



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

B2



Erasmus+



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**Kauno kurčiųjų ir neprigirdinčiųjų
ugdymo centras**



Doncaster Deaf Trust
A National Centre of Excellence



Reading Skills B2

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 B2

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: B2



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

- B2.1.** Key poster of words of personal networking
 - Examples texts of professional networking
 - Demonstration of LinkedIn with examples

- B2.2** Discussion on how to build a positive relationship
 - Examples of working relationships and benefits
 - Demonstration of relationship factors and poster design

- B2.3** presentation of types of behaviours and the conflicts that may occur
 - Discussion on bad relationships and how to improve these
 - Examples of behaviours

- B2.4** Discussion of customer relations
 - Use of website platform to research customer retention
 - Examples of key organisations for forming good relationships

- B2.5** Discussion on dealing with difficult behaviours
 - Example of difficult person and character traits
 - Letter of complaint

- B2.6** Presentation of non verbal language
 - Use of body language cards



GRAMMAR THEME 1

B2.1 Word order and using if/when

Use of conditional to use when/whose

B2.2 Word order and subordinate clauses

Use of conjunctions

B2.3 Adjectives and adverbs and making comparisons

Use of punctuation to demonstrate feelings

B2.4 Complex noun phrases using 'I would like to, able to'

Read formal language and layout of letters

Subject + verb link

B2.5 Use of modals

Discourse markers with a range of tenses

B2.6 Relative clauses and sentences

Recall comparisons



ASSESSMENT THEME1

Formative

B2.1- B2.6 Questions & Answer/Observation/Grammar worksheets

- B2.1** Research of professional networking; give examples of such
Guided writing of how to explain the term 'professional networking'
- B2.2** Identification of types of relationships and specialist vocabulary
Description of factors and benefits listed within a poster design
- B2.3** Peer work and expression of feelings through role-play
Reading and ability to give three examples of negative behaviours
- B2.4** Identify examples of good and bad customer experiences with research
Extraction of key information from sources of organisations
- B2.5** Peer work and identification of types of different people
Brief description of own character traits and understanding of letter
- B2.6** Identification of positive and negative body gestures; complete worksheet
Peer group work on emotions

Summative

- B2.1** Check understanding of completion of all tasks
Homework – complete a professional profile
- B2.2** Completion of attitude worksheet and cloze exercise
Homework – listing of own positive traits and areas to improve
- B2.3** Written task of negative behaviours
Homework – peer work on own experiences
- B2.4** Research for examples of customer relationships
Home work – description of developing good relationships
- B2.5** Check understanding and plan, draft letter similar to example
Homework – brief explanation of the importance of communications
- B2.6** Written summary of roles plays and emotions
Homework – own evaluation of facial expressions for relationships



B2 – Text For Theme 1 Relationships

Theme 1 Relationships B2.1 Keyword Poster 'networking'





Theme 1 Relationships B2.1 LinkedIn examples

#1. Professionally taken headshot

Donna Serdula
Writer of POWERFUL LinkedIn® Profiles 🏆 Author ✓
Speaker ✓ Social Media Advisor 📧 Web Strategist ▶

#2. Attention Getting Headline

#3. Complete Experiences

500+ connections

English | www.linkedin.com/in/todonna/ | Contact

BACKGROUND

#4. Connections, Contact Info, Customized URL

SUMMARY

My name is Donna Serdula and I love helping people tell their story and build a POWERFUL professional brand.

My mission is to help professionals take control of their Internet presence and present themselves in a way that inspires, impresses, and builds confidence in their abilities, products, and services.

Unfortunately, it doesn't matter who you are or what you do, it's not easy to write about yourself.

I hear it all the time, "I can... sell snow to an Eskimo / manage complex projects / lead exceptional teams... but sell myself."

Besides, who can find the time to write about themselves?

You know this... People make a first impression with the world. If your LinkedIn® profile doesn't showcase your skills and portray you as a polished professional, you are letting the ultimate opportunity just slip away.

Do you know what makes a LinkedIn® profile stand out from the crowd?

Well, I do.

As a LinkedIn® Profile Writer & LinkedIn® Profile Optimization Specialist, I craft engaging, targeted, & highly compelling LinkedIn® Profiles that get you NOTICED & FOUND.

Stop trying to figure it out on your own and hire a LinkedIn® Profile Writer to turn your LinkedIn® profile

#5. Compelling, interesting summary, using a natural, conversational tone.

#6. Clear call to action so your reader can reach out and easily contact you

To learn more about my profile optimization services & pricing:
Visit ➔ <http://www.Linkedin-Makeover.com/order-today>
Or call me: ☎ 215-436-9520 (Eastern Time Zone)



Anthony Gioeli
Executive and author specializing in international business expansion

San Francisco Bay Area | Information Technology and
 Current KeyLemon S.A.
 Previous CloudTC, Wireless Solutions, Atrua Technology
 Education University of Southern California - Marshall School of Business

[Connect](#) [Send Anthony InMail](#)

www.linkedin.com

Posts

Published by Anthony

Tips for Enhancing International Strategy When...
February 10, 2015

Overcoming Cultural Differences in Sales
January 8, 2015

Recommendations

President & CEO
CloudTC

Harald Baums
Managing Director at TITAN Commerce Continental Services GmbH

“Anthony is an extremely reliable person and a very professional business person at the same time. I enjoyed working with him as he supported efforts in every possible way. Very responsive and easy to work with. Hope to have a chance to keep on working with Anthony!”
February 28, 2013, Harald was with another company when working with Anthony at CloudTC

President & CEO

Summary

Team-oriented leader with a successful track record and over 25 years experience spanning global corporate management, strategy, sales, marketing, business development and operations for wireless, semiconductor, IP telephony, biometrics and software markets and technologies. Enjoy taking disruptive products into established markets.

Author of book on International Business Expansion and an associated online course.

Specialties: Global leadership, leading companies from pre-revenue to market leadership, raising venture capital (\$100M+), fundraising, building global sales and support teams, establishing overseas subsidiaries and joint ventures, M&A, strategic partnerships, and sales/business development

International Expansion: A Blueprint for Success...

International Business Expansion: A Step-by-Step Guide to Launch Your Company Into Other Countries

Publications

International Business Expansion: A Step-by-Step Guide to Launch Your Company Into Other Countries

Received (10) Given (18)





Marie Mikhail

Corporate Recruiter, Talent Acquisition at Avant

Chicago, Illinois | Human Resources

Current Avant

Previous Abercrombie & Fitch, Washington University in St. Louis

Education Washington University in St. Louis

Send Marie InMail



 <https://www.linkedin.com/in/marie-mikhail-12283b39>

Background



Summary

I'm part of the amazing Talent Acquisition team here at Avant - one of Chicago's most successful start-ups. I specialize in non-technical recruiting, covering areas all over the business (including finance, compliance, legal, marketing, strategy, business intelligence, and more).

My passion for recruiting can be traced back to my pre-professional days. Whether as a member of my high school admissions team or part of the campus interview team at Wash U., I've been on a recruiting path from the start. The reason? I like getting people excited about the things I'm excited about. Right now, that's Avant!

Outside of the office, I'm committed to education and tutor through CPS with a fellow Avantee. I'm fluent in Spanish (and speak a little Portuguese and Arabic), and am always looking to brush up my language skills over coffee or drinks. If you challenge me to Star Wars trivia, I will win. I'm also obsessed with ClassPass and will probably "recruit" you to join if you haven't already. Connect with me over LinkedIn for networking, career opportunities, and more!



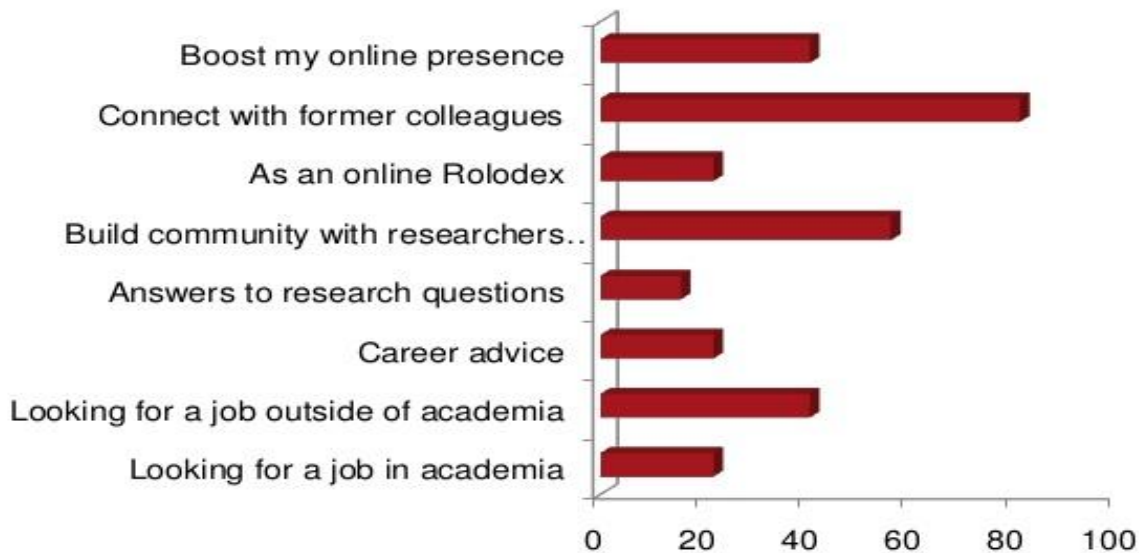
Theme 1 Relationships B2.1 What is professional networking? Sample reading texts

What is Professional Networking

- Professional networking is leveraging your business and personal connections to bring you new business or job opportunities.
- The concept involves sharpening **Relationship Building Skills**.
- There's no doubt that both the **Social Media** form of networking and personal **Face-to-Face** networking are increasing.
- **It's the most important job hunting skill you must develop.**



Survey Results: What are you using it for?



Digital Edge Communications

Separating Your Social Media Profiles and Personas

- Create a separation between your personal and professional profiles – start new profiles if necessary
- Be clear about defining who you are and what content you will share – people should know what they're signing up to "follow"
- Create a manageable portfolio of profiles – a few channels used often is better than many channels used sparingly; select channels where frequent content create and participation is easy.
- Don't "set it and forget it" – create goals and review at regular intervals (e.g. followers, connections, recommendations, and interactions)
- Review your security settings on each profile every six months



Theme 1 Relationships B2.1 Demonstration of LinkedIn with example



It's important to be sure that your LinkedIn profile is complete and detailed. In fact, you can consider your LinkedIn profile your online resume. It should have all the same information that is on your resume including your qualifications, your experience, and your skills.

You can add a photo (a headshot) to your LinkedIn profile. Do be sure the photo represents the professional you and isn't too casual.

The Summary section of your LinkedIn profile is a great way to highlight your experience.

Don't forget the headline, because that's right at the top of the page when someone views your profile. Also include certifications, languages, and other skills you may have. The more robust your profile, the more you will get noticed. Select an industry, because recruiters often use that field to search.




Learn How to Make a Be... X Alison Doyle | Profession... X

Secure | <https://www.linkedin.com/in/alisondoyle>

Apps ACER Accessory Store Imported From IE Mount Orange Schoo GCSE Cambridge Elevate Private Hospitals, Gyr AQA Examiner Extran ClubSpark / Account Other bookmarks

LinkedIn Sign in Join now



Alison Doyle

Career and Job Search Expert
Albany, New York | Online Media

500+ connections

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Forbes #1 Social Media Power Influencer, Digital Marketing and Business Intelligence (WCF), Keynote Speaker, Author
- Carson Tate**
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- Megan Berry**
VP of Product at Octane AI
- Hannah Morgan**
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- Clara Shih**
Founder + CEO at Hearsay
- Laszlo Bock**
CEO and co-founder of Humu. Former SVP of People Operations at Google. Author of "Work Rules!". Advisor. Dad.
- Dan Schawbel**
New York Times Bestselling Author

View Alison Doyle's full profile. It's free!
Your colleagues, classmates, and 500 million other professionals are on LinkedIn.
[View Alison's Full Profile](#)

Type here to search

09:15 25/02/2018

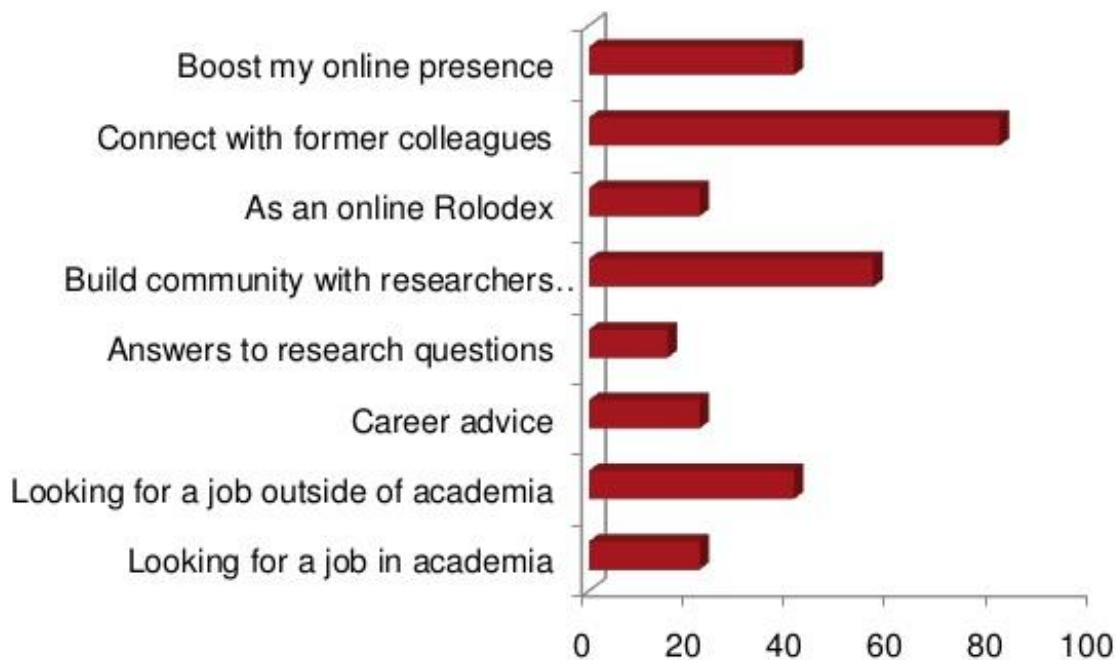


What is Professional Networking

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Survey Results: What are you using it for?



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- Review your security settings on each profile every six months



THEME 2: SPORT & LEISURE

LEVEL: B2



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

B2.1. Key poster of words/phrases for summer sports camps

Examples of summer/sports camps texts

Examples of explanatory texts

B2.2 Q & A based upon Olympics

Discussion of core values and the Olympic movement

Reading comprehensions of a variety of sports

B2.3 Discussion of differences of Olympics using Deaf Olympics

Reading comprehension based upon Deaf Olympics

Text based on differences within types of Olympics

B2.4 Demonstration on how to get into volunteering/discussion of volunteers

Reading comprehension based upon 'why volunteer'

Website platforms for volunteering in sports

B2.5 Discussion based upon Deaf culture

Discussion of main organisations for Deaf

Examples of formal letters and sentences

B2.6 Demonstration of various activity weekends with posters

Guideline sheet to research activities

Presentation of research activity



GRAMMAR THEME 2

B2.1 Completion of tasks with 'fewer/less' for comparisons

Use of forms: to be able to...

B2.2 Word order and subordinate clauses

Verb formation

B2.3 Using more than one clause within a sentences

Learning new words and spelling patterns

B2.4 Origin of common prefixes and suffixes

Punctuation variations

B2.5 Formal sentences

Nouns and noun phrases/modal phrases#

Use of passive

B2.6 Selection of punctuation tasks

Sentence structure recall

Layout features



ASSESSMENT THEME 2

Formative

B2.1- B2.6 Questions & Answer/Observation/Grammar worksheets

B2.1 Reading and understanding of key words

Read and select key words required for parents

B2.2 Peer work on views, research into history of Olympics

Reading and understanding of key words through skim,scan

B2.3 Understanding of key words and peer discussion

Comparison of the types of Olympics

B2.4 Understand key terms for volunteering and complete written task

Research of local volunteering opportunity

B2.5 Q & A research on activities/website and layout

Match exercise on formal phrases

B2.6 Peer work and research about activities

Research to compile project of weekend away

Summative

B2.1 Check understanding of explanatory texts

Homework – research an international camp and make comparisons

B2.2 Guided report writing about favourite Olympic sport

Homework – poster about the Olympics(the rings/motto)

B2.3 written description of the Olympic logos

Homework – Respond to questions based on the Olympics/design logo

B2.4 Discussion of persuasive text; create a plan/draft of chosen activity

Home work – Check and proof read persuasive piece

B2.5 Written task of letter to NDCS; plan and draft

Homework – proof read and learn key structures

B2.6 Compilation of project writing about event away

Final piece – presentation of event to peers



B2 – Text For Theme 2 Sports and Leisure

Theme 2 Leisure B2.1 Explanatory text parent's guide to camps

Key information for parents when their child goes on a Summer Camp – Text 1

What about safety?

Most summer camps and courses are regulated by various independent bodies who will inspect and monitor safety standards. Levels of inspection vary according to the type of course or camp:

Day Camps & Playschemes: All day camps and playschemes offering full daycare programmes for children under the age of 8 are legally required to register with their local authority social services department under the terms of Care Standards Act 2000. Registered providers are subject to inspection by OFSTED.

Sports / Activity Courses: Will not generally be registered with the local authority unless they provide tuition for under 8's. Watersports centres may be recognised by their national governing body (Royal Yachting Association for Sailing or Windsurfing, British Canoe Union for Canoeing). Horse Riding centres are legally required to register with the local authority and may also be a member of the British Horse Society.

Adventure Activities: Any commercial organisation providing specific adventure activities (certain watersports, climbing, trekking and caving activities) is legally required to obtain a licence from the Adventure Activities Licensing Authority. This body inspects and monitors safety standards in these activities and information on these inspections is available to the public from the AALA. Office in Cardiff (tel. 029 20 755715)

Residential Camps: Not subject to legal registration unless they operate specific adventure activities (see above) or provide courses for under 8's. Operators who are members of the British Activity Providers Association are subject to an independent inspection scheme covering site safety, activity standards, staff qualifications & training, health & safety and emergency procedures





Key information for parents when their child goes on a Summer Camp – Text 2

What about staff police checks?

All registered day camps and playschemes are required to get checks on specific staff, but it is worth checking with the provider to see what their policy is on this area. Employers can request information held by the police on individuals through a criminal record disclosure check. For some posts employers also need to check that the candidate is not on the list of adults barred from working with children. In England and Wales this is done via the Disclosure and Barring Service, in Northern Ireland via Access NI and in Scotland via Disclosure Scotland.

More information on the Disclosure and Barring Service.

What about staff qualifications?

You may also want to check on staff qualifications. Most sports governing bodies have an official coaching scheme for Instructors or Leaders at various levels. It is a good idea to ask for further information on staff qualifications if the organisation does not explain its policy in its promotional material or website.



When is the best time to book?

Many summer courses have limited places due to staff ratio capacities or limited availability of equipment. Summer courses may start booking ahead as early as January. Some providers will accept a deposit payment to secure a booking and then require the balance to be paid nearer the time of the course.

Where can I get further information?

For further information on courses featured in the Summer Fun 4 Kids directory simply click on the info button to be directed straight to their web site. Additional information on safety inspection schemes, sports governing bodies and local childcare information can be found in our Links section. Local libraries are often a good source of additional local information.



Phrases at Summer Camps

Children need to **PLAY** to
BE ADAPTABLE
CONSTRUCT KNOWLEDGE
PROBLEM LEARN CREATE
SOLVE PROCESS EMOTIONS
INTERNALISE EXPERIENCES
DISCOVER CHALLENGE
BE HEALTHY THEMSELVES
LAUGH & HAVE FUN
LEARN TO WORK IMAGINE
TOGETHER LEARN TO LEAD
EXPRESS EXPLORE SPEAK
IDEAS DEVELOP READ
MANAGE AN INQUIRING
STRESS MIND WRITE
Because PLAY COUNT
matters.



Frequently Used Terms

Day Camps:

Non-residential full-day courses for unaccompanied children and teenagers. Day Camps usually run from Mondays to Fridays offer a varied programme of sports, adventure or creative activities throughout each day. Arrival and departure times vary but usually involve a starting time between 9.00-10.00am and a collection time between 4.00-5.00pm. Day Camps are provided predominantly for young people living within the immediate catchment area of the venue, but some offer a supervised transport service from a wider catchment area. Age groups from 3 years and above.

Holiday Play schemes

Non-residential full or part-day supervised childcare for unaccompanied children and teenagers. Play schemes are usually run by voluntary organisations or local authorities. Play schemes may be restricted to specific activities (E.g. Sports or Arts & Crafts) or involve a range of different activities. Some play schemes may involve off-site trips. Play schemes are provided predominantly for young people living within the immediate catchment area of the venue. Age groups from 3 years and above.

Sports / Activity Courses:

Specialist courses in single activities or sports. These courses usually take 2 or 3 hours per day, lasting anything from a single day to a progressive course over 4/5 consecutive days. Sports courses are usually led by qualified Instructors / Coaches and national governing body awards may be achieved, subject to the length of course. Sports courses are often organised by local authority sports centres or specialist centres (e.g. Riding Schools, Watersports Centres, etc.). Age groups from 7 years and above.

Multi-Activity:

Programmes or courses involving a combination of activities rather than a specialist course. Typically multi-activity programmes involve between 4-6 activity sessions per day, with each activity session lasting between 1-1.5 hours. This type of course usually focuses on "taster" or introductory sessions in a range of activities such as sports, adventure, creative and performing arts activities. Age groups from 3 years and above.



Doncaster Deaf Trust
A National Centre of Excellence



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Residential Camps:

Independent holidays for unaccompanied children. Age groups from 7 years and above. Children and teenagers are supervised round the clock in a secure residential environment such as a boarding school or an activity centre. Group leaders usually take care of children's pastoral and welfare needs while Instructors provide a programme of activities - specialist courses or multi-activity. Evening entertainments are usually organised as quieter winding-down sessions after dinner each day. Unlike American summer camps, the UK versions usually involve a 7 or 14 day break, usually running from a Saturday or Sunday. Age groups from 7 years and above.



Theme 2 Leisure B2.1 Reading Comprehensions of Summer Camps in UK

Website link: <https://www.summerfun4kids.co.uk/outdoor-adventure-camps>

Example 1) Sunshine Summer Dance Camp

United Kingdom M1 7DF

Hip Hop lovers of all age groups and abilities are invited this coming summer to join Europe's most exciting and challenging Hip Hop dance camp yet to learn from top dance professionals who support stars like the Justin Bieber, Busta Rymes, Rita Ora, Lady Gaga to name but a few!



Sunshine Studios, the international dance and arts company, is offering in July and August 2018 an intensive 2 weeks Hip Hop Intensive Summer Dance Camp aimed at anyone, aged 12 and above, who wants to learn how to dance Hip Hop or take their learning into another dimension.

The Hip Hop Intensive Summer Dance Camp 2018 will challenge students whilst they enjoy learning various Hip Hop, Street, Locking, Popping, Break Dancing and House moves in a friendly and professional environment. We have Beginners, Intermediate and Advanced groups so that each student can learn at their own pace but leave the camp a better dancer!

We have a wide range of specialist teachers which consist of dancers who have worked with stars such as Justin Bieber, Mariah Carey, Justin Timberlake, Busta Rhymes, Rita Ora and members of Soul Mavericks (UK Break Dancing Champions).

2018 COURSE DATES: 21st July – 4th August (2 weeks)

Example 2) The Hive Weybridge United Kingdom



Children thrive in nature. We just need to get them there!

The Hive's unique concept offers an innovative Forest School setting to explore, create, experiment and play in the outdoors. Blending digital technology, gamified learning and storytelling, our immersive Outdoor Missions are fast-paced, hands-on and lots of fun! From science to fire lighting, filmmaking to geocaching, design to cooking, children use real tools to solve real problems with results they can be proud of! Which mission will they choose?



2018 locations

- Greenwich (Eltham College)
- Weybridge (St George's College)
- Northwood (Merchant Taylors School)
- Sevenoaks (The New Beacon)



Example 3) Walesby Forest Outdoor Adventure Activity Centre

Set in the heart of Sherwood Forest our adventure activities programme runs during school holidays. Participants can visit for a day or stay over on our residential programme. Prices from £23 per day. We have over 40 activities on offer for 8-15's.

Walesby Forest is an International Outdoor Educational Activity Centre with over 40 adventure activities and offers a range of accommodation for groups in its extensive forest woodlands and two hundred and fifty acres of natural forest.

As a not for profit organisation we can offer high quality adventure activities at a lower cost than commercial providers and we have been inspiring and educating children for the last 75 years.

We offer a range of educational and adventure activity programmes for Schools and Groups, Scouts & Guides and Summer Camps for unaccompanied children, outdoor activity days and much more.....

Example 4) Xplore - Multi-Activity Residential Camp (Framlingham), Framlingham United Kingdom

Framlingham College is ideal for 13 to 17 year olds who want a summer holiday where you can enjoy brilliant activities, hang out with new friends in town and get involved in some great evening entertainment all on the perfect contemporary campus.

This camp is a traditional boarding school with a modern interior, set in beautifully kept grounds overlooking a 12th century Castle, and only moments away from shops and cafés. We provide all of the activities on-site and organise excellent excursions, including the beach, London and Cambridge.

Ages: 13 to 17 years

Dates for 2018

- Saturday 7th July - Saturday 14th July
- Saturday 14th July - Saturday 21st July
- Saturday 21st July - Saturday 28th July
- Saturday 28th July - Saturday 4th August

Multi-Activity Programme

XploreSportZ Summer Camp 2017

Weekly Activities
Sports | Swimming | Games

Week 1: July 10 - 14, 2017
AND
Week 2: Aug 14 - 18, 2017

Ages 7 - 12
9:00am - 4:30pm*
\$45/day or \$40/day for 4+ days
*Early drop off at 8:30 or late pick up at 5pm available

PACIFICSPORT
THROUGHOUT THE WORLD

Xplore Sport



At Framlingham, you can enjoy all of our multi-activity sessions whilst being outside surrounded by beautiful gardens and looking over the lake to the castle. Relax on the lawns, or take a dip in the indoor pool with new friends.

In the evenings, we have a selection of entertainment planned, from campfires to discos, talent shows and fair nights.

Theme 2 Leisure Example of explanatory text on activity camp

Activity 1

Ultimate Activity

Participation and enjoyment

With a hunger to try new activities and more energy, 6-7 year olds have a day camp programme of great activities that focus on physical coordination, participation and enjoyment. With an exciting mix of games, sports and art activities, every day is structured to give children the chance to learn try new activities and creative sessions, with games in-between to burn off some of their boundless energy! As well as providing safe activities and experienced staff, our activities encourages the physical welfare of children. [Click here for details about how we ensure your child's welfare while in our care.](#)

Try new activities



To ensure children receive high levels of care and instruction on each activity, there's 1 member of staff to a maximum of 14 children, although the camp average is 1 to 9. Each week there's a massive range of different activities from swimming and crafts, to fencing and inflatables.

HOW TO WRITE AN: EXPLANATION TEXT

Time Connectives
Help the reader to understand the order

Technical Vocabulary
Remember, when using subject specific vocabulary, to put it in bold and in a glossary

Diagrams
Make sure your diagrams are clear and accurately

Present Tense
These things are happening now

Introduction
Should introduce your main ideas, as well as giving some brief description

Text boxes
Interesting facts/ "Did you know?" boxes can help engage the reader

Title
Making your title a question can help guide your writing

Spread over 6 sessions each day lasting 50 minutes – long enough to have a really good try at activities. Ultimate Inflatables are rotated around all locations to ensure that it is available each week for children, but not every day. See below for sample timetable.

Activities for 6-7 year olds - fresh air fun!

Below is a list of the activities that children aged 6-7 years will find on an Ultimate Activity Camp - due to location facilities, some activities may not be available at all locations - check locations pages for full details of activities available.

*Not available at all locations - check locations pages for full details of activities available

Here's a sample daily timetable - activities change every day!



SAMPLE TIMETABLE



	MON	TUES	WEDS	THURS	FRI
08.00 – 08.30			Early Drop-Off		
08.30 – 09.30			Morning Club		
09.30 – 09.40			CAMP WELCOME AND REGISTRATION		
09.40 – 10.30	Ultimate Art: Aboriginal Art	Cooking: Rocky Roads	Mini Olympics	Pedal Kart Challenge	Yoga
10.30 – 11.20	Basketball	Tee Ball	Swimming*	Scavenger Hunt	Ultimate Art: Modelling
11.20 – 11.40			MORNING BREAK		
11.40 – 12.30	Swimming*	Treasure Hunt	Roller Racers	Parachute Games	Tri - Golf
12.30 – 13.30			LUNCH (Quack Attack)		
13.30 – 14.20	Pedal Kart Challenge	Ultimate Inflatables	Hybrid Animals	Tamponing*	Dutch Auction
14.20 – 15.10	Tri - Golf	Party Games	Scatterball	Benchball	Mini Tennis
15.10 – 15.30			AFTERNOON BREAK		
15.30 – 16.20	Indiana Jones	Ultimate Dodgeball	Escape and Evasion	Rookie Camp Games	Kwik Cricket
16.20 – 16.30			Camp Wrap-Up		
16.30 – 17.15			Afternoon Club		
17.15 – 18.00			Late Pick-Up		

* not available at all locations - check location page for details

Activity 2) Extreme Earth

Young adventurers will pit themselves against the elements to go through a series of fun survival scenario challenges! With activities like axe-throwing, wild cookery and elemental challenges, plus favourites like fire lighting, den building and an awesome range of outdoor games! We also offer an optional overnight Camp Out - an experience not to be missed! See Camp Out details and a sample timetable below.

Outcomes

As well as having lots of adventurous fun, we work hard to create survival programmes which offer children the opportunity to develop a variety of skills and try new outdoor activities. In addition to learning practical bushcraft skills and meeting new friends, children may also benefit from improvements to the following:

- Self-confidence
- Problem-solving
- Appreciation of the natural environment
- Teamwork and leadership
- Communication skills

Extreme Earth Weeks:

Mon 28th to Thurs 31st May (Hill End & Surbiton High only)

Mon 30th July to Fri 3rd August

Mon 20th to Fri 24th August

*Please check location pages for dates and availability.

Sample Timetable

Below is a sample timetable which shows the activities on offer each week - the order of activities will vary from week to week to ensure the best variety each day and week.



	Monday	Tuesday	Wednesday	Thursday	Friday
	The Beginning	Wind	Fire	Earth	Water
0800 - 0830	Early Drop Off				
0830 - 0930	Normal Drop Off				
Activity 1	Element Selection & Introductions	Bottle Rocket Lunch	Fire Drill Team Games	Nature Scavenger hunt	Water Filter Construction
Break	Quick refreshment stop				
Activity 2	Target Sports <i>Archery & Axe throwing</i>	Protective Shelter Building	Wild Cookery	Wood Craft <i>Whittling</i>	The Ultimate Weather Report
Lunch	Lunch				
Activity 3	Fire Life Cycle & Building	Weather Wide Game	Forest Fire (Survival Challenge)	Map your Surroundings	Flood (Survival Challenge)
Break	Quick refreshment stop				
Activity 4	Nature Challenges	Parachute Challenge	Forest Fire (Survival Challenge) <i>Evacuation</i>	Bridge Construction Challenge	Flood (Survival Challenge) <i>Raft building</i>
1630 - 1715	Normal Pick Up			Overnight Camp Out (optional)	Normal Pick Up
1715 - 1800	Late Pick Up				Late Pick Up



THEME 3: MANAGING MONEY

LEVEL: B2



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

B2.1. Key poster of words of income, salary and wages

Reading comprehensions of different scenarios

Identify three sources of income

Income-benefit form -understand key words

B2.2 Key poster of outgoings from a household

Family and their expenditure comprehension

Leaflets of information of possible entertainment expenditure

B2.3 Written words/ phrases for incomes and outgoings

Examples of incoming wage to expenditure

Reading comprehension of a charity and their expenditure

B2.4 Written words/phrases for savings

Examples of leaflets with mobile phone deals

Text of comparison of goods linked to mobile contracts

B2.5 Key word poster for saving money and from financial organisations

Skim and scan savings online and obtain specific information

Read and extract information on a financial organisation

B2.6 Key words/ phrases for reasons of having a savings account

Table of information of savings and choices of holidays

Holiday – online and websites



GRAMMAR THEME 3

B2.1 Word order and subordinate clauses

Noun phrases and range of adverbials

Use of reported statements and cloze exercise

B2.2 Word order and subordinate clauses

Noun phrases and range of adverbials

Use of reported statements and cloze exercise

B2.3 Making comparisons and using the superlative form

Use of reported statements and cloze exercise

B2.4 Use correct form of conjunctions and connectives

Make comparisons of goods using comparative and superlatives

B2.5 Skim, scan and obtain information using key vocab

Use complex linguistic features when finding information

Completion of punctuation exercises

B2.6 Skim, scan and obtain information using key vocab

Use complex linguistic features when finding information

Use a range of features of structures and images



ASSESSMENT THEME 3

B2.1-B2.6

Formative

B2.1- B2.6 Questions & Answer/Observation/Grammar worksheets

B2.1 Completion of income form as another character

Guided writing of a report of certain type of income

B2.2 Identification of common items through reading

Understand features of leaflets and how images aid understanding

B2.3 Understanding of chronological ordering /how income affects

expenditure

Plan and draft of written informal note

B2.4 Completion of questions linked to reading text 1

Written answers for comparison of brands

B2.5 Outcome example from researching website online

Presentation of key facts of a financial organisation

B2.6 Extraction of key information from grid as outcome

Written summary of chosen holiday and if meets costs



Summative

B2.1 Independent writing task and recognition of ABC ordering

Homework – list of own expenditure for week

B2.2 Plan, draft and writing task of informal note

Homework – Consider own expenditure and compare income examples

B2.3 Independent writing task and spellings within note

Homework – examples of how to make savings

B2.4 Independent leaflet written accurately on how to make savings

Home work – collection of leaflets on various savings accounts

B2.5 Check understanding and completion of text 1/2

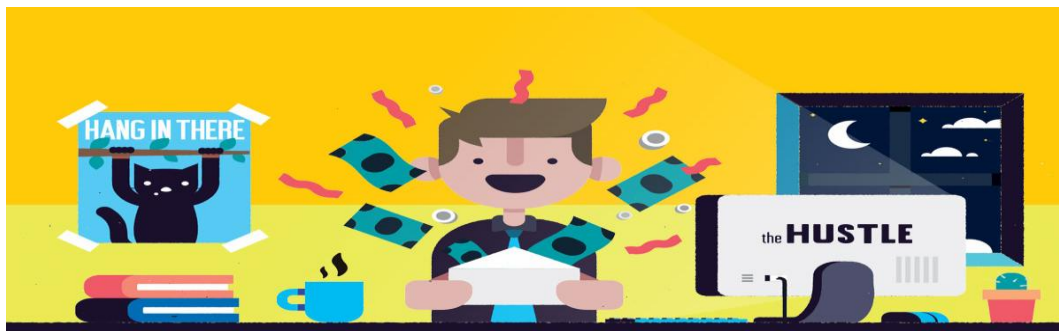
Homework – selection of the best savings account and present

B2.6 Design of own leaflet of holiday and what they are able to do

Homework – presentation of own chosen holiday

B2 – Text for Theme 3 Managing Money

Theme Money B2.1 Text full time parent income



According to the Annual Survey of Hours and Earnings (ASHE), average gross annual earnings for full-time employees was £27,600 in 2015, which was a 1.6% increase from the previous year.

According to Graduate Jobs, the median starting salary for UK graduates in 2016 is between £19,000 and £22,000, which isn't far from the national average. However, this figure is heavily influenced by several factors that will determine just how much you earn at what age.

Factors that Influence Salary Growth

These factors play a significant role in





determining how much you should be earning at your age



- **Education**

It is well known that a degree, or at least a good qualification from a reputable institution, will positively impact your salary potential.

- **Experience**

This is perhaps the most obvious factor, and one that most closely correlates with your age. The amount of years you have spent in a particular role or industry will have a big impact on your salary.

- **Industry**

As can be expected, salary ranges differ wildly across industries according to skills needed, demands on the employee and level of education required.

- **Company**

Big, small, traditional, progressive...any number of attributes will play a role in determining how much a company is willing to pay an employee.

- **Gender**

Recruitment site Monster reports that the average annual salary for women is £30,000, while for men; £32,970. The gap is also reflected in ASHEs figures, which show women peaking earlier than men, and then experiencing a decline in salary.

- **Location**

Where you live can impact your earning potential. According to Cities Outlook 2016, London is the city with the highest monthly workplace wages at £2,925 a month, while Huddersfield is the lowest at £1,729.





What Can You Expect to Earn at Your Age?

18 to 21 year olds can expect to earn between £1,270 and £1,361 a month.

Terrifying twenties

Employees and job hunters in their twenties can use their skill sets and education as solid motivating factors for more money. The average monthly earnings of employees between the ages of 22 and 29 is between £1,829 and £1,924. Your salary at this age can grow quite quickly and will, of course, be dependent on the other factors listed above.

The most obvious dearth in a twenty something's arsenal is experience. Monster estimates an average annual income of £20,172 for employees with less than one year of experience. By the 20 years' experience mark, this number almost doubles at £39,033. For a fresh graduate looking for work experience, these figures can be quite disappointing, but keep in mind that they do not take industry fluctuation into account.

- **Stable thirties**

Here is when you can start outstripping the national average. Your experience, wisdom and carefully curated set of skills will start to pay off. In your thirties, you can expect to gain quite a significant boost to the monthly wage estimate. The average monthly wage for employees between the ages of 30 and 39 is between £2,331 and £2,535. This is also when average salaries for women peak, at around £2,331 per month.

- **Fabulous forties**

With years of expertise and deep knowledge of the industry employees between the ages of 40 and 49 can earn between £2,258 and £2,830 a month. According to ASHE, this is when men hit their average earning peak at around £2,830 per month.





Theme Money B2.1 Text full time student with financial support



- You may be able to get Income Support if; you have no income or a low income, and no more than £16,000 in savings; in full-time education (not university), aged between 16 and 20, and a parent ;in full-time education (not university), aged between 16 and 20, and not living with a parent or someone acting as a parent

The actual amount you get depends on your circumstances, but if you qualify and have no income you'll get at least £57.90 a week.



Certain types of student finance will be counted as income:

- the majority of any Student Loan for Maintenance Loan you are entitled to, even if you choose not to take it out
- Adult Dependants' Grant
- Access to Learning Fund payments meant to help with general living costs (though in some circumstances, all or part of the payment may be disregarded)
- Maintenance Grant (available to full-time students who started their course in September 2006 or later)
-



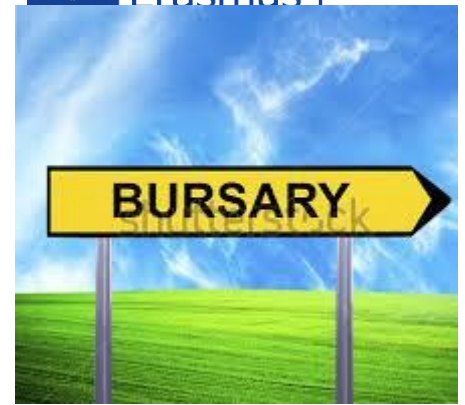
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- Bursaries (available to full-time students who started their course in September 2006 or later) that are not for course-related costs, or childcare
- Higher Education Bursary



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Theme Money B2.1 Text single parent income



New Deal for Lone Parents (NDLP)

The NDLP is not only for parents who are not working, it is also for those who work 16 hours a week or less and are looking to get back into full-time employment. It can provide you with the training you need to get a better job, as well as help with writing CV's, improving your job interview skills etc.

Additionally, the NDLP can also provide you with money to help pay for transport and/or childcare costs as you look for employment, have a job interview, begin work etc.

Income Support

Any single parent who earns a low income – and is either unemployed or works only 16 hours a week or less - can get Income Support and/or Housing Benefit. Apart from monetary payments, you can also receive free dental care, prescriptions, school meals, Housing Benefit, and Council Tax Benefit. You also must have savings of less than £16,000 to qualify.

Child Tax Credits

Not only single parents can get this benefit. Any parent can qualify for child tax credit by fitting the means-tested profile and having to look after any child under age 16. You may also qualify for credit once the children are a bit older you may if they are in full-time training or education.

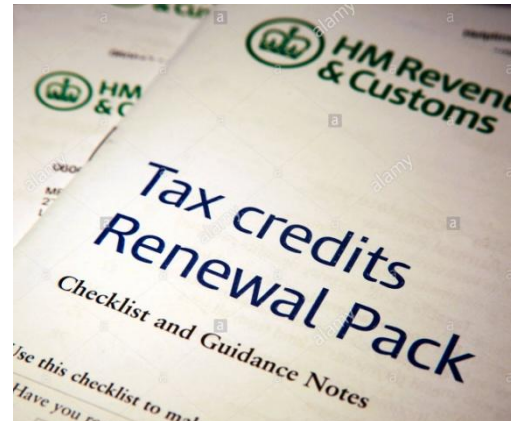


There are two forms of CTC: a family element and a child element. If you have a new baby, a disabled child or a severely disabled child you may get additional money, and you will get more for each child you have.



Working Tax Credit

Formerly the Working Families Tax Credit, the Working Tax Credit, or WTC, aims to help people who earn the least money. This entitlement is also means-tested, and is paid to people who work 16 hours a week or more, either self-employed or employed by someone else. You must work in the UK and the amount you get will depend on your income. Tax credits to help with childcare costs may come as part of the WTC.



Child Benefit

Virtually anyone with a child aged 16 or under is entitled to this benefit, which is paid monthly and given out regardless of income or personal circumstance. This can be extended beyond the age of 16 if the child is in full time 'non advanced' education or on an approved training course. Register after your child's birth and the money should soon be winging its way to you. It goes directly to the person who looks after the child, so if you have custody the money will go to you.



Child Maintenance: Changes to the Law

You may be eligible to receive Child Maintenance from the father of your children. And the good news is that the government has announced that from 2010 single parents who on Income Support will also be able to keep any child maintenance they receive.

child
support



Theme Money B2.1 Text benefit form sample

Housing and Council Tax Benefit Application

Part 1 – About you and your household.

This is my claim for:		I am a:		Date form issued:	
Housing Benefit	<input type="checkbox"/>	Owner Occupier	<input type="checkbox"/>		
Council Tax Benefit	<input type="checkbox"/>	Private Tenant	<input type="checkbox"/>		
Second Adult Rebate	<input type="checkbox"/>	Housing Association Tenant	<input type="checkbox"/>	Claim number:	

Your Name:		
Date of Birth:	National Insurance Number:	
Address:		
Postcode:	Have you lived in this area before? Y / N	Date Moved In:
Previous Address:		
Email Address:		
I would like to receive my benefit notifications and communications by email:		Y / N
Contact No:	Mobile No:	
Nationality:	Date moved to UK (If applicable):	
Are you a recent care leaver?	Registered blind or Disabled?	

Partners Name:		
Date of Birth:	National Insurance Number:	
Address:		
Postcode:	Have you lived in this area before? Y / N	Date Moved In:
Previous Address:		
Contact No:	Mobile No:	
Nationality:	Date moved to UK (If applicable):	



THEME 4: TRAVEL

LEVEL: B2



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

- B2.1.** Key poster of words of accommodation and transport
Comprehension based upon emergencies abroad
Comprehension based upon regulations for tourists
Example online sites of rights when traveling
- B2.2** Key poster of exchange programmes and steps involved
Use of information online site and screenshots
List of key words/phrases for planning a long trip
- B2.3** Written words/ phrases for effects of tourism
Examples of scenarios and environmental effects
Comprehension of dialogue discussing effects
- B2.4** Written words/phrases for economic effects
Examples of interviews discussing problems of tourism
Varying internet platforms of volunteering projects
- B2.5** Scenarios of terrorism within tourist destinations
Examples of current affairs within tabloids
Reading comprehension and video of 'journey of refugees'
- B2.6** Key words/ phrases for travel and creating a blog and portals
Examples of travel blogs with opinion phrases
Three examples of good travel blogs



GRAMMAR THEME 4

B2.1 Knowledge of formal and informal language to suit purpose

Range of conjunctions to express contrast, reasoning

B2.2 Word order and subordinate clauses

Noun phrases and range of adverbials

B2.3 Knowledge of nouns and how endings change meaning

Use of reported statements and cloze exercise

Spelling groupings

B2.4 Use correct form of conjunctions and connectives

Counter-argument – key phrases

B2.5 Skim, scan and obtain information using key vocab

Use complex linguistic features; idioms

Spellings/ adverbs and prepositional verbs

B2.6 Skim, scan and obtain information using key vocab

Reported speech and noun phrases

Conditional and relatives



ASSESSMENT THEME4

Formative

B2.1- B2.6 Questions & Answer/Observation/Grammar worksheets

- B2.1** Peer work and observation of 'an emergency'. Watch video and sign
Read and understand main points of texts
- B2.2** Identification of main points through reading
Understand the most important points to travelling and discuss
- B2.3** Peer work and understanding the comprehension
Learn key spellings and structures from one aspect of tourism
- B2.4** Completion of matching interview with interviewee
Identification of key points of text from volunteering
- B2.5** Written opinions and answers to news affairs
Understanding the reasons of refugees and write feelings
- B2.6** Understanding how to set up a blog by instruction ordering
Written summary of opinions and comparison on layouts

Summative

- B2.1** Independent writing of an email of emergence
Homework – think of solutions if you lost your passport/card
- B2.2** Plan, draft a formal letter about exchange programme
Homework – Complete draft, proof-read and do final version
- B2.3** Independent writing task of an article for a newspaper
Homework – write suggestions on how to improve a situation
- B2.4** Analysis of motives to volunteer for a project and presentation
Home work – written opinions of friends towards volunteering
- B2.5** Written task of linking terrorism and tourism into paragraph
Homework – exchange written piece with peer and give opinion
- B2.6** Design own travel blog using phrases from class
Homework – end of course questionnaire



B2 – Text for Theme 4 Travel

How to Start a Blog in 6 Steps!

Learn how to create a blog in about 20 minutes following these steps:

1. **Pick a blog name.** Choose something descriptive.
2. **Get your blog online.** Register your blog and get hosting.



Step 1) Let's start your blog!

Once you have some blog name ideas you will need to **choose a domain extension**.

A .com domain extension is the most preferred, but .net or .org work as well. It is also important to note that for the purposes of a blog domain you cannot have any spaces between words. So “Blogging with Scott” becomes `bloggingwithscott.com`

Now that you've got your name and have picked an extension it's time to make sure that no one else has already registered the same name:

See if your blog name is available

check availability

Note: You cannot use any spaces or punctuation other than dashes in a domain name.



If you find that the name you wanted is already taken there are a few things you can do:

- **Try a different domain extension.** If the .com version is already registered you may still be able to get the .net or .org version of your blog name.
- **Add small words.** Words like “a”, “my”, or “the”. For example, this site is called TheBlogStarter.com instead of BlogStarter.com.
- **Add dashes between words.** For example, scott-chow.com



Step 2: Get your blog online

Now that you’ve got a name picked out it’s time to get your blog online. This might sound hard or technical, but the steps below will walk you right through and *make the process easy*.

To get your blog up and running you need two things: blog hosting and blogging software. The good news is that these typically come packaged together.

A blog host is a company that stores all of the files for your blog and delivers them to the user when they type in your blog name. **You must have a blog host in order to have a blog.**

You also need to have the software to build your blog. In this guide I will be showing you how to build a blog using the WordPress blogging software, because it is the most popular, customizable, and easiest to use.

The blog host I recommend, and the one I show you how to use in this guide, is [BlueHost](#). I personally use BlueHost and I recommend them for all new bloggers because:

- They will register your blog name for you for free, making sure no one else can take it.



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- They offer a free, simple installation of the WordPress blogging software (which I show you how to use in this guide).
- They have been recommended by WordPress since 2005 and currently host over 2 million blogs and websites.
- They have helpful 24/7 customer service via phone or web chat.
- They have a money-back guarantee if you are unsatisfied for any reason.

Use any [BlueHost link](#) on this site to make sure you get the special discount price of \$2.75 per month. BlueHost compensates me when you purchase through my link, so my services are free of charge to you!

- 3) **Customize your blog.** Choose a free template and tweak it.
- 4) **Write & publish your first post.** The fun part!
- 5) **Promote your blog.** Get more people to read your blog.

Make money blogging. Choose from several options to monetize your blog





Blog 1) <http://seektheworld.com/about-calvin-young/>

Hey buddy! I go by Calvin Young and I'm a Deaf traveller. I love exploring the world to discover and share amazing stories, useful tips, stunning photographs, jaw-dropping videos and many more with you all!

moodle.ddb.local/moodle X | Inbox (53) - jillgoodwin X | Seek the World | Deaf A... X | Meet Calvin Young | See... X | CALVIN YOUNG | SEEK... X | Best of the Travel Blog... X

Secure | <https://www.instagram.com/p/BfjnLzHV5v/>

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seektheworld_ • Follow
Henderson Beach State Park

seektheworld_ Home is where we park it! ♥
.....
@visitflorida #visitflorida #destin #florida #dxoone
.....
View all 24 comments:
seektheworld_ @tataphoto definitely lol
seektheworld_ @ezuthinkerbell28 totally yes
seektheworld_ @hetnix thanks
seektheworld_ @marcusilva yehaw
seektheworld_ #seektheworld #deaf #vanlife #vanlifediaries #vanlifeproject #vanlifeexplorers #sprintervan #sprintervanlife #vanifers #floridavacation tipsfromafitchick 📷
mistcola You gotta visit the town called St.

1,766 likes
3 DAYS AGO

Log in to like or comment.

Sign Up for Instagram
Sign up to see photos and videos from friends and discover other accounts you'll love.

Start | Internet Explorer | Google Chrome | Windows | 11:28 | 27/02/2018



Blog 2) <https://twitter.com/IndefiniteAdven> Sam and Zab are a British couple with insatiable wanderlust. After being together for seven and a half years, they left on one-way tickets to Buenos Aires in 2013 and travelled for 10 months in South America.

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Sam
@IndefiniteAdven
Queer vegan blogger/writer, travelling with my husband. Always looking for the best #vegan food, #streetart & #hipster cafes. Also, I'm poly and like #startrek 🍌
Berlin, Germany
[indefiniteadventure.com](#)
Joined April 2013
[1,996 Photos and videos](#)

Tweets **Tweets & replies** **Media**

8,298 **1,549** **3,791** **5,114** [Follow](#)

Pinned Tweet
Sam @IndefiniteAdven · 6 Nov 2017
On a train in Berlin, reading a book in French, someone asked me for directions in German & someone else apologised for their dog in Spanish
1 2 6

Sam Retweeted
Redfern Jon Barrett @Redfernlion · 19h
"While actors are great and awesome, writers literally create new worlds from scratch. What is sexier than that? Personally, I don't know why every last person out there isn't dating a writer."
- Rachel Bloom
1 7

Sam Retweeted
Denizcan James @Mifilmkritik · Feb 22

New to Twitter?
Sign up now to get your own personalized timeline!
[Sign up](#)

You may also like · Refresh

- anglotalian** @SlowVeganTravel
- Mindful Wanderlust** @GiselleandCody
- Charlie on Travel** @CharlieOnTravel

Start 11:34 27/02/2018

Blog 3) <https://www.girltweetsworld.com/> An award-winning young traveller who has vowed to scale 1/4th of the globe before she turns 30, Jayne Gorman is truly an



inspiration for every avid backpacker! Jayne is among the UK's most celebrated young travel bloggers and also one of the most influential ones.

moodle.ddt.local/mood... X | Inbox (53) - jill.goodwin@... X | Jayne Gorman - An awa... X | Jayne Gorman | Travel M... X | Girl Tweets World - affo... X

Secure | <https://www.girltweetsworld.com>

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TO
SYDNEY

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BALI, FEATURED
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FAFFING AROUND WITH A
FLOATING BREAKFAST

READ MORE

WHAT TO WEAR IN THE MALDIVES:
HONEYMOON PACKING LIST

CHIC THINGS TO DO IN CANGGU:
TRAVEL GUIDE TO CANGGU,
BALI

LATEST

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27/02/2018



THEME 5: CAREER CHOICES

LEVEL: B2



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

B2.1. Key poster of words of job and types of working

Example job roles

Demonstration of completing an application

B2.2 Q & A of different types and purposes of an interview

Examples of interview questions in Wh format

Dialogue of interview scenarios

B2.3 Discussion of what to do when successful in getting a job

Reading comprehension of Employment contract

Reading comprehension of policies within an organisation

B2.4 Discussion on career progression and lifelong learning

Example of a deaf role model and career progression

Reading comprehension on career options

B2.5 Demonstration of information on a wage slip

Examples of payslips and how they differ

Reading comprehension of public funding

B2.6 Q & A on learner choices and progression

Demonstration of varying career paths

Reading comprehension of varying career paths



GRAMMAR THEME 5

B2.1 understand key adverbial and prepositional phrases

B2.2 word order and subordinate clauses

A range of punctuation

B2.3 Knowledge of key grammar points

Use of varying words within a text

Recognise nouns/verbs/adjectives

B2.4 Future tense

Use of conditional tense

B2.5 Use of reported speech

Expressions of likes, dislikes

Use of conditional to hopes and hypothesis

B2.6 Overview of all grammar points to consolidate



ASSESSMENT THEME 5

Formative

B2.1- B2.6 Questions & Answer/Observation/Grammar worksheets

B2.1 Peer work and discussion of CV and skills

Independent research and completion of form

B2.2 Q & A for different types of interviews

Preparation of interview questions and role play

B2.3 Identification of interview skills and know key words

Understand the rules of working in a company

B2.4 Peer work to describe role of work

Identification of career options from information sources

B2.5 Comparisons of varying payslips. Guess the career from the pay.

Research into how money is spent after tax deduction

B2.6 Research into own career path and how to get further guidance

Reflection on own career path and influences

Summative

B2.1 Independent writing of a guidance sheet for job applications

Homework – gather various job applications

B2.2 Independent role play of interviewing

Homework – Complete list of interview tips

B2.3 Creation of poster with key points from reading

Homework – description of why it is important to follow rules

B2.4 Writing task of how they could aim higher in the career

Home work – Description of how work and study help progression

B2.5 Guided task of interpreting information from sources

Homework – create an explanatory text about wages and what happens

B2.6 Production of poster to illustrate post 16 decisions and pathways

Homework – production a poster to help others through same journey



B2 – Text for Theme 5 Career Choices

Theme 5 Careers: Lesson B2.2

Sample Job Interview Dialogue

Interviewer: “Tell me about yourself?”

Interviewee: “I am a software engineer with 4 years of experience in ‘Sales Force’ domain with expertise in Customer Relationship Management process. Leaving aside that, I am a jovial person who loves to hitch-hike and indulge in white water rafting whenever time permits. All in all, a team person who loves to face challenges and deliver on deadlines!”



Note: The applicant has been able to communicate his strengths and expertise (Personal & Professional) in an informal and succinct yet informative line of communication. Further, he had prodded the interviewer to ask about his professional involvement.

Interviewer: “Can you briefly explain what role you played in Customer Relationship Management process for Sales Force?”

Interviewee: “Yes, sure. I was a team lead while designing the Customer Relationship Management software for Sales Force. The project was regarding an international retail chain. With a team of 15 members I was able to successfully pin –point and utilize the factors affecting the footfall at the store and thus, helped the client achieve a growth of 30% in sales.”

Note: The interviewee has successfully talked about his work deliverables, his management abilities and the results achieved.

Interviewer: “Great! So, how do you think you fit in our organization?”

Interviewee: “I wish to make a career in IT industry and keeping in mind my long term goals, I believe that associating with this organization will be the most prudent step. In here, I would surely be able to further utilize my skills in the most effective manner and also, obtain a chance of acquiring newer skills and honing the same.”

Note: The interviewee has put forward a logical reason for associating with the organization and has also touch-based on his future plans.



Interview Example 2:

Interviewer: Welcome to ABC Controls, David. I am Tom.

Interviewee: Hello, it's nice to meet you.

Interviewer: Nice to meet you too, how are you doing today?

Interviewee: I am doing well, and yourself?

Interviewer: Great, thanks. I hope we didn't keep you waiting for long?

Interviewee: No, I had the chance to talk to one of your engineers while waiting.

Interviewer: That's good. David, shall we start?

Interviewee: Yeah, sure.

Interviewer: First of all, let me introduce myself. I am the manager of our engineering department here and we have an open position, so we have been interviewing applicants to fill the position as quickly as possible.

Interviewee: Yes sir, I read about the position on your website, and I think I am a good fit.

Interviewer: We currently have several ongoing projects and the team is working hard. We are hoping to keep busy for a long time.

Interviewee: What are the essential qualifications required for the position?

Interviewer: This is an entry-level engineering position, we do provide a lot of training here. But we do require that you have at least a bachelors degree in computer engineering. Previous experience in the field is a plus.

Interviewee: What kind of experience would you count as a work in the field?

Interviewer: Even though we provide training, it would be great if you had some hands-on programming experience, knowledge of database systems or skills on developing applications.

Interviewee: My final school project was actually developing a mobile application, so I am fairly competent in developing mobile and web applications.

Interviewer: That's good to hear, which school did you graduate from?





Interviewee: I was a student at DEF University, and I graduated with a bachelor degree in computer science. I worked as a computer lab tutor in school for about 2 years. Guiding students through their projects helped me get experience in several programming languages.

Interviewer: What are you looking for in a job?

Interviewee: The job should definitely help me grow in my career. I will be happy to learn and grow as I work in a passionate company like yours.



Interviewer: You are right. There is plenty of room for advancement in our company. What are your strengths? Why should I hire you?

Interviewee: I am a diligent person and a fast learner. I am very eager to learn. My friends also find me very easy to work with.

Interviewer: Very well. Now, do you mind working overtime?

Interviewee: No, I do not.

Interviewer: Because, sometimes we get overwhelmed with heavy workload.

Interviewee: I understand that's the nature of the job. When I was going to school, I took quite a few courses each semester while working at least twenty hours every week. And, I handled that situation very well.

Interviewer: Do you have any questions for me?

Interviewee: No, I think I have a pretty good understanding of the requirements. I believe that I can handle it with ease, and the fact that you provide all the training sounds excellent. I hope to have the opportunity to work for you.

Interviewer: David, It is nice to meet you. I can tell that you are a good candidate. Expect to hear from us within a week or so about the job.

Interviewee: Nice meeting you too. Thank you for your time.

Interviewer: Thank you for coming.



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Erasmus+

What are the essential qualifications required for the position?

What kind of experience would you count as a work in the field?

Which school did you graduate from?

What are your strengths?

Why should I hire you?

Would you mind working overtime?



B2 - Relationships Lesson Plans

Theme:1 RELATIONSHIPS	Level/code B2 Lesson B2.1	Date:	Time:	
	DURATION: 80 Minutes	Attendance today		
		Named Absences:		
<p>AIM: Learners will gain knowledge and understanding of the difference between personal networking and professional networking</p> <p>OBJECTIVES (outcome): All learners will be able to use unfamiliar texts to research facts and specialist key words linked to networking. They will be able to skim and scan. They will use the reading skills to answer embedded questions accurately and form these answers into a definition of networking and what it means to them. They will be able to use conditional tense of what if...</p>				
CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction Professional networking	Tutor led discussions on “What is personal networking” (the development of relationships with groups or people with whom you have a similar interest)	Recap on personal networking. Discuss personal relationships and how they may be affected.	Key word poster LinkedIn (http://www.linkedin.com) Professional Profile Examples	Q&A Observation Grammar point and answering questions fully



Text 1: Analysis skills	“What is professional Networking” it is a type of social network services that is focused solely on interactions and relationships of a professional/business nature	Research various texts that may suggest professional networking.		
Grammar	Topic focus of sentences and key grammar points	Embedded questions using if/when Use of conditional to use when/whose		
Text 2: Reading comprehension	Tutor demonstrates LinkedIn which is a business oriented social networking site with over 380 milion members in over 200 countries it is mainly used for professional networking.	Learners to research LinkedIn professional profile examples. Learner to answer questions		



Writing skills	Tutor to demonstrate and show how to use specialist terms	Group work Learners to write and define the word "Professional Networking"		
Review (Feedback and homework)	Clarify and check understanding	<i>Homework</i> Complete a professional profile		
EDI	<p>Equality: Ensure equality of access and opportunity for all students. Diversity: Ensure teaching and materials respect race, gender, disability, sexual orientation, age and religion/beliefs of all learners. Value differences of students. Inclusion: Remove barriers to learning – total communication used. Soft furnishings promote the use of residual hearing. Students are positioned to see both the tutor and each other.</p>			
B2 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Read chronological/descriptive/explanatory/persuasive text	✓	Use complex sentences in logical and linguistic sequence with appropriate register	✓
	Use range of features of structure & images to aid understanding	✓	Use a range of punctuation correctly in a narrative	✓



	Use simple, compound and complex linguistic features	✓	Use grammar with a variety of tenses consistently	✓
	Recognise a range of punctuation		Identify and use unfamiliar spelling rules and letter patterns to link context and grammar. Independent strategies	
	Extend to meaning of unfamiliar words through decoding (borrowed word)		Plan and draft informally/formally check for accuracy	
	Skim, scan, obtain specific info, use reference material	✓		
	Word bank		Grammar opportunities	



	<p><i>Personal networking</i></p> <p>Interact with most days</p> <p>Family/Friends/neighbours/teachers/bosses</p> <p><i>Professional Networking</i></p> <p>Forming and building relationships</p> <p>Potential career opportunities</p> <p>Developing a network of business people with similar interest to your own</p> <p>Access inaccessible people</p> <p>Sharing information</p> <p>Collaboration</p> <p>Helpful relationships</p> <p>Share knowledge and experience</p> <p><i>Professional Profile LinkedIn</i></p> <p>Have the right profile picture</p> <p>Headline – gives a professional identity</p> <p>Summary – would bring out your personality</p> <p>Use key words</p>	<p>The student will:</p> <p>Understand word order with more than one subordinate clause, a range of conjunctions to express contrast, reason, and purpose. Use of conditional form and defining relative clause with where/whose.</p> <p>Wider range of prepositional, adverbials phrases and comparative and superlative forms of adverbs.</p> <p>A range of embedded questions using if/when. Use of had /would in reported speech and instructions.</p> <p>Understand more complex noun phrases and use of 'be able to' 'would like' + object</p> <p>Know a range of tenses, range of phrasal verbs making comparisons using fewer and less</p>
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	<p>Be active in LinkedIn groups (share and participate in professional areas of interest)</p> <p>Do not lie about anything</p> <p>Customise your profile</p> <p>Personalise LinkedIn Email requests</p>	
	Language features (suggestions for your language)	
	<p>If you are sharing professional information, you should always tell the truth.</p> <p>When the person was 20years old, they started their own business</p>	



Theme: 1 RELATIONSHIPS	Level/code B2 Lesson B2.2	Date:	Time:
	DURATION: 80 Minutes	Attendance today	
		Named Absences:	

AIM: Learners will gain knowledge and understanding why it is important to build working relationships and interact confidently and effectively with colleagues

OBJECTIVES (outcome): Learners will be able to give explanation of positive relationships and collate factors onto a visual display using key terms and specialist language. They will be able use conjunctions among complex sentences to convey reason, purpose, and contrast.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction Positive Working Relationships	Tutor led discussion “Why it is important for people in the workplace to depend on one another” and how to build positive relationships with work colleagues	Learners to identify different types of colleagues an employee needs to interact with at work. Vocabulary Work	Smartboard PowerPoint Video clips of workplace situations Activity worksheet(s)	Q&A Observation Attitude worksheet Grammar sheets



Text 1: Analysis skills	Tutor to give examples of working relationships and how positive relationships are much more beneficial.	Learners to identify the types of relationships once more and give explanation for this.		
Grammar	Topic : Tense and complex sentences	Subordinate clause and conjunctions within sentences express contrast, reason and purpose		
Text 2: Reading comprehension	Tutor to demonstrate the factors and discuss task of poster design.	Learners to describe what factors affect and influence relationships Learners to design a poster and list the benefits of effective working relationships.		



Writing skills	Tutor to explain attitude sheet and the approach needed	Attitude work sheet – completion of cloze exercise		
Review (Feedback and homework)	Check understanding and clarify	<i>Homework</i> Learners to assess themselves by making list of their good traits required as a co-worker and what area they need to improve		
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>			
B2 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Read chronological/descriptive/explanatory/persuasive text	✓	Use complex sentences in logical and linguistic sequence with appropriate register	✓
	Use range of features of structure & images to aid understanding	✓	Use a range of punctuation correctly in a narrative	



	Use simple, compound and complex linguistic features	✓	Use grammar with a variety of tenses consistently	✓
	Recognise a range of punctuation	✓	Identify and use unfamiliar spelling rules and letter patterns to link context and grammar. Independent strategies	✓
	Extend to meaning of unfamiliar words through decoding (borrowed word)	✓	Plan and draft informally/formally check for accuracy	
	Skim, scan, obtain specific info, use reference material	✓		
	Word bank		Grammar opportunities	



	<p><i>Different types of colleagues</i></p> <p>Co-workers from other departments and offices, customer, suppliers, cleaners, catering staff</p> <p>Managers, employers, supervisor, full time part time</p> <p><i>Benefits of effective Working Relationships</i></p> <p>A friendlier working atmosphere</p> <p>Helps develop working practises</p> <p>Company target being met</p> <p>More enjoyable work experience</p> <p>Helps the organization to maintain a professional image</p> <p>Better service for customers</p> <p>A higher level of moral</p> <p>Rapport and Trust</p> <p>Recognising and respecting individual differences</p> <p>Displaying loyalty to your team colleagues, management and company</p>	<p>The student will:</p> <p>Understand word order with more than one subordinate clause, a range of conjunctions to express contrast, reason, and purpose. Use of conditional form and defining relative clause with where/whose.</p> <p>Wider range of prepositional, adverbials phrases and comparative and superlative forms of adverbs.</p> <p>A range of embedded questions using if/when. Use of had /would in reported speech and instructions.</p> <p>Understand more complex noun phrases and use of 'be able to' 'would like' + object</p> <p>Know a range of tenses, range of phrasal verbs making comparisons using fewer and less</p>
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	<p>Minimises conflict</p> <p>Value the opinions of others</p> <p>Be friendly and happy to work with</p> <p>Be polite to everyone</p> <p><i>Possible factors that effect and influence relationships</i></p> <p>Age</p> <p>Social background</p> <p>Sports</p> <p>Same sense of humour</p> <p>Common job role</p> <p>Organizational structure</p> <p>Personality types – outgoing/quiet</p> <p>Lengths of time you spend with people</p>	
<p>Language features (suggestions for your language)</p>		



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A friendly working environment is important for relationships as it allows everyone to work effectively, to achieve success.

The manager, who is in charge of over 40 staff, should remain friendly with everyone.



Theme:1 RELATIONSHIPS	Level/code B2 Lesson B2.3	Date:	Time:
	DURATION: 80 Minutes	Attendance today	
		Named Absences:	

AIM: Learners will be able to identify the type of behavior that causes conflict and problems in difficult working relationships.

OBJECTIVES (outcome): Learners will be able to use familiar and unfamiliar words to be able to describe how negative feelings impact on relationships in the workplace. They will be able to identify the key elements and use this information to write key facts into a summary using correct punctuation.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction Difficult working relationships	PowerPoint demonstrating the types of behaviour that show a negative attitude and how it can cause conflict and problems with working relationships.	Group work learners to identify potential work related difficulties and the impact it has on team working relationships.	Smartboard Q & A Case Study Task (s) Role Play (portraying co-worker)	Q&A Observation Summary of writing



Text 1: Analysis skills	Tutor led discussion on how bad working relationship could be improved. Role plays of possible ways	Describe how the negative behavior of one person can affect others in the workplace. Understanding roleplay and expressing feelings through writing down key terms		
Grammar	Topic of adjectives and adverbs and punctuation	Adjectives/adverbs and making comparisons Use of punctuation and how this can be used to demonstrate feelings		
Text 2: Reading comprehension	Examples of behaviours	Learners to read a case study and give at least 3 examples of negative behavior which has resulted in difficult working relationship.		



Writing skills	Tutor to clarify writing needed	Learners to summarise the three examples using writing skills already covered.		
Review (Feedback and homework)	Check understanding and feedback from writing	<i>Homework</i> Learners to share personal experiences of negative and positive encounters at work with co-workers or with their peers group in College.		
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>			
B2 Check-List Objectives	Reading skills covered	<input checked="" type="checkbox"/>	Writing skills covered	<input checked="" type="checkbox"/>
	Read chronological/descriptive/explanatory/persuasive text	<input checked="" type="checkbox"/>	Use complex sentences in logical and linguistic sequence with appropriate register	<input checked="" type="checkbox"/>
	Use range of features of structure & images to aid understanding	<input checked="" type="checkbox"/>	Use a range of punctuation correctly in a narrative	<input checked="" type="checkbox"/>



	Use simple, compound and complex linguistic features	✓	Use grammar with a variety of tenses consistently	✓
	Recognise a range of punctuation	✓	Identify and use unfamiliar spelling rules and letter patterns to link context and grammar. Independent strategies	✓
	Extend to meaning of unfamiliar words through decoding (borrowed word)	✓	Plan and draft informally/formally check for accuracy	
	Skim, scan, obtain specific info, use reference material	✓		
	Word bank		Grammar opportunities	
	<p><i>Potential work-related difficulties</i></p> <p>Bad attitude</p> <p>Disagreements</p> <p>Bullying and harassment</p> <p>Personality clashes between co-workers</p> <p>Inadequate training so do not know what tasks should be done</p> <p>Poor communication/body language</p>		<p>The student will:</p> <p>Understand word order with more than one subordinate clause, a range of conjunctions to express contrast, reason, and purpose. Use of conditional form and defining relative clause with where/whose.</p> <p>Wider range of prepositional, adverbial phrases and comparative and superlative forms of adverbs.</p> <p>A range of embedded questions using if/when. Use of had /would in reported speech and instructions.</p> <p>Understand more complex noun phrases and use of</p>	



	<p>High level of stress</p> <p>Lazy, bad time keeping</p> <p>Not polite, cheeky, rude, moody, ignore people</p> <p>Inappropriate language</p> <p>Rudeness</p> <p>Not fulfilling their own job role</p> <p>Discriminatory behaviour</p>	<p>'be able to' 'would like' + object</p> <p>Know a range of tenses, range of phrasal verbs making comparisons using fewer and less</p>
	<p>Language features (suggestions for your language)</p>	
	<p>There was a personality clash between the two workers; one worker was lazy and had poor timekeeping. He always arrived later each day. The other worker was polite and helpful to others.</p>	



Theme:1 RELATIONSHIPS	Level/code B2 Lesson B2.4	Date:	Time:
	DURATION: 80 Minutes	Attendance today	
		Named Absences:	

AIM: Learners will learn how to develop customer relationships as this is a vital part of any customer service role if you work in retail, hospitality etc.

OBJECTIVES (outcome): Learners will use their experience from good and bad to express how customer loyalty is vital to a company. Learners will be able use subject and verbs conjugation correctly to describe how good and bad experiences can be formally sequences in a letter. They will read and analyse this type of text carefully.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction Developing customer relationships	Tutor to introduce the question "Who is a Customer"	Learners to identify and list positive behaviors/actions employees should display and negative behaviors employees should avoid when dealing with customers. Learners to give examples of their own good and bad customer experiences	Smartboard Activity Worksheet (s) Internet	Observation Q&A Website understanding



Text 1: Analysis skills	Tutor to discuss what the learners expectations are when they are a customer, how they like to be treated.	Research information on customer retention and loyalty and their value to an organisation www.simplybusiness.co.uk		
Grammar	Topic of noun phrases and specialist formal language in use of letter writing	Complex nouns phrases using 'I would like to' able to... Read Formal language and layout of letters discussing how they feel Subj+ verb link		
Text 2: Reading comprehension	Tutor to give details of key locations where people may need a good relationship. British companies such as Tesco/ Marks and Spencer etc	Learners to use site to find relevant information on how important loyalty is to that company. Do they give rewards? Bonus? etc		



Writing skills	Check reading from websites and discuss writing skills	Give examples where they have developed relationships with customers.		
Review (Feedback and homework)	Give feedback from writing	<i>Homework</i> Learner to describe the importance of developing good relationships with customers		
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>			
B2 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Read chronological/descriptive/explanatory/persuasive text	✓	Use complex sentences in logical and linguistic sequence with appropriate register	✓
	Use range of features of structure &	✓	Use a range of punctuation correctly in a	✓



	images to aid understanding		narrative	
	Use simple, compound and complex linguistic features	✓	Use grammar with a variety of tenses consistently	✓
	Recognise a range of punctuation	✓	Identify and use unfamiliar spelling rules and letter patterns to link context and grammar. Independent strategies	✓
	Extend to meaning of unfamiliar words through decoding (borrowed word)	✓	Plan and draft informally/formally check for accuracy	
	Skim, scan, obtain specific info, use reference material	✓		
	Word bank		Grammar opportunities	



	<p><i>What is customer service?</i></p> <p>How staff in an organisation deal with customers</p> <p><i>Positive Behaviors</i></p> <p>Developing relationships /Attitude/Help they provide</p> <p>Open and honest communication</p> <p>Cultivate good customer relations</p> <p>Understanding what your customer wants</p> <p>Extra effort to make sure the customer is satisfied</p> <p>Transaction</p> <p>Deadline with people politely and promptly</p> <p>Being courteous</p> <p>Customer satisfaction</p> <p>Project a professional image</p> <p>Positive Body Language/Look cheerful</p> <p>Greet people with a smile</p> <p><i>Negative Behavior</i></p>	<p>The student will:</p> <p>Understand word order with more than one subordinate clause, a range of conjunctions to express contrast, reason, and purpose. Use of conditional form and defining relative clause with where/whose.</p> <p>Wider range of prepositional, adverbials phrases and comparative and superlative forms of adverbs.</p> <p>A range of embedded questions using if/when. Use of had /would in reported speech and instructions.</p> <p>Understand more complex noun phrases and use of 'be able to' 'would like' + object</p> <p>Know a range of tenses, range of phrasal verbs making comparisons using fewer and less</p>
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	<p>Ignoring the customer</p> <p>Being Rude</p> <p>Unhelpful</p> <p>Keeping customers waiting</p> <p><i>Importance of developing relationships with customers</i></p> <p>Customer Loyalty</p> <p>Customer retention</p> <p>Increased revenue/sales</p> <p>Customer satisfaction</p>	
	Language features (suggestions for your language)	
	<p>I would like to say how great your company is with the public. They are always welcoming and helpful in store and also online.</p> <p>I would like to express how your company does not have customer loyalty because many times the customer has been ignored.</p>	



Theme: 1 RELATIONSHIPS	Level/code B2 Lesson B2.5	Date:	Time:
	DURATION: 80 Minutes	Attendance today	
		Named Absences:	

AIM: Learners will gain knowledge and understanding how to deal with difficult people including those in their peer groups.

OBJECTIVES (outcome): All learners will be able understand various character traits and be able to create their own. They will be able to identify problems through reading and be able to sequence a formal letter to be able to complain about an experience. They will use correct form of tense throughout.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction Dealing with difficult people	Tutor led discussion how to recognise a person who is being difficult and what techniques to use to deal with difficult people.	Group work – Brainstorm different characteristic traits/personality types	Smartboard Internet Activity Worksheet (s) Example letters	Q&A Observation Completion of tasks; letter in plan and draft form
Text 1: Analysis skills	Tutor to give own example of a difficult person and how this person was as a character.	Identify and describe three types of difficult people you know and how you dealt with them Learner to create and come up		



		with your own “type of person” outlining their characteristic/personality traits		
Grammar	Verb forms and time markers	Use of modals and discourse markers with range of tenses.		
Text 2: Reading comprehension	Tutor to show a letter of a complaint using the information from the above example	Learners to read and understand the layout and language of this. Answer questions on grammar points		
Writing skills	Check skills	Learners to plan, draft and write their letter similar to the example.		
Review (Feedback and homework)	Feedback and share with group all letters	<i>Homework</i> Explain how important you think communications are when building effective personal, social and working relationships		



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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B2 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Read chronological/descriptive/explanatory/persuasive text	✓	Use complex sentences in logical and linguistic sequence with appropriate register	✓
	Use range of features of structure & images to aid understanding	✓	Use a range of punctuation correctly in a narrative	✓
	Use simple, compound and complex linguistic features	✓	Use grammar with a variety of tenses consistently	✓
	Recognise a range of punctuation	✓	Identify and use unfamiliar spelling rules and letter patterns to link context and grammar. Independent strategies	✓
	Extend to meaning of unfamiliar words through decoding (borrowed word)	✓	Plan and draft informally/formally check for accuracy	✓
	Skim, scan, obtain specific info, use reference material	✓		



	Word bank	Grammar opportunities
	<p><i>Difficult People</i></p> <p>The know-all's behavior refuse to co-operate think they are an expert on everything</p> <p>Hostile co-work</p> <p>Dictator – can be hostile, abusive or intimidating</p> <p>Yes people –often agree with people</p> <p>No People – always negative</p> <p>The Complainer – love to complain, avoid arguments or confrontations</p> <p>The super-agreeable</p> <p><i>Personal Character traits/Personality</i></p> <p>Calm/Serene</p> <p>Eccentric</p> <p>Arrogant</p> <p>Meek</p> <p>Complainer</p>	<p>The student will:</p> <p>Understand word order with more than one subordinate clause, a range of conjunctions to express contrast, reason, and purpose. Use of conditional form and defining relative clause with where/whose.</p> <p>Wider range of prepositional, adverbials phrases and comparative and superlative forms of adverbs.</p> <p>A range of embedded questions using if/when. Use of had /would in reported speech and instructions.</p> <p>Understand more complex noun phrases and use of 'be able to' 'would like' + object</p> <p>Know a range of tenses, range of phrasal verbs making comparisons using fewer and less</p>



	<p>Empathiser</p> <p>Depressive personality</p> <p><i>How to deal with a difficult situation</i></p> <p>Have an open conversation</p> <p>Address the problem</p> <p>Outline your concerns</p> <p>Stress your commitment to the relationship</p> <p>Take on board other people's point of view</p> <p>Clarify any action to get the relationship back on track</p> <p>Aim to achieve the trust, respect and understanding with co-workers or people in your peer group</p>	
	<p>Language features (suggestions for your language)</p>	



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When difficulties arise in the relationship, they should be addressed openly and in a professional manner to ensure the relationship continues to develop.

As a customer, I would expect to be greeted in a formal manner and all problems addressed. The manager needs to have a conversation with his staff.



Theme: 1 RELATIONSHIPS	Level/code B2 Lesson B2.6	Date:	Time:
	DURATION: 80 Minutes	Attendance today	
		Named Absences:	

AIM: Learners will develop a clear understanding of good communication skills which also includes non-verbal skills which can help them build effective relationships with colleagues, friends, and family.

OBJECTIVES (outcome): All learners will be able to use non-verbal communication to express emotions and be able to recognise key emotions from this. They will be able to write a summary of what they see and express, through use of relative clauses and adjectives, their peers doing the acting.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction Non-Verbal communication Skills	Tutor demonstrates (via PowerPoint) that a major part of non-verbal communication is through body language. Body Language is all the non-verbal communication we make – both conscious and unconscious.	Learner to think about how much of our communication is 'non-verbal'. Learner to identify and list positive and negative body gestures.	PowerPoint Smartboard Role Play Cards Picture Handouts Activity Worksheet(s)	Observation Q&A Role play task Summary emotions



Text 1: Analysis skills	Tutor to distribute body language cards to group	Learners will identify how body language is being used in the pictures on the body language worksheet. Complete worksheet		
Grammar	Complex sentences and adjectives	Relative clause and sentences. (where/whose) Recall comparisons		
Text 2: Reading comprehension	Tutor to organise groups of roleplayers and peer and vice versa.	Groups of x 2 Learners will practice reading body language each student will be given an emotions card, they should demonstrate what is written on the card. Peer group to observe and take notes.		



Writing skills	Recall information needed for peer group	Write summary of role plays and various emotions involved.		
Review (Feedback and homework)	Recall summary as a group – discuss last session of homework for email response.	<i>Homework</i> Learners to describe how important facial expressions are when building relationships face to face with someone. Also give their own evaluation for course		
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>			
B2 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Read chronological/descriptive/explanatory/persuasive text	✓	Use complex sentences in logical and linguistic sequence with appropriate register	✓



	Use range of features of structure & images to aid understanding	✓	Use a range of punctuation correctly in a narrative	✓
	Use simple, compound and complex linguistic features	✓	Use grammar with a variety of tenses consistently	✓
	Recognise a range of punctuation	✓	Identify and use unfamiliar spelling rules and letter patterns to link context and grammar. Independent strategies	✓
	Extend to meaning of unfamiliar words through decoding (borrowed word)	✓	Plan and draft informally/formally check for accuracy	
	Skim, scan, obtain specific info, use reference material			
	Word bank		Grammar opportunities	



	<p>Non-Verbal communication</p> <p><i>Facial Expressions</i></p> <p>Good eye contact</p> <p>Smiling</p> <p>Frowning</p> <p>Angry</p> <p><i>OPEN – INTERESTED body language</i></p> <p>Firm handshake</p> <p>Good eye contact</p> <p>On the same level</p> <p>Confident stance</p> <p>Confident gestures – chosen gestures</p> <p>Showing interest – head nod / slight lean in</p> <p><i>CLOSED – AGGRESSIVE body language</i></p> <p>Hands on hips</p> <p>Invading personal space – too close</p> <p>Aggressive gesturing – finger pointing</p> <p>Standing ‘over’ someone</p> <p>Over firm handshake</p> <p>‘Eye balling’ – out staring</p> <p><i>CLOSED – DEFENSIVE body language</i></p>	<p>The student will:</p> <p>Understand word order with more than one subordinate clause, a range of conjunctions to express contrast, reason, and purpose. Use of conditional form and defining relative clause with where/whose.</p> <p>Wider range of prepositional, adverbials phrases and comparative and superlative forms of adverbs.</p> <p>A range of embedded questions using if/when. Use of had /would in reported speech and instructions.</p> <p>Understand more complex noun phrases and use of ‘be able to’ ‘would like’ + object</p> <p>Know a range of tenses, range of phrasal verbs making comparisons using fewer and less</p>
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	<p>Crossed arms or legs Hunched shoulders Poor eye contact Leaning away <i>CLOSED – NERVOUS body language</i> Nail biting Dry throat – swallowing / coughing Blushing – face/neck/chest Weak handshake Avoiding eye contact <i>CLOSED – BORED body language</i> Looking around the room Looking at watch Drumming fingers Yawning Shifting weight Rubbing face</p>	
	Language features (suggestions for your language)	
	<p>The man, whose wife had the problem with staff, was nervously biting his fingers. The supermarket, where the argument had happened, has been temporarily closed. The man was much more aggressive than the woman, who was shouting.</p>	



B2 – Sports and Leisure Lesson Plans

Theme: 2 LEISURE AND SPORT	Level/code B2 Lesson B2.1	Date:	Time:
	DURATION: 80 Minutes	Attendance today	
		Named Absences:	

AIM: The learner will be able to research Sport/Summer Camps, understand complex text and will be able to summarise key information for parents.

OBJECTIVES (outcome): The learner will be able to produce clear, detailed text and the advantages and disadvantages of Sport/Summer Camps understanding the main points of what each camp offers.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction B2.1 Summer sports Camps	Tutor led discussion how to select Summer Sports Camps using internet links www.summerfun4kids.co.uk/ www.activatecamps.co.uk	<i>Discussion and understanding of key words and vocabulary</i>	Internet Selected Sport/Summer Camp Text	Observation Parents Poster Guide



Text 1: Analysis skills	Introduce selection of texts on website	Learners will be able to Select two Summer/Sports Camps in the UK		
Grammar	Introduce key terms Comparisons Verb forms and time markers	Learners to complete task of using fewer/less with comparisons Use of forms ;to be able to...		
Text 2: Reading comprehension	Introduce texts and guide reading	Learners to read selected text and will write key information required by parents		



Writing skills	Introduce explanatory texts	Write key information as explanatory piece		
Review (Feedback and homework)	Clarify	Learners to research an international Sport/Summer camp and make comparison with a UK camp		
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>			
B2 Check-List Objectives	Reading skills covered	<input checked="" type="checkbox"/>	Writing skills covered	<input checked="" type="checkbox"/>
	Read chronological/descriptive/explanatory/persuasive text	<input checked="" type="checkbox"/>	Use complex sentences in logical and linguistic sequence with appropriate register	
	Use range of features of structure & images to aid understanding	<input checked="" type="checkbox"/>	Use a range of punctuation correctly in a narrative	<input checked="" type="checkbox"/>
	Use simple, compound and complex linguistic features	<input checked="" type="checkbox"/>	Use grammar with a variety of tenses consistently	<input checked="" type="checkbox"/>



	Recognise a range of punctuation	✓	Identify and use unfamiliar spelling rules and letter patterns to link context and grammar. Independent strategies	
	Extend to meaning of unfamiliar words through decoding (borrowed word)		Plan and draft informally/formally check for accuracy	
	Skim, scan, obtain specific info, use reference material	✓		
	Word bank		Grammar opportunities	
	Useful Information for Parents Sport/Activity Summer Camps Activities/Day/Evening Adventure/Fun/Canoeing /Rock climbing/Abseiling/Mountain Biking Arrival Day Departure Day Cost What to bring – comfortable clothing, including practical footwear apron for creative		The student will: Understand word order with more than one subordinate clause, a range of conjunctions to express contrast, reason, and purpose. Use of conditional form and defining relative clause with where/whose. Wider range of prepositional, adverbial phrases and comparative and superlative forms of adverbs. A range of embedded questions using if/when. Use of had /would in reported speech and instructions. Understand more complex noun phrases and use of 'be able to' 'would like' + object	



	<p>activities, sun hat for hot weather, for rainy cold weather waterproof top/trouser, socks</p> <p>What not to bring, money, mobile phones, valuables</p> <p>Equipment/Staff</p> <p>What is included and what is not included in the cost, accommodation, food and drink</p> <p>Medication</p> <p>Toiletries</p>	<p>Know a range of tenses, range of phrasal verbs making comparisons using fewer and less</p>
Language features (suggestions for your language)		
	<p>There are several activities on this campsite but fewer are at the opposite campsite.</p> <p>The students are able to bring their own food and drink.</p>	



Theme: 2 LEISURE AND SPORT	Level/code B2 Lesson B2.2	Date:	Time:
	DURATION: 80 Minutes	Attendance today	
		Named Absences:	

AIM: The learner will research the history of the Olympics and will compare the ancient and Modern games, Learners to Identify the Olympic symbols, the rings, the motto, the flag and the flame.

OBJECTIVES (outcome): The learner will be able to produce clear, detailed text related to the Olympic sport of their choice. They will use a range of sentence structures and use correct grammar

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction B2.2 Olympics	Tutor Q & A sessions "How many of you have watched Olympics on TV" "What kinds of Sports do you see in the Olympics" "Do you know where the Olympics were held"	Learning about the Olympics ; exchange views and ideas of this sporting activity	Internet research/Resource materials Activity Worksheets Task (s)	Observation Report



Text 1: Analysis skills	Tutor will discuss and explain the core values and identity of the Olympic movement.	Learners to research the history of the Olympics		
Grammar	Introduce grammar point	Words order and verb form complex sentences		
Text 2: Reading comprehension	Tutors to discuss the variety of sports	Learners to choose their sport and research this further using skim, scan.		
Writing skills	Discuss task	Learners to create a report about their favourite Olympic Sport		



Review (Feedback and homework)	Review	Identify the Olympic symbols e.g. the five Olympic Rings The flag in the opening and closing ceremony The Olympic Motto and create a poster		
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>			
B2 Check-List Objectives	Reading skills covered	<input checked="" type="checkbox"/>	Writing skills covered	<input checked="" type="checkbox"/>
	Read chronological/descriptive/explanatory/persuasive text	<input checked="" type="checkbox"/>	Use complex sentences in logical and linguistic sequence with appropriate register	<input checked="" type="checkbox"/>
	Use range of features of structure & images to aid understanding	<input checked="" type="checkbox"/>	Use a range of punctuation correctly in a narrative	<input checked="" type="checkbox"/>



	Use simple, compound and complex linguistic features	✓	Use grammar with a variety of tenses consistently	✓
	Recognise a range of punctuation	✓	Identify and use unfamiliar spelling rules and letter patterns to link context and grammar. Independent strategies	✓
	Extend to meaning of unfamiliar words through decoding (borrowed word)	✓	Plan and draft informally/formally check for accuracy	
	Skim, scan, obtain specific info, use reference material	✓		
	Word bank		Grammar opportunities	



	<p>Olympics /Ancient and Modern Stadium Olympic torch and flame Country Flags Sporting Events Olympic Games Motto Medals, bronze, silver and gold Athletes/Archery/Athletics Badminton Basketball/Beachball Canoeing/Cycling Driving/Equestrian Fencing/Football Golf/Gymnastics/Hockey Judo/Taekwondo Pentathlon Rowing/Rugby – 7s/Relay Sailing/Shooting/Swimming/ Tennis/Triathlon</p>	<p>The student will:</p> <p>Understand word order with more than one subordinate clause, a range of conjunctions to express contrast, reason, and purpose. Use of conditional form and defining relative clause with where/whose.</p> <p>Wider range of prepositional, adverbials phrases and comparative and superlative forms of adverbs.</p> <p>A range of embedded questions using if/when. Use of had /would in reported speech and instructions.</p> <p>Understand more complex noun phrases and use of 'be able to' 'would like' + object</p> <p>Know a range of tenses, range of phrasal verbs making comparisons using fewer and less</p>
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	<p>Volleyball/Waterpolo/wrestling/Weightlifting</p> <p>Opening Ceremony/Closing Ceremony</p>	
	<p>Language features (suggestions for your language)</p>	
	<p>Range of sentence form. Eg The Olympics, the greatest sporting event, has been a regular occurrence since the Roman times.</p> <p>The Olympic torch is held by a great sporting personality</p>	



Theme: 2 LEISURE AND SPORT	Level/code B2 Lesson B2.3	Date:	Time:
	DURATION: 80 Minutes	Attendance today	
		Named Absences:	

AIM: Learners will understand what Deaflympics mean they will be able to compare Deaflympics to other organisations

OBJECTIVES (outcome): Learners will be able to read detailed text comparing Deaflympics to other organisations, and will identify different countries participating in the Deaflympics. They will be to describe through accurate use of punctuation and grammar the varying logos.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction B2.3 Deaflympics	Tutor led discussion explaining the differences between the Deaflympics, Olympics and Paralympics.	Group discussion and understanding of key words	Article on the Modern Olympic Games Activity Worksheets Poster of vocabulary	Presentation Poster showing the differences between Deaflympics, Olympics, Paralympics



Text 1: Analysis skills	Text of deaf olympics	Learners to read selected complex text on what is the Deaflympics.		
Grammar	Introduce points	Using more than one clause in a sentence Learning new words and spelling patterns		
Text 2: Reading comprehension	Tutor to discuss differences	Learners to compare the differences between the Olympics, Paralympics and Deaflympics		
Writing skills	Introduce logs for each	Learners to look at their logos and give a description for each		



Review (Feedback and homework)	Clarify and review	Answer questions on the Deaflympics. Create your own logo for the 2017 Deaflympics		
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>			
B2 Check-List Objectives	Reading skills covered	<input checked="" type="checkbox"/>	Writing skills covered	<input checked="" type="checkbox"/>
	Read chronological/descriptive/explanatory/persuasive text	<input checked="" type="checkbox"/>	Use complex sentences in logical and linguistic sequence with appropriate register	
	Use range of features of structure & images to aid understanding	<input checked="" type="checkbox"/>	Use a range of punctuation correctly in a narrative	<input checked="" type="checkbox"/>
	Use simple, compound and complex linguistic features	<input checked="" type="checkbox"/>	Use grammar with a variety of tenses consistently	<input checked="" type="checkbox"/>



	Recognise a range of punctuation	✓	Identify and use unfamiliar spelling rules and letter patterns to link context and grammar. Independent strategies	✓
	Extend to meaning of unfamiliar words through decoding (borrowed word)	✓	Plan and draft informally/formally check for accuracy	
	Skim, scan, obtain specific info, use reference material	✓		
	Word bank		Grammar opportunities	
	Deaflympics/Logo		The student will:	
	Map of the World		Understand word order with more than one subordinate clause, a range of conjunctions to express contrast, reason, and purpose. Use of conditional form and defining relative clause with where/whose.	
	Deaflympics Facts		Wider range of prepositional, adverbials phrases and comparative and superlative forms of adverbs.	
	Visual tools are used to star flag wave and flash of lights		A range of embedded questions using if/when. Use of had /would in reported speech and instructions.	
	Every 4 years		Understand more complex noun phrases and use of 'be able to' 'would like' + object	
	History of Deaf sport			
	International Committee of Sports for the Deaf (IOC)			
	Host Nations			



	<p>Summers Deaf Sports Athletics/Archery/Badmington/Basketball/ Beach volleyball/ Bowling/Canoe/Kayaking/Cycling Diving/Handball/Judo/Karate/Orienteering/ Shooting/Swimming Tables Tennis/Taewondo/Water Polo</p> <p>Winter Deaflympics Sports Alpine Skiing Cross Country Skiing Curling Ice Hockey</p> <p>Snowboard</p> <p>Equality of Opportunity</p>	<p>Know a range of tenses, range of phrasal verbs making comparisons using fewer and less</p>
Language features (suggestions for your language)		
	<p>Sentence structures; There are many difference between sports, of which Deaf Olympics plays an important role in deaf culture.</p> <p>The logo differ from colour and image shown.</p>	



Theme: 2 Leisure & Sport	Level/code B2 Lesson B2.4	Date:	Time:
	DURATION: 80 Minutes	Attendance today	
		Named Absences:	

AIM: Learns will gain knowledge and understanding why people volunteer in Sport.

OBJECTIVES (outcome): The learners will be able to understand the main ideas of complex text relating to volunteering. They will be able to produce clear text related to volunteering opportunities from their local area and plan & draft a persuasive piece of writing to encourage others to join in on volunteering.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction Volunteering in Sport	Tutor demonstrates How to get into Volunteering in Sport www.sportengland.org/our work/volunteering Tutor to discuss the number of sports volunteers in the UK	Understand the term volunteering and how many are within the UK.	Internet Links to Sport England Sports volunteering charity online opportunity finder Activity worksheets	Observation Task



Text 1: Analysis skills		Learners to read selected text and complete a written activity why do people volunteer in Sport		
Grammar	Introduce grammar point	Origin and meanings of common prefixes/suffixes Recall punctuation		
Text 2: Reading comprehension	Introduce internet based sites	Learners to research a sporting volunteering opportunity in their local rea		
Writing skills	Discuss persuasive text	write about their specific choice of volunteering activity; create a persuasive		



		piece (plan and draft)		
Review (Feedback and homework)	Clarify and review	Write in final stage their persuasive piece		
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>			
B2 Check-List Objectives	Reading skills covered	<input checked="" type="checkbox"/>	Writing skills covered	<input checked="" type="checkbox"/>
	Read chronological/descriptive/explanatory/persuasive text	<input checked="" type="checkbox"/>	Use complex sentences in logical and linguistic sequence with appropriate register	
	Use range of features of structure & images to aid understanding	<input checked="" type="checkbox"/>	Use a range of punctuation correctly in a narrative	<input checked="" type="checkbox"/>
	Use simple, compound and complex linguistic features	<input checked="" type="checkbox"/>	Use grammar with a variety of tenses consistently	<input checked="" type="checkbox"/>
	Recognise a range of punctuation	<input checked="" type="checkbox"/>	Identify and use unfamiliar spelling rules and letter patterns to link context and grammar.	<input checked="" type="checkbox"/>



			Independent strategies	
	Extend to meaning of unfamiliar words through decoding (borrowed word)	✓	Plan and draft informally/formally check for accuracy	✓
	Skim, scan, obtain specific info, use reference material	✓		
	Word bank		Grammar opportunities	
	Volunteer in Sport Advice/Apply/Assist Benefits Care/Challenge/choices Commitment/Community/Contact Education/Effect/Engaging/Enjoy Ethic Explore Foundation/Fundraising Gain/Generous/Goodwill		The student will: Understand word order with more than one subordinate clause, a range of conjunctions to express contrast, reason, and purpose. Use of conditional form and defining relative clause with where/whose. Wider range of prepositional, adverbial phrases and comparative and superlative forms of adverbs. A range of embedded questions using if/when. Use of had /would in reported speech and instructions. Understand more complex noun phrases and use of 'be able to' 'would like' + object Know a range of tenses, range of phrasal verbs making	



	<p>Help/Hours</p> <p>Ideas/Importance//Individual/Improvement/ Inspire//Intention</p> <p>Language/Learning/Life/Local/Location</p> <p>Motivate</p> <p>Opportunities</p> <p>Participation/Perform/Place/Program</p> <p>Qualification /Qualify/Quality/Quantity</p> <p>Show willing</p> <p>Own skill development - leadership/effective communication/delegation/negotiation</p> <p>Meet new people</p> <p>Contact for possible employment</p> <p>Volunteer</p>	<p>comparisons using fewer and less</p>
<p>Language features (suggestions for your language)</p>		



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Look at prefixes/suffixes and work out meaning of unfamiliar words such as use of anti-,pro-, bi-,
tri-, -ology
use of exclamations for persuasive tool



Theme: 2 SPORTS AND LEISURE	Level/code B2 Lesson B2.5	Date:	Time:
	DURATION: 80 Minutes	Attendance today	
		Named Absences:	

AIM: The learner will be able to understand the main ideas on complex text related to services offered by Deaf Organisations

OBJECTIVES (outcome): The learners will be able to understand the main ideas of complex text, will be able to produce a plan, draft and final formal letter towards the organization studied to ask for information. They should know the formal structures when writing letters.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction Deaf Organisations	Tutor led discussion on Deaf culture, history and language. Deaf Organisations and the service they provide plus Deaf Clubs	In groups using the internet or other resources to find out more about deaf young people..	Internet links to Deaf Organisations Activity Worksheets PowerPoint	



Text 1: Analysis skills	Discuss the main organisation for young deaf; NDCS	Students can go to the 'Cool Topics' section on NDCS's Buzz website: http://youngpeople.ndcsbuzz.org.uk/topics as a starting point answer questions relating to the website and layout		
Grammar	Introduce grammar points	Construct formal sentences (nouns and nouns phrases/modal phrases/passive)		
Text 2: Reading comprehension	Give example of formal letters and sentences	Read and understand differences formal/informal. Complete match exercise of phrases		



Writing skills	Introduce letter example	Write a letter to NDCS asking for information on a job/further info about the company. Plan and draft		
Review (Feedback and homework)	Check	Learn format		
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>			

B2 Check-List Objectives	Reading skills covered	<input checked="" type="checkbox"/>	Writing skills covered	<input checked="" type="checkbox"/>
	Read chronological/descriptive/explanatory/persuasive text	<input checked="" type="checkbox"/>	Use complex sentences in logical and linguistic sequence with appropriate register	<input checked="" type="checkbox"/>
	Use range of features of structure & images to aid understanding	<input checked="" type="checkbox"/>	Use a range of punctuation correctly in a narrative	<input checked="" type="checkbox"/>
	Use simple, compound and complex linguistic features	<input checked="" type="checkbox"/>	Use grammar with a variety of tenses consistently	<input checked="" type="checkbox"/>



	Recognise a range of punctuation	✓	Identify and use unfamiliar spelling rules and letter patterns to link context and grammar. Independent strategies	✓
	Extend to meaning of unfamiliar words through decoding (borrowed word)	✓	Plan and draft informally/formally check for accuracy	✓
	Skim, scan, obtain specific info, use reference material	✓		
	Word bank		Grammar opportunities	
	<p><i>Deaf Organisations</i></p> <p>National Deaf Childrens Society</p> <p>Action on Hearing Loss</p> <p>British Deaf Association</p> <p>British society for Mental Health and Deafness</p> <p>Deaf Action Youth Service for young, deaf people to join sports and leisure activities</p> <p>Deaf Plus</p> <p>Action Deaf Youth</p>		<p>The student will:</p> <p>Understand word order with more than one subordinate clause, a range of conjunctions to express contrast, reason, and purpose. Use of conditional form and defining relative clause with where/whose.</p> <p>Wider range of prepositional, adverbials phrases and comparative and superlative forms of adverbs.</p> <p>A range of embedded questions using if/when. Use of had /would in reported speech and instructions.</p> <p>Understand more complex noun phrases and use of 'be able to' 'would like' + object</p>	



	<p>Services provided</p> <p>Social work</p> <p>Health & Wellbeing</p> <p>Employment</p> <p>Equipment & Housing Support</p> <p>Interpreting service Information Advice & guidance</p>	<p>Know a range of tenses, range of phrasal verbs making comparisons using fewer and less</p>
<p>Language features (suggestions for your language)</p>		
	<p>Dear Sir/Madam.....</p> <p>Yours sincerely....</p> <p>I am interested in your company as I have been affected by deafness since young.</p>	



Theme: 2 SPORT & LEISURE	Level/code B2 Lesson B2.6	Date:	Time:
	DURATION: 80 Minutes	Attendance today	
		Named Absences:	

AIM: The learners will carry out research and understand how to organise a trip away with a small group of friends or from an organization.

OBJECTIVES (outcome): The learners will be able to produce, clear informative pack using previous knowledge through the sessions and have a detailed plan of the itinerary of activities, guidelines on health, what not to do and description of the overall weekend plans. They shall use their skills of layout features, unfamiliar words and sentences structures to create a leaflet/brochure.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction Animal Welfare	Tutor to demonstrate a selection of activity weekends . Posters and explain that learners are going to develop their own itinerary.	Working in pairs – discuss options and best situation to match all deaf young adults.	Internet Keyword Worksheet	PowerPoint Presentation Group to present their campaigns to the Class



Text 1: Analysis skills	Introduce steps of research – guideline sheet	Internet research answer key questions. Skim, scan and look for specific details on activities and how they needs to be protected for health reasons.		
Grammar	Review grammar points	Selection of worksheet varying from punctuation, sentence structures, layout features		
Text 2: Reading comprehension	Clarify research	Continue research to compile project of own weekend away.		
Writing skills	Assist with writing and layout	Compile layout and sentences throughout		



Review (Feedback and homework)	Review and end course Assess for all areas	Present project to others in group.		
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>			
B2 Check-List Objectives	Reading skills covered	<input checked="" type="checkbox"/>	Writing skills covered	<input checked="" type="checkbox"/>
	Read chronological/descriptive/explanatory/persuasive text	<input checked="" type="checkbox"/>	Use complex sentences in logical and linguistic sequence with appropriate register	<input checked="" type="checkbox"/>
	Use range of features of structure & images to aid understanding	<input checked="" type="checkbox"/>	Use a range of punctuation correctly in a narrative	<input checked="" type="checkbox"/>
	Use simple, compound and complex linguistic features	<input checked="" type="checkbox"/>	Use grammar with a variety of tenses consistently	<input checked="" type="checkbox"/>
	Recognise a range of punctuation	<input checked="" type="checkbox"/>	Identify and use unfamiliar spelling rules and letter patterns to link context and grammar. Independent strategies	<input checked="" type="checkbox"/>
	Extend to meaning of unfamiliar words through decoding (borrowed word)	<input checked="" type="checkbox"/>	Plan and draft informally/formally check for accuracy	<input checked="" type="checkbox"/>



	Skim, scan, obtain specific info, use reference material	✓		
	Word bank		Grammar opportunities	
	Deaf Culture		The student will:	
	Deaf Clubs		Understand word order with more than one subordinate clause, a range of conjunctions to express contrast, reason, and purpose. Use of conditional form and defining relative clause with where/whose.	
	Deaf Community		Wider range of prepositional, adverbials phrases and comparative and superlative forms of adverbs.	
	Sharing experiences		A range of embedded questions using if/when. Use of had /would in reported speech and instructions.	
	Activities		Understand more complex noun phrases and use of 'be able to' 'would like' + object	
	Sporting events		Know a range of tenses, range of phrasal verbs making comparisons using fewer and less	
	Sense of belonging			
	Scout Clubs/Beaver Club			
	Guides			
	Drama			
	Be healthy			
	Enjoy and Achieve			
	Have a hobby and interests			



	<p>Make friends</p> <p>Try new things</p> <p>Develop new skills Improve fitness and health</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>	



Doncaster Deaf Trust
A National Centre of Excellence



Erasmus+



B2 – Managing Money Lesson Plans

Theme: 3 MONEY	Level/code B2 Lesson B2.1	Date:	Time:	
	DURATION: 80MINS	Attendance today		
		Named Absences:		
<p>AIM: The learner will be able to understand and identify different sources of income OBJECTIVES (outcome): All students will be able to identify and name three different sources of income. All students to write about a case scenario using correct sentence structures and grammar.</p>				
CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction	Discussion of income, salary and wages and what may come from this.	Learner gives examples and make a keyword poster	Board work discussion	Q and A Writing familiar words
Text 1: Analysis skills	Introduce three scenarios: single parent with child who works part time; other parent of a child who works full time and regularly visits; full time student who receives financial support from parents	Learner to identify and discuss key words through class reading. Identify three sources of income	Case Study	observation



Grammar	Focus on reading key phrases Word order and subordinate clause Noun phrases Range of adverbials of time Reported statements	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 form for possible income – benefit form	Learners to read and complete sections for themselves of as another character. Understand key words	Reading comprehension	Check answers given
Writing skills	Guided writing Independent writing	Learner to write a report of one case scenario. Eg The woman works part time so does need to have help with her income.. Think of word order.	List of words and template sheet	Check written production (Formative Assessment 1) recognition of ABC
Review (Feedback and homework)	Check writing give task	learner to consider own expenditure and write a list for the week	Own examples	From signing to writing and vice versa (Formative Assessment 2)



EDI	<p>Equality: Ensure equality of access and opportunity for all students.</p> <p>Diversity: Ensure teaching and materials respect race, gender, disability, sexual orientation, age and religion/beliefs of all learners. Value differences of students.</p> <p>Inclusion: Remove barriers to learning – total communication used. Soft furnishings promote the use of residual hearing. Students are positioned to see both the tutor and each other.</p>
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B2 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Read chronological/descriptive/explanatory/persuasive text	✓		
	Use a range of features of structures & images to aid understanding	✓	Use complex sentences in logical and linguistic sequence with appropriate register	
	Use simple, compound and complex linguistic features	✓	Use a range of punctuation correctly in a narrative	✓
	Recognise a range of punctuation	✓	Use grammar with a variety of tenses consistently	✓
	Extend to meaning of unfamiliar words through decoding (borrowed words)	✓	Identify and use unfamiliar spelling rules and letter patterns to link context and grammar. Independent strategies	✓
	Skim, scan, obtain specific information, use reference material	✓	Plan and draft informally/formally check for accuracy	



	Word bank	Grammar opportunities
	Salary wages Allowance pocket money benefits Loans interest on savings Gifts inheritance selling goods Financial support Income full time/part time	The student will: <ul style="list-style-type: none"> • Understand word order with more than one subordinate clause, a range of conjunctions to express contrast, reason, and purpose. Use of conditional form and defining relative clause with where/whose. • Wider range of prepositional, adverbials phrases and comparative and superlative forms of adverbs. • A range of embedded questions using if/when. Use of had /would in reported speech and instructions. • Understand more complex noun phrases and use of 'be able to' 'would like' + object • Know a range of tenses, range of phrasal verbs making comparisons using fewer and less
	Language features (suggestions for your language)	
	Conjugation of first person +verb/2 nd person Word order and subordinate clause Noun phrases (know noun/verb/adjective/adverb) Range of adverbials of time- to what extent Reported statements	



Theme: 3 MONEY	Level/code B2 Lesson B2.2 DURATION: 80MINS	Date: _____ Time: _____
		Attendance today
		Named Absences:

AIM: The learner will be able to understand and identify regular weekly expenditure.
OBJECTIVES (outcome): All students will be able to identify from themselves or case scenario, the likely weekly expenditure and name common or most likely items . All students to plan, draft and write a note using correct sentence structures and grammar.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction	Discussion of outgoings; fixed and those can be flexible	Learner gives examples and make a keyword poster	Board work discussion	Q and A Writing familiar words
Text 1: Analysis skills	Introduce scenario: family and their weekly expenditure	Learner to identify and discuss key words through class reading. Identify the common or most likely items.	Case Study	observation
Grammar	Focus on reading key phrases Word order and subordinate clause Noun phrases Range of adverbials of time	Learner to know key phrases and complete exercises linked to grammar points	Question/answer sheet cloze exercise	E-learning (Formative Assessment 3)



	Reported statements			
Text 2: Reading comprehension	Reading leaflets of information and use images to aid understanding	Learners to read simple, compound and complex features and use features to complete expenditure grid for individual	Reading comprehension of leaflet with images and information of possible entertainment expenditure	Check answers given
Writing skills	Guided writing Independent writing	Learner to plan, draft and write an informal note stating the plans they have for spending money for entertainment.	List of words	Check written production (Formative Assessment 1) recognition of ABC
Review (Feedback and homework)	Check writing	learner to consider own expenditure and compare their income	Own 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>			



B2 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Read chronological/descriptive/explanatory/persuasive text	✓		
	Use a range of features of structures & images to aid understanding	✓	Use complex sentences in logical and linguistic sequence with appropriate register	
	Use simple, compound and complex linguistic features	✓	Use a range of punctuation correctly in a narrative	✓
	Recognise a range of punctuation	✓	Use grammar with a variety of tenses consistently	✓
	Extend to meaning of unfamiliar words through decoding (borrowed words)		Identify and use unfamiliar spelling rules and letter patterns to link context and grammar. Independent strategies	✓
	Skim, scan, obtain specific information, use reference material	✓	Plan and draft informally/formally check for accuracy	✓
	Word bank		Grammar opportunities	



	<p>Rent board lodging</p> <p>Mortgage council tax national insurance</p> <p>Income tax heating transport food for meals at work, lunch at work/college</p> <p>Toiletries entertainment eg cinema, magazines, clothing, phone charges,</p> <p>Services eg hairdressers, dry cleaning, gym fees, insurance, loan repayments, credit cards overdrafts</p>	<p>The student will:</p> <ul style="list-style-type: none"> • Understand word order with more than one subordinate clause, a range of conjunctions to express contrast, reason, and purpose. Use of conditional form and defining relative clause with where/whose. • Wider range of prepositional, adverbial phrases and comparative and superlative forms of adverbs. • A range of embedded questions using if/when. Use of had /would in reported speech and instructions. • Understand more complex noun phrases and use of 'be able to' 'would like' + object • Know a range of tenses, range of phrasal verbs making comparisons using fewer and less
	Language features (suggestions for your language)	
	<p>Conjugation of first person +verb/2nd person</p> <p>Word order and subordinate clause</p> <p>Noun phrases (know noun/verb/adjective/adverb)</p> <p>Range of adverbials of time- to what extent</p> <p>Reported statements</p>	

Theme:	Level/code B2	Date:	Time:
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Theme 3 MONEY	Lesson B2.3	Attendance today
	DURATION: 80MINS	Named Absences:

AIM: The learner will be able to use calculations to compare weekly income and expenditure.
OBJECTIVES (outcome): All students will be able to identify from calculations whether income for the week exceeds, equals or falls short of expenditure. All students to produce a table of information regarding their own personal income and outgoing expenditure for a week and be able to calculate accurately at level 1 standard.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction	Discussion of own incomes and outgoings	Learner gives examples of regular expenditure. Recall on key vocab.	Board work discussion	Q and A Writing familiar words
Text 1: Analysis skills	Two examples of incoming wage to expenditure Prompt calculations	Learner to identify and discuss key words through class reading. Identify whether the week exceeds, equals, or falls short. Work out calculation	Case Study	Outcome example
Grammar	Focus on reading key phrases Making comparisons and using the superlative form	Learner to know key phrases and make comparisons of each example case	Question/answer sheet cloze exercise	E-learning (Formative Assessment 3)



Text 2: Reading comprehension	Reading activity of charity coffee morning	Learners to read chronological text about coffee morning to understand how a fundraising activity will involve income and expenditure.	Reading comprehension of leaflet with images and information of possible entertainment expenditure	Check answers given
Writing skills	Guided writing Independent writing	Learner to plan, draft and write an formal note stating the outcome of the fundraising activity	List of words	Check written production (Formative Assessment 1) recognition of ABC
Review (Feedback and homework)	Check writing	learner to consider how to make savings	Own 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>			
B2 Check-List Objectives	Reading skills covered	<input checked="" type="checkbox"/>	Writing skills covered	<input checked="" type="checkbox"/>
	Read chronological/descriptive/explanatory/persuasive text	<input checked="" type="checkbox"/>		



	Use a range of features of structures & images to aid understanding	✓	Use complex sentences in logical and linguistic sequence with appropriate register	
	Use simple, compound and complex linguistic features	✓	Use a range of punctuation correctly in a narrative	✓
	Recognise a range of punctuation	✓	Use grammar with a variety of tenses consistently	✓
	Extend to meaning of unfamiliar words through decoding (borrowed words)		Identify and use unfamiliar spelling rules and letter patterns to link context and grammar. Independent strategies	✓
	Skim, scan, obtain specific information, use reference material	✓	Plan and draft informally/formally check for accuracy	✓
	Word bank		Grammar opportunities	



	<p>Rent board lodging</p> <p>Mortgage council tax national insurance</p> <p>Income tax heating transport food for meals at work, lunch at work/college</p> <p>Toiletries entertainment eg cinema, magazines, clothing, phone charges,</p> <p>Services eg hairdressers, dry cleaning, gym fees, insurance, loan repayments, credit cards overdrafts</p> <p>Calculations based on income and expenditures for the week</p>	<p>The student will:</p> <ul style="list-style-type: none">• Understand word order with more than one subordinate clause, a range of conjunctions to express contrast, reason, and purpose. Use of conditional form and defining relative clause with where/whose.• Wider range of prepositional, adverbial phrases and comparative and superlative forms of adverbs.• A range of embedded questions using if/when. Use of had /would in reported speech and instructions.• Understand more complex noun phrases and use of 'be able to' 'would like' + object• Know a range of tenses, range of phrasal verbs making comparisons using fewer and less
Language features (suggestions for your language)		
	<p>Word order and subordinate clause</p> <p>Making comparisons and using the superlative form</p> <p>Tom has a greater income than Susan.</p>	



Theme: 3 MONEY	Level/code B2 Lesson B2.4	Date: _____ Time: _____
	DURATION: 80MINS	Attendance today
		Named Absences:

AIM: The learner will be able to outline ways to make savings in weekly expenditure.
OBJECTIVES (outcome): All students will be able to identify the various ways of reducing bills in the home; know key phrases. All students to compare the varying cost of items and produce a written text of persuasion to encourage expenditure/savings.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction	Discussion of savings in the home -reducing bills Other ways such as cheaper brands etc/weekend deals/sales	Learner identifies ways to make savings and give explanation. Recall on key vocab.	Board work discussion	Q and A Writing familiar words
Text 1: Analysis skills	Example of phone deals leaflet	Learner to identify and discuss key words through class reading. Complete questions linked to text Work out calculations required	Example leaflets	Outcome example
Grammar	Focus on reading key phrases Give reasons using correct form of conjunctions and connectives Comparisons of goods ; cheaper, larger etc	Learner to know key phrases and make comparisons of each example case Give reasons why one would turn off the light for example.	Question/answer sheet cloze exercise	E-learning (Formative Assessment 3)



Text 2: Reading comprehension	Comparison of brands from a local supermarket.	Learner to identify and discuss key words through class reading. Complete questions linked to text Work out calculations required	Reading comprehension of leaflet with images and information of possible entertainment expenditure	Check answers given
Writing skills	Guided writing Independent writing	Learner to write own leaflet in how to make savings.	List of words	Check written production (Formative Assessment 1) recognition of ABC
Review (Feedback and homework)	Check writing	learner to collect leaflets on savings accounts	leaflets	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>			
B2 Check-List Objectives	Reading skills covered	<input checked="" type="checkbox"/>	Writing skills covered	<input checked="" type="checkbox"/>
	Read chronological/descriptive/explanatory/persuasive text	<input checked="" type="checkbox"/>		
	Use a range of features of structures & images to aid understanding	<input checked="" type="checkbox"/>	Use complex sentences in logical and linguistic sequence with appropriate register	



	Use simple, compound and complex linguistic features	✓	Use a range of punctuation correctly in a narrative	✓
	Recognise a range of punctuation	✓	Use grammar with a variety of tenses consistently	✓
	Extend to meaning of unfamiliar words through decoding (borrowed words)	✓	Identify and use unfamiliar spelling rules and letter patterns to link context and grammar. Independent strategies	✓
	Skim, scan, obtain specific information, use reference material	✓	Plan and draft informally/formally check for accuracy	✓
	Word bank		Grammar opportunities	



	<p>Ways to make savings: home, turn off lights, turn down heating; transport walk or cycle, saver tickets</p> <p>Electricity/gas/water</p> <p>Food – make own packed lunch, buy one get one free, buy shop own brands</p> <p>Clothes – buy in sales, clothes swap</p> <p>Phone – weekend deals, entertainment, borrow dvd from library</p>	<p>The student will:</p> <ul style="list-style-type: none">• Understand word order with more than one subordinate clause, a range of conjunctions to express contrast, reason, and purpose. Use of conditional form and defining relative clause with where/whose.• Wider range of prepositional, adverbial phrases and comparative and superlative forms of adverbs.• A range of embedded questions using if/when. Use of had /would in reported speech and instructions.• Understand more complex noun phrases and use of 'be able to' 'would like' + object• Know a range of tenses, range of phrasal verbs making comparisons using fewer and less
<p>Language features (suggestions for your language)</p>		
	<p>Word order and subordinate clause. Connectives – turning of the lights is a good idea to save electricity</p> <p>Making comparisons and using the superlative form</p> <p>The tin of beans is much cheaper than the other.</p>	



Theme: 3 MONEY	Level/code B2 Lesson B2.5 DURATION: 80MINS	Date: _____ Time: _____
		Attendance today
		Named Absences:

AIM: The learner will be able to outline features of different types of savings accounts.
OBJECTIVES (outcome): All students will be able to skim and scan for specific information from texts. All students will produce a written text of information about savings.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction	Guest speaker from different financial organisations	Learner identifies key phrases needed when discussing savings	Key words discussion	Q and A Writing familiar words
Text 1: Analysis skills	Small group research	Learner to select one type of savings account and gather information. Skim, scan and obtain specific information	Website Key words	Outcome example
Grammar	Focus on reading key phrases Skim,scan, obtain information – using key vocab Using complex linguistic features Punctuation exercises	Learner to know key phrases and read and answer questions.	Question/answer sheet cloze exercise	E-learning (Formative Assessment 3)



Text 2: Reading comprehension	Reading in depth on a financial organisation	Learner to read and extract key information and present to the whole group by giving a short powerpoint presentation.	Reading comprehension of leaflet with images and information of possible entertainment expenditure	Check answers given
Writing skills	Guided writing Independent writing	Learner to write own presentation	Presentation/poster	Check written production (Formative Assessment 1) recognition of ABC
Review (Feedback and homework)	Check writing	learner to select the type of savings account that best meets their own needs	Presentation/poster	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>			
B2 Check-List Objectives	Reading skills covered	<input checked="" type="checkbox"/>	Writing skills covered	<input checked="" type="checkbox"/>
	Read chronological/descriptive/explanatory/persuasive text	<input checked="" type="checkbox"/>		
	Use a range of features of structures & images to aid understanding	<input checked="" type="checkbox"/>	Use complex sentences in logical and linguistic sequence with appropriate register	



	Use simple, compound and complex linguistic features	✓	Use a range of punctuation correctly in a narrative	✓
	Recognise a range of punctuation	✓	Use grammar with a variety of tenses consistently	✓
	Extend to meaning of unfamiliar words through decoding (borrowed words)	✓	Identify and use unfamiliar spelling rules and letter patterns to link context and grammar. Independent strategies	✓
	Skim, scan, obtain specific information, use reference material	✓	Plan and draft informally/formally check for accuracy	✓
	Word bank		Grammar opportunities	



	<p>Features of savings accounts: easy-access account, fixed rate, regular savers, tax free accounts</p> <p>Minimum amount Penalties for withdrawing</p> <p>Interest rates</p> <p>Financial organisations; information on current accounts, direct debit, pension, loan</p> <p>Insurance policies/investment shares</p> <p>Fixed rate bonds</p> <p>Citizens Advice Bureau/banks/building society</p> <p>Financial advisor</p>	<p>The student will:</p> <ul style="list-style-type: none"> •Understand word order with more than one subordinate clause, a range of conjunctions to express contrast, reason, and purpose. Use of conditional form and defining relative clause with where/whose. •Wider range of prepositional, adverbial phrases and comparative and superlative forms of adverbs. •A range of embedded questions using if/when. Use of had /would in reported speech and instructions. •Understand more complex noun phrases and use of 'be able to' 'would like' + object •Know a range of tenses, range of phrasal verbs making comparisons using fewer and less
<p>Language features (suggestions for your language)</p>		
	<p>Skim,scan, obtain information – using key vocab</p> <p>Using complex linguistic features - Word order and subordinate clause. Connectives –</p> <p>Punctuation exercises (colons/semi colon/hyphen/exclamations)</p>	



Theme: 3 MONEY	Level/code B2 Lesson B2.6	Date: _____ Time: _____
	DURATION: 80MINS	Attendance today
		Named Absences:

AIM: The learner will be able to identify a savings account to match their own needs and say why this is appropriate. Be able to use savings and calculations to fund a holiday.
OBJECTIVES (outcome): All students will be able to skim and scan for specific information from texts about holiday destinations and types of holidays. All students will produce a persuasive piece of text about their chosen holiday destination and costings and what they are able to do.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction	Discussion of appropriate savings accounts	Learner recall information giving reasoning to their choices	Key words Discussion -reasons	Q and A Writing familiar words
Text 1: Analysis skills	Table of information of case scenario person's savings and possible choices of package holidays	Learner to extract key information regarding income and expenditure to calculate savings in order to choose a holiday.	Case scenario given Key words	Outcome example
Grammar	Focus on reading key phrases Skim,scan, obtain information – using key vocab Using complex linguistic features Use range of features of structure	Learner to know key phrases and read and answer questions.	Question/answer sheet cloze exercise	E-learning (Formative Assessment 3)



	& images to aid understanding Use of adjectives			
Text 2: Reading comprehension	Research of holiday	Learner to skim,scan and obtain information about a selected holiday destination and identify the costs and if savings can meet this cost.	Reading comprehension of leaflet with images and information of possible entertainment expenditure	Check answers given
Writing skills	Guided writing Independent writing	Learner to use information to design their own advertisement of the chosen holiday destination. Use I am able to/ I would like....	Advert/poster	Check written production (Formative Assessment 1) recognition of ABC
Review (Feedback and homework)	Discuss posters/adverts	Present	Presentation/poster	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>			



B2 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Read chronological/descriptive/explanatory/persuasive text	✓		
	Use a range of features of structures & images to aid understanding	✓	Use complex sentences in logical and linguistic sequence with appropriate register	
	Use simple, compound and complex linguistic features	✓	Use a range of punctuation correctly in a narrative	✓
	Recognise a range of punctuation	✓	Use grammar with a variety of tenses consistently	✓
	Extend to meaning of unfamiliar words through decoding (borrowed words)	✓	Identify and use unfamiliar spelling rules and letter patterns to link context and grammar. Independent strategies	✓
	Skim, scan, obtain specific information, use reference material	✓	Plan and draft informally/formally check for accuracy	✓
	Word bank		Grammar opportunities	



	<p>Features of savings accounts: easy-access account, fixed rate, regular savers, tax free accounts</p> <p>Minimum amount</p> <p>Interest rates balance</p> <p>Deposit destination supplement surcharge</p> <p>Transfer fees duration accommodation</p> <p>All inclusive/ full board/bed and breakfast</p> <p>Country/countries</p>	<p>The student will:</p> <ul style="list-style-type: none"> • Understand word order with more than one subordinate clause, a range of conjunctions to express contrast, reason, and purpose. Use of conditional form and defining relative clause with where/whose. • Wider range of prepositional, adverbial phrases and comparative and superlative forms of adverbs. • A range of embedded questions using if/when. Use of had /would in reported speech and instructions. • Understand more complex noun phrases and use of 'be able to' 'would like' + object • Know a range of tenses, range of phrasal verbs making comparisons using fewer and less
	Language features (suggestions for your language)	
	<p>Skim,scan, obtain information – using key vocab</p> <p>Using complex linguistic features -plurals</p> <p>Use range of features of structure & images to aid understanding</p> <p>Use of adjectives – Cyprus is a wonderful country</p>	



B2 - Travel Lesson Plans

Theme: 4 TRAVEL	Level/code B2	Date:	Time:
	Lesson B2.1	Attendance today	
	DURATION: 80 Minutes	Named Absences:	

AIM: Learners will gain knowledge and understanding how to get help in an Emergency whilst travelling abroad

OBJECTIVES (outcome): Learners will know and be able to prepare for an emergency when travelling, they will know how to report loss of a passport, medical emergencies and will be aware of the laws regarding disabled/deaf travelling abroad. Know how to write a formal letter/ note with information about what has happened and what they need. Use conjunctions correctly and accurate grammar points.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction B2 1.1 What to do in an Emergency	Tutor to present main information about accommodation and transport of different continents	Read the text and make a list of what you should do - step by step - in case of an emergency Team work (2P): At the police station: You have been mugged! Explain in chronological order what happened (P1) and answer the questions of the police (P2) Watch the video and write a summary OR Read the text	Presentation Travel guide Text(s) Keyword Poster Activity worksheet(s) Task(s) (SL-videos)	Practical Observation Activity worksheet(s) Task(s) Homework



		and sign the content)		
Text 1: Analysis skills	<p>Tutor to explain regulations for disabled tourists in your country.</p> <p>Tutor to show where to find information about your rights (online sites)</p>	<p>Teamwork (2P): Read the text about the experience of e.g. mugging and sign main information.</p> <p>Read the text and answer the questions regarding the content</p>		
Grammar	<p>Tutor to explain grammar of 1.2</p> <p>(Optional: SL-videos grammar explanations</p>	<p>Know of informal and formal situations and language purpose. Look at a range of conjunctions to express contrast,reason etc</p>		



Text 2: Reading comprehension	Tutor to lead group discussion Tutor to explain	Read answer questions		
Writing skills	Explain task	Write what has happened, when you were mugged. Contact your hotel/airline and explain via Email your special needs.		
Review (Feedback and homework)	Check understanding	<i>Homework:</i> Write a portfolio what to consider in case of loss of your passport and credit card. <i>Homework:</i> Share your experiences: did you easily get help regarding your flight? What problems did you encounter? What could/should be improved and how?		



EDI	<p>Equality: Ensure equality of access and opportunity for all students. Diversity: Ensure teaching and materials respect race, gender, disability, sexual orientation, age and religion/beliefs of all learners. Value differences of students. Inclusion: Remove barriers to learning – total communication used. Soft furnishings promote the use of residual hearing. Students are positioned to see both the tutor and each other.</p>
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B2 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Read chronological/descriptive/explanatory/persuasive text	✓	Use complex sentences in logical and linguistic sequence with appropriate register	
	Use range of features of structure & images to aid understanding	✓	Use a range of punctuation correctly in a narrative	✓
	Use simple, compound and complex linguistic features	✓	Use grammar with a variety of tenses consistently	
	Recognise a range of punctuation	✓	Identify and use unfamiliar spelling rules and letter patterns to link context and grammar. Independent strategies	
	Extend to meaning of unfamiliar words through decoding (borrowed word)		Plan and draft informally/formally check for accuracy	✓



	Skim, scan, obtain specific info, use reference material	✓		
	Word bank		Grammar opportunities	
	Common phrases		The student will:	
	Strong emotions		Understand word order with more than one subordinate clause, a range of conjunctions to express contrast, reason, and purpose. Use of conditional form and defining relative clause with where/whose.	
	To keep one's balance		Wider range of prepositional, adverbials phrases and comparative and superlative forms of adverbs.	
	Local authorities		A range of embedded questions using if/when. Use of had /would in reported speech and instructions.	
	Consulates		Understand more complex noun phrases and use of 'be able to' 'would like' + object	
	Embassies		Know a range of tenses, range of phrasal verbs making comparisons using fewer and less	
	Grammatical terms			
	Regulations			
	Introduction to legal phrasing			



	Speak up for your rights	
	Language features (suggestions for your language)	
	I had my bag stolen + because I did not 'keep an eye on it' (idiom) I had my bag stolen + therefore I have lost my money Dear Sir/Madam..... Hi friend.....	



Theme: 4 TRAVEL	Level/code B2	Date:	Time:
	Lesson B2.2	Attendance today	
	DURATION: 80 Minutes	Named Absences:	

AIM: The learner will be able to plan a student exchange/ longer stay at Gallaudet University and gain information about the various impacts of tourism

OBJECTIVES (outcome): The learner will be able to express their own opinion to a wide spectrum of subjects in a clear and differentiated manner can balance arguments and express them in written form. Be able to plan, draft and write a formal letter using complex sentences.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction B2.2.1 Student Exchange (link to PL: exchange programmes)	Tutor to lead discussion about exchange programmes (show homepage of e.g. Gallaudet about ASL courses http://www.gallaudet.edu/ccs/summer-asl-courses.html)	Discussion, then team work (2P): Main steps to apply for an exchange programme at Gallaudet (Poster)	Presentation Screenshots (Gallaudet Application) Keyword Poster Text (s) Activity Worksheet (s) (SL-videos)	Practical (Poster) Observation Activity worksheet (s) Task (s) Homework
Introduction B2.2 Student Exchange				



Information				
Text 1: Analysis skills	Text main steps	Focus on your assigned paragraph, mark and sign main information (text about a summer programme and/or ASL-course in Gallaudet)		
Grammar	Tutor to explain grammar of 2.2. (Optional: SL-videos grammar explanations)	Use complex sentences in logical and linguistic sequence with appropriate register activities		
Text 2: Reading comprehension	Tutor to lead discussion on important information for a long trip (e.g. Galludet , insurance, money, helath, dangers, visa, accommodation. Climate)	Discussion about what has to be considered before a long term trip Team work (2P): Write a list with the most important steps and information you need as preparation		



Writing skills	Explain task	Why would you like to go to Gallaudet? Write your letter of reasoning (draft)		
Review (Feedback and homework)	Check	<i>Proof read letter and re-type</i>		
EDI	<p>Equality: Ensure equality of access and opportunity for all students. Diversity: Ensure teaching and materials respect race, gender, disability, sexual orientation, age and religion/beliefs of all learners. Value differences of students. Inclusion: Remove barriers to learning – total communication used. Soft furnishings promote the use of residual hearing. Students are positioned to see both the tutor and each other.</p>			

B2 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Read chronological/descriptive/explanatory/persuasive text	✓	Use complex sentences in logical and linguistic sequence with appropriate register	✓
	Use range of features of structure & images to aid understanding	✓	Use a range of punctuation correctly in a narrative	✓
	Use simple, compound and complex linguistic features	✓	Use grammar with a variety of tenses consistently	✓
	Recognise a range of punctuation	✓	Identify and use unfamiliar spelling rules and letter patterns to link context and grammar.	



			Independent strategies	
	Extend to meaning of unfamiliar words through decoding (borrowed word)		Plan and draft informally/formally check for accuracy	✓
	Skim, scan, obtain specific info, use reference material	✓		
	Word bank		Grammar opportunities	
	Exchange programmes		The student will:	
	National scholarship		Understand word order with more than one subordinate clause, a range of conjunctions to express contrast, reason, and purpose. Use of conditional form and defining relative clause with where/whose.	
	Application Reports			
	Erasmus		Wider range of prepositional, adverbial phrases and comparative and superlative forms of adverbs.	
	Disabled travellers		A range of embedded questions using if/when. Use of had /would in reported speech and instructions.	
	Grammatical terms		Understand more complex noun phrases and use of 'be able to' 'would like' + object	
			Know a range of tenses, range of phrasal verbs making	



		comparisons using fewer and less
	Language features (suggestions for your language)	
	Letter layout. Dear Sir/Madam As a student, learning English, I would be excited to visit your country.	



Theme: 4 TRAVEL	Level/code B2	Date:	Time:
	Lesson B2.3	Attendance today	
	DURATION: 80 Minutes	Named Absences:	

AIM: The learner will research and learn about the environmental and social impact of tourism

OBJECTIVES (outcome): Learners will be able to write about the positive and negative aspects of tourism in a social context and environmental setting. Be able to recognize how words can change from nouns to verbs and their spellings patterns associated with this.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction B2.3.1 Effects of Tourism	Tutor to lead discussion Tutor to explain the general and social effects of tourism	Discussion: What do you know about the effects of tourism?	Presentation Text(s) Key word poster Activity worksheet(s) Task(s)	Observation Practical (text) Activity worksheet(s) Task(s)
B2.3.2 Environmental effects of Tourism				



Text 1: Analysis skills	Tutor to explain/demonstrate environmental effects	Team work (2P): 1P is arguing for e.g. travelling by plane or making a cruise; the other person has to explain the consequences to the environment (both in SL)		
Grammar	Tutor to explain grammar of 3.2 (Optional: SL-videos grammar explanations)	Read dialogue, know the greater use of nouns; improvements = has improved etc Spellings groups		
Text 2: Reading comprehension	Read dialogue from text A. Give out various worksheets on various effects	Read and understand dialogue Team work (2P): Choose one aspect of environmental effects of tourism discuss it and learn key spellings and word structures		
Writing skills		You are a journalist: Write an article for a newspaper about the effects of tourism with focus on the social aspects.		



Review (Feedback and homework)		<p><i>Homework:</i> You are an environmental expert and asked to write suggestions, how the environmental situation of a certain holiday resort XY could be improved</p> <p><i>Homework:</i> Read a text and summarize the content in SL</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>			
B2 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Read chronological/descriptive/explanatory/persuasive text	✓	Use complex sentences in logical and linguistic sequence with appropriate register	



	Use range of features of structure & images to aid understanding	✓	Use a range of punctuation correctly in a narrative	✓
	Use simple, compound and complex linguistic features	✓	Use grammar with a variety of tenses consistently	✓
	Recognise a range of punctuation	✓	Identify and use unfamiliar spelling rules and letter patterns to link context and grammar. Independent strategies	✓
	Extend to meaning of unfamiliar words through decoding (borrowed word)	✓	Plan and draft informally/formally check for accuracy	
	Skim, scan, obtain specific info, use reference material	✓		
	Word bank		Grammar opportunities	



	Mass tourism	The student will:
	Effects (in general)	Understand word order with more than one subordinate clause, a range of conjunctions to express contrast, reason, and purpose. Use of conditional form and defining relative clause with where/whose.
	Independent tourism	
	Cruises	
	Social influences	Wider range of prepositional, adverbials phrases and comparative and superlative forms of adverbs.
	Grammatical terms	A range of embedded questions using if/when. Use of had /would in reported speech and instructions.
	Ecological travel	
	Ecological travel agents	Understand more complex noun phrases and use of 'be able to' 'would like' + object
	Ecological awareness	
	Greenhouse effect	Know a range of tenses, range of phrasal verbs making comparisons using fewer and less
	Low impact tourism	
	Seals of quality	
	Nature protection	
	Environment protection	
	Eco-friendly skin protection	
	Construction activities (winter tourism)	



	Souvenirs (endangered species) Waste prevention “Polluter countries” Means of transport and CO2 load Effects of cruises Food (endangered species) Grammatical terms	
	Language features (suggestions for your language)	
	Their technology has improved = there are improvements in their technology Homophones such as wear/where/we’re Suffixes and prefixes	



Theme 4 Travel	Level/code B2	Date:	Time:
	Lesson B2.4	Attendance today	
	DURATION: 80 Minutes	Named Absences:	

AIM: The learner will gain knowledge and understanding of the economic effect of tourism and as a volunteer on a working holiday

OBJECTIVES (outcome): Learners will be able to compare the positive vs negative economic impact of tourism and will research working holiday experiences. All learners will be able to summarise the main points and present this as a formal presentation to others in another session. They will be able to proof read and check for reading and writing skills appropriate at this level.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction B2.4.1 Economic effects of tourism	Tutor to explain/demonstrate economic effects Tutor to lead discussion	Discussion: What do you know about the economic effects? Write the main issues on the flip chart	Presentation Pictures Flip chart Text(s) Key word poster Activity worksheet(s) Task(s)	Observation Practical Text(s) Activity worksheet(s) Task(s)
B2.4.2				



Volunteer working holiday			(S-video)	
Text 1: Analysis skills	Present interviews	Read the interviews carefully and find the right interviewee		
Grammar	Tutor to explain grammar of 4.2 (Optional: SL-videos grammar explanations) Conjunctions Punctuation and grammar tense.	Read the text and write a counter-argument by using grammar points linked conjunctions and giving reasoning.		
Text 2: Reading comprehension	Tutor to explain the subject and to show different internet sites/offers	Read the text of 2 different projects regarding volunteer work abroad and sign a summary and point out the differences. What would motivate you to		



		do volunteer work during your holiday? Write your motives down.		
Writing skills	Discuss powerpoint work presentations	prepare a collage (printed or via e.g. power point) regarding the different effects of tourism and volunteering abroad using all the above work		
Review (Feedback and homework)	Feedback	<i>Homework:</i> tell your friends (hearing/deaf) about this possibility and write down their opinions.		
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.			



B2 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Read chronological/descriptive/ explanatory/persuasive text	✓	Use complex sentences in logical and linguistic sequence with appropriate register	✓
	Use range of features of structure & images to aid understanding	✓	Use a range of punctuation correctly in a narrative	✓
	Use simple, compound and complex linguistic features	✓	Use grammar with a variety of tenses consistently	✓
	Recognise a range of punctuation	✓	Identify and use unfamiliar spelling rules and letter patterns to link context and grammar. Independent strategies	
	Extend to meaning of unfamiliar words through decoding (borrowed word)		Plan and draft informally/formally check for accuracy	✓
	Skim, scan, obtain specific info, use reference material	✓		
	Word bank		Grammar opportunities	



	<p>Exploitation of children (labour, sex)</p> <p>International investors</p> <p>Tourism as multiplier effect</p> <p>Grammatical terms</p> <p>Tourism and infrastructure</p> <p>Effects of tourism variations</p> <p>Foreign exchange revenue</p> <p>Touristic monostructures</p> <p>Voluntary work</p> <p>Different offers</p> <p>Organisations</p> <p>Work camp</p> <p>NGOs</p> <p>Grammatical terms</p> <p>Multinational touristic concerns</p>	<p>The student will:</p> <p>Understand word order with more than one subordinate clause, a range of conjunctions to express contrast, reason, and purpose. Use of conditional form and defining relative clause with where/whose.</p> <p>Wider range of prepositional, adverbials phrases and comparative and superlative forms of adverbs.</p> <p>A range of embedded questions using if/when. Use of had /would in reported speech and instructions.</p> <p>Understand more complex noun phrases and use of 'be able to' 'would like' + object</p> <p>Know a range of tenses, range of phrasal verbs making comparisons using fewer and less</p>
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	Language features (suggestions for your language)
	<p>Volunteering work can be very beneficial as the person may learn a lot from the economic crisis there.</p> <p>Tourism, despite being a great source of income, may have detrimental effects.</p>



Theme: 4 TRAVEL	Level/code B2	Date:	Time:
	Lesson B2.5	Attendance today	
	DURATION: 80 Minutes	Named Absences:	

AIM: The learner will gain knowledge about the connections of terrorism intentions and tourism and the journey of refugees

OBJECTIVES (outcome): The learners will be able to make comparisons how terrorist attacks affect tourism and will research refugees journey to Europe. All students will be able to use facts and own opinion to formulate key sentences using correct grammar and accurate punctuation to describe what is currently happening in the varying countries.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction B2.5.1 Terrorism	Tutor to present current situations e.g. in Syria, Turkey, Olympic Games Rio 2016	Write down your opinion about the current developments Discussion : What do you know/think about/from refugees? (Flip chart)	Presentation Text(s) Key word poster Activity worksheet(s) Task(s)	Practical Observation Text(s) Activity worksheet(s) Task(s)
B2.5.2		Role play: 1.P Explain in SL which actions regarding your holidays you would take and why. 2.P. Write this information down		



Journey of a refugee to Europe				
Text 1: Analysis skills	News discuss	Read the newspaper article and answer the questions.		
Grammar	Tutor to explain grammar of 5.2 (Optional: SL-videos grammar explanations)	Look at specialist words/idioms based on reading from the media. Activities based on spellings. Adverbs and prepositional verbs		
Text 2: Reading comprehension	Tutor to explain the reasons, dangers, problems of the "journey" of refugees Tutor to show a video, with stories told by refugees (subtitled)	Watch the video and write down how you feel/what you think afterwards.		



Writing skills	Check understanding	illustrate the connection between terrorism, political intentions and tourism in SL write key sentences into a paragraph, using as one can see.....		
Review (Feedback and homework)	Review work	Exchange text you have written in class with your seatmate, read it and comment on 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>			
B2 Check-List Objectives	Reading skills covered	<input checked="" type="checkbox"/>	Writing skills covered	<input checked="" type="checkbox"/>
	Read chronological/descriptive/explanatory/persuasive text	<input checked="" type="checkbox"/>	Use complex sentences in logical and linguistic sequence with appropriate register	<input checked="" type="checkbox"/>
	Use range of features of structure & images to aid understanding	<input checked="" type="checkbox"/>	Use a range of punctuation correctly in a narrative	<input checked="" type="checkbox"/>



	Use simple, compound and complex linguistic features	✓	Use grammar with a variety of tenses consistently	✓
	Recognise a range of punctuation	✓	Identify and use unfamiliar spelling rules and letter patterns to link context and grammar. Independent strategies	✓
	Extend to meaning of unfamiliar words through decoding (borrowed word)	✓	Plan and draft informally/formally check for accuracy	
	Skim, scan, obtain specific info, use reference material	✓		
	Word bank		Grammar opportunities	
	Political intentions		<p>The student will:</p> <p>Understand word order with more than one subordinate clause, a range of conjunctions to express contrast, reason, and purpose. Use of conditional form and defining relative clause with where/whose.</p> <p>Wider range of prepositional, adverbials phrases and comparative and superlative forms of adverbs.</p> <p>A range of embedded questions using if/when. Use of</p>	
	Terrorism			
	Terrorism and religion			
	Terrorism and politics			
	Grammatical terms			
	People Traffickers			



	<p>Refugees</p> <p>Refugee routes</p> <p>Dangers</p> <p>Migration (escape)</p> <p>Long-term effects:</p> <p>Trauma, depression</p>	<p>had /would in reported speech and instructions.</p> <p>Understand more complex noun phrases and use of 'be able to' 'would like' + object</p> <p>Know a range of tenses, range of phrasal verbs making comparisons using fewer and less</p>
Language features (suggestions for your language)		
	<p>Words banks such as terrorist/ism/ize</p> <p>There is a difference between political, terrorist and tourist but also there is a connection. As you can see in the media, there is.....</p>	



Theme: 4 TRAVEL	Level/code B2	Date:	Time:
	Lesson B2.6	Attendance today	
	DURATION: 80 Minutes	Named Absences:	

AIM: The learner will be able to write an advanced travel Blog and read others for inspiration.

OBJECTIVES (outcome): The learner will be able to set up an interesting travel Blog using the key skills of reading and writing that is required at this level. They will complete their own blog using prior grammatical knowledge and correct tense formation. They will know reported speech and use it effectively. They will be able to proof read and check their own work for formalities.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction B2.6.1 Advanced travel Blog	<p>Tutor to explain structure of a travel blog for deaf – video portals</p> <p>Tutor to explain how to use portals such as e.g. You Tube and Vimeo, for that purpose</p>	Bring back to order: main steps of how to create a travel blog in combination with SL videos	<p>Presentation</p> <p>Keyword Poster</p> <p>Activity worksheet(s)</p> <p>Task(s)</p> <p>(SL-videos)</p>	<p>Practical</p> <p>Activity worksheet(s)</p> <p>Task(s)</p> <p>Homework</p>



Text 1: Analysis skills	Travel blog example own research	Find a travel blog in any SL, write what you like/dislike and why. Be aware that your comments will be public (netiquette!)		
Grammar	Tutor to explain grammar of 6.2 (Optional: SL-videos grammar explanations and how to write a travel blog advanced II)	Look at reported speech Noun phrases and conditional tense and relatives		
Text 2: Reading comprehension	Best three travel blogs	Read and compare three layouts. languages and effects of three blogs.		



Writing skills	Explain tasks	<p>write down a concept for your travel blog using a video portal, try to structure as detailed as possible</p> <p>Write your travel blog and share your experiences from your last trip: prepare a SL video (3-5 min.) and transcribe the content for those, who don't know SL</p>		
Review (Feedback and homework)	Feedback from students	Fill in questionnaire for end of course		
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.				
B2 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>



	Read chronological/descriptive/ explanatory/persuasive text	✓	Use complex sentences in logical and linguistic sequence with appropriate register	✓
	Use range of features of structure & images to aid understanding	✓	Use a range of punctuation correctly in a narrative	✓
	Use simple, compound and complex linguistic features	✓	Use grammar with a variety of tenses consistently	✓
	Recognise a range of punctuation	✓	Identify and use unfamiliar spelling rules and letter patterns to link context and grammar. Independent strategies	✓
	Extend to meaning of unfamiliar words through decoding (borrowed word)	✓	Plan and draft informally/formally check for accuracy	✓
	Skim, scan, obtain specific info, use reference material	✓		
	Word bank		Grammar opportunities	



	<p>Technical tools</p> <p>Graphics, Layouts</p> <p>Video file formats</p> <p>Common platforms</p> <p>Netiquette terms</p> <p>Grammatical terms</p>	<p>The student will:</p> <p>Understand word order with more than one subordinate clause, a range of conjunctions to express contrast, reason, and purpose. Use of conditional form and defining relative clause with where/whose.</p> <p>Wider range of prepositional, adverbials phrases and comparative and superlative forms of adverbs.</p> <p>A range of embedded questions using if/when. Use of had /would in reported speech and instructions.</p> <p>Understand more complex noun phrases and use of 'be able to' 'would like' + object</p> <p>Know a range of tenses, range of phrasal verbs making comparisons using fewer and less</p>
	Language features (suggestions for your language)	
	<p>Hey! Want to go to Alabama? I have to admit, if someone had asked me that question ten years ago, my first ...</p> <p>I would like to.....travel to the next border, where the rules would not be as tough.</p>	



B2 – Career Choices Lesson Plans

Theme: 5 CAREER CHOICES	Level/code B2 Lesson B2.1	Date:	Time:	
	DURATION: 80 Minutes	Attendance today		
		Named Absences:		
<p>AIM: The learners will investigate and complete a job application related to their relevant skills interests and achievements.</p> <p>OBJECTIVES (outcome): All learners will be able to read through skimming, scanning and locating information from sources of jobs to find suitability. They will be able to complete a job application with key information about themselves and give guidance to others through a help sheet as an informative text.</p>				
CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction Searching for a job	Tutor led discussion how to use sources of information about jobs Full time/part time/voluntary/temporary/permanent	Discuss the important of CV and skills required for certain jobs. Group discussion to pool ideas together	Smartboard Flipchart Activity sheets Application form	Q&A Observation Guidance sheet completion



Text 1: Analysis skills	Tutors to give examples of job and how to do a search	Learners will undertake independent research and identify potential job roles from sources of information about jobs		
Grammar	Texts on jobs	Understand key adverbial and prepositional phrases linked to location and time of jobs		
Text 2: Reading comprehension	Tutor demonstrates important relevant information required when completing a job application	Learners will explain how their own skills relate to potential job roles whilst completing a form		



Writing skills	Clarify understanding and ask for bullet form guidance sheet	Learners to develop a “best practice” guidance sheet to present job applications		
Review (Feedback and homework)	Review	Get examples of others job applications; how do they differ?		
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>			

B2 Check-List Objectives	Reading skills covered	<input checked="" type="checkbox"/>	Writing skills covered	<input checked="" type="checkbox"/>
	Read chronological/descriptive/explanatory/persuasive text	<input checked="" type="checkbox"/>	Use complex sentences in logical and linguistic sequence with appropriate register	<input type="checkbox"/>
	Use range of features of structure & images to aid understanding	<input checked="" type="checkbox"/>	Use a range of punctuation correctly in a narrative	<input type="checkbox"/>
	Use simple, compound and complex linguistic features	<input checked="" type="checkbox"/>	Use grammar with a variety of tenses consistently	<input checked="" type="checkbox"/>
	Recognise a range of punctuation	<input type="checkbox"/>	Identify and use unfamiliar spelling rules and letter patterns to link context and grammar.	<input type="checkbox"/>



			Independent strategies	
	Extend to meaning of unfamiliar words through decoding (borrowed word)		Plan and draft informally/formally check for accuracy	✓
	Skim, scan, obtain specific info, use reference material	✓		
	Word bank		Grammar opportunities	
	<p><i>How to use source of information about jobs</i></p> <p>Full time/Part time/Temporary/voluntary</p> <p>Employment agencies</p> <p>Job Centres</p> <p>Magazines</p> <p>Journal</p> <p>Word of mouth</p> <p>Private sector, public sector, self-employment</p> <p>Differing methods to obtain job application information ie Human Resources</p>		<p>The student will:</p> <p>Understand word order with more than one subordinate clause, a range of conjunctions to express contrast, reason, and purpose. Use of conditional form and defining relative clause with where/whose.</p> <p>Wider range of prepositional, adverbials phrases and comparative and superlative forms of adverbs.</p> <p>A range of embedded questions using if/when. Use of had /would in reported speech and instructions.</p> <p>Understand more complex noun phrases and use of 'be able to' 'would like' + object</p> <p>Know a range of tenses, range of phrasal verbs making</p>	



	<p>departments/ company/organisation websites, job</p> <p><i>Relating Skills interest and achievement to potential job roles</i></p> <p>Interest and achievement related to specific job</p> <p>Hard skills/Qualifications/ Soft skills</p> <p><i>Prepare a job application</i></p> <p>References/certificate/club or group membership/personal statements to create positive impression of skills and interests</p> <p>Formats and styles/neat presentation Spellchecker</p>	<p>comparisons using fewer and less</p>
<p>Language features (suggestions for your language)</p>		
	<p>Use of bullet and layout of instructional/informative text</p> <p>First of all, read carefully the instructions</p> <p>Write in block capitals/ do not cross out.</p> <p>Use of key vocab for skills – layout again</p>	



Theme: 5 CAREER CHOICES	Level/code B2 Lesson B2.2	Date:	Time:
	DURATION: 80 Minutes	Attendance today	
		Named Absences:	

AIM: Learners will develop their skills needed to undertake an Interview, they will be able to describe what went well in the interview.

OBJECTIVES (outcome): Learners will be able to read and understand the key factors when having an interview. They will be able to give an example of a good interview with a peer and then give appropriate feedback of their own performance and others in the mock interview. They shall be able to write key sentences of this review and give advisory tips for the future. They shall use complex structures when thinking of questions and accurately write with correct punctuation.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction Interview skills	Tutor led demonstration / discussion on the different types of interviews i.e. one to one, panel, group interview, short listing process	Q & A Session for learners to gain and understanding of the different types and purposes of interviews	PowerPoint Tutorials Presentation Worksheets Internet Role Play activities	Mock Interview Q&A observation



Text 1: Analysis skills	Tutor to start examples looking at question words.	Learners will be able to prepare interview questions for a job, work placement or a place on a Further Education /University Course		
Grammar	Topic of questions and sentence structures as well as punctuation	To complete activities on punctuation exercises and sentence structures		
Text 2: Reading comprehension	Interview skills dialogue	They will then take part in role-play to practice their skills on each other. Use of flashcards and key phrases to assist		
Writing skills	Check understanding	Learners to give each other feedback in writing. Learners will compile a list of		



		job interview tips		
Review (Feedback and homework)	Clarify task	<i>Homework</i> Learners will devise a checklist to use to help them analyse their own performance in an interview		
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>			
B2 Check-List Objectives	Reading skills covered	<input checked="" type="checkbox"/>	Writing skills covered	<input checked="" type="checkbox"/>
	Read chronological/descriptive/explanatory/persuasive text	<input checked="" type="checkbox"/>	Use complex sentences in logical and linguistic sequence with appropriate register	<input checked="" type="checkbox"/>
	Use range of features of structure & images to aid understanding	<input type="checkbox"/>	Use a range of punctuation correctly in a narrative	<input checked="" type="checkbox"/>
	Use simple, compound and complex linguistic features	<input checked="" type="checkbox"/>	Use grammar with a variety of tenses consistently	<input checked="" type="checkbox"/>



	Recognise a range of punctuation	✓	Identify and use unfamiliar spelling rules and letter patterns to link context and grammar. Independent strategies	
	Extend to meaning of unfamiliar words through decoding (borrowed word)		Plan and draft informally/formally check for accuracy	
	Skim, scan, obtain specific info, use reference material	✓		
	Word bank		Grammar opportunities	
	<p><i>Be able to demonstrate readiness for an interview</i></p> <p>Including different types of interviews i.e. one to one, panel, group interview, short listing process</p> <p>Presentation and dress code to meet interview requirements ie suit, work specific clothing if appropriate</p> <p>Arrive punctually – early keep calm and in control</p> <p>Stress and nervousness</p>		<p>The student will:</p> <p>Understand word order with more than one subordinate clause, a range of conjunctions to express contrast, reason, and purpose. Use of conditional form and defining relative clause with where/whose.</p> <p>Wider range of prepositional, adverbials phrases and comparative and superlative forms of adverbs.</p> <p>A range of embedded questions using if/when. Use of had /would in reported speech and instructions.</p> <p>Understand more complex noun phrases and use of 'be able to' 'would like' + object</p>	



	<p>Polite, appropriate way to introduce yourself, be aware of potential cultural differences around introductions</p> <p><i>Know how to review own performance in an interview</i></p> <p>Importance of feedback</p> <p>What went well and what did not</p> <p>Suggest ways of improving your own performance in future interviews</p>	<p>Know a range of tenses, range of phrasal verbs making comparisons using fewer and less</p>
	Language features (suggestions for your language)	
	<p>Questions (complex structure)</p> <p>Would it be possible to have training to gain further skills?</p> <p>If being promoted, would you gain extra pay?</p> <p>You did very well as you were well mannered and sat appropriately.</p>	



Theme: 5 CAREER CHOICES	Level/code B2 Lesson B2.3	Date:	Time:
	DURATION: 80 Minutes	Attendance today	
		Named Absences:	

AIM: Learners will be able to identify and understand what is in a Contract of Employment

OBJECTIVES (outcome): All learners will be able read and extract key information from a larger text and summarise this into an informative and instructive report. They should be able to use compound and complex sentences with some ease and consider punctuation. They shall also look at unfamiliar words and use own knowledge to predict meaning.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction Contract of Employment	Tutor led discussion what to do when you get the job	Following a successful interview learner need to identify things they have to do when they get confirmation of securing a job	Internet Activity Worksheets Extracts from contracts Specialist terms/words	Q&A Observation Writing assessment



Text 1: Analysis skills	Tutor led discussion “What is a Contract of Employment”	Learners to read short extracts of this and understand specialist words.		
Grammar	Topic ; new words and meanings	Complete a table of grammar points and the use of words within a text; if noun/verb/adjective etc		
Text 2: Reading comprehension	Tutor explains that every organisation has rules and procedures governing the behaviours of its employees.	Understand the rules and procedures of working in a company.		
Writing skills	Clarify grammar points from previous for complex sentences.	Learners to create a poster outlining the key points on a Contract of Employment.		



Review (Feedback and homework)	Review	<i>Homework</i> Describe why it is important to follow an organisation's rules and procedures		
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>			
B2 Check-List Objectives	Reading skills covered	<input checked="" type="checkbox"/>	Writing skills covered	<input checked="" type="checkbox"/>
	Read chronological/descriptive/explanatory/persuasive text	<input checked="" type="checkbox"/>	Use complex sentences in logical and linguistic sequence with appropriate register	
	Use range of features of structure & images to aid understanding	<input checked="" type="checkbox"/>	Use a range of punctuation correctly in a narrative	<input checked="" type="checkbox"/>
	Use simple, compound and complex linguistic features	<input checked="" type="checkbox"/>	Use grammar with a variety of tenses consistently	<input checked="" type="checkbox"/>



	Recognise a range of punctuation	✓	Identify and use unfamiliar spelling rules and letter patterns to link context and grammar. Independent strategies	✓
	Extend to meaning of unfamiliar words through decoding (borrowed word)	✓	Plan and draft informally/formally check for accuracy	
	Skim, scan, obtain specific info, use reference material	✓		
	Word bank		Grammar opportunities	
	<p><i>Securing a Job</i></p> <p>Acceptance letter or telephone call</p> <p>Signing and returning a Contract of Employment</p> <p><i>What is on a Contract of Employment</i></p> <p>Salary</p> <p>Date Paid</p> <p>Hours of Work</p> <p>Job Description</p>		<p>The student will:</p> <p>Understand word order with more than one subordinate clause, a range of conjunctions to express contrast, reason, and purpose. Use of conditional form and defining relative clause with where/whose.</p> <p>Wider range of prepositional, adverbials phrases and comparative and superlative forms of adverbs.</p> <p>A range of embedded questions using if/when. Use of had /would in reported speech and instructions.</p> <p>Understand more complex noun phrases and use of 'be able to' 'would like' + object</p>	



	<p>Holiday entitlement</p> <p>Absence due to Sickness</p> <p>Absence from Work</p> <p>Dress Code</p> <p>H ealth & Safety at work</p> <p>Disciplinary rules and procedures</p> <p>Grievance procedure</p> <p>Notice Period</p> <p>Training</p> <p>First Day in a new job</p> <p>Induction to the organisation</p> <p>Arrive on time</p> <p>Dress appropriately</p> <p>Induction to the company</p> <p>Health & Safety requirements</p> <p>P45 or Bank details required</p>	<p>Know a range of tenses, range of phrasal verbs making comparisons using fewer and less</p>
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	Language features (suggestions for your language)
	<p>The contract gives you information about your role.</p> <p>Do you know what hours you need to do and what holiday entitlement you have? Read carefully.</p> <p>What happens when you are sick from work?</p> <p>I don't' my like my job anymore; what do you do?</p>



Theme: 5 CAREER CHOICES	Level/code B2 Lesson B2.4	Date:	Time:
	DURATION: 80 Minutes	Attendance today	
		Named Absences:	

AIM: Learners will gain knowledge and understanding of career progression and will develop the skills to plan short-term goals for their own career development based on self-assessment of skills, qualities and experience.

OBJECTIVES (outcome): Learners will research and read chronological/descriptive text/ regarding career progression resources and guidance and the various work or study options they offer. They will then look at writing in the future tense and with the use of conditional tense.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction Career Progression	<p>Tutor led discussion explaining the importance of career progression for the individual that encompasses both work and study experience and opportunities</p> <p>Tutor presents the general concept of Lifelong Learning.</p>	Learners will outline personal skills, qualities, and experience relevant to career progression.	<p>Presentation</p> <p>Diagrams</p> <p>Posters</p> <p>Internet/texts</p>	<p>Self-Assessment proforma</p> <p>Produce career progression plan</p> <p>Q&A</p> <p>observation</p>



Text 1: Analysis skills	Anaylsis of role model and their career including progression.	Group work -learners will describe the role of work and study in career progression		
Grammar	Topic: tense	Future tense and the use of would in conditional sentences		
Text 2: Reading comprehension	Tutor to give gudance on the different options as career map image. Text to show various options	Learners will identify career and course options from sources of information and guidance appropriate to own skills, qualities and experience		



Writing skills	Calrify task of aim higher	Write about what they could do personally to aim higher?		
Review (Feedback and homework)	Check work	<i>Homework</i> Learners to briefly describe how work and study help career progression		
EDI	<p>Equality: Ensure equality of access and oppportunity 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>			
B2 Check-List Objectives	Reading skills covered	<input checked="" type="checkbox"/>	Writing skills covered	<input checked="" type="checkbox"/>
	Read chronological/descriptive/explanatory/persuasive text	<input checked="" type="checkbox"/>	Use complex sentences in logical and linguistic sequence with appropriate register	<input checked="" type="checkbox"/>
	Use range of features of structure & images to aid understanding	<input checked="" type="checkbox"/>	Use a range of punctuation correctly in a narrative	<input checked="" type="checkbox"/>
	Use simple, compound and complex linguistic features	<input checked="" type="checkbox"/>	Use grammar with a variety of tenses consistently	<input checked="" type="checkbox"/>



	Recognise a range of punctuation	✓	Identify and use unfamiliar spelling rules and letter patterns to link context and grammar. Independent strategies	✓
	Extend to meaning of unfamiliar words through decoding (borrowed word)	✓	Plan and draft informally/formally check for accuracy	
	Skim, scan, obtain specific info, use reference material	✓		
	Word bank		Grammar opportunities	
	<p><i>Understand the importance of career progression</i></p> <p>Personal fulfillment</p> <p>Job satisfaction</p> <p>Financial benefits</p> <p>Teaching or training others</p> <p>Self learning and development</p> <p><i>How work and study help career progression</i></p> <p>Potential for pay rise or improvement in employment prospects</p>		<p>The student will:</p> <p>Understand word order with more than one subordinate clause, a range of conjunctions to express contrast, reason, and purpose. Use of conditional form and defining relative clause with where/whose.</p> <p>Wider range of prepositional, adverbials phrases and comparative and superlative forms of adverbs.</p> <p>A range of embedded questions using if/when. Use of had /would in reported speech and instructions.</p> <p>Understand more complex noun phrases and use of 'be able to' 'would like' + object</p>	



	<p>Could lead to new job role</p> <p>Gain promotion, improve skills, gain experience</p> <p>Study – gain qualification, extend knowledge</p> <p>Skills and qualities/interest</p> <p>Formal and informal experience</p> <p>Training and qualifications</p> <p><i>Assess skills and qualities relevant to career progression</i></p> <p>Goal setting/ability, learn new skills</p> <p><i>Short-term goals for career progression</i></p> <p>Information and guidance e.g. college, school or community based career services, Learn direct</p> <p>Vocational specialists websites such as Connexions, Sector Skills Council, BBC links to Blast, go Get it, One Life- Your world; work and future</p>	<p>Know a range of tenses, range of phrasal verbs making comparisons using fewer and less</p>
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	Language features (suggestions for your language)
	<p>To aim higher, I would have to take further training in English and Maths.</p> <p>I would have to do a one year training course.</p> <p>I would have to find another job to offer me training.</p>



Theme: 5 CAREER CHOICES	Level/code B2 Lesson B2.5	Date:	Time:
	DURATION: 80 Minutes	Attendance today	
		Named Absences:	

AIM: Learners will gain knowledge and understanding of what is on a pay-slip.

OBJECTIVES (outcome): All learners will be able to express their likes, hopes and theories on the example pay-slips given. They can use reported speech correctly when discussing others. They should be able to produce a clear explanatory text of how money is spent and give details of funding sources. They will use correct sentence structures, punctuation and spelling of key specialist words.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction Understanding your Pay slip	Tutor demonstrates what information is on a wage slip and explains how tax and other deductions affect you when you start work	Discuss wages and what they know already. Discuss taxes and other elements that may affect pay.	Presentation Handouts Activity sheets Internet Sample sources	Q&A Observation



Text 1: Analysis skills	Examples of payslips and how they differ with look as well as outcome	Learners to research and write the definition of a payslip and make comparisons of the examples. Would they guess at their career of the examples?		
Grammar	Topic ,reported speech' and how to express themselves.	Look at reported speech Expression of likes, dislikes, hopes and hypothesis		
Text 2: Reading comprehension	Introduce topic of public funding and give task	Learners to research what money deducted from a person payslip is used by the Government to fund Public Services		



Writing skills	Introduce explanatory task and what this means as layout	Explanatory text about what happens with your wage each month		
Review (Feedback and homework)		<i>Homework</i> Learners to explain why your “take home” pay will be different to your agreed salary. May complete text from class		
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>			
B2 Check-List Objectives	Reading skills covered	✓ <input type="checkbox"/>	Writing skills covered	✓ <input type="checkbox"/>
	Read chronological/descriptive/explanatory/persuasive text	✓	Use complex sentences in logical and linguistic sequence with appropriate register	✓
	Use range of features of structure & images to aid understanding	✓	Use a range of punctuation correctly in a narrative	✓



	Use simple, compound and complex linguistic features	✓	Use grammar with a variety of tenses consistently	✓
	Recognise a range of punctuation	✓	Identify and use unfamiliar spelling rules and letter patterns to link context and grammar. Independent strategies	✓
	Extend to meaning of unfamiliar words through decoding (borrowed word)	✓	Plan and draft informally/formally check for accuracy	✓
	Skim, scan, obtain specific info, use reference material	✓		
	Word bank		Grammar opportunities	



	Income/Salary yearly/Wages/weekly/monthly	The student will:
	Pro-rata/ Hourly rate	Understand word order with more than one subordinate clause, a range of conjunctions to express contrast, reason, and purpose. Use of conditional form and defining relative clause with where/whose.
	Employer	
	Self-employed	Wider range of prepositional, adverbials phrases and comparative and superlative forms of adverbs.
	Earn	A range of embedded questions using if/when. Use of had /would in reported speech and instructions.
	Overtime	Understand more complex noun phrases and use of 'be able to' 'would like' + object
	Gross Pay	Know a range of tenses, range of phrasal verbs making comparisons using fewer and less
	Income Tax	
	National Insurance Contributions	
	Net Pay	
	Deductions	
	Contract	
	Pensions contributions	
	Personal allowance	
	Tax Code	
	Value Added Tax	
	Student Loan repayment	
	Financial year	



	Language features (suggestions for your language)	
	Are you paid hourly or do you get a salary? Do you get paid for working overtime? Have you ever had any problems with your pay?	



Theme: 5 CAREER CHOICES	Level/code B2 Lesson B2.6	Date:	Time:
	DURATION: 80 Minutes	Attendance today	
		Named Absences:	

AIM: Learners will be able to describe how they made career choices, decisions and pathways to their satisfaction.

OBJECTIVES (outcome): Learners will be able to write simple, compound and complex linguistic features to make career enhancing decisions about their immediate options in learning, work and leisure and know how to make plans, applications and personal transitions. They will be able to produce a poster to guide others using an imaginative text layout as inspiration.

CYCLE	Teaching activities	Learner activities	Resources	ASSESSMENT
Introduction Career Ways and Choices	Tutor led Q & A recap discussion on learner choices, decisions and Pathways to their career choice Tutor demonstrates career paths i.e. sixth form college, Further Education College, University Work-based learning, Apprenticeships and Jobs)	Learners to identify the most important factors for them in choosing post-16 pathways and consolidate their understanding of the main options open to them.	Internet UCAS Connexions On Line 14-19 prospectus Activity Worksheets	Observation Poster



Text 1: Analysis skills	Tutor to encourage further research for each learner	Learners to research their own path and if they need further guidance		
Grammar	Carousel of learning topics	Overview of grammar point to consolidate – some exercises available		
Text 2: Reading comprehension	Examples of various career paths and journeys taken	Learners to reflect on the influences on their progression decisions and the individual nature of their career choice		
Writing skills	Type of text review	Learners to produce a poster to illustrate their Post 16- decisions and pathways. Add potential factors along the		



		way.		
Review (Feedback and homework)	Review work	Final – produce poster to others for help and guidance		
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>			
B2 Check-List Objectives	Reading skills covered	<input checked="" type="checkbox"/>	Writing skills covered	<input checked="" type="checkbox"/>
	Read chronological/descriptive/explanatory/persuasive text	<input checked="" type="checkbox"/>	Use complex sentences in logical and linguistic sequence with appropriate register	<input checked="" type="checkbox"/>
	Use range of features of structure & images to aid understanding	<input checked="" type="checkbox"/>	Use a range of punctuation correctly in a narrative	<input checked="" type="checkbox"/>
	Use simple, compound and complex linguistic features	<input checked="" type="checkbox"/>	Use grammar with a variety of tenses consistently	<input checked="" type="checkbox"/>
	Recognise a range of punctuation	<input checked="" type="checkbox"/>	Identify and use unfamiliar spelling rules and letter patterns to link context and grammar.	<input checked="" type="checkbox"/>



			Independent strategies	
	Extend to meaning of unfamiliar words through decoding (borrowed word)	✓	Plan and draft informally/formally check for accuracy	✓
	Skim, scan, obtain specific info, use reference material	✓		
	Word bank		Grammar opportunities	
	<p><i>Post 16 qualifications you can take</i></p> <p>UCAS website</p> <p>Connexions</p> <p>Academic qualifications – studying subjects</p> <p>GCSEs</p> <p>A Levels</p> <p>Scottish Highers and Advanced Highers</p> <p>Applied Learning – qualifications offering broad study of a job family (Apprenticeships)</p> <p>BTEC Certificates and Diplomas</p>		<p>The student will:</p> <p>Understand word order with more than one subordinate clause, a range of conjunctions to express contrast, reason, and purpose. Use of conditional form and defining relative clause with where/whose.</p> <p>Wider range of prepositional, adverbial phrases and comparative and superlative forms of adverbs.</p> <p>A range of embedded questions using if/when. Use of had /would in reported speech and instructions.</p> <p>Understand more complex noun phrases and use of 'be able to' 'would like' + object</p> <p>Know a range of tenses, range of phrasal verbs making</p>	



	Technical Qualifications – NVQs and SVQs Functional skills qualification ie English, Maths ICT <i>Job search</i> Part time employment Full time Employment Work Experience Voluntary Work	comparisons using fewer and less
	Language features (suggestions for your language)	
	Choosing what to do next – most important factors <i>'If I were you I would...'</i> <i>'What I need to find out'</i>	