



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

A2



Erasmus+



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ugdymo centras**



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Reading Skills A2

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 A2

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



THEME 1: RELATIONSHIP

LEVEL: A2



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.



Summary of Text Theme 1

A2.1 Key word poster for safe on line dating

Examples of possible risks through video footage

Match images to key sentences

A2.2 Collection of homework sentence from A2.1

Check list for do's and don'ts when meeting someone new

Examples of good and bad meeting places

A2.3 Collection of homework/family relationship stories from A2.2

Sample text of parenting information

List of statements associated with the development of a child

A2.4 Discussion of paragraph done for homework in A2.3

Sample text of family tree and how circumstances can change

Sample text of family lifestyle with differences

A2.5 Identification of conflicts and problems within families

Match key events and understand problems

Understanding a story sequence of conflict within the family

A2.6 Collection of Homework/display posters done in A2.5

Internet sites linked with parenting changes during the last 100 years

Sample text of parenting in the 1800's to present day



Grammar Theme 1

A2.1 Word order in compound sentences

Example of risks through a news article

Questions linked to the text

A2.2 Understanding the use of modal verbs

Cloze exercise on good/bad meeting place

A2.3 Topic of verb forms and compound sentences

Recall of verb and tense form

A2.4 Noun, phrases and use of articles

Check knowledge of imperative and order

A2.5 Punctuation usage

Recall of compound sentences

A2.6 Adverbials and prepositional phrases

Common forms on verb + ing

Extra Text



Assessment Theme 1

A2.1 –A2.6 Questions & Answers/Observation/Video/Grammar worksheets

Formative

A2.1 Answer questions for when/what/how often

Independent compound sentence writing

A2.2 To be able to discuss good/bad meeting scenarios

Check comparisons and recall compound sentences

A2.3 Understanding statement associated with child development

Completion of verb and tense form

A2.4 Make a poster on family lifestyles and differences

To use key phrases to discuss new family relationship

A2.5 Recall of compound sentences within the conflict story

Compound sentences of own personal family problems

A2.6 Table of historical differences linked to parenting

List the negative parenting changes within the last 100 years



Summative

A2.1 Complete a poster highlighting the main risks and danger of online dating

Homework – Write compound sentence describing the importance of meeting for the first time in a public place

A2.2 Write sentences giving examples of your own family relationships

Homework - Proof read sentences and correct mistakes

A2.3 Make a collage of key sentence of what is needed to have a happy child

Homework- to write a paragraph of what is a good parent

A2.4 Check writing and grammar

Homework – To complete a step-family quiz

A2.5 Recall of compound sentences

Homework – Create a poster highlighting problems and how to resolve conflict within the family

A2.6 Check writing and structure through e- mail responses

Homework – Comments on famous people’s parenting skills



THEME 2: SPORT & LEISURE

LEVEL: A2



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.



Summary of Text Theme 2

A2.1 Sample text about leisure and sporting activities

Example of leisure text

Example of an interview with a Deaf role model within Sports

A2.2 Sample links and references to media text

Research internet sites for Sports and Health & Fitness

Illustrations on Health & Safety issues

A2.3 Collection of leaflets from A2.2

Examples of rules and regulation of various sporting activities

Match illustration to sporting regulations

A2.4 Internet reference links to buying tickets

Buying process sentence sequences

Understand the key features of a Presentation

A2.5 Delivery of their favourite Sports personality presentation

Peer group to read and understand key vocabulary

Selection of key text of various sports personalities

A2.6 Comprehension task relating to a sporting activity for the Deaf community

Example of a sports poster and a match report

Sport Noticeboard with main event details



Grammar Theme 2

A2.1 Word order and clauses linked with conjunction

Common verbs + ing form

A2.2 Use of conjunctions and when to use them

Modal usage and forms for Health

A2.3 Adverbs and imperatives

Dictionary work

A2.4 Punctuation worksheets

Key phrases and words used for Presentations

A2.5 Adjectives and understanding how to describe a person

A2.6 Comparison of adjectives

Use a dictionary

Extra Text



Assessment Theme 2

A2.1 –A2.6 Questions & Answers/Observation/Video/Grammar worksheets

Formative

A2.1 Read and understand a range of questions linking to interview techniques

To understand how to formulate interview questions

A2.2 Make sentences using sentence patterns and modal verbs

Produce short paragraphs of key facts of sport activity and health risks

A2.3 Learners analyse examples and complete sentence patterns

Correct format of sporting regulations

A2.4 Check understanding of key features used within a Presentation

Use of correct grammatical structures to present a Sports Personality

A2.5 Identification of key words and the correct way of doing a sporting activity

Completion of sport text exercises

A2.6 Answer simple questions based on the sports noticeboard

Understanding of type of text and layout



Summative

A2.1 Write a sample of interview questions using correct patterns

Homework – Make a list of questions relating to Leisure

A2.2 Short paragraphs within a leaflet layout of sporting activities

Homework – Proofread and check leaflet for errors

A2.3 Leisure activities as a set of rules using the imperative

Homework – Learn key words and spelling patterns

A2.4 Short paragraphs presenting their favourite sports personality

Homework – Develop Presentational skills

A2.5 Writing of instructions in correct order

Homework – Description of a sport personality

A2.6 Produce informative news article based upon sport

Homework – To proofread and check article for errors



THEME 3: MANAGING MONEY

LEVEL: A2



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.



Summary of Text Theme 3

A2.1. Text with key words/ phrases

Examples of various incomes from different people.

Reading comprehension from a deaf person's financial income

Example set of bill invoices and receipts

A2.2 Example text of someone on a budget and the advantages

Introduction of terms such as 'best buys'

Comprehension of branded products and supermarkets

A2.3 Example text of someone on a budget and their expenditure

Example budget plan

Dialogue on own budget plan

A2.4 Map with images of shops; selection of information

Example shopping trip of what goods are purchased

Reading comprehension of shops to goods; use of skim reading

A2.5 Key types of payments and images on flash cards

Instructions on using a cash machine

Video footage of a cash machine and how it functions

Example of a transaction made and how much is spent

Reading comprehension based upon insufficient funds

A2.6 Reading comprehensions of several transaction scenarios



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Key words/phrases of question and response

Observation of learners conducting a transaction

Incidental learning (observation) of reading signs and symbols

GRAMMAR THEME 3

A2.1 Interview technique of asking correct questions

Knowledge of key phrases and develop question from text

Question/answer sheet cloze exercise

A2.2 Use of determiners such as that/these/those

Plurals of products

Use of 'more than.../less than' when comparing products

Products and comparison of prices

A2.3 Simple words order of subject/verb from text

Use negative form – 'they don't..' to express what is happening

Products and comparison of prices

A2.4 Identify best buys and prices by using countable/quantities/some/a lot

Comparison through map of shops and using present tense to describe trip

Conjunction aide list

A2.5 Present tense – describe shopping trip using conjunctions

Use of can + verb (modals)

Use of prepositions of time and adverbials

A2.6 Use of prepositions of time and adverbials

Questioning understanding Wh words

Use modals within a question format: Can I?

ASSESSMENT THEME 3

A2.1-A2.6

Formative

A2.1- A2.6 Questions & Answer/Observation/Grammar worksheets

A2.1 Use of key words to develop own writing

Knowledge of varying incomes

A2.2 Knowledge of key brands and varying incomes

Comparison of goods by writing comparison sentences

A2.3 Observation of Role Play

Simple sentences of budget plans

Production of own plan

A2.4 Observation of Role Play

Completion of own route using, I am going..because..

A2.5 Identify key phrases when reading

Observation of role play

Completion of instructions correctly

A2.6 Incidental learning and role play observation

Summative

A2.1 Independent writing task and recognition of ABC ordering

Homework – comparison of two receipts of spending sign-writing

A2.2 Independent writing task and recognition of ABC ordering

Homework – Complete own record of what they have purchased

A2.3 Independent writing task and spellings check

Homework – Recall spellings of activities outside of class time

A2.4 Questioning and check understanding

Home work – spellings on key places to buy goods

A2.5 Check understanding of transaction phrases



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Homework – description of own shops and locality

A2.6 Written dialogue between student and producer of goods

Homework – Presentation of own dialogue written - sign

Homework Own writing



THEME 4: TRAVEL

LEVEL: A2



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.



Summary of Text Theme 4

A2.1. Travel news website addresses

Examples of various travel information taken from websites

Key word poster of travel words and phrases

Example of how to use description for object and places

A2.2 Internet platforms for varying travel information sites

Scenario of travelling to a hotel and dialogue of reception

Text relating to different opinions: key vocabulary

A2.3 Climatic zones of Europe on map

Keyword poster on areas of Europe and information on geography

Text on health information when travelling abroad

A2.4 Use of internet sites to book flight, hotel and other travel needs

Screen shot of step by step information of booking

Tourist information leaflets leading to role play

A2.5 Example scenario of role play and giving opinions of country

Examples of sentences with complaints when travelling

Reading comprehensions of complaints: good and bad practice

Reading comprehension based upon travel refunds

A2.6 Continents of the world from map

Discussion of food and beverages



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Seven continent game of matching words to images

Cloze exercise of person/country and continent



GRAMMAR THEME 4

A2.1 Knowledge of key phrases and develop question from text

Use of conditional tense: if travelling, you must...

Use of adjectives and correct word order

A2.2 Understand how to express needs and wishes

Use of formal address and language

A2.3 Comparisons and obtaining information from texts

Understand key words and phrases

Use of superlative and comparative

A2.4 Use of imperative verbs

Ordering of instructions and sequencing events

A2.5 Recognition of basic pronouns

Use of short and simple sentences

Understanding of suffixes to key words

A2.6 Use of commas within separate listings



ASSESSMENT THEME4

Formative

A2.1- A2.6 Questions & Answer/Observation/Grammar worksheets

A2.1 Match images with correct description/ complete crossword

Written words/phrases linked to hometown

A2.2 Knowledge of key words and phrases for travel and opinion

Written email to a hotel about own wishes

A2.3 Summary of key facts of country and answers to questions

Comparison of countries and use of correct sentence structures

A2.4 Correct ordering of step by step instructions to book hotel

Role play requesting and understanding information

A2.5 identify key phrases when reading and conduct a role play

Observation of role play

Observation of use of sentence structures

A2.6 Observation of game completion

Completion of cloze exercise

Summative

A2.1 Independent writing task of object description

Homework – Description of two people and objects

A2.2 Independent writing task and recognition of ABC ordering

Homework – Communication of email requests to peer

A2.3 Independent writing task of comparisons

Homework – brief synopsis of what to consider when travelling

A2.4 Independent writing of instructions on how to make a booking

Home work – research area that may provide sign support visits

A2.5 Independent writing of a complaint to an airline

Homework – Complete grammar exercises



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A2.6 Written task of using key words from cloze exercise to form sentence
Homework – Questions to peers of his/her country



THEME 5: CAREER CHOICES

LEVEL: A2



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.



Summary of Text Theme 5

A2.1. Key word poster of personality and skills

Examples of skills of individuals

List of skills presented on a Curriculum Vitae

Where am I now worksheet

A2.2 Key word poster of careers and main life choices

Articles about information and advice on careers

Reading comprehension questions and cloze exercise

A2.3 Keyword poster on career areas and jobs

Examples of specific roles of Deaf role model

Demonstration of information and advice sites for careers

A2.4 Discussion of flowchart of career choices and SMART decisions

Examples of target settings and small steps

Examples of action plans and evidence to show an outcome

A2.5 Discussion of career advisor role and website for information

Sample discussion of career advice

Quiz of careers and routes optional

A2.6 Discussion of job searching and explanation

Collection of job advertisements



GRAMMAR THEME 5

A2.1 Knowledge of key phrases and develop question from text

Use of Wh questions and comparatives

Use of correct word order and and/but

A2.2 Understand how to express their career choices

Use of simple present, past and future tense

A2.3 Use of key phrases and nouns

Use of ..there was/were/there is going to be

A2.4 Use of adverb and prepositional phrases

Dictionary work for key words

A2.5 Modals and forms with similar meanings

Use of verb forms and time markers

A2.6 Use of clauses joined with conjunctions and common verbs

A range of punctuation

ASSESSMENT THEME5

Formative

A2.1- A2.6 Questions & Answer/Observation/Grammar worksheets

A2.1 Read and understand skills and answer questions

Identification of one skill for their own curriculum vitae

A2.2 read and understand skills and answer questions

Own research of own career wishes

A2.3 Reading and understanding of adverbs and sequences in time

Completion of 4 step career planning process to set own goals

A2.4 Discussion of flowchart and review of own targets

Completion of own SMART targets

A2.5 research advice website and create list of questions to ask

Completion of quiz

A2.6 identification of potential jobs from research

Understanding advertisement features and list key points

Summative

A2.1 Completion of Where am I now worksheet

Homework – Own personal profile

A2.2 Writing about their education and job for their future

Homework – display a list of related family profiles

A2.3 Guided writing task of strengths and abilities

Homework – draw a flowchart of their chosen route

A2.4 Independent writing of action plan

Home work – list of risks that may stop career choices

A2.5 Guided writing of a draft email with lists of questions

Homework – Complete email and highlight key topics

A2.6 Written task of describing route and giving explanation

Homework – completion of job description and match



A2 - Relationships Lesson Plans

Theme: 1 Relationships	Level/code A2 Lesson A2.1	Date:	Time:	
	DURATION: 80 Minutes	Attendance today		
		Named Absences:		
<p>AIM: Learners will be gain knowledge and understanding how to carry out online dating in a safe and sound way.</p> <p>OBJECTIVES (outcome): All learners will be able to read, understand a text of specialist language referring to relationships. All learners will be able to write compound sentences giving reasoning as to the risks and dangers involved and how to prevent these.</p>				
CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction Safe online dating	Tutor to introduce topic of relationships and how, in the current day, people build up relationships.	Group discussion on dating and relationships. Know key words and vocabulary.	Smartboard Internet(video clips) Activity worksheets	Q&A Observation Completion of tasks
Text 1: Analysis skills	Tutor demonstrates how to keep safe and how to take precautions when using an online dating service . Give an example of a possible risk and statements regarding this. (possible video clip to show)	Group discussion on what the risks and dangers are with online dating. Match exercise on images to key sentences		



Grammar	Introduce topic sentences	Learners to look at word order in compound sentences using and/but/because + verb-subject		
Text 2: Reading comprehension	Tutor to give an example of the risks through news article or discussion point	Read text and answer the question words for when/what time/how often etc		
Writing skills	Recall compound sentences for writing	Learners to complete a poster highlighting the main risks and dangers of online dating		
Review (Feedback and homework)	Check work and review	<i>Homework</i> Learners to describe why it is important when meeting someone for the first time to meet in a public place using compound sentences		



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>
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A2 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Follow chronological/instructional text	✓	Record information; use simple compound sentences using but, and, as	✓
	Recognise different purposes and sources of info	✓	Use full stops & question marks	✓
	Read simple sentences and linking words: Next, then	✓	Use capitals and adjectives for proper nouns	✓
	Know common rules of punctuation; use commas to separate items	✓	Develop letter patterns to aid spellings	
	Use phonic graphic knowledge	✓	Produce legible text letter format/size	
	Read words personal info & use illustrations			
	Sequence words and use dictionary			



	Word bank	Grammar opportunities
	<p><i>Online dating risks and dangers</i></p> <p>Keep chats restricted to the website or app</p> <p>Block anyone suspicious</p> <p>Take time to get to know someone before meeting</p> <p>Ask a friend for advice and their opinion</p> <p>Research someone you meet online</p> <p>Use Google images to check whether the photos online belong to the person and not someone else</p> <p>Check social media sites</p> <p>Don't give out your personal information</p>	<p>The student will:-</p> <p>understand and use basic word order in compound statement. Subject/verb/objects+ and/but+subject-verb-object</p> <p>Use prepositional phrases there was/were</p> <p>Ask and respond to questions with comparisons</p> <p>Understand simple noun phrases, objective and reflexive pronouns</p> <p>Know simple present and past tense and, modal forms (possible, probably, perhaps</p> <p>Use adjectives order, adverbs including sequence and sentence connectives</p>
	Language features (suggestions for your language)	



		<p>The woman met the man inside the café <u>because</u> it was a public place.</p> <p>It is important to check photographs are real <u>and</u> do not give out personal information.</p>		
Theme: 1 Relationships	Level/code A2 Lesson A2.2	Date:	Time:	
	DURATION: 80 Minutes	Attendance today		
	Named Absences:			
<p>AIM: Learners will be gain knowledge and understanding how to break the ice and get to know someone a first date</p> <p>OBJECTIVES (outcome): Learners will be able to order a checklist of do/don'ts for meeting someone new and use adverbs to give sequence. They will be able to use must/should accurately. They will be able to plan and draft a brief paragraph of a story that can be used as a dialogue.</p>				
CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction New relationship	Tutor led discussion how to build a new relationships	<p>Recall description of meeting someone and the dangers – link to homeowrk from previous.</p> <p>Learners to identify the best place to meet someone for the first time</p>	<p>Smartboard</p> <p>Internet</p> <p>Activity worksheets</p> <p>Cloze exercise</p>	<p>Q&A</p> <p>Observation</p> <p>Completion of work</p>



Text 1: Analysis skills	Introduce checklist of before dating. Dos/don't's in random order.	Learners to describe what they should know before dating someone new? Read and understand and use of modal verbs – completing of the best checklist.		
Grammar	Grammar point of modals/discourse/adjectives.	Use of modal verbs must/should/couldn't Adverbs to indicate sequence; first,finally Comparative, regular and common irregular forms of adjectives		



Text 2: Reading comprehension	Tutor suggests setting a time limit on your date beforehand this can help you and your date relax and open up and why it is good to have a way out if the date is not going well. Introduce a good meeting/bad meeting scenario text.	Learners to read and understand the good/bad meeting and discuss why. They will be able to make comparisons and complete a simple cloze exercise on this.		
Writing skills	Check comparisons and recall compound sentences for homework.	<i>Homework</i> You want the other person to get to know the real you, write a funny story about your family or siblings and your relationship with them that you can share on a first date. Draft writing		
Review (Feedback and homework)		Write draft into best or even type this onto computer		
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.				



A2 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Follow chronological/instructional text	✓	Record information; use simple compound sentences using but, and, as	✓
	Recognise different purposes and sources of info		Use full stops & question marks	✓
	Read simple sentences and linking words: Next, then	✓	Use capitals and adjectives for proper nouns	✓
	Know common rules of punctuation; use commas to separate items		Develop letter patterns to aid spellings	✓
	Use phonic graphic knowledge	✓	Produce legible text letter format/size	✓
	Read words personal info & use illustrations	✓		
	Sequence words and use dictionary	✓		
	Word bank		Grammar opportunities	



	<p><i>Possible questions to ask before you date someone</i></p> <p>Their current relationships with their exes</p> <p>Their short term plans for the future</p> <p>Their day to day schedule</p> <p>Their views on the things that matter to you</p> <p>Their relationship with their family</p> <p><i>How to get to know someone on the first date</i></p> <p>Meet somewhere comfortable for both of you i.e</p> <p>Communicate with a friend to let someone know where you are</p> <p>Quiet bar, out of the way coffee shop, visiting a museum, walk round a nearby park</p> <p>Keep the date short and sweet (quick date)</p> <p>Break the ice with Small talk</p> <p>Build up trust</p> <p>Ask the right kinds of questions</p> <p>Compliments</p> <p>Ask them for a very small favor i.e you are having a hard time deciding what drink or what to eat</p>	<p>The student will:-</p> <p>understand and use basic word order in compound statement. Subject/verb/objects+ and/but+subject-verb-object</p> <p>Use prepositional phrases there was/were</p> <p>Ask and respond to questions with comparisons</p> <p>Understand simple noun phrases, objective and reflexive pronouns</p> <p>Know simple present and past tense and, modal forms (possible, probably, perhaps</p> <p>Use adjectives order, adverbs including sequence and sentence connectives</p>
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	<p>Avoid awkward silences</p> <p>Keep your focus on each other</p> <p>Don't go home with someone on your first date</p> <p>Don't be afraid to just get up and leave</p>	
	Language features (suggestions for your language)	
	<p><u>Firstly</u>, communicate to a friend to let you know where you are.</p> <p><u>Secondly</u>, meet somewhere comfortable <u>possibly</u> you know</p> <p>You <u>shouldn't</u> meet in a lonely place.</p>	



Theme: 1 Relationships	Level/code A2 Lesson A2.3	Date:	Time:
	DURATION: 80 Minutes	Attendance today	
		Named Absences:	

AIM: Learners will examine “what good parenting is” they will be able to outline the qualities and skills associated with good parenting

OBJECTIVES (outcome): Learners will be able access unfamiliar text on parenting and use reference tools to aide understanding. They will be able to understand main points of text and relate to the key headings of parenting and how a child must feel in a relationship. All learners will be able to write a paragraph using compound sentences correctly.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction Parenting	Recall previous session and discuss the final stories	Share own funny stories about a meeting for a date.	Internet Parenting Magazines Worksheet (s)	Q&A Observation Completion of tasks
Text 1: Analysis skills	Tutor to give examples of sources of information on parenting. Use article from magazine to discuss main points	Where do we learn about parenting and the special relationship they have with their children. Recognise different sources and use a dictionary to understand new words.		



Grammar	Topic of verb forms Compound sentences	Simple present Simple past Future time Clauses joined with conjunctions		
Text 2: Reading comprehension	Tutor led discussion on parenting, the process of supporting the physical, emotional, social and intellectual development of a child from infancy to adulthood – give key information	Learners to group statements according to emotional, physical, social and intellectual development.		
Writing skills	Recall verb and tense form	Learners to make a collage of what is needed to make a happy and healthy child		
Review (Feedback and homework)	Check collage and feedback – clarify homework	Homework Learners to describe what makes a good parent in the form of a paragraph using compound 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>			
A2 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Follow chronological/instructional text	✓	Record information; use simple compound sentences using but, and, as	✓
	Recognise different purposes and sources of info	✓	Use full stops & question marks	✓
	Read simple sentences and linking words: Next, then		Use capitals and adjectives for proper nouns	✓
	Know common rules of punctuation; use commas to separate items		Develop letter patterns to aid spellings	✓
	Use phonic graphic knowledge	✓	Produce legible text letter format/size	✓
	Read words personal info & use illustrations	✓		



	Sequence words and use dictionary	✓		
	Word bank	Grammar opportunities		
	<p>Love unconditionally</p> <p>Early childhood/Infancy</p> <p>Personal growth and development</p> <p>School Age/Adolescence</p> <p><i>What make a good parent</i></p> <p>Discipline</p> <p>Guidance</p> <p>Positive parenting – encourage good behavior through clear guidelines, rules and communication</p> <p>Rewarding</p> <p>Emotional needs</p> <p>Setting limits</p> <p>Educational needs</p> <p>Financial needs – clothing/home/</p> <p>Parenting styles – authoritarian, permissive,</p>	<p>The student will:-</p> <p>understand and use basic word order in compound statement. Subject/verb/objects+ and/but+subject-verb-object</p> <p>Use prepositional phrases there was/were</p> <p>Ask and respond to questions with comparisons</p> <p>Understand simple noun phrases, objective and reflexive pronouns</p> <p>Know simple present and past tense and, modal forms (possible, probably, perhaps</p> <p>Use adjectives order, adverbs including sequence and sentence connectives</p>		



	democratic , neglective Family dinner conversations Love and affection Relationship skills/stress management Autonomy and independence Positive role model Show affection Build good feelings about you and your child Hugs/Kisses/Tender touches	
	Language features (suggestions for your language)	
	There are many emotional needs of a child <u>and</u> a parent must care for this The child <u>did</u> not have enough clothing and <u>was neglected</u> The parents <u>were</u> good at discipline and their children <u>were well behaved</u>	



Theme: 1 Relationships	Level/code A2 Lesson A2.4	Date:	Time:	
	DURATION: 80 Minutes	Attendance today		
		Named Absences:		
<p>AIM: Learners will be gain knowledge and understanding of stepfamily dynamics and how to develop good stepfamily relationships</p> <p>OBJECTIVES (outcome) All learners will be able to find specific information from text to link to illustrations. Learners will be able to identify differences of family life and know how to write key phrases, using compound sentences and punctuation, to say what should be done to build relationships.</p>				
CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction Stepfamilies	Tutor led discussion on the many challenges faced by new stepfamilies and the step family cycle	Recall good parenting and their paragraph of work. Group discussion, learners to identify possible stepfamily problems	Internet Smartboard Activity worksheets Quiz Family tree cloze illustration	Q&A Observation Completion of tasks



Text 1: Analysis skills	Introduce text on step-family and the change of family tree circumstances	Learners to be able to understand new family tree and insert information into illustration		
Grammar	Noun phrases; use of articles Possessive pronouns	Complete exercises based on key grammar point. Know of imperative and order		
Text 2: Reading comprehension	Introduce text on family lifestyle with differences Discuss and explain task	Learners to read and understand the main issues involved – discuss as group – make a group poster on issues and how to resolve these.		
Writing skills	Check writing and grammar link today	Learners to list how the new blended family need to build their relationships using the key phrases from group discussion		



Review (Feedback and homework)	Clarify understanding	<i>Homework</i> Complete a stepfamily quiz		
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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>			
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A2 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Follow chronological/instructional text	✓	Record information; use simple compound sentences using but, and, as	✓
	Recognise different purposes and sources of info	✓	Use full stops & question marks	✓
	Read simple sentences and linking words: Next, then	✓	Use capitals and adjectives for proper nouns	✓
	Know common rules of punctuation; use commas to separate items		Develop letter patterns to aid spellings	✓
	Use phonic graphic knowledge	✓	Produce legible text letter format/size	✓



	Read words personal info & use illustrations	✓		
	Sequence words and use dictionary	✓		
	Word bank	Grammar opportunities		
	<p><i>Stepfamily cycle</i></p> <p>The Honeymoon Period</p> <p>Facing the reality</p> <p>Recognising the need for change</p> <p>Problems shared</p> <p>Working together</p> <p>Resolutions and acceptance</p> <p><i>Successful step-parenting</i></p> <p>Accept conflict is healthy and part of normal loving relationships</p> <p>Be honest and open</p> <p>Forge a relationship with stepchildren based on mutual trust</p>	<p>The student will:-</p> <p>understand and use basic word order in compound statement. Subject/verb/objects+ and/but+subject-verb-object</p> <p>Use prepositional phrases there was/were</p> <p>Ask and respond to questions with comparisons</p> <p>Understand simple noun phrases, objective and reflexive pronouns</p> <p>Know simple present and past tense and, modal forms (possible, probably, perhaps</p> <p>Use adjectives order, adverbs including sequence and sentence connectives</p>		



	<p>Don't try and rush things</p> <p>Be flexible, do things together</p> <p>Learn to communicate effectively</p> <p><i>How to build strong relationships</i></p> <p>Acknowledge differences</p> <p>Discuss their personal and family losses and changes</p> <p>Develop new decision making skills as a family</p> <p>Foster and strengthen new relationships between parents, stepparent and step children and stepsiblings</p> <p>Nurture original parent-child relationships</p>	
	Language features (suggestions for your language)	
	<p><u>His</u> father in the family is married to <u>his</u> step mum.</p> <p>The boy has <u>a</u> step-brother too.</p> <p>Please <u>take</u> time to resolve issues in the family.</p> <p><u>Listen</u> to others.</p>	



Theme: 1 Relationships	Level/code A2 Lesson A2.5	Date:	Time:
	DURATION: 80 Minutes	Attendance today	
		Named Absences:	

AIM: Learners will be able to gain knowledge and understanding of conflict within the family.

OBJECTIVES (outcome): All learners to complete a match of events that may happen and the consequences. They will be able to read key statements and use these as scaffold to create own ending of a story of a conflict. They will be able to use correct compound sentences and punctuation throughout.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction Dealing with conflict	Tutor led discussion what are the potential conflicts in a family. Conflicts are a part of family life. Everyone does not get along all the time.	Recall statements from resolving problems with step families. Learners to identify and write what are the most problematic issues in a family	Worksheets – events/consequences of problems Worksheets Texts - conflict	Q&A Observation Final ending of story (independently done)



Text 1: Analysis skills	Problems that may happen as a result of events sheets	Learners to match key events to results and understand the problems		
Grammar	Introduce topic	Punctuation variety of use.		
Text 2: Reading comprehension	Example of an older child and the conflict he/she may have and why. Sequence of story given intermidentally	Learner to address issue and discuss possible solution – read each part of story and create own ending		
Writing skills	Check recall of compound sentences	Learners to describe some of their own personal problems within the family (discreet as possible or invent)		



Review (Feedback and homework)	Check and feedback – clarify work for home	Homework Complete a poster on the problems (maybe highlight one) and how to resolve family conflict(s)		
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>			
A2 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Follow chronological/instructional text	✓	Record information; use simple compound sentences using but, and, as	✓
	Recognise different purposes and sources of info	✓	Use full stops & question marks	✓
	Read simple sentences and linking words: Next, then	✓	Use capitals and adjectives for proper nouns	✓
	Know common rules of punctuation; use commas to separate items	✓	Develop letter patterns to aid spellings	✓



	Use phonic graphic knowledge	✓	Produce legible text letter format/size	✓
	Read words personal info & use illustrations	✓		
	Sequence words and use dictionary	✓		
	Word bank		Grammar opportunities	
	<p><i>What are the issue in the family</i></p> <p>Illness/Disability/addiction</p> <p>Job loss/School problems/Marital issues</p> <p><i>Common family problems</i></p> <p>Communication breakdown</p> <p>Lack of discipline</p> <p>Lack of respect</p> <p>Parenting concerns</p> <p>Adjustment to divorces</p> <p>Arguments</p> <p>Angry outburst/avoidance</p>		<p>The student will:-</p> <p>understand and use basic word order in compound statement. Subject/verb/objects+ and/but+subject-verb-object</p> <p>Use prepositional phrases there was/were</p> <p>Ask and respond to questions with comparisons</p> <p>Understand simple noun phrases, objective and reflexive pronouns</p> <p>Know simple present and past tense and, modal forms (possible, probably, perhaps)</p> <p>Use adjectives order, adverbs including sequence and sentence connectives</p>	



	<p>Physical conflict</p> <p><i>How to resolve Family problems</i></p> <p>Figure out what exactly the issue is</p> <p>Try to reconcile – not to win</p> <p>Talk to the rest of the family but make sure they do not get involved</p> <p>Be honest and respectful</p> <p>Control your emotions and behavior</p> <p>Be aware of and respectful of differences</p> <p>Pay attention to feeling being expressed</p>	
	Language features (suggestions for your language)	
	<p>Use of comma within lists/added information</p> <p>‘When I was growing up, I always had fights with my older brother. He had a different father to me and did not like to have a brother and to share his father. My father had died. It was difficult but when we got older we controlled our emotions better.’</p>	



Theme: 1 Relationships	Level/code A2 Lesson A2.6	Date:	Time:
	DURATION: 80 Minutes	Attendance today	
		Named Absences:	

AIM: Learners will understand and make comparison how parenting has changed throughout the ages

OBJECTIVES (outcome): All learners will be able to use comparisons when reading texts about present day and past parenting. They will complete a comparison table and list the negative changes that may have occurred through to the present day. They will be able to use phrases of time and place with ease.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction Parenting discussions	Tutor led discussion do you think parenting has changed through the ages?	Feedback on homework and how they managed the varying conflicts as a display Discuss the ways relationships have changed – group poster	<i>Internet</i> <i>Poster</i> <i>Worksheets</i> <i>Texts – everyday lifestyle</i> <i>Grammar sheets</i>	Q&A Observation Completion of all tasks



Text 1: Analysis skills	Research on the internet regarding this – assist with webiste and links	Learners to identify and describe six positive changes within the last 100 years.		
Grammar	Introduce topic	Adverbials and prepositional phrases to describe time/place. Common forms of verb + ing		
Text 2: Reading comprehension	Introduce text to now and a typical parenting example	Read and compare the differences to a Victorian lady to present situation. What would be different – complete table of differences		
Writing skills	Check writing style and structure	Learners to list the negative changes within the last 100 years		



Review (Feedback and homework)	Final session – ask for learners to respond via email	<i>Homework</i> What do you think of the parenting skills of famous people ie Kim Kardashian and Kanye West or Brad Pitt and Angela Jolie (or choose your own)		
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>			
A2 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Follow chronological/instructional text	✓	Record information; use simple compound sentences using but, and, as	✓
	Recognise different purposes and sources of info	✓	Use full stops & question marks	✓
	Read simple sentences and linking words: Next, then	✓	Use capitals and adjectives for proper nouns	✓
	Know common rules of punctuation; use commas to separate items	✓	Develop letter patterns to aid spellings	✓



	Use phonic graphic knowledge	✓	Produce legible text letter format/size	✓
	Read words personal info & use illustrations	✓		
	Sequence words and use dictionary	✓		
	Word bank		Grammar opportunities	
	<p><i>Positive changes</i></p> <p>Larger families to smaller families</p> <p>Technological changes – household appliances (microwave , washing machine and dishwasher)</p> <p>Convenience of Food and Transport</p> <p>Access to lots of parenting resources</p> <p>Easier access to Healthcare</p> <p>Healthcare advances such as vaccinations, antibiotics etc</p> <p>More emphasis on kid’s emotional needs</p> <p><i>Negative changes</i></p> <p>Culturally , less respect for elders</p>		<p>The student will:-</p> <p>understand and use basic word order in compound statement. Subject/verb/objects+ and/but+subject-verb-object</p> <p>Use prepositional phrases there was/were</p> <p>Ask and respond to questions with comparisons</p> <p>Understand simple noun phrases, objective and reflexive pronouns</p> <p>Know simple present and past tense and, modal forms (possible, probably, perhaps)</p> <p>Use adjectives order, adverbs including sequence and sentence connectives</p>	



	<p>Less focus on developing resilience in children</p> <p>Over-protection and sheltering of children</p> <p>More working mothers</p> <p>Over-emphasis on making children happy</p> <p>Lack of discipline</p> <p><i>Extreme shifts</i></p> <p>Shift of focus from family duty to self-esteem</p> <p>Large families to only children</p> <p>Forced independence to dependence through early childhood</p>	
	Language features (suggestions for your language)	
	<p>In the <u>past</u>, there were larger families and less working mothers.</p> <p><u>Now</u>, we can see more working mothers and <u>sometimes</u> the father may work</p>	



A2 – Sports and Leisure Lesson Plans

Theme: LEISURE AND SPORT	Level/code A2 Lesson A2.1	Date:	Time:	
	DURATION: 80 Minutes	Attendance today		
		Named Absences:		
<p>AIM: Learners will be able to read and understand short simple text related to Leisure, Hobbies and Sport</p> <p>OBJECTIVES (outcome): Learners will be able to ask and give information and they will be able to create a short paragraph of questions related to Leisure and Sport from reading and understanding key vocabulary.</p>				
CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction A2.1 Leisure and sport	Tutor gives texts about possible leisure and sporting activities with friends.	Discuss leisure- what is it? Group work for a range of activities	Media Text about leisure and sport activities with friends Tasks Questionnaire	Answer the questions Tasks Worksheet



Text 1: Analysis skills	Tutor to ask question which help learners to understand the texts.	Learners to read the text, answer questions and complete tasks.		
Grammar	Tutor explains grammar of 2.1; gives sentence patterns. Word order and clauses linked with conjunctions. Common verbs +ing form Verb+ infinitive.	Understand key grammar points and complete tasks		
Text 2: Reading comprehension	Interview style of deaf role model	Read and understand a range of questions linking to interview techniques for finding out information. Read and understand		
Writing skills	Tutor gives out a writing plan with the questions give questions patterns.	Learners write about the leisure using questions and patterns given		



Review (Feedback and homework)		Make a list of questions related to leisure		
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>			
A2 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Follow chronological/instructional text	✓	Record information; use simple compound sentences using but, and, as	
	Recognise different purposes and sources of info	✓	Use full stops & question marks	✓
	Read simple sentences and linking words: Next, then		Use capitals and adjectives for proper nouns	✓
	Know common rules of punctuation; use commas to separate items	✓	Develop letter patterns to aid spellings	✓
	Use phonic graphic knowledge	✓	Produce legible text letter format/size	
	Read words personal info & use illustrations	✓		



	Sequence words and use dictionary			
	Word bank		Grammar opportunities	
	Leisure activities with friends; Go to a bar Go dancing at a club Have dinner in a restaurant Play a sport Sit down and talk Have a barbecue Contact friends by using a social networking site Hang out with friends Sporting Activities Sports Personalities Frequency (once a week)		The student will:- understand and use basic word order in compound statement. Subject/verb/objects+ and/but+subject-verb-object Use prepositional phrases there was/were Ask and respond to questions with comparisons Understand simple noun phrases, objective and reflexive pronouns Know simple present and past tense and, modal forms (possible, probably, perhaps Use adjectives order, adverbs including sequence and sentence connectives	
	Language features (suggestions for your language)			



	<p>The man is swimming and playing a sport</p> <p>The woman is dancing but is not meeting friends.</p> <p>What is favourite sport? Why do you like this?</p>
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Theme: LEISURE AND SPORT	Level/code A2	Date: Time:
	Lesson A2.2	Attendance today
	DURATION: 80 Minutes	Named Absences:

AIM: Learner will be able to understand simple media texts about Sport and will be able to identify and write about health and fitness issues.

OBJECTIVES (outcome): The learners will be able to understand sentences related to Sports and Leisure. They will be able to give information and be able to write a short text as a leaflet for others to read and understand.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction A2.2 Media text about Sport	Tutor introduces media texts about sport. Gives links/references to media text. Tutor gives tasks to understand text.	Learner to read the text. Group discussion and recall questions from homework previous	Media Texts/Internet References/Links to Deaf sport Tasks Illustrations	Research the internet and find the text Fill the table healthy leisure



			Sentence patterns	
Text 1: Analysis skills	Tutor advise website for research and select individual topics	Research the internet for information and interest about Sport.		
Grammar	Tutor explains grammar of 2.2 Give sentences patterns (with conjunction because) Discuss the situations	Question words; how, when how often etc to answer using reasoning of conjunctions. Modal and forms for health		
Text 2: Reading comprehension	Tutor introduces illustrations (health and safety issues related to Leisure and sport free time)	Learners give their opinion about the illustrations. Make sentences using patterns. Use modal sentences.		
Writing skills	Check and explain task	Learner to devise a short leaflet layout of key facts of chosen activity and health		



		risks		
Review (Feedback and homework)	Review progress	Complete leaflet		
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>			
A2 Check-List Objectives	Reading skills covered	<input checked="" type="checkbox"/>	Writing skills covered	<input checked="" type="checkbox"/>
	Follow chronological/instructional text	✓	Record information; use simple compound sentences using but, and, as	✓
	Recognise different purposes and sources of info	✓	Use full stops & question marks	✓
	Read simple sentences and linking words: Next, then	✓	Use capitals and adjectives for proper nouns	
	Know common rules of punctuation; use commas to separate items	✓	Develop letter patterns to aid spellings	



	Use phonic graphic knowledge		Produce legible text letter format/size	✓
	Read words personal info & use illustrations	✓		
	Sequence words and use dictionary			
	Word bank		Grammar opportunities	
	Words relating to Sporting Events GB Deaflympics – Tennis/Golf/Swimming/Athletics National Deaf Squash Championships Formula 1 - British Grand Prix Athletic World Championships Cricket Tests Six nations Rugby Union Vocabulary related to: Drug Addiction Drug abuse		The student will:- understand and use basic word order in compound statement. Subject/verb/object+ and/but+subject-verb-object Use prepositional phrases there was/were Ask and respond to questions with comparisons Understand simple noun phrases, objective and reflexive pronouns Know simple present and past tense and, modal forms (possible, probably, perhaps) Use adjectives order, adverbs including sequence	



	Alcoholism Harmful effects of Steroids	and sentence connectives
Language features (suggestions for your language)		
	How often do you play? I pay four times a week because it is an active sport. You mustn't play on your own.	



Theme: SPORTS AND LEISURE	Level/code A2.3	Date:	Time:
	Lesson A2.3	Attendance today	
	DURATION: 80 Minutes	Named Absences:	

AIM: The learners will be able to identify and easily understand the basic rules of various sports in a simple

OBJECTIVES (outcome): The learners will be able to understand sentences related to the rules of leisure and sport. They will be able to ask and give information about sports regulations and will be able to create a short informative text.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction A2.3 Sport Rules and Regulations	Tutor to give example of the rules of various sports.	Discuss flyer from previous and then instructions and imperative voice	Rules and regulations of selected Sports Illustrations Task sheets	Follow the rules Play the Game Explain the rules to a friend Write a message or postcard to a chose addressee
Text 1: Analysis skills	Tutor to explain how to match the rules/regulations and illustration	Learners read the sport rules, choose the right illustration to the regulations and will complete tasks.		



Grammar	Tutor explains grammar of 2.3 will demonstrate, give patterns.	Adverbs and prepositional phrases Imperative verbs Dictionary work		
Text 2: Reading comprehension	Tutor to give out tasks	Learners analyse examples, fill the patterns and complete grammar tasks		
Writing skills	Explain task	write about leisure as a set of rules using the above grammar points		
Review (Feedback and homework)	Check understanding	Learn key words and spelling patterns		
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.			



A2 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Follow chronological/instructional text	✓	Record information; use simple compound sentences using but, and, as	✓
	Recognise different purposes and sources of info	✓	Use full stops & question marks	✓
	Read simple sentences and linking words: Next, then	✓	Use capitals and adjectives for proper nouns	
	Know common rules of punctuation; use commas to separate items	✓	Develop letter patterns to aid spellings	✓
	Use phonic graphic knowledge		Produce legible text letter format/size	✓
	Read words personal info & use illustrations	✓		
	Sequence words and use dictionary	✓		
	Word bank	Grammar opportunities		



	<p>Dependent of selected Sports</p> <p>Importance of Sporting rules</p> <p>Equipment required</p> <p>Object of the game</p> <p>How many players</p> <p>Set positions</p> <p>Scoring/Points</p> <p>Time of game</p> <p>Substitutions</p> <p>Dimensions of the play area</p> <p>What is allowed and not allowed</p> <p>Rules of players</p> <p>Rules for coaches</p> <p>Rules for officials – Umpire/referee</p> <p>Injury prevention</p> <p>Drills practice</p> <p>Dribbling, passing, bouncing, hitting</p> <p>Physically fit</p>	<p>The student will:-</p> <p>understand and use basic word order in compound statement. Subject/verb/objects+ and/but+subject-verb-object</p> <p>Use prepositional phrases there was/were</p> <p>Ask and respond to questions with comparisons</p> <p>Understand simple noun phrases, objective and reflexive pronouns</p> <p>Know simple present and past tense and, modal forms (possible, probably, perhaps</p> <p>Use adjectives order, adverbs including sequence and sentence connectives</p>
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	Language features (suggestions for your language)
	<p>These are the rule: you must do.....you must not do.....</p> <p>Take the racket/put the ball on the ground</p> <p>Carefully/quickly/always check first</p>

Theme: SPORTS AND LEISURE	Level/code A2.4	Date: Time:		
	Lesson A2.4	Attendance today		
	DURATION: 80 Minutes	Named Absences:		
<p>AIM: The learners will gain knowledge and understanding of the process how to buy tickets online for a large Sporting Event</p> <p>OBJECTIVES (outcome): The learners will be able to write sentences how to buy tickets online for a Sporting Event, they will write about their favorite Sports person and develop this into a presentation using correct grammar structures.</p>				
CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction A2.4 Online tickets to a Sporting Event Favorite sportsperson	<p>Tutor to give internet reference/links www.ticketmaster.co.uk/section/sports where people can buy tickets to Sporting</p>	Learners analyse the ticket buying process	<p>Internet references/links Process of buying a ticket</p>	Observation of Ticket buying process to a sporting Event via the internet



	events.		Presentation examples	Presentation -Who is you favorite Sports Personality and why?
Text 1: Analysis skills	Tutor to explain the buy process, consult the learners	Learner will match sentences in sequence on how to buy a sporting Event ticket		
Grammar	Tutor explains grammar of 2.4 gives presentations patterns	Look at punctuation And words for personal use for presentation		



Text 2: Reading comprehension	Explains how to make a presentation	Watch a good presentation and understand the key features		
Writing skills	Explain	Learners will prepare a Presentation about his/her favorite Sports person		
Review (Feedback and homework)	Clarify task	Practice at home		
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>			
A2 Check-List Objectives	Reading skills covered	<input checked="" type="checkbox"/>	Writing skills covered	<input checked="" type="checkbox"/>
	Follow chronological/instructional text	<input checked="" type="checkbox"/>	Record information; use simple compound	<input checked="" type="checkbox"/>



			sentences using but, and, as	
	Recognise different purposes and sources of info	✓	Use full stops & question marks	✓
	Read simple sentences and linking words: Next, then	✓	Use capitals and adjectives for proper nouns	✓
	Know common rules of punctuation; use commas to separate items	✓	Develop letter patterns to aid spellings	✓
	Use phonic graphic knowledge		Produce legible text letter format/size	
	Read words personal info & use illustrations	✓		
	Sequence words and use dictionary	✓		
	Word bank		Grammar opportunities	



	<p>Sporting Events/Information</p> <p>Secure ticket authorities</p> <p>Selection of sporting event online (internet)</p> <p>Buy Ticket for your event, fast, simple and fun</p> <p>Search</p> <p>Location – City/Town</p> <p>Date/Month/Year</p> <p>Cost/Payment</p> <p>Print tickets</p> <p>Register</p> <p>Promotional code</p> <p>Additional offers/hospitality</p> <p>Sign In</p> <p>Helpline</p> <p>Contact number</p> <p>Who is you favorite Sports Personality and why?</p> <p>Achievements</p>	<p>The student will:-</p> <p>understand and use basic word order in compound statement. Subject/verb/objects+ and/but+subject-verb-object</p> <p>Use prepositional phrases there was/were</p> <p>Ask and respond to questions with comparisons</p> <p>Understand simple noun phrases, objective and reflexive pronouns</p> <p>Know simple present and past tense and, modal forms (possible, probably, perhaps</p> <p>Use adjectives order, adverbs including sequence and sentence connectives</p>
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	Language features (suggestions for your language)	
	Look at punctuation range and use of commas in texts Question/exclamation/commas/semi colons/apostrophe	



Theme: SPORTS AND LEISURE	Level/code A2.5	Date:	Time:
	Lesson A2.5	Attendance today	
	DURATION: 80 Minutes	Named Absences:	

AIM: The learners will be able to recognise and understand phrases and text about Leisure and Sport.

OBJECTIVES (outcome): The learners will be able to write sentences how to complete leisure and sport safely.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction A2.5 Leisure and Sport	Tutor discusses leisure and sports text/exercises.	To give presentation of their favorite sports personalities	Sports Text Activity sheets Using patterns check friends instructions	Correctly noted phrases Phrases group by theme



Text 1: Analysis skills	Give selection of key texts of various sports personalities	Learners note key phrases in the texts and will complete sport texts exercises.		
Grammar	Tutor explains grammar of 2.5 Tutor gives instructions patterns, sentence patterns, gives illustration	Adjectives and understanding how to describe a person or their qualities		
Text 2: Reading comprehension	A sport gone wrong!	Learners will identify key words on a selected sport how to undertake sport correctly.		
Writing skills	Text ,sport gone wrong`	Learners will write instructions, analysing previous instructions and make corrections		



Review (Feedback and homework)	Explain task	Describe someone		
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>			
A2 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Follow chronological/instructional text	✓	Record information; use simple compound sentences using but, and, as	✓
	Recognise different purposes and sources of info	✓	Use full stops & question marks	✓
	Read simple sentences and linking words: Next, then		Use capitals and adjectives for proper nouns	✓
	Know common rules of punctuation; use commas to separate items	✓	Develop letter patterns to aid spellings	✓
	Use phonic graphic knowledge	✓	Produce legible text letter format/size	✓
	Read words personal info & use illustrations	✓		



	Sequence words and use dictionary	✓		
	Word bank	Grammar opportunities		
	Words related how to take exercises Own word bank linked to their presentation Personality Hair colour/height/size Guidelines to play You should not/should Name of sports	The student will:- understand and use basic word order in compound statement. Subject/verb/objects+ and/but+subject-verb-object Use prepositional phrases there was/were Ask and respond to questions with comparisons Understand simple noun phrases, objective and reflexive pronouns Know simple present and past tense and, modal forms (possible, probably, perhaps Use adjectives order, adverbs including sequence and sentence connectives		
	Language features (suggestions for your language)			



	<p>Usain Bolt is a very skilled athlete. He is very tall, slim and from Jamiaca.</p> <p>You should always eat healthy</p> <p>You should never tackle anyone dangerously.</p>
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Theme: LEISURE AND SPORT	Level/code A2 Lesson A2.6 DURATION: 80 Minutes	Date: Time:
		Attendance today
		Named Absences:

AIM: Learners will be able to read and understand short simple text related to Deaf Sport

OBJECTIVES (outcome): Learners will be able to write a text with accurate punctuation and grammar with compound sentences, about Deaf Sport/News.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction A2.6 Deaf Sport	Tutor gives text, comprehension tasks to understand the text about Deaf Sport	Learners read the Text related to Deaf sport and complete tasks as a group	Deaf Sport Text Activity Worksheet Task Keywords	Complete Tasks correctly



			Poster of a Match report and Score line + pictures task Notice patterns and example.	Write text about completed Match.
Text 1: Analysis skills	Tutor demonstrates a Poster of a Match report and Score line + pictures.	Learners to analyse Poster, match report and score.		
Grammar	Tutor gives notice pattern and example Tutor explains grammar of 2.	Produce legible text and make comparisons with use of adjectives Use of dictionary		
Text 2: Reading comprehension	Introduce task	Analyse example notice. Answer simple questions based on text.		



Writing skills	Explain type of text and layout	Write a piece of text about the match according to the layout needed.		
Review (Feedback and homework)	Check understanding	Present own piece of text; report like newsreader.		
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>			
A2 Check-List Objectives	Reading skills covered	<input checked="" type="checkbox"/>	Writing skills covered	<input checked="" type="checkbox"/>
	Follow chronological/instructional text	<input checked="" type="checkbox"/>	Record information; use simple compound sentences using but, and, as	<input checked="" type="checkbox"/>
	Recognise different purposes and sources of info	<input checked="" type="checkbox"/>	Use full stops & question marks	
	Read simple sentences and linking words: Next, then	<input checked="" type="checkbox"/>	Use capitals and adjectives for proper nouns	<input checked="" type="checkbox"/>
	Know common rules of punctuation; use commas to separate items	<input checked="" type="checkbox"/>	Develop letter patterns to aid spellings	<input checked="" type="checkbox"/>



	Use phonic graphic knowledge	✓	Produce legible text letter format/size	✓
	Read words personal info & use illustrations	✓		
	Sequence words and use dictionary	✓		
	Word bank	Grammar opportunities		
	Possible Deaf Sport Vocabulary League Opponent Captain Amateur Field/Arena/Court Half-time Match draw Whistle Opponent Score	The student will:- understand and use basic word order in compound statement. Subject/verb/objects+ and/but+subject-verb-object Use prepositional phrases there was/were Ask and respond to questions with comparisons Understand simple noun phrases, objective and reflexive pronouns Know simple present and past tense and, modal forms (possible, probably, perhaps) Use adjectives order, adverbs including sequence and sentence connectives		



	<p>Skills</p> <p>Spectator</p> <p>Team mate</p> <p>Tournament/competition</p> <p>Referee</p> <p>Amateur</p> <p>Professional/Skills</p> <p>Media</p> <p>Win</p>	
	Language features (suggestions for your language)	
	<p>Both side play well. The blues played better. The referee was strict.</p> <p>The tournament was better this year than last year.</p>	



A2 – Managing Money Lesson Plans

Theme: MONEY	Level/code A2 Lesson A2.1	Date: _____ Time: _____		
	DURATION: 80MINS	Attendance today		
		Named Absences:		
<p>AIM: Students will be guided and supported to identify their weekly income for the family and themselves The learner will be able to identify expenditure items they need to spend money on.</p> <p>OBJECTIVES (outcome): All students will be able to use correct headings and labels to produce a weekly budget sheet. All students will identify key goods and through spelling awareness, know which a suitable items for their own budget.</p>				
CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction	Discussion of income, salary and wages and what may come from this.	Learner responds by feedback of their personal budget and express their current awareness	Board work discussion	Q and A Writing familiar words
Text 1: Analysis skills	Introduce some examples of various incomes of different people.	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 of deaf people and use of the key question phrases	Learners to read and answer questions linked to grammar point and identify the people's current financial situation.	Reading comprehension Use of bills and receipts to match and correspond to each person	Check answers given
Writing skills	Guided writing Independent writing	Learner to use list of vocabulary to build up a piece of writing about themselves.	List of words and template sheet My salary is.... I do not have a loan	Check written production (Formative Assessment 1) recognition of ABC
Review (Feedback and homework)	Check writing give task	learner to compare two exemplar receipts of spending	Receipts examples	From signing to writing and vice versa (Formative Assessment 2)



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>
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A2 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Follow chronological/instructional text	✓		
	Recognize different purposes and sources of information	✓	Construct simple sentences	✓
	Read simple sentences and linking words: next, then	✓	Record information; use simple compound sentences using but, and, as	
	Know common rules of punctuation; use commas to separate items.	✓	Use full stops & question marks	✓
	Use phonic graphic knowledge	✓	Use capitals for proper nouns, and adjectives	
	Read words personal info & use illustrations	✓	Develop letter patterns to aid spellings	✓
	Sequence words and use a dictionary		Produce legible text letter format/size	✓



	Word bank	Grammar opportunities
	<p>Working to earn money Salary/Wage</p> <p>Gross Pay/ Stoppages</p> <p>Take home pay Savings</p> <p>Borrowing Money Pocket money</p> <p>Gifts of money Benefits</p> <p>Pensions Student loan</p> <p>Wants and needs Paying bills</p> <p>Household expenses Understanding the numerical information on bills and receipts</p>	<p>The student will:</p> <ul style="list-style-type: none"> • Understand and use basic word order in compound statements. Subject/verb/objects +and/but +subject-verb-object • Use prepositional phrases there was/were • Ask and respond to questions with comparisons • Understand simple noun phrases, objective and reflexive pronouns • Know simple present and past tense and, modals forms (possibly, probably, perhaps • Use adjectives order, adverbs including sequence and sentence connectives
	Language features (suggestions for your language)	
	<p>What is the name.....? where do he work? (Various open question structures)</p> <p>He spends..... He has.....money left. He saves (subject+verb)</p> <p>Conjugation of first person +verb/2nd person</p>	



Theme: MONEY	Level/code A2 Lesson A2.2	Date:	Time:
	DURATION: 80MINS	Attendance today	
		Named Absences:	

AIM: The learner will understand how to compare prices for goods and services. The learners will be able to understand ways to deal with living on a limited budget.

OBJECTIVES (outcome): All students will be able to give noun phrases or adjectives for describing the advantages of budget planning. All students will identify through reading, terms such as 'best buys' 'loyalty cards' 'brands' and understand that reading information helps them save money.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction	Discussion of receipts from previous	Learner responds by feedback of their example receipt and the various key words used such as income, salary.	Board work discussion	Q and A Writing familiar words
Text 1: Analysis skills	Introduce an example of someone on a budget and the advantages	Learner to identify and noun phrases or adjectives to describe situation.	Text with key words/phrases from previous sessions. Introduction of terms such as best buys	Student recall observation



Grammar	Focus on reading key phrases Use determiners such as that/these/those Plurals More than...less than	Learner to know key phrases and how to develop description of product	Products and comparison of prices.	E-learning (Formative Assessment 3)
Text 2: Reading comprehension	Reading of branded products in a well know supermarket chain	Learners to read and identify key words on products brands. List key words and know ABC order	Reading comprehension	observation
Writing skills	Guided	Learner to use list of vocabulary and products info sheet to compare goods. These are more expensive....etc	List of words and template sheet Products info sheet	Check written production (Formative Assessment 1) recognition of ABC
Review (Feedback and homework)	Check writing	Learner to record a list of product they purchase and prices for discussion next.	Own record	From signing to writing and vice versa (Formative Assessment 2)
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>			



A2 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Follow chronological/instructional text	✓		
	Recognize different purposes and sources of information	✓	Compose simple text to communicate ideas	
	Read simple sentences and linking words: next, then	✓	Record information; use simple compound sentences using but, and, as	✓
	Know common rules of punctuation; use commas to separate items.	✓	Use full stops & question marks	✓
	Use phonic graphic knowledge	✓	Use capitals for proper nouns, and adjectives	✓
	Read words personal info & use illustrations	✓	Develop letter patterns to aid spellings	✓
	Sequence words and use a dictionary	✓	Produce legible text letter format/size	✓
	Word bank		Grammar opportunities	



	<p>What they want to spend their money on</p> <p>VAT Prioritising Spending</p> <p>Looking at how far a sum of money can go</p> <p>Debt Buying essentials</p> <p>Looking at costs of goods and services ie</p> <p>Best buys loyalty cards brands</p> <p>Descriptions of advantages (spend more on clothes /pocket money etc)</p>	<p>The student will:</p> <ul style="list-style-type: none">• Understand and use basic word order in compound statements. Subject/verb/objects +and/but +subject-verb-object• Use prepositional phrases there was/were• Ask and respond to questions with comparisons• Understand simple noun phrases, objective and reflexive pronouns• Know simple present and past tense and, modals forms (possibly, probably, perhaps• Use adjectives order, adverbs including sequence and sentence connectives
<p>Language features (suggestions for your language)</p>		
	<p>Use determiners such as that/these/those. These bread rolls are much more expensive than.....</p> <p>Plurals. A tomato/two tomatoes</p> <p>More that...less than</p>	



Theme: MONEY	Level/code A2 Lesson A2.3 DURATION: 80MINS	Date: _____ Time: _____
		Attendance today
		Named Absences:

AIM: The learner will be able to outline their personal spending in an average week. The learner will be able to produce a simple budget plan.

OBJECTIVES (outcome): All students will be able to draw a table showing their expenditure using correct headings. They will be able to give simple reasoning to what they think about their spending. They will use their knowledge of prior learning to a table showing savings and how they may be able to achieve this. They will use key phrases and spellings correctly.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction	Discussion of own product purchases	Learner responds by feedback of their example and give reasoning to how this could be an advantage. Recall of adjectives	Board work discussion	Q and A Writing familiar words
Text 1: Analysis skills	Introduce an example of someone's personal spending	Learner to identify key words and what this person does/doesn't do each week.	Text with key words/phrases	Student recall observation



Grammar	Simple word order of subject verb order from text. Use negative form – they don't....	Learner to know key phrases and how to express what is happening	Products and comparison of prices.	E-learning (Formative Assessment 3)
Text 2: Reading comprehension	Example of budget plan	Learners to read and discuss with others	Reading comprehension Discussion peers	Observation of role play
Writing skills	Guided	Complete example budget with simple sentences of they don't.... He buys..... Learner to use example to produce own budget plan.	Previous worksheets	Check written production (Formative Assessment 1)
Review (Feedback and homework)	Check writing spellings in class	Learner to recall spellings of other outside activities what a person may wish to do.	Spellings list	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>
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A2 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Follow chronological/instructional text	✓		
	Recognize different purposes and sources of information	✓	Compose simple text to communicate ideas	
	Read simple sentences and linking words: next, then	✓	Record information; use simple compound sentences using but, and, as	✓
	Know common rules of punctuation; use commas to separate items.	✓	Use full stops & question marks	✓
	Use phonic graphic knowledge	✓	Use capitals for proper nouns, and adjectives	✓
	Read words personal info & use illustrations	✓	Develop letter patterns to aid spellings	✓
	Sequence words and use a dictionary	✓	Spell familiar words correctly	✓



	Word bank	Grammar opportunities
	<p>What they want to spend their money on</p> <p>VAT Prioritising Spending</p> <p>Looking at how far a sum of money can go</p> <p>Debt Buying essentials</p> <p>Looking at costs of goods and services ie</p> <p>Best buys loyalty cards brands</p> <p>Descriptions of advantages (spend more on clothes /pocket money etc)</p> <p>Looking at costs of goods and services ie</p> <p>Leisure activities, mobile phone, cinema/evening out</p>	<p>The student will:</p> <ul style="list-style-type: none">• Understand and use basic word order in compound statements. Subject/verb/objects +and/but +subject-verb-object• Use prepositional phrases there was/were• Ask and respond to questions with comparisons• Understand simple noun phrases, objective and reflexive pronouns• Know simple present and past tense and, modals forms (possibly, probably, perhaps• Use adjectives order, adverbs including sequence and sentence connectives
	Language features (suggestions for your language)	



	<p>Simple word order of subject verb order from text.</p> <p>Adverbials The woman buys milk each week</p> <p>Use negative form – they don't.... The woman does not shop in another place.</p>
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Theme: MONEY	Level/code A2 Lesson A2.4	Date: Time:
	DURATION: 80MINS	Attendance today
		Named Absences:

AIM: The learner will be able to prepare for a shopping trip to buy items for daily living requirements. The learner will identify shops to be visited ie supermarket, grocers, bakers, butchers, chemist etc

OBJECTIVES (outcome): All students will be able to identify key names and spellings of familiar shops. All students will identify other places where products can be bought and use simple sentences to describe a visit to the shops using the present tense.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction	Discussion of social life and activities costings	Learner responds by feedback of their example. Understand goods and importance if on a budget.	Board work discussion	Q and A Writing familiar words



Text 1: Analysis skills	Example of a shopping trip	Learner to identify everyday goods within a group and use example to plan day out. What was wrong with the example plan (shop closed eg)	Map with images of shops; learner to select appropriate information. E-Learning (route)	Student recall observation
Grammar	Plurals Countable/uncountable Use determiners of quantities Use demonstratives some/alot Use present tense – describe a shopping trip with conjunctions	Learner to know key phrases and identify these when working out best buys and prices	Products and comparison of prices through map of shops Conjunction aide list	E-learning (Formative Assessment 3)
Text 2: Reading comprehension	Read and match (search task for each student)	Learners to read and match the appropriate shops with the good needed. Identify times of day shops are open and skim read information to find cost of products	Reading comprehension	Observation of role play
Writing skills	independent	Learner to complete own route of shopping trip by using I am going to.....because.....etc	Previous worksheets	Check written production (Formative Assessment 1)



Review (Feedback and homework)	Questioning	Complete spelling exercise on key places to buy goods	Spellings check	From signing to writing and vice versa (Formative Assessment 2)
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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>			
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A2 Check-List Objectives	Reading skills covered	<input checked="" type="checkbox"/>	Writing skills covered	<input checked="" type="checkbox"/>
	Follow chronological/instructional text	<input checked="" type="checkbox"/>		
	Recognize different purposes and sources of information	<input checked="" type="checkbox"/>	Compose simple text to communicate ideas	
	Read simple sentences and linking words: next, then	<input checked="" type="checkbox"/>	Record information; use simple compound sentences using but, and, as	<input checked="" type="checkbox"/>
	Know common rules of punctuation; use commas to separate items.	<input checked="" type="checkbox"/>	Use full stops & question marks	<input checked="" type="checkbox"/>
	Use phonic graphic knowledge	<input checked="" type="checkbox"/>	Use capitals for proper nouns, and adjectives	<input checked="" type="checkbox"/>
	Read words personal info & use illustrations	<input checked="" type="checkbox"/>	Develop letter patterns to aid spellings	<input checked="" type="checkbox"/>



	Sequence words and use a dictionary	✓	Produce legible text letter format/size	✓
	Word bank	Grammar opportunities		
	Comparing prices of different Brands Price offers Discounts Judging value for money Bargain shoppingLeisure activities, mobile phone, cinema/evening out Names of places and catagories – toiletries etc	The student will: <ul style="list-style-type: none">• Understand and use basic word order in compound statements. Subject/verb/objects +and/but +subject-verb-object• Use prepositional phrases there was/were• Ask and respond to questions with comparisons• Understand simple noun phrases, objective and reflexive pronouns• Know simple present and past tense and, modals forms (possibly, probably, perhaps• Use adjectives order, adverbs including sequence and sentence connectives		
	Language features (suggestions for your language)			



	<p>Plurals</p> <p>Countable/uncountable</p> <p>Use determiners of quantities Use demonstratives some/alot</p> <p>Use present tense – describe a shopping trip with conjunctions</p>
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Theme: MONEY	Level/code A2 Lesson A2.5	Date: Time:
	DURATION: 80MINS	Attendance today
		Named Absences:

AIM: The learner will know how to carry out simple transactions. In a given role, the learner will have sufficient money to pay for goods and services

OBJECTIVES (outcome): All students will be able to calculate simple expenditures based on prior knowledge of key words from their budget plan. All students will be able to read and understand the various steps needed to pay for an item and know the varying methods of payment.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction	Discussion of types of payment methods	Learner match up images with meaning	Board work discussion	Q and A Writing familiar words



Text 1: Analysis skills	Step by step instructions on transaction Example of transaction and spend	Learner to identify key words on video and put steps in order once viewed. To identify and work out budget for spend	Steps to order Video of cash machine Example comprehension	Student recall observation
Grammar	Use present tense – describe a shopping trip with conjunctions Imperatives/modal - Can+verb/ verb - Prepositions of time/adverbial	Learner to know key phrases and identify these when reading	worksheets	E-learning (Formative Assessment 3)
Text 2: Reading comprehension	Read exercise based on insufficient funds	Learners to read and highlight what the person may have done to overspend.	Reading comprehension	Observation of role play
Writing skills	independent	Learner to complete step by step instructions on making a transaction. Use of grammar points	Previous worksheets	Check written production (Formative Assessment 1)



Review (Feedback and homework)	Check understanding	Description of own local shops and use prepositions to describe location and what they sell.	Writing location	From signing to writing and vice versa (Formative Assessment 2)
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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>			
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A2 Check-List Objectives	Reading skills covered	<input checked="" type="checkbox"/>	Writing skills covered	<input checked="" type="checkbox"/>
	Follow chronological/instructional text	<input checked="" type="checkbox"/>		
	Recognize different purposes and sources of information	<input checked="" type="checkbox"/>	Compose simple text to communicate ideas	
	Read simple sentences and linking words: next, then	<input checked="" type="checkbox"/>	Record information; use simple compound sentences using but, and, as	<input checked="" type="checkbox"/>
	Know common rules of punctuation; use commas to separate items.	<input checked="" type="checkbox"/>	Use full stops & question marks	<input checked="" type="checkbox"/>
	Use phonic graphic knowledge	<input checked="" type="checkbox"/>	Use capitals for proper nouns, and adjectives	<input checked="" type="checkbox"/>
	Read words personal info & use illustrations	<input checked="" type="checkbox"/>	Develop letter patterns to aid spellings	<input checked="" type="checkbox"/>



	Sequence words and use a dictionary	✓	Produce legible text letter format/size	✓
	Word bank	Grammar opportunities		
	<p>Comparing prices of different</p> <p>Debit credit card/cash/cheque</p> <p>Judging value for money</p> <p>Bargain shoppingLeisure activities, mobile phone, cinema/evening out</p> <p>Names of places and catagories – toiletries etc</p>	<p>The student will:</p> <ul style="list-style-type: none"> • Understand and use basic word order in compound statements. Subject/verb/objects +and/but +subject-verb-object • Use prepositional phrases there was/were • Ask and respond to questions with comparisons • Understand simple noun phrases, objective and reflexive pronouns • Know simple present and past tense and, modals forms (possibly, probably, perhaps • Use adjectives order, adverbs including sequence and sentence connectives 		
	Language features (suggestions for your language)			



	<p>Use present tense – describe a shopping trip with conjunctions</p> <p>Imperatives/modal</p> <p>- Can+verb/ verb - I can pay by card etc/press this button</p> <p>- Prepositions of time/adverbial -on the left is....next ...</p>
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Theme: MONEY	Level/code A2 Lesson A2.6	Date: Time:
	DURATION: 80MINS	Attendance today
		Named Absences:

AIM: The learner will be able to check correct payments and any change received
OBJECTIVES (outcome): All students will be able to calculate simple expenditures based on prior knowledge of key words from their budget plan. All students will be able to read and understand the various steps needed to pay for an item and know the varying methods of payment. All students should be able to use communication skills to show thanks.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction	Discussion of locality of shops	Learner to communicate with peer to draw image of local shops (from homework)	discussion	Q and A Writing familiar words



Text 1: Analysis skills	Reading of several transaction examples scenarios	Learner to identify key words and know whether the transaction was a success. Identify key words/phrases of question and response.	Example comprehension	Student recall observation
Grammar	<ul style="list-style-type: none"> - Prepositions of time/adverbial - Questioning understand Wh - Use modals Can I? 	Learner to know key phrases and identify these when reading	worksheets	E-learning (Formative Assessment 3)
Text 2: Reading comprehension	Practical example	Learners to conduct a transaction (organized by tutor) (bank or local shop)	Incidental learning in workplace - reading signs and symbols	Observation
Writing skills	independent	Learner to practical exercise and write the dialogue between himself and other	Previous worksheets	Check written production (Formative Assessment 1)
Review (Feedback and homework)	Check understanding	Learner to opt to demonstrate to others their role play.	presenatation	From signing to writing and vice versa (Formative Assessment 2)



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>
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A2 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Follow chronological/instructional text	✓		
	Recognize different purposes and sources of information	✓	Compose simple text to communicate ideas	
	Read simple sentences and linking words: next, then	✓	Record information; use simple compound sentences using but, and, as	✓
	Know common rules of punctuation; use commas to separate items.	✓	Use full stops & question marks	✓
	Use phonic graphic knowledge	✓	Use capitals for proper nouns, and adjectives	✓
	Read words personal info & use illustrations	✓	Develop letter patterns to aid spellings	✓
	Sequence words and use a dictionary	✓	Produce legible text letter format/size	✓



	Word bank	Grammar opportunities
	<p>Debit credit card/cash/cheque</p> <p>Bargain shoppingLeisure activities, mobile phone, cinema/evening out</p> <p>Names of places and catagories – toiletries etc</p> <p>Key dialogue</p>	<p>The student will:</p> <ul style="list-style-type: none">• Understand and use basic word order in compound statements. Subject/verb/objects +and/but +subject-verb-object• Use prepositional phrases there was/were• Ask and respond to questions with comparisons• Understand simple noun phrases, objective and reflexive pronouns• Know simple present and past tense and, modals forms (possibly, probably, perhaps• Use adjectives order, adverbs including sequence and sentence connectives
	Language features (suggestions for your language)	
	<p>- Prepostions of time/adverbial. On Tuesday..... in the bank.....</p> <p>- Questioning understand Wh What do I need to do?</p> <p>- Use modals Can I? Can I pay you by credit card?</p>	



A2 - Travel Lesson Plans

Theme: TRAVEL	Level/code A2 Lesson - A2.1	Date:	Time:	
	DURATION: 80 Minutes	Attendance today		
		Named Absences:		
<p>AIM: A learner will be able to describe people and things such as an object, idea or travel event and will be able to research travel information.</p> <p>OBJECTIVES (outcome): A learner will have gained the skills to master a range of different situations in connection with traveling in Europe. They will be able to write and understand more complex sentences/text's and they will be able to express their own opinion, needs and wishes.</p>				
CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction A2.2.1 A learner will be able to describe person and things related to travel	Tutor to explain how to search for travel information (internet and travel guide) and what information is important Tutor to present helpful links for travel news (e.g.) www.bbc.co.uk/travelnews/ www.intltravelnews.com	Explain information and how we can find this	Presentation Keyword poster Pictures Activity worksheet(s) (SL-video) Task(s)	Practical Observation Activity worksheet(s) Task(s) Homework



<p>Introduction A2.2.2</p> <p>A learner will be able to research travel information</p>			<p>Presentation</p> <p>Travel guide</p> <p>Keyword poster</p> <p>Activity worksheet(s)</p> <p>Task(s)</p> <p>(SL videos</p>	<p>Practical Observation</p> <p>Activity worksheet(s)</p> <p>Task(s)</p> <p>Homework</p>
<p>Text 1: Analysis skills</p>	<p>Travel information</p>	<p>Search for travel information for a country and write down the most important facts</p> <p>Find the correct text to the pictures</p>		



Grammar	Tutor to explain grammar of 2.1.1 (Optional: SL-grammar explanations)	Understand phrases such as you must travel..... It is better to..... If travelling.....(conditional tense)		
Text 2: Reading comprehension	Tutor to explain how to describe persons or things (structure)	Describe a person, e.g. your seatmate in SL (keep in mind the structure) Write down the description and mark the word classes Match pictures with the correct descriptions/fill in the crossword		
Writing skills	Introduce task	Write down some basic travel information for your hometown (can be signed first)		



Review (Feedback and homework)	discuss	Describe an object and analyse your sentences (word classes) Describe two persons and two things: for each one positive and one negative statement; analyse your sentences with the word class cards (take a picture for the tutor)		
<p>EDI</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>				
A2 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Follow chronological/instructional text	✓	Record information; use simple compound sentences using but, and, as	✓
	Recognise different purposes and sources of info	✓	Use full stops & question marks	✓



	Read simple sentences and linking words: Next, then	✓	Use capitals and adjectives for proper nouns	✓
	Know common rules of punctuation; use commas to separate items		Develop letter patterns to aid spellings	✓
	Use phonic graphic knowledge	✓	Produce legible text letter format/size	✓
	Read words personal info & use illustrations	✓		
	Sequence words and use dictionary			
	Word bank		Grammar opportunities	



	Clothes	The student will:- understand and use basic word order in compound statement. Subject/verb/objects+ and/but+subject-verb-object Use prepositional phrases there was/were Ask and respond to questions with comparisons Understand simple noun phrases, objective and reflexive pronouns Know simple present and past tense and, modal forms (possible, probably, perhaps Use adjectives order, adverbs including sequence and sentence connectives
	Shoes	
	Hair	
	Skin	
	Physical characteristics	
	Body shapes	
	Colours	
	Types of luggage	
	Shapes	
	Customs regulations (e.g. VAT)	
	Import regulations Export regulations Travel	
	warning	
	Types of tickets for transport	
	Legal matters Activities Business hours	
	Embassies & Consulates	



	Language features (suggestions for your language)
	<p>Understand phrases such as you must travel.....</p> <p>It is better to.....</p> <p>If travelling.....(conditional tense)</p> <p>The man was white with brown hair. He did not have glasses. The other man had blonde hair with glasses.</p>

Theme: TRAVEL	Level/code A2 Lesson – A2.2	Date:	Time:	
	DURATION: 80 Minutes	Attendance today		
		Named Absences:		
AIM: A learner will be able to read and understand the opinions of other travellers				
OBJECTIVES (outcome): Learners will be able to research and understand reviews on travel-related content. All learners will be able to respond in a formal way via email expressing wishes.				
CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT



Grammar	<p>Tutor to explain grammar of 2.1.3</p> <p>(Optional: SL video grammar explanations; SL video structure of an opinion)</p> <p>Tutor to explain and demonstrate difference between wish and request</p>	<p>Understand needs, wishes and how to ask for such</p> <p>Use of formal address and language</p>		
Text 2: Reading comprehension	<p>Tutor to explain how to react at e.g. the reception when things are not according to the booking</p>	<p>Read the text and analyse the structure of the different opinions and highlight the main vocabulary</p>		
Writing skills	<p>Explain task</p>	<p>Write an e-mail to a hotel and express your wishes regarding sport, leisure etc.</p> <p>Write an e-mail to a hotel and express your requests regarding the room, food, disabled travellers etc</p>		



Review (Feedback and homework)	check	<i>Homework:</i> Communicate your requests e.g. room facilities to another person (SL and record it)		
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>			
A2 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Follow chronological/instructional text	✓	Record information; use simple compound sentences using but, and, as	✓
	Recognise different purposes and sources of info	✓	Use full stops & question marks	✓
	Read simple sentences and linking words: Next, then	✓	Use capitals and adjectives for proper nouns	✓
	Know common rules of punctuation; use commas to separate items		Develop letter patterns to aid spellings	✓
	Use phonic graphic knowledge	✓	Produce legible text letter format/size	



	Read words personal info & use illustrations	✓		
	Sequence words and use dictionary	✓		
	Word bank	Grammar opportunities		
	<p>Common phrases (positive/negative)</p> <p>Recommendation Insider information</p> <p>Emotions</p> <p>Common phrases</p> <p>Room facilities</p> <p>Furniture</p> <p>Meals</p> <p>Food allergies</p> <p>Disabled travellers</p> <p>Additional charges</p> <p>Negotiation</p>	<p>The student will:-</p> <p>understand and use basic word order in compound statement. Subject/verb/objects+ and/but+subject-verb-object</p> <p>Use prepositional phrases there was/were</p> <p>Ask and respond to questions with comparisons</p> <p>Understand simple noun phrases, objective and reflexive pronouns</p> <p>Know simple present and past tense and, modal forms (possible, probably, perhaps</p> <p>Use adjectives order, adverbs including sequence and sentence connectives</p>		



	<p>Down/up grade</p> <p>Fees</p> <p>Excursion</p> <p>Destination</p> <p>Different kind of travel offers</p>	
	Language features (suggestions for your language)	
	<p>I loved it in Spain. Wow! What an experience!</p> <p>I need a twin room with a walk in shower as I have a disability</p> <p>Dear Sir/madam, I was appauled by the service of your staff at the hotel.</p>	



and Medical Tips				
Text 1: Analysis skills	Tutor to explain a climate graph;comparison	You won a trip to a country but you'd rather visit another one. Explain why you like the nature, weather, geography, animals ... in the other one better.		
Grammar	Tutor to explain grammar of 2.3.1 (Optional: SL video grammar explanations)	Comparisons and obtaining information from texts Highlight key sequence markers,phrases and specific words Use of superlative and comparatives		
Text 2: Reading comprehension	Tutor to present text on health information and explain the content (online and travel guide)	Teamwork (2P): Read a text and find the main information; summarize it and answer the questions		



Writing skills	Introduce task	Comparison piece of two countries		
Review (Feedback and homework)	Check understanding	<i>Homework:</i> Write down what you should consider when travelling to e.g. Greece		
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>			
A2 Check-List Objectives	Reading skills covered	<input checked="" type="checkbox"/>	Writing skills covered	<input checked="" type="checkbox"/>
	Follow chronological/instructional text	<input checked="" type="checkbox"/>	Record information; use simple compound sentences using but, and, as	<input checked="" type="checkbox"/>
	Recognise different purposes and sources of info	<input checked="" type="checkbox"/>	Use full stops & question marks	<input checked="" type="checkbox"/>



	Read simple sentences and linking words: Next, then	✓	Use capitals and adjectives for proper nouns	✓
	Know common rules of punctuation; use commas to separate items		Develop letter patterns to aid spellings	✓
	Use phonic graphic knowledge	✓	Produce legible text letter format/size	✓
	Read words personal info & use illustrations			
	Sequence words and use dictionary	✓		
	Word bank		Grammar opportunities	



	<p>Fauna Flora</p> <p>Climates</p> <p>Topography</p> <p>Special clothing</p> <p>Vaccine</p> <p>Medical Assistance</p> <p>First-aid kit</p> <p>Non-liability</p> <p>Travel insurances (general)</p> <p>Recommendations</p>	<p>The student will:-</p> <p>understand and use basic word order in compound statement. Subject/verb/objects+ and/but+subject-verb-object</p> <p>Use prepositional phrases there was/were</p> <p>Ask and respond to questions with comparisons</p> <p>Understand simple noun phrases, objective and reflexive pronouns</p> <p>Know simple present and past tense and, modal forms (possible, probably, perhaps</p> <p>Use adjectives order, adverbs including sequence and sentence connectives</p>
Language features (suggestions for your language)		



	<p>I would prefer to travel to..... because the climate is a little hotter in the summer months</p> <p>Spain is hotter than Iceland.</p> <p>Jamaica is the hottest through the year</p>
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Theme: TRAVEL	Level/code A2 Lesson – A2.4	Date:	Time:
	DURATION: 80 Minutes	Attendance today	
		Named Absences:	

AIM: The learner will have knowledge and understanding of the procedure to book a trip online

OBJECTIVES (outcome): The learner will be able to book a trip online within Europe and will be able to ask for help/information

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction A2.4.1 Book an online trip	<p>Tutor to explain step by step how to proceed when booking a trip online (flight, hotel, train)</p> <p>Tutor to explain the purpose of a tourist information office</p>	<p>Screenshot step by step booking: Bring back to order</p> <p>Book a flight online (until payment) Book a hotel online (until payment)</p>	<p>Presentation</p> <p>Procedure check list</p> <p>Screen shots</p> <p>Travel guide (text)</p> <p>Keyword poster</p>	<p>Practical</p> <p>Observation</p> <p>Activity worksheet(s)</p>



A2.4.2 Information abroad who to ask			Activity worksheet(s) Homework (SL video)	Task(s) Homework
Text 1: Analysis skills	Give out leaflets of information	Read and analyse texts to find out information for flight details etc		
Grammar	Tutor to explain grammar (Use of SL video grammar explanations if necessary)	Imperatives and instructions and identify sequence		



Text 2: Reading comprehension	Tutor to show information regarding <i>Tourist Information</i> on the internet and in travel guides Tutor to lead role play	Role Play (2P) You are in a Tourist Information Office and you would like specific information e.g. differences regarding discount cards versus certificate of disability. Try to find out! The employee has written down the information you asked for. Check, if this is the information you really wanted.		
Writing skills	task	<i>Homework:</i> write a dialogue explaining to somebody else how to book a trip online (main steps)		
Review (Feedback and homework)	check	<i>Homework:</i> Find out if in XY are sign- language guided tours (e.g. museum; city tour) and summarise the information		



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>
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A2 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Follow chronological/instructional text	✓	Record information; use simple compound sentences using but, and, as	✓
	Recognise different purposes and sources of info	✓	Use full stops & question marks	✓
	Read simple sentences and linking words: Next, then	✓	Use capitals and adjectives for proper nouns	
	Know common rules of punctuation; use commas to separate items		Develop letter patterns to aid spellings	✓
	Use phonic graphic knowledge	✓	Produce legible text letter format/size	✓
	Read words personal info & use illustrations			
	Sequence words and use dictionary	✓		



	Word bank	Grammar opportunities
	<p>Travel insurance (in case of cancellation)</p> <p>Different Flights: One way Round trip Economy Business First class Non-stop flight Direct flight Up grade</p> <p>Additional costs (flights ie booking seats, extra legroom, extra baggage)</p> <p>Trains: Fast train/Slow train</p> <p>Folder Souvenirs</p> <p>Special offers: e g Oyster Card (London)</p> <p>Discounts for disabled persons</p> <p>Looking for information in sign language</p>	<p>The student will:-</p> <p>understand and use basic word order in compound statement. Subject/verb/objects+ and/but+subject-verb-object</p> <p>Use prepositional phrases there was/were</p> <p>Ask and respond to questions with comparisons</p> <p>Understand simple noun phrases, objective and reflexive pronouns</p> <p>Know simple present and past tense and, modal forms (possible, probably, perhaps</p> <p>Use adjectives order, adverbs including sequence and sentence connectives</p>



	City tours	
	Hop-on, Hop-off bus	
	Insider tips	
	Airport train	
	City train	
	TGV	
	Brochure	
	Language features (suggestions for your language)	
	You can book at flight easily	
	First of all you must.....	
	Second select the option extra leg room/not extra leg room.	



Theme: TRAVEL	Level/code A2 Lesson – A2.5	Date:	Time:
	DURATION: 80 Minutes	Attendance today	
		Named Absences:	

AIM: A learner will be able to give feedback about the European trip

OBJECTIVES (outcome): Learners will be able to give her/his opinion about a recent trip and will be able to register a complaint by writing a formal letter using correct sentences structures and verb tenses.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction A2.5.1 How to give constructive feedback	Tutor to explain how an opinion is structured and to show examples (positive/negative) Tutor to lead role play	Role play (2P): One person states his opinion about e.g. a country (SL), the other one has to contradict it and explain his/her opinion - transcribe it	Presentation Texts Keyword poster Activity worksheet(s) Task(s)	Observation Practical Activity worksheet(s) Task(s)
A2.5.2	Tutor to explain how to structure and formulate a complaint	Write your opinion about your last trip (positive)	SL videos) Homework	Homework



Registering a complaint A2.5.2				
Text 1: Analysis skills	Tutor to explain where to find help in case e.g. an airline does not react to the complaint	Read a text and explain to your seatmate the content (SL) Role play (2P) and discussion: Good practice, bad practice!		
Grammar	Tutor to explain grammar of 2.5.2 (Optional: SL video grammar explanations; optional: SL video rights of a customer; optional: SL video structure of a complaint)	Recognise basic pronoun referencing Write a short statement Underline common units of meanings (-ed)		



Text 2: Reading comprehension	Independent text	Read the text and find out the correct amount of refund you are entitled to (for Austria: https://www.apf.gv.at)		
Writing skills	Tutor to explain how to structure and formulate a complaint	Your flight has been cancelled: Write a complaint to the airline		
Review (Feedback and homework)		<i>Homework:</i> grammar exercises		
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 chronological/instructional text	<input checked="" type="checkbox"/>	Record information; use simple compound	<input checked="" type="checkbox"/>



			sentences using but, and, as	
	Recognise different purposes and sources of info	✓	Use full stops & question marks	✓
	Read simple sentences and linking words: Next, then	✓	Use capitals and adjectives for proper nouns	✓
	Know common rules of punctuation; use commas to separate items		Develop letter patterns to aid spellings	✓
	Use phonic graphic knowledge	✓	Produce legible text letter format/size	
	Read words personal info & use illustrations			
	Sequence words and use dictionary	✓		
	Word bank		Grammar opportunities	



	<p>Kinds of opinion</p> <p>Common phrases</p> <p>Possible problems (1)</p> <p>Positive experiences</p> <p>Negative experiences</p> <p>Passenger rights according to the EU-regulations</p> <p>Customer rights Common phrases</p> <p>Possible legal consequences when publishing a wrong complaint e.g. in social medias</p> <p>Possible problems (2)</p>	<p>The student will:-</p> <p>understand and use basic word order in compound statement. Subject/verb/objects+ and/but+subject-verb-object</p> <p>Use prepositional phrases there was/were</p> <p>Ask and respond to questions with comparisons</p> <p>Understand simple noun phrases, objective and reflexive pronouns</p> <p>Know simple present and past tense and, modal forms (possible, probably, perhaps)</p> <p>Use adjectives order, adverbs including sequence and sentence connectives</p>
	Language features (suggestions for your language)	
	<p>I am not happy with my flight.</p> <p>I want to complain</p> <p>According to customer right, I should get.....</p>	



Theme: TRAVEL	Level/code A2 Lesson A2.6	Date:	Time:
	DURATION: 80 Minutes	Attendance today	
		Named Absences:	

AIM: The learner will be able to identify differences between continents and food and drink.

OBJECTIVES (outcome): Learners will be able to identify and understand the cultural differences in each continent, nature, climate, geography and food. All learners will be able to produce legible text using comma listings to describe a countries in depth.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction A2.6.1 Seven Continents	Tutor to present the continents (world map) Tutor to lead discussion about food and beverages	Game: Pupils get e.g. 10 pictures (flora, landscapes ...) each and have to pin them on the correct continent (according to the description)	Presentation World map Pictures Key word poster Dictionary Activity worksheet(s) Task(s) (SL video) Homework	Observation Practical Activity Worksheet (s) Homework



A2.6.2 Continents different Foods and Beverages				
Text 1: Analysis skills	Tutor to demonstrate the seven continents Tutor to lead the game and group work	Read the texts about the continents and try to find out what is wrong! Team work: (2P) find the correct writing for each word represented in the pictures. If needed, use a dictionary Game: Learners get e.g. 10 pictures each and have to pin them on the correct continent Discussion: Would you eat that? Do you think this is dangerous for your health? What is your experience? Write down the outcome.		



Grammar	Tutor to explain grammar of 2.6.1 (Optional: SL video grammar explanations; optional: SL video Main information about continents 1)	Discussion of commas and separate lists		
Text 2: Reading comprehension	introduce	Teamwork: (2P) Read the statements and fill in the gaps. Find out from continent/country the person is.		
Writing skills	Talk about gap fill	Use information from gap fill to write key sentences about a country using grammar point – and handwriting		
Review (Feedback and homework)		<i>Homework: What would you ask a person e.g. from Asia about his/her country</i> <i>(CF. 2.6.1 and 2.6.2</i>		



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>			
A2 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Follow chronological/instructional text	✓	Record information; use simple compound sentences using but, and, as	✓
	Recognise different purposes and sources of info	✓	Use full stops & question marks	✓
	Read simple sentences and linking words: Next, then		Use capitals and adjectives for proper nouns	✓
	Know common rules of punctuation; use commas to separate items	✓	Develop letter patterns to aid spellings	✓
	Use phonic graphic knowledge	✓	Produce legible text letter format/size	✓



	Read words personal info & use illustrations	✓		
	Sequence words and use dictionary	✓		
	Word bank	Grammar opportunities		
	<p>Typical climate for each continent</p> <p>Geography/vegetation for each continent</p> <p>Different temperature scales</p> <p>Traditional food Famous food Fruits</p> <p>Spices</p> <p>Beverages for each continent</p>	<p>The student will:-</p> <p>understand and use basic word order in compound statement. Subject/verb/objects+ and/but+subject-verb-object</p> <p>Use prepositional phrases there was/were</p> <p>Ask and respond to questions with comparisons</p> <p>Understand simple noun phrases, objective and reflexive pronouns</p> <p>Know simple present and past tense and, modal forms (possible, probably, perhaps)</p> <p>Use adjectives order, adverbs including sequence and sentence connectives</p>		



Doncaster Deaf Trust
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Erasmus+

	Language features (suggestions for your language)
	<p>That food is not very nice. I would not eat that. I think that would be dangerous. I think would give a person an upset stomach.</p> <p>The climate is very different here.</p> <p>Spain has many churches, monastries, mountains and green areas.</p>



A2 – Career Choices Lesson Plans

Theme: 5 CAREER CHOICES	Level/code A2 Lesson A2.1	Date:	Time:
	DURATION: 80 Minutes	Attendance today	
		Named Absences:	

AIM: Learners will be able to identify where they are now and will identify their own skills and abilities

OBJECTIVES (outcome): Learners will be able to discuss and give feedback on their own skills and how they can describe themselves. They will be able to read and answer key questions and make comparisons of skills that people possess. They will be able to write a short description of themselves and where they are currently in their own skills base.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction Own skills and abilities	Tutor to discuss the many different things that contribute to learners personality and skills. This to include learners abilities, skills and knowledge likes and dislikes(this will have an impact on how you learn and where you choose to work)and what influences you the learner	Group discussion learners to think about their own skills and abilities and knowledge they have learnt through education and life experience.	Interactive Whiteboard Activity Worksheets Task (s)	Q&A Observation



Text 1: Analysis skills	Tutor to hand examples of particular skills of individuals	Read and extract skills of others and answer questions		
Grammar	Topic questions and answers	Wh questions and comparative questions Word order in sentences and using and/but		
Text 2: Reading comprehension	Tutor to give list of skills in a CV listings format for learners to recognise	Learners to identify and describe at least one skill they have acquired and value.		
Writing skills	To give explanation of sheet and how to answer	Learners to complete a "Where am I now" worksheet		



Review (Feedback and homework)	Review and clarify sentences	<i>Homework</i> Create a personal profile		
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>			
A2 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Follow chronological/instructional text	✓	Record information; use simple compound sentences using but, and, as	✓
	Recognise different purposes and sources of info	✓	Use full stops & question marks	✓
	Read simple sentences and linking words: Next, then		Use capitals and adjectives for proper nouns	✓
	Know common rules of punctuation; use commas to separate items		Develop letter patterns to aid spellings	✓
	Use phonic graphic knowledge	✓	Produce legible text letter format/size	



	Read words personal info & use illustrations			
	Sequence words and use dictionary			
	Word bank	Grammar opportunities		
	<p><i>Ability (characteristics)</i></p> <p>Thinker/Doers/Practical/sporty/Cautious/Thoughtful/ Creative/assertive/Funny/Easy going/quiet/Imaginative/Team Player/confident/shy</p> <p><i>Skills and Knowledge</i></p> <p>Number skills/Computer skills/reading and Writing/Good with facts and figures/Musical</p> <p><i>Like and dislikes</i></p> <p>Being outdoors/indoors</p> <p>Getty dirty</p> <p>Being alone/working in groups</p> <p>Tidy places/new places/busy places</p> <p>Things staying the same/things changing</p> <p>Quiet/Noise</p>	<p>The student will:-</p> <p>understand and use basic word order in compound statement. Subject/verb/objects+ and/but+subject-verb-object</p> <p>Use prepositional phrases there was/were</p> <p>Ask and respond to questions with comparisons</p> <p>Understand simple noun phrases, objective and reflexive pronouns</p> <p>Know simple present and past tense and, modal forms (possible, probably, perhaps</p> <p>Use adjectives order, adverbs including sequence and sentence connectives</p>		



	<p>Making my own decisions</p> <p>Having decisions made for me</p> <p>Time</p> <p><i>Things that influence you</i></p> <p>People – Family/ friends/advisor/mentors/teachers</p> <p>Media – Films/TV, Internet/Books/Magazines/Newspapers</p> <p>Religion</p>	
	Language features (suggestions for your language)	
	<p>What skills are important in this role?</p> <p>Who is the friendliest?</p> <p>The man has good communication skills</p>	



Theme: 5 CAREER CHOICES	Level/code A2 Lesson A2.2	Date:	Time:
	DURATION: 80 Minutes	Attendance today	
		Named Absences:	

AIM: Learners will be able to research two sources of career / job information or advice

OBJECTIVES (outcome): All will be able to give examples of choices of career and give some information taken from reading. They will be able to answer questions, complete close exercises on key words and write sentences using the future tense with some accuracy.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction Exploring Pathways	Tutor led discussion to clarify their understanding of career relevance and usefulness Tutor to explain the concept of impartial information and ask learners to think about careers, job and course information	Learners to recap and consolidate what they already know about the main choices post 16, brainstorming or mapping the main routes (sixth form, college, work-based learning, apprenticeships and jobs)	Internet search Articles Activity Worksheets	Q&A Observation Completion of close exercise



Text 1: Analysis skills	Tutor to give out articles via website and discuss	Learners to search articles, information and advice using keywords possible links https://www.gov.uk/.../careers-guidance-provision-for-young-people-in-schools https://www.ucas.com/ucas/16-18-choices/find-career-ideas		
Grammar	Topics tense	Learners to look at verb tense, simple present, past and future.		
Text 2: Reading comprehension	Tutor to use specific texts from such articles of research for examples	Learners to read and extract key points – answer questions and complete close exercises		
Writing skills	Future tense review	Learners to explore the links between investing in their own learning at school/college/Higher		



		Education and the jobs they will be able to get in the future and write future tense about these options		
Review (Feedback and homework)	Check understanding	<i>Homework</i> Learners to research job families, subject or skills to display a list of related job profiles		
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>			
A2 Check-List Objectives	Reading skills covered	<input checked="" type="checkbox"/>	Writing skills covered	<input checked="" type="checkbox"/>
	Follow chronological/instructional text	<input checked="" type="checkbox"/>	Record information; use simple compound sentences using but, and, as	<input checked="" type="checkbox"/>
	Recognise different purposes and sources of info	<input checked="" type="checkbox"/>	Use full stops & question marks	<input checked="" type="checkbox"/>



	Read simple sentences and linking words: Next, then	✓	Use capitals and adjectives for proper nouns	✓
	Know common rules of punctuation; use commas to separate items	✓	Develop letter patterns to aid spellings	✓
	Use phonic graphic knowledge	✓	Produce legible text letter format/size	
	Read words personal info & use illustrations	✓		
	Sequence words and use dictionary			
	Word bank		Grammar opportunities	
	Decisions and pathways – full time education, part time time-work + learning course, full time work, work experience, student exchanges. voluntary work UCAS career ideas College/University Open Days Connexions Careers Information Officer Company websites On line vacancies		The student will:- understand and use basic word order in compound statement. Subject/verb/objects+ and/but+subject- verb-object Use prepositional phrases there was/were Ask and respond to questions with comparisons Understand simple noun phrases, objective and reflexive pronouns	



		<p>Know simple present and past tense and, modal forms (possible, probably, perhaps)</p> <p>Use adjectives order, adverbs including sequence and sentence connectives</p>
	Language features (suggestions for your language)	
	<p>What next?</p> <p>I love my course but I don't like.....</p> <p>I will be able to do this.....and then will start looking at</p>	



Theme: 5 CAREER CHOICES	Level/code A2 Lesson A2.3	Date:	Time:	
	DURATION:	Attendance today		
		Named Absences:		
<p>AIM: The Learners will identify and describe their long term aims and objectives related to their career choices</p> <p>OBJECTIVES (outcome): All learners will be able to identify their chosen career through reading and extracting key information about the routes. They will be able to summarize by using a flowchart with key words and compound sentences to describe themselves.</p>				
CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction Career choices long - term objectives	Tutor led discussion on what learners need to do next, they need to find out about the career opportunities and industries that may be suited to their skills and qualifications.	Learners to identify the career areas they are interested in or choose a specific job role as well as discuss their previous homework	Internet Activity Worksheets quiz	Q&A Assessment Observation



Text 1: Analysis skills	Tutor to give examples of specific roles deaf role model relating to some of interest of learners	Learners to read and understand adverbs to indicate sequence in time for deaf role model and answer key questions via quiz		
Grammar	Key phrases and nouns	There was/were/there is going to be Use of proper nouns within a sentence and nouns overall.		
Text 2: Reading comprehension	Tutor to demonstrate information and advice sites:- Connexions service 14-19 Prospectus Apprenticeship Vacancy Matching Service Transition support Team UCAS and Unistats	Learners to complete a 4 step career planning process these steps will help the learner attain their set goals <ol style="list-style-type: none">1. Knowing yourself2. Finding out learning areas that interest you and your work preference3. Making Decision4. What actions/steps will help me achieve my		



		work, training and career goals.		
Writing skills	Scaffold of writing for descriptions	Learners to describe what kind of person they are and what their strengths and abilities are.		
Review (Feedback and homework)	Review learning	<i>Homework</i> Draw a flow chart to illustrate their chosen progression route		
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.			



A2 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Follow chronological/instructional text	✓	Record information; use simple compound sentences using but, and, as	✓
	Recognise different purposes and sources of info	✓	Use full stops & question marks	✓
	Read simple sentences and linking words: Next, then	✓	Use capitals and adjectives for proper nouns	✓
	Know common rules of punctuation; use commas to separate items		Develop letter patterns to aid spellings	✓
	Use phonic graphic knowledge	✓	Produce legible text letter format/size	
	Read words personal info & use illustrations	✓		
	Sequence words and use dictionary	✓		
	Word bank		Grammar opportunities	



	<p><i>Knowing Yourself</i></p> <p>Where am I now/Where do I want to be</p> <p>What do I want out of a job or career?</p> <p>What do I like to do?</p> <p>What are my strengths?</p> <p>What is important to me?</p> <p><i>Finding out</i></p> <p>Explore jobs that interest you</p> <p>What are the gaps</p> <p>What skills do I need</p> <p>Where is the work?</p> <p><i>Making Decisions</i></p> <p>Narrowing down your choices and option to match your skills, interest</p> <p><i>Taking Action</i></p> <p>Create a career plan</p> <p><i>Careers Education and Advice</i></p> <p>Connexions Service</p> <p>14-19 Prosepctus</p>	<p>The student will:-</p> <p>understand and use basic word order in compound statement. Subject/verb/objects+ and/but+subject-verb-object</p> <p>Use prepositional phrases there was/were</p> <p>Ask and respond to questions with comparisons</p> <p>Understand simple noun phrases, objective and reflexive pronouns</p> <p>Know simple present and past tense and, modal forms (possible, probably, perhaps</p> <p>Use adjectives order, adverbs including sequence and sentence connectives</p>
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	<p>Transition Support Team</p> <p>UCAS and Unistats</p> <p>Understand the skills and qualification they need to pursue their ambitions</p> <p>Individual Learning Plan</p>	
	Language features (suggestions for your language)	
	<p>There was the chance to go to a job</p> <p>There is a way to gain more experience.</p> <p>My friend comes from.....She likes to do.....</p>	



Theme: 5 CAREER CHOICES	Level/code A2 Lesson A2.4	Date:	Time:
	DURATION: 80 Minutes	Attendance today	
		Named Absences:	

AIM: Learners to set some targets on how to achieve their career objectives

OBJECTIVES (outcome): All learners will be able to write a list of targets and actions for them to achieve their goals. They will understand key adverbs as to when and where they carry out a set target and, understand words linked to risks that may affect their target setting.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction Targets	<p>Tutor to discuss SMART targets and the steps that lead to learners long term objectives (future) and the benefits of goal setting.</p> <p>Tutor to highlight risks that might stop learners achieving their objectives and targets.</p>	<p>Learners will have started to make career choices about where they want to go next.</p> <p>Talk about flowchart from homework</p>	<p>Internet</p> <p>Activity worksheets</p> <p>Target sheet/action plan</p>	<p>Q&A</p> <p>Observation</p> <p>Role play and discussion</p>



Text 1: Analysis skills	Review smart targets and how they can be put into practice. Example of target setting	Learners to set and list their own targets, into smaller steps (weekly and daily) . Review others in group or see examples		
Grammar	Topic phrases	Adverb and prepositional phrases using after that/in the morning/always /sometimes etc Dictionary work for key words.		
Text 2: Reading comprehension	Example of target setting and how it helped a person	Look at example of action plan and how the links showed evidence of SMART targets and an outcome		
Writing skills	Review and check writing	Learners to complete an action plan these steps will help the learner attain their set goals		



Review (Feedback and homework)	Talk about key words for risks and use of dictionary	<i>Homework</i> Learners to make a list of all the risks that may stop them achieving their long term career aims and objectives		
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>			
A2 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Follow chronological/instructional text	✓	Record information; use simple compound sentences using but, and, as	✓
	Recognise different purposes and sources of info	✓	Use full stops & question marks	✓
	Read simple sentences and linking words: Next, then	✓	Use capitals and adjectives for proper nouns	✓
	Know common rules of punctuation; use commas to separate items		Develop letter patterns to aid spellings	✓



	Use phonic graphic knowledge	✓	Produce legible text letter format/size	
	Read words personal info & use illustrations	✓		
	Sequence words and use dictionary	✓		
	Word bank		Grammar opportunities	
	<p><i>Set personal objective and targets in priority order</i></p> <p>Long-term objectives/goals</p> <p>Small and achievable goals</p> <p>Set targets – sequential approach</p> <p>Mini-targets –break down into smaller steps</p> <p>Set some time scales (weekly or daily) or bigger step (monthly)</p> <p><i>Risk assessment</i> – influences – people/lifestyle</p> <p>Opportunities – course/jobs</p> <p>Restrictions- Money/transport/people/confidence/motivation/personal history</p>		<p>The student will:-</p> <p>understand and use basic word order in compound statement. Subject/verb/objects+ and/but+subject-verb-object</p> <p>Use prepositional phrases there was/were</p> <p>Ask and respond to questions with comparisons</p> <p>Understand simple noun phrases, objective and reflexive pronouns</p> <p>Know simple present and past tense and, modal forms (possible, probably, perhaps)</p> <p>Use adjectives order, adverbs including sequence and sentence connectives</p>	



	Language features (suggestions for your language)	
	I will always try and apply for a job each month. First of all, I will complete my CV and then write a letter.	



Theme: 5 CAREER CHOICES	Level/code A2 Lesson A2.5	Date:	Time:
	DURATION: 80 Minutes	Attendance today	
		Named Absences:	

AIM: Learners will be able to prepare appropriate questions to ask the Career Advisor Interviewer

OBJECTIVES (outcome): All learners will be able to research and extract main points of text to be used to compile a list of appropriate questions to an unfamiliar person. They then will be able to write an email in draft form using the appropriate questions.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction Interview with a career adviser	Tutor led discussion on the careers adviser role and what to expect when you see a Careers Adviser	Learners to research nationalcareersservice.direct.gov.uk/ and describe what is the careers adviser's role	Internet Activity Worksheets tasks	Q&A Observation Draft of email Grammar



Text 1: Analysis skills	Tutor to explain how to make the most of your time with a Careers Adviser	List appropriate questions you wish to ask your career adviser, having viewed an example of a discussion with an adviser		
Grammar	Verb forms and time markers	Modals and forms with similar meanings; look at must/mustn't/ have to etc		
Text 2: Reading comprehension	Tutor to give a quiz relating to careers and the various routes someone may take	Learner to complete ideal career path quiz		
Writing skills	Explain task of drafting a brief email	Draft an email with a list of questions to ask an advisor		



Review (Feedback and homework)	Review work	<i>Homework</i> Highlight the top six topics which are often discussed at a careers interview and complete draft		
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>			
A2 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Follow chronological/instructional text		Record information; use simple compound sentences using but, and, as	✓
	Recognise different purposes and sources of info	✓	Use full stops & question marks	✓
	Read simple sentences and linking words: Next, then	✓	Use capitals and adjectives for proper nouns	✓
	Know common rules of punctuation; use commas to separate items		Develop letter patterns to aid spellings	✓



	Use phonic graphic knowledge	✓	Produce legible text letter format/size	✓
	Read words personal info & use illustrations	✓		
	Sequence words and use dictionary	✓		
	Word bank	Grammar opportunities		
	<p><i>Questions About Yourself</i></p> <p>Your education/Your character</p> <p>Strengths and weakness</p> <p>Extracurricular activities</p> <p>Experience</p> <p><i>Career development</i></p> <p>Set Career goals</p> <p>Identify skills and competence you need to develop</p> <p><i>Careers Advisor will:</i></p> <p>Help develop your CV</p> <p>Offer advice on Job Search</p>	<p>The student will:-</p> <p>understand and use basic word order in compound statement. Subject/verb/objects+ and/but+subject-verb-object</p> <p>Use prepositional phrases there was/were</p> <p>Ask and respond to questions with comparisons</p> <p>Understand simple noun phrases, objective and reflexive pronouns</p> <p>Know simple present and past tense and, modal forms (possible, probably, perhaps)</p> <p>Use adjectives order, adverbs including sequence and sentence connectives</p>		



	<p>Understands the Job Market</p> <p>Search for courses and training scheme</p> <p>Find funding to support any learning</p> <p>Explore career options</p> <p>Choose training routes that fit your lifestyle</p> <p>Develop an action plan to help you achieve your goals</p>	
	Language features (suggestions for your language)	
	<p>Where am I at now?</p> <p>What do I want out of a job or career?</p> <p>What are my strengths?</p>	



Theme: 5 CAREER CHOICES	Level/code A2 Lesson A2.6	Date:	Time:	
	DURATION: 80 Minutes	Attendance today		
		Named Absences:		
<p>AIM: Learners will be able to search for job vacancies or Further Education courses</p> <p>OBJECTIVES (outcome): All learners will be able to recognise formal and informal language and use this appropriately. All should be able to read and extract key words and understand the meaning of text. All learners will use the layout of texts to help understanding and know simple punctuation rules. They will be able to match descriptions of job details to skills with ease.</p>				
CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction Job Search or FE Course	Tutor to feedback on homework and audience type	Discussion of previous email writing for homework and how they felt an informal audience would be different to formal	Job Centres Internet FE Course Information	Q&A Observation Final homework as poster



Text 1: Analysis skills	Tutor led discussion on how learners must narrow down their search for job vacancies based on the information they have collected about themselves and their personal requirements.	Learners to identify potential jobs based on their own skills and interest or research Further Educational options using local newspapers, Job Centres, or local college websites or the internet		
Grammar	Topic sentences punctuation	Clauses joined with conjunctions and common verbs Use of punctuation overall in layout and reading		
Text 2: Reading comprehension	Discuss layouts of job advertisements	Learners to understand the layout and format of job adverts examples and list the key points		
Writing skills	Example of one advertisement and how to read from this	Learners to choose and describe one job vacancy or one FE course they are interested in and explain the reason why		



Review (Feedback and homework)	Clarify learning and review	<i>Homework</i> Complete Job Description Matching Activity for display poster. Final session		
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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>			
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A2 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Follow chronological/instructional text	✓ ✓	Record information; use simple compound sentences using but, and, as	✓
	Recognise different purposes and sources of info	✓	Use full stops & question marks	✓
	Read simple sentences and linking words: Next, then	✓	Use capitals and adjectives for proper nouns	✓
	Know common rules of punctuation; use commas to separate items	✓	Develop letter patterns to aid spellings	✓
	Use phonic graphic knowledge	✓	Produce legible text letter format/size	✓



	Read words personal info & use illustrations	✓		
	Sequence words and use dictionary	✓		
	Word bank		Grammar opportunities	
	Information in job adverts – Job title/contact Name/Address/E-mail/Telephone Number		The student will:-	
	Summary of the job- closing date for job application		understand and use basic word order in compound statement. Subject/verb/objects+ and/but+subject-verb-object	
	Employment type full time/part time/ temporary		Use prepositional phrases there was/were	
	Selection Criteria		Ask and respond to questions with comparisons	
	<i>Terminology used in adverts</i>		Understand simple noun phrases, objective and reflexive pronouns	
	Job Description		Know simple present and past tense and, modal forms (possible, probably, perhaps	
	Duties and responsibilities		Use adjectives order, adverbs including sequence and sentence connectives	
	Days of work			
	Hours of work			
	Personal qualities/behavior/Team Player			
	Qualifications – Academic/Trades			
	Work experience and skills			



	<p>Job Location</p> <p>Skills needed for the job</p> <p>Salary</p> <p>Job Benefits</p> <p>Training Opportunities</p>	
	<p>Language features (suggestions for your language)</p>	
	<p>What are the different sources of employment?</p> <p>What are their dis/advantages?</p> <p>How skills/achievements/interests can match potential job roles?</p>	