**363192Session 1: Family**

* Conversation starters
* Introducing yourself
* How are you? Feelings
* Family vocabulary
* Talking about your family
* Personal targets
* HOMEWORK “Meeting and greeting” worksheet

**Session 2: Calendar & Weather**

* Numbers in English
* Cardinal numbers & Ordinal Numbers
* Days of the week
* Months
* Seasons
* Weather
* Homework: Spelling months of the year, weather reading comprehension

**Session 3: Myself**

* Descriptions/ Appearance
* Body Parts
* Recap my family
* My interests
* Talking about myself
* HOMEWORK: “clothing” word search

**Session 4: Daily routine**

* Routine vocabulary
* Times of the day
* Days of the week / Months pronunciation
* Birthdays/ Special events
* Recap family vocabulary
* HOMEWORK: make a ‘daily routine’ timetable at home with kids

**Session 5: At the Doctors/ Hospital**

* Describing health problems
* Asking for help
* Recap my family/ talking about myself
* Medical Vocabulary
* Body Parts Vocabulary
* Speaking practice: “I feel….my child feels……?”
* HOMEWORK: Dialogue reading comprehension

**Session 6: Speaking at School**

* Calling the office with a question
* Calling to explain an absence
* Asking for help
* Parents evening questions practice
* Speaking practice: My child needs help with…?
* Shapes/Colours and Mathematical vocabulary worksheet.

**Session 7: At the Shops / Café / Restaurant**

* Food and Shopping vocabulary
* Asking for help at the shops
* Ordering food/drinks
* Speaking practice: please can I have….?
* Homework: shops wordsearch.

**Session 8: Writing in English**

* Capital letters
* Punctuation
* Plurals
* Grammar worksheet
* How to set out a letter

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **session**  **no.** | **Learning outcomes** | **Session content** | **Learner activities** | **Teaching activities/ methods** | **Resources** | **How learning will be assessed** |
| 1  Family | 1)I can meet and greet people  2)I can talk about my family | Vocabulary for meeting and greeting at appropriate times of the day / to appropriate people  Family names, titles, labels. Who is who? and what do we call them in English. | -Listening to vocabulary and explanation  -Speaking practice with partners  -Asking each other modelled questions and filling in answers on ‘getting to know you sheet’ | Modelling language  Talk partners | PPT with visuals  Getting to know you sheet | Learner to fill out learner booklet. What did I learn today, what do I need to practice. Self assessment smileys. |
| 2  Calendar & Weather | 1) I can count in English  2) I can talk about the weather & date | Introduce English numbers, discuss ordinal and cardinal numbers. Practice pronunciation.  Days of the week/ months/ seasons vocabulary modelling.  Weather descriptors. | Tell the person next to you when your birthday is, ordinal number and month  Calendar worksheet – fill in gaps  Discuss your favorite season, why do you like it? | Shared reading, season descriptions.  Modelling language  Talk partners | Ppt  Calendar worksheet  Seasons cloze passage |  |
| 3  Myself | 1 )I can label body parts in English  2 )I can describe someone’s appearance | Recap days of the week – check Wednesday spellings. Seasons recap.  Introduce descriptions – why might they need them? Doctors / police reporting etc. lost child.  Body parts vocab.  Hair colours and descriptors.  Tall/short / added descriptors.  Clothing – seasonally appropriate. Inc. hijab, niqab, burqa, chador, boushiya etc.inclusion. | Tell the person next to you what day it is, what month and what season.  Class call out of body parts as they appear on the ppt.  Body parts labelling activity.  Tell the person next to you how you would describe the person on the screen.  Describe yourself work sheet.  Play guess who – practice asking questions about appearance. | Talk partners  Formative assessment  Modelling language  Pronunciation modeling | Ppt  Body part labelling activity  ‘myself’ worksheet’  Wordsearch for hw | LD to mark body parts labelling during tea break – identify misconceptions and address before the end of the session.  Learning assessed during the plenary ‘guess who’ game – are learners able to ask questions about appearance? |
| 4 | 1) I can talk about my daily routine with verbs.  2) I can talk about the time and times of the day. | Recap body parts – discuss how they found the wordsearch hw.  Introduce times of the day – breakfast, lunch, dinner, evening etc. English-isms like ‘tea time’ and ‘brunch’  Ordering times of the day activity  Discuss their child’s daily routine – what is different on the weekends?  Verbs – what are they? Doing words.  Is this a verb? Game. – depending on levels intro Adverbs. Model.  Shared reading daily routine on screen.  Intro homework task – make a daily routine timetable for home – English and home language inc. |  |  |  |  |
| 5  Doctors / Medical | 1)  2) |  |  |  |  |  |
| 6  Speaking at School / to teachers | 1)  2) |  |  |  |  |  |
| 7  At the shops | 1)to understand words for different shops  2)to ask for items sold in different shops  3) to make sentences about different shops | The lesson reviews vocabulary relating to everyday shopping and introduces different shop names. Learners practice speaking and listening using these items in a meaningful context. They will then write sentences about different shops.  homework - shopping crossword puzzle. | Practicing language such as :   * Can I have …. Please? * Excuse me do you have….?   One student will run a bakery / café / newsagent / butcher & chemist at a table each  -Make a sign for their shop  -Pictures of items available for sale  -Other students will have shopping lists  -Teacher to demonstrate how to visit each shop and ask for something on your list  -Finish at the café and check each others lists and items they have ‘bought’  -(this activity practices language with lots of opportunity for repetition and is good for kinaesthetic learners)  2nd part of lesson  Spelling focus  -hangman for items we’ve just bought  -allow students to have a turn at the board.  Worksheet 3  Task 4 – writing  Complete sentences on the board  What is required to make this sentce ‘good english’  Students to write their own two sentences. | * Elicit names of shops and buidlings that student s already know and make a list on the board * Give cues until a list is compliled reflecting what will be inc. today * Give out shiopping – different shops vocabulary sheet – ask students to label pictures | Ppt  Shop items cut out  Paper for shop signs  Shopping lists for students  Worksheet 3  Lined paper for writing activity. |  |
| 8  Writing rules | 1)  2) |  |  |  |  |  |

* ~~Judith Cuevas(amariliscuevas43@gmail.com)~~
* Angela Delcolli(Angeladelcolli@gmail.com)
* Fatema Yeasmin(fymm786@gmail.com)
* Gelda Dedej(geldadedej@mail.com)
* ~~Layla Dinnie(Layladinnie11@hotmail.com)~~
* Luthfa Begum(luthfabegum64@gmail.com)
* Havva Eroglu(ohavva308@gmail.com)
* Sabeta Nessa(rabsanessa@gmail.com)
* Tania Begum(salam.1980@hotmail.co.uk)
* Hazera Begum(Tazreen04@gmail.com)