

LESSON PLAN

Course Title: E1-E2 Literacy		Group ability: M8-E2		Time: 10.00 - 12.30		Date:	
Subject/Lesson Topic: Supercars - session 1		Location:		Duration: 2.5 hrs		No of Students:	
Aims: To explore reading single sentences using the subject of supercars as a basis and also to encourage a discussion about the cars. We will also look at ways to describe the cars by comparing them.							
Key words: Supercars, brand names of cars, scenario, sentences, adjectives.							
Objectives: The students will be able to read simple sentences and begin to use these as the basis of a directed discussion. The students will recap on the use of capital letters for car names and within sentences. The students will practice speaking and listening in order to discuss the qualities of the cars. There is a final exercise where the students look at the use of prepositions in order to formulate sentences about cars.							
Teaching Point/ Activities		Student Activities				Resources	
<p>Introduction. There is a brief recap on last week's session and the group are asked about any other literacy work they may have done between sessions.</p> <p>The aims and objectives of the session are covered and the group are asked what they would say as a 'Supercar'. Any points can be discussed and written on the board.</p> <p>The group are given the set of 'Supercars' laminates - they each have a set. These are read in pairs.</p>		<p><i>Differentiated Activity (1)</i></p> <p>The group can be encouraged to think of any T.V. programmes/films where they may see 'Supercars' (Such as Herbie, Knight Rider etc)</p> <p>The group are encouraged to read the cards in pairs.</p>		<p><i>Differentiated Activity (2)</i></p> <p>The cards can be read as a tutor lead, whole group activity to ensure inclusive learning.</p>		<p><i>Differentiated Activity (3)</i></p> <p>A set of laminates can be provided with a yellow background if learners find this helpful.</p> <p>Whiteboard.</p> <p>Laminated sets of 'Supercars' cards (see page 5). One set per pair of students.</p>	

	Teaching point/ Activities	Student Activities		Resources	
	<p>When the group is familiar with the cars, they are then given scenarios to work on in pairs. The term 'scenario' is explained and the group then has to look at which car they would use for each of the scenarios, writing a sentence for each to say why.</p> <p>The answers that the group has formulated are discussed within the group and there is a recap on alphabetical order - the group are asked where they would use alphabetical systems.</p> <p>When the group has discussed this, there is an exercise with a worksheet where they have to place the names of the 'Supercars' into alphabetical order.</p> <p>When the group has completed this, they look at some cards which describe prepositions and there is then a worksheet on this, where they can attempt to construct some sentences around this subject.</p>	<p>The group may need to be helped with spellings and sentence formulation.</p> <p>The group can be prompted for some of the answers.</p> <p>The group are assisted with any of the answers they have problems with.</p> <p>The group are encouraged to construct sentences, paying particular attention to prepositions. E.g. My car is in the garage. The Lotus was parked behind a tree. The mechanic looked under the car.</p>			<p>The scenario cards (see pages 6-7) and writing paper/ pens to record the answers.</p> <p>Whiteboard.</p> <p>Supercar name cards laminates (page 9) and also the handout on alphabetical order (page 10).</p> <p>Prepositions cards and also worksheets on prepositions. (Not provided in this resource but see http://www.skillsworkshop.org/esol/e1e2prepositionexercises.pdf for possible exercises (these could be adapted for Supercars)</p>
Session Evaluation					
The group are asked for feedback in terms of how they found the session and also any suggested changes.					

Course Title: E1-2 Literacy		Group ability: M8-E2	Time: 10.00 - 12.30	Date: 25/02/09	
Subject/Lesson Topic: Supercars - Session 2		Location: JQC	Duration: 2.5 hrs	No of Students:	
Aims: To explore words that can be used to describe cars and also recap on sentence construction, as well as looking at how to spell using words that are made of 2 parts (compound words)					
Key words: Cars, Volvo, Audi, Aston Martin, Lotus Esprit, Cadillac, Smart Car, silver, yellow, black, green, white, sentence.					
Objectives: To develop the group's ability to write and use adjectives. To explore the order of sentences and complete some sentence reconstructions to help with this. To look at spelling compound words by breaking them into parts.					
	Teaching Point/ Activities	Student Activities			Resources
	<p>Introduction There is a recap on the previous week's session and the aims and objectives are covered. There is also housekeeping if there are any new members of the group.</p> <p>There is an exercise where the group are given some pictures of cars and have to describe them to the other members of the group without actually saying what they are.</p> <p>There is then some work on adjectives - the group are given a bag with items in - they pick one of the items and are encouraged to think about how they might be able to describe the item.</p>	<p><i>Differentiated Activity (1)</i></p> <p>The tutor can prompt any learners who may find it difficult to find ways to describe the pictures.</p> <p>The group are encouraged to think about all of the different ways they could describe the items - colour, age, materials etc.</p>	<p><i>Differentiated Activity (2)</i></p>	<p><i>Differentiated Activity (3)</i></p>	<p>Laminated car pictures with some prompts for descriptions of them (see page 5)</p> <p>Bag with selection of small objects.</p>

Teaching point/ Activities	Student Activities		Resources
<p>When the group have completed this work, we look at the terms 'adjective' and 'noun' - these are described and then the group are given the 'Supercars' pictures and the tables to complete. The table involves completing some descriptions of the 'Supercars'.</p> <p>There is then some more word level work, looking at how you can blend words by adding letter strings. The group can use letter tiles at first and there is then a handout for them to complete on C.V.C. blends.</p> <p>The final exercise within the session looks at the order of sentences. The group examine how a sentence often starts with the subject and how there is always an action or verb within the sentence. There is then a sentence building exercise using jumbled sentences about the 'supercars'. There is also a recap on basic sentence punctuation.</p>	<p>The group can be helped to look for the words that describe the cars - these are contained in a box at the bottom of the table if the group need them.</p> <p>For members of the group who find this work too basic, there is some further work on the handout that explores compound words - this concept is also explained to the group.</p> <p>If any of the group have problems placing the cut-up words into order, then they are reminded about a capital at the start, the subject and then some kind of action afterwards, with a full stop at the end.</p>	<p>Some of the students may need to be helped to find the matching pairs for the compound words - these are on the bottom of the same handout.</p> <p>When the group have completed the exercise, they can then write the sentences down or they can stick the sentences onto a sheet of paper.</p>	<p>'Supercars' cards (Page 5) and also tables (page 11) for the group to complete.</p> <p>Word-building handout (page 8) and whiteboard to illustrate the concept of compound words.</p> <p>Cut-up sentences about the 'Supercars' and also some paper and glue, as well as the whiteboard to show the concept of sentence order. *Sentences to cut up are not provided but can be created using the sentences from the cards on page 5.</p>
Session Evaluation			
<p>The students are asked to rate much they enjoyed the session - they can use post-its to describe this, using a rating system from one to ten, one being poor and 10 being excellent.</p>			

Lotus Esprit



It can travel underwater.
It can shoot down a
helicopter.

Aston Martin



It has a bulletproof rear
window. You can eject
passengers if they bore you.

President's Cadillac



It has bullet proof tyres.
It can withstand a chemical
attack.
It has a TV screen.

Smart car



It can park in tiny spaces.
It is very cheap to run.

Volvo



It is very reliable.
It can stand up to a bad crash.

Audi A6



It can be used in the snow
without chains.
It is very fast.

Scenarios for the 'Supercars' work

Dr No attacks your town with some deadly poison gas.



Which would be the best car to get you home?

Your friend gets you bored on a long journey.



Which would be the most suitable car?

The local shooting club don't wear their glasses.



Which would be the best car?

You lose your job as the head of the Bank of England. You now only have £10 per week for petrol.



What would be a good car?

There is a sudden downfall of snow and your child has to go to nursery.



What would be a good car?

You go to London and are nervous about bumps.



Which would be a sensible car?

Word building with 'Supercars'



Add letters from the list below to the letters 'ar' below:

j f st p t b

...ar ...ar ...ar ...ar
...ar ...ar ...ar ...ar

Join these car words

car	screen
car	down
traffic	pet
break	jam
car	belt
wind	go
seat	phone

List the new words that you joined

.....

.....

.....

Cars for the matching exercise

Lotus Esprit	Aston Martin	Cadillac
Volvo	Audi	Smart Car
Lotus Esprit	Aston Martin	Cadillac
Volvo	Audi	Smart Car
Lotus Esprit	Aston Martin	Cadillac
Volvo	Audi	Smart Car
Lotus Esprit	Aston Martin	Cadillac
Volvo	Audi	Smart Car
Lotus Esprit	Aston Martin	Cadillac
Volvo	Audi	Smart Car
Lotus Esprit	Aston Martin	Cadillac
Volvo	Audi	Smart Car

Alphabetical sorting

Place the names of the cars in alphabetical order within this frame:

A	B	C	D	E	F	G	H	I	J	K	L	M
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

Write the names in a list:

.....

Describing the 'Supercars'



Car name	Colours	What is it like?
Smart Car		
Aston Martin		
Audi A6		
Volvo		
Lotus Esprit		
President's Cadillac		

Colours	black	white	silver	grey	yellow
What is it like?	Solid and reliable.	A comfortable luxury car.		Cheap and practical.	
	Sporty and classic.		Fast but safe.		Very fast and sleek.