



Ministry of Housing,  
Communities &  
Local Government

## Annex D

Talk English Together course manual

# Talk English

## Talk English Together Manual

for delivery of the MHCLG  
Randomised Control Trial  
2016



# **Talk English Together Manual March – December 2016**



Ministry of Housing,  
Communities &  
Local Government

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## A. General information

### 1. Background

Talk English started in January 2014. It was one of the six winners nationally of the MHCLG English Language Competition. The project has been funded by the Ministry of Housing, Communities and Local Government (MHCLG) from January 2014 until March 2016. Local authorities, colleges and training providers have worked together on the project in parts of Greater Manchester, Lancashire, West Yorkshire and Merseyside.

The Talk English project works with people with low levels of English to help them improve their language skills, access services and get more involved in the community. It combines formal and informal opportunities for people to learn English, actively encouraging learners to use their language outside the classroom by providing support, a range of enrichment activities and access to online learning through a bespoke website. The project also trains staff from local businesses and services as 'sympathetic listeners' in order to enable people learning English to use English in real-life situations.

Through the Talk English project we have:

1. Offered **Talk English Courses** in community settings to help people improve their speaking, listening, reading and writing skills in English. These courses are taught by volunteer ESOL teachers who are trained and supported through the project.
2. Worked with local services and community organisations to offer a range of **Talk English Activities** to provide further opportunities for people to practise their English.
3. Recruited, trained and supported volunteer **Talk English Friends** offering 1:1 and small group support to people with low levels of English, in order to encourage their independence.
4. Worked with local businesses and public services to increase ESOL awareness in staff and train them to be 'sympathetic listeners', enabling more people with low levels of English to **Talk English Here** and access services.
5. Developed the **Talk English Website** ([www.talk-english.co.uk](http://www.talk-english.co.uk)) to provide general information about all aspects of the project and provide training and learning resources for Talk English volunteers and learners.

Talk English is now being funded to develop a new programme – Talk English Together. The Ministry of Housing, Communities and Local Government (MHCLG) is funding Talk English Together as part of a research project, to collect evidence on the impact of community-based ESOL programmes.

There will be 25 courses across Greater Manchester and West Yorkshire. We will recruit 600 learners and they will be randomly placed into one of two groups. One group gets the 11 week course straight away and the other will wait until September to do the course. The researchers will assess both groups in April and July to compare the outcomes of both groups.

| Talk English   | Talk English Together  |
|--|--|
| Courses taught by volunteers   | Courses taught by qualified paid ESOL teachers, supported by volunteers  |
| Courses are flexible – can be 2 hours or 3 hours, modules can be taught in any order | The courses will be standardised so that all learners receive the same overall content   |
| Usually one session per week   | Three sessions per week: two taught classes and one more informal 'club'   |
| Any learners with low level English language skills can attend                       | Targeted at Pakistani, Bangladeshi and Somali communities (though others can attend) learners must have lived in UK for 12 months and agree to taking part in the research project |

## 2. Aims & objectives of the Talk English Together programme and the Randomised Control Trial

The aim of the Talk English Together programme is to improve the English language skills of people with low levels of English, while also encouraging them to get more involved in their community and access services in areas where there is a need for English language training.

The aim of the Randomised Control Trial is to gather evidence on the impact of community based ESOL programmes. The MHCLG has commissioned researchers from BMG Research and the Learning and Work Institute to support the research and to record and analyse learner outcomes.

## 3. Eligibility

The Talk English Together Project will target the provision of ESOL classes at those most in need, and who may not have accessed English language tuition in the past.

The beneficiaries of this project should:

- have little or no English language skills (Pre-entry - Entry 1 ESOL)
- not be eligible for mainstream ESOL support, as delivered via the Skills Funding Agency (therefore not in employment or actively seeking employment, i.e. not on JSA)
- be aged 19 and above
- have been resident in the UK for more than 12 months
- must not received formal support from Talk English in the past (e.g. must not have been registered on a TE course)

## 4. Timescales

|  |  |
|--|--|
| <b>January – March 2016</b>  | Programme planning & identification of staffing for the project  |
| <b>January – March 2016</b>  | Curriculum development – development of the manual   |
| <b>14<sup>th</sup> - 24<sup>th</sup> March 2016</b>                                | Recruitment of learners and placement into two cohorts – one to receive the course April-July and one Sept-Dec |
| <b>4<sup>th</sup>-15<sup>th</sup> April 2016</b>                                   | Training in the manual for all project staff and volunteers  |
| <b>25<sup>th</sup> April / 2<sup>nd</sup> May 2016<br/>(staggered start dates)</b> | Start of courses for cohort 1, assessment of both cohorts of learners  |
| <b>23<sup>rd</sup> May – 6<sup>th</sup> June 2016</b>                              | Mid course assessment of a sample of 50 learners in cohort 1   |
| <b>15<sup>th</sup> July / 22<sup>nd</sup> July 2016</b>                            | End of courses for cohort 1, assessment of both cohorts of learners  |
| <b>5<sup>th</sup> September 2016</b>   | Start of courses for cohort 2  |

## 5. Roles and responsibilities

| <b>Partner</b>  | <b>Responsibilities</b>  |
|---|--|
| Ministry of Housing, Communities and Local Government | <ul style="list-style-type: none"> <li>❖ To fund and coordinate the research project</li> </ul>  |
| Researchers – BMG / L&W                               | <ul style="list-style-type: none"> <li>❖ To allocate learners to each cohort</li> <li>❖ To assess learners at the start and end of the project, using interpreters and translated materials where appropriate</li> <li>❖ To conduct a process evaluation to compare small differences in aspects of delivery and their impact</li> <li>❖ To brief and advise the Talk English Consortium and Local Partners about the Randomised Control Trial (RCT) and process evaluation</li> </ul> |
| Researchers – English Speaking Board (ESB)            | <ul style="list-style-type: none"> <li>❖ To develop a bespoke English proficiency assessment</li> <li>❖ To assess learners English proficiency as the start and end of the project</li> </ul>  |
| Consortium lead – Manchester City Council             | <ul style="list-style-type: none"> <li>❖ To produce a manual which identifies a standardised course and materials which can be delivered to all learners</li> <li>❖ To provide resources for a standardised training session to be received by all project staff and volunteers (Train the Trainer pack)</li> <li>❖ To coordinate the project centrally</li> </ul>   |
| Consortium partner in each area                       | <ul style="list-style-type: none"> <li>❖ To identify venues in their communities which will be accessible to the target groups and recruit learners</li> <li>❖ To identify and employ staffing for the courses, numbers detailed below</li> <li>❖ To cascade the standardised training to all volunteers and staff</li> </ul>  |
| Local partners  | <ul style="list-style-type: none"> <li>❖ To provide accessible venues in the community</li> <li>❖ To publicise the courses within the target communities</li> </ul>  |
| Teachers  | <ul style="list-style-type: none"> <li>❖ To teach the courses following the manual</li> <li>❖ To plan the work of the volunteers and communicate this clearly</li> <li>❖ To complete the relevant paperwork monitoring attendance and potential changes in course structure</li> </ul>   |
| Talk English Friends                                  | <ul style="list-style-type: none"> <li>❖ To work with the teacher to support learners on the course</li> </ul>   |

| <b>Geography</b> | <b>Population who cannot speak English or cannot speak English well</b> |     | <b>No. of courses</b> | <b>No. of learners</b> | <b>Courses/ Learners Cohort 1</b> | <b>Courses/ Learners Cohort 2</b> |
|------------------|---|-----|-----------------------|------------------------|-----------------------------------|-----------------------------------|
| Bradford         | 22302   | 37% | 16                    | 192                    | 8/96                              | 8/96                              |
| Manchester       | 14787   | 25% | 14                    | 168                    | 7/84                              | 7/84                              |
| Kirklees         | 10006   | 17% | 8                     | 96                     | 4/48                              | 4/48                              |

|          |              |             |           |            |               |               |
|----------|--------------|-------------|-----------|------------|---------------|---------------|
| Oldham   | 7290         | 12%         | 8         | 96         | 4/48          | 4/48          |
| Rochdale | 5125         | 9%          | 4         | 48         | 2/24          | 2/24          |
|          | <b>59510</b> | <b>100%</b> | <b>50</b> | <b>600</b> | <b>25/300</b> | <b>25/300</b> |

## B. Recruiting and assessing learners for the programme

### 1. Overview of process for recruiting and assessing learners for the programme

|   |   |
|---|---|
| <b>1. Advertising registration events</b>             | Registration events to be held for each of the 25 courses   |
| <b>2. Providing information to partners / venues</b>  | Information sheet for partners circulated to venues so that venue partners are able to explain what is involved to potential learners   |
| <b>3. Assessment of eligibility</b>                   | See A3 for details on eligibility - Learners should be asked questions to ascertain their eligibility as early in the enquiry or registration process as possible.  |
| <b>4. Screening</b>                                   | Learner will be screened using the Talk English screener – only learners at Pre Entry or Entry 1 are eligible for this programme  |
| <b>5. Informed consent</b>                            | Learner Information sheets will be available in English and five main languages (Bengali, Urdu, Somali, Arabic and Punjabi). Audio translations will also be available. Telephone interpreting will also be available.  |
| <b>6. Registration</b>                                | A registration form will be completed for each learner. The learner will sign to self declare that all the information about them is correct.   |
| <b>7. Data transfer</b>                               | The registration data for each learner will be recorded on a standardised spreadsheet. This will be quality checked against paper forms by MHCLG once all recruitment events have taken place. The spreadsheet will be saved to a secure server hosted by BMG Research and paper forms (with the personal contact details detached) will be collected by MHCLG and returned to BMG for further quality assurance. |
| <b>8. Allocation of learners into the two cohorts</b> | BMG Research / Learning and Work will allocate the learners to courses beginning in either April/May or September. LWI will return this information in the standardised spreadsheet – one for the April/May starters and another for the September starters.  |
| <b>9. Informing the learners of their start dates</b> | Talk English will telephone each learner to let them know their start date and follow this up with a letter confirming details.   |
| <b>10. Reminders</b>                                  | Talk English will remind learners one week before they are due to attend if this is needed.   |
| <b>11. Detailed assessment</b>                        | BMG Research will assess learners in cohort 1 in the first week of their course and learners in cohort 2 in a separate session on the same day that week.   |

### 2. Screening process

Learners will be screened using the Talk English screener in order to identify that they meet the criteria of being at Pre Entry or Entry 1 in their English language skills. The screener can be carried out by a member of Talk English staff or a Talk English volunteer under the supervision of Talk English staff.

# ESOL Screener

|      |  |              |  |        |  |
|------|--|--------------|--|--------|--|
| Date |  | Completed by |  | Centre |  |
|------|--|--------------|--|--------|--|

## Part 1 – Speaking

Ask the learner each question, write down their response and tick how easily or well the learner answers each one. Encourage the learner to answer in sentences if possible, as this can help you to identify their level. Tick the learner's approximate level below.

| Question   | Answer or comments on answer | Very Limited Pre-entry | Basic Entry 1 | Intermediate Entry 2 - 3 | Advanced Level 1 |
|--|------------------------------|------------------------|---------------|--------------------------|------------------|
| 1. What's your name?   |                              |                        |               |                          |                  |
| 2. Where do you live?  |                              |                        |               |                          |                  |
| 3. How old are you?  |                              |                        |               |                          |                  |
| 4. Where do you come from?   |                              |                        |               |                          |                  |
| 5. What language do you speak?   |                              |                        |               |                          |                  |
| 6. When did you come to the UK?  |                              |                        |               |                          |                  |
| If the learner is able to answer Qs7-9 using the appropriate tense and a range of vocabulary, their speaking and listening skills are likely to be Entry 2 or above. |                              |                        |               |                          |                  |
| 7. What do you like about the UK?  |                              |                        |               |                          |                  |
| 8. What did you do yesterday?  |                              |                        |               |                          |                  |
| 9. What are you going to do tomorrow?  |                              |                        |               |                          |                  |

| Approximate level of learner |  | Tick |
|------------------------------|--|------|
| Very limited (Pre-entry)     | Doesn't understand very much; may be able to answer one or two questions with single word answers                        |      |
| Basic (Entry 1)              | Lots of repetition and rephrasing needed; but able to answer on own eventually and maybe form some simple sentences (E1) |      |
| Intermediate (Entry 2 – 3)   | Fairly easily and accurately with some need for repetition and answers in full sentences (E2 - E3)                       |      |
| Advanced (Level 1)           | Easily and accurately, with no repetition needed and answers in accurate, complex sentences (L1)                         |      |



# ESOL Screener- guidance

## What is the form for?

This screener has been designed to assess the approximate level of English of people enquiring about ESOL classes. Part 1 is an initial assessment of speaking and listening skills. Part 2 assesses writing skills. Learners will have a more thorough assessment of their English skills when they start the course.

## Who are the classes for?

Talk English Courses are for beginner ESOL learners (Pre-entry - Entry 1). Pre-entry – Entry 1 ESOL learners have very basic English skills. On Talk English Courses, learners will develop their speaking, listening, reading and writing skills in English. Some learners will be at the same level in all four skills but often learners have ‘spikey’ profiles. For example, a learner may be functioning at Entry 3 in speaking and listening, Entry 1 in reading and pre-entry in writing.

Learners may be accepted into Pre-entry classes providing they are assessed as Pre-entry in at least one of the areas.

For more details about ESOL levels, please see **Overview of ESOL levels**.

## Completing the screener

### Part 1- Speaking & Listening

Part 1 is designed to assess people’s speaking and listening skills, so it is very important that anyone conducting screeners talk directly to prospective learners in English. When using this screener, you should ask each question and record the learner’s answers.

If the learner is unable to answer the questions after some repetition and/or rephrasing, you can ask a friend or relative to help or speak in the learner’s first language.

Pre-entry learners may not be able to answer any questions.

Once part 1 has been completed, you must identify how easily the learner answered the questions. Choosing one of the 5 statements at the bottom of Part 1 will help you to identify the learner’s approximate speaking level. Then you must fill in the approximate speaking level in the box at the top of the first page.

### Part 2 - Writing

Part 2 is designed to assess people’s writing skills. It is very important that the prospective learner does not receive any help at all on this section. You can tell the learner what to do but must not help with spelling or tell the learner what to write. If the learner has a relative or friend with them, they must not help the learner.

If the learner is unable to do any part of the writing, reassure them that it is fine.

Once Part 2 has been attempted and/or completed, fill in the approximate writing level in the box at the top of the first page by checking against the level descriptors in the overview of ESOL levels.

Pre-entry learners may be unable to write anything. They may be able to write personal details such as their name and address. They may also be able to write some words but will have great difficulty making a sentence.

For further guidance on writing level, please see the examples of learners writing at each level.

### 3. Informed consent

Learner Information Sheets will be provided that the learner must read or have read to them. This will explain that the course is conditional on them consenting to participate in the research project, which will involve completing a registration form, a short survey, and an English language assessment at the start and end of the first course. If the learner is happy to continue, they will then be asked to complete the Learner Consent Form.

Consent forms will be translated into the 5 main languages identified by Talk English consortium partners (these are Urdu, Bengali, Punjabi, Somali and Arabic). Written consent forms and recorded audio translations will be available in these 5 languages.

If it is not possible for the learner to complete the consent form themselves, somebody else who is able to speak both English and the learner's native language can translate the form on their behalf. In the presence of the person registering the learner, the interpreter will translate the form to the learner. They will then ask the learner to repeat back in their own language what the research will involve and confirm they are still happy to participate. The interpreter will then explain the learner's understanding to the person completing the registration and clarifications will be made (if necessary). Once both the interpreter and the person completing the registration are satisfied that the learner has understood the consent form, the interpreter (or if not physically present, the person completing the registration) and learner will sign the consent form.

For learners who do not speak or read any of the 5 main languages and for whom informal translators are not available there are 3 further options:

- 1) learners can take the consent form away (in English or another main language) and return with someone who is able to interpret on their behalf;
- 2) the person registering the learner can use 'The Big Word' to provide over the phone interpretation
- 3) if sufficient demand is anticipated for a specific language (e.g. more than 3 learners at one event) funding for face to face interpretation may be provided. This must be agreed in advance with Manchester Talk English who will provide further details about reimbursing costs etc. Translators would need to be arranged locally by TE or partner staff.

If the learner does not consent to participating in the research project, we will not be able to offer them a place on the course.

### 4. Registration form

Once eligible learners have provided their informed consent, a registration form must be completed for each learner. Personal identifying information, such as the learner's name and address, will be detached from the form and kept by the consortium partners for contacting learners. Each form will have a unique Learner ID that the researchers will use to match demographic information, survey answers and assessment results. The Learner ID on the registration form must be recorded on the completed consent form by the person registering the learner. All details from the registration form must be added to a spreadsheet record of learners by the Talk English consortium partner. This spreadsheet must record the Learner ID number. Once completed, the data contained in the spreadsheet will be quality checked by MHCLG to ensure it is suitable for processing by Learning & Work (L&W). It should then be transferred to the L&W and BMG Research via BMG's secure transfer site. More detailed instructions about how to transfer this file will be provided by BMG.

As part of the checking of the data L&W or BMG may come back with some questions or comments about the registration data.

A few days after sending the registration spreadsheet, L&W return it to the relevant Talk English Consortium Partners to inform them of when the Learners will be starting the course. L&W will split the original spreadsheet sent into **two** spreadsheets, one containing the details of Learners starting in April/May and one with the details of all the Learners starting in September. The information contained in each of these files will be the same as that sent by Talk English Consortium Partners.

To ensure the data is transferred securely, it will be sent to Talk English Consortium Partners via the BMG file transfer site. Talk English Consortium Partners will receive an email generated by

BMG containing a link to download the spreadsheets. A separate email will be sent by BMG containing a password allowing the download.

Once downloaded and securely saved, the Talk English Consortium Partners will be able to use these spreadsheets to inform Learners about when they are due to start the course. It is critical that Learners are only told to begin the course on the date they have been assigned to by L&W. Should support be required in carrying out any element of transferring, receiving and merging the registration data, please do not hesitate to contact Carmen Hoya ([carmen.hoya@learningandwork.org.uk](mailto:carmen.hoya@learningandwork.org.uk)) or Alexander McCallum ([alexander.mccallum@learningandwork.org.uk](mailto:alexander.mccallum@learningandwork.org.uk)) at L&W, or Lys Coleman ([lys.coleman@bmgresearch.co.uk](mailto:lys.coleman@bmgresearch.co.uk)) at BMG directly.

## 5. Assessment of English language competency and integration

All Learners (including those that are due to begin the course in September) will be asked to sit an assessment of their English language proficiency, and those that speak Arabic, Bengali, Punjabi, Somali or Urdu will also be asked to take a short survey. This will occur towards the beginning and at the end of course starting in April/May.

The English test will be administered and assessed by the English Speaking Board, and the survey by researchers from BMG. Support will be provided to who require it.

The first assessment is likely to take place in the first week of the course. For those who have started the course (the 'April/May' group of Learners) the assessment will occur during one of their usual course sessions, most likely a club session, as learners can then work in small groups, in pairs or individually with the teacher and Friends when they are not involved in interviews and assessment by the researchers. Teachers will probably need to change the specific day their club is held that first week to fit in with the assessment. Learners who will be starting the course in September, will be invited to attend the assessment on the same day, though not necessarily at the same time. Depending on the individual circumstances of the course venue, September Learners may be asked to attend the same venue, or a nearby suitable alternative. September learners must not receive any tuition or English learning input as part of this.

L&W and BMG will contact Consortium and Local Partners to arrange the assessments and brief them about what they and their Learners can expect on the day of the assessment. If partners should have any questions before this time, please do not hesitate to contact either L&W or BMG using the contact details noted above.

## Learner Information Sheet

Dear Learner,

**Talk English** is working with the **Ministry of Housing, Communities and Local Government** (MHCLG) to provide **Talk English Together** ESOL.

Some researchers (BMG research and the Learning and Work Institute) want to find out if ESOL classes help make your life better.

To join a Talk English Together class, you need to complete a registration form and a short survey, and take an English language assessment at the start and end of the course. This information and details about you will be shared with BMG, L&W and MHCLG for the research only.

MHCLG will publish a report to share what we have learned. We will guarantee that it is not possible to identify you from this data and all of your information will be kept confidential and secure.

We hope that you are happy to do this. If you are happy to continue, please fill out the consent form.

If you do not want to take part, then that is fine. But this course is only open to those who agree to take part in this research.

We are happy to answer any questions you might have.

Thank you!

**Talk English Together**

## Learner Consent Form

I have read the Learner Information Sheet, or it has been read to me. I understand that I can choose whether to continue or not, but that I can only attend this English language course if I take part in this research. I am happy to complete the registration form, surveys and English language assessments. I am happy for my answers to be shared with BMG Research, L&W and MHCLG for research purposes, and for the findings of the research to be published in a report. I understand that I will not be personally identified in any report produced.

By completing the details below, I freely give my consent to participate in this research and enrol on the Talk English programme.

### To be completed by the learner:

PRINT FULL NAME

---

Signature

---

Date

---

## C. The Talk English Together programme

### 1. Structure of the programme

**Talk English Together** will consist of a blend of staff led and volunteer-supported learning opportunities. Over 11 weeks, learners will participate in the following programme, in groups of 12:

- **Talk English Together Courses** will run twice a week for 11 weeks (44 guided learning hours). **Courses** will be taught by a qualified ESOL teacher, with additional classroom support provided by two or three volunteer Talk English Friends, recruited and trained via the main project. **Courses** will focus on developing the English language skills of learners, increasing their confidence in using English language and their participation in the community.
- **Talk English Together Clubs** will run once a week for 11 weeks (22 guided learning hours). **Clubs** will be supported by two or three volunteer Talk English Friends and supervised by the qualified ESOL teacher. Learners enrolled on the Courses are expected to attend the **Club in addition** to their Course. They will provide learners with the opportunity to put their skills into practice and to access the local community. Volunteer Friends will provide 1:1 / small group support to learners. Independent learning skills such as using the internet to support learning will also be supported. Organisations trained through Talk English Here, such as the Health Service, libraries and the emergency services will also be involved via visits to or from the Talk English Together Clubs.

Learners will need to sign up for three sessions per week of learning – two sessions of the Talk English Together course and one session of the Talk English Together Club – both of these elements will be compulsory.

All learners will be supported through the Courses and Clubs to take part in a **Community Action** group project, to develop their skills and experience whilst also benefitting the wider community. This could be anything from **a fundraising event, such as making things to sell on a market stall** to an **awareness raising campaign** that will benefit the local community and will also enable learners to develop and put into practice their English language skills.

The number of sessions and guided learning hours each learner is expected to attend will be standard across all programmes.

| Component                           | Facilitated by  | Length of session | Sessions per week | No. of weeks | Guided Learning Hours |
|-------------------------------------|---|-------------------|-------------------|--------------|-----------------------|
| <b>Talk English Together Course</b> | Qualified ESOL tutor (paid); additional classroom support provided by Friends             | 2                 | 2                 | 11           | 44                    |
| <b>Talk English Together Club</b>   | Supervised by qualified ESOL tutor (paid) and supported by volunteer Talk English Friends | 2                 | 1                 | 11           | 22                    |
| Guided Learning Hours per learner   |   |                   |                   |              | <b>66</b>             |

## 2. General principles

### Communicative approach

The Talk English Together programme puts a strong emphasis on developing communication and confidence in using English with a range of people, including both inside and outside the classroom. Whilst literacy skills, both reading and writing, will be developed throughout the course there is a stronger focus on developing understanding and spoken communication. Whilst errors will be corrected and accuracy encouraged there will be a greater emphasis on communication and fluency over accuracy.

Talk English Together takes a communicative approach, with an emphasis on real communication wherever possible – grammar will be embedded but not explicitly taught. Instead, they focus on the vocabulary and chunks of language that learners need for their everyday lives. This approach could be described as lexical and communicative.

In his article Grammar vs lexis or grammar through lexis?, Leo Selivan suggests ‘that we need to expose our students to a lot of naturally occurring language and frequently draw their attention to various grammar points as they arise’. Selivan says that teachers need to ‘take every opportunity to draw students attention to grammar... to slowly raise students awareness and build their understanding of the English grammar system’.

Learners will be encouraged to be active and to interact with each other, the teacher and the Talk English Friends as much as possible to put their new English skills into action. Pair work, group work, role plays and mingling activities will be used to maximise the time that each learner gets to practise speaking English.

### Use of authentic materials

Authentic materials from the community will be used as much as possible, for example posters and leaflets, letters, timetables and social sight signs. Also realia will be used, for example real food items, public transport tickets and all pictures used in the programme will be photographs rather than cartoons or clip art. In this way aspects of the community will be brought into the classroom as well as the class going out into the community to practise.

### The importance of repetition

Whilst the programme will cover a range of topics and vocabulary areas over a short 12 week course, there will be lots of repetition of structures and functions, for example giving personal information (about self, about friends and family, in the doctor’s, at the library), asking for things (in shops, in the chemist’s, for travel), expressing likes and dislikes (about food, local area, democracy).

### A core minimum with extension activities

The module overviews and session plans have been designed to be a core minimum which all learners will cover. We recognise that some learners and even whole classes might work at a faster pace and we will differentiate to ensure that all learners are challenged to achieve the maximum that they can. Extension activities are suggested in each module overview. However, extension activities can only be used once the core programme has been covered thoroughly and learners are confident and ready for a further challenge. The core programme MUST be given priority.

### Feedback

Feedback is essential for learners to be able to make progress so the feedback strategy for Talk English Together is to give learners feedback on how they are doing in every lesson. Feedback will be mostly spoken as this will be the most effective given the literacy skills of the learners but learners will also get written feedback in terms of ticks and comments on their written work. This needs to be written as simply as possible for it to be meaningful and clear to the learner. Learners will also be encouraged to peer correct and give each other feedback e.g. by being asked to compare their work and check each other’s

work at the end of a task, before getting feedback from the teacher or Friends. Learners will be encouraged to correct each other's mistakes. When feeding back from a task, learners will be asked to give answers and write their answers on the board where this is possible or to write answers on a mini whiteboard, so that the teacher and Friends can see which learners understand and which need more support. Whilst Talk English Together focuses on fluency and developing confidence rather than accuracy, learners generally welcome error correction and it helps them progress. It's important for this programme that learners are able to communicate outside the classroom and people outside the classroom are likely to be less used to tolerating mistakes so this might affect their understanding. Correction needs to be targeted at the areas which most interfere with communication. It is important to think carefully about the individual needs of each learner. If a learner struggles to say anything, correcting every mistake will be disheartening and counter-productive. Only English teachers listen for mistakes. Most people just want to understand what someone is trying to say. However, most people want to learn to speak without mistakes. They also want to learn about how the language works. In this respect error correction and teaching grammar is an important part of the teacher's role.

## **Study Skills**

We want to be able to develop learners' study skills as this is essential for their longer term progress. We know that many of our learners for this programme will have very low levels of educational experience and we cannot assume that they will have study skills. Therefore they might not keep their learning materials together in a file or know what kinds of things they could do to practice at home.

To support this we will cover the vocabulary they need for classroom and learning equipment in the first session. We will provide a folder or file to each learner and encourage them to keep this in a good order. We will discuss simple activities that they can do at home to help support their learning, such as looking through their work, testing themselves on new vocabulary or getting a family member or friend to test them, ways to practise their writing and spelling and practising speaking to people in the community. Regular attendance and punctuality are also important study skills which will be discussed with the class and irregular attendance or lateness challenged sensitively.

## **Standardised core activities**

**Role plays** – role plays will be modelled by the teacher and/or Talk English Friends. Where learners have literacy skills they can read out dialogues and gradually cover up the prompts until they are able to perform the role play independently. Role plays will need to be repeated so that learners feel secure and confident when they try them out themselves.

**Games** – games will be used to encourage interaction and practice, for example a 'talk about...' game, where learners move around a board and there is a prompt for them to talk about something on each square they land on. We will also use 'Kim's Game' activities where real items are placed on the table, learners look at them then they are covered up and the learners have to work in groups to try to recall as many items as possible. We will also use games where the learners have to add an item to a list in turn after recalling and repeating what previous learners said – e.g. 'I went shopping and I bought some apples, some oranges and some bread..' 'My area's got a library, a school and a swimming pool'.

**Information gap activities** – these will be used to provide a reason for real communication and will involve learners asking and answering questions in pairs or small groups

**Surveys/mingling activities** – these will be used to give further practice after specific structures have been learned. Surveys and mingling activities give the opportunity for learners to repeat the structures they have learnt to support their learning and confidence.

**Pronunciation practice** – clear communication is very important for communication and confidence especially in order to use English outside the classroom. Whilst teachers and Friends will have a high level of tolerance for mispronunciation, people in the community will not necessarily be such sympathetic listeners. Therefore we will use pronunciation activities, such as clapping out the number of syllables in new words.

**Vocabulary revision** – there is a lot of vocabulary to cover over the 12 weeks. To ensure it is acquired by the learners and goes into long term memory, lots of revision activities will be used. Warmer activities at the start of each class will focus on revision of vocabulary from previous sessions. Each class will have a vocabulary box and new words from the modules will be put into the box – then this will be used for warmer activities or activities at the end of classes.

Ways to use the vocabulary box: learners in two teams take turns in pulling out a picture and have to say the word – if they know the word they get a point for their team, if they don't it can be passed over to the other team. Learners take turns individually to take a picture from the vocabulary box and have to say the word. Another way to use the vocabulary box is the same as the two previous ideas but learners have to make a sentence with the word in.

## **Use of mini whiteboards**

Mini whiteboards are very useful in order to involve all learners actively in the lesson and for the teacher to get instant feedback on how individual learners are doing. Mini whiteboards can be made from laminated card and used with a board marker and a cloth. They will be used for Talk English together at regular intervals to check understanding by asking all learners to write or draw their answer and to hold up. Mini whiteboards are also less threatening for beginner writers to use than paper because they can try out their writing or spelling and then rub it out if they make mistakes.

## **Classroom routines**

We want to get the learners into good learning habits. To this end we will establish routines such as writing the date up at the start of the class onto the board, including inviting learners to write the date up if they feel confident to do this. We will also briefly introduce the objectives for the class at the start of each class and write them up on the board. We will ensure learners have put their papers away into their files at the end of the class.

### 3. Overview of the programme

All modules must be covered over the course and there is no flexibility to change the length of time devoted to specific modules, e.g. spend more time on one module and cover another more quickly. This is because this is a randomised control trial and ALL learners need to receive a standardised programme, with the same amount of time spent on each module. These modules must be followed in the same order wherever possible. If there is good reason to change the order, this may be done but only within each 6 weeks, i.e. modules 1-5 MUST be covered in weeks 1-6 and modules 6-10 MUST be covered in weeks 7-12.

| Week beginning |  | Talk English Together Courses (2 sessions per week) |   | Talk English Together Clubs (1 session per week)  |
|----------------|--|---|---|---|
| 1              | Cohort 1a<br>18/4/16<br>Cohort 1a<br>25/4/16<br>Cohort 2<br>5/9/16   | 1. About me and my English class                    | Introductions, diagnostic assessment (language and ICT), agreeing ground rules, asking and answering questions about self   | Activities to encourage getting to know each other, making conversation with neighbours |
| 2              | Cohort 1a<br>25/4/16<br>Cohort 1b<br>2/5/16<br>Cohort 2<br>12/9/16   | 2. Friends and Family                               | Talking and reading about families, learning family vocabulary, introducing people, talking to neighbours   | Activities to encourage getting to know each other, making conversation with neighbours |
| 3              | Cohort 1a<br>2/5/16<br>Cohort 1b<br>9/5/16<br>Cohort 2<br>19/9/16    | 3. Food and shopping                                | Food and shopping vocabulary, talking about likes and dislikes, asking for things in shops, sharing food from different countries and cultures                          | Visit to a local supermarket with activities to support language learning               |
| 4              | Cohort 1a<br>9/5/16<br>Cohort 1b<br>16/5/16<br>Cohort 2<br>26/9/16   | 4. Daily Life                                       | Describing everyday activities, including cultural/religious activities of different people, vocabulary for days of the week and telling the time                       | Visit to a local leisure centre with activities to support language learning            |
| 5              | Cohort 1a<br>16/5/16<br>Cohort 1b<br>23/5/16<br>Cohort 2<br>3/10/16  | 5. Health   | Vocabulary for parts of the body, describing common symptoms, registering at the doctors, asking for an appointment, asking for advice at a chemist, healthy lifestyles | Visit a chemist with activities to support language learning                            |
| 6              | Cohort 1a<br>23/5/16<br>Cohort 1b<br>6/6/16<br>Cohort 2<br>10/10/16  |   |   | Talk from health professional about healthy lifestyle                                   |
| 7              | Cohort 1a<br>6/6/15<br>Cohort 1b<br>13/6/16<br>Cohort 2<br>17/10/16  | 6. My Local Area                                    | Talking about places in the neighbourhood, registering at a library   | Visit and use local library, using the computers in the library                         |
| 8              | Cohort 1a<br>13/6/16<br>Cohort 1b<br>20/6/16<br>Cohort 2<br>31/10/16 | 7. Transport  | Vocabulary for types of transport, reading timetables, journey planning, buying tickets   | Use public transport to visit a local museum  |

| Week beginning |   | Talk English Together Courses (2 sessions per week) |  | Talk English Together Clubs (1 session per week)  |
|----------------|---|---|--|---|
| 9              | Cohort 1a<br>20/6/16<br>Cohort 1b<br>27/6/16<br>Cohort 2<br>7/11/16 | 8. Getting involved in the community                | Group project- working together to identify, plan and deliver an activity that would benefit the local community   | Group project   |
| 10             | Cohort 1a<br>27/6/16<br>Cohort 1b<br>4/7/16<br>Cohort 2<br>21/11/16 | 9. Democracy  | Vocabulary to do with democracy and voting, registering to vote, reasons to vote   | Visit Town Hall with activities to support language learning or visit from local councillor |
| 11             | Cohort 1a<br>4/7/16<br>Cohort 1b<br>10/7/16<br>Cohort 2<br>28/11/16 | 10. Next steps                                      | Progress test, progression interviews, information, advice and guidance about next steps, including further ESOL and other learning opportunities, volunteering and employment | Visit to a local place of interest with activities to support language learning             |

## 4. Course paperwork

Teachers will keep the following paperwork up to date for each course:

Register, recording attendance of each learner

Follow up record – recording attempts to follow up absent learners

Course file, containing:

- i. Register – this needs to be completed for each session – see page 27
- ii. Class profile – this is to provide an overview of all the learners in the class and their different backgrounds and specific circumstances. See form for this on page 24
- iii. Module and session overviews – see pages 36 onwards
- iv. A lesson record – whilst lesson plans do not need to be written as the session overviews will provide a clear record of what each lesson consisted of, we need to have a record of how each lesson varied from the planned session with also an evaluation of each lesson – see page 22
- v. Weekly Learner Progress record – summarising progress and attendance for each learner and any actions needed – see page 23
- vi. Learner follow up record – see page 26

## 5. Follow up of absent learners

This is a short course and it is important that learners attend as many sessions as possible. Therefore we will follow up any absent learners as soon as possible after they miss a class, at the latest after their second consecutive absence.

We will ring them initially, recording this on the Follow up record in the course file. If telephone contact can't be made, a letter will be sent. See template letter on page 35

## 6. Teachers and Friends working together

There will be a teacher and two or three Talk English Friends in each class.

The teacher will have the following qualifications as a minimum:

Level 4 Generic teaching qualification plus ESOL specific teaching qualification (or on course to achieve these)

Experience of teaching ESOL to adults in community venues.

The Talk English Friends will have attended the Talk English Friends training.

Both the teachers and the Friends will have attended a training session specifically about the Talk English Together programme and the Randomised Control Trial and its specific requirements and expectations.

The teacher will take overall responsibility for the planning of the session, lesson evaluation and the recording of progress for individual learners but will involve the Friends by talking to them and getting their views. The teacher will meet with the Friends either before the start of each session or at the end of the previous one and ensure that the Friends know what they will be doing, the overall aims of the lesson and the role they will play in the lesson.

## 7. Ramadan & Eid

It will be Eid during the course offered to cohorts 1a and 1b, expected to be celebrated on July 7th.

Because we expect a large number of learners to be Muslims this is likely to affect attendance, as they celebrate with families. Wherever possible we will try to reschedule classes that take place on the main Eid day so that they take place on a different day of the week when learners are able to come.

Ramadan will start on 7<sup>th</sup> June. As Muslim learners will be fasting during the day, some may be tired but classes will continue as normal. We will cover the topics of food and shopping before Ramadan starts for cohorts 1a and 1b to be sensitive.

## 8. Covering staff sickness

What to do if a teacher is off sick – a coordinator in each area will try to find cover for the class so that no classes are cancelled. It's important as it is a short course that no classes should be cancelled.

If it is impossible to find cover then the course can continue to run staffed by volunteer Talk English Friends but we expect this to be in very exceptional circumstances only.

What to do if a Friend is off sick – if a Talk English Friend is off sick, again the coordinator in that area will try to get cover from another Friend.

## 9. Preparing visitors

An important part of the course is for learners to practise their English with a range of different people. This will involve having visitors to the classroom. To make sure that this is a positive experience for the learners it is important to prepare visitors and to check that they are pitching at the right level. It's important that the class is prepared beforehand to help them to understand as much as is possible. This will help to build their confidence. There is a danger that if the visitor and/or the learners are not prepared beforehand that it will have a negative effect on their confidence. Ways to prepare the visitor include arranging to meet with them prior to the class or club, going over the content of the session together to ensure that the vocabulary won't be too hard for the learners and/or preparing picture vocabulary cards or bringing realia for any new vocabulary which can be shown through the session at the right points to make sure everyone understands. The teacher may also need to be assertive in asking the visitor to slow down their delivery during the session, interrupting when necessary to make sure learners understand and to ask questions to check understanding. The visitor should be encouraged to make the session as interactive as possible – many visitors will be naturally good at this depending on their previous experience but some will need help in adapting their normal session to be more easily accessible to people with low levels of English. Please also see Visits Planning checklist on page 32 and the risk

assessment form for trips template and example on page 30. There should be two visitors to the classroom and 7 visits out over the duration of the course.

## 10. Group projects

The group project will be done in week 9 of the course. The idea of the group project is for the learners to work together and to put some of their new skills into action. It will be a useful opportunity for learners to recap and revise what they have already learned as well as extend their confidence and use of English. All of our courses take place in community settings and there may be an opportunity for learners to 'give something back' to the community centre. Teachers need to speak to their community venue contacts as early as possible in the courses to arrange the details of this project. We feel that this is an important part of the course as it enables learners to practise their English in a real context and encourages good citizenship, as well as democratic values.

## 11. Resources needed for classes

Each class will need the following resources:

- i. course file
- ii. white board and/or flipchart and flipchart stand
- iii. set of multi coloured board markers
- iv. pens
- v. lined paper
- vi. stickers
- vii. dice
- viii. counters
- ix. folders for students
- x. dividers
- xi. hole punch
- xii. glue
- xiii. scissors
- xiv. 'vocab boxes'
- xv. mini paper clocks
- xvi. mini whiteboards

## 12. Prevent and British Values

All staff must be trained in Prevent, part of the Government's Counter Terrorism strategy. This includes teachers and volunteer Talk English Friends. The British values of democracy, respect for the rule of law, individual liberty and mutual respect for and tolerance of people with different faiths and no faith will be supported and embedded in the course. This will be done by modelling respect and tolerance, challenging any learners who do not behave with respect and tolerance to others and generally maintaining high standards of behaviour. Also by encouraging discussion and sharing of opinions in a respectful way throughout the course. For further details about how this links to Prevent and British Values please see: <http://www.preventforfeandtraining.org.uk/p-curriculum-guidance-and-materials>

### 13. Lesson Record Proforma

|                                     |  |                    |  |   |  |
|-------------------------------------|--|--------------------|--|---|--|
| <b>Venue:</b>                       |  | <b>Teacher(s):</b> |  | <b>Session No. / Date</b>               |  |
| <b>Friend(s) present in lesson:</b> |  |                    |  | <b>Start and end time of the class:</b> |  |

**You should follow the session plan in the Talk English Together manual – please record here anything you did differently from this plan and the reasons for this. Record any extension activities you did. Leave this box blank if you did not do anything differently.**

**Evaluation: how did the lesson go?** (identify problems, e.g. around attendance/progress, actions for next lesson, notes to self or co-teacher)

|                    |     |                          |    |                          |                     |     |                          |    |                          |                        |     |                          |    |                          |
|--------------------|-----|--------------------------|----|--------------------------|---------------------|-----|--------------------------|----|--------------------------|------------------------|-----|--------------------------|----|--------------------------|
| Outcomes achieved? | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | Timing appropriate? | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | Materials appropriate? | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|--------------------|-----|--------------------------|----|--------------------------|---------------------|-----|--------------------------|----|--------------------------|------------------------|-----|--------------------------|----|--------------------------|

**Week no:**

| Name of learner | Attendance | Progress | Notes and/or actions needed |
|-----------------|------------|----------|-----------------------------|
| 1               |            |          |                             |
| 2               |            |          |                             |
| 3               |            |          |                             |
| 4               |            |          |                             |
| 5               |            |          |                             |
| 6               |            |          |                             |
| 7               |            |          |                             |
| 8               |            |          |                             |
| 9               |            |          |                             |
| 10              |            |          |                             |
| 11              |            |          |                             |
| 12              |            |          |                             |

For attendance and progress please mark as Red – Amber – Green for each learner



| Class profile |     |                          |                          | Venue:            |                |                     | Teacher:               |                 |        |       |
|---------------|-----|--------------------------|--------------------------|-------------------|----------------|---------------------|------------------------|-----------------|--------|-------|
| Name          | Age | Gender                   |                          | Country of Origin | Time in the UK | First Language (L1) | Educational Background | Work Background | Family | Notes |
|               |     | M                        | F                        |                   |                |                     |                        |                 |        |       |
|               |     | <input type="checkbox"/> | <input type="checkbox"/> |                   |                |                     |                        |                 |        |       |
|               |     | <input type="checkbox"/> | <input type="checkbox"/> |                   |                |                     |                        |                 |        |       |
|               |     | <input type="checkbox"/> | <input type="checkbox"/> |                   |                |                     |                        |                 |        |       |
|               |     | <input type="checkbox"/> | <input type="checkbox"/> |                   |                |                     |                        |                 |        |       |



# 16. Register Proforma

| Talk English Together Course Register         |            |          |     |     |          |            |              |                 |   |   |   |   |   |   |   |   |    |    |    |    |    |    |  |                         |       |
|---|------------|----------|-----|-----|----------|------------|--------------|-----------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|--|-------------------------|-------|
| Venue   |            |          |     |     |          |            |              | Date (DD/MM/YY) |   |   |   |   |   |   |   |   |    |    |    |    |    |    |  | Total sessions attended | Notes |
| Start date                                    |            | End date |     |     |          |            |              |                 |   |   |   |   |   |   |   |   |    |    |    |    |    |    |  |                         |       |
| Day   |            | Time     |     |     |          |            |              |                 |   |   |   |   |   |   |   |   |    |    |    |    |    |    |  |                         |       |
| Teacher name(s)                               |            |          |     |     |          |            |              |                 |   |   |   |   |   |   |   |   |    |    |    |    |    |    |  |                         |       |
| No  | First Name | Surname  | M/F | Age | Postcode | Tel        | Enrol. Comp? | 1               | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |  |                         |       |
| e.g   | Anab       | Khatoon  | F   | 45  | M13 1PU  | 0123456789 | Yes          | /               | / | / | 0 | / | / | 0 | / | / | /  | /  | 0  | /  | /  | /  |  |                         |       |
| 1   |            |          |     |     |          |            |              | 1               |   |   |   |   |   |   |   |   |    |    |    |    |    |    |  |                         |       |
| 2   |            |          |     |     |          |            |              | 2               |   |   |   |   |   |   |   |   |    |    |    |    |    |    |  |                         |       |
| 3   |            |          |     |     |          |            |              | 3               |   |   |   |   |   |   |   |   |    |    |    |    |    |    |  |                         |       |
| 4   |            |          |     |     |          |            |              | 4               |   |   |   |   |   |   |   |   |    |    |    |    |    |    |  |                         |       |
| 5   |            |          |     |     |          |            |              | 5               |   |   |   |   |   |   |   |   |    |    |    |    |    |    |  |                         |       |
| 6   |            |          |     |     |          |            |              | 6               |   |   |   |   |   |   |   |   |    |    |    |    |    |    |  |                         |       |
| 7   |            |          |     |     |          |            |              | 7               |   |   |   |   |   |   |   |   |    |    |    |    |    |    |  |                         |       |
| 8   |            |          |     |     |          |            |              | 8               |   |   |   |   |   |   |   |   |    |    |    |    |    |    |  |                         |       |
| 9   |            |          |     |     |          |            |              | 9               |   |   |   |   |   |   |   |   |    |    |    |    |    |    |  |                         |       |
| 10  |            |          |     |     |          |            |              | 10              |   |   |   |   |   |   |   |   |    |    |    |    |    |    |  |                         |       |
| 11  |            |          |     |     |          |            |              | 11              |   |   |   |   |   |   |   |   |    |    |    |    |    |    |  |                         |       |
| 12  |            |          |     |     |          |            |              | 12              |   |   |   |   |   |   |   |   |    |    |    |    |    |    |  |                         |       |
| 13  |            |          |     |     |          |            |              | 13              |   |   |   |   |   |   |   |   |    |    |    |    |    |    |  |                         |       |
| 14  |            |          |     |     |          |            |              | 14              |   |   |   |   |   |   |   |   |    |    |    |    |    |    |  |                         |       |
| 15  |            |          |     |     |          |            |              | 15              |   |   |   |   |   |   |   |   |    |    |    |    |    |    |  |                         |       |
| Total learners per session                    |            |          |     |     |          |            |              |                 |   |   |   |   |   |   |   |   |    |    |    |    |    |    |  |                         |       |
| Health and safety check done (enter initials) |            |          |     |     |          |            |              |                 |   |   |   |   |   |   |   |   |    |    |    |    |    |    |  |                         |       |

Health & Safety Check: Teachers, please check the room for hazards at the start of each class. If there are any obvious hazards, do not start the class until these are addressed. Initial the register to show that you have done a quick visual check for any obvious health and safety hazards as your part in maintaining good health and safety standards for learners and staff.

| Talk English Together Course Register         |            |          |     |     |          |            |              |                 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |                         |       |  |
|---|------------|----------|-----|-----|----------|------------|--------------|-----------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|-------------------------|-------|--|
| Venue   |            |          |     |     |          |            |              | Date (DD/MM/YY) |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  | Total sessions attended | Notes |  |
| Start date                                    |            | End date |     |     |          |            |              |                 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |                         |       |  |
| Day   |            | Time     |     |     |          |            |              |                 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |                         |       |  |
| Teacher name(s)                               |            |          |     |     |          |            |              |                 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |                         |       |  |
| No  | First Name | Surname  | M/F | Age | Postcode | Tel        | Enrol. Comp? | 16              | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |    |  |                         |       |  |
| e.g   | Anab       | Khatoon  | F   | 45  | M13 1PU  | 0123456789 | Yes          | /               | /  | /  | 0  | /  | /  | 0  | /  | /  | /  | /  | 0  | /  | /  | /  | 24 |  |                         |       |  |
| 1   |            |          |     |     |          |            |              | 1               |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |                         |       |  |
| 2   |            |          |     |     |          |            |              | 2               |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |                         |       |  |
| 3   |            |          |     |     |          |            |              | 3               |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |                         |       |  |
| 4   |            |          |     |     |          |            |              | 4               |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |                         |       |  |
| 5   |            |          |     |     |          |            |              | 5               |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |                         |       |  |
| 6   |            |          |     |     |          |            |              | 6               |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |                         |       |  |
| 7   |            |          |     |     |          |            |              | 7               |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |                         |       |  |
| 8   |            |          |     |     |          |            |              | 8               |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |                         |       |  |
| 9   |            |          |     |     |          |            |              | 9               |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |                         |       |  |
| 10  |            |          |     |     |          |            |              | 10              |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |                         |       |  |
| 11  |            |          |     |     |          |            |              | 11              |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |                         |       |  |
| 12  |            |          |     |     |          |            |              | 12              |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |                         |       |  |
| 13  |            |          |     |     |          |            |              | 13              |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |                         |       |  |
| 14  |            |          |     |     |          |            |              | 14              |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |                         |       |  |
| 15  |            |          |     |     |          |            |              | 15              |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |                         |       |  |
| Total learners per session                    |            |          |     |     |          |            |              |                 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |                         |       |  |
| Health and safety check done (enter initials) |            |          |     |     |          |            |              |                 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |                         |       |  |

Health & Safety Check: Teachers, please check the room for hazards at the start of each class. If there are any obvious hazards, do not start the class until these are addressed. Initial the register to show that you have done a quick visual check for any obvious health and safety hazards as your part in maintaining good health and safety standards for learners and staff.

# Talk English Together Course Register

| Venue   |            |          |     |     |          |            |              | Date (DD/MM/YY) | 31 | 32 | 33 | 34 | 35 | 36 | Total sessions attended | Progression details | Notes |
|---|------------|----------|-----|-----|----------|------------|--------------|-----------------|----|----|----|----|----|----|-------------------------|---------------------|-------|
| Start date                                    |            | End date |     |     |          |            |              |                 |    |    |    |    |    |    |                         |                     |       |
| Day   |            | Time     |     |     |          |            |              |                 |    |    |    |    |    |    |                         |                     |       |
| Teacher name(s)                               |            |          |     |     |          |            |              |                 |    |    |    |    |    |    |                         |                     |       |
| No  | First Name | Surname  | M/F | Age | Postcode | Tel        | Enrol. Comp? |                 |    |    |    |    |    |    |                         |                     |       |
| e.g   | Anab       | Khatoon  | F   | 45  | M13 1PU  | 0123456789 | Yes          | /               | /  | /  | /  | /  | /  | 30 |                         |                     |       |
| 1   |            |          |     |     |          |            |              | 1               |    |    |    |    |    |    |                         |                     |       |
| 2   |            |          |     |     |          |            |              | 2               |    |    |    |    |    |    |                         |                     |       |
| 3   |            |          |     |     |          |            |              | 3               |    |    |    |    |    |    |                         |                     |       |
| 4   |            |          |     |     |          |            |              | 4               |    |    |    |    |    |    |                         |                     |       |
| 5   |            |          |     |     |          |            |              | 5               |    |    |    |    |    |    |                         |                     |       |
| 6   |            |          |     |     |          |            |              | 6               |    |    |    |    |    |    |                         |                     |       |
| 7   |            |          |     |     |          |            |              | 7               |    |    |    |    |    |    |                         |                     |       |
| 8   |            |          |     |     |          |            |              | 8               |    |    |    |    |    |    |                         |                     |       |
| 9   |            |          |     |     |          |            |              | 9               |    |    |    |    |    |    |                         |                     |       |
| 10  |            |          |     |     |          |            |              | 10              |    |    |    |    |    |    |                         |                     |       |
| 11  |            |          |     |     |          |            |              | 11              |    |    |    |    |    |    |                         |                     |       |
| 12  |            |          |     |     |          |            |              | 12              |    |    |    |    |    |    |                         |                     |       |
| 13  |            |          |     |     |          |            |              | 13              |    |    |    |    |    |    |                         |                     |       |
| 14  |            |          |     |     |          |            |              | 14              |    |    |    |    |    |    |                         |                     |       |
| 15  |            |          |     |     |          |            |              | 15              |    |    |    |    |    |    |                         |                     |       |
| Total learners per session                    |            |          |     |     |          |            |              |                 |    |    |    |    |    |    |                         |                     |       |
| Health and safety check done (enter initials) |            |          |     |     |          |            |              |                 |    |    |    |    |    |    |                         |                     |       |

Health & Safety Check: Teachers, please check the room for hazards at the start of each class. If there are any obvious hazards, do not start the class until these are addressed. Initial the register to show that you have done a quick visual check for any obvious health and safety hazards as your part in maintaining good health and safety standards for learners and staff.

## 17. Risks Assessment for Trips Template

|                 |  |                       |  |
|-----------------|--|-----------------------|--|
| <b>Activity</b> |  |                       |  |
| <b>Teacher</b>  |  | <b>Date completed</b> |  |

L=Likelihood S=Severity DR=Degree of Risk(Before any controls in place) RR=Residual Risk (Risk remaining after controls in place)

| Risk   | Person at Risk                 | Significant Hazards   | Risk |   |    | Risk control measures   | Residual risk |   |    |
|--|--------------------------------|---|------|---|----|---|---------------|---|----|
|  |                                |   | L    | S | DR |   | L             | S | RR |
| Getting left behind / getting lost on a trip out       | Learners                       | Someone gets left behind<br>Possible distress to the learner left behind  | 2    | 1 | 2  | Check that same number of people return; break into smaller groups who will check everyone in their group is present, don't allow group to leave until all are present; inform all learners at the beginning that they must let us know if they are leaving early or making their own way home  | 1             | 1 | 1  |
| Someone has an accident or injury whilst out on a trip | Learners, volunteers and staff | Dangers in the community – slips, falls, traffic<br><br>Individual could need to go to hospital and become separated from the rest of the group | 2    | 5 | 10 | Ensure all learners and volunteers know what the risks are to their personal safety and how to behave to minimise injury – discuss before leaving class<br><br>Have phone numbers of centre at hand in order to inform crèche and relatives if there are any accidents or injuries<br><br>Ensure several members of staff / volunteers - one member of staff to accompany injured individual, one to stay with group in such an event | 1             | 5 | 5  |
| Child in crèche is taken ill                           | Learners                       | Someone needs to go back for a child in the crèche<br>Crèche staff unable to contact parent   | 2    | 3 | 6  | Ensure crèche staff have staff telephone numbers to contact in emergency  | 2             | 2 | 4  |
| Craft activities                                       | Learners, volunteers and staff | Adults or children hurting themselves and/or others with sharp objects (scissors, pins, sticks)   | 2    | 3 | 6  | Ensure any children are supervised by parents at all times<br>Staff and volunteers to demonstrate safe handling of sharp equipment and provide support to people as needed.<br>First aiders in centre   | 1             | 3 | 3  |
| Refreshments   | Learners, volunteers and staff | Slips and trips on spillages and/or cups<br>Scalds from hot drinks  | 2    | 2 | 4  | All reminded to put cups in the bin, not leave hot drinks unattended - bin bags provided<br>Parents to supervise children at all times<br>All reminded to report accidents and spillages  | 1             | 2 | 2  |

# Risk rating

| Severity |        |   | Likelihood |                             |   |
|----------|--------|---|------------|-----------------------------|---|
| 5        | Major  | Death to one or more people. Loss or damage is such that it could cause serious business disruption (major fire, structural damage) | 5          | Almost Certain/<br>Frequent | Absence of any management controls. Almost 100% certainty that an accident will happen. (e.g. live electrical conductor , faulty equipment, untrained staff)  |
| 4        | High   | Causing permanent disability (e.g. loss of limb, sight or hearing).   | 4          | High/<br>Probable           | Serious failures in management controls. Effects of human behavior or other factors could cause an accident but is unlikely without this additional factor.(e.g. equipment not used properly, oil spill on floor, poorly trained staff) |
| 3        | Medium | Causing temporary disability (e.g. fractures)   | 3          | Medium/<br>Occasional       | Insufficient or substandard controls. Loss is unlikely during normal operation but may occur in emergencies or non-routine conditions.(e.g. keys left in vehicle, obstructed gangways, refresher training required)                     |
| 2        | Low    | Causing significant injuries (e.g. sprains, bruises, lacerations)   | 2          | Low/<br>Improbable          | Situation generally well managed but occasional lapses could occur. Also applies to situations where people are required to behave in order to protect themselves but are well trained.   |
| 1        | Minor  | Causing minor injuries (e.g. cuts, scratches) No lost time likely other than for first aid treatment)                               | 1          | Unlikely/<br>Remote         | Loss, accident or illness could only occur under exceptional conditions. Situation is well managed and all reasonable precautions have been taken.  |

**RISK RATING =LIKELIHOOD X SEVERITY**

**1-9 LOW**

**10-15 MEDIUM**

**16-25 HIGH**

## 18. Visits planning checklist

There is a total of seven trips out to community settings and two visitors to be invited into the classroom in this programme. This is an integral part of the course but requires good advance planning to be successful.

Here is a checklist for teachers teaching on this programme to ensure they have everything planned well in advance.

| Week | Dates   | Visitor to class   | Visit out  | Contact with others in the venue  | Tick when planned |
|------|---|--|--|---|-------------------|
| 1    | Cohort 1a<br>18/4/16<br>Cohort 1b<br>25/4/16<br>Cohort 2<br>5/9/16  |  |  | Tour of the centre (lesson 1) – arrange this in advance with the centre manager<br><br>Asking willing people in the centre personal info questions (club) – arrange with centre manager |                   |
| 2    | Cohort 1a<br>25/4/16<br>Cohort 1b<br>2/5/16<br>Cohort 2<br>12/9/16  |  |  | Asking willing people in the centre questions about their family (club) – arrange with centre manager   |                   |
| 3    | Cohort 1a<br>2/5/16<br>Cohort 1b<br>9/5/16<br>Cohort 2<br>19/9/16   |  | Visit to a local supermarket (club) – check beforehand with the supermarket manager        |   |                   |
| 4    | Cohort 1a<br>9/5/16<br>Cohort 1b<br>16/5/16<br>Cohort 2<br>26/9/16  |  |  | Ask willing people in the centre about festivals and celebrations (club) – arrange with centre manager  |                   |
| 5    | Cohort 1a<br>16/5/16<br>Cohort 1b<br>23/5/16<br>Cohort 2<br>3/10/16 |  | Trip to pharmacy (club) – check beforehand with the pharmacy manager                       |   |                   |
| 6    | Cohort 1a<br>23/5/16<br>Cohort 1b<br>6/6/16<br>Cohort 2<br>10/10/16 | Invite a healthcare professional (dental nurse, health visitor, nutritionist etc) to the class to give a talk (club) – need to book well in advance and arrange to meet beforehand to check talk is at appropriate level |  |   |                   |
| 7    | Cohort 1a<br>6/6/15<br>Cohort 1b<br>13/6/16<br>Cohort 2<br>17/10/16 |  | Trip to library or leisure centre – contact manager to arrange as a tour might be possible |   |                   |

| Week | Dates  | Visitor to class   | Visit out   | Contact with others in the venue   | Tick when planned |
|------|--|--|---|--|-------------------|
| 8    | Cohort 1a<br>13/6/16<br>Cohort 1b<br>20/6/16<br>Cohort 2<br>31/10/16 |  | Visit to bus station or train station (club) – no preparation is necessary  |  |                   |
| 9    | Cohort 1a<br>20/6/16<br>Cohort 1b<br>27/6/16<br>Cohort 2<br>7/11/16  |  | Trip to local leisure facility or place of interest   | Discuss arrangements for the community project with the centre manager well in advance |                   |
| 10   | Cohort 1a<br>27/6/16<br>Cohort 1b<br>4/7/16<br>Cohort 2<br>14/11/16  |  |   |  |                   |
| 11   | Cohort 1a<br>4/7/16<br>Cohort 1b<br>11/7/16<br>Cohort 2<br>21/11/16  | Visit from a local councillor or local community representative – arrange well in advance because councillors have very busy diaries- make sure councillor is prepared for the level of the learners | Visit to Town Hall – arrange well in advance – may be possible to get a tour  |  |                   |
| 12   | Cohort 1a<br>11/7/16<br>Cohort 1b<br>18/7/16<br>Cohort 2<br>28/11/16 |  | Visit to art gallery or museum – check with the art gallery or museum if they have any specific events or you can organise a Talk English activity there for a group of classes |  |                   |

## 19. Learner Scheme of Work



### ⊕ What you will learn on the course

|               |  |                |   |
|---------------|--|----------------|---|
| Week 1        | Asking questions<br>    | Week 7         | Where we live<br>       |
| Week 2        | Family and friends<br> | Week 8         | Travel<br>             |
| Week 3        | Food and shopping<br> | Weeks 9 and 10 | Community project<br> |
| Week 4        | Daily life<br>        | Week 11        | Democracy<br>         |
| Weeks 5 and 6 | Health<br>            | Week 12        | What next?<br>        |

20. Template for follow up letter



Date .....

Dear .....

You are on a Talk English Together course at .....

You missed your class on .....

I hope everything is okay.

We would like you to come back to the class.

Please come back to the class!

You can phone me on ..... if you want to tell me why you can't come.

Yours sincerely

.....

## 21. Module overviews and session by session plans

### Week 1: About Me and My English Class - Module Overview

#### What is this module about?

In this module, learners will get to know each other, their teachers and their surroundings. They will also complete a Diagnostic Assessment.

This scheme of work describes content and activities for 2 sessions and 1 club session over one week

#### What is the target language?

Learners will learn how to give and ask for personal information, name and ask for objects used in the classroom and talk about what you should and shouldn't do in class.

#### Club session activities are:

- The survey of the learners by the research organisation
- Ask willing people in the venue the personal information questions they have practised.

#### Extra resources you may wish to gather from your community:

- Signs and information from the venue and names of staff the learners may meet on the tour of the centre

#### Completed all the activities?

| Learning Outcomes                                      | Structures & Vocab   | Activities   | Resources                        |
|--|--|--|----------------------------------|
| Write some sentences giving basic personal information | <i>My name is...</i><br><i>I live in ...</i><br><i>I come from...</i><br><i>I speak ...</i><br><i>What's your name?</i><br><i>Where do you live?</i><br><i>Where do you come from?</i><br><i>What language do you speak?</i> | Learners write the answers and or questions according to ability.<br>Ls test each other. One reads the answer. The other must say the corresponding question without looking at handout. | <i>1.5 Writing- All about me</i> |

# Talk English Together

| Week 1: Me and My English Class Lesson 1  |   |   |  |
|---|---|---|--|
| Learning Outcomes   | Structures & Vocab  | Activities  | Resources  |
| <b>Learners will be able to:</b><br><b>Identify important information about the course and centre</b><br><br><b>Introduce themselves with basic personal information</b><br><br><b>Ask questions to find out basic personal information</b> | <i>The toilets are...</i><br><i>Classes start/ finish at...</i><br><i>My teacher's name is...</i><br><i>If I hear the fire alarm...</i> | <p>Welcome everyone to the class. Elicit the day and date to write on WB. Give learners the course scheme of work and let them look at this – tell them it's very important that they come to every class every week. Write up the learning outcomes and tell learners what they will be learning today.</p> <p>Elicit meaning of sign. Explain procedure in case of emergency. Use verbal questioning to check understanding e.g. 'What do you do when you hear the alarm?'<br/>Elicit / explain all important information about the venue and course using pictures.<br/>Conduct a tour of the centre</p> | <i>WB/Flipchart</i><br><i>Stickers or card for learners' names</i><br><i>1.1 Prompts for induction</i><br><i>Tour of the centre</i>                  |
|   | <i>My name is...</i><br><i>I live in ...</i><br><i>I come from...</i><br><i>I speak ...</i>   | <p>T begins by introducing her/himself. Write 'name' on WB and/ or show prompt card for name and say 'My name is...'<br/>Drill personal information phrases<br/>Clap out the rhythm of the sentences with the learners 'My name is...' etc and individual words A-DDRESS, SUR-NAME, LAN-GUAGE etc to check their pronunciation.<br/>Give a set of prompt cards to small groups of learners. Learners take turns giving information using prompts.</p>   | <i>1.2 Prompt cards for personal information</i>   |
|   | <i>What's your name?</i><br><i>Where do you live?</i><br><i>Where do you come from?</i><br><i>What language do you speak?</i>           | <p>Show class prompt card for 'name' to elicit question.<br/>Drill question chorally and individually.<br/>Repeat for other personal information questions<br/>Ask all learners to stand in a circle. Ls throw the ball asking a question. The L who catches it answers the question.</p> <p>Ls sort jumbled words into questions and answers</p> <p>Board game- Learners take turns throwing the dice and answering the question they land on. Encourage learners to ask more questions.</p>   | <i>1.2 Prompt cards for personal information</i><br><br><i>ball</i><br><br><i>1.3 Jumbled Qs and As</i><br><br><i>1.4 Board game, dice, counters</i> |

# Talk English Together

| Week 1: Me and My English Class Lesson 2   |  |   |  |
|--|--|---|--|
| Learning Outcomes  | Structures & Vocab   | Activities  | Resources  |
| <b>Learners will be able to:</b><br><br><b>Leave a telephone message to explain absence</b><br><b>Agree ground rules for the course</b><br><b>Complete a Diagnostic Assessment</b> | <i>My name is...</i><br><i>I live in ...</i><br><i>I come from...</i><br><i>I speak ...</i><br><i>What's your name?</i><br><i>Where do you live?</i><br><i>Where do you come from?</i><br><i>What language do you speak?</i> | <p>Warmer: Recap induction information and elicit day and date to write on the WB. Write up the learning outcomes and tell learners what they will be learning today.</p> <p>Revise personal information questions and answers by writing name? on the board and eliciting the question they learnt in the previous lesson Repeat with address? Language? Etc.</p> <p>You could also use the mini whiteboards to revise this – ask a personal info question and learners have to write the answer on their mini whiteboard then show it to you – it doesn't matter too much about spelling at this stage. Extend this by saying the answer for you and asking them to write the question (but only if they are able to do this)</p>   |  |
|  | <p>I'm sorry I can't attend the class today because...<br/> My teacher is called...<br/> My class is...</p> <p>You can/ can't/ must come on time, shout, respect</p>   | <p>Highlight the importance of coming to all the lessons and to come on time. Elicit that Ls need to phone if they can not attend<br/> T model conversation with volunteer- phoning to report an absence<br/> Ask comprehension questions e.g. What information did he give?'<br/> Ls practice role play in pairs</p> <p>Learners put conversation in order<br/> Ls conduct role-play again using conversation as prompt<br/> Ask for volunteers to conduct role play in front of the class<br/> Write 'Class Rules' on WB. Elicit meaning and reasons for having them.<br/> Give each group a set of Prompts for ground rules. Ls use prompts to discuss what they can and can't do in class. Practise pronunciation of any difficult words by clapping out the rhythm.</p> <p>T- Elicit/ explain meaning of 'You can/can't/must' using examples<br/> Ask learners to give more examples</p> <p>T facilitate discussion to agree rules of class<br/> Ls work in small groups to make a poster of class rules.<br/> Each group presents poster to the group</p> | <p>1.7 <i>Role play reporting an absence (cut up)</i></p> <p>1.8 <i>Prompts for ground rules</i></p> <p><i>Poster paper, markers, glue</i></p> |
|  | <i>See Diagnostic Assessment (DA)</i>  | Complete Diagnostic Assessment  | <i>Diagnostic Assessment</i>   |

| <b>Week 1: Me and My English Class - Club Session</b> |   |  |   |                                |
|---|---|--|---|--------------------------------|
|   | <b>Learning Outcomes</b>                                  | <b>Structures &amp; Vocab</b>  | <b>Activities</b>   | <b>Resources</b>               |
| <b>Club</b>   | Learners will be able to:<br>Complete the research survey |  | Interviewers and assessors will spend approximately half of the time available in this session assessing learners   |                                |
|   | Give and ask for personal information                     | Giving and asking for personal info  | Ask willing people in the venue personal information questions they have practised. Take photographs of the people and create a display with information about them   | Camera or mobile phone         |
|   | Leave a message to explain absence                        | I'm sorry I can't attend the class today because...<br>My teacher is called...<br>My class is... | Practise role play telling teacher that they cannot come to class – perhaps recording on video and watching back  | Camera or mobile phone         |
|   | Spell important words to them – their name, address etc   | Name and address and language  | Working individually write out each learners name and address and language and get them to copy key words on a Look Say Cover Check worksheet. Tell them there will be a spelling test in the second week so they need to practise writing these words at home. | Look Say Cover Check worksheet |

# Talk English Together

## Week 2: Friends and Family – Module Overview

### What is this module about?

In this module, learners will practice talking about the people in their lives and asking questions to others about the people in their lives.

This scheme of work describes content and activities for 2 sessions and 1 club sessions over one week.

### What is the target language?

Learners will learn how to give personal information about the people in their lives and ask others' personal information about the people in their lives.

### Club session activities are:

- Asking learners to bring in photos of people who are important to them to talk about.
- Use a survey to ask different people about the people in their lives.

### Extra resources you may wish to gather from your community:

- Pictures of well-known people
- Forms requiring information about others eg School form asking about children.

### Completed all the activities?

| Learning Outcomes                           | Structures & Vocab   | Activities  | Resources                   |
|---|--|---|-----------------------------|
| Match simple texts about friends and family | Family members ( <i>mother, father, sister etc</i> )<br><i>I have got a...</i> | Handout cut up texts, stronger learners can have more texts. Invite students to read in pairs. Hand out corresponding questions. Learners take turns reading the questions and finding the answers in the texts. Teacher nominates learner to read questions. This learner nominates another learner to respond | Reading -Friends and Family |

# Talk English Together

| Week 2: Family and Friends lesson 1   |  |  |   |
|---|--|--|---|
| Learning Outcomes<br>Learners will be able to:  | Structures & Vocab                                   | Activities   | Resources                                   |
| <b>1</b><br><b>Name people in their lives</b><br><br><b>Talk about the people in their lives</b><br><br><b>Ask about other people's families</b><br><br><b>Write some simple sentences</b><br><b>Read a simple text</b> | Family members ( <i>mother, father, sister etc</i> ) | <p>Warmer: Elicit class rules and induction information. Elicit day and date and write on WB.</p> <p>Write up the learning outcomes and tell learners what they will be learning today.</p> <p>Write 'Friends and Family' on WB and elicit some 'family members' vocabulary and write on WB. Practise the pronunciation of any difficult words by clapping out the syllables – ask learners to tell you how many sounds there are in the word.</p> <p>Matching activity- learners match pictures and words in small groups</p> | WB/Flipchart<br>Matching cards 1.1          |
|   | <i>I have got a...</i>                               | <p>T models 'I have got a...' 'I have got 2 ....' Completing the sentences with people in own life. Drill the structure with the learners.</p> <p>Write 'I have got a...' on WB and elicit sentences from learners about their family.</p>   | matching cards 1.1 (on table for reference) |
|   | <i>How many ...have you got?</i>                     | <p>Elicit question; 'How many brothers have you got?'</p> <p>Learners take turns to ask the teacher about her/his family to further drill target structure.</p> <p>Hand out survey- nominate learner to read instructions then re-iterate instructions. Learners ask partner questions on survey. Nominated learners feedback to the group. Elicit use of 'She has..' if appropriate.</p> <p>Write some sentences using findings from survey</p>   | 1.3 Class survey-<br>Friends and Family     |

# Talk English Together

2

## Week 2: Family and Friends lesson 2

| <b>Learning Outcomes</b><br>Learners will be able to:   | <b>Structures &amp; Vocab</b>  | <b>Activities</b>  | <b>Resources</b>  |
|---|--|--|---|
| <p> <b>Name people in their lives</b><br/> <b>Give more information about the people in their lives</b><br/> <b>Write some sentences about friends and family</b><br/> <b>Ask someone questions about their family</b> </p> | <p>                     Family members (<i>mother-in-law, uncle, aunt etc</i>)                 </p> <p> <i>I have a ...</i><br/> <i>His name is..</i><br/> <i>He lives in ..</i> </p> <p> <i>I have a ...</i><br/> <i>Her name is..</i><br/> <i>She lives in ..</i> </p> <p> <i>I have two ...</i><br/> <i>Their names are ...</i><br/> <i>They live in ..</i> </p> <p> <i>What's his/her name?</i><br/> <i>How old is he/she?</i><br/> <i>Where does he/she live?</i> </p> <p> <i>What are their names?</i><br/> <i>How old are they?</i><br/> <i>Where do they live</i> </p> | <p>                     Warmer: Recap previous session- ask learners which family members they remember, ask learners questions with 'How many ...have you got?' and encourage them to ask others<br/>                     Elicit day and date and write on WB<br/>                     Write up the learning outcomes and tell learners what they will be learning today.<br/>                     Hand out matching cards 1.1 to small groups. The learners match the words and pictures according to the relationships they decide, no right answer. Encourage learners to discuss and give reasons. Each group sticks the pictures and matching words to a large piece of paper to make a poster. Put the posters on the wall. Learners circulate round the room commenting on differences between their decisions.<br/>                     T pre-teaches 'his' and 'her' – by pointing to male and female learners saying 'his name or her name'. Then T points to elicit correct phrase. Hand out 'Possessive Pronouns' W/S. Nominate learners to read the text. T to highlight use of pronouns. Learners complete the sheet. T models the activity first. Then learners talk using the prompts as guides. Weaker learners can be given fewer prompts i.e. only He and She. Primarily done as pair work then a mingle<br/>                     Ls write or copy some sentences about the people in their lives – they can do this on mini whiteboards at first to check they have the sentences correct.<br/>                     T draws and writes female family and friends in own life on WB e.g. my mother. Learners choose who they would like to ask about. T elicits and drills questions. Nominated learners ask the T questions. Repeat for male friends and family. Repeat for more than one person, depending on level of class.<br/>                     Jumbled questions and answers- learners sort the words correctly. Stick results on card.<br/>                     Give each small group a set of the matching cards. Learners take turns choosing someone for the others to ask about. Encourage learners to ask more questions. Use previous activity as a prompt.<br/>                     Ask learners bring in photos of their friends and family to class for the next session.                 </p> | <p>                     matching cards 1.1<br/>                     Large piece of paper for each group, glue, blue tack<br/>                     1.5 My Family Possessive pronouns worksheet<br/>                     WB<br/>                     Jumbled personal info questions and answers<br/>                     Paper and glue<br/>                     Matching cards                 </p> |

# Talk English Together

| Week 2: Family and Friends club session |  |   |  |  |
|---|--|---|--|--|
| Club                                    | Learning Outcomes<br>Learners will be able to:   | Structures & Vocab  | Activities   | Resources  |
|   | <b>Give information about the people in their lives</b><br><b>Ask questions about the people in someone's life</b> | Family members ( <i>mother-in-law, uncle, aunt etc</i> )<br><br><i>I have a ...</i><br><i>His name is..</i><br><i>He lives in ..</i><br><br><i>I have a ...</i><br><i>Her name is..</i><br><i>She lives in ..</i><br><br><i>I have two ...</i><br><i>Their names are ...</i><br><i>They live in ..</i><br><br><i>What's his/her name?</i><br><i>How old is he/she?</i><br><i>Where does he/she live?</i><br><br><i>What are their names?</i><br><i>How old are they?</i><br><i>Where do they live</i> | Speaking board game- Learners play in groups of 3-4. The first learners rolls the dice and answers the question they land on. Another player can ask the question<br>Learners can change groups and ask the questions to new people  | 1.9 Speaking board game Friends and Family<br>Dice and counters  |
|   |  |   |  | Give each learner a copy of the handout 'Talking about photos'. Elicit some examples of information that can be given.<br>Elicit examples of questions that can be asked.<br>T could bring in photos of people in own life to model activity.<br>Learners circulate round the room in a mingle talking about the photos they have brought. |
|   |  |   | Hand out a copy of the survey to each learner. T models activity.<br>Learners ask the teacher to choose a female person they know e.g. mother. Learners ask the question on the survey to the teacher and the teacher responds. Drill questions where necessary. Encourage learners to ask additional questions. Repeat for a male person.<br>Learners circulate and complete the survey with as many people as they can.<br>Learners can also ask people outside the classroom e.g. reception staff or care-takers. | Friends and Family Survey  |
|   |  |   | Spelling test – either individually or in small groups – learners are tested on the spellings they learnt last week – key words to them including their name, address and language   | Paper or mini whiteboards  |
|   |  |   |  |  |

## Week 3: Food and shopping – Module Overview

### What is this module about?

In this module, learners will learn and practise vocabulary and phrases about food and shopping.

This scheme of work describes content and activities for 2 sessions and 1 club session over one week

### What is the target language?

Learners will learn vocabulary related to food and shopping. They will practise asking questions and writing sentences using Present Simple.

### Club session activities are:

- Going to the supermarket with a worksheet to find different fruit and vegetables
- Looking at cost and comparing prices – using cheap/expensive to describe items

### Extra resources you may wish to gather from your community:

- Realia – food packaging
- Checking a receipt
- Role-play in different shops
- Practise asking for things

### Completed all the activities?

| Learning Outcomes                                      | Structures & Vocab                           | Activities  | Resources   |
|--|--|---|---|
| Read for specific information<br>Write a shopping list | <i>I haven't got any...</i><br><i>I need</i> | Give learners the reader – My Shopping List. Nominate learners to read aloud and ask them to read it to each other in pairs. T to monitor.<br><br>Instruct learners to write a shopping list from the reader. | Reader – My Shopping List<br><br>Matching cards – My shopping list<br><br>Write a shopping list |

# 1 Week 3: Food and Shopping lesson 1

| Learning Outcomes   | Structures & Vocab  | Activities   | Resources   |
|---|---|--|---|
| <p>Learners will be able to:</p> <p><b>Identify names of common food.</b><br/> <b>Spell common food names</b><br/> <b>Express likes and dislikes</b><br/> <b>Write 1<sup>st</sup> person sentences, 'I like/I don't like . . .'</b></p> <p><b>Extension activity – Write 3<sup>rd</sup> person sentences, 'He/She likes/doesn't like . . . ?'</b></p> | <p><i>Select common fruit and vegetables and a range of other common foods such as meat, chicken, fish, milk, butter, cheese, bread, pasta, rice, cake, biscuits, pizza, chocolate, kebab, drink, water, juice, tea, coffee, fruit and vegetables.</i></p> <p><i>Do you like . . . ?</i></p> <p><i>I like/I don't like . . .</i></p> <p><i>Yes I do/No I don't</i></p> <p><i>Single/plural – is/are</i></p> | <p>Warmer – recap last week's target language with a vocab box and elicit day and date to write on the WB. Write up the learning outcomes and tell learners what they will be learning today.</p> <p>Elicit prior knowledge of food and teach new words by using pictures and/or realia – practise pronunciation by asking learners how many sounds in each word and clapping out the syllables</p> <p>Instruct learners to match food pictures and words in pairs or small groups.</p> <p>Teach or elicit the phrases 'I like' and 'I don't like' and the question 'Do you like...?'</p> <p>Invite learners to mingle with a class questionnaire asking; 'Do you like . . . ?'</p> <p>Instruct learners to write 1<sup>st</sup> person sentences using, 'I like ...I don't like . . .'</p> <p>Spelling focus – Show pictures or items of food and ask learners to write the word on a mini whiteboard</p> <p>Then give out the Look Say Cover Spell Check form and ask them to learn these words at home for a spelling test next week.</p> <p>Play the food and drink board game</p> | <p>WB/Flipchart</p> <p>1.1 Food and drink matching cards and realia</p> <p>1.2 Food and drink survey</p> <p>1.5 Food and drink vocabulary and sentences</p> <p>1.6 Board game, dice, counters</p> |

## 2

## Week 3: Food and Shopping lesson 2

| Learning Outcomes<br>Learners will be able to:   | Structures & Vocab   | Activities   | Resources  |
|--|--|--|--|
| <p><b>Recall vocab from previous session</b></p> <p><b>Ask for items in a shop</b></p> <p><b>Ask for the price of items in a shop</b></p> <p><b>Put the sentences in a shopping role play in the correct order</b></p> | <p><i>Please can I have...</i></p> <p><i>I'd like a / some...</i></p> <p><i>How much does it/do they cost?</i></p> | <p>Warmer: Recap the vocabulary for food and drink using the picture cards<br/>You could use mini whiteboards too to get the learners to practise writing the words when you show them the item or the picture.</p> <p>Elicit the date and write up on the board. Write up the learning outcomes and tell learners what they will be learning today.</p> <p>Then ask learners to organise them into healthy / unhealthy and / or fruit / vegetables in small groups and get them to compare what the different small groups have done</p> <p>Then elicit day and time to write on the WB</p> <p>Using the realia and food and drink cards model a role play of 'At The Greengrocers'. Elicit / drill the target language and invite students to join in the role play.</p> <p>When students seem confident they can practise the role play in pairs using the realia and cards.</p> <p>Read the sentence strips in the role play 'At The Greengrocers' whilst the learners find the correct strips and then ask the students to order the strips correctly, practise the role play and then put the cut up words in the correct order.</p> | <p>WB/Flipchart</p> <p>Realia</p> <p>1.1 Food and drink matching cards used in the previous session</p> <p>3.5 Role - play 'At The Greengrocers'</p> |

### Week 3: Food and Shopping club session

| Learning Outcomes<br>Learners will be able to:  | Structures & Vocab  | Activities   | Resources   |
|---|---|--|---|
| <p><b>Identify names of shops and what they sell</b></p> <p><b>Identify names of common food.</b></p> <p><b>Express likes and dislikes</b></p> <p><b>Ask for items in a shop</b></p> <p><b>Ask for the price of items in a shop</b></p> | <p><i>Select common fruit and vegetables and a range of other common foods such as meat, chicken, fish, milk, butter, cheese, bread, pasta, rice, cake, biscuits, pizza, chocolate, kebab, drink, water, juice, tea, coffee, fruit and vegetables.</i></p> <p><i>Do you like . . ?</i></p> <p><i>I like/I don't like . . .</i></p> <p><i>Yes I do/No I don't</i></p> <p><i>Single/plural – is/are</i></p> | <p><b>Go to a supermarket and find different fruit and vegetables etc.</b></p> <p><b>Find cheap/expensive things</b></p> <p><b>Role-play in different shops</b></p> <p><b>Check a receipt – money and do simple addition</b></p> | <p>Supermarket and/or market – check prices of different items</p> <p>worksheet</p> |

## Week 4: Daily Life - Module Overview

### What is this module about?

In this module, learners will learn and practise language to describe their routines. This module also looks at the language of time in more detail. This scheme of work gives content and activities for 2 sessions and 1 club session over one week.

### What is the target language?

The grammar focus is present simple in the 1st person singular (I), although you could extend this for more advanced learners by using the 3rd person (He / She).

I get up at 8 o'clock..

I watch TV in the evening.

**She** gets up at 8 o'clock.

**He** watches TV...

### Club session activities are:

- Visiting a place of worship
- Conducting a survey asking people about their favourite celebrations
- Conducting a survey asking people about their everyday activities

### Completed all the activities?

| Learning Outcomes                                   | Structures & Vocab                                    | Activities  | Resources                                    |
|---|---|---|--|
| - Write some sentences about daily life             | <i>I wake up at.</i>                                  | Ls write sentences according to ability. Monitor, check and support. Dictation- T hands out texts with either missing words or letters according to L ability. T slowly reads text and learners complete it                     | <i>4.4 Writing sentences- differentiated</i> |
| - Ask and answer questions about daily life         |   | Ls ask and answer qs using board game. Ls take turns to throw the dice and answer the question they land on. Ls write some sentences or a paragraph. Stick Ls writing to the wall. Ls can circulate and read each other's work. | <i>4.5 Dictation</i>                         |
| - Write an account of a typical day                 | <i>What time do you?<br/>I eat my breakfast at...</i> | Ls write about what they do each day in their notebooks.  | <i>4.7 Speaking board<br/>dice/ counters</i> |
| - Write some simple sentences about weekly routines | <i>I go swimming on<br/>Monday</i>                    |   | <i>4.8 Writing daily life</i>                |

## Week 4: Daily Life- Lesson 1

| Learning Outcomes   | Structures & Vocab  | Activities  | Resources  |
|---|---|---|--|
| <b>Learners will be able to:</b><br>- Use key language of time<br>- Ask questions about time<br>- Talk about everyday activities<br>- Ask questions about everyday activities | <b>Food vocabulary</b><br><br><b>Times Vocabulary for daily activities</b><br><br><i>one o'clock</i><br><i>quarter past</i><br><i>half past</i><br><i>quarter to</i>    | Warmer: In small groups ask learners to write down all the food items they can remember on A3 paper from last week and feedback to the class. Elicit day and date and write on WB. Write up the learning outcomes and tell learners what they will be learning today.<br>T writes 'Daily Life' on WB. Introduce topic with a brief description of own daily routine and some simple times e.g. 7 o'clock, 12 o'clock<br>Ask questions with 'What time do I..?' to check understanding of description and time.<br>Show times on large clock and elicit/ explain how to tell time from class. Nominate individual Ls to check all understand.<br>Begin with o'clock times e.g. one o'clock and test several examples. Then show 'past' times e.g. 10 past, quarter past, half past. Then show 'to' times e.g. 20 to, quarter to. Practise pronunciation of times and break into syllables to help this QUAR-TER-TO, HALF-PAST-E-LEV-EN etc.<br>Give Ls mini clocks. T says time. Ls move hands of their clocks to that time and shows T. Ls can continue in small groups, taking turns to say the times.<br>Ls label clock with time phrases. They could glue label to make a poster | <i>WB/Flipchart</i><br><br><br><i>Large clock</i><br><br><br><i>Mini paper clocks with moveable hands</i><br><br><i>4.1 Time</i> |
|   | <i>What time do you..?</i><br><i>breakfast, lunch dinner</i><br><i>in the morning, afternoon, evening</i>   | Pre-teach <i>breakfast, lunch dinner</i> using pictures<br>T elicits and drills question ' <i>What time do you have breakfast?</i> '<br>Ls practice asking and answering questions in round robin or small groups   | <i>4.1 Time- pictures of meals</i>   |
|   | <i>I get up.; I have a wash/shower/bath.</i><br><i>I get dressed. ;I eat/make breakfast/lunch/dinner.; I go to my English class.;</i><br><br><i>What time do you..?</i> | T elicits phrases using mime and pictures. Drill phrases chorally and individually. Ls match phrases to pictures in small groups. Ls can test themselves by turning phrases cards upside down, describing pictures and then turning phrase card over again to check.<br><br>Hand out questionnaire. Ask strong L to read instructions. Volunteers ask T some questions.<br>Ls stand up and circulate to complete the questionnaire with as many other Ls as possible.<br>Extension: Some Ls may be able to feedback using ' <i>She wakes up at..</i> '  | <i>4.2 Matching cards-daily life</i><br><br><br><i>4.3 Questionnaire</i>   |

## Week 4: Daily Life Lesson 2

2

| Learning Outcomes  | Structures & Vocab  | Activities   | Resources  |
|--|---|--|--|
| <b>Learners will be able to:</b><br>- Read some simple sentences<br>- Answer some reading comprehension questions<br>- Say the days of the week<br>- Talk about weekly activities<br>- Ask questions about weekly activities<br>- Spell days of the week | <i>I get up.; I have a wash/shower/bath. I get dressed. What time do you..?</i> | Warmer: Elicit day and date to write on the WB. Ls match phrases and pictures to recap previous lesson. Elicit and drill question 'What time do you..?' Ls ask each other questions in round robin using phrases on cards. Write up the learning outcomes and tell learners what they will be learning today.<br>T show first page of reader to class to elicit ideas on what it is about. In small groups Ls put pictures in the order they believe correct. They then tell each other the story using pictures. Nominated Ls can tell the class. L hand out sentences. Ls match sentences to pictures- reading the sentences aloud as they go.<br>T reads the story. Ls check their version against T's. Ls practice reading the story in groups.<br>Complete table and write sentences if able. | 4.2 Matching cards- daily life<br><br>4.9 Marta's Day- reader<br><br>4.10 Marta's Day- matching cards<br><br>4.11 Marta's Day- comprehension questions |
|  | <i>Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday weekend</i>   | Elicit and drill pronunciation of days of the week. Clap out the syllables in each of the days of the week. Ls take turns saying the days of the week in order round the class.  | 4.12 Days of the week flashcards   |
|  |   | T introduces by giving a brief account of weekly activities eg On Monday I go shopping. On Tuesday I go swimming. The Talk English Friends might also say some sentences about their weeks as a model.   |  |
|  |   | Hand out 'regular activities' matching cards match words and pictures. T puts days of the week on WB. Ls put the activities under the days they do them. T conducts feedback using questions eg 'Who goes shopping on Tuesday?'  | 4.13 Regular activities- matching cards  |
|  | <i>What do you do on..?</i>   | Ls write other activities they do on post it notes and add to WB. T leads feedback using questions eg 'Oh you run! Where do you run?'<br>T elicits question 'I go shopping on Monday' what's the question?'<br>Learners can try to write their answers on mini whiteboards or individual learners can be nominated to answer verbally.<br>Ls ask each other questions in round robin round the class.<br><br>Ls ask and answer questions using board games. Ls take turns throwing the dice and answering the question they land on. Encourage Ls to ask more questions  | Post it notes<br><br>4.14 My week board game   |

| <b>Week 4: Daily Life - Club Session</b>   |   |  |   |
|--|---|--|---|
| <b>Learning Outcomes</b>   | <b>Structures &amp; Vocab</b>   | <b>Activities</b>  | <b>Resources</b>  |
| <b>- Conduct a survey asking people about their daily lives</b>  | Recap of lessons one and two  | <p><b>Daily Life Survey</b></p> <p>T introduces and explains survey. Ls ask T questions and records answer so T can check all understand activity.<br/>Ls ask 10 people the questions (inside and outside the class room)<br/>Ls calculate results and answer questions. T facilitates class feedback</p> <p>Ls write their own surveys individually or in pairs (use matching cards to help with ideas-an easy question for weak Ls is 'Do you like...?')<br/>Ls ask 10 people the questions. Calculate their results and feedback to class.</p>  | <i>4.15 Daily Life Survey</i>                                 |
| <b>- Read short texts about different peoples' favourite holidays or celebrations</b>                    | <p>My favourite holiday/celebration/festival is...</p> <p>The day before...</p> <p>In the morning/afternoon/evening we...</p> | <p>T introduce activity by elicit examples of holidays/ celebrations/ festivals, their associated religions and what Ls celebrate.<br/>Cut up texts and distribute to small groups. Vary the number of texts according to ability of learners<br/>Learners read texts together in small groups or pairs<br/>Hand out corresponding questions. Learners take turns reading the questions and finding the answers in the texts.<br/>Feedback- teacher nominates learner to read questions. This learner nominates another learner to respond and so on.<br/>Speaking- In small groups Ls take turns reading the questions for the group to answer.</p> | <i>4.15 Reading- My favourite holidays and celebrations</i>   |
| <b>- Conduct a survey asking people about their favourite holidays/ celebrations/ festivals</b>          |   | <p>T introduces and explain survey. Ls ask T questions so T can check all understand activity.<br/>Ls ask 10 people the questions (inside and outside the class room)<br/>Ls feedback results in small groups with the help of T</p>   | <i>4.16 Survey- My favourite holiday/festival/celebration</i> |
| <b>Be able to spell some food items. Demonstrate some understanding of sound – letter correspondence</b> |   | <p>Test the learners either individually or in small groups on the words they learnt the spellings for (food and drink vocabulary) by showing them the pictures or items and asking them to write the words either on mini whiteboards or paper.</p>   | <i>Mini white boards or paper</i>                             |

**Club**

## Week 5 & 6: Health - Module Overview

### What is this module about?

In this module, learners will learn about the topic of physical health and how to access healthcare in the community. This scheme of work describes content and activities for 4 sessions and 2 club sessions over two weeks

### What is the target language?

Learners will learn vocabulary to do with the human body, common ailments and symptoms and the people and places involved in healthcare in the UK. They will also practise questions and answers in different health settings to enable them to describe symptoms, buy medicine, make appointments and understand advice and instructions from others.

### Club session activities are:

- Visiting the local pharmacy
- Inviting a health professional or health trainer in to talk to the learners about general health and well being

### Extra resources you may wish to gather from your community:

- empty medicine boxes, bottles and jars to read instructions about use and dosage
- leaflets and forms from the local health centre or pharmacy

### Completed all the activities?

| Learning Outcomes  | Structures & Vocab   | Activities   | Resources  |
|--|--|--|--|
| <p><b>Identify and say common medicines from the pharmacy</b></p> <p><b>Take part in a dialogue at the pharmacy</b></p> <p><b>Recall the vocabulary from the lesson</b></p> <p><b>Make an appointment at the doctors</b></p> | <p><i>Can I help you?</i><br/> <i>Please can I have...</i><br/> <i>Have you got any?</i></p> | <p>Put 5.6 on the WB. Elicit and write up some key words from Ls – pharmacy / chemist / tablets. Put A3 version of 5.6 pharmacy flashcards on WB and listen and repeat the new vocabulary. Put Ls in groups. Give each group the symptoms and pharmacy cards. Ask them to match the symptoms to the medicines</p> <p>Model pharmacy dialogue with a volunteer. Ask Ls comprehension questions after – What's wrong? What did he buy? How much was it? Repeat with a different problem. Ask same Qs.</p> <p>Give out 5.8 to Ls. Practise in pairs. Ls can mingle. Extension: write a dialogue. Ask pairs to demonstrate at the end.</p> <p>Choose 2 Ls to be receptionists and give them an appointment diary from page 4 of 6.3 the other Ls take it in turns to make an appointment. Receptionist give Ls an appointment card</p> | <p><b>5.6 Pharmacy pictures</b><br/> <b>5.7 Pharmacy flashcards A3</b><br/> <b>5.7 Pharmacy cards and 5.4 (cut up)</b><br/>                     5.8 Pharmacy Dialogue</p> <p><i>6.3 Making an Appointment – page 5</i></p> |

1

## Week 5: Health Lesson 1

| Learning Outcomes   | Structures & Vocab  | Activities   | Resources  |
|---|---|--|--|
| <p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>-Identify and say words for parts of the body.</li> <li>-Pronounce and spell the words for parts</li> <li>-Take part in a conversation about being in pain.</li> </ul> <p>-Recall and write the names of body parts</p> | <p><i>T. What's this?</i><br/><i>SS. It's your (body part)</i></p>  | <p>Warmer – Revision of the words in the vocab box. Write up the learning outcomes and tell learners what they will be learning today.<br/>Write Q&amp;A on the WB<br/>Elicit parts of the body using T's body orally - as a class then nominating individual Ls<br/>Ask Ls to stand up and point to body parts. Ask a strong L to take over role of teacher. Can be done in pairs/groups</p>  | <p><i>WB/Flipchart</i></p>                                 |
|   | <p><i>Point to your...(body parts)</i></p> <p><i>Body part words</i></p>  | <p>Worksheets – Ls label the body parts then write the word. Early finishers: test each other on spellings in pairs. Give answer sheets for weaker Ls</p>  | <p><i>5.1 Body &amp; 5.2 Head (with answer sheets)</i></p> |
|   | <p><i>Body part words</i></p> <p><i>How do you spell ...?</i></p>   | <p><b>Pronunciation focus</b> – Ls listen and repeat the words chorally and then individually, clap the syllables, point out silent syllable (k)nee<br/><b>Spelling focus</b> – pairs use mini-WBs to test each other. Write on WB “How do you spell ...?” Tell learners they will have a spelling test the following week. Give them Look Say Cover Spell Check sheets to use at home to practise spellings.</p>  | <p><i>Mini-WBs, marker pens, rubbers</i></p>               |
|   | <p><i>I have a pain in my ...</i><br/><i>Advice phrases</i></p>   | <p>Give out worksheet 5.3, have Ls label pictures using the phrases. Listen and repeat the advice phrases chorally and individually<br/>Model the dialogue (act out dramatically). Model 2 or 3 times substituting other words for the highlighted phrases. Get 2 stronger Ls to demonstrate.</p> <p>Ls mingle around classroom practise the dialogue in pairs repeatedly swapping partners each time (or stand in 2 lines and keep rotating partners) encourage Ls to be dramatic, substitute their own words and give more than one piece of advice. Extension: Write a dialogue in pairs then demo for the class, award prizes if desired</p> | <p><i>5.3 I have a pain</i></p>                            |
| <p><i>All from lesson</i></p>   | <p><b>Plenary</b> – word and sentence writing game. Give pairs a mini-WB. T gives a prompt (points to body part or acts out a symptom) and Ls write down the word or phrase then hold up answers. Award points to teams (e.g. 1 point for correct answer, 2 points for fastest to answer correctly)</p> | <p><i>Mini-WBs, marker pens, rubbers</i></p>   |  |

2

## Week 5: Health Lesson 2

| Learning Outcomes   | Structures & Vocab   | Activities   | Resources   |
|---|--|--|---|
| <p><b>Learners will be able to:</b></p> <p><b>Identify and say common health problems</b></p> <p><b>Take part in a conversation about common health problems</b></p> <p><b>Match and write common health problems</b></p> | <p><i>Recall body parts</i><br/> <i>What's the matter?</i><br/> <i>I've got (a) ...</i><br/> <i>I feel ...</i></p> | <p>Warmer: Play 'Simon Says', T models then Ls take turns being the leader to call out which body parts Simon is telling everyone to point at</p> <p>Write '<i>What's the matter?</i>' on the WB and ask Ls to read it out.</p> <p>Mime a few ailments and elicit sentences onto the WB – elicit one or two examples of '<i>I've got...</i>' and '<i>I feel ...</i>'</p> <p>Give out master of the words from the matching cards one per group. Put an A3 version on the WB to point to. Listen and repeat the vocab miming as you go. Ask individual Ls to read.</p> <p>Put SS in groups of 3 or 4, ask them to match the pictures to the words and T to monitor.</p> | <p><i>5.4 Symptoms matching cards – words only</i><br/> <i>5.4 Symptoms matching cards (cut up)</i></p> |
|   | <p><i>Advice phrases from 5.3</i></p>  | <p>Play mime game. First T acts and Ls say, then nominate 2 Ls to come to front and act out. L1 draws a symptom card and acts out. L2 asks Q and gives advice (from previous lesson). Ls work in pairs or groups to take cards and act out a dialogue. Pairs can demo at the end</p>   |   |
|   |  | <p>Give out worksheet 5.5, one per L. Ls work together to write the sentences. Monitor, check and support.</p> <p>Extension: pairs write sentences from memory using matching card pictures as a prompt</p>  | <p><i>5.5 Symptoms Writing</i></p>  |
|   | <p>All from the lesson</p>   | <p>Review and re-cap vocabulary and phrases from the lesson individually</p>   | <p><i>A3 Flashcards</i></p>   |

| Week 5: Health - Club Session   |   |  |  |
|---|---|--|--|
| Learning Outcomes   | Structures & Vocab  | Activities   | Resources  |
| <b>Identify amounts and weights on medicine packaging.</b><br><b>Find out the prices of medicine at the local pharmacy.</b> | <i>bottle, tube, packet</i><br><i>How much? How many?</i> | Pre-teach vocabulary using 5.9<br>Listen and repeat the new words<br>Elicit difference between <i>How much?</i> and <i>How many?</i> (count the tablets)<br>Put Ls in pairs and give them some packaging to analyse<br>Ls write their findings on the record sheet on 5.9  | 5.9<br><br><i>Medicine packaging from home (boxes, bottles, tubes etc) or pictures of them</i> |
|   |   | Ls go on a trip to the local pharmacy or supermarket to find the prices of the medicines<br>Ls could go to different pharmacies / supermarkets in groups then compare prices they found<br>Ls could do this research on the internet (PC's, lap-tops or mobile phones if available)  | 5.10 – Price Quest   |
|   |   | <b>SUGGESTIONS:</b><br><br>The trip to the pharmacy could be staggered with groups going out one at a time with a volunteer<br><br>The club session could also be used to re-cap and review any vocabulary, structures or dialogues from the week<br><br>Ls could draw a large body on flipchart paper in groups and label it with body parts and/or common symptoms that occur in that area of the body |  |

Club

## Week 6: Health Lesson 1

1

| Learning Outcomes  | Structures & Vocab  | Activities  | Resources   |
|--|---|---|---|
| <b>Learners will be able to:</b>   |   |   |   |
| <b>-write the alphabet from a-z in lower and upper case</b>  | A - Z   | Warmer - get Ls to write the alphabet in lower and upper case, use handwriting letter formation sheet 6.1. Elicit Day and day for WB. Write up the learning outcomes and tell learners what they will be learning today.  | 6.1 – Alphabet handwriting  |
| <b>-complete a registration form for the doctor</b><br><b>-take part in a conversation about registering at the doctor</b> | <i>Personal details</i><br><i>Surname, first name, date of birth, male/female, address, post code</i> | Give out mini-WBs one per learner. Ask personal information Qs that are required to fill in the doctor's registration form – 6.1. Ls write down their answers on the mini-WB and show the teacher. Go over on WB – Mr/Mrs/Miss/Ms, male/female, previous address, from abroad etc Give out Page 1 of form and have Ls fill in individually for themselves.  | <i>WB/Flipchart</i><br>6.2 Registration Form – Page 1   |
| <b>-say the days of the week in order and the time using o' clock, 15, 30 and 45</b>                                       | <i>Personal details Q&amp;A</i>   | Divide class into groups and give out the registration role play cut up. Ls put the conversation in order. Give out the answer one per L and check Ls work in pairs to practise the conversation  | 6.3 Registration Role play – cut up and answer  |
| <b>-Make an appointment at the doctor</b>  | <i>Days of the week</i><br><i>Times (o' clock, fifteen, thirty, forty five)</i>                       | Review the days of the week – write on the WB, listen and repeat, Ls say chorally and individually, pass a ball around the circle / throw from L to L. Review telling the time – draw a basic clock on WB and go over 1- 12 and o' clock then move onto 7.15/30/45 (seven fifteen, thirty, forty five)  | <i>WB/Flipchart</i>   |
|  |   | Write the word 'appointment' on the WB. Read chorally and individually then go over what it means and where you would have one. Demonstrate a conversation with a volunteer, pretend to be on phone. Ask Ls comprehension Qs after – <i>When is the appointment? What time? What is the doctor's name? etc</i> Repeat with different information Give out 6.3, read together as listen and repeat then have pairs practise then repeat with a new partner | <i>WB/Flipchart</i><br><br>6.4 Making an Appointment – page 1<br><br>6.4 Making an Appointment – page 3 & 4 |

2

## Week 6: Health Lesson 2

| Learning Outcomes   | Structures & Vocab   | Activities  | Resources                                  |
|---|--|---|--|
| <b>Learners will be able to:</b>                          |  |   |  |
| <b>-Recall vocab from the previous lesson</b>             | <i>Personal details</i>  | Warmer - Ask Ls personal information Qs reviewing vocab from the previous lesson – alphabet , days, times (L could come to front and write on WB) . Elicit day and date and write on WB. Write up the learning outcomes and tell learners what they will be learning today. |  |
| <b>-recognise and say common procedures at the doctor</b> | <i>Surname, first name, date of birth, male/female, address, post code</i> |   |  |
| <b>-take part in a conversation at the doctors</b>        | <i>Listen to my chest</i>  | Put 6.3 on the WB on A3 and go through the new vocabulary one by one, act out each procedure using mime, bring a L up to the front for this   | <i>6.5 At the Doctors on A3</i>            |
| <b>-Read a prescription for detail</b>                    | <i>Take my temperature etc</i>   | Put Ls in groups and have them match the cards to the phrases. Then Ls work in pairs to act out the phrases as doctor and patient   | <i>6.5 At the Doctors matching cards</i>   |
| <b>-Recall the phrases from the lesson</b>                | <i>How can I help you?</i>   | Pre-teach the word <i>prescription</i> on the WB  | <i>6.6 At the Doctor Role Play</i>         |
|   | <i>Symptoms and procedures</i>   | Demonstrate the model role play with a volunteer<br>LS practise in pairs then change partners and repeat (do as a mingle or in two line if desired)<br>Extension: write a conversation then perform   |  |
|   | <i>Personal information, GP</i>  | Give out the prescription one between two. Ask a few questions orally to check understanding hen give out the question sheet in pairs and get Ls to write the answers   | <i>6.7 prescription</i>                    |
|   | <b>procedures</b>  | To review the new phrases from the lesson, Ls work in pairs to match the pictures to the phrases and then write a sentence next to the picture  | <i>6.8 At the doctors match then write</i> |

| <b>Week 6: Health - Club Session</b> |  |   |  |   |
|--------------------------------------|--|---|--|---|
| <b>Club</b>                          | <b>Learning Outcomes</b>   | <b>Structures &amp; Vocab</b>                                   | <b>Activities</b>  | <b>Resources</b>  |
|                                      | <b>Learners will be able to:</b><br><b>-recognise, say and write common people and places in healthcare</b><br><b>-listen to a talk from a healthcare professional from the local area</b><br><b>-ask questions about healthcare</b> | <i>Midwife, paramedic, dentist, health centre, optician etc</i> | Use large flashcards to elicit vocabulary – listen and repeat words chorally and individually. Play games e.g. slow reveal the flash cards,<br><br>Put Ls in groups and give them a set of matching cards. Ls match pictures to the words<br>Ask Ls to work in pairs to complete the sentences using the words in the box. Model question one together as a class on the WB<br>Check the answers together on the WB, nominate Ls to come and write the words on the WB   | <i>6.9 People and Places flashcards</i><br><br><i>6.10 People and Places matching cards</i><br><i>6.11 Gap fill sentences</i> |
|                                      |  | <i>Question formation</i>                                       | Invite a local healthcare professional – district or community nurse, midwife etc to come in and speak to the class about services that are available in the area and how to access them or maybe about healthy living in general.<br>Ls could prepare questions as a class to ask the healthcare professional before they give the talk<br>If it is impossible to arrange for a talk, Ls could do the Info Quest activity using the internet. This task could also be given for self-study<br>Spelling test – of body parts – learners can do this on their mini whiteboards or scrap paper or by completing labels on the picture of the body. | <i>6.12 Info Quest Local Health Care Services</i>   |

## Week 7: My Local Area – Module Overview

### What is this module about?

In this module, learners will learn language to help them talk about their local area and facilities. They will also listen or read for key information about local businesses and/or services, as well as describe where places are and give directions. This scheme of work is for 3 sessions.

### What is the target language?

Use of there is and there are to describe an area:

Is there a .... in your area? Yes, there is. / No, there isn't. In my area there is a library. There are two schools.

### How can I extend these sessions?

To extend this module further or make it more relevant to your learners, you could:

- Get out of the classroom and visit local facilities- many libraries and leisure centres will even do tours of their facilities if asked
- Make use of authentic (real) information, leaflets, brochures and or application forms in the classroom to make it personal to your learners

### Completed all the activities?

| Learning outcomes<br>Learners will be able to:                                | Structures & vocab  | Activities  | Resources  |
|---|---|---|--|
| -name places in the local area<br>-write sentences using there is / there are | <i>It's a restaurant, library, supermarket, park, school, post office etc.</i>              | Ls in different pairs complete the crossword  | <i>7.5 Cross Word</i>  |
| -recognise and say common activities in library and a leisure centre          | <i>There's a...(sing.)<br/>There isn't a<br/>There are... (pl.)<br/>There aren't any...</i> | Put a few simple mistakes on the WB and ask Ls to correct them<br>Review spellings using mini-WBs – individual or teams   | <i>Mini whiteboards</i>  |
|   |   | Put the learners in pairs, copy the gap fill resource onto A3, stick on the walls with blu tac and instruct the learners to do a running dictation to complete the text.                                    | <i>3.3 Gap fill verbs</i>  |
|   | <i>borrow books, use a computer etc</i>   | Write Library and Leisure centre on the WB<br>Put Ls in groups and give them the two sets of matching cards, ask Ls to match them and divide into two groups<br>Drill the phrases chorally and individually | <i>7.14 &amp; 7.15 Library and Leisure Centre matching cards</i> |

## Week 7: My Local Area lesson 1

| Learning outcomes<br>Learners will be able to:   | Structures & vocab  | Activities   | Resources  |
|--|---|--|--|
| <b>-name places in the local area</b><br><b>-talk about facilities in their local area</b><br><b>-read and understand a text about a local area</b><br><b>-write sentences using there is / there are</b><br><b>-recall the places in the local area</b> | <i>It's a..</i><br><i>neighbour, neighbourhood, market, restaurant, library, supermarket, park, school, post office, swimming pool, cafe</i><br><i>garage, mosque, church, temple</i><br><i>train station, cinema, bank</i><br><i>police station, hospital, sports centre</i> | Warmer – Elicit day and date and write on WB. Use vocab box to recap previous vocab. Write up the learning outcomes and tell learners what they will be learning today.<br><br>Elicit and drill vocab – listen and repeat choral and individual, clap the syllables etc; ask concept check questions<br>Match words to pictures in groups. Play <i>Slam!</i><br>Spelling activities – Ls fill out vocabulary sheets<br>Extension – pairs practise spellings with mini-WBs<br>Learners are given Look Say Cover Spell Check sheets to use to learn spellings at home. | 7.1 <i>Picture prompts (teacher)</i><br>7.1 <i>Matching cards</i><br>7.2 <i>Vocabulary sheets</i><br><i>Mini-WBs</i> |
|  | <i>Is there a ... in your area?</i><br><i>Yes there is. / No there isn't</i>  | Write the Yes/No Question structure on the WB and the two possible answers. Concept check what <i>Is there a ...?</i> means<br>Pairs work together to ask and answer Qs and complete the tick sheet<br>Ls mingle and ask each other  | 7.3 <i>Tick sheet</i>  |
|  | <i>There's a...(sing.)</i><br><i>There isn't a</i><br><i>There are... (pl.)</i><br><i>There aren't any...</i>   | Write sing & plural positive & negative structures using different colours if possible on WB in a grid<br>Concept check the differences<br>Elicit sentences from Ls about their area   |  |
|  |   | Read about Zahra's local area. T reads, Ls follow then read again nominating Ls to read<br>Ls work in pairs / groups to tick the boxes and write sentences<br>Feedback as a class – Ls write sentences on WB   | 7.4 <i>Reading about Zahra</i>   |
|  |   | Ls work in pairs and write sentences on A3 about their area (use back of tick sheet as model). Draw or stick on pictures if desired<br>Pairs read sentences out to class   | A3 <i>paper</i>  |

| Week 7: My Local Area lesson 2 |  |  |  |                           |
|--------------------------------|--|--|--|---------------------------|
| 2                              | Learning outcomes<br>Learners will be able to:   | Structures & vocab   | Activities   | Resources                 |
|                                | <b>-recall information and language from the previous session</b><br><b>-review alphabet and put words in alphabetical order</b><br><b>-listen to and read a story about a local area</b><br><b>-answer comprehension questions about a text</b> | <i>It's a..</i><br><i>neighbour, neighbourhood, market, restaurant, library, supermarket, park, school, post office etc.</i> | Warmer – Elicit day and date and write on WB. Write up the learning outcomes and tell learners what they will be learning today.. Ask students to race / compete which pair of students can match the cards from last lesson the quickest  | <i>7.1 Matching cards</i> |
|                                |  | A-Z – written on WB  | Review the alphabet as a class using some games (ball, sit down if you make a mistake etc)<br>Give out <i>Marta A-Z</i> , drill words for pronunciation and check meaning<br>Write on WB downstairs / cafe / behind / college and elicit how to put in alphabetical order using second letter if necessary<br>Ls complete the list | <i>7.7 Marta A-Z</i>      |
|                                |  |  | Give out <i>Marta Reader</i> . T reads story to Ls checking meaning. Read again nominate Ls and ask learners to read it in pairs.  | <i>7.7 Marta Reader</i>   |
|                                |  | Complete the flowing to practise reading comprehension and writing:<br>Matching cards, Jumbled sentences,                    | <i>3.7 Jumbled Sentences, 3.2 Matching cards</i>   |                           |

| <b>Week 7: My Local Area lesson 2</b> |  |  |   |  |
|---------------------------------------|--|--|---|--|
| <b>Club</b>                           | <b>Learning outcomes<br/>Learners will be able to:</b> | <b>Structures &amp; vocab</b>  | <b>Activities</b>   | <b>Resources</b>   |
|                                       | <b>Ask for directions<br/>Give directions</b>          | <i>Excuse me, where is the....<br/>It's opposite..<br/>It's next to<br/>It's between the</i> | <p>Warmer: Elicit day and date on the board and ask students to put the jumbled sentences into the correct order from last lesson. T shares outcomes with the learners from the WB.</p> <p>Students match the icon cards to the names. T drills 'Excuse me, where is the....' And using the icons cards drills and elicits where these facilities are in the local community. Students in pairs then use the maps with the icons on to role play a directions conversation.</p> | <p><i>Matching cards – icons for local area</i></p> <p><i>Map of local area with icons on (Talk English website)</i></p> |
|                                       |  |  | <p>Students can direct each other round the centre or outside to various places.</p>  | <p><i>Venue</i></p>  |

## Week 8: Transport

### What is this module about?

In this module, learners will learn language to help them talk about different forms of transport and journeys. They will find out information about local travel services and practise asking for things and information in a range of travel situations.

This scheme of work describes content and activities for 2 sessions and one club session.

### What is the target language?

Learners will practise asking for things and information in a range of travel situations and practise using language for time and money.

### How can I extend these sessions?

To extend this module further or make it more relevant to your learners, you could:

- Get out of the classroom and visit local bus stations and train stations
- Make use of authentic (real) information, leaflets, brochures and or application forms in the classroom to make it personal to your learners

### Completed all the activities?

| Learning outcomes     | Structures & vocab                                  | Activities  | Resources                      |
|-----------------------|---|---|--------------------------------|
| -Read a bus timetable | <i>Timetable, times, place names, days, weekend</i> | Elicit purpose of and information about the timetable<br>Ask specific comprehension questions<br>Ls work in pairs to complete reading comprehension questions | Authentic local bus timetables |

# Week 8: Transport lesson 1

1

## Learning outcomes

**Learners will be able to:**  
**-Name different types of transport**  
**-Ask and answer questions about transport and travel**  
**-Ask and answer questions at the bus stop**  
**-review the words from the lesson**

## Structures & vocab

*Alphabetical order*

*It's a...*  
*Transport, travel, journey*  
*On foot, car, bus, train, tram, coach, bike, taxi, plane, boat etc*  
*Walk, drive, ride, get (fly, catch, take) Timetable, bus stop, station, ticket*

*Can you drive/ride a bike?*  
*I can... I can't...*  
*How do you travel to college?*  
*I come to college...*

*Which buses go to the...?*  
*The ... goes to ...*  
*How long does the journey take?*  
*It takes...*  
*How often are the buses? Every ... minutes.*  
*How much does it cost? It costs...*  
*Place names, journey, cost*

*Transport words*

## Activities

Warmer – Elicit day and date and write on WB. Ask students to race / compete which pair of students can put the words from 'Marta's A to Z' in alphabetical order the fastest. Write up the learning outcomes and tell learners what they will be learning today.  
 Elicit and drill vocab; listen and repeat chorally and individually, ask concept check questions  
 Ls work in groups to match words to pictures  
 Noun –verb matching T show a verb, Ls pick up relevant transport  
 Ls write initial sounds and then words for transport words on their mini white boards

Elicit and drill questions and answers on travel questionnaire  
 Do a class survey about transport  
 Record results from survey

Teacher and volunteer perform role-play; learners listen. Ask comprehension Qs after What bus did she take? Repeat with different answers  
 Hand out cut up role-play- learners listen and sequence  
 Elicit and drill questions and answers  
 Practise role play- asking Qs at the bus stop- in pairs; switch roles, Ls can mingle  
 Learners perform role-play for the class  
 Show transport words from the lesson, Ls recall the words and try to make a question or sentence with the word

## Resources

*Marta A-Z from last lesson*

Picture prompts (teacher)  
 Matching cards

Vocabulary sheets

Survey

Bus timetable  
 Cut up role-play- at the bus stop

Picture prompts

## Week 8: Transport lesson 2

### Learning outcomes

- Learners will be able to:**
- Recall information and language from the previous session
  - Listen to a story about a journey and answer verbal questions
  - Find information on a train ticket
  - Ask and answer questions at the train ticket office
  - Talk about a train journey

### Structures & vocab

*On foot, car, bus, train, tram, coach, bike, taxi, plane, boat etc  
Walk, drive, ride, get*

*I am going to...  
Sentences with 'we'  
Ticket machine, journey, departure board, platform, seats*

*Ticket, single, return, adult, child, date, from, to, price*

*How can I help you?  
I'd like a...  
When do you want to leave?  
How much does it cost?  
Ticket, single, return, adult, child, date, from, to, price*

*Do you get the train? Who with?  
Where do you get the train to/from? When? How often? How much is a ticket?*

### Activities

Warmer – Elicit day and date and write on WB. In pairs learner s complete the transport picture and word match from yesterday. T shares outcomes with the learners from the WB.

Read the story slowly and clearly then ask Ls comprehension Qs  
Use pictures to get the Ls to re-tell the story  
Put Ls in groups and give out the pictures, read the story again and Ls put the pictures in order  
Feedback correct order as a class  
Give out the sentences card, Ls work together to read sentences and match to pictures  
Read text aloud- as a whole group, in pairs, individually  
Act out the story

Elicit information on a ticket  
Label tickets

Teachers perform/play role-play; learners listen. Ask comprehensions Qs  
Hand out cut up role-play- learners listen and sequence  
Elicit and drill questions and answers  
Practise role play in pairs; switch roles  
Learners perform role-play  
Create additional role plays/ personalise role plays  
Elicit learners experiences of train travel, nearest station etc Write a few basic Qs on the WB and Ls can ask each other

### Resources

Transport Matching cards

The Patels Go To Manchester text and materials  
Teacher prompts  
Cut up pictures and sentences/vocab  
Props as needed

Train tickets and worksheet

Train tickets  
Cut up role-play- at the bus stop

Speaking prompts, whiteboard, pens

## Week 8: Transport Club session

| Club | Learning outcomes   | Structures & vocab  | Activities   | Resources   |
|------|---|---|--|---|
|      | <p><b>Learners will be able to:</b></p> <ul style="list-style-type: none"> <li>- Recall information and language from the previous session</li> <li>- Recognise social sight words and signs</li> <li>-Practise the ticket buying role play</li> <li>-Records occurrences of real life transport information signs</li> <li>-Ask a station guard for information about train tickets</li> <li>-Discuss train ticket prices</li> </ul> | <p><i>It's a...</i><br/> <i>Toilets, disabled access, coffee shop or café, parking or car park, petrol station, information</i><br/> <i>How can I help you?</i><br/> <i>I'd like a...</i><br/> <i>When do you want to leave?</i><br/> <i>How much does it cost?</i><br/> <i>Ticket, single, return, adult, child, date, from, to, price</i></p> <p><i>cheap / expensive</i></p> <p><i>Spelling test</i></p> | <p>Warmer – Elicit day and date and write on WB. Ask students what they can remember from yesterday's reader 'The Patels Go To Manchester' T shares outcomes with the learners from the WB.</p> <p>Elicit meaning of sign; ask concept check questions<br/>           Match pictures to words<br/>           Write the words</p> <p>Review Train Ticket role play from session 2</p> <p>Take the Transport Signs and Symbols sheet and go for a walk to the local bus/train station</p> <p>On the way look for signs and tick them off when Ls see one<br/>           Give pairs of students a different town name each, in the station get Ls to ask the station guard how much a ticket costs</p> <p>Back in the classroom write up, compare and discuss prices and compare which signs Ls saw on their walk<br/>           Learners are tested on the spellings they learnt in week 7 – places in the community – using mini white boards or scrap paper – they are shown the pictures to prompt them to write the word</p> | <p>The Patels Go To Manchester</p> <p>Picture prompts (teacher)<br/>           Matching cards</p> <p>Train tickets<br/>           Cut up role-play- at the bus stop</p> <p>Pictures from week 7<br/>           Mini white boards or scrap paper</p> |



## Week 9: Community - Module Overview

### What is this module about?

In this module learners will produce a guide for visitors of their local area. To do this they will get out and about to find out and visit museums, art galleries, bus and train stations, cafes, leisure centres, libraries, doctors, health centres, parks, dentists, toddler groups and councillors etc.

### What is the target language?

Learners will read flyers to find out addresses, opening times, process etc., ask for basic information at reception desks and write up the guide.

### Extra resources you may wish to gather from your community:

Flyers and posters

### Completed all the activities?

| Learning Outcomes | Structures & Vocab | Activities | Resources |
|-------------------|--------------------|------------|-----------|
|                   |                    |            |           |

| Week 9: Community Lesson 1 \  |  |   |   |
|---|--|---|---|
| Learning Outcomes   | Structures & Vocab   | Activities  | Resources   |
| <b>1</b><br>-ask for basic information in a local facility<br>-Collect and read flyers from local facilities for basic information<br>-write key information from the facilities visited to produce the guide in a later lesson | <i>Excuse me,<br/>           When does it open/ close?<br/>           What's the address?<br/>           How much is it?<br/>           Where is it?</i> | Warmer: Learners compete as to who can put the train ticket role play in the correct order the quickest. elicit day and time for WB T shares outcomes with the learners from the WB.  | <i>The following resources are from Talk English website 'My Local Area' Questions Info Quest sheets to ask at the local leisure centre</i> |
|   |  | T elicits from learners what local facilities they've used and drills the target language<br><br>Ls can complete the information quest sheets by asking Questions on the work sheet. Learners role play the leisure centre and library conversations. |   |
|   |  | Reading comprehension tasks – T hand out the reading and invites learners to read out information, readers look at the text in pairs and answer the questions   |   |

| Week 9: Community Lesson 2 |  |   |   |  |
|----------------------------|--|---|---|--|
|                            | Learning Outcomes  | Structures & Vocab  | Activities  | Resources  |
| 2                          | <p>-ask for basic information in a local facility</p> <p>-Collect and read flyers from local facilities for basic information</p> <p>-write key information from the facilities visited to produce the guide in a later lesson</p> | <p><i>Excuse me,</i></p> <p><i>When does it open/ close?</i></p> <p><i>What's the address?</i></p> <p><i>How much is it?</i></p> <p><i>Where is it?</i></p> | <p>Warmer: elicit basic information questions practised yesterday and the day and date for the WB. T shares outcomes with the learners from the WB.</p> <p>T takes learners to local facilities for students to ask for / read information for the visitor guides they will write next session.</p> | <p><i>My local Library (Talk English website)</i></p> <p><i>Local facilities</i></p> |

| Week 9: Community Lesson 1 |  |   |   |  |
|----------------------------|--|---|---|--|
| Club                       | Learning Outcomes  | Structures & Vocab  | Activities  | Resources  |
|                            | <b>-Plan a guide of your local area</b><br><b>- write a guide of your local area</b> | <i>It's open at</i><br><i>The address is</i><br><i>It is £4</i> | Warmer: Ask students about the places they visited last lesson and the information they can remember. T shares outcomes with the learners from the WB and elicits day and date.<br><br>In small groups learners plan their local area guide | <i>Information / flyers found from yesterday</i><br><br><i>Card / paper / glue</i> |
|                            |  |   | T write up model sentences on the board to support the learners then writing a guide to their local area for visitors in pairs or small groups.<br><br>Learners then present their guides to the rest of the class                          | <i>Card / paper / glue</i><br><br><i>The finished guides</i>                       |

## Week 10: Democracy (giving your opinion) - Module Overview

### What is this module about?

In this module, learners will learn about the topic of democracy.

This scheme of work outlines content and activities for 2 sessions and 1 club session over one week

### What is the target language?

. Learners will learn about the main political parties in England and what they stand for. They will also take part in a discussion about why we should vote, the issues that are important for them and what we should spend money on.

### Club session activities are:

- Visiting the Town Hall
- A visit from a local councillor

### Extra resources you may wish to gather from your community:

- Flyers from various political parties

### Completed all the activities?

| Learning Outcomes  | Structures & Vocab          | Activities  | Resources   |
|--|-----------------------------|---|---|
| Learners will be able to:<br>- Name their MP and know how to contact her/him | <i>Personal info for MP</i> | T to introduce by asking Ls what they can do about problems in their area. Elicit/ explain what an MP is. Ask if anyone knows the name of their MP, which political party they represent etc. Learners look online to complete table. | <i>11.3 Contacting your MP</i><br><br><i>If there isn't any access to computers then T can print out a fact sheet from <a href="http://www.parliament.uk/mps-lords-and-offices/mps/">www.parliament.uk/mps-lords-and-offices/mps/</a></i> |

## Week 10: Democracy (giving your opinion) Lesson 2

| Learning Outcomes   | Structures & Vocab  | Activities  | Resources   |
|---|---|---|---|
| <p><b>Learners will be able to:</b></p> <ul style="list-style-type: none"> <li>- Explain the meaning of Democracy</li> <li>- Talk about the problems in their area</li> <li>- Take part in a role play talking to their MP</li> <li>- Complete a simple form to register to vote</li> </ul> | <p><i>Democracy</i></p>   | <p>Warmer: T reviews vocabulary from the previous lessons using the 'vocab box', clapping out syllables and focussing on pronunciation. Elicit day and date for the WB<br/>T introduces topic- T writes 'Democracy' and 'vote' on the WB and elicits meaning.</p>   | <p><i>WB/Flipchart and 'vocab box'</i></p>  |
|   | <p><i>There is/isn't...<br/>We need...</i></p> <p><i>Where do you live?<br/>What do you like in your area?<br/>Do you have any problems in your area?</i></p> | <p>T introduces activity by telling the class where she/he lives and some positive and negative aspects of this area. T elicits some examples of problems Ls have in their area<br/>In small groups Ls match sentences to pictures. Learners can add problems by writing on the blank cards<br/>T facilitates discussion on problems by nominating learners to choose a problem and encourage them to elaborate eg 'Why aren't the buses good-late, too expensive?'</p> <p>T introduces activity by nominating Ls to answer questions. Each L is given a question card. T drill questions and checks understanding. Ls stand up and circulate round the room asking classmates the questions. Encourage Ls to expand on answers</p> | <p><i>11.1 Problems in my area</i></p> <p><i>11.2 Problems in my area- discussion questions</i></p> |
|   | <p><i>I am very happy about...<br/>I am not happy about...<br/>I want you to ....</i></p>   | <p>T recaps some of the 'problems in my area' and explains who an MP is. T models a role play with an MP with strong L or Teaching Assistant. Drill target language and write on WB. Ls practice role play in pairs. Some Ls conduct role play in front of class</p>  |   |
|   | <p><i>Name, address, NI number</i></p>  | <p>T asks who is registered to vote. Make sure Ls aware of deadlines for registering. Hand out 'Registering to vote' form. Ls complete with the assistance of T</p>   | <p><i>11.6 Register to Vote</i></p>   |

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## Week 10: Democracy (giving your opinion) Lesson 2

| Learning Outcomes   | Structures & Vocab  | Activities   | Resources  |
|---|---|--|--|
| <p>- Name what the government and local council spends money on</p> <p>- Agree / disagree</p> <p>- give opinion</p> <p>-ask for opinion</p> | <p><i>Childcare, Leisure Centres, Armed Forces, Scientific Research, Education etc</i></p>  | <p>Warmer: Competition: who can match the problems in my area cards from last lesson the quickest? Elicit day and date for WB.</p> <p>T introduces topic by asking class for ideas of what the government and council spend money on</p> <p>Learners given cards in small groups. Learners take turns taking a card and explaining what the service is. Learners add any other services they know.</p> <p>Learners list which services they use and don't use. Learners put the services in order of importance. T encourages learners to give reasons for/ explain their choices.</p> | <p><i>11.1 Problems in my area</i></p> <p><i>11.8 What should we spend money on?- cut up</i></p> |
|   | <p><i>// We need...</i><br/> <i>It is important because...</i><br/> <i>I don't think it is important...</i><br/> <i>I agree / I disagree</i><br/> <i>What do you think?</i><br/> <i>I think that.....</i></p> | <p>Tutors drill the target discussion language chorally and individually. T model discussion with assistant.</p> <p>Mingle activity – T gives each learner a card from 'What should we spend our money on?' activity. Drill 'I think ..... is important, what do you think?' 'I agree / I don't agree'. Learner completes the sentence with the card in their hand. Learners mingle and ask and answer the question. Learners swap cards and continue to mingle.</p> <p>Learners in small groups practise the discussion again</p>   | <p><i>11.8 What should we spend money on?- cut up</i></p>  |

| <b>Week 10: Democracy (giving your opinion) - Club Session</b>        |   |  |  |
|---|---|--|--|
| <b>Learning Outcomes</b>  | <b>Structures &amp; Vocab</b>   | <b>Activities</b>  | <b>Resources</b>   |
| <b>-Visit the town hall</b><br><b>- Visit from a local councillor</b> |   | If a visit to the town hall or a visit from local councillor is not possible then please complete the work below.  |  |
| <b>- Write a letter to their MP</b>                                   | <i>I am happy with...</i><br><i>There are ...</i><br><i>I/We need...</i><br><i>Can you please...?</i> | <p>T introduces activity by recapping who their MP is and why you might write to her/him.</p> <p>Learners read sample letter in pairs. T asks class two or three questions to check understanding. T hands out questions for learners to answer in pairs (they do not need to write the answers). T checks by nominating learners to answer questions.</p> <p>Learners are instructed they are going to write a letter to their MP. T elicits some examples of what they can write about (good and bad things).</p> <p>T hands out skeleton letter and reads with learners- checking understanding.</p> <p>Learners write their own letter using skeleton as a prompt if they choose. Learners who struggle to write can copy ideas from 11.1 Problems in my area or T can write simple sentences for them to copy.</p> <p>Learners stick letters on wall and read each others' letters.</p> <p>They could also sent their letters if they choose.</p> | <i>11.9 A Letter to your MP</i>  |
| <b>- Answer comprehension questions about the process of voting</b>   | <i>Election, vote, electoral register, polling card, ballot box, polling station, booth, proxy.</i>   | <p>Ls read 'Easy Guide to Voting' in small groups with the support of T. T asks verbal questions to check understanding.</p> <p>Ls complete comprehension questions</p> <p>Ls tell each other how to votes from what they remember from guide</p>  | <i>11.4 Easy Guide Voting</i><br><br><i>11.5 Comprehension questions</i> |

**Club**