

Week	Topic/Subject Area	Key Teaching Methods/Learning Activities	Resources (including ILT)	Assignment/Assessment
1 w/c 19/9	<p>INDUCTION / S&amp;L DIAGNOSTICS</p> <p>Fire drill, Health &amp; Safety rules (Safeguarding; EOM/ECM: stay safe)</p> <p>College tour/trail</p> <p>Learning styles diagnostics (EOM/ECM: enjoy &amp; achieve)</p>	<p>Icebreakers &amp; personal introductions</p> <p>Complete S&amp;L diagnostics</p> <p>Complete list of fire/h&amp;s rules</p> <p>Follow college trail &amp; identify important places on campus</p> <p>Identify own learning style</p>	<p>College induction &amp; diagnostic resources (staff intranet)</p> <p>or E2 SfL Diagnostics  <a href="http://rwp.excellencegateway.org.uk/resource/Diagnostic+assessment%3A+ESOL%3A+learner+materials+for+assessing+Entry+2/pdf/">http://rwp.excellencegateway.org.uk/resource/Diagnostic+assessment%3A+ESOL%3A+learner+materials+for+assessing+Entry+2/pdf/</a></p> <p>Learning styles diagnostic  <a href="http://www.onestopenglish.com/community/less-on-share/lesson-share-archive/esol/esol-learning-styles-diagnostic-assessment/145057.article">http://www.onestopenglish.com/community/less-on-share/lesson-share-archive/esol/esol-learning-styles-diagnostic-assessment/145057.article</a></p> <p>Get on in the community module 2, pp.82-5 – learning styles  <a href="http://rwp.excellencegateway.org.uk/Embedded%20Learning/Community/Get%20on%20in%20the%20community/">http://rwp.excellencegateway.org.uk/Embedded%20Learning/Community/Get%20on%20in%20the%20community/</a></p> <p>ILPs</p> <p>ESOL Courses materials – classroom words  <a href="http://www.esolcourses.com/topics/classroom-words.html">http://www.esolcourses.com/topics/classroom-words.html</a></p> <p>ESOL UK resources – reading signs/class rules  <a href="http://www.esoluk.co.uk/leeds5.html">http://www.esoluk.co.uk/leeds5.html</a></p>	<p>Formative assessment</p> <p>S outcomes: recall fire drill/h&amp;s rules; identify important parts of college campus; identify own learning style.</p> <p>Assessment activities:            Complete induction activities &amp; diagnostic activities.</p>
2 w/c 26/9	<p>INDUCTION / Reading DIAGNOSTICS</p> <p>Library induction (EOM/ECM: enjoy &amp; achieve)</p> <p>Equality &amp; Diversity activities</p> <p>Student contract (EOM/ECM: enjoy &amp; achieve)</p>	<p>Complete reading diagnostics</p> <p>Attend library induction; find selected books; borrow a book.</p> <p>Complete college E&amp;D induction.</p> <p>Complete college student contract activities; compile list of class rules.</p>	<p>College induction &amp; diagnostic resources (staff intranet)</p> <p>or E2 SfL Diagnostics  <a href="http://rwp.excellencegateway.org.uk/resource/Diagnostic+assessment%3A+ESOL%3A+learner+materials+for+assessing+Entry+2/pdf/">http://rwp.excellencegateway.org.uk/resource/Diagnostic+assessment%3A+ESOL%3A+learner+materials+for+assessing+Entry+2/pdf/</a></p>	<p>Formative assessment</p> <p>S outcomes: Identify ESOL section of library, demonstrate ability to find relevant books. Discuss E&amp;D &amp; explain relevance to ESOL class. Recall class rules.</p> <p>Assessment activities:            Complete induction</p>

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				activities & diagnostic activities.
3 w/c 3/10	INDUCTION / Writing DIAGNOSTICS  Computer passwords/induction  Staying safe online (Safeguarding; EOM/ECM: stay safe)  Study skills	Complete writing diagnostics  Set up password  Complete college staying safe online activities  Complete college study skills activities; create list of ways to organise studies.	College induction & diagnostic resources (staff intranet) PCs or E2 SfL Diagnostics <a href="http://rwp.excellencegateway.org.uk/resource/Diagnostic+assessment%3A+ESOL%3A+learner+materials+for+assessing+Entry+2/pdf/">http://rwp.excellencegateway.org.uk/resource/Diagnostic+assessment%3A+ESOL%3A+learner+materials+for+assessing+Entry+2/pdf/</a>  Get on in the community module 2, pp.86-91 – timekeeping <a href="http://rwp.excellencegateway.org.uk/Embedded%20Learning/Community/Get%20on%20in%20the%20community/">http://rwp.excellencegateway.org.uk/Embedded%20Learning/Community/Get%20on%20in%20the%20community/</a>  Pearson Longman – studying ESOL <a href="http://www.pearsonlongman.com/uk-ireland/members/worksheets/nce-elem/NCE-E2-Mod2-CZ.pdf">http://www.pearsonlongman.com/uk-ireland/members/worksheets/nce-elem/NCE-E2-Mod2-CZ.pdf</a>	Formative assessment  S outcomes: demonstrate ability to create/ change password and log on. Discuss online safety & recall advice. Discuss study skills & outline ways of organising study.  Assessment activities: Complete induction activities & diagnostic activities.
4 w/c 10/10	INDUCTION /TUTORIALS Diagnostics feedback (EOM/ECM: enjoy & achieve)	Complete any outstanding induction activities  Discuss feedback on diagnostics; S & T negotiate ILP targets together	College induction resources (staff intranet) ILPs Tutorial resources (staff intranet)	Formative assessment  S outcomes:  Assessment activities: Complete induction activities & diagnostic activities.
5 w/c 17/10	INDUCTION / TUTORIALS FINAL COURSE PLACEMENT Diagnostics feedback (EOM/ECM: enjoy & achieve)	Complete any outstanding induction activities  Discuss feedback on diagnostics; S & T negotiate ILP targets together	College induction resources (staff intranet) ILPs	Formative assessment  S outcomes:  Assessment activities: Complete induction activities & diagnostic activities.
w/c	AUTUMN HALF TERM			

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24/10				
6 w/c 31/10	<p><b>Culture</b> (EOM/ECM: make a positive contribution; Equality and diversity)</p> <p><b>Listening and speaking</b> Listen for information about people's lives Listen to tone of voice for feelings Give personal information and descriptions of people and things Take part in everyday conversations</p> <p><b>Reading and writing</b> Obtain information from different texts Use a simple dictionary Write an invitation Write descriptions of people and things</p>	<p>Reading comprehension Discussion Grammar activities Vocabulary activities (using dictionary) Match text &amp; pictures Listening comprehension Identify &amp; use intonation appropriately Write invitation &amp; acceptance/refusal Describe a person you know</p>	<p>Skills for Life E2 Unit 1: <a href="http://rwp.excellencegateway.org.uk/resource/ESOL+learner+materials%3A+Entry+2%2C+Unit+1/pdf/">http://rwp.excellencegateway.org.uk/resource/ESOL+learner+materials%3A+Entry+2%2C+Unit+1/pdf/</a></p> <p>Extension – ESOL courses materials – autumn festivals: <a href="http://www.esolcourses.com/topics/autumn-festivals.html">http://www.esolcourses.com/topics/autumn-festivals.html</a></p>	<p>Formative assessment</p> <p>S outcomes: Describe various aspects of culture – festivals, religion; food, describe people &amp; things; demonstrate ability to write an invitation &amp; accept/decline an invitation.</p> <p>Assessment activities: Q&amp;A, written activities</p>
7 w/c 7/11	<p><b>Citizenship</b> (EOM/ECM: make a positive contribution; Equality and diversity)</p> <p><b>Listening and speaking</b> State wishes Give an opinion about elements of citizenship Discuss views on citizenship Watch a film clip which challenges stereotypes Express views and opinions</p> <p><b>Reading and writing</b> Read and identify key vocabulary Use a dictionary Write a short text</p>	<p>Class/small group discussions about citizenship/what makes Ss feel part of the UK Quiz on living in the UK Find meaning of new words in a dictionary Discuss &amp; challenge stereotypes &amp; write about own preconceptions of UK Write about experiences of life in the UK</p>	<p>Citizenship materials section 1 <a href="http://www.niace.org.uk/projects/esolcitizenship/docs/01_What%20is%20citizenship.pdf">http://www.niace.org.uk/projects/esolcitizenship/docs/01_What%20is%20citizenship.pdf</a></p> <p>ESOL UK materials – citizenship section 1 <a href="http://www.esoluk.co.uk/slides.html">http://www.esoluk.co.uk/slides.html</a></p> <p>Longman Pearson materials – citizenship <a href="http://www.pearsonlongman.com/uk-ireland/members/worksheets/nce-elem/NCE-E2-Mod14-CZ.pdf">http://www.pearsonlongman.com/uk-ireland/members/worksheets/nce-elem/NCE-E2-Mod14-CZ.pdf</a></p>	<p>Formative assessment</p> <p>S outcomes: Identify &amp; recall new vocabulary, describe own opinions about life in the UK &amp; compare with classmates, describe &amp; discuss own experiences of UK</p> <p>Assessment activities: Q&amp;A, observation of discussions, written activities</p>
8 w/c 14/11	<p><b>Daily life</b></p> <p><b>Listening and speaking</b> Discuss daily routine, ask &amp; answer questions Listen for information about others' daily routine</p>	<p>Group &amp; paired discussions Complete grammar activities on present simple Listen to others talk about daily routine &amp; report to class Read texts &amp; answer questions Write about own daily routine using present</p>	<p>ESOL Courses materials: <a href="http://www.esolcourses.com/uk-english/beginners-course/unit-4/daily-life.html">http://www.esolcourses.com/uk-english/beginners-course/unit-4/daily-life.html</a></p> <p>Talent materials: <a href="http://www.talent.ac.uk/dsearch_details.asp?Do">http://www.talent.ac.uk/dsearch_details.asp?Do</a></p>	<p>Formative assessment</p> <p>S outcomes: Discuss daily routine, describe</p>

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	<p><b>Reading and writing</b> Obtain information from texts Write a description of a daily routine</p>	<p>simple Write a description of someone else's daily routine using 3<sup>rd</sup> person present simple</p>	<p><a href="#">cumentID=2321</a> <a href="http://www.talent.ac.uk/dsearch_details.asp?DocumentID=334">http://www.talent.ac.uk/dsearch_details.asp?DocumentID=334</a> <a href="http://www.talent.ac.uk/dsearch_details.asp?DocumentID=322">http://www.talent.ac.uk/dsearch_details.asp?DocumentID=322</a></p>	<p>another person's daily routine, identify information from a text</p> <p>Assessment activities: Q&amp;A, observation of discussions &amp; online activities, write about your daily routine/ someone else's daily routine</p>
<p>9 w/c 21/11</p>	<p><b>Community</b> (EOM/ECM: make a positive contribution; Equality and diversity)</p> <p><b>Listening and speaking</b> Talk about people's lives and things they did in the past Meet and greet people Apologise and give reasons Describe people</p> <p><b>Reading and writing</b> Write about things that happened in the past Write about people and their lives Read texts about people and their lives</p>	<p>Listen to information about daily routines &amp; answer questions Read about a day in the past Listen to a conversation about a day in the past; ask &amp; answer questions about a similar day Read a newspaper article &amp; answer questions Complete spelling rules activities Roleplay introducing classmates Read &amp; write notes &amp; messages Listen to a description of someone &amp; describe someone you know Write about a community hero</p>	<p>Skills for Life E2 Unit 2: <a href="http://rwp.excellencegateway.org.uk/resource/ESOL+learner+materials%3A+Entry+2%2C+Unit+2/pdf/">http://rwp.excellencegateway.org.uk/resource/ESOL+learner+materials%3A+Entry+2%2C+Unit+2/pdf/</a></p> <p>Talent materials – past tense <a href="http://www.talent.ac.uk/dsearch_details.asp?DocumentID=2500">http://www.talent.ac.uk/dsearch_details.asp?DocumentID=2500</a></p> <p><a href="http://www.talent.ac.uk/dsearch_details.asp?DocumentID=905">http://www.talent.ac.uk/dsearch_details.asp?DocumentID=905</a></p> <p>ESOL Courses materials – past tense <a href="http://www.esolcourses.com/content/exercises/grammar/english-grammar.html">http://www.esolcourses.com/content/exercises/grammar/english-grammar.html</a></p>	<p>Formative assessment</p> <p>S outcomes: Identify activities in a daily routine, identify past tense verbs, demonstrate ability to spell &amp; use past tense verbs correctly, categorise words for describing people, describe a hero</p> <p>Assessment activities: Write about your life in the past, write a diary for one week</p>
<p>10 w/c 28/11</p>	<p><b>Health &amp; fitness</b> (EOM/ECM: be healthy)</p> <p><b>Listening and speaking</b> Take part in everyday conversations Make requests: ask for things Ask for factual information</p> <p><b>Reading and writing</b> Obtain information from a letter Identify structure of a letter &amp; write a similar letter</p>	<p>Discuss &amp; compare experiences of infection/illness using table of information Write letter explaining absence from school/college Role play a conversation in a pharmacy</p>	<p>Tutorial resources (staff intranet) Citizenship materials section 8 <a href="http://www.niace.org.uk/projects/esolcitizenship/docs/08_Health.pdf">http://www.niace.org.uk/projects/esolcitizenship/docs/08_Health.pdf</a></p> <p>ESOL UK materials section 8 <a href="http://www.esoluk.co.uk/slides.html">http://www.esoluk.co.uk/slides.html</a></p> <p>Get on in the community module 5 <a href="http://rwp.qia.oxi.net/learning_material/portal/module5.pdf">http://rwp.qia.oxi.net/learning_material/portal/module5.pdf</a></p>	<p>Formative assessment</p> <p>S outcomes: Identify &amp; recognise symptoms/ illnesses, demonstrate ability to plan &amp; compose letter, describe symptoms &amp; request help in pharmacy</p>

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				role play Assessment activities: observation of discussions, Q&A, role play, plan & write letter
11 w/c 5/12	TUTORIALS / ASSESSMENTS Revision of all work covered this term/preparation for exams		ILPs Tutor's revision materials	Summative TRINITY S&L
12 w/c 12/12	TUTORIALS / ASSESSMENTS Revision of all work covered this term/preparation for exams  Extension: Christmas activities		ILPs Tutor's revision materials  ESOL Courses materials <a href="http://www.esolcourses.com/topics/christmas.html#intermediate">http://www.esolcourses.com/topics/christmas.html#intermediate</a>	Summative TRINITY S&L
w/c 19/12	CHRISTMAS HOLIDAY			
w/c 26/12	CHRISTMAS HOLIDAY			
13 w/c *3/1	(Mon=Bank Hol) <b>Future plans &amp; resolutions</b> (E&D – New Year in different cultures)  <b>Listening and speaking</b> Talk about New Year celebrations Ask about others' New Year celebrations  <b>Reading and writing</b> Read a text about New Year & answer questions Write about New Year celebrations in own country & compare with UK	Discuss New Year's celebrations in UK and own country Compare celebrations in UK & abroad Discuss resolutions/plans for New Year Read text about New Year, answer comprehension questions Write text about own customs & celebrations; compare own customs with UK Write list of resolutions for New Year	Talent resources: <a href="http://www.talent.ac.uk/dsearch_details.asp?DocumentID=2351">http://www.talent.ac.uk/dsearch_details.asp?DocumentID=2351</a>  <a href="http://www.talent.ac.uk/dsearch_details.asp?DocumentID=2774">http://www.talent.ac.uk/dsearch_details.asp?DocumentID=2774</a>  ESOL courses resources: <a href="http://www.esolcourses.com/topics/new-year-celebrations.html">http://www.esolcourses.com/topics/new-year-celebrations.html</a>	Formative assessment  S outcomes:  Assessment activities: observe discussion, Q&A, completion of written activities.
14 w/c 9/1	<b>Getting around (travel/transport)</b> (EOM/ECM: enjoy & achieve)  <b>Listening and speaking</b> Listen to travel information Ask for and give travel information Ask for things and respond	Listen to conversation with travel agent & identify information Locate information in timetable Identify information on internet booking form & complete a form Talk about travel arrangements Read about a journey & put events in order	Tutorial resources (staff intranet) Skills for Life E2 Unit 3 <a href="http://rwp.excellencegateway.org.uk/resource/ESOL+learner+materials%3A+Entry+2%2C+Unit+3/pdf/">http://rwp.excellencegateway.org.uk/resource/ESOL+learner+materials%3A+Entry+2%2C+Unit+3/pdf/</a>	Formative assessment  S outcomes: Identify information (aural & text), describe best

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	<p>Ask for and give directions Talk about events in the past</p> <p><b>Reading and writing</b> Find information in timetables, plans, and booking forms Read about a travel problem Fill in booking forms Write directions</p>	<p>Discuss possible ending for story Use prepositions of place to talk about location Follow &amp; give directions, write directions Listen for stress in polite requests &amp; use correct stress when making polite requests Compare sounds &amp; spellings</p>	<p>ESOL UK resources – Leeds 1 follow directions <a href="http://www.esoluk.co.uk/leeds.html">http://www.esoluk.co.uk/leeds.html</a></p>	<p>route/directions to/from college, demonstrate ability to form polite requests, demonstrate ability to spell common words correctly</p> <p>Assessment activities: observation of discussions, Q&amp;A, written activities</p>
<p>15 w/c 16/1</p>	<p><b><u>UK Geography &amp; History</u></b></p> <p><b>Listening and speaking</b> Talk about location Describe places Present information about own country Ask for factual information</p> <p><b>Reading and writing</b> Obtain information from maps Write short text about a place you know Obtain information from a table Read for gist and read dates Ask and answer questions with 'when' in the past Skim and scan leaflets Ask for information Use appropriate intonation in questions</p>	<p>Identify places in UK on map List words to describe places in order of size Name UK flags/symbols Identify population of UK cities using table Read text on monarchs &amp; answer questions Match pictures of monarchs &amp; text Read about life in Victorian times Write about how life was different in the past in your country Read leaflets about places of interest &amp; locate specific information</p>	<p>Citizenship materials section 3 <a href="http://www.niace.org.uk/projects/esolcitizenship/docs/03_Geography%20and%20history.pdf">http://www.niace.org.uk/projects/esolcitizenship/docs/03_Geography%20and%20history.pdf</a></p> <p>ESOL UK materials section 3 <a href="http://www.esoluk.co.uk/slides.html">http://www.esoluk.co.uk/slides.html</a></p>	<p>Formative assessment</p> <p>S outcomes: Identify &amp; label cities in UK, name UK flags/symbols, identify information in texts, describe life in the past</p> <p>Assessment activities: Q&amp;A, observation of discussion &amp; online activities, produce text on life in own country</p>
<p>16 w/c 23/1</p>	<p><b><u>Education</u></b> (EOM/ECM – enjoy and achieve)</p> <p><b>Listening and speaking</b> Listen for main points in explanations Understand discussion about education Ask for information on the phone Ask for and give personal and factual information Tell people your opinions</p> <p><b>Reading and writing</b> Understand illustrations and plans</p>	<p>Read text &amp; identify information Listen to conversation - role play similar conversation to ask for information about a school Discuss school rules Ask &amp; answer questions about parts of the library Read a text &amp; use a dictionary to check new vocabulary Identify stresses syllables &amp; practise pronunciation of words Order words alphabetically</p>	<p>Tutorial resources (staff intranet) Skills for Life E2 Unit 4 <a href="http://rwp.excellencegateway.org.uk/resource/ESOL+learner+materials%3A+Entry+2%2C+Unit+4/pdf/">http://rwp.excellencegateway.org.uk/resource/ESOL+learner+materials%3A+Entry+2%2C+Unit+4/pdf/</a></p>	<p>Formative assessment</p> <p>S outcomes: Identify main points of explanations, demonstrate ability to request information &amp; give information, explain own opinions, demonstrate ability</p>

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	Understand texts about courses and education Write sentences about yourself and your education Use a dictionary correctly	Change verbs into nouns using -tion suffix Read about courses & discuss reasons for choice of courses Use time markers, punctuation – create compound sentences to describe previous education Write about your experiences of education – compare UK & own country		to extract information from plans & texts, recount own experiences of education orally and in writing  Assessment activities: Observe discussion, Q&A., write about experiences of education
17 w/c 30/1	<b>UK as a diverse society</b> (EOM/ECM: make a positive contribution; Equality and diversity)  <b>Listening and speaking</b> Predict jobs and family origins Have a discussion about women and work Discuss a set of statements about behaviour in different contexts Describe a picture of a civil partnership ceremony Express views, listen and respond to classmates' opinions on civil partnership Describe different kinds of Families  <b>Reading and writing</b> Identify meanings of high frequency words in a text Read an article about women in the workplace & discuss it	Match pictures of people & descriptions of their job/family origin. Use a dictionary to check unknown words. Read text & add missing words; discuss text. Describe a picture & discuss with classmates. Describe pictures of different families (nuclear/non-nuclear).	Citizenship materials section 4: <a href="http://www.niace.org.uk/projects/esolcitizenship/docs/04_The%20United%20Kingdom%20as%20a%20diverse%20society.pdf">http://www.niace.org.uk/projects/esolcitizenship/docs/04_The%20United%20Kingdom%20as%20a%20diverse%20society.pdf</a>  Extension materials: <a href="http://www.esoluk.co.uk/slides.html">http://www.esoluk.co.uk/slides.html</a>  <a href="http://www.esolcourses.com/content/topicsmenu/life-in-the-uk.html">http://www.esolcourses.com/content/topicsmenu/life-in-the-uk.html</a>  (See section 4 – UK as a diverse society)	Formative assessment  S outcomes: Describe people, their profession & background. Demonstrate ability to use a dictionary. Discuss a text/topic.  Assessment activities: observe discussion, Q&A, completion of written activities.
18 w/c 6/2	Progress tests/revision of all work covered since New Year		Tutor's own materials	Formative assessment  Assessment activities: informal tests/quizzes, Q&A
w/c 13/2	SPRING HALF TERM			



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19 w/c 20/2	<p><b>Money</b> (EOM/ECM: achieve economic well-being)</p> <p><b>Listening and speaking</b> Discuss simple texts Engage in discussion</p> <p><b>Reading and writing</b> Read simple texts Write short texts Understand simple sentence structures and images Recognise the purpose of texts Write simple phrases Use spelling strategies</p>	<p>Discuss financial choices Complete multiple-choice quiz Identify modes of payment Money game Keeping track of finances/making savings activity Discuss which financial records to keep Discuss ways of working out savings when shopping Plan daily spending Budgeting activities</p>	<p>Tutorial resources (staff intranet)</p> <p>Get on in the community module 1: financial skills and budgeting pp.29-54 <a href="http://rwp.excellencegateway.org.uk/Embedded%20Learning/Community/Get%20on%20in%20the%20community/">http://rwp.excellencegateway.org.uk/Embedded%20Learning/Community/Get%20on%20in%20the%20community/</a></p> <p>Calculators (use computers/Ss' mobile phones if none available)</p>	<p>Formative assessment</p> <p>S outcomes: Describe financial choices/ money coming in/ going out, categorise essential/ non-essential spending</p> <p>Assessment activities: Observe discussions, Q&amp;A, written activities</p>
20 w/c 27/2	<p><b>Shopping</b> (EOM/ECM: enjoy &amp; achieve, achieve economic well-being)</p> <p><b>Listening and speaking</b> Listen for details about products Listen for main points in conversations in shops Ask about and describe products Complain about things you buy on the phone Ask for and give instructions on using a machine</p> <p><b>Reading and writing</b> Find information in advertisements Read and write instructions Fill in forms Write a letter of complaint Read and write about things to buy</p>	<p>Listen to a conversation in a shop &amp; practise using the same intonation Describe features of a personal stereo/mobile phone Discuss choice of product Order adjectives correctly to describe a product Read a furniture advert &amp; practise spelling the vocabulary Complete an order form to buy furniture from a catalogue Explain a problem using compound sentences/conjunctions Role play complaining about a problem Identify the structure of a letter of complaint &amp; write a similar letter Listen to instructions Write instructions &amp; give instructions orally</p>	<p>Skills for Life E2 Unit 5 <a href="http://rwp.excellencegateway.org.uk/resource/ESOL+learner+materials%3A+Entry+2%2C+Unit+5/pdf/">http://rwp.excellencegateway.org.uk/resource/ESOL+learner+materials%3A+Entry+2%2C+Unit+5/pdf/</a></p> <p>ESOL UK materials- shopping <a href="http://www.esoluk.co.uk/up_north/index.html">http://www.esoluk.co.uk/up_north/index.html</a></p>	<p>Formative assessment</p> <p>S outcomes: discuss products, demonstrate ability to understand advert &amp; recall spelling of vocabulary, describe a problem, apply structure of letter of complaint to chosen situation, construct instructions</p> <p>Assessment activities: observe discussions, Q&amp;A, informal tests, written activities</p>
21 w/c 5/3	<p><b>Housing</b> (EOM/ECM: stay safe, achieve economic well-being)</p> <p><b>Speaking and listening</b> Discuss different kinds of housing &amp; own accommodation needs</p>	<p>Identify &amp; discuss different kinds of housing, using dictionary if necessary to check meaning Complete crossword using new vocabulary Read sample letter of application for accommodation &amp; write similar letter Read accommodation adverts, discuss meaning of abbreviations</p>	<p>Tutorial resources (staff intranet)</p> <p>Get on in the community module 3, pp.124-135; <a href="http://rwp.excellencegateway.org.uk/Embedded%20Learning/Community/Get%20on%20in%20the%20community/">http://rwp.excellencegateway.org.uk/Embedded%20Learning/Community/Get%20on%20in%20the%20community/</a></p>	<p>Formative assessment</p> <p>S outcomes: describe different kinds of housing using appropriate</p>



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	<p>Discuss responsibilities for home/tenancy agreements</p> <p><b>Reading and writing</b>            Use a dictionary to find the meaning of new vocabulary            Write a letter to apply for accommodation            Recognise purpose of text            Understand abbreviations in housing advertisements            Read a tenancy agreement (NB challenging for E2 – adapt resources/differentiate)            Draw up a sharing agreement</p>	<p>Complete form indicating own housing needs &amp; identify suitable accommodation from housing advertisements            Discuss tenant's/landlord's/landlady's responsibilities (NB resource only uses "landlord", but images show landladies – amend resource when printing)            Read tenancy agreement (resource may need to be adapted for E2 Ss)            Discuss sharing accommodation &amp; draw up sharing agreement</p>	<p>ESOL Courses resources  <a href="http://www.esolcourses.com/topics/household-home.html">http://www.esolcourses.com/topics/household-home.html</a></p>	<p>vocabulary, use template to write letter of application for accommodation, discuss tenant's responsibilities.</p> <p>Assessment activities: observe discussion, Q&amp;A, completion of written activities. informal tests.</p>
22 w/c 12/3	<p><b>Free time &amp; leisure</b>            (EOM/ECM: enjoy &amp; achieve)</p> <p><b>Listening and speaking</b>            Talk about things you like doing in your free time            Accept and refuse invitations            Ask for and get information about leisure activities</p> <p><b>Reading and writing</b>            Find information about leisure activities            Read and write informal invitations            Practise new words for leisure activities</p>	<p>Pair noun/verb collocations &amp; use them to discuss leisure activities            Listen to discussion of likes/dislikes &amp; discuss own preferences with classmates            Find information in leaflets            Listen to recorded message &amp; identify relevant information            Listen to &amp; make polite requests in a role play            Ask classmates questions to obtain information            Discuss plans for the weekend using prepositions of time            Write, accept and refuse an invitation</p>	<p>Skills for Life E2 Unit 6  <a href="http://rwp.excellencegateway.org.uk/resource/ESOL+learner+materials%3A+Entry+2%2C+Unit+6/pdf/">http://rwp.excellencegateway.org.uk/resource/ESOL+learner+materials%3A+Entry+2%2C+Unit+6/pdf/</a></p>	<p>Formative assessment</p> <p>S outcomes: recall noun/verb collocations, discuss preferences, identify relevant information in leaflets, demonstrate ability to make polite requests, use template to write an invitation.</p> <p>Assessment activities: observe discussion, Q&amp;A, completion of written activities.</p>
23 w/c 19/3	<p>TUTORIALS (Wed=SD day)            Revision of all work covered this term</p>		<p>ILPs            Tutor's own materials</p>	<p>Formative assessment</p> <p>Assessment activities            informal tests/quizzes, Q&amp;A</p>
24 w/c	TUTORIALS		ILPs	Formative assessment

Week	Topic/Subject Area	Key Teaching Methods/Learning Activities	Resources (including ILT)	Assignment/ Assessment
26/3	Revision of all work covered this term		Tutor's own materials	Assessment activities informal tests/quizzes, Q&A
<b>2/4</b>	<b>EASTER HOLIDAY</b>			
<b>9/4</b>	<b>EASTER HOLIDAY</b>			
25 w/c 16/4	<p><b>Getting involved in your community</b> (EOM/ECM: enjoy &amp; achieve, make a positive contribution)</p> <p><b>Listening and speaking</b> Talk about experiences Take part in formal interaction – role play Request items in a semi-formal situation Ask questions and understand information about local services/ facilities</p> <p><b>Reading and writing</b> Read and understand information from a website Read information from a poster and short text Read for specific information Design and write a booklet to give information to new arrivals, use simple and compound sentences Write a poster about a local service</p>	<p>Discuss community involvement Role play getting information from a library Discuss what each S could do to help with fundraising for a school, write fundraising ideas Read text on fundraising &amp; answer T/F questions Complete quiz sheet on Comic Relief &amp; feedback answers Read website texts, answer questions Design a booklet &amp; present to classmates Design a poster – use for class display</p>	<p>Citizenship materials section 13 <a href="http://www.niace.org.uk/projects/esolcitizenship/docs/13_Getting-involved-in-your-community.pdf">http://www.niace.org.uk/projects/esolcitizenship/docs/13_Getting-involved-in-your-community.pdf</a></p> <p>ESOL UK materials – section 11, community engagement <a href="http://www.esoluk.co.uk/slides.html">http://www.esoluk.co.uk/slides.html</a></p>	<p>Formative assessment</p> <p>S outcomes: discuss community involvement &amp; volunteering possibilities, identify information in text, design booklet &amp; poster.</p> <p>Assessment activities: observe discussion, Q&amp;A, completion of written activities, informal tests/quizzes.</p>
26 w/c 23/4	<p><b>Life changes</b></p> <p><b>Listening and speaking</b> Ask and give information about people's lives and jobs Talk about hopes for the future Compare places and people's lives and jobs Ask questions and show you are listening Check and clarify information</p> <p><b>Reading and writing</b> Read about changes in a community</p>	<p>Read text &amp; answer comprehension questions Ask &amp; answer classmates about the past &amp; the present Complete table about hopes &amp; plans Listen to personal experience of changes &amp; complete information table Complete sentences using comparatives &amp; activities on spelling comparatives Read text &amp; complete activities on structure of text &amp; conjunctions Listen to interview about life story &amp; interview</p>	<p>Skills for Life Unit 7 <a href="http://rwp.excellencegateway.org.uk/resource/ESOL+learner+materials%3A+Entry+2%2C+Unit+7/pdf/">http://rwp.excellencegateway.org.uk/resource/ESOL+learner+materials%3A+Entry+2%2C+Unit+7/pdf/</a></p>	<p>Formative assessment</p> <p>S outcomes:</p> <p>Assessment activities: observe discussion, Q&amp;A, completion of written activities, informal tests/quizzes.</p>

Week	Topic/Subject Area	Key Teaching Methods/Learning Activities	Resources (including ILT)	Assignment/ Assessment
	Write about important events in your life	classmate in a similar way Use time markers to complete a story & write about own life using time markers Listen to conversation & practise similar conversation, checking & clarifying information		
27 w/c 30/4	<p><b>Looking after your home</b> (EOM/ECM: stay safe, enjoy &amp; achieve, achieve economic well-being)</p> <p><b>Listening and speaking</b> Ask for &amp; give information about looking after home Ask for &amp; give advice</p> <p><b>Reading and writing</b> Read text to find specific information Write tips for home safety</p>	<p>Discuss utilities &amp; finding out about best deals Complete form for connection to utility supplier Discuss furnishing home Prioritise tasks for moving into new home Plan a party &amp; write invitations Identify potential accidents/reasons for needing insurance; guess/find out price of replacement for possessions Discuss home safety &amp; write tips for staying safe in the home</p>	<p>Tutorial resources (staff intranet)</p> <p>Get on in the community module 3, pp.135-56 <a href="http://rwp.excellencegateway.org.uk/Embedded%20Learning/Community/Get%20on%20in%20the%20community/">http://rwp.excellencegateway.org.uk/Embedded%20Learning/Community/Get%20on%20in%20the%20community/</a></p>	<p>Formative assessment</p> <p>S outcomes: discuss utilities, demonstrate ability to complete form, identify reasons for taking out insurance, describe ways of keeping possessions/home safe</p> <p>Assessment activities: observe discussion, Q&amp;A, completion of written activities, informal tests/quizzes.</p>
28 w/c *8/5	<p><b>Looking for work</b> (EOM/ECM: enjoy &amp; achieve, make a positive contribution, achieve economic well-being)</p> <p><b>Listening and speaking</b> Listen for general meaning in conversations about jobs Listen for detail in short explanations about job vacancies Listen for main points to get key information about jobs Ask for and give information about job vacancies Ask for and give information about jobs</p> <p><b>Reading and writing</b> Read to find information in job advertisements Understand main points about body language</p>	<p>Describe jobs Listen to radio report on jobs &amp; discuss best/worst jobs Identify &amp; practise pronouncing stress in job titles Listen to interview &amp; complete gap fill Read job ads &amp; identify information Listen to phone conversation applying for job; role play similar conversation Read &amp; complete job application form Match jobs &amp; duties Discuss own skills &amp; relevance to jobs Write about own skills &amp; abilities Read about body language &amp; discuss relevance in job interview Listen to job interview &amp; role play similar conversation</p>	<p>Skills for Life Unit 8 <a href="http://rwp.excellencegateway.org.uk/resource/ESOL+learner+materials%3A+Entry+2%2C+Unit+8/pdf/">http://rwp.excellencegateway.org.uk/resource/ESOL+learner+materials%3A+Entry+2%2C+Unit+8/pdf/</a></p> <p>ESOL UK materials – section 7, working in the UK <a href="http://www.esoluk.co.uk/slides.html">http://www.esoluk.co.uk/slides.html</a></p>	<p>Formative assessment</p> <p>S outcomes: describe &amp; discuss jobs using appropriate vocabulary, demonstrate ability to identify information in job advertisements, demonstrate ability to complete job application &amp; respond appropriately to</p>

Week	Topic/Subject Area	Key Teaching Methods/Learning Activities	Resources (including ILT)	Assignment/ Assessment
	Read job application forms Write additional information on an application form Fill in forms for job applications			interview questions/use body language appropriately  Assessment activities: observe discussion, Q&A, completion of written activities, informal tests/quizzes.
29 w/c 14/5	<p><b>Looking for work</b> (EOM/ECM: enjoy &amp; achieve, make a positive contribution, achieve economic well-being)</p> <p><b>Listening and speaking</b> Talk about what people in different jobs actually do Give instructions using 'must' &amp; 'mustn't' Make requests Initiate a formal interaction &amp; take part in it Express ideas about what is/isn't allowed Make comparisons about jobs and salaries</p> <p><b>Reading and writing</b> Write about what people in different jobs actually do Scan for specific information Identify vocabulary for numeracy Skim a contract &amp; scan for specific information</p>	Discuss job roles & complete gap fill Compile a list of things that must/mustn't be done in a job interview Read a wage slip & answer questions on it Read contract of employment, using dictionary to check any new vocabulary Complete wage slip – gap fill Discuss minimum wage & discrimination & match vocabulary to definition Order paragraphs correctly in story about minimum wage & answer questions on text Discuss law and discrimination at work Discuss salaries of various jobs	Tutorial resources (staff intranet)  Citizenship materials section 7 <a href="http://www.niace.org.uk/projects/esolcitizenship/docs/07_Working%20in%20the%20United%20Kingdom.pdf">http://www.niace.org.uk/projects/esolcitizenship/docs/07_Working%20in%20the%20United%20Kingdom.pdf</a>	Formative assessment  S outcomes: describe jobs, salaries, discuss employment issues re: discrimination & minimum wage, construct list of dos/don'ts in a job interview  Assessment activities: observe discussion, Q&A, completion of written activities, informal tests/quizzes.
30 w/c 21/5	Revision of all work covered this year/preparation for exams		Tutorial resources (staff intranet) Tutor's own materials	Formative assessment  Assessment activities: informal tests/quizzes, Q&A
31 w/c 28/5	Revision of all work covered this year/preparation for exams		Tutor's own materials	Formative assessment  Assessment

Week	Topic/Subject Area	Key Teaching Methods/Learning Activities	Resources (including ILT)	Assignment/ Assessment
				activities: informal tests/quizzes, Q&A
w/c 4/6	SUMMER HALF TERM			
32 w/c 11/6	PROGRESSION REVIEWS Exams		Tutorial resources (staff intranet) ILPs	Summative assessment
33 w/c 18/6	PROGRESSION REVIEWS Exams/resits		Tutorial resources (staff intranet) ILPs	Summative assessment
34 w/c 25/6	PROGRESSION REVIEWS Exams/resits		Tutorial resources (staff intranet) ILPs	Summative assessment