



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

B1



Erasmus+



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**Kauno kurčiųjų ir neprigirdinčiųjų
ugdymo centras**



Doncaster Deaf Trust
A National Centre of Excellence



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: B1



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

B1.1. Key poster of words of forms of communication

Example video clips/cloze exercise of relationships on varying situations

Examples of complex relationships – Q&A

B1.2 Example texts on how emotions can influence relationships

Reading comprehension on current affairs and relationships

Example formats of diaries/reports and magazines

B1.3 Discussion of how to be responsible in a relationship

Discussion of website platforms for giving advice on relationships

B1.4 Discussion based upon website design and layout features

Examples of friendship behaviours online and Q & A on friendship

Grammar and understanding linked to friendships

B1.5 Discussion Q & A on family values

Reading comprehension based upon religions and family values

Reading comprehension based upon deaf role model

B1.6 Discussion Q & A on networking

Examples of networking sites

Reading comprehension of social media values and blogs/tweets



GRAMMAR THEME 1

B1.1 Use of should/shouldn't/ would

Comparative and superlative adjectives

B1.2 Knowledge of complex sentences

Clauses of time, reasons and condition

Relative clauses

B1.3 Main clause with subjunctive

Identify various punctuation symbols

B1.4 Use of past tense and simple future tense

Use of modal forms: need to/should

Punctuation, conjunctions and sequence

B1.5 Range of nouns and phrases

Usage of correct verbs and formation

B1.6 Use of verb forms and time markers

Look at the term 'used to' and past continuous



ASSESSMENT THEME1

Formative

B1.1- B1.6 Questions & Answer/Observation/Grammar worksheets

- B1.1** Analysis of different social skills , discussion and complete cloze exercise
Q & A for complex situations
- B1.2** Explanation of range of emotions and expression; complete literacy games
Use of grammar to give reasoning for relationship break- up
- B1.3** Role play based upon video footage and analysis
Research skills of website platforms and key phrases
- B1.4** Mind map of being a good friend
Written instructions for being a good friend
- B1.5** Mind map of family values and comparisons of own values
Reading and obtaining specific information from role model
- B1.6** Discussion and understanding of networking: complete quiz
Q & A about media sites and the negatives of these

Summative

- B1.1** Understand key points to give presentation using complex sentences
Homework – identify social skills and describe complex situations
- B1.2** Guided writing of a report of article about emotions
Homework – completion of draft, proof read and retyped
- B1.3** Description of key points from respect and responsibilities
Homework – completion of ideas for own website platform
- B1.4** Independent writing task about the best friendship they have had
Home work – description of best friend and their qualities
- B1.5** Written task on the most important values of their family
Homework – creation of a family motto with particular value
- B1.6** Guided written task of favourite social network and why
Homework – description of advantages and disadvantages of media



THEME 2: SPORT & LEISURE

LEVEL: B1



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

B1.1. Reading comprehensions about everyday life/work and pastimes

Examples of sport training and timetables

Questionnaires for interviews and media text

Description of sports and competition table

B1.2 Demonstration of video event

Examples of sport advertisements

B1.3 Examples of blog links

Discussion on people's feelings and how media relates to sport

Narrative plan with key words and phrases

B1.4 Examples of deaf cultures/sporting activities

Demonstration of video of deaf culture/leisure activities

B1.5 Discussion on holidays and celebrations

Reading comprehension based upon holidays

Examples of notice writing/reports of events

B1.6 Discussion on researching a country's most popular sport

Reading comprehension of a most popular sport

Reading comprehension based upon questionnaire style format



GRAMMAR THEME 2

B1.1 Range of questions

Adverbs and prepositional phrases

B1.2 Knowledge of complex sentences

Subordinate clauses for reasoning and results

B1.3 Verb forms and time markers

Adjectives; comparatives and superlatives

Discourse markers

B1.4 Simple reported speech

Variations in word order

B1.5 Layout features and writing structures

Word families and unfamiliar words

B1.6 Compilation of grammar exercises



ASSESSMENT THEME2

Formative

B1.1- B1.6 Questions & Answer/Observation/Grammar worksheets

B1.1 Preparation of weekly training schedule and answering questions

Matching of questions with answers linked to competition table

B1.2 Understanding of video by completion of questions

Analysis of sporting event and highlight key points

B1.3 Reading and understanding key words/phrases and blog feelings

Peer discussion

B1.4 Analysis of deaf cultures and understanding the importance

Q & A of expression on leisure activities

B1.5 Reading and obtaining specific information of holidays

Analysis of key phrases and words

B1.6 Discussion and understanding of popular sports

Analysis of questionnaire linked to deaf sporting activities

Summative

B1.1 Preparation of interview questions about a sporting match

Homework – watch own sporting event

B1.2 Guided writing task of sport advertisement

Homework – research a ‘blog’ – what is it?

B1.3 Guided writing for own blog site

Homework – learning of new words and cliches

B1.4 Guided text on why deaf people participate in cultures/activities

Home work – research bank holidays and occasions

B1.5 Written task on an event

Homework – present to peer

B1.6 Production of a questionnaire

Homework – delivery of questionnaire to family and friends



THEME 3: MANAGING MONEY

LEVEL: B1



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

B1.1. Key poster of words of income, salary and wages

Examples of expenditure

Case Study of a disabled person and their income

Examples of how expenditure occurs

B1.2 Example set of receipts of purchased goods

Example of a person on a budget

Comprehension and comparison of branded products and supermarkets

B1.3 Key types of payments and images on flash cards

Explanatory text of how a transaction is made

Reading comprehension upon insufficient funds

B1.4 Written words/phrases for goods and adjectives

Text of personal spelling: key words/phrases

Example of budget plan and comparisons

B1.5

Key word poster for saving money

Identification of key words from application form for an account

Identification of three financial organisations to save money

Application form for completion

B1.6 Key word poster for online shopping

Key words/phrases for online shopping

Reading comprehension of online browsing and comparison

Comprehension of safe shopping and completion of form



GRAMMAR THEME 3

B1.1 Key phrases: questions and answer cloze exercise

Knowledge of word families

Use of modal verbs – would/can

B1.2 Knowledge of main and subordinate clause when writing sentences

Use of comparisons

Conjunctions - and/but/because

Products and comparison of prices within sentence structures

B1.3 Use of past tense to describe an event

Use of colons for longer sentences

Recall past tense, regular and irregular verbs

B1.4 Use a range of verbs

Use relative clauses (who, which, that)

Use negative form: they don't

B1.5 Use a range of verbs

Use relative clauses (who, which, that)

Use negative form: they don't

B1.6 Use of modal and forms with meaning: you should/shouldn't

Range of adverbials

Word families – prefixes and suffixes



ASSESSMENT THEME 3

Formative

B1.1- B1.6 Questions & Answer/Observation/Grammar worksheets

B1.1 Production of key sentences from questions posed

Guided writing to express what they spend their money on

B1.2 Knowledge of key brands and varying incomes

Comparison of goods by writing a comparison paragraph

B1.3 Questions and answers based upon reading comprehension

Assessment of transaction types

Writing of how to complete shopping activity

B1.4 Observation of Role Play through practical exercise

Completion of someone else's budget using complete sentences

B1.5 Practical exercise linked to completion of application form

Written benefits of saving money

B1.6 Practical exercise of completing shopping form

Written summary of online safety as leaflet format

Summative

B1.1 Independent writing task and recognition of ABC ordering

Homework – comparison of two receipts of spending sign-writing

B1.2 Independent writing task and recognition of ABC ordering

Homework – Complete own record of what they have purchased

B1.3 Independent writing task and spellings check for purpose of receipt

Homework – description of weekly activities

B1.4 Independent budget plan with key spellings

Home work – recall key spellings and sentence structures

B1.5 Check understanding and completion of form and benefits

Homework – recall key spellings and sentence structures

B1.6 Written production of leaflet

Homework – review quiz of key phrases with images (quiz)



THEME 4: TRAVEL

LEVEL: B1



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

B1.1. Key poster of words of accommodation and transportation

Example text of country with key facts

Reading comprehension on planning a trip abroad and differences

B1.2 Example text of country with key facts(2)

Reading comprehension on religious differences and behaviours

Comprehension based upon prejudices and reality

B1.3 Comprehension on varying culture differences

Comprehension on the main political systems and queries to travel

Hands gestures and meanings

B1.4 Travel brochures about health issues

Information on travel insurance

Scenario of health issue when travelling

Examples of varying visa applications

B1.5 Key word poster for dangers and annoyances

Examples of current affairs that pose threats/dangers to travel

Comprehension of dangers

Travel check list (online and travel guide)

B1.6 Key word poster for travel and creating a blog site

Instructions on how to create a blog site

Reading comprehension of online travel blogger



GRAMMAR THEME 4

B1.1 Key features of texts

Knowledge of word families suffixes/prefixes

B1.2 Knowledge of main and subordinate clause when writing sentences

Use of modal verbs: must/should/could

Question and answer formats

B1.3 Main clause with subjunctive

Identify various punctuation symbols

B1.4 Use of past tense and simple future tense

Use of modal forms: need to/should

Adverbial usage: possibly/perhaps/definitely

B1.5 Punctuation rules

Use relative clauses (who, which, that)

Use negative form: they don't

Use of comparatives and superlatives

B1.6 Use of modal and forms with meaning: you should/shouldn't

Imperative commands and instructions



ASSESSMENT THEME4

Formative

B1.1- B1.6 Questions & Answer/Observation/Grammar worksheets

- B1.1** Reading of text and completion of matching and data exchange
Observation of role play of own country and differences
- B1.2** Reading of text and completion of matching
Role play 'at the travel agency'
- B1.3** answers based upon reading comprehension to peer
Completion of matching to correct country (text1/2)
- B1.4** Completion of questions and answers in past tense
Written instructions on how to apply for a visa
- B1.5** Written dialogue of possible dangers
Key points for travel and needs to do so safely
- B1.6** Completion of ordering of instructions
Sentence and answer practice linked to blog site

Summative

- B1.1** Independent writing task and recognition of ABC ordering
Homework – completion of grammar exercises
- B1.2** Written response to religious perspectives
Homework – Comparisons of two religions with differences
- B1.3** Description of political system with comparison
Homework – research cultural differences in home town
- B1.4** Independent completion of visa application form
Home work – research sign language course/summary of country
- B1.5** Check understanding for checklist to travel and possible itinerary
Homework – reading of experiences and luggage examples
- B1.6** Written production of own travel for blog site
Homework – research a similar blog and write a summary of this



THEME 5: CAREER CHOICES

LEVEL: B1



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

B1.1. Key poster of words of career development

Examples texts of varying role models and how skills differ

Texts referring to grammar points

B1.2 Demonstration of personal career opportunities

Website platforms for job search activities

Key information sheet for applying for a job role

B1.3 Question an answering about volunteering opportunities

Samples texts on volunteering and experiences

List of advantages for volunteering

B1.4 Questions and answering for curriculum vitae use

Samples of Cv and covering letters

Reading comprehension of covering letter and structure

B1.5 Discussion of types of methods of applying for a job

Question and answer on completion of job application

Samples of job vacancies

B1.6 Discussion on interview skills

Sample interview scripts

Website platforms for job search and preparation needed



GRAMMAR THEME 5

B1.1 Formal and informal situations and time markers

Comparative and superlative adjectives

B1.2 Knowledge of main and subordinate clause when writing sentences

Specialist key words

B1.3 Wide range of questions

Use of conjunctions for reasoning

Identify various punctuation for texts

B1.4 Verb forms and time markers

Key noun phrases and structures for formal letters

B1.5 Adjectives and adverbs

Prepositional phrases and discourse markers

Prefixes and suffixes

B1.6 Use of modal and forms with meaning: you should/shouldn't



ASSESSMENT THEME4

Formative

B1.1- B1.6 Questions & Answer/Observation/Grammar worksheets

B1.1 Identification of skills needed and answer questions

Completion of subjects and skills quiz

B1.2 Research job roles

Understanding of key phrases for a job application

B1.3 Answers based upon reading comprehension to peer

List benefits of volunteering

B1.4 Understanding key phrases for Cv writing

Use template and key words to write draft Cv

B1.5 Completion of job application form

Reading and understanding key points of vacancy texts

B1.6 Reading and understanding scripts and what is needed to be done

Research of interview preparation dos and don'ts

Summative

B1.1 Independent writing task of own qualities

Homework – review of own skills

B1.2 Use of compound and complex sentences to express

Homework – complete a personal audit of own skills

B1.3 Persuasive poster for volunteering

Homework – list reasons of why volunteering is enjoyable

B1.4 Guided writing of Cv

Home work – completion of draft into final version

B1.5 Cloze exercise of job vacancy text

Homework – completion of factsheet on how to apply for jobs

B1.6 Written production of own interview questions

Homework – prepare responses for interview questions



B1 - Relationships Lesson Plans

Theme: 1 RELATIONSHIPS	Level/code B1 Lesson B1.1	Date:	Time:	
	DURATION: 80 Minutes	Attendance today		
		Named Absences:		
<p>AIM: Learners will examine the nature of relationships and the importance of social skills in developing and maintaining complex personal and social relationships.</p> <p>OBJECTIVES (outcome): Learners will be able to watch, understand and discuss the complex relationships and give instructions on how to act as well as compare the differences of characters within a situation. They will be able to use this within complex sentences and deliver this as a powerpoint presentation to others.</p>				
CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction Social skills	Tutor led discussion on social skills looking at different forms of communication, negotiations skills and how to be assertive in different situations.	Learners to analyse the different social skills in complex relationships seen in film or video clips at work, school, friendships and family relationships or role play scenarios. Understand task and how to do so.	Internet Video Clips Role Play Cloze exercise	Q&A Cloze exercise Observation



Text 1: Analysis skills	Introduction of clip so all group can understand and analyse correctly.	Learners to discuss as group key points and complete cloze exercise of certain clips given.		
Grammar	Topic modal forms and adjectives	Learners to understand how to express; you should/shouldn't, would etc Comparative and superlative adjectives when describing situations		



Text 2: Reading comprehension	Tutor to give examples of complex relationships and how each person may be different.	Learners to complete Q&A on each situation and use grammar to assist in answering correctly.		
Writing skills	Clarify understanding	Key points to be summarised on poster or in PowerPoint presentations. Learners to write word order in complex sentences correctly.		
Review (Feedback and homework)	Discuss Powerpoint and then link homework	Homework Learners to identify social skills and describe complex relationships to include both personal and social relationships ie Friendship group, relationships at work school and emotional relationships with different family members		



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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B1 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Read chronological/descriptive/explanatory text	✓	Identify different formats of layouts and structure writing in short paragraphs using conjunctions & connectives	✓
	Recognise features/main points inc inference	✓	Use punctuation correctly	✓
	Join main clauses with subordinate and key grammatical forms	✓	Use basic grammar correctly	✓
	Recognise various punctuation symbols	✓	Apply knowledge of spellings and build word families	
	Understand specialist words and word families; using strategies to understand		Proof read for legible text	
	Skim, scan obtain specific info and relate images	✓		



	Word bank	Grammar opportunities
	<p><i>Social Skills</i></p> <p>Different forms of communication</p> <p>Non verbal, Body Language, Written</p> <p>Team work</p> <p>Interpersonal skills</p> <p>Assertiveness</p> <p>Ability to compromise</p> <p>Collaboration of working together</p> <p>Happy/sad</p> <p><i>Complex situations</i></p> <p>Types – in a group of friends</p> <p>At work</p> <p>At school with different teachers</p> <p>Different sets of expectations</p> <p>Dealing with people with different personalities,</p>	<p>The student will:</p> <p>Understand variations in word order in complex statement. One subordinate clause, relative clauses, and a range of verbs</p> <p>Wider range of prepositions and prepositional phrases</p> <p>Ask and respond to a wide range of Wh-questions and simple reported statements</p> <p>Understand noun phrases and use of definite article/indefinite articles. Modals; positive and negative</p> <p>Know present, past and future simple tense, phrasal verbs and position of object pronouns</p> <p>Use comparative and superlative adjectives, wider range of prepositional phrases, adverbials and discourse markers</p>



	Different responsibilities and roles	
	Language features (suggestions for your language)	
	The couple in the clip were different. He was more arrogant than her and was loud. They did not listen to each other. He should listen carefully to how she is feeling.	



Theme: 1 RELATIONSHIPS	Level/code B1 Lesson B1.2	Date:	Time:
	DURATION: 80 Minutes	Attendance today	
		Named Absences:	

AIM: Learners will explore how emotions influence relationships and they will be encouraged to examine ways of managing their feelings in different situations

OBJECTIVES (outcome): Learners will be able to write a short report on hoe emotions can affect behaviors using complex sentences with a number of clauses or relatives. They will be able to use knowledge of spellings and word families with ease.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction Emotions	Tutor led examples on how emotions can influence personal and social relationships.	Group work learners to give examples of a wide variety of emotions and identify how they influence personal and social relationships. – linked from previous homework Learners need to explain how a range of different emotions are expressed and managed ie physically, through behaviour, verbally (sign language) and body language.	Internet Smartboard Emotional Literacy Games	Q&A Observation Completion of tasks set



Text 1: Analysis skills	Tutor to explain tasks of group games and activities.	Learners to complete practical emotional literacy activities/games.		
Grammar	Topic complex sentences with clauses of time, reason, condition and concession. Relative clauses	Learners to complete worksheets based on key grammar points		
Text 2: Reading comprehension	Tutor to give examples of how emotions can affect relationships by using current affairs and situations in the news.	Learners to use their grammar based knowledge and the emotional games practice to give reasoning for relationship break-ups		
Writing skills	Introduce the concept of a report, magazine or diary format and discuss.	Learner to write a short report or magazine article or "Big Brother" style diary		



		entry how emotions have influenced their personal or social relationships i.e. breaking up with a girl/boyfriend, being rejected from a team , or being made a fool of by a friend.		
Review (Feedback and homework)	Check understanding from draft	<i>Homework</i> Learner to complete draft into best piece of short report for next session		
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>			
B1 Check-List Objectives	Reading skills covered	<input type="checkbox"/>	Writing skills covered	<input type="checkbox"/>
	Read chronological/descriptive/explanatory text	<input checked="" type="checkbox"/>	Identify different formats of layouts and structure writing in short paragraphs using	<input checked="" type="checkbox"/>



			conjunctions & connectives	
	Recognise features/main points inc inference	✓	Use punctuation correctly	✓
	Join main clauses with subordinate and key grammatical forms	✓	Use basic grammar correctly	✓
	Recognise various punctuation symbols		Apply knowledge of spellings and build word families	✓
	Understand specialist words and word families; using strategies to understand	✓	Proof read for legible text	✓
	Skim, scan obtain specific info and relate images	✓		
	Word bank		Grammar opportunities	
	<i>Variety of Emotions</i> Jealousy Disappointment Resentfulness Embarassment		The student will: Understand variations in word order in complex statement. One subordinate clause, relative clauses, and a range of verbs Wider range of prepositions and prepositional phrases Ask and respond to a wide range of Wh-questions and	



	<p><i>Influence on relationships</i></p> <p>Need to distinguish between feelings and behavior</p> <p>Anger/Aggression/Frustration</p> <p>Explore alternative ways to express feelings</p> <p>Assertive/Disrespectful/Possessive</p> <p>Positive and Negative influence</p>	<p>simple reported statements</p> <p>Understand noun phrases and use of definite article/indefinite articles. Modals; positive and negative</p> <p>Know present, past and future simple tense, phrasal verbs and position of object pronouns</p> <p>Use comparative and superlative adjectives, wider range of prepositional phrases, adverbials and discourse markers</p>
	Language features (suggestions for your language)	
	<p>The man was disappointed with the result of being rejected from the team, as through time his skills were not as good, and he decided to not play football anymore.</p> <p>The woman, who left her husband, was unable to express herself fully to get help from others.</p>	



Theme: 1 RELATIONSHIPS	Level/code B1 Lesson B1.3	Date:	Time:
	DURATION: 80 Minutes	Attendance today	
		Named Absences:	

AIM: Learners will examine the importance of respect and responsibility in developing relationships. Learners will reflect on how positive social relationships enable individuals to make a positive contribution in groups and in society.

OBJECTIVES (outcome):

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction Respect and responsibility	Tutor to discuss how to be respectful and responsible in personal and social relationships.	Learners to explore respect and responsibility in personal and social relationships highlighting both positive and negative relationships. Learners to review and analyse video footage in order to highlights key points about respect and responsibility i.e showing consideration to a parent, taking leadership as team captain on pressurizing a friend into doing something against their wishes.	Case Study Video footage Role Play Activity Worksheets	



		<i>Homework</i> Produce ideas for a website giving advice on relationship skills, managing emotions and how to show respect and responsibility in relationships		
Text 1: Analysis skills				
Grammar				
Text 2: Reading comprehension				



Writing skills				
Review (Feedback and homework)				
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>			
B1 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Read chronological/descriptive/explanatory text		Identify different formats of layouts and structure writing in short paragraphs using conjunctions & connectives	
	Recognise features/main points inc inference		Use punctuation correctly	
	Join main clauses with subordinate and key grammatical forms		Use basic grammar correctly	



	Recognise various punctuation symbols		Apply knowledge of spellings and build word families	
	Understand specialist words and word families; using strategies to understand		Proof read for legible text	
	Skim, scan obtain specific info and relate images			
	Word bank		Grammar opportunities	
	<p><i>Respect</i></p> <p>Understanding different view points</p> <p>Acknowledging and accepting different attitudes and values</p> <p>Appreciating different ideas and actions</p> <p>Showing consideration towards other</p> <p>Understanding the concept of mutual consent</p> <p><i>Responsibility</i></p> <p>Importance of accountability</p> <p>Taking account of consequences</p>		<p>The student will:</p> <p>Understand variations in word order in complex statement. One subordinate clause, relative clauses, and a range of verbs</p> <p>Wider range of prepositions and prepositional phrases</p> <p>Ask and respond to a wide range of Wh-questions and simple reported statements</p> <p>Understand noun phrases and use of definite article/indefinite articles. Modals; positive and negative</p> <p>Know present, past and future simple tense, phrasal verbs and position of object pronouns</p>	



	<p>Dependability and the significance of that in any relationship</p> <p>Being trustworthy and reliable</p> <p>Conscientious</p> <p>Taking on a role</p> <p><i>Personal relationships</i></p> <p>Emotional connection with another person</p> <p>Sexual relationships</p> <p>Gender equality</p> <p>Exploring aspects of behavior in personal relationships</p> <p><i>Social relationships</i></p> <p>Friendships</p> <p>Family relationships</p> <p>Group involvement and wider relationships</p> <p>Communication and co-operation</p> <p>Group behavior and teamwork</p> <p>School</p> <p>Work</p>	<p>Use comparative and superlative adjectives, wider range of prepositional phrases, adverbials and discourse markers</p>
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	Place of worship	
	Language features (suggestions for your language)	



Theme: 1 RELATIONSHIPS	Level/code B1 Lesson B1.4	Date:	Time:
	DURATION: 80 Minutes	Attendance today	
		Named Absences:	

AIM: Learners will be able to describe a friend, define friendship, list the qualities of a friend and know how to treat a friend

OBJECTIVES (outcome): Learners will be able to accept feedback from others and use this to develop a discussion and later key facts to write into a short paragraph of writing. They will be able to use punctuation correctly and use markers that indicate effective sequencing.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction Friendships	Link previous session and website on advice. Tutor led discuss how to be a good friend Q & A	Discuss the plans for a website. Give critical feedback to each other. Group work – Brainstorm ways to be a good friend	Magazines Internet Worksheet (s)	Q&A Observation Completion of writing Use of punctuation



Text 1: Analysis skills	Tutor to introduce examples of online	Research examples of friendship behaviours in magazines or on line. Use the pictures to create a collage.		
Grammar	Punctuation discussion, conjunctions and sequence	Learners to complete worksheets and link to writing. Use of tense		
Text 2: Reading comprehension	Check grammarr and understanding	Learners to identify and list the way good friends treat each other or write a "Friendship Recipe" include the ingredients of a friendship and the steps for being a good friend		



Writing skills	Check recipes for friendship	Learner to write about the best friendship they ever had. What made or makes them so special?		
Review (Feedback and homework)	Talk about sequence from best friendships stories and explain homework task	<i>Homework</i> Describe your friend, what are the qualities that you appreciate most about this person.		
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>			

B1 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Read chronological/descriptive/explanatory text	✓	Identify different formats of layouts and structure writing in short paragraphs using conjunctions & connectives	✓



	Recognise features/main points inc inference	✓	Use punctuation correctly	✓
	Join main clauses with subordinate and key grammatical forms	✓	Use basic grammar correctly	✓
	Recognise various punctuation symbols	✓	Apply knowledge of spellings and build word families	✓
	Understand specialist words and word families; using strategies to understand	✓	Proof read for legible text	✓
	Skim, scan obtain specific info and relate images	✓		
	Word bank		Grammar opportunities	



	<p><i>Friendship</i></p> <p>pal / buddy/ penfriend</p> <p>acquaintance/roommate/classmate</p> <p>Roommate/Classmate/Colleague</p> <p>Co-worker/associate/partner</p> <p><i>How to be a good friend</i></p> <p>Listen to each other</p> <p>Understand each other's feelings and moods</p> <p>Help each other</p> <p>Help solve problems</p> <p>Can disagree without hurting each other</p> <p>Dependable</p> <p>Respect each other</p> <p>Trustworthy</p> <p>Affection/love/loyalty</p>	<p>The student will:</p> <p>Understand variations in word order in complex statement. One subordinate clause, relative clauses, and a range of verbs</p> <p>Wider range of prepositions and prepositional phrases</p> <p>Ask and respond to a wide range of Wh-questions and simple reported statements</p> <p>Understand noun phrases and use of definite article/indefinite articles. Modals; positive and negative</p> <p>Know present, past and future simple tense, phrasal verbs and position of object pronouns</p> <p>Use comparative and superlative adjectives, wider range of prepositional phrases, adverbials and discourse markers</p>
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	<p>Similar interests</p> <p>Mutual respect</p> <p>Sharing/knows your secrets/supportive/there for you</p>	
	Language features (suggestions for your language)	
	<p><i>I always remember back at school, my best friend Lucy had similar interests to me. She liked sports, cooking and many other activities; not craft work though!</i></p> <p><i>Use of punctuation throughout</i></p>	



Theme: 1 RELATIONSHIPS	Level/code B1 Lesson B1.5	Date:	Time:
	DURATION: 80 Minutes	Attendance today	
		Named Absences:	

AIM: Learners will gain knowledge and understanding how family values are formed and will write and describe the strengths of their own family.

OBJECTIVES (outcome): Learners will be able to identify and list in priority their important family values. They will be able to recognise key nouns and be able to write in present, past and future tense.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction Family values	Tutor Q & A on how family values are formed how they often come from traditions started by previous generations and include peoples' ethnic /cultural heritage, religion or political view points.	Group work – Brainstorming Learners to identify and make a list of family values. The list should reflect some of their own family values.	Smartboard Internet Magazines Activity worksheet (s)	Q&A Observation Completion of tasks



Text 1: Analysis skills	Text from other religions	How do these family values reflect their own; make comparisons.		
Grammar	Overall grammar coverage and check	Understand a range of noun phrases and verbs in various forms.		
Text 2: Reading comprehension	Text from role model	Learners to read and understand specific information relating to image. Know of the important things in the role model life.		
Writing skills	Introduce task	Learners to write and describe the things that are most important to their		



		family?		
Review (Feedback and homework)	Discuss list and explain task	Homework Create a family motto that you can fall back on during uncertain or difficult times		
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>			
B1 Check-List Objectives	Reading skills covered	<input checked="" type="checkbox"/>	Writing skills covered	<input checked="" type="checkbox"/>
	Read chronological/descriptive/explanatory text	<input checked="" type="checkbox"/>	Identify different formats of layouts and structure writing in short paragraphs using conjunctions & connectives	<input checked="" type="checkbox"/>
	Recognise features/main points inc inference	<input checked="" type="checkbox"/>	Use punctuation correctly	<input checked="" type="checkbox"/>
	Join main clauses with subordinate and	<input checked="" type="checkbox"/>	Use basic grammar correctly	<input checked="" type="checkbox"/>



	key grammatical forms			
	Recognise various punctuation symbols	✓	Apply knowledge of spellings and build word families	✓
	Understand specialist words and word families; using strategies to understand	✓	Proof read for legible text	
	Skim, scan obtain specific info and relate images	✓		
	Word bank		Grammar opportunities	



	<p>Types of family values</p> <p><i>Social values</i></p> <p>Being respectful and courteous</p> <p>Being generous with what you have</p> <p>Being honest with each other</p> <p>Participating in teamwork where possible</p> <p>Peace/Justice/freedom/equality</p> <p>Knowing right from wrong</p> <p><i>Political values</i></p> <p>Following the law</p> <p>Treating everyone equally regardless of race, religion, ethnicity or sexual orientation/patriotism</p> <p><i>Religious values</i></p> <p>Showing compassion to those in need</p> <p>Treating others as you would like to be treated/Being respectful</p> <p>Continual learning both spiritually and intellectually</p> <p><i>Work values</i></p>	<p>The student will:</p> <p>Understand variations in word order in complex statement. One subordinate clause, relative clauses, and a range of verbs</p> <p>Wider range of prepositions and prepositional phrases</p> <p>Ask and respond to a wide range of Wh-questions and simple reported statements</p> <p>Understand noun phrases and use of definite article/indefinite articles. Modals; positive and negative</p> <p>Know present, past and future simple tense, phrasal verbs and position of object pronouns</p> <p>Use comparative and superlative adjectives, wider range of prepositional phrases, adverbials and discourse markers</p>
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	<p>Always doing your best at work</p> <p>Working in a team</p> <p>Saving part of your salary</p> <p>Making education a priority</p> <p>Treating co-workers, fellow students, customer correctly</p> <p><i>Moral values</i></p> <p>Being honest and trustworthy</p> <p>Never giving up</p> <p>Being patients</p> <p>Taking personal responsibility</p> <p><i>Recreational values</i></p> <p>Involves fun and play</p> <p>Fosters closeness in the family, opportunities for creating memories</p> <p>Improving social skills and developing empathy</p> <p><i>Cultural family values</i></p> <p>Traditional values to modern equivalent</p>	
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	<p><i>Family dynamics</i> – Traditional families/blended families/Empty nest syndrome</p>	
	<p>Language features (suggestions for your language)</p>	
	<p>My family live these values, not just talk about them. Learn from failures, celebrate success.</p>	



Theme: 1 RELATIONSHIPS	Level/code B1 Lesson B1.6	Date:	Time:
	DURATION: 80 Minutes	Attendance today	
		Named Absences:	

AIM: Learners will gain knowledge and understand the importance of social networking and how it helps with face to face networking. Learners will be given some tips, techniques and useful phrases for social networking.

OBJECTIVES (outcome): Learners will be able to read brief social networking messages (blogs posts, tweets, etc) and use the information to know what is right and wrong from this. Learners will then be able to write some messages themselves. They will be able to produce a short explanation of the advantages and disadvantages of using social media.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction Social networking	Tutor lead in Will write on the smartboard:- What exactly is networking? What is the difference between networking and social networking? Which have you used? Which would the learners recommend? Do you see social networking as something you do for work	Small group discussion – in response to the tutor led questions suggested answers should be opened up to include the whole class	Smartboard Networking sites Social Media Quiz Examples of tweets & Blogs	Q&A as group discussion Q&A Writing evaluation Grammar sheets



	or for pleasure			
Text 1: Analysis skills	Tutor to confirm sites and assist	Learners to identify and research the best known sites Complete quiz		
Grammar	Topic of verbs and tenses	Look at verb forms and time markers in statements; look at 'used to' and past continuous		
Text 2: Reading comprehension	<i>Read a selected text on the value of social media; a negative view. Examples of blogs or tweets to read</i>	Learners will read a text of what could go wrong with media sites and answer questions about this.		



Writing skills	Practise writing to friends on social networking sites	Learner to write about which social network is their favourite and explain what messages they write about giving an example.		
Review (Feedback and homework)	Explain that homework will be assessed via email for end of course	<i>Homework</i> Write a balanced paragraph about the advantage and disadvantage of using social media		
<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>				
B1 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Read chronological/descriptive/explanatory text	✓	Identify different formats of layouts and structure writing in short paragraphs using	✓



			conjunctions & connectives	
	Recognise features/main points inc inference	✓	Use punctuation correctly	✓
	Join main clauses with subordinate and key grammatical forms	✓	Use basic grammar correctly	✓
	Recognise various punctuation symbols	✓	Apply knowledge of spellings and build word families	✓
	Understand specialist words and word families; using strategies to understand	✓	Proof read for legible text	✓
	Skim, scan obtain specific info and relate images	✓		
	Word bank		Grammar opportunities	
	<i>Networking sites</i> Facebook MySpace Twitter LinkedIn		The student will: Understand variations in word order in complex statement. One subordinate clause, relative clauses, and a range of verbs Wider range of prepositions and prepositional phrases Ask and respond to a wide range of Wh-questions and	



	Blogs Whats App Instagram Skype - Google+ Viber Write messages Online friends	simple reported statements Understand noun phrases and use of definite article/indefinite articles. Modals; positive and negative Know present, past and future simple tense, phrasal verbs and position of object pronouns Use comparative and superlative adjectives, wider range of prepositional phrases, adverbials and discourse markers
	Language features (suggestions for your language)	
	As an example..... In addition To illustrate this,.....	



B1 – Sports and Leisure Lesson Plans

Theme: 2 LEISURE AND SPORT	Level/code B1 Lesson B1.1	Date: _____ Time: _____		
	DURATION: 80 Minutes	Attendance today _____		
		Named Absences: _____		
<p>AIM: The learners will be able to read and understand short, straightforward texts about leisure and sport and be able to describe Sporting Events.</p> <p>OBJECTIVES (outcome): Learners will be able to compose a series of questions that could be asked if interviewing a sportman/woman about deaf leisure , Events and the most popular sport in their country. The will know how to formulate questions and understand possible answers.</p>				
CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction B1.1	Tutor gives texts about everyday life and work and pastimes	Learners read the text about everyday life and work, complete a test. Learners to prepare a weekly training schedule for a selected sport	Vocabulary/Texts exercises about your everyday life and work Test Timetable example Training programme example	Observation Test Prepare a Weekly Training Schedule Prepare an interview questionnaire about a competition match



			Activity Worksheets	
Text 1: Analysis skills	Tutor to prepare test to check comprehension of text. Tutor to give examples of selected training methods, training schedule/ timetable	Learners analyse training and answer questions based on times		
Grammar	Tutor explains grammar of 1.1	Range of questions and adverbs/prepositional phrases.		
Text 2: Reading comprehension	Tutor provides questionnaire for interview, Tutor to demonstrate media text – interview with famous sportsman/sportswoman Tutor to describes match/ competition results Give Table example	Learner to match appropriate questions with answers from competition results table		



Writing skills	Clarify task of interview style questions.	Learners to prepare and interview questionnaire about a match		
Review (Feedback and homework)	Check questions	Watch sporting event at home		
EDI				

B1 Check-List Objectives		<input type="checkbox"/>	Writing skills covered	<input type="checkbox"/>
	Read chronological/descriptive/explanatory text	<input checked="" type="checkbox"/>	Identify different formats of layouts and structure writing in short paragraphs using	



			conjunctions & connectives	
	Recognise features/main points inc inference	✓	Use punctuation correctly	✓
	Join main clauses with subordinate and key grammatical forms		Use basic grammar correctly	✓
	Recognise various punctuation symbols	✓	Apply knowledge of spellings and build word families	
	Understand specialist words and word families; using strategies to understand	✓	Proof read for legible text	
	Skim, scan obtain specific info and relate images	✓		
Word bank		Grammar opportunities		



	Families Hobbies Interests Daily activities at Work Daily routines at Home Other Activities Fitness Training Schedule What time do I have available to train Planned sports activities Warm up exercises Cool down exercises Training Objectives Priorities Circuit workouts/Light weight training Match and Sport Activities	The student will: Understand variations in word order in complex statement. One subordinate clause, relative clauses, and a range of verbs Wider range of prepositions and prepositional phrases Ask and respond to a wide range of Wh-questions and simple reported statements Understand noun phrases and use of definite article/indefinite articles. Modals; positive and negative Know present, past and future simple tense, phrasal verbs and position of object pronouns Use comparative and superlative adjectives, wider range of prepositional phrases, adverbials and discourse markers
	Language features (suggestions for your language)	



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Wh- questions and use of 'Whose'

What sort of warm-up exercises do you do? How long for?

Perhaps drinking during the weekend is not a good idea for training?



Theme: 2 LEISURE AND SPORT	Level/code B1 Lesson B1.2	Date: _____ Time: _____
	DURATION: 80 Minutes	Attendance today
		Named Absences:

AIM: Learners to analyse a sporting event and identify key information

OBJECTIVES (outcome): Learners will be able to understand and read text about a sporting Event. They will compose and introduce key vocabulary within a text advertising a sport Event. They will focus on persuasive text and know punctuation accuracy.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction B1.2 Sports Event	Tutor to select a Sporting event, demonstrate a video of the event. This will be followed by Q & A session	Learns to analyse selected event, Complete Question and Answer sheet Watch video, complete do task. Analyse verbal inflection table	Plan of selected sports Event Sports Event video Activity Worksheets Verbal inflection table Sports advertisement and Plan of a sport event	Q & A Correctly set the sequence of the Sports Event Plan Test Advertisement and plan of sports event



Text 1: Analysis skills	Tutor gives sports advertisements and example plan.	Learner analyse sport advertisement and Sport event.	picture	
Grammar	Tutor explains grammar 1.2plans	Complex sentences with subordinate clause of reasoning, result etc Noun phrases		
Text 2: Reading comprehension	Tutor led discussion, demonstrate selected event video	Watch sport event video, highlight key point.		
Writing skills	Introduce writing styles	Learner to write advertisement for planning an event		



Review (Feedback and homework)	Check understanding	Research a blog – what is 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>			
B1 Check-List Objectives	Reading skills covered	<input checked="" type="checkbox"/>	Writing skills covered	<input checked="" type="checkbox"/>
	Read chronological/descriptive/explanatory text	<input checked="" type="checkbox"/>	Identify different formats of layouts and structure writing in short paragraphs using conjunctions & connectives	<input checked="" type="checkbox"/>
	Recognise features/main points inc inference	<input checked="" type="checkbox"/>	Use punctuation correctly	<input checked="" type="checkbox"/>
	Join main clauses with subordinate and key grammatical forms	<input checked="" type="checkbox"/>	Use basic grammar correctly	



	Recognise various punctuation symbols	✓	Apply knowledge of spellings and build word families	
	Understand specialist words and word families; using strategies to understand	✓	Proof read for legible text	
	Skim, scan obtain specific info and relate images	✓		
	Word bank		Grammar opportunities	
	Related to selected Sports Event Tennis at Wimbledon Tennis court Nets Ace Advantage Backhand Ball boy/girl Baseline Break		The student will: Understand variations in word order in complex statement. One subordinate clause, relative clauses, and a range of verbs Wider range of prepositions and prepositional phrases Ask and respond to a wide range of Wh-questions and simple reported statements Understand noun phrases and use of definite article/indefinite articles. Modals; positive and negative Know present, past and future simple tense, phrasal verbs and position of object pronouns	



	Serve	Use comparative and superlative adjectives, wider range of prepositional phrases, adverbials and discourse markers
	Crosscourt	
	Deuce	
	Drop shot	
	Fault	
	Forehand	
	Game/set/Match	
	Umpire	
	Rackets	
	Game Point#	
	Lob	
	Love	
	Rally	
	Return	
	Tie breaker	
	Volley	



	Language features (suggestions for your language)	
	Relative clauses using who/which/that Noun phrases linked to sport type. What is a noun phrase – noun+ adjective	



Theme: 2 LEISURE AND SPORT	Level/code B1 Lesson B1.3	Date: _____ Time: _____
	DURATION: 80 Minutes	Attendance today
		Named Absences:

AIM: Learners will be able to understand media/blog text about Sports competitions and Leisure activities

OBJECTIVES (outcome): Learners will be able to read pieces of text about leisure and sport. They will be able to write simple text about his/her interests as a blog. They will use correct form of verb tense and adjectives to describe their feelings or journey.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction B1.3 Sports Blogs	Tutor gives blog links, e.g. www.sportsfeelgoodstories.com/how-to-start-a-sports-blog/	Sport Blog site -discuss	Sport Blog Analysis Plan Activity worksheets Personal Blog Narrative Plan Bank of Word phrases	Task(s) Write text about their interests



Text 1: Analysis skills	Tutor led discussion on people feelings and wishes and how to understand media/blog text about sport and leisure	Blog about personal feelings and wishes. Learners to understand and discuss		
Grammar	Tutor explains grammar 1.3	Verb forms and time markers Adjectives; comparatives and superlatives Discourse markers		
Text 2: Reading comprehension	Tutor organizes “thought shower” about Hobbies	Read and understand key words and phrases.		
Writing skills	Tutor to help make a narrative plan Give keyword and bank of	Learner to write an example blog for themselves.		



	phrases.			
Review (Feedback and homework)	Review	Learn new words/cliches		
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>			
B1 Check-List Objectives	Reading skills covered	<input checked="" type="checkbox"/>	Writing skills covered	<input checked="" type="checkbox"/>
	Read chronological/descriptive/explanatory text	<input checked="" type="checkbox"/>	Identify different formats of layouts and structure writing in short paragraphs using conjunctions & connectives	<input checked="" type="checkbox"/>
	Recognise features/main points inc inference	<input checked="" type="checkbox"/>	Use punctuation correctly	<input checked="" type="checkbox"/>
	Join main clauses with subordinate and key grammatical forms	<input checked="" type="checkbox"/>	Use basic grammar correctly	



	Recognise various punctuation symbols	✓	Apply knowledge of spellings and build word families	✓
	Understand specialist words and word families; using strategies to understand	✓	Proof read for legible text	
	Skim, scan obtain specific info and relate images	✓		
	Word bank		Grammar opportunities	
	<p><i>Related to feeling and emotions</i></p> <p>Anger</p> <p>Afraid</p> <p>Amazement</p> <p>Attraction</p> <p>Boredom</p> <p>Caring/Cheerful/Cautious/Content</p> <p>Delighted/Dislike/Depressed</p> <p>Eager/Envy/Excited/Frightened</p> <p>Glad/gloomy</p>		<p>The student will:</p> <p>Understand variations in word order in complex statement. One subordinate clause, relative clauses, and a range of verbs</p> <p>Wider range of prepositions and prepositional phrases</p> <p>Ask and respond to a wide range of Wh-questions and simple reported statements</p> <p>Understand noun phrases and use of definite article/indefinite articles. Modals; positive and negative</p> <p>Know present, past and future simple tense, phrasal verbs and position of object pronouns</p>	



	<p>Happy/Jealous/Kind</p> <p>Sad/Scared</p> <p><i>Related to Interest and Hobbies</i></p> <p>Dancing</p> <p>Needlepoint</p> <p>Knitting</p> <p>Gardening</p> <p>Cooking</p> <p>Reading</p> <p>Crosswords</p> <p>Riding</p> <p>Jogging</p> <p>Yoga</p> <p>Woodworking</p> <p>Quilting</p> <p>Pottery</p> <p>Painting</p> <p>Board games</p>	<p>Use comparative and superlative adjectives, wider range of prepositional phrases, adverbials and discourse markers</p>
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	Language features (suggestions for your language)	
	<p>Since 2015 I have been to America 4 times. It is amazing. I like to different sports they do there. I also go there because I like to paint. I am in a painting club.</p> <p>I will also go to South America as the climate is much better there.</p>	



Theme: 2 LEISURE AND SPORT	Level/code B1 Lesson B1.4	Date:	Time:
	DURATION: 80 Minutes	Attendance today	
		Named Absences:	

AIM: The aim is for learners to compose and introduce text about deaf culture and deaf leisure/sporting activities.

OBJECTIVES (outcome): Learners will write and express their opinion of Deaf Culture and why deaf people take part in leisure/sporting activities giving reasoning and accurate use of verb form.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction B1.4 Deaf Culture	Tutor to give examples of text related to deaf culture/sporting activities. Discuss how they spend their free time together.	Learners will be able to understand the importance of taking part in hobbies, leisure and sport.	Text examples Activity worksheets Imperative mood inflection tables Video Word/Phrase Bank Layout of text	Observations Completing tasks Q & A



				Written text
Text 1: Analysis skills	Tutor gives examples of suggestion, text comprehension	Learners analyse text related to deaf culture/sporting activities and complete tasks.		
Grammar	Tutor to demonstrate how to write the text. Tutor to explain grammar of 1.4	Simple reported speech Variations in word order		
Text 2: Reading comprehension	Tutor demonstrate a video and links about deaf culture/leisure activities.	Learners watch a selected video and will express their opinion. Q & A session		



Writing skills	Tutor to discuss word and phrases bank.	Learners to choose correct phrases and word for the text they will write.		
Review (Feedback and homework)	Review	Research bank holidays and occasions.		
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>			

B1 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Read chronological/descriptive/explanatory text	✓	Identify different formats of layouts and structure writing in short paragraphs using conjunctions & connectives	
	Recognise features/main points inc inference	✓	Use punctuation correctly	✓
	Join main clauses with subordinate and key grammatical forms	✓	Use basic grammar correctly	✓



	Recognise various punctuation symbols	✓	Apply knowledge of spellings and build word families	✓
	Understand specialist words and word families; using strategies to understand	✓	Proof read for legible text	✓
	Skim, scan obtain specific info and relate images	✓		
	Word bank		Grammar opportunities	
	Deaf Culture		The student will:	
	Deaf Clubs		Understand variations in word order in complex statement. One subordinate clause, relative clauses, and a range of verbs	
	Deaf Community		Wider range of prepositions and prepositional phrases	
	Sharing experiences		Ask and respond to a wide range of Wh-questions and simple reported statements	
	Activities		Understand noun phrases and use of definite article/indefinite articles. Modals; positive and negative	
	Sporting events		Know present, past and future simple tense, phrasal verbs and position of object pronouns	
	Sense of belonging			
	Scout Clubs/Beaver Club			
	Guides			
	Drama			



	<p>Be healthy</p> <p>Enjoy and Achieve</p> <p>Have a hobby and interests</p> <p>Make friends</p> <p>Try new things</p> <p>Develop new skills Improve fitness and health</p>	<p>Use comparative and superlative adjectives, wider range of prepositional phrases, adverbials and discourse markers</p>
	<p>Language features (suggestions for your language)</p>	
	<p>Deaf people enjoy going the Deaf clubs as they enjoy seeing other friends</p> <p>There will be opportunity to try new things</p> <p>The deaf role model could share his experiences</p>	



Theme: 2 LEISURE AND SPORT	Level/code B1 Lesson B1.5	Date: _____ Time: _____
	DURATION: 80 Minutes	Attendance today
		Named Absences:

AIM: The learners will be able to understand and read text and write a short notice related to holidays, Celebration Days and Festivals

OBJECTIVES (outcome): The learner will compose and introduce coherent text about Holidays, Celebration Days and Festivals. They will be able to write using complex sentences, short paragraphs and sequence chronological writing

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction B1.5 Holiday/Celebration Days and Festivals	Tutor led discussion about Holidays, Celebration days and Festivals	Discuss homework and research of holidays	Selected text related to Holidays, Festival and Celebration Day Analysis Plan Activity Worksheets Notice examples Photographs/Reports of selected Holiday, Festival and Celebration days	Test Produce a Notice



Text 1: Analysis skills	Tutor presents text analysis plan and comprehension tasks for learners to understand the texts	Learners to read text related to Holidays, Celebration Days and Festivals. They will analyse the planned text. Learners to complete tasks.		
Grammar	Tutor explains the grammar of 1.5	Layout features and compilation of writing Build word families from unfamiliar words		
Text 2: Reading comprehension	Key samples of holidays and what they mean to others	Learners analyse samples of notice writing, read report of a selected Holiday/Festival or Celebration Day.		
Writing skills	Tutor demonstrates short notice writing skills about Holiday, Celebration days and	Learner to write notice about a Holiday, Festival or Celebration Day using correct		



	Festivals	format and layout		
Review (Feedback and homework)	Review	Present to others		
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>			
B1 Check-List Objectives	Reading skills covered	<input checked="" type="checkbox"/>	Writing skills covered	<input checked="" type="checkbox"/>
	Read chronological/descriptive/explanatory text	<input checked="" type="checkbox"/>	Identify different formats of layouts and structure writing in short paragraphs using conjunctions & connectives	<input checked="" type="checkbox"/>
	Recognise features/main points inc inference	<input checked="" type="checkbox"/>	Use punctuation correctly	<input checked="" type="checkbox"/>
	Join main clauses with subordinate and key grammatical forms	<input checked="" type="checkbox"/>	Use basic grammar correctly	<input checked="" type="checkbox"/>



	Recognise various punctuation symbols	✓	Apply knowledge of spellings and build word families	✓
	Understand specialist words and word families; using strategies to understand	✓	Proof read for legible text	✓
	Skim, scan obtain specific info and relate images	✓		
	Word bank		Grammar opportunities	
	Christmas Boxing Day Chinese New Year Valentines Day Easter St George's Day May Day Mothering Sunday Fathers day Trooping the Color		The student will: Understand variations in word order in complex statement. One subordinate clause, relative clauses, and a range of verbs Wider range of prepositions and prepositional phrases Ask and respond to a wide range of Wh-questions and simple reported statements Understand noun phrases and use of definite article/indefinite articles. Modals; positive and negative Know present, past and future simple tense, phrasal verbs and position of object pronouns	



	Nottin Hill Carnival Bonfire Night Remembrance Day London Fashion Week Pancake Day Wimbledon Tennis Tournament Bonfire Night Spring Bank Holiday Notice format Target Group Occasion Venue Date Heading Content/Activities Time Event Specific instruction	Use comparative and superlative adjectives, wider range of prepositional phrases, adverbials and discourse markers
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	<p>Format/Style</p> <p>Write from a third person perspective</p> <p>Use passive form</p>	
	<p>Language features (suggestions for your language)</p>	
	<p>A person may like Valentines Day as it allows them to show their love.</p> <p>Pancake day is a day to cook and eat pancakes</p> <p>Mothers Day/Mothering/mothered</p>	



Theme: 2 LEISURE AND SPORT	Level/code B1 Lesson B1.6	Date: _____ Time: _____
	DURATION: 80 Minutes	Attendance today
		Named Absences:

AIM: Learners will be able to research their country's most popular sport and will develop a questionnaire about their deaf favorite sport.

OBJECTIVES (outcome): Learners will be able to read complex sentences, short paragraphs and coherent text related to Sport and produce in the written word a concise questionnaire regarding their research done of the most popular sport.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction B1.6 Most popular sport in your country	Tutor led discussion how to research their country's most popular Sport.	Discussion in group and ideas	Activity worksheets related to texts about most popular sport in country Questionnaire Examples Pattern worksheets	Test Prepare a questionnaire Produce a Quiz/survey Summarise the results using a chart



Text 1: Analysis skills	Demonstrate selected text of most popular sport	Learners to read and analyse selected text regarding their most popular Sport according to the analysis plan and complete tasks.		
Grammar	Gives questions,/patterns and explain grammar 1.6	Compilation of grammar exercises from verbs, time markers, adjectives etc		
Text 2: Reading comprehension	Present analysis plan and comprehension tasks to understand the texts	Learners to analyse selected questionnaire related to deaf sporting activities.		



Writing skills	Discussion	Learners to produce a questionnaire		
Review (Feedback and homework)	Review	Give out questionnaire to all family and friends		
EDI	<p>Equality: Ensure equality of access and opportunity for all students. Diversity: Ensure teaching and materials respect race, gender, disability, sexual orientation, age and religion/beliefs of all learners. Value differences of students. Inclusion: Remove barriers to learning – total communication used. Soft furnishings promote the use of residual hearing. Students are positioned to see both the tutor and each other.</p>			
B1 Check-List Objectives	Reading skills covered	<input checked="" type="checkbox"/>	Writing skills covered	<input checked="" type="checkbox"/>
	Read chronological/descriptive/explanatory text	<input checked="" type="checkbox"/>	Identify different formats of layouts and structure writing in short paragraphs using conjunctions & connectives	<input checked="" type="checkbox"/>
	Recognise features/main points inc inference	<input checked="" type="checkbox"/>	Use punctuation correctly	<input checked="" type="checkbox"/>
	Join main clauses with subordinate and key grammatical forms	<input checked="" type="checkbox"/>	Use basic grammar correctly	<input checked="" type="checkbox"/>



	Recognise various punctuation symbols	✓	Apply knowledge of spellings and build word families	✓
	Understand specialist words and word families; using strategies to understand	✓	Proof read for legible text	✓
	Skim, scan obtain specific info and relate images	✓		
	Word bank		Grammar opportunities	
	Most popular Sport in UK - Football History National teams Domestic Teams Premiership /Leagues Football clubs Deaf Football Clubs Professional Players Amateur Players Played August to May		The student will: Understand variations in word order in complex statement. One subordinate clause, relative clauses, and a range of verbs Wider range of prepositions and prepositional phrases Ask and respond to a wide range of Wh-questions and simple reported statements Understand noun phrases and use of definite article/indefinite articles. Modals; positive and negative Know present, past and future simple tense, phrasal verbs and position of object pronouns	



	Referee/Assistant referee Corner kick Defender Foul/ Red card/Yellow Card Goalkeeper/Striker/Goal line Handball Famous players Penalty/Penalty shootout Pitch/Touchline/Tackle	Use comparative and superlative adjectives, wider range of prepositional phrases, adverbials and discourse markers
	Language features (suggestions for your language)	
	Would you agree that football is our nation's favorite sport? What about for Deaf players? Are there many Deaf football clubs around?	



B1 – Managing Money Lesson Plans

Theme: 3 MONEY	Level/code B1 Lesson B1.1	Date:	Time:	
	DURATION: 80MINS	Attendance today		
		Named Absences:		
<p>AIM: The learner will be able to understand and identify sources of income and the learner will know what expenditure is (utility bills, food clothes).</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. Give examples of expenditure	Learner gives examples and make a keyword poster	Board work discussion	Q and A Writing familiar words
Text 1: Analysis skills	Introduce an example of case study of a disabled person and their income.	Learner to identify and discuss key words through class reading.	Case Study	observation



Grammar	Focus on reading key phrases Develop knowledge of word families Use modal verbs – would/can	Learner to know key phrases and complete exercises linked to grammar points	Question/answer sheet cloze exercise	E-learning (Formative Assessment 3)
Text 2: Reading comprehension	Reading of examples of how expenditure occurs	Learners to read and answer questions of examples of spending	Reading comprehension	Check answers given
Writing skills	Guided writing Independent writing	Learner to use list of vocabulary to build up a piece of writing about themselves and what they spend their money on.	List of words and template sheet My salary is.... I do not have a loan I give rent I buy.....	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. 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>			
B1 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Read chronological/descriptive/explanatory text	✓		
	Recognize features/main points including inference	✓	Identify different formats of layouts and structure writing in short paragraphs using conjunctions and connectives.	
	Identify main clauses with subordinate and key grammatical forms		Use punctuation correctly	✓
	Recognise various punctuation symbols	✓	Use basic grammar correctly	✓
	Understand specialist words and word families; using strategies to understand	✓	Apply knowledge of spellings and build word families	✓
	Skim, scan, obtain specific information and relate images	✓	Proof read for legible text	



	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 variations in word order in complex statements. One subordinate clause, relative clauses, and a range of verbs • Wider range of prepositions and prepositional phrases. • Ask and respond to a wide range of Wh-questions and simple reported statements. • Understand noun phrases and use of definite article/indefinite articles. Modals; positive and negative • Know present, past and future simple tense, phrasal verbs and position of object pronouns • Use comparative and superlative adjectives, wider range of prepositional phrases, adverbials and discourse markers.
	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>	



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Erasmus+

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Theme: 3 MONEY	Level/code B1 Lesson B1.2 DURATION: 80MINS	Date: _____ Time: _____
		Attendance today
		Named Absences:

AIM: The learner will understand how to plan a personal budget. The learners will be able to identify ways to save money.
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. All should identify ways to reduce spending.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction	Discussion of receipts of bought goods. Compare predicted spending and actual	Learner responds by feedback of 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. Compare themselves predicted and actual spending.	Text with key words/phrases from previous sessions. Introduction of terms such as best buys	Student recall observation



Grammar	Focus on reading key phrases Main and subordinate clause identification Use of comparisons Conjunctions – and/but/because	Learner to know key phrases and how to identify sentence structures	Products and comparison of prices set sentences	E-learning (Formative Assessment 3)
Text 2: Reading comprehension	Reading of branded products in a well know supermarket chain - comparison	Learners to read and identify key words on products brands.	Reading comprehension	observation
Writing skills	Guided	Learner to use reading comprehension to write a short paragraph about the supermarkets.	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>			



B1 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Read chronological/descriptive/explanatory text	✓		
	Recognize features/main points including inference	✓		
	Identify main clauses with subordinate and key grammatical forms	✓	Identify different formats of layouts and structure writing in short paragraphs using conjunctions and connectives.	✓
	Recognise various punctuation symbols	✓	Use punctuation correctly	✓
	Understand specialist words and word families; using strategies to understand	✓	Use basic grammar correctly	✓
	Skim, scan, obtain specific information and relate images	✓	Apply knowledge of spellings and build word families	✓
			Proof read for legible text	✓
	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 variations in word order in complex statements. One subordinate clause, relative clauses, and a range of verbs• Wider range of prepositions and prepositional phrases.• Ask and respond to a wide range of Wh- questions and simple reported statements.• Understand noun phrases and use of definite article/indefinite articles. Modals; positive and negative• Know present, past and future simple tense, phrasal verbs and position of object pronouns• Use comparative and superlative adjectives, wider range of prepositional phrases, adverbials and discourse markers.
<p>Language features (suggestions for your language)</p>		
	<p>Main and subordinate clause identification examples....</p> <p>Use of comparisons</p> <p>Conjunctions – and/but/because</p>	



Theme: 3 MONEY	Level/code B1 Lesson B1.3	Date:	Time:	
	DURATION: 80MINS	Attendance today		
		Named Absences:		
<p>AIM: The learner will be aware of the different methods of paying for items and the learner will demonstrate different ways of paying for goods and services</p> <p>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 will be able to give reasoning if spending is greater than income.</p>				
CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction	Discussion of types of payment methods(receipts). Discussion of own payments	Learner match up images with meaning. Own examples	Board work discussion	Q and A Writing familiar words
Text 1: Analysis skills	Example of transactions and explanation as why something is done – discussion of images	Learner to identify key words and know images relate to explanation texts.	Example comprehension explanation text	Student recall observation



Grammar	Use past tense – describe a transaction event Discussion of colons for use of longer sentences. -	Learner to know key phrases and identify these when reading Recall past tense and regular/irregular verbs	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. Skim, scan and obtain specific information	Reading comprehension	QandA
Writing skills	independent	Learner to complete assessment of knowing transaction types, write how to complete a shopping activity using up to £20 Describe purpose of a receipt	Previous worksheets	Check written production (Formative Assessment 1)
Review (Feedback and homework)	Check understanding	Description of own weekly shopping activities	Writing location	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>			



B1 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Read chronological/descriptive/explanatory text	✓		
	Recognize features/main points including inference	✓		
	Identify main clauses with subordinate and key grammatical forms	✓	Identify different formats of layouts and structure writing in short paragraphs using conjunctions and connectives.	✓
	Recognise various punctuation symbols	✓	Use punctuation correctly	✓
	Understand specialist words and word families; using strategies to understand	✓	Use basic grammar correctly	✓
	Skim, scan, obtain specific information and relate images	✓	Apply knowledge of spellings and build word families	✓
		✓	Proof read for legible text	✓
	Word bank		Grammar opportunities	



	<p>Cash Debit Cards</p> <p>Credit cards Store cards</p> <p>Loyalty cards Vouchers</p> <p>Cheques Money off</p> <p>Vouchers Standing Orders</p> <p>Calculations on Change given</p> <p>Value of items Prices</p>	<p>The student will:</p> <ul style="list-style-type: none"> • Understand variations in word order in complex statements. One subordinate clause, relative clauses, and a range of verbs • Wider range of prepositions and prepositional phrases. • Ask and respond to a wide range of Wh- questions and simple reported statements. • Understand noun phrases and use of definite article/indefinite articles. Modals; positive and negative • Know present, past and future simple tense, phrasal verbs and position of object pronouns • Use comparative and superlative adjectives, wider range of prepositional phrases, adverbials and discourse markers.
	Language features (suggestions for your language)	
	<p>Use past tense – describe a transaction event. The lady went to the bank.....</p> <p>Talk -talked go - went</p> <p>Discussion of colons for use of longer sentences. The lady went to the bank; she did not have enough</p>	



Theme: 3 MONEY	Level/code B1 Lesson B1.4	Date: _____ Time: _____
	DURATION: 80MINS	Attendance today
		Named Absences:

AIM: The learner will be able to undertake a shopping activity and 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	Range of verbs + ing form Defining relative causes (who, which, that) Use negative form – they don't... comparative	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 (verb form) Comparative structures	Learners to read and discuss with others. Practical exercise may occur – excursion to local shop	Reading comprehension Discussion peers Practical exercise	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 and key sentence structures using conjunctions.	Spellings list	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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B1 Check-List Objectives	Reading skills covered	<input checked="" type="checkbox"/>	Writing skills covered	<input checked="" type="checkbox"/>
	Read chronological/descriptive/explanatory text	<input checked="" type="checkbox"/>		
	Recognize features/main points including inference	<input checked="" type="checkbox"/>	Identify different formats of layouts and structure writing in short paragraphs using conjunctions and connectives.	
	Identify main clauses with subordinate and key grammatical forms	<input checked="" type="checkbox"/>	Use punctuation correctly	<input checked="" type="checkbox"/>
	Understand specialist words and word families; using strategies to understand	<input checked="" type="checkbox"/>	Use basic grammar correctly	<input checked="" type="checkbox"/>
	Skim, scan, obtain specific information and relate images	<input checked="" type="checkbox"/>	Apply knowledge of spellings and build word families	<input checked="" type="checkbox"/>
			Proof read for legible text	<input checked="" type="checkbox"/>



	Word bank	Grammar opportunities
	<p>Shopping exercises</p> <p>Budgeting for 1 months expenditure</p> <p>Keep a diary of spending</p> <p>Comparing prices of different</p> <p>Brands Price offers Discounts</p> <p>Judging value for money</p> <p>Bargain shopping</p>	<p>The student will:</p> <ul style="list-style-type: none">• Understand variations in word order in complex statements. One subordinate clause, relative clauses, and a range of verbs• Wider range of prepositions and prepositional phrases.• Ask and respond to a wide range of Wh-questions and simple reported statements.• Understand noun phrases and use of definite article/indefinite articles. Modals; positive and negative• Know present, past and future simple tense, phrasal verbs and position of object pronouns• Use comparative and superlative adjectives, wider range of prepositional phrases, adverbials and discourse markers.
	Language features (suggestions for your language)	



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Range of verbs + ing form. I am shopping/They are buying

Defining relative causes (who, which,that) – the woman, who is shopping there, has milk. The shop, which is closed, opens later.

Use negative form – they don't.... The woman does not shop in another place.

Comparative – The shop is the larger than the other.



Theme: 3 MONEY	Level/code B1 Lesson B1.5 DURATION: 80MINS	Date: _____ Time: _____
		Attendance today
		Named Absences:

AIM: The learner will understand what savings are and recognize the importance of having a bank/savings account.
OBJECTIVES (outcome): All students will identify the benefits of saving and where money can be kept using key phrases and spellings correctly. All students will be able to read and understand documents relating to opening a bank or savings account.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction	Discussion of savings and their meaning. Check meanings	Learner responds by feedback. Identify ways of saving and design a keyword poster	Board work Discussion Key word poster worksheets	Q and A Writing familiar words
Text 1: Analysis skills	Introduce an application form for opening a bank account	Learner to identify key words complete as peer group Identify three financial organizations where to save/keep money	Form (bank)	writing
Grammar	Range of verbs + ing form conjunctions Defining relative causes (who, which, that) Use negative form – they don't....	Learner to know key phrases and how to express the benefits of saving	worksheets	E-learning (Formative Assessment 3)



	comparative			
Text 2: Reading comprehension	Bank form type 2	Learners to read and discuss with others. Practical exercise may occur – excursion to bank to develop ways to open an account. Would they need more information on site?	Reading comprehension -form Discussion peers Practical exercise	Observation of role play
Writing skills	Guided	Complete example type 2 form Express benefits through saving with complex sentences using grammar points.	Previous worksheets	Check written production (Formative Assessment 1)
Review (Feedback and homework)	Check form	Learner to recall spellings and key sentence structures using conjunctions.	Account forms	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>			
B1 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Read chronological/descriptive/explanatory text			
	Recognize features/main points including inference	✓	Identify different formats of layouts and structure writing in short paragraphs using conjunctions and connectives.	✓
	Identify main clauses with subordinate and key grammatical forms	✓	Use punctuation correctly	✓
	Understand specialist words and word families; using strategies to understand	✓	Use basic grammar correctly	✓
	Skim, scan, obtain specific information and relate images	✓	Apply knowledge of spellings and build word families	✓
			Proof read for legible text	✓



	Word bank	Grammar opportunities
	Methods of savings Piggy Bank Savings Bank ISAs Fraud Building Society Financial products Bank Balance Overdrawn Interest	The student will: <ul style="list-style-type: none">• Understand variations in word order in complex statements. One subordinate clause, relative clauses, and a range of verbs• Wider range of prepositions and prepositional phrases.• Ask and respond to a wide range of Wh-questions and simple reported statements.• Understand noun phrases and use of definite article/indefinite articles. Modals; positive and negative• Know present, past and future simple tense, phrasal verbs and position of object pronouns• Use comparative and superlative adjectives, wider range of prepositional phrases, adverbials and discourse markers.
	Language features (suggestions for your language)	



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Range of verbs + ing form+ conjunction I am saving because.....

Defining relative causes (who, which,that) – the woman, who is shopping there, has savings. The bank, which I have an account with, is very good.

Use negative form – they don't....

Comparative – My savings are larger than before.



Theme: 3 MONEY	Level/code B1 Lesson B1.6	Date: Time:
	DURATION: 80MINS	Attendance today
		Named Absences:

AIM: The learner will be able to understand how to shop safely online and the learner will be able to understand the concept of online banking services

OBJECTIVES (outcome): All students will read and identify how to shop safely and securely online. All students will be able to read and understand documents and information when/if banking through the internet, smartphone, tablet or computer.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction	Discussion of online shopping and risks involved. How to check the security of a site. What is online banking?	Learner responds by feedback. Identify ways of online shopping	Board work Discussion Key word poster worksheets	Q and A Writing familiar words
Text 1: Analysis skills	Comparison of online payment services	Learner to identify key words complete as peer group	Text for discussion – online browsing	writing
Grammar	Modal and forms with similar meaning: you should/shouldn't, might/may, would A wide range of adverbials – possibly/perhaps/definitely	Learner to know key phrases and how to express what is safe/unsafe	worksheets	E-learning (Formative Assessment 3)



	Word families – prefixes/suffixes			
Text 2: Reading comprehension	Online purchase	Learners to read and discuss with others. Practical exercise Learners to read the safe/unsafe comprehension as guided	Reading comprehension -form Discussion peers Practical exercise	Observation of role play
Writing skills	Guided	Learners to write a brief leaflet of online safety; what is important using structure, conjunctions and accurate grammar	Previous worksheets	Check written production (Formative Assessment 1)
Review (Feedback and homework)	Discuss leaflet	Learner to recall key specialist vocab when using online purchases and banking	Match of icons to words as review -quiz	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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B1 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Read chronological/descriptive/explanatory text	✓		
	Recognize features/main points including inference	✓	Identify different formats of layouts and structure writing in short paragraphs using conjunctions and connectives.	✓
	Identify main clauses with subordinate and key grammatical forms	✓	Use punctuation correctly	✓
	Understand specialist words and word families; using strategies to understand	✓	Use basic grammar correctly	✓
	Skim, scan, obtain specific information and relate images	✓	Apply knowledge of spellings and build word families	✓
			Proof read for legible text	✓



	Word bank	Grammar opportunities
	Customer Service Quality Access Online systems Ease of use Strong passwords Secure connection Checking balance Paying bills Managing direct debits/standing orders Transferring money Financial statements Pin Number	The student will: <ul style="list-style-type: none">• Understand variations in word order in complex statements. One subordinate clause, relative clauses, and a range of verbs• Wider range of prepositions and prepositional phrases.• Ask and respond to a wide range of Wh-questions and simple reported statements.• Understand noun phrases and use of definite article/indefinite articles. Modals; positive and negative• Know present, past and future simple tense, phrasal verbs and position of object pronouns• Use comparative and superlative adjectives, wider range of prepositional phrases, adverbials and discourse markers.
	Language features (suggestions for your language)	



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Modal and forms with similar meaning: you should/shouldn't, might/may, would

A wide range of adverbials – possibly/perhaps/definitely

Word families – prefixes/suffixes

You should be careful online because you can get your money taken



B1 - Travel Lesson Plans

Theme: TRAVEL 4	Level/code B1 Lesson B1.1	Date:	Time:	
	DURATION: 80 Minutes	Attendance today		
		Named Absences:		
<p>AIM: The Learner will be able to identify and know the main Continents, their difference in religions, cultures, politics and time.</p> <p>OBJECTIVES (outcome): The learners will know and understand information about accommodation, means of transport, currency, time differences and electricity worldwide. The learner will be able to express himself adequately, understand how to formulate (longer) texts of moderate difficulty and he/she will do so by starting a blog about his/her travel experiences.</p>				
CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction B1.1. Continents differences in accommodation and Transport	Tutor to present main information about accommodation and transport of different continents Tutor to lead group discussion	Group discussion: Give examples of continental/country differences you know and list them (flip chart) Read the text, fill in the gaps and match with the picture of the correct country	Presentation Flip chart Pictures (accommodation; Means of transport) World Map Keyword Poster Activity worksheet(s)	Practical Observation Activity worksheet(s) Task(s) Homework



B1.2.2 More Continent differences			Task(s) (SL-videos)	
Text 1: Analysis skills	Tutor to present main information about differences in time, measures and weight Tutor to lead team work	You are planning your trip to XY: Find out if there are differences regarding these things and write them down Team work (2P): place the correct pictures on the right country; sign/write what is a fascinating difference for you		



Grammar	Tutor to explain grammar of 1.2 (Optional: SL-grammar explanations)	Look at word families and layouts of texts Prefixes and suffixes		
Text 2: Reading comprehension	To explain task	Role play (2P): You are a citizen of XY; explain your seatmate what kind of time zone you are living in and talk about the other areas as well (SL) Team work (2P): Read the text and exchange the data (e.g. kg into pounds)		
Writing skills	Give text example	<i>Homework:</i> Write a text: What is the most fascinating difference for you and why		



Review (Feedback and homework)	Set work	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>			
B1 Check-List Objectives	Reading skills covered	<input checked="" type="checkbox"/>	Writing skills covered	<input checked="" type="checkbox"/>
	Read chronological/descriptive/explanatory text	<input checked="" type="checkbox"/>	Identify different formats of layouts and structure writing in short paragraphs using conjunctions & connectives	<input checked="" type="checkbox"/>
	Recognise features/main points inc inference	<input checked="" type="checkbox"/>	Use punctuation correctly	
	Join main clauses with subordinate and key grammatical forms		Use basic grammar correctly	<input checked="" type="checkbox"/>
	Recognise various punctuation symbols		Apply knowledge of spellings and build word families	<input checked="" type="checkbox"/>
	Understand specialist words and word families; using strategies to understand	<input checked="" type="checkbox"/>	Proof read for legible text	



	Skim, scan obtain specific info and relate images	✓		
	Word bank		Grammar opportunities	
	<p>Types of accommodation (hotel, camping, apartments, Favelas (slum areas), cottages, B&B, hostel, loan house; lodge, resort; boutique hotel;</p> <p>Guest house; backpacker; self- catering; villa; bungalow; yurt)</p> <p>Means of transport: public transport, taxi, moped taxi, Tuk tuk (auto rickshaw), rickshaw, ships/boats; jeep; minibus, overnight bus; tricycle; van; pedicab;</p> <p>Combined transportation</p> <p>Time zones</p> <p>Weights (pounds, ounce, kg)</p> <p>Types of measures</p>		<p>Word composition</p> <p>Questions for identification</p> <p>Grammatical terms</p> <p>Relative pronoun (what, who)</p> <p>The student will:</p> <p>Understand variations in word order in complex statement. One subordinate clause, relative clauses, and a range of verbs</p> <p>Wider range of prepositions and prepositional phrases</p> <p>Ask and respond to a wide range of Wh-questions and simple reported statements</p> <p>Understand noun phrases and use of definite article/indefinite articles. Modals; positive and negative</p>	



		<p>Know present, past and future simple tense, phrasal verbs and position of object pronouns</p> <p>Use comparative and superlative adjectives, wider range of prepositional phrases, adverbials and discourse markers</p>
	Language features (suggestions for your language)	
	<p>Group of words such as tricycle endings of ed/ness/ful; starts of mis/un</p> <p>And specialist vocab such tuk tuk</p>	



Theme: 4 TRAVEL	Level/code B1	Date:	Time:
	Lesson- B1.2	Attendance today	
	DURATION: 80 Minutes	Named Absences:	

AIM: Learners will gain knowledge and understanding about the main differences between continents

OBJECTIVES (outcome): A learner will be able to discuss more Continent difference including, religious difference and the do's and don't when travelling. All learnrs will write sentences using you must/you musn't.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction B1.2.1 Further Continent differences	Tutor to present main information about Continent differences: electricity, temperature and currency Tutor to lead group work	Role play (2 P): You want to go to XY; ask the "travel agent" what the differences in these areas are. The "travel agent" will explain them to you in SL (basis: written text) Group work: read the texts and place the correct pictures and keywords on the right countries	Presentation Texts about some countries for group work Pictures World map Keyword Poster	Observation Practical (poster) Activity worksheet(s) Task(s) Homework



B1.2.2 Religious perspective				
Text 1: Analysis skills	Tutor to give examples for correct/incorrect behavior in different religious environments (links)	Group work: read the texts and place the correct pictures and keywords on the right countries		
Grammar	Tutor to explain grammar of 2.2 (Optional: SL-videos grammar explanations)	Modal verbs must/should/could etc Questions and answer formats		
Text 2: Reading comprehension	Tutor to lead „Reality check“ (Prejudices and reality) Tutor to explain main religions and to present links for further information	Group work “Reality check”: What do you know about the different world religions? What is positive and what is negative according to your opinion and why? (Flip chart) Group work: place the correct pictures and keywords on the		



		right countries		
Writing skills	Text and questioning	Find the main information in written travel experiences about religious perspectives and answer the questions		
Review (Feedback and homework)	Explain homework	<i>Homework:</i> Choose two religions and explain the main differences (SL or written)		
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>			
B1 Check-List Objectives	Reading skills covered	<input checked="" type="checkbox"/>	Writing skills covered	<input checked="" type="checkbox"/>



	Read chronological/descriptive/explanatory text	✓	Identify different formats of layouts and structure writing in short paragraphs using conjunctions & connectives	✓
	Recognise features/main points inc inference	✓	Use punctuation correctly	
	Join main clauses with subordinate and key grammatical forms		Use basic grammar correctly	✓
	Recognise various punctuation symbols	✓	Apply knowledge of spellings and build word families	
	Understand specialist words and word families; using strategies to understand	✓	Proof read for legible text	
	Skim, scan obtain specific info and relate images	✓		
	Word bank		Grammar opportunities	



	<p>Adaptor</p> <p>Generator</p> <p>Measures of temperatures,</p> <p>Types of currency (dependent on the country Euro, Dollars, Yen coins, paper money, cheque)</p> <p>Grammatical terms</p> <p>Behaviour</p> <p>Prejudices</p> <p>Dress codes</p> <p>World religions</p> <p>Religious symbols</p> <p>Holy sites</p> <p>Religious holidays</p> <p>Estimation/ acceptance for other worldviews</p> <p>Worldviews</p>	<p>The student will:</p> <p>Understand variations in word order in complex statement. One subordinate clause, relative clauses, and a range of verbs</p> <p>Wider range of prepositions and prepositional phrases</p> <p>Ask and respond to a wide range of Wh-questions and simple reported statements</p> <p>Understand noun phrases and use of definite article/indefinite articles. Modals; positive and negative</p> <p>Know present, past and future simple tense, phrasal verbs and position of object pronouns</p> <p>Use comparative and superlative adjectives, wider range of prepositional phrases, adverbials and discourse markers</p>
	Language features (suggestions for your language)	



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You must respect other religions and think about them.

You should not wear short skirts

You must cover your arms in a church.



Theme: 4 TRAVEL	Level/code B1 Lesson B1.3	Date:	Time:
	DURATION: 80 Minutes	Attendance today	
		Named Absences:	

AIM: Learners will identify and become familiar with cross cultural perspectives when travelling

OBJECTIVES (outcome): Learners will gain greater knowledge and understanding of the do's and don'ts when travelling. All learners will recognise key grammatical features when reading as well as use complex structures when writing about the political situation in their country.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction B1.3 Cultural perspectives	Tutor to show/explain some cultural differences	Role play (2P): Read the texts about different cultures and explain the content to your "travel buddy" in SL	Presentation Keyword poster Hand signs Activity worksheet(s) Task(s) (SL-videos)	Observation Practical (texts) Activity worksheet(s) Task(s) Homework



B1.3.2 Do's and Don'ts when travelling				
Text 1: Analysis skills	Tutor to present main information about the main political systems and how to behave	Read the text and write down out if the described behaviour is appropriate or not and justify your opinion Find out the different meanings of the hand gestures in different countries Group work: place the correct pictures and keywords on the right country		



Grammar	Tutor to explain grammar of 3.1 (Optional: SL-videos grammar explanations) Tutor to explain grammar of 3.2 (Optional: SL-videos grammar explanations; SL-video political systems)	Join main clauses with subjunctive clauses Learn about various punctuation symbols		
Text 2: Reading comprehension	Give explanation	You received a written inquiry. Explain in written what the political system in the country XY is and what one should one consider when going there. Read the text and find the corresponding country/political system		
Writing skills	Link grammar points	Describe the political system of your country and ompare with others		



Review (Feedback and homework)	Check understanding	<i>Homework:</i> Find out the cultural peculiarities of your country		
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.				
B1 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Read chronological/descriptive/explanatory text	✓	Identify different formats of layouts and structure writing in short paragraphs using conjunctions & connectives	
	Recognise features/main points inc inference	✓	Use punctuation correctly	✓
	Join main clauses with subordinate and key grammatical forms	✓	Use basic grammar correctly	✓
	Recognise various punctuation symbols	✓	Apply knowledge of spellings and build word families	✓



	Understand specialist words and word families; using strategies to understand	✓	Proof read for legible text	✓
	Skim, scan obtain specific info and relate images	✓		
	Word bank	Grammar opportunities		
	Behaviour	Future tense		
	Hand signs			
	Cultures	The student will:		
	Taboos	Understand variations in word order in complex statement. One subordinate clause, relative clauses, and a range of verbs		
	Punctuality			
	Eating manners	Wider range of prepositions and prepositional phrases		
	Body language	Ask and respond to a wide range of Wh-questions and simple reported statements		
	Political systems			
	Political correctness	Understand noun phrases and use of definite article/indefinite articles. Modals; positive and negative		
	Jokes Racism Gender			
	Amnesty International	Know present, past and future simple tense, phrasal		



	<p>Human Rights</p> <p>Grammatical terms</p>	<p>verbs and position of object pronouns</p> <p>Use comparative and superlative adjectives, wider range of prepositional phrases, adverbials and discourse markers</p>
	<p>Language features (suggestions for your language)</p>	
	<p>The political unrest in, will be an issue for travellers etc</p> <p>Use of colons, semi colons, hyphens etc</p> <p>I was walking along the street when I heard a lot of commotion behind me.....</p>	



Theme: 4 TRAVEL	Level/code B1	Date:	Time:	
	Lesson – B1.4.1	Attendance today		
	DURATION: 80 Minutes	Named Absences:		
<p>AIM: The learner will gain knowledge and understanding regarding health issues and what you have to consider when leaving Europe</p> <p>OBJECTIVES (outcome): A learner will be able to read and correctly fill out a Passport Application and Visa for what is needed when travelling and will know what they need to consider with regards to Health/Insurance, knowing specifics words and vocabulary linked to travelling.</p>				
CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction B1.4.1 Health	<p>Tutor to present brochures about health issues abroad.</p> <p>Tutor to present a list with possible travel insurances.</p> <p>Tutor to lead group discussion</p>	<p>Discussion: what health issues are important when travelling? Which travel insurance would you choose and why?</p>	<p>Presentation</p> <p>Brochures</p> <p>Travel insurances (list)</p> <p>Keyword Poster</p> <p>Activity worksheet(s)</p> <p>Task(s)</p> <p>(SL-videos)</p>	<p>Practical</p> <p>Observation</p> <p>Activity worksheet(s)</p> <p>Task(s)</p>
B1.4.2 Passport/Visa				



applications				
Text 1: Analysis skills	Tutor to present issue of health abroad and the outcome	To read and understand what had happened in the past tense		
Grammar	Tutor to explain grammar of 4.2 (Optional: SL-videos grammar explanations and "Visa application") Modal forms; need to/should Future forms tense Adverbial use; possibly/perhaps/definitely	To know of past tense – exercises sentences. Future simple verb forms		



Text 2: Reading comprehension	Tutor to present different types of visas/applications e.g. USA, Canada and a country from south East Asia	3 groups: One applies for a visa in the USA, the other one for Canada and the third one for e.g. Vietnam – write down the steps (poster) Bring back to order: main steps to apply for a visa to China/North America/South America		
Writing skills	Discuss task	Complete a form for a visa		
Review (Feedback and homework)	Review outcome of medical decision and visa	Homework: 1)find out if there are any sign language courses for the language of the country you are travelling to. 2)What to consider when leaving for e.g. the USA, write a summary		



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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B1 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Read chronological/descriptive/explanatory text	✓	Identify different formats of layouts and structure writing in short paragraphs using conjunctions & connectives	✓
	Recognise features/main points inc inference	✓	Use punctuation correctly	✓
	Join main clauses with subordinate and key grammatical forms	✓	Use basic grammar correctly	✓
	Recognise various punctuation symbols	✓	Apply knowledge of spellings and build word families	✓
	Understand specialist words and word families; using strategies to understand	✓	Proof read for legible text	
	Skim, scan obtain specific info and relate images	✓		



	Word bank	Grammar opportunities
	Languages Environment Insurances (travel, health) Grammatical terms Types of visas (business, diplomatic) Entrance, exit, residence, student, tourist) Duration of visa Compulsory statements Fees Entry requirements Visa services (e.g. www.visum.a t) Type of entry (sea, air, land) Electronic Travel Authorisation (Canada) countries Grammatical terms	The student will: Understand variations in word order in complex statement. One subordinate clause, relative clauses, and a range of verbs Wider range of prepositions and prepositional phrases Ask and respond to a wide range of Wh-questions and simple reported statements Understand noun phrases and use of definite article/indefinite articles. Modals; positive and negative Know present, past and future simple tense, phrasal verbs and position of object pronouns Use comparative and superlative adjectives, wider range of prepositional phrases, adverbials and discourse markers



	Language features (suggestions for your language)
	<p>Immunisation is definitely recommended whether travelling to Vietnam</p> <p>You should go to the doctors months before</p> <p>The person had not had his jab</p> <p>Protect -protected</p>



Theme: 4 TRAVEL	Level/code B1	Date:	Time:
	Lesson – B1.5	Attendance today	
	DURATION: 80 Minutes	Named Absences:	

AIM: Learners will gain knowledge and a better understanding of the dangers and risk whilst travelling

OBJECTIVES (outcome): Learners will be able to identify dangers and risk whilst travelling and will be able to provide a travel itinerary outlining a detailed plan which will include places to visit, routes etc. All learners will use correct punctuation, be familiar with word patterns and make comparisons

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction B1 5.1 Travel Dangers	Tutor to present examples for dangers and annoyances tutor to lead discussion	Choose a travel route and create a portfolio including latest news from the internet. Discuss dangers that may exist.	Presentation Keyword Poster Activity worksheet(s) Task(s) (SL-videos) Presentation (check-list) Maps from e.g. Thailand Pictures Travel guide	Practical Observation Activity worksheet(s) Task(s) Homework Grammatical terms



Text 1: Analysis skills	Introduce text of dangers	Team work (2P): Read the text and find out what dangers and annoyances are mentioned in it and for whom (e.g. women traveller) – present your results (SL) Write a dialogue at the hotel reception asking what dangers and annoyances there could be for Deaf travellers		
Grammar	Tutor to explain grammar of 5.1a (Optional: SL-videos) Grammar explanations and dangers/annoyances Look spelling patterns, punctuation rules and comparative and superlative in	Students to complete activities linked to key grammar points from text reading.		



	depth when reading			
Text 2: Reading comprehension	Tutor to explain what is needed for a trip to e.g. SEA and why Present check-list (online and travel guide)	Discussion: How do you prepare for this trip? Write down the main points on a poster		
Writing skills	Tutor to explain two tasks of dialogue and list of things	Write down your travel itinerary for e.g. Thailand Write down the things you need as e.g. backpacker on your travel (cf. above)		
Review (Feedback and homework)		<i>Homework:</i> read the experiences from disabled travellers and answer the questions <i>Homework:</i> Read the		



		descriptions of the different luggage contents and explain for what kind of travel it is needed		
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"/>
	Read chronological/descriptive/explanatory text	<input checked="" type="checkbox"/>	Identify different formats of layouts and structure writing in short paragraphs using conjunctions & connectives	<input checked="" type="checkbox"/>
	Recognise features/main points inc inference	<input checked="" type="checkbox"/>	Use punctuation correctly	<input checked="" type="checkbox"/>
	Join main clauses with subordinate and key grammatical forms	<input checked="" type="checkbox"/>	Use basic grammar correctly	<input checked="" type="checkbox"/>
	Recognise various punctuation symbols	<input checked="" type="checkbox"/>	Apply knowledge of spellings and build word	<input checked="" type="checkbox"/>



			families	
	Understand specialist words and word families; using strategies to understand	✓	Proof read for legible text	✓
	Skim, scan obtain specific info and relate images	✓		
	Word bank		Grammar opportunities	



	<p>Security precautions</p> <p>Dangers</p> <p>Annoyances ie Time Shares</p> <p>Legal matters</p> <p>Drugs</p> <p>Grammatical terms</p> <p>Travel routes</p> <p>Sun protection</p> <p>Mosquito repellent</p> <p>Specific travel gear</p> <p>Grammatical terms</p>	<p>The student will:</p> <p>Understand variations in word order in complex statement. One subordinate clause, relative clauses, and a range of verbs</p> <p>Wider range of prepositions and prepositional phrases</p> <p>Ask and respond to a wide range of Wh-questions and simple reported statements</p> <p>Understand noun phrases and use of definite article/indefinite articles. Modals; positive and negative</p> <p>Know present, past and future simple tense, phrasal verbs and position of object pronouns</p> <p>Use comparative and superlative adjectives, wider range of prepositional phrases, adverbials and discourse markers</p>
	Language features (suggestions for your language)	



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Words families such as -er,-est,-ful/ly

Nouns - -ment, -ability etc

Commas and use of colons and semi colons.



Theme: 4 Travel	Level/code B1	Date:	Time:	
	Lesson – B1.6	Attendance today		
	DURATION: 80 Minutes	Named Absences:		
<p>AIM: Learners will be able to learn the basics of starting a travel blog</p> <p>OBJECTIVES (outcome): Learners will write a travel blog creating useful and interesting content, using correct grammar with tense variation and accurate punctuation.</p>				
CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction B1..6.1 Travel blog how to get started	Tutor to explain the first steps how to start a travel blog	Discuss and bring back to order: main steps of how to create a travel blog	Presentation Keyword Poster Activity Worksheet(s) Task(s) (SL-videos)	Practical Observation Activity Worksheet(s) Task(s) Homework
Introduction B1.6.2 Write a travel blog				



Text 1: Analysis skills	Read order of how to do a blog	Show ordering of instructions and use of adverbials to start the imperative command.		
Grammar	Tutor to explain grammar of 6.1 (Optional: SL-videos grammar explanations and how to start a travel blog I) Look at instructions and imperative commands	Activity sheet for grammar consolidation		
Text 2: Reading comprehension	Example travel blogger	Read the text, and formulate sentences to answer the questions		



Writing skills	Discuss task	Write a travel blog about your last trip!		
Review (Feedback and homework)	Check understanding	<p><i>Homework:</i> Continue writing your travel blog <i>Fill in the Feedback questionnaire</i></p> <p><i>Homework:</i> search on the internet for a travel blog you like, write a description, and what you like/dislike</p>		
<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>				
B1 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Read chronological/descriptive/explanatory text	✓	Identify different formats of layouts and structure writing in short paragraphs using	✓



			conjunctions & connectives	
	Recognise features/main points inc inference	✓	Use punctuation correctly	✓
	Join main clauses with subordinate and key grammatical forms	✓	Use basic grammar correctly	✓
	Recognise various punctuation symbols	✓	Apply knowledge of spellings and build word families	✓
	Understand specialist words and word families; using strategies to understand	✓	Proof read for legible text	✓
	Skim, scan obtain specific info and relate images	✓		
	Word bank		Grammar opportunities	



	<p>Technical terms</p> <p>Common platform</p> <p>Terms used in blogs</p> <p>Technical terms</p> <p>Grammatical terms</p> <p>Key idioms from language</p>	<p>The student will:</p> <p>Understand variations in word order in complex statement. One subordinate clause, relative clauses, and a range of verbs</p> <p>Wider range of prepositions and prepositional phrases</p> <p>Ask and respond to a wide range of Wh-questions and simple reported statements</p> <p>Understand noun phrases and use of definite article/indefinite articles. Modals; positive and negative</p> <p>Know present, past and future simple tense, phrasal verbs and position of object pronouns</p> <p>Use comparative and superlative adjectives, wider range of prepositional phrases, adverbials and discourse markers</p>
	Language features (suggestions for your language)	
	<p>Idioms that may be present in colloquial language</p> <p>First, second, next, last</p> <p>You need to do.....</p>	



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	Take this.....
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B1 – Career Choices Lesson Plans

Theme: 5 CAREER CHOICES	Level/code B1 Lesson B1.1	Date:	Time:	
	DURATION: 80 Minutes	Attendance today		
		Named Absences:		
AIM: Learners will identify their own skills and qualities to a friend (informal)				
OBJECTIVES (outcome): Learners will be able to read and understand comparisons of people and their skills and qualities. They will be able to use grammar points to write compound sentences of their own skills using correct punctuation and sentence structures.				
CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction Identify own skills	Tutor led discussion explaining why developing a wide range of skills is a key part of their career development (looking at functional skills, personal, learning and thinking skills)	Learners to explore the relevance of the subjects they are studying to their careers and future lives	Interactive Whiteboard Activity sheets	Q & A Observation Subject and skills Quiz



Text 1: Analysis skills	Class discussion “What makes you stand out in a crowd”. Several texts of various role models and how their skills are different to others.	Learners to identify ways of developing their skills from reading about others and how they managed to be different. Answer questions		
Grammar	Introduce topics and discuss	Discourse for formal and informal situations looking at markers to indicate time. Comparative and superlative adjectives		
Text 2: Reading comprehension	Texts referring to grammar points	“Learners to complete a subjects and skills Quiz” from grammar points		



Writing skills	Check understanding	Write about their own qualities and express it to a friend.		
Review (Feedback and homework)	Review	After reading their results from the subject and skills quiz learners to discuss their skills profile and qualities with a friend/family and review what they have learned about their skills developed through subjects.		
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>			
B1 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Read chronological/descriptive/explanatory text	✓	Identify different formats of layouts and structure writing in short paragraphs using conjunctions & connectives	



	Recognise features/main points inc inference	✓	Use punctuation correctly	✓
	Join main clauses with subordinate and key grammatical forms	✓	Use basic grammar correctly	✓
	Recognise various punctuation symbols	✓	Apply knowledge of spellings and build word families	✓
	Understand specialist words and word families; using strategies to understand		Proof read for legible text	
	Skim, scan obtain specific info and relate images	✓		
	Word bank		Grammar opportunities	



	<p>Skills and interest</p> <p>What makes you stand out</p> <p>Hard skills – gained through completing a training course or through education or previous work experience (technical requirements of the job)</p> <p>Soft skills – Team player/positive /responsibility/honesty attitude/good work ethic/self confident/problem solving/good communication skills/adaptable</p> <p>Willing to learn</p> <p>Personal qualities and talents</p> <p>Interest</p> <p>Hobbies</p> <p>Preferences and aspirations</p>	<p>The student will:</p> <p>Understand variations in word order in complex statement. One subordinate clause, relative clauses, and a range of verbs</p> <p>Wider range of prepositions and prepositional phrases</p> <p>Ask and respond to a wide range of Wh-questions and simple reported statements</p> <p>Understand noun phrases and use of definite article/indefinite articles. Modals; positive and negative</p> <p>Know present, past and future simple tense, phrasal verbs and position of object pronouns</p> <p>Use comparative and superlative adjectives, wider range of prepositional phrases, adverbials and discourse markers</p>
Language features (suggestions for your language)		



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	<p>This man has better communication skills than her.</p> <p>I am confident and honest</p>
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Theme: 5 CAREER CHOICES	Level/code B1 Lesson B1.2	Date:	Time:
	DURATION: 80 Minutes	Attendance today	
		Named Absences:	

AIM: Learners will identify potential job roles which match their own skills and interest

OBJECTIVES (outcome): Through reading specialist language, learners will acquire new words and be able to use these in context when describing their own interests, skills, and personality traits they may possess. They shall be able to use compound and complex sentences to be able to write a short CV of themselves.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction Understand the skills and qualities needed for working life	Tutor to demonstrate how to investigate personal career opportunities	<i>Discuss their skills and qualities</i>	Internet Selected newspaper adverts Activity worksheets Scaffold writing	Q & A Observation Complete a skills audit sheet



Text 1: Analysis skills	Tutor to introduce website and search engines for work. Assist with initial start	Learners to research and identify two potential job roles which interest them		
Grammar	Look at complex sentences and key words	Know about compound and complex sentences and key words within specialist reading		
Text 2: Reading comprehension	Tutor led discussion how to prepare the key information they will need to supply for their chosen job role.	Learners to prepare the key information needed to apply for their chosen job role		
Writing skills	Use of compound and complex sentences to express.	Learners to briefly describe two ways in which their skills or qualities match the		



		requirements for the job role		
Review (Feedback and homework)	Check understanding	Learners to complete a personal audit to identify their skills, interests and achievements		
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>			
B1 Check-List Objectives	Reading skills covered	<input checked="" type="checkbox"/>	Writing skills covered	<input checked="" type="checkbox"/>
	Read chronological/descriptive/explanatory text	<input checked="" type="checkbox"/>	Identify different formats of layouts and structure writing in short paragraphs using conjunctions & connectives	<input checked="" type="checkbox"/>
	Recognise features/main points inc inference	<input checked="" type="checkbox"/>	Use punctuation correctly	<input checked="" type="checkbox"/>
	Join main clauses with subordinate and	<input checked="" type="checkbox"/>	Use basic grammar correctly	<input checked="" type="checkbox"/>



	key grammatical forms			
	Recognise various punctuation symbols		Apply knowledge of spellings and build word families	✓
	Understand specialist words and word families; using strategies to understand	✓	Proof read for legible text	
	Skim, scan obtain specific info and relate images	✓		
	Word bank		Grammar opportunities	



	<p><i>Internet job vacancies</i></p> <p>Selecting two potential job roles</p> <p><i>Personal skills and Qualities (soft Skills)</i></p> <p>Polite/Reliable/Honest/Patient/Organised</p> <p>Punctual/Caring/confident/Sociable/Creative/ good working with numbers/responsible</p> <p><i>Qualifications (Hard or technical skills)</i></p> <p>ICT, good English and Maths</p> <p><i>Preparing key information</i></p> <p>Personal details</p> <p>Education</p> <p>Employment History</p> <p>Other achievements</p> <p>Hobbies</p> <p>Interests</p>	<p>The student will:</p> <p>Understand variations in word order in complex statement. One subordinate clause, relative clauses, and a range of verbs</p> <p>Wider range of prepositions and prepositional phrases</p> <p>Ask and respond to a wide range of Wh-questions and simple reported statements</p> <p>Understand noun phrases and use of definite article/indefinite articles. Modals; positive and negative</p> <p>Know present, past and future simple tense, phrasal verbs and position of object pronouns</p> <p>Use comparative and superlative adjectives, wider range of prepositional phrases, adverbials and discourse markers</p>
<p>Language features (suggestions for your language)</p>		



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To be a dentist, you must be good at Maths, English and Science.

It is important to listen and be a caring person, as you deal with people everyday.



Theme: 5 CAREER CHOICES	Level/code B1 Lesson B1.3	Date:	Time:
	DURATION: 80 Minutes	Attendance today	
		Named Absences:	

AIM: Learners will gain knowledge and understanding of Volunteers and the importance of Work Experience

OBJECTIVES (outcome): Learners will produce a poster of persuasive text to show the benefit of volunteering. They will understand the importance of sentence structures to give reason as well as punctuation rules.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction Voluntary /Work Experiences	Tutor Q & A session about volunteering opportunities	Learners to think about some work experience or voluntary work they have done	Texts about volunteering experience around the world Conjunction sheets Template of sentences Poster examples	Q&A Observation Writing skills



Text 1: Analysis skills	Give texts based on volunteering and experiences	Learners will reflect on their volunteer or work experiences in writing and answering key questions from text		
Grammar	Discuss topics and link to main aim	A wide range of questions Use of conjunctions and giving reasons Use of punctuation for some texts		
Text 2: Reading comprehension	Tutor will outline the advantages to volunteering ie meeting new people, being part of your local community doing something useful and productive.	Learners to list the benefits to volunteering and work experience		
Writing skills	Discuss layout of poster and persuasive text	Learner to make a poster about volunteering.		



Review (Feedback and homework)	Clarify understanding	<p><i>Homework</i></p> <p><i>Make a list of things you enjoyed when volunteering or on work experience and those you did not.</i></p>		
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>			
B1 Check-List Objectives	Reading skills covered	<input checked="" type="checkbox"/>	Writing skills covered	<input checked="" type="checkbox"/>
	Read chronological/descriptive/explanatory text	<input checked="" type="checkbox"/>	Identify different formats of layouts and structure writing in short paragraphs using conjunctions & connectives	
	Recognise features/main points inc inference	<input checked="" type="checkbox"/>	Use punctuation correctly	<input checked="" type="checkbox"/>



	Join main clauses with subordinate and key grammatical forms	✓	Use basic grammar correctly	✓
	Recognise various punctuation symbols	✓	Apply knowledge of spellings and build word families	✓
	Understand specialist words and word families; using strategies to understand	✓	Proof read for legible text	✓
	Skim, scan obtain specific info and relate images	✓		
	Word bank		Grammar opportunities	



	<p><i>Volunteering</i></p> <p>Charity work</p> <p>Motivation</p> <p>Being positive</p> <p>Teamwork</p> <p>Communication</p> <p>Community work</p> <p>Useful and productive</p> <p>Active</p> <p><i>Work Experience</i></p> <p>Learning about the world of work</p> <p>Personal and social development</p> <p>Careers education and guidance</p> <p>Company requirements</p> <p>Employability skills</p> <p>Achievement</p> <p>Awareness which many determine career choice</p> <p>Contributes to learners career plan</p>	<p>The student will:</p> <p>Understand variations in word order in complex statement. One subordinate clause, relative clauses, and a range of verbs</p> <p>Wider range of prepositions and prepositional phrases</p> <p>Ask and respond to a wide range of Wh-questions and simple reported statements</p> <p>Understand noun phrases and use of definite article/indefinite articles. Modals; positive and negative</p> <p>Know present, past and future simple tense, phrasal verbs and position of object pronouns</p> <p>Use comparative and superlative adjectives, wider range of prepositional phrases, adverbials and discourse markers</p>
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	Collect evidence for key skills portfolio	
	Language features (suggestions for your language)	
	What has been the most useful skill taken from this experience? Amazing experience of a lifetime! Come and join! Volunteering can be useful because it can give you an insight into the world of work.	



Theme: 5 CAREER CHOICES	Level/code B1 Lesson B1.4	Date:	Time:
	DURATION: 80 Minutes	Attendance today	
		Named Absences:	

AIM: Learners will know the purpose of a CV and covering letter to support a Job application

OBJECTIVES (outcome): Learners will be able to produce an acceptable covering letter with appropriate grammar and sentence structures and, a CV that will state their skills and qualities, using correct terminology and spellings.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction CV and Covering Letter	Recall of previous Tutor Q & A session to determine the reasons for using a CV and covering letter.	Recall and feedback of volunteering session Discuss their thoughts of CV and writing a letter	Internet CV Templates Examples of Covering Letter Activity worksheets Tasks	Observations Learners needs to describe two different purposes of a CV and covering letter when applying for a Job.



Text 1: Analysis skills	Tutor demonstrations of CV templates and covering letters and the importance of a CV. It has to be positive and truthful, neat and preferably typed, no more than two pages long	Learners to identify relevant information that should be included in both a CV and covering letter.		
Grammar	Introduce through letter	Verb forms and time markers as well as key noun phrases and structures needed in a formal letter		
Text 2: Reading comprehension	Tutor to introduce a covering letter and how it is laid out and structured.	Read and understand; use as template for own key words and specialism.		
Writing skills	Check understanding	Learners to complete a CV Template and write a a draft covering letter for a job.		



Review (Feedback and homework)	Clarify homework	Type up the draft letter, checking for errors in grammar or spellings.		
EDI	<p>Equality: Ensure equality of access and opportunity for all students. Diversity: Ensure teaching and materials respect race, gender, disability, sexual orientation, age and religion/beliefs of all learners. Value differences of students. Inclusion: Remove barriers to learning – total communication used. Soft furnishings promote the use of residual hearing. Students are positioned to see both the tutor and each other.</p>			
B1 Check-List Objectives	Reading skills covered	<input checked="" type="checkbox"/>	Writing skills covered	<input checked="" type="checkbox"/>
	Read chronological/descriptive/explanatory text	<input checked="" type="checkbox"/>	Identify different formats of layouts and structure writing in short paragraphs using conjunctions & connectives	<input checked="" type="checkbox"/>
	Recognise features/main points inc inference	<input checked="" type="checkbox"/>	Use punctuation correctly	<input checked="" type="checkbox"/>
	Join main clauses with subordinate and key grammatical forms	<input checked="" type="checkbox"/>	Use basic grammar correctly	<input checked="" type="checkbox"/>



	Recognise various punctuation symbols	✓	Apply knowledge of spellings and build word families	✓
	Understand specialist words and word families; using strategies to understand	✓	Proof read for legible text	✓
	Skim, scan obtain specific info and relate images	✓		
	Word bank		Grammar opportunities	
	<p><i>Curriculum vitae (CV)</i></p> <p><i>CV meaning "Course of Life"</i></p> <p>CV Layout</p> <p>Bullet points</p> <p>Personal details/ Profile ie age, gender, address, telephone number</p> <p>Skills</p> <p>Previous work experience/education/training</p> <p>voluntary work</p> <p>Interests</p>		<p>The student will:</p> <p>Understand variations in word order in complex statement. One subordinate clause, relative clauses, and a range of verbs</p> <p>Wider range of prepositions and prepositional phrases</p> <p>Ask and respond to a wide range of Wh-questions and simple reported statements</p> <p>Understand noun phrases and use of definite article/indefinite articles. Modals; positive and negative</p> <p>Know present, past and future simple tense, phrasal verbs and position of object pronouns</p>	



	<p>References – people who can comment positive on skills and qualities related to the job</p> <p><i>Covering Letter</i></p> <p>Appropriate salutation</p> <p>Job details applied for</p> <p>Where saw advertisement</p> <p>Why you want the job</p> <p>What you can offer an employer</p>	<p>Use comparative and superlative adjectives, wider range of prepositional phrases, adverbials and discourse markers</p>
<p>Language features (suggestions for your language)</p>		
	<p>Layout of formal letters</p> <p>I would like to show interest in the job advertised. I have good qualities suitable for this job. Please see attached CV.</p> <p>Skills: good interpersonal skills/high standard of communication/well mannered.</p>	



Theme: 5 CAREER CHOICES	Level/code B1 Lesson B1.5	Date:	Time:
	DURATION: 80 Minutes	Attendance today	
		Named Absences:	

AIM: Learners will understand different methods of applying for jobs and will be able to complete a job application

OBJECTIVES (outcome): All learners will be able to read, understand min points of job vacancies and their specialist terminology. They will be able to produce a leaflet of guidance to others on how to apply for jobs and the best opportunity to do.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction Applying for a job	Tutor to explain how to obtain job application information and to complete a form	Group work learners to investigate different methods of applying for jobs and what employers might be looking for in a job application. Learners must describe two different methods of applying for a job.	Interactive whiteboard Sample CV's Covering Letter templates	Q&A Observation Completion of form Grammar points check



Text 1: Analysis skills	Tutor Q & A session on possible different methods of applying for a job vacancy and how to complete a job application.	Learners to complete a job application		
Grammar	Discuss topics	Look at adjectives, adverbs, prepositional phrases and discourse markers as well as meanings of prefixes and suffixes.		
Text 2: Reading comprehension	Tutor to hand example job vacancies and give details	To read, extract and understand key points of information		
Writing skills	Discuss key vocab	Complete gap fill exercise on vacancies at various places.		



Review (Feedback and homework)	Clarify understanding	<i>Homework</i> Learners to create a fact sheet or guidance note for other learners to follow related to different methods of applying for jobs.		
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>			
B1 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Read chronological/descriptive/explanatory text	✓	Identify different formats of layouts and structure writing in short paragraphs using conjunctions & connectives	✓
	Recognise features/main points inc inference	✓	Use punctuation correctly	✓
	Join main clauses with subordinate and key grammatical forms		Use basic grammar correctly	✓
	Recognise various punctuation symbols	✓	Apply knowledge of spellings and build word families	✓



	Understand specialist words and word families; using strategies to understand	✓	Proof read for legible text	✓
	Skim, scan obtain specific info and relate images	✓		
	Word bank	Grammar opportunities		
	<p><i>Methods of applying for jobs</i></p> <p>Formats for internal/external vacancy</p> <p>Application forms</p> <p>CV's</p> <p>Covering letters</p> <p>Applications via a website</p> <p>On line application</p> <p>Applying in person</p> <p><i>Job Application</i></p> <p>Job Description</p> <p>Personal specification</p>	<p>The student will:</p> <p>Understand variations in word order in complex statement. One subordinate clause, relative clauses, and a range of verbs</p> <p>Wider range of prepositions and prepositional phrases</p> <p>Ask and respond to a wide range of Wh-questions and simple reported statements</p> <p>Understand noun phrases and use of definite article/indefinite articles. Modals; positive and negative</p> <p>Know present, past and future simple tense, phrasal verbs and position of object pronouns</p> <p>Use comparative and superlative adjectives, wider range of prepositional phrases, adverbials and</p>		



	<p>Information needed for job application</p> <p>Personal details age, gender, address, contact number/e mail address</p> <p>Skills, education and training</p> <p>Previous work experience</p> <p>Voluntary work</p> <p>Work permit if needed</p>	<p>discourse markers</p>
	<p>Language features (suggestions for your language)</p>	
	<p>What are the different methods to apply for a job?</p> <p>What types of employers use which types of application methods?</p> <p>What do employers look for in a job application?</p>	



Theme: 5 CAREER CHOICES	Level/code B1 Lesson B1.6	Date:	Time:
	DURATION: 80 Minutes	Attendance today	
		Named Absences:	

AIM: Learners will gain knowledge and understanding what information is required to prepare for an interview

OBJECTIVES (outcome): All learners will be able to understand the ethics of an interview from reading various sources. They will be able to write key sentences which may be asked by the interviewer and understand the appropriate responses needed; this will mean correct use of punctuation and grammar.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction Preparing for an interview	Tutor led discussions what is an interview and how to prepare for a successful interview. This will lead from the CV work from previous	Group work – learners to consider different interview situations	Internet Tasks (s) Activity sheets Questions/answers Sample interviews	All information to be provided as leaflet or Mock Interview



Text 1: Analysis skills	Tutor to introduce various interview situations through reading their script or events.	Learners to read and understand what was right and wrong of the example situations.		
Grammar	Topic modals'	Modals and forms eg you should/shouldn't Might/may/will		
Text 2: Reading comprehension	Tutor to introduce search engines for learners to find their own job choice	Learners to research information required in preparing for an interview ie dress code, company information/location/Punctuality.		



Writing skills	Review research and discuss questions	Devise questions to ask the interviewer at the interview		
Review (Feedback and homework)	Check understanding	<i>Homework</i> Prepare responses to questions that may be asked at interview and practice		
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.			
B1 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Read chronological/descriptive/explanatory text	✓	Identify different formats of layouts and structure writing in short paragraphs using conjunctions & connectives	
	Recognise features/main points inc inference	✓	Use punctuation correctly	✓



	Join main clauses with subordinate and key grammatical forms	✓	Use basic grammar correctly	✓
	Recognise various punctuation symbols	✓	Apply knowledge of spellings and build word families	✓
	Understand specialist words and word families; using strategies to understand	✓	Proof read for legible text	
	Skim, scan obtain specific info and relate images	✓		
	Word bank		Grammar opportunities	



	<i>Interview purpose</i>	The student will:
	Employment	Understand variations in word order in complex statement. One subordinate clause, relative clauses, and a range of verbs
	Work Placement	
	Volunteering	Wider range of prepositions and prepositional phrases
	Further Education	Ask and respond to a wide range of Wh-questions and simple reported statements
	<i>Information about the job/placement/course</i>	
	Entry requirements	Understand noun phrases and use of definite article/indefinite articles. Modals; positive and negative
	Working Hours	
	Job Tasks and responsibilities	Know present, past and future simple tense, phrasal verbs and position of object pronouns
	Benefits and rewards	
	Length of course	Use comparative and superlative adjectives, wider range of prepositional phrases, adverbials and discourse markers
	Qualities	
	Qualifications and experience required	
	<i>Prepare interview questions</i>	
	Respond to questions	
	Ensure answers are appropriate and clear	
	How to respond if they don't know the answer	
	Prepare questions to ask the interview	



	<p>Plan to arrive on time – check journey times/sources of travel/dress code/research company you are being interviewed by</p>	
	<p>Language features (suggestions for your language)</p>	
	<p>Why have I applied for this job with this firm? So I think I could do this job? Who will I be working for? Are there career prospects?</p>	