheets	Feedback/homework Q&A Observation Grammar



Text 1: Analysis skills	Study focus – internet research	Learner to find a job ads in newspaper, weekly publication and online  Find key words (sight)		
Grammar	Present tense	Look at there is/are  Be/have/do in present form for each conjugation.		
Text 2: Reading comprehension	Exercise based on job adverts and key words missing.	Learners to complete a jobs worksheets looking at the pictures and complete the sentence gap for each		
Writing skills	Talk about have/do/be in present tense	Learner to choose a job they would love to do and write about three skills and qualifications they would use most in that job		



Review (Feedback and homework)	Check and mark	<i>Homework</i> Complete Job Adverts gap fill		
-----------------------------------	----------------	--	--	--

EDI	<p>Equality: Ensure equality of access and opportunity for all students.          Diversity: Ensure teaching and materials respect race, gender, disability, sexual orientation, age and religion/beliefs of all learners. Value differences of students.          Inclusion: Remove barriers to learning – total communication used. Soft furnishings promote the use of residual hearing. Students are positioned to see both the tutor and each other.</p>			
-----	---	--	--	--

A1 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Follow a short narrative	✓		
	Recognize different purposes	✓	Compose simple text to communicate ideas	
	Read simple sentences	✓	Construct simple sentences	✓
	Identify punctuation/capitalization	✓	Punctuate	✓
	Know sight vocabulary	✓	Use capitals	✓
	Possess simple words/sounds	✓	Sequence letters/digits correctly	



	Recognize letter sequence	✓	Spell familiar words correctly	✓
	<b>Word bank</b>	<b>Grammar opportunities</b>		
	<i>Job Advertisements/Job Search</i> Classifieds/Employer/Type of contract Job title/location/ Application/attitude/benefits/career/experience Full time/Part time/Temporary/Wage/Hours of Work Date Advert posted/Closing Date	The student will:- Understand and use basic word order in simple statements, subject/verb/objects. Use I, she, he Use prepositional phrases – at the station Ask and respond to questions with basic expression Understand regular and common noun/noun phrases Know verb phrases and time markers Use simple adjectives, adverbs and sentence connectives		
	<b>Language features (suggestions for your language)</b>			
	What skills and attitudes are needed for this job? What sounds great about this job? What qualifications do you need for this job?			





**Doncaster Deaf Trust**  
A National Centre of Excellence



	<p>There is a job as a builder. The builder has to climb/does hard work/is fit.</p>
--	---



**VOLUNTEERING DISCUSSION CARDS**



**Voluntary work is a waste of time**

**Voluntary work is a good way to meet new people**

**Voluntary work is a great way for people to get work experience**

**I like helping other people**

**The world would be a better place if more people did voluntary work**

**The government should pay for some of the jobs volunteers do**



**VOLUNTEERING**

**Task 1 – Jobs: Important Factors**

Think about the factors that are important to you when you think about jobs. What are the top three most important things for you?

Examples may include money/well paid job, inside and outside working, working with people.

- 1<sup>st</sup>
- 2<sup>nd</sup>
- 3<sup>rd</sup>

Compare your answer with another learner

**Task 2 – Mini survey**

You are going to ask (sign) to three of your classmates a question about voluntary work. Try to get as much information as possible and write notes.



Names			
Have you ever done any voluntary work			
If so what did you like to do ?			
If not, would you like to?			

**NOW EXPLAIN TO YOUR PEER GROUP WHAT YOU FOUND OUT**



### **Bizarre Jobs for Volunteers**

1. Pet carer – look after pets when elderly Owners go into hospital
2. Tandem bike rider – be the front rider on a tandem bike so blind people can enjoy cycling
3. Radio producer – to make programmes for community radio station



Learners to think of some other bizarre jobs. They may research from [http://www.volunteersweek.org.uk/press\\_unusual.htm](http://www.volunteersweek.org.uk/press_unusual.htm)

Write a list and use pictures to explain their ideas for bizarre jobs.



## A1.5 Text Sample

### **VOLUNTEERING**

Working as a volunteer can help you to meet new friends , gain new or use existing skills, get work experience and make a big difference to your community.

#### **Benefit the Community**

Over 20 million people were engaged in voluntary work in 2017. Volunteering means giving up some of your time to do work in the community. It can be done in the UK or overseas. When London won its bid to host the 2012 Olympic Games, up to 70,000 volunteers were needed to make the games a success.

#### **What 's in it for me**

Volunteers can be anyone of any age. Students and full-time works often manage to give some time to volunteer work. There are lots of different types volunteering open to you. You may also gain skills and experience which can help with future employment

#### **Before volunteering**

Think about how much time you have to give to volunteering. Would you like to volunteer with other people. Think about what kind of group do you want to help. Think about your interests and skills what do you have that would be valuable to others. Think about what you want to get out of volunteering, would like to develop more skills or explore career options.





## A1.5 Volunteer Poster Persuasive Text

# WHY VOLUNTEER

- I want to meet new people/make contacts
- I appreciate people's differences
- I can develop new skills
- I will find out about the world of work
- I will get personal satisfaction
- I can explore future career opportunities
- I will be able to enhance the job search/gain work experience
- I feel accepted and valued
- I will discover my strengths
- I like to take on new challenges
- I will gain self-confidence
- I will be involved in building a better society

**HAVE FUN!**

**WHAT ARE YOU WAITING FOR?**

**Volunteering works!**

**You give a little .... and you get a lot.**





## A1.5 Poster Design

Learners to design a poster to encourage young people to do voluntary work. Try and think of a motto or a heading for the poster. Learners could display them around the classroom at the end of the lesson. Explain how volunteering increases job opportunities. Use key words:-

Gain work

Find out about the  
word of work

Explore career opportunities

Network for success  
by volunteering

You can have lots of fun

## Example Posters



*A simple act of caring means so much.*  
**VOLUNTEER**







Lesson 5 Lesson Plan

<b>Theme: 5 CAREER CHOICES</b>	Level/code A1 Lesson A1.5	Date:	Time:
	DURATION:	Attendance today	
		Named Absences:	

**AIM:** Learners will identify alternatives to paid employment.

**OBJECTIVES (outcome):** Learners will be able to identify the various works besides paid employment. Learners will know of voluntary work and how this is conducted. Learners will recognise the advantages and disadvantages of voluntary work. All shall produce a poster of persuasion regarding volunteering.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction Alternatives to Paid Employment	Tutor led discussion introducing the concept of voluntary work and how employers favor job applicants who have experience at voluntary work.	Group work learners to discuss with each other their own experiences of voluntary work	Internet  Voluntary Organisations	Q&A  Observation  Poster outcome



Text 1: Analysis skills	Texts regarding people who have volunteered and reasons why.	Learners to consider the reason why people choose to volunteer		
Grammar	Introduce points	Common phrasal verbs such as on/off/in/out  Basic punctuation and letter patterns  I want to...+verb		
Text 2: Reading comprehension	Examples of posters using key phrases/jargon for persuading.	Understand key features of persuasive texts and extract key points		
Writing skills	Introduce tasks	Learners design a poster to encourage young people to volunteer in their community.		



Review (Feedback and homework)	Check understanding	<i>Homework</i>  Learners to list the types of organisation people help		
EDI	<p>Equality: Ensure equality of access and opportunity for all students.          Diversity: Ensure teaching and materials respect race, gender, disability, sexual orientation, age and religion/beliefs of all learners. Value differences of students.          Inclusion: Remove barriers to learning – total communication used. Soft furnishings promote the use of residual hearing. Students are positioned to see both the tutor and each other.</p>			
<b>A1 Check-List Objectives</b>	<b>Reading skills covered</b>	<input checked="" type="checkbox"/>	<b>Writing skills covered</b>	<input checked="" type="checkbox"/>
	Follow a short narrative	✓		
	Recognize different purposes	✓	Compose simple text to communicate ideas	✓
	Read simple sentences	✓	Construct simple sentences	✓
	Identify punctuation/capitalization	✓	Punctuate	✓
	Know sight vocabulary	✓	Use capitals	✓
	Possess simple words/sounds	✓	Sequence letters/digits correctly	✓



	Recognize letter sequence	✓	Spell familiar words correctly	✓
	<b>Word bank</b>			
	<b>Word bank</b>		<b>Grammar opportunities</b>	
	<p>Volunteering boosts your career options          Helps the environment          Raising money for charity/donations          Charity organisations          School Play group/ Sports club/ Youth group          Community centre /Place of worship /Nursing home          Hospita/l Charity shop/ Library/ Museum/ Wildlife site          Other local community groups and charities          Charity shops          Community Projections          Unpaid work          Donations          Helping people          To learn new skills          To give something back</p> <p><i>Benefits of volunteering</i>          Gain confidence. ...          Make a difference. ...          Meet people. volunteering can help you meet</p>		<p>The student will:-          Understand and use basic word order in simple statements, subject/verb/objects. Use I, she, he          Use prepositional phrases – at the station          Ask and respond to questions with basic expression          Understand regular and common noun/noun phrases          Know verb phrases and time markers          Use simple adjectives, adverbs and sentence connectives</p>	



	<p>different kinds of people and make new friends. Be part of a community. ... Learn new skills. ... Take on a challenge. ... Have fun!</p>	
	<b>Language features (suggestions for your language)</b>	
	<p>I want to improve things, help people I want to meet people, make friends I want to get work experience Patterns such as right/night/might. (In the evening, the meeting will be off the main road.)</p>	



## CAREERS

The first step to choosing a career is to understand yourself and your interests..  
Completing this table will help you to focus on what is important to you.

		Try to give full answers rather than yes/no
1	Do you have an idea about a future career and know what you need to do to get there?	
2	What do you love to do?	
3	Which are your favourite lessons?	
4	Do you like being outside?	
5	Do you enjoy being organised?	
6	Who are your heroes?	
7	What did you dream of being when you were little?	
8	Which subjects are easy for you?	
9	Which subjects do you have to work hard at?	
10	Do you enjoy solving number problems?	



## **A1.6 Career Challenges**

### **This is Me**

Create a piece of work that shows other people who you are. It may include:-

- Important people in your life
- What sort of person you are: your personality
- Your strengths and weaknesses
- Things you can and cannot do
- Things you like and dislike
- Your achievements

### **THIS IS ME**

PHOTOGRAPH

My Name is \_\_\_\_\_

My address is \_\_\_\_\_

I was born on \_\_\_\_\_

I live with my \_\_\_\_\_

My favourite colour is \_\_\_\_\_

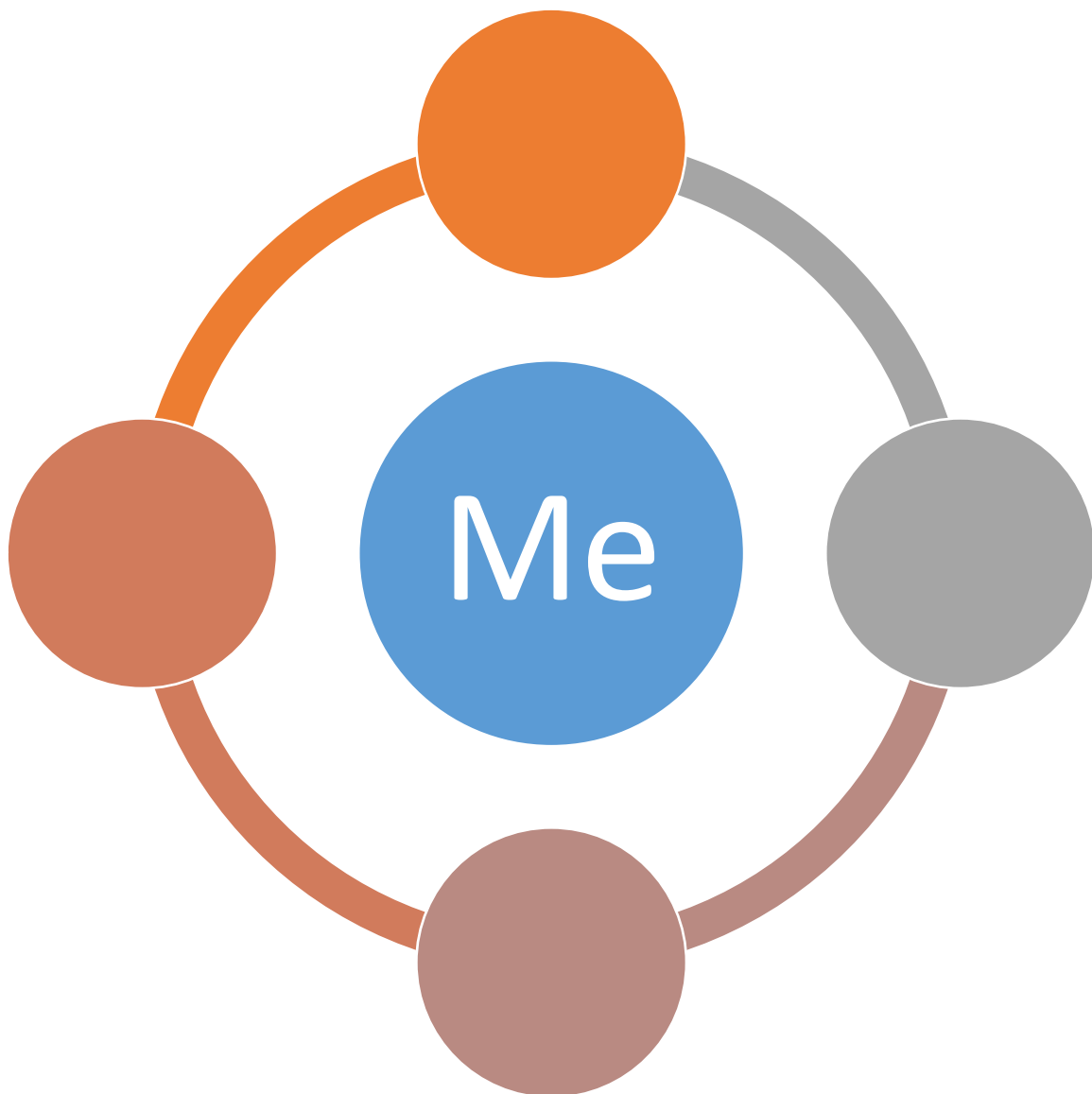
I like to wear \_\_\_\_\_





**IMPORTANT PEOPLE IN MY LIFE**

**Write in their names**





**COMPARISON GRID**

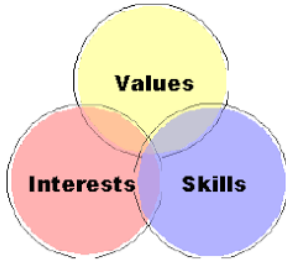
Things I like and don't like

My Strengths and Weaknesses

Things I have achieved

***Difference between a skills and a quality. A skill can be learnt, a quality is a personality trait. Write simple sentences using Capitals and Full stops.***

 <p>The music I like</p>	 <p>Things I don't like</p>
 <p>The subjects I like</p>	 <p>The places I like</p>
 <p>My Strengths</p>	 <p>My Weaknesses</p>
<p>Things I have achieved and the qualities I have</p>  	



### A1.6 Writing about skills, experience, personal qualities and interests

1. Draw an arrow to match the definitions on the left with the words and phrases on the right

The kind of person you are

What you can do  
hobbies

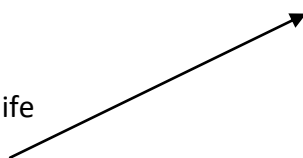
What you have done in your life

The things you like doing

experiences

interests and

personal qualities



2. Look at the sentences below about Maria, and write *skills, experience, personal qualities and* interest on the line to next statement.



I **am** a reliable and honest person  
qualities.....

....personal

I **enjoy** watching TV documentaries in my free time  
.....

I **have brought** up a family.  
.....

I **am able to** work on my own  
.....

I **can** speak four languages  
.....

I **like** keeping fit and going for long walks  
.....



### Grammar

When we talk about **experiences** we usually use the **present tense**.

When we talk about **skills** we usually use **can** or **be able to**.

When we talk about **personal qualities** we usually use **be**.

When we talk about **hobbies** and **interests** we use **like, enjoy** and **love**.



# CAREER COMPARISON WORK SHEET

READING WORKSHEET Can you find out what I am and write it in the box

I wear a white hat  
I feed people  
I work in a kitchen  
I cook

I wear a uniform  
I walk or cycle a lot  
I don't like dogs  
I deliver mail

I go to college everyday  
I study to get qualifications  
I have to go to classes  
I arrive on time

I do charity work  
I do not get paid  
I help my community  
I gain skills

I work with scissors  
I work in a salon  
I wash, dry and brush  
I cut hair

I work outdoors  
I work with cement  
I wear a hard hat  
I build houses

Look at the jobs listed above and choose two you would be interested in.

Research website [nationalcareersservice.direct.gov.uk/job-profile](http://nationalcareersservice.direct.gov.uk/job-profile) average salary, qualifications and skills needed and name the local company.

<b>CAREER CHOICE</b>	1. ....	2.....
<b>Average Salary?</b>		
<b>Qualification required?</b>		
<b>Skills needed?</b>		
<b>Local Employers?</b>		





A1.6 Summative Assessment

Q & A on various Career Path



1. Using the internet, carry out a survey of career choices or job adverts that interest you.

Further Education [www.gov.uk/further-education](http://www.gov.uk/further-education) courses

Apprenticeship [www.getingogar.gov.uk](http://www.getingogar.gov.uk)

Career Education & Guidance Connexions [www.connectu2.co.uk](http://www.connectu2.co.uk)

Voluntary Service [www.royalvoluntaryservice.org.uk/volunteer](http://www.royalvoluntaryservice.org.uk/volunteer)

Higher Education [www.ucas/undergraduate](http://www.ucas/undergraduate)

2. Write you findings about the skills and qualities most often asked for by employers.

3. Come up with examples of situations when you have shown these qualities and skills





Lesson 6 Lesson Plan

<b>Theme: 5 CAREER CHOICES</b>	Level/code A1 Lesson A1.6	Date:	Time:
	DURATION:	Attendance today	
		Named Absences:	

**AIM:** Learners will identify an employment, training or education option for him/herself.

**OBJECTIVES (outcome):** Learners will be able to read various simple texts about employment, training or education opportunities and understand the main points of these. Learners will be able to ask questions of various expressions to find out more information.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction	Tutor demonstrates learning options that are available ie attend a college, start a course, of work-based learning, get a job or do voluntary work <a href="http://www.connexions-tw.co.uk/moving-forward-options-post-16">www.connexions-tw.co.uk/moving-forward-options-post-16</a>	Learners to list their strengths, and what jobs they think they would enjoy	Interactive Whiteboard Internet/Newspapers Activity worksheets Comparison sheet	Outcome grid of comparisons Q&A Observation Grammar
Text 1: Analysis skills	Comparison of resources; college/course/work/volunteering	Learners to complete an exercise in distinguishing skills versus qualities in an example list of job seeking.  Complete grid		





Grammar	Introduce grammar	Word order in simple sentences Modal: would like/can/must Simple adverbs of time		
Text 2: Reading comprehension	Completion of comparison grid using grammar points	Complete exercises and grid		
Writing skills	Tutor to lead question and answer	Learners to write key questions linked to comparison grid to ask others in group		
Review (Feedback and homework)	Tutor to lead Q&A	Group work Q&A on their how they feel about each route that could be taken as career.		
EDI	Equality: Ensure equality of access and opportunity for all students. Diversity: Ensure teaching and materials respect race, gender, disability, sexual orientation, age and religion/beliefs of all learners. Value differences of students. Inclusion: Remove barriers to learning – total communication used. Soft furnishings promote the use of residual hearing. Students are positioned to see both the tutor and each other.			



A1 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Follow a short narrative	✓		
	Recognize different purposes	✓	Compose simple text to communicate ideas	
	Read simple sentences	✓	Construct simple sentences	✓
	Identify punctuation/capitalization	✓	Punctuate	✓
	Know sight vocabulary	✓	Use capitals	✓
	Possess simple words/sounds	✓	Sequence letters/digits correctly	✓
	Recognize letter sequence	✓	Spell familiar words correctly	✓
	<b>Word bank</b>	<b>Grammar opportunities</b>		



	Applicant Duties Knowledge Qualities Skills Honesty Ability to work with others Eager and willing to do further training Flexible Positive Attitude	The student will:- Understand and use basic word order in simple statements, subject/verb/objects. Use I, she, he Use prepositional phrases – at the station Ask and respond to questions with basic expression Understand regular and common noun/noun phrases Know verb phrases and time markers Use simple adjectives, adverbs and sentence connectives
	<b>Language features (suggestions for your language)</b>	
	Comparisons of career may be time/manner/place for descriptions You must have knowledge of your chosen subject. I would like a job/I would like to volunteer. The job is great/The man is positive	



## Lesson 4 Solutions

### A1.4 Worksheet 2: Reading and understanding job advert

#### Answers

The waiter job is full- time

( ) Yes

(✓) No



The cleaner job is part-time

( ) Yes

(✓) No



The delivery driver job is full time

(✓) Yes

( ) No



Tick the part-time jobs

(✓) cleaner

( ) delivery driver

(✓) waiter



Worksheet 3: Reading and understanding job adverts

Answer sheet

**The salary for the cleaner job is**

...£6.75.....

(£8.50/ £6.75/ £7.20 – 60)

**Which job pays £6.90 per hour?**

- ( ) cleaner
- ( ) delivery driver
- (✓) waiter

**Do you need experience for the waiter job?**

- (✓) Yes
- ( ) No

**Do you need experience for the delivery driver job?**

- ( ) Yes
- (✓) No

**The cleaner job advert says “Experience preferred”. What does that mean?**

**they want you to have experience if possible.** (they want you to have experience, if possible/you don't need experience)

**How do you apply for the delivery driver job?**

- ( ) text or ring 01389 483761
- (✓) text or ring 024 7910 3694 and ask for an application form
- ( ) Send an email to terry@uknandos.com

**Which job ask you to send an email to apply?**

**Waiter** \_\_\_\_\_ (waiter/cleaner/delivery driver)





**A1.4 JOBS AND WORK**

**COMPLETE 6 SENTENCES  
WITH THE WORDS ON THE  
LEFT**

**Jobs and  
Workplaces**



**H** hire

**C** cashier

**J** job interview

**S** salary

**P** photographer

**W** work experience

1. I work in a store. When people want to buy something they give me money. I am a cashier
2. I am looking for a job with a high salary. I want to make a lot of money.
3. Last week I had a job interview.  
A man asked me a lot of questions, and later the company hired me!
4. I want to find a job, but I don't have any work experience, I've never worked before.
5. I love my job! I use my camera to take pictures of lots of interesting things. I am a photographer
6. My company wants to hire new workers





### A1.4 Worksheet 4 : Can you remember key words on Job Advertisements

#### Gap Fill Exercise

*Part-time*

*Application form*

*CV*

*Curriculum vitae*

*Salary*

*Work Experience*

*Full - time*

The money you get for working is a salary

A job for the whole week (5 days or 40 hours) is full-time

Work before now is known as work experience

Which form do you fill in when replying to a job advertisement, it is an application form

What else can you forward to a company when replying to an advert, you can email your CV (curriculum vitae)







### A1.4 Summative Assessment JOB WORD FRAGMENT

Find the correct pieces and put them together to form job related words. Learner to cut and stick before matching and sticking down.



Police	Firef	Journ	driver
Taxi	alist	Secr	Man
ighter	yer	etary	Law

Place your answers here

**Policeman**

---

**Firefighter**

---

**Journalist**

---

**Taxi driver**

---

**Secretary**

---

**Lawyer**

---



**Lesson 6 Solutions**

# CAREER COMPARISON WORK SHEET

**A1.6 READING WORKSHEET** Can you find out what I am and write it in the box

Answer Sheet

I wear a white hat  
I feed people  
I work in a kitchen  
I cook

I wear a uniform  
I walk or cycle a lot  
I don't like dogs  
I deliver mail

I go to college everyday  
I study to get qualifications  
I have to go to classes  
I arrive on time

I do charity work  
I do not get paid  
I help my community  
I gain skills

I work with scissors  
I work in a salon  
I wash, dry and brush  
I cut hair

I work outdoors  
I work with cement  
I wear a hard hat  
I build houses

Look at the jobs listed above and choose two you would be interested in.  
Research website [nationalcareersservice.direct.gov.uk/job-profile](http://nationalcareersservice.direct.gov.uk/job-profile) average salary, qualifications and skills needed and name the local company.

<b>CAREER CHOICE</b>	1. ....	2.....
<b>Average Salary?</b>		
<b>Qualification required?</b>		
<b>Skills needed?</b>		
<b>Local Employers?</b>		

