

# L2 ESOL - scheme of work

<b>Faculty:</b>	<b>Learning Area</b>
<b>Course title/Code:</b> Skills for Success in English Level 2 [PTD+PTE]	<b>Level:</b> Level 2
<b>Length of Course:</b> 35 weeks	<b>Term(s):</b> 3
<b>Awarding Body Course Reference:</b> City & Guilds L2 ESOL	<b>Aim:</b> Speaking and Listening, Reading and Writing

Week	Context / Topic	Learning Outcome(s)	ESOL Curriculum Reference	Grammar / Vocabulary / Pronunciation	TERM 1 (first half) Learning Activities	Teaching + Learning Resources	Assessment Method + Type (F/S)	Independent Study + Homework
1	Getting started	Summarise information from the new course new course handbook Use a range of question types to suit a range of situations including past events. Respond to questions on a range of topics. Establish students' learning styles. Agree on existing level of tense knowledge and usage.	Rt/L2. 8a Sc/L2.1a Sc/L2.3b Sc/L2.4a Sc/L2.2a Sc/L2.4a	Complete tense overview / diagnostic  Leisure and work vocabulary  Nationalities  Introduction to phonetics: phonetic alphabet.	<ul style="list-style-type: none"> <li>• Induction and tour of campus.</li> <li>• Get to know you activities <a href="http://www.skillsworkshop.org">www.skillsworkshop.org</a> (search for 'getting to know')</li> <li>• Plenty of short activities / warmers e.g. Ice breakers, parlour games, 'Blind Dates'.</li> <li>• Read through course handbook and answer questions about the course using information from it.</li> <li>• Write 10 questions to find out more about your partner's life up until now.</li> <li>• Use a range of VAK activities to gauge learning style preferences for learners <a href="http://www.businessballs.com/vaklearningstylestest.htm">http://www.businessballs.com/vaklearningstylestest.htm</a> <a href="http://learning-styles-online.com">http://learning-styles-online.com</a></li> <li>• Discuss past experiences of learning and what worked and did not work.</li> </ul>	<p>Dictionaries paper based and online.</p> <p>VAK questionnaire - paper based.</p> <p>Cutting Edge- Upper Intermediate. Module 1 p. 6-9</p>	<ul style="list-style-type: none"> <li>• Gap-fills</li> <li>• Discussion</li> <li>• Pair work</li> <li>• Q&amp;A</li> <li>• Written work</li> <li>• Peer/teacher correction</li> <li>• Monitor + Feedback</li> </ul>	Write a short profile of a classmate
2	Educational discovery	Establish current learning needs in all 4 skills  Set targets as a result of their diagnostic tests  Make relevant contributions and help to move discussions forward	Ww/L2.2a Rt/L2.7a Lr/L2.2b Sc/L2.4a Sd/L2.1a	Revision of all present tenses e.g. Present Simple for future Education related lexis e.g. post-compulsory, prospectus, etc. Compare and contrast short and long vowel sounds. Spelling strategies Double consonants linked to above & pronunciation practice	<ul style="list-style-type: none"> <li>• Diagnostically assess (DA) all 4 skills <a href="http://www.excellencegateway.org.uk/page.aspx?o=166124">http://www.excellencegateway.org.uk/page.aspx?o=166124</a></li> <li>• Extended piece of writing to self-correct, peer-correct and teacher-correct.</li> <li>• Introduce Error Correction Code (ECC) to use throughout the course to enhance learner independence, comprehension and good practice.</li> <li>• Discussion activities around educational background and other learning experiences Reading comprehension of current educational issues from TES</li> <li>• Group Tutorials and ILP</li> </ul>	<p>Diagnostic Tests Skills for Life</p> <p><a href="http://www.tes.co.uk">www.tes.co.uk</a></p> <p>Cutting Edge- Upper Intermediate. Module 1 p10-13</p>	<ul style="list-style-type: none"> <li>• Use ECC when marking DA</li> <li>• Gap- fills</li> <li>• Discussion</li> <li>• Pair work</li> <li>• Q&amp;A</li> <li>• Peer/teacher correction</li> <li>• Written work</li> <li>• Monitor + Feedback</li> </ul>	Piece of writing self-evaluating study needs resulting from DA

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3	Newspapers and the influence of the media	Compare and contrast ways newspapers report items  Skim, scan and read in detail to obtain information  Discuss role and power of the press	Sd/L2.1a Rt/L2.7a, 2.3a,4a Lr/L2.3a Rs/L2.1a Rt/L2.1a,2a Rt/L2.5a,6a Sd/L2.1a	Passive voice Newspaper language including understanding headline news including implicit passives e.g. Fugitive shot. Formal discourse markers e.g. Nevertheless... Word and sentence stress for emphasis	<ul style="list-style-type: none"> <li>Revision of the structure, rules and application of the passive voice.</li> <li>Activities practising the passive voice</li> <li>Learners reflect on their diagnostic results and set realistic short/long term targets for this academic year.</li> <li>Students discuss various current affair items in the papers and compare and contrast the manner of reporting. <a href="http://www.timesonline.co.uk">www.timesonline.co.uk</a></li> <li>Write an article in a journalistic style for a newspaper. <a href="http://www.bbc.co.uk">www.bbc.co.uk</a></li> </ul>	Wide variety of tabloid and broadsheet newspapers. [paper-based and online]  Cutting Edge- Upper Intermediate. Module 12	<ul style="list-style-type: none"> <li>Pair &amp; small group work</li> <li>Discussion</li> <li>Mark written work</li> <li>Gap- fills</li> <li>Q&amp;A</li> <li>Peer/teacher correction</li> <li>Monitor + Feedback</li> </ul>	Further writing of newspaper articles  Bring in articles from papers for next lesson
4	Other forms of media i.e. internet, T.V., radio.	Use appropriate phrases for interrupting Persuade classmates to adopt your point of view Express opinions using evidence to support comments Agreeing and disagreeing politely Use proof-reading to revise writing for accuracy and expression. Select the level of detail to include in summaries	Lr/L2.1a Sd/L2.3a Sd/L2.2d Sd/L2.4a Wt/L2.3a	Revision of past tenses + further comparisons and superlatives e.g. not nearly as...as... Nothing like as .... as.... Sorry to interrupt/butt in... If we could move on.... As far as I am concerned Could I possibly...? It seems to me that, According to... Practise cadence	<ul style="list-style-type: none"> <li>Complete a matching exercise for polite phrases for interrupting</li> <li>Discuss relative effectiveness of different forms of media using newly learnt phrases</li> <li>Learners make use of technology in the classroom to access media e.g. BBC iPlayer for watching news videos and BBC radio.</li> <li>Discuss issues raised and their preferences.</li> <li>Compare the same news item and how it is reported (style, language) in the different types of media.</li> <li>Select one of the news topics looked at and write a summary using the structures covered since the start of the course</li> </ul>	<a href="http://www.reuters.com">www.reuters.com</a> <a href="http://www.skynews.com">www.skynews.com</a>  Cutting Edge- Upper Intermediate. Module 12	<ul style="list-style-type: none"> <li>Monitor and feedback</li> <li>Gap-fills</li> <li>Worksheets</li> <li>Discussion</li> <li>Pair work</li> <li>Q&amp;A</li> <li>Written work</li> <li>Peer/teacher correction</li> </ul>	Follow a news item of interest and report back by giving a mini presentation in week 10 Preparation for City & Guilds Presentation skills Complete summary if not finished in the lesson.
5	Virtual Learning v Classroom Learning	Use different reading strategies to find info. Express views, opinions and feelings to suit the situation Engage in discussion – supporting their opinions with evidence. Use format and structure to organise writing for different purposes.	Rt/L2.7a Sc/L2.1a Sd/L2.3a Sd/L2.4a	Further revision of past tenses Using relative clauses for complex sentences Formal discourse markers e.g. Although, despite, however...	<ul style="list-style-type: none"> <li>Groups discuss ideas on virtual learning and how things may progress in the future</li> <li>Class survey on learner preferences regarding virtual and classroom learning</li> <li>Write short report based on survey results</li> <li>Students log in and sample a variety of virtual learning contexts. <a href="http://www.bbc.co.uk/webwise/0/">http://www.bbc.co.uk/webwise/0/</a> <a href="http://www.breakingnewsenglish.com">www.breakingnewsenglish.com</a> <a href="http://www.learnirect.co.uk">www.learnirect.co.uk</a></li> </ul>	Reading Extra OUP	<ul style="list-style-type: none"> <li>Gap-fills</li> <li>Worksheets</li> <li>Pair and small group work</li> <li>Discussion</li> <li>Q&amp;A</li> <li>Written work</li> <li>Peer/Teacher correction</li> </ul>	Complete the report  Access websites for further self-study.

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		Use a range of sentence structure which is fit for purpose	Wt/L2.4a Ws/L2.1a	Vocabulary for technology Practise stress patterns in multi-syllabic words.	<ul style="list-style-type: none"> <li>In small groups / pairs students evaluate the relative effectiveness of virtual learning</li> <li>Discuss the benefits of classroom learning</li> <li>Learners match words with similar stress patterns and practise them.</li> </ul>			
6	Community Life	Listen for and identify relevant information on a range of topics Present ideas in a logical way  Follow and contribute to a discussion Listen for phonological detail	Lr/L2.3a Sc/L2.1a Lr/L2.2d Lr/L2.2e	2 <sup>nd</sup> conditional for imaginary situations Phrasal verbs relevant to community life Idiomatic expressions Collocations Homonyms with different pronunciation i.e. 'ou'	<ul style="list-style-type: none"> <li>Using local newspapers and Time Out online, find out and plan an activity together. <a href="http://www.timeout.com/london">http://www.timeout.com/london</a></li> <li>Using the second conditional, discuss various options. <a href="http://eolf.univ-fcomte.fr">http://eolf.univ-fcomte.fr</a></li> <li>Listen read and discuss interesting topics that affect us locally and internationally</li> <li>Agree and disagree politely</li> <li>Listen to native English speakers to identify patterns in intonation, word and sentence stress.</li> </ul>	Cutting Edge- Upper Intermediate. Module 10	<ul style="list-style-type: none"> <li>Pair and small group work</li> <li>Discussion</li> <li>Mark written work</li> <li>Discussion</li> <li>Q&amp;A</li> <li>Written work</li> <li>Peer/Teacher</li> <li>correction</li> <li>Monitor + Feedback</li> </ul>	Find out who your local MP is and contact details in preparation for the letter of complaint next week
7	Making complaints [prepares learners for Task 3 of C&G S&L Exam]	Express yourself clearly and politely in a formal context when complaining. Make recommendations.  Present information in a logical sequence using paragraphs where appropriate.  Use inversions correctly for expressing your dissatisfaction.	Sd/L2.1a Sc/L2.1a Wt/L2.3a	Phrasal verbs for effective complaining  Idiomatic expressions  Complex structures including relative clauses  Inversions for emphasis i.e. Never in my life will I eat there again!	<ul style="list-style-type: none"> <li>Respond to and criticise constructively <a href="http://www.skillsworkshop.org">www.skillsworkshop.org</a> (search for 'complaint letter')</li> <li>Compare and contrast use of formal and informal language</li> <li>Making polite requests for information</li> <li>Students complete a gap-filling activity to introduce them to the structure and use of inversions.</li> <li>Students (Ss) practise further examples of inversions both orally and in writing.</li> <li>Write a formal letter of complaint focussing on the format. This is ideal preparation for both task 3 of the C&amp;G S&amp;L exam in December, and the writing paper in Term E.</li> </ul>	Realia... examples of complaint letters  Cutting Edge- Upper Intermediate. Module 8 page 86-89	<ul style="list-style-type: none"> <li>Monitor and feedback</li> <li>Gap-fills</li> <li>Worksheets</li> <li>Pair and small group work</li> <li>Discussion</li> <li>Writing activities</li> </ul>	Complete letters  Make use of real-life situations to complain about.

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8	Exam Techniques Language for participation in the speaking and listening exams	Overview of the C&G Speaking + Listening Exam  Good and Bad Practice	Sc/L2.3a Sc/L2.3b	Negative agreement to use in discussion section of the S/L Exam.  Rhetorical questions Inversions for emphasis (pre-empting their use in the formal complaint letter later.)	<ul style="list-style-type: none"> <li>• Ss practise negative agreement both orally and, to aid consolidation, in written form.</li> <li>• They use this form when engaging in their C&amp;G discussion activity.</li> <li>• Ss practise rhetorical questions to be used in their presentations over next few weeks.</li> <li>• Ss fill in sentences which start with inversion structures. They then use these freely in their own sentences and, certainly for the set 1 ss, in their discussions, presentations and complaint phone call <a href="http://fullspate.digitalcounterrevolution.co.uk/grammar/inversionsquiz.html">http://fullspate.digitalcounterrevolution.co.uk/grammar/inversionsquiz.html</a> <a href="http://www.eslgold.com/grammar/inversions.html">http://www.eslgold.com/grammar/inversions.html</a></li> </ul>		<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Pair and small group work</li> <li>• Discussion</li> <li>• Writing activities</li> </ul>	Students listen out for the structures we have practised this week when going about their everyday business (on TV, on the radio or other forms of media).
9	Language for Presentations C&G exams	Use formal language and register where appropriate.  Use strategies to assure e.g. body language and appropriate phraseology  Express opinions with evidence to support it. Use suitable opening and ending gambits and overall structure effectively.	Sc/L2.5a Sd/L2.1a	Pacing of presentations to ensure clear enunciation and stress, both in sentences and individual words.  Pronunciation of vowels, particularly the schwa and ^ sound to avoid confusion.  Forming nouns, gerunds and adjectives.	<ul style="list-style-type: none"> <li>• Some ss finish their discussions from last week, others prepare their presentations.</li> <li>• They may need help with technical details, such as PowerPoint or other IT aid.</li> <li>• Pronunciation work will take place between sessions. Word building worksheets to be distributed and supervised to ensure all ss are fully engaged. <a href="http://www.phon.ucl.ac.uk/home/wells/phoneticsymbolsforenglish.htm">http://www.phon.ucl.ac.uk/home/wells/phoneticsymbolsforenglish.htm</a></li> <li>• Exact structure of the activities will depend on the students available as an audience, to meet examination requirements, and the total length of the presentations.</li> </ul>	BBC phonetic alphabet Interactive phonetic chart: Cutting Edge Upper Immediate Module 2	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Pair and small group work</li> <li>• Discussion</li> <li>• Writing activities</li> </ul>	Students will reflect on their discussions and presentations and follow programmes on TV or the radio to practise imitating native English pronunciation.

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10	C & G S/L Exams Discussions and Presentations Continued	Be able to incorporate previous knowledge of narrative tenses and continuous aspects effectively Successful use of narrative discourse markers such as: All of a sudden, eventually <u>The following 4 weeks will not introduce any major new structures as the focus is on completion of the S/L exam. As the extra work will be supervised but not directly taught, students will practise their writing and building on their tense accuracy.</u>	Wt/L2.6 6a Ws/L2.2 2a.	Competent use of verb forms in the narrative, which will involve revision of tense summary in weeks 1- 2.  Continuous aspect in other tenses: past continuous and present & past perfect continuous, future continuous. Practice of the contraction of the auxiliary in tenses used when spoken.	<ul style="list-style-type: none"> <li>Whilst some students finish their discussions from last week, the others will prepare their presentations.</li> <li>They may need help with technical details, such as power point or other IT aid.</li> <li>Pronunciation work will take place between the sessions and worksheets on word building will be distributed and supervised to ensure that all the members of the class are fully engaged.</li> <li>The exact structure of the activities will depend on the students available as an audience, to meet examination requirements, and the total length of the presentations.</li> </ul>	<i>Cutting Edge Upper Intermediate: Module 3 (Cont.</i>	<ul style="list-style-type: none"> <li>Worksheets</li> <li>Pair and small group work</li> <li>Discussion</li> <li>Writing activities</li> </ul>	Students will find books to read, whether borrowed from a library, each other or bought. They will attempt to schedule a realistic reading slot into their time- table.
11	City & Guilds S/L Exams Presentations continued	Be able to incorporate previous knowledge of narrative tenses and continuous aspects effectively.  Successful use of narrative discourse markers such as: All of a sudden, eventually	Wt/L2.6 6a Ws/L2.2 2a.	Competent use of verb forms in the narrative which will involve revision of tense summary in weeks 1- 2.  Continuous aspect in other tenses: past continuous and present& past perfect continuous, future continuous.  Practice of the contraction of the auxiliary in tenses used when spoken.	<ul style="list-style-type: none"> <li>Whilst some students finish their discussions from last week, the others will prepare their presentations.</li> <li>They may need help with technical details, such as power point or other IT aid.</li> <li>Pronunciation work will take place between the sessions and worksheets on word building will be distributed and supervised to ensure that all the members of the class are fully engaged.</li> <li>The exact structure of the activities will depend on the students available as an audience, to meet examination requirements, and the total length of the presentations.</li> </ul>	<i>Cutting Edge Upper Intermediate: Module 3 (Cont.)</i>	<ul style="list-style-type: none"> <li>Worksheets</li> <li>Pair and small group work</li> <li>Discussion</li> <li>Writing activities</li> </ul>	

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12	City & Guilds S/L Exams Presentations continued.	<p>Be able to incorporate previous knowledge of narrative tenses and continuous aspects effectively.</p> <p>Successful use of narrative discourse markers such as: All of a sudden, eventually</p>	Wt/L2.6 6a Ws/L2.2 2a	<p>Competent use of verb forms in the narrative which will involve revision of tense summary in weeks 1- 2.</p> <p>Continuous aspect in other tenses: past continuous and present &amp; past perfect continuous, future continuous.</p> <p>Practice of the contraction of the auxiliary in tenses used when spoken.</p>	<ul style="list-style-type: none"> <li>Whilst some students finish their discussions from last week, the others will prepare their presentations.</li> <li>They may need help with technical details, such as power point or other IT aid.</li> <li>Pronunciation work will take place between the sessions and worksheets on word building will be distributed and supervised to ensure that all the members of the class are fully engaged.</li> <li>The exact structure of the activities will depend on the students available as an audience, to meet examination requirements, and the total length of the presentations.</li> </ul>	<i>Cutting Edge Upper Intermediate: Module 3 (Cont.)</i>	<ul style="list-style-type: none"> <li>Worksheets</li> <li>Pair and small group work</li> <li>Discussion</li> <li>Writing activities</li> </ul>	
13	City & Guilds S/L Exams Presentations continued	<p>Be able to incorporate previous knowledge of narrative tenses and continuous aspects effectively.</p> <p>Successful use of narrative discourse markers such as: All of a sudden, eventually</p>	Wt/L2.6 6a Ws/L2.2 2a Wt/L2.6 6a	<p>Competent use of verb forms in the narrative which will involve revision of tense summary in weeks 1- 2.</p> <p>Continuous aspect in other tenses: past continuous and present &amp; past perfect continuous, future continuous.</p> <p>Practice of the contraction of the auxiliary in tenses used when spoken.</p>	<ul style="list-style-type: none"> <li>Whilst some students finish their discussions from last week, the others will prepare their presentations.</li> <li>They may need help with technical details, such as power point or other IT aid.</li> <li>Pronunciation work will take place between the sessions and worksheets on word building will be distributed and supervised to ensure that all the members of the class are fully engaged.</li> <li>The exact structure of the activities will depend on the students available as an audience, to meet examination requirements, and the total length of the presentations.</li> </ul>	<i>Cutting Edge Upper Intermediate: Module 3 (Cont.)</i>	<ul style="list-style-type: none"> <li>Worksheets</li> <li>Pair and small group work</li> <li>Discussion</li> <li>Writing activities</li> </ul>	

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14	The Mind	<p>Research focus: Gender differences in the brain.</p> <p>Debate controversial sex stereotypes regarding classical research of brain differences.</p> <p>Project on Single sex versus Co Ed schooling.</p> <p>Understanding challenging texts of a scientific nature.</p>	<p>Rt/L2.3a</p> <p>Sc/L2.5</p> <p>Rt/L2.5a</p> <p>Rt/L2.5a</p>	<p>Competent use of and revision of the passive including 'get' and causative form.</p> <p>Deducing the meaning of new vocabulary and idiomatic expressions from the context.</p> <p>Expanding the students' vocabulary of descriptive words pertaining to characteristics and personality.</p> <p>Enunciating clearly to ensure classmates' comprehension.</p>	<ul style="list-style-type: none"> <li>• Discussion of gender differences, using suitable language for contrasting, i.e. Whereas men....or while/whilst etc.</li> <li>• Scan reading a long article to answer questions</li> <li>• Students use the context of the article to find the meanings of new words &amp; phrases.</li> <li>• Students match adjectives to gaps and also practise using the new adjectives in sentences of their own. <a href="http://www.skillsworkshop.org">www.skillsworkshop.org</a> (search for 'adjectives cloze')</li> <li>• Students discuss surprising 'brain facts' and then quiz each other on whether they are 'right or left brained'</li> <li>• <b>Project</b> on Single sex versus Co Ed schooling. Success rates for each sex at single and co-ed schools. <a href="http://www.britishjournalofeducationalpsychology.com">www.britishjournalofeducationalpsychology.com</a></li> </ul>	<p><i>Cutting Edge Upper Intermediate</i> : Module 4</p>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Pair and small group work</li> <li>• Discussion</li> <li>• Writing activities</li> </ul>	<p>Students look up this subject on the internet or in libraries. Journals provide more up to date research of a serious nature, such as: British Journal of Educational Psychology (see link left)</p>
15	The Mind (cont.)	<p>Writing a formal letter (pre-empting their writing exam in terms 5/6)</p> <p>Idiom focus on 'mind' and connected words.</p> <p>Increase fluency by listening to musical lyrics.</p> <p>Be able to predict words in highly idiomatic English.</p>	<p>Sc/L2.5a</p> <p>Wt/L2.8 8a</p> <p>Ws/L2.2a</p> <p>Lr/L2.1b</p> <p>Lr/L2.1b</p>	<p>Interviewing techniques, successful question formation and asking for clarification.</p> <p>Presenting a partner's results and discussing them.</p> <p>Passive re-visited, structure and use.</p> <p>Formality of passive-flexibility of turning formal passive into more everyday active.</p> <p>Mind – idioms</p> <p>Paraphrasing formal and informal phrases.</p>	<ul style="list-style-type: none"> <li>• Students make note of each other's answers from the quiz . They listen to an analysis of the results and mark 'left' or 'right' brain character-istics. Each student explains to his/her partner what their results mean. Students discuss various aspects of the research in small groups.</li> <li>• Students read a passage about IQ organisation – MENSA – use this to explore the passive.</li> <li>• Students practise the passive with a gap filling exercise. <a href="http://www.breakingnewsenglish.com">www.breakingnewsenglish.com</a> They then turn the formal passive into informal active.</li> <li>• Students write a formal letter of complaint.</li> <li>• Students identify 'mind' idioms and then use them. Checked next week with an activiscope game!</li> <li>• Students listen to a song and predict the missing lyrics. <a href="http://www.youtube.com">www.youtube.com</a></li> </ul>	<p><i>Cutting Edge Upper Intermediate</i> : Module 4</p>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Pair and small group work</li> <li>• Discussion</li> <li>• Writing activities</li> <li>• Monitoring and feedback of lyrics.</li> </ul>	<p>Students do some of their own research into IQ testing, on the internet or elsewhere.</p> <p><a href="http://www.igtest.com">www.igtest.com</a> can provide some fun...but is it IQ they are testing?</p>

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16	Unusual Achievements	Consolidation of previous work and refresher of word-building, vocabulary, passive structures.  Correct use of perfect tenses in the past, present and future.  Reading and comprehension of texts to prepare for reading exam in the spring.	Ww/L2.1a Ws/L2.4a Lr/L2.1a Rt/L2.7a	Effective use of the passive voice and causative form.  Comparison of perfect tenses, present perfect, past perfect and future perfect to link two times.	<b>Project: Great Historical Achievements</b> Small groups work to compile surveys to assess existing knowledge of and interest in historical achievements. <ul style="list-style-type: none"><li>Students will carry out the survey both within and outside the class and write up their results.</li><li>They will present their results to the rest of the class and then decide where their groups' interests lie in order to prepare their project. <a href="http://www.dtcards.org/pages/uploaded_files/GRAMMARWEBSITES.pdf">http://www.dtcards.org/pages/uploaded_files/GRAMMARWEBSITES.pdf</a> <a href="http://www.breakingnewsenglish.com">www.breakingnewsenglish.com</a></li><li>Ss fill in gaps and make judgements whether to use active or passive - beware of intransitive verb traps!</li><li>Using their past comprehension passages, they will find various language aspects to revise.</li><li>Students listen to people talking about things they once had done or got done and identify feeling. Listening for both gist and accurate information</li></ul>	Hand-outs  Dictionaries, paper based and online.  New Cutting Edge /Upper Intermediate module 5	<ul style="list-style-type: none"><li>Gap fills</li><li>Listening boxes to complete alone or in pairs.</li><li>Monitor and feedback.</li></ul>	Revision list of active to passive and vice versa.  Revision sentences to activate dormant vocab.  Preparation for presentations
17	Unusual achievements (cont.)	Talking effectively about an achievement Listening for information about achievements. Using the present perfect simple and continuous effectively and accurately. Students will summarise a text orally	Sc/L2.4c Lr/L2a Rt/L2.7a Sc/L2.1a Rt/L2.8a	Differentiation of present perfect simple and continuous. Pronunciation of question tags in real and rhetorical questions. Vocabulary: Verb-nouns combinations – collocations. Idioms and phrases with 'first'.	<ul style="list-style-type: none"><li>Students will engage in discussions, making presentations about their achievements. <a href="http://www.dtcards.org/pages/uploaded_files/GRAMMARWEBSITES.pdf">http://www.dtcards.org/pages/uploaded_files/GRAMMARWEBSITES.pdf</a></li><li>They will listen to 3 different scenarios and complete sentences with specific information</li><li>Students will listen to people talking about famous historical characters who have made a difference to our world. <a href="http://www.breakingnewsenglish.com">www.breakingnewsenglish.com</a></li><li>They will subsequently use the vocabulary gleaned from the listening exercise to prepare their own presentations about their own achievements.</li><li>Emphasis on ACCURACY</li></ul>	New Cutting Edge /Upper Intermediate module 5	<ul style="list-style-type: none"><li>Worksheets</li><li>Pair and small group work</li><li>Discussion</li><li>Writing activities</li><li>Gap filling.</li><li>Self/peer and teacher correction of basic errors</li></ul>	Preparation for presentations.
18	Getting it right	Improving skills in understanding advanced texts. Familiarising the learners with C&G reading Level 2 on line exam.	Rt/L2.5a Rt/L2.7a	Second conditional for advice giving. Structures with the introductory verb 'suggest'. Prepositional phrases. Using modal verbs.	<ul style="list-style-type: none"><li>Pre reading tasks and reading for gist for dangerous situations. e.g. earthquake.</li><li>In pairs students offer advice and make suggestions using complex structures like prepositional phrases and modal verbs.</li><li>Detailed reading for advance vocabulary and finding suitable synonyms.</li></ul>	New Cutting Edge /Upper Intermediate module 5	<ul style="list-style-type: none"><li>Worksheets</li><li>Pair and small group work</li><li>Discussion</li><li>Writing activities</li><li>Gap filling</li></ul>	Dialogue writing to consolidate the structures for giving advice.

# L2 ESOL - scheme of work

Week	Context / Topic	Learning Outcome(s)	Lit / ESOL Curriculum Reference	Grammar / Vocabulary / Pronunciation	TERM 2 (first half) Learning Activities	Teaching + Learning Resources	Assessment Method + Type (F/S)	Independent Study + Homework
		To be able to use complex structures to give advice and make suggestions	Sc/L2.3a Ws/L2.1a	Pronunciation: stress for emphasis and intonation for giving advice.	<ul style="list-style-type: none"> <li>Strictly timed reading tasks in preparation for C&amp; G Exam for term 2</li> </ul>		<ul style="list-style-type: none"> <li>Monitoring and feedback</li> </ul>	
19	Getting it right (cont.)	<p>Increased awareness of use and non-use of articles.</p> <p>Improve note taking skills &amp; techniques to grasp the essence of a lecture in order to prepare the students who wish to continue their education at UK universities.</p> <p>Learning to read in order to replace missing information in a similar way to the exam.</p>	Ws/L.2.1a Ww/L2.2a	Review articles and making questions	<ul style="list-style-type: none"> <li>Working in teams completing question using correct articles. Then each student to write three or more similar questions. <a href="http://www.breakingnewsenglish.com">www.breakingnewsenglish.com</a> <a href="http://www.dtcardinals.org/pages/uploaded_files/GRAMMARWEBSITES.pdf">http://www.dtcardinals.org/pages/uploaded_files/GRAMMARWEBSITES.pdf</a></li> <li>Complete general knowledge quiz</li> </ul>	New Cutting Edge /Upper Intermediate module 5	<ul style="list-style-type: none"> <li>Worksheets</li> <li>Pair and small group work</li> <li>Discussion</li> <li>Writing activities</li> <li>Gap filling</li> <li>Monitoring and feedback</li> </ul>	Practice mini check to consolidate structures learnt this week.
20	Events & Celebrations	<p>Describe important events. i.e. recent tuition fee demonstrations in London.</p> <p>Improve writing skills using relative clauses. Listen to each other's descriptions of own country celebrations.</p>	Sc/L2.4a,b Ws/L2.4a Ws/L2.2a Lr/L2.4a Lr/L2.3a	<p>Defining and non defining relative clauses and the use of commas. Phrases and idioms using 'take'</p> <p>More advanced quantifiers: i.e. a great deal of and other countable and uncountable differences. Extreme adjectives re-visited.</p> <p>Softening adverbs and adjectives to improve politeness and give appropriate register.</p>	<ul style="list-style-type: none"> <li>In small groups students discuss and compare personal experiences of events and celebrations in their country.</li> <li>Students expand on their earlier work with extreme adjectives and intensifiers. <a href="http://www.breakingnewsenglish.com">www.breakingnewsenglish.com</a> <a href="http://www.dtcardinals.org/pages/uploaded_files/GRAMMARWEBSITES.pdf">http://www.dtcardinals.org/pages/uploaded_files/GRAMMARWEBSITES.pdf</a></li> </ul>		<ul style="list-style-type: none"> <li>Discussion</li> <li>Writing activities</li> <li>Gap filling.</li> <li>Monitoring and feedback.</li> </ul>	<p>Internet research of February Festivals</p> <p>Making of wall posters for the classroom.</p> <p>(Virtual) Trip to Rio de Janeiro, Venice, Patras, for the carnivals.</p> <p>Students design and make their own masks.</p>

# L2 ESOL - scheme of work

Week	Context / Topic	Learning Outcome(s)	ESOL Curriculum Reference	Grammar / Vocabulary / Pronunciation	TERM 2 (second half) Learning Activities	Teaching + Learning Resources	Assessment Method + Type (F/S)	Independent Study + Homework
21	Power games A woman's place	Speaking to speculate Reading for information Planning activities Vocabulary expansion Reading for specific information Reading for meaning and speculating with meaning Reading to detect specific information Giving opinions and exchanging views	Lr/L2.6a Sd/L2.2a Sd/L2.2a Sd/L2.1c	Comparisons: Comparative and superlative adjectives e.g. good/better/best.  Job related adjectives: e.g. diligent, hardworking, open-minded  Vocabulary: gender, opportunities, discrimination.	<ul style="list-style-type: none"> <li>Speaking about televisions habits</li> <li>Analysing television programmes</li> <li>Planning an evening's viewing - time management skills</li> <li>Multiple choice reading and vocabulary analysis</li> <li>Comparisons gap fill</li> <li>Comparative and superlative adjective word building</li> <li>Matching vocabulary</li> <li>Multiple choice reading comprehension and vocabulary analysis</li> </ul> <p><i>Certificate in Skills Towards Enabling Progression (Step Up) <b>Deadline for completion 21/03</b></i></p>	New Headway Upper Intermediate  Worksheets  Flipcharts  Computers  WB	<ul style="list-style-type: none"> <li>Q&amp;A</li> <li>Job seeking Skills</li> <li>Using writing for meaning</li> <li>Discussion</li> <li>Written work</li> <li>Observation</li> <li>Peer correction</li> <li>Verbal feedback</li> </ul>	Prepare a presentation on how to ensure gender equality.
22	Job adverts What people do	Discussing and proposing opinions  Analysing vocabulary /finding meanings. Expanding vocabulary  Describing people and situations  Listening for detail  Speculating about situations  Transactional letter writing and noticing characteristics  Reading to comprehend and insert relevant information	RW/L2.2a Rt/L2.5a  Sc/L2.2b, 3a, 4b  Wt/L2.1a  Rt/L2.5a  Wt/L2.1a	Vocabulary: I am writing to..., I would like to apply for....., I look forward to hearing from you Spelling: long words and words in the context of applying for a job and designing a CV. Punctuation: the parenthesis, speech marks, semi colons. Grammar review: present simple, present continuous, the present perfect and present perfect continuous Employment vocabulary: vocabulary in the context of jobs and getting a job. Phrasal verbs: e.g. jump over, come along with.	<ul style="list-style-type: none"> <li>Discussing job values</li> <li>Orally describe careers, routes and presences</li> <li>Discussing job preferences</li> <li>Listen to a text and match jobs with speakers</li> <li>Matching phrasal verbs to meanings</li> <li>Discussing jobs from the listening exercise</li> <li>Matching rules to present tenses and using same in conversation</li> <li>Exercises using the present simple and present continuous</li> <li>Dictionary work with employment vocabulary</li> <li>Noting the details and discriminating between good and bad examples of transactional letter exercise</li> <li>Writing the transactional (job) letter</li> <li>Reading comprehension and sentence insertion exercise</li> <li>Explore a Victorian house online at the Geoffrye Museum <a href="http://www.geffrye-museum.org.uk/learning/">http://www.geffrye-museum.org.uk/learning/</a></li> <li>Visit the Geoffrye Museum</li> <li>Learner gives feedback on learning for the past three weeks</li> </ul>	New Headway Upper Intermediate  Worksheets  Flipcharts  Computers  IWB  VLE  Computers	<ul style="list-style-type: none"> <li>Q&amp;A</li> <li>Discussion</li> <li>Written work</li> <li>Observation</li> <li>Peer correction</li> <li>Verbal feedback</li> <li>Verbal feedback</li> </ul>	Write a response to a job advert in form of a covering letter for your CV.  Written feedback on visit

# L2 ESOL - scheme of work

Week	Context / Topic	Learning Outcome(s)	ESOL Curriculum Reference	Grammar / Vocabulary / Pronunciation	TERM 2 (second half) Learning Activities	Teaching + Learning Resources	Assessment Method + Type (F/S)	Independent Study + Homework
23	Analysing job adverts	Recognise and understand vocabulary associated with job advertisements Skim and scan text for specific detail Analysing a job advert and assimilating relevant information Designing a job advertisement Listening to identify specific information Describing skills and experience Using language to express strengths and preferences Analysing CVs and associated vocabulary Reading planning and organising a CV	Rt/L2.2a Rt/L2.4a Wt/L2.1a Wt/L2.1b	Present perfect continuous: using the present perfect continuous to indicate an action connected to the present: I have been singing. Different present tenses: present simple, continuous, perfect Action verbs: can be used in a continuous tense. E.g. come, sing, dance, jump etc. State verbs: cannot be used in a continuous tense e.g. like, prefer, mean, need, know, belong, own. Formal language. Collocations: verbs + prepositions and nouns + preposition	<ul style="list-style-type: none"> <li>Identifying relevant job requirements and phrases using SfL material and realia</li> <li>Job related vocab: actor, accountant, air steward, architect, personal assistant, shop assistant, banker, bar man.</li> <li>Analysing required criteria from job advertisement</li> <li>Using identified words and phrases to design own job advertisement</li> <li>Learning from a listening activity what are the necessary skills and experience required</li> <li>Matching exercise to express likes and dislikes <a href="http://www.uknetguide.co.uk">www.uknetguide.co.uk</a> <a href="http://www.kent.ac.uk">www.kent.ac.uk</a> <a href="http://www.prospects.ac.uk">www.prospects.ac.uk</a></li> <li>Planning and organising a covering letter</li> <li>Identifying CV content for planning / organising one</li> <li>Matching phrases to CV exercise</li> <li>Identifying action verbs for CV use.</li> <li>Writing your own CV and covering letter</li> <li>ICT: design an electronic copy of a CV.</li> <li>Make use of job related vocabulary and describing previously held jobs.</li> <li>Learner gives feedback on learning so far</li> </ul>	<p>New Headway Upper Intermediate</p> <p>CV true or false (own material)</p> <p>Grammar &amp; vocabulary For 2nd cert.</p> <p>English grammar in use</p>	<ul style="list-style-type: none"> <li>Q&amp;A</li> <li>Discussion</li> <li>Written work</li> <li>Observation</li> <li>Peer correction</li> <li>Verbal feedback</li> </ul>	Design a job advert for any job of your choice.
24	Interview skills	Identifying associated vocabulary and finding meanings Distinguish how language is used to express achievement Use formal and courteous language in context Present personal information	Rt/L2.1a Rs/L2.1a Sc/L2.4a Lr/L2.1b	Imperatives: e.g. put, mix, insert, stir, return. Interview vocabulary: e.g. enterprising, enthusiastic, accomplished, acted, adapted, administered, experienced Polite requests; using modals e.g. may, could, should.	<ul style="list-style-type: none"> <li>Word search: interviews <a href="http://www.wordsearchfun.com">www.wordsearchfun.com</a></li> <li>Interview dos and don'ts: true or false</li> <li>Write main interview tips from a video clip <a href="http://www.diamondrg.com/Job-Advice-8321.html">http://www.diamondrg.com/Job-Advice-8321.html</a> <a href="http://www.learnenglishtoday.com">www.learnenglishtoday.com</a></li> <li>Read a person specification and analysing criteria</li> <li>Plan and write a draft of own person specification</li> <li>Proof read a partner's person specification</li> <li>ICT: obtaining information from the internet</li> </ul>	<p>New Headway Upper Intermediate</p> <p>ESOL SfL Materials Level 2</p> <p>Worksheets</p>	<ul style="list-style-type: none"> <li>Q&amp;A</li> <li>Discussion</li> <li>Written work</li> <li>Observation</li> <li>Peer correction</li> <li>Verbal feedback</li> </ul>	

# L2 ESOL - scheme of work

Week	Context / Topic	Learning Outcome(s)	ESOL Curriculum Reference	Grammar / Vocabulary / Pronunciation	TERM 2 (second half) Learning Activities	Teaching + Learning Resources	Assessment Method + Type (F/S)	Independent Study + Homework
		Present information and ideas logically Extract relevant information Identify different ways in which meaning can be interpreted		Range of wh-questions in the context of a job interview Phrasal verbs: come in, come along, come with, look at	<ul style="list-style-type: none"> <li>• Role play job interview</li> <li>• Students to practise getting information about a company on the internet before attending an interview with them.</li> </ul>	Flipcharts  Computers  WB  VLE		Design a range of questions for a mock job interview
25	Giving short talks	Present information and ideas in a logical sequence and include detail and develop ideas where appropriate  Use different reading strategies to find and obtain information  Use strategies to clarify and confirm understanding, e.g. facial expressions, body language and verbal prompts  Respect the turn-taking rights of others	SLc/L2.4 Rt/L2.5 SLlr/21.3 SLd/L2.5	Conditional statements First conditional: If I have enough money, I will go to Japan. Second conditional: If I had enough money, I would go to Japan. Third conditional: If I had had enough money, I would have gone to Japan Use conditionals to refer to the future Learn a range of new vocabulary related to digital technology Linkers using: adding, connecting & contrasting	<ul style="list-style-type: none"> <li>• Listening to compare differences of two time periods</li> <li>• Quiz-to reinforce listening</li> <li>• Use of first conditional Use of second conditional</li> <li>• Use of third conditional</li> <li>• Introducing opinions</li> <li>• Give a short talk to a known</li> <li>• Present information and ideas in a logical sequence.</li> <li>• Complete cloze exercise on conditional statement</li> <li>• Complete worksheet on text read in class.</li> <li>• Learner gives feedback on learning for the past three weeks</li> </ul>	Inside Out upper intermediate page 52  Worksheets  Flipcharts  Computers  WB  Dictionaries	<ul style="list-style-type: none"> <li>• Plan for the future</li> <li>• Assessment: developing speaking and listening skills</li> </ul>	Write an essay - an opinion essay.
26	Expressing opinions and views through writing	Follow and contribute to discussions Identify the main points and specific detail Infer meaning from images which is not explicit in the text Use different reading strategies to find and obtain information	SLd/L2.1 Rt/L2.3 Rt/L2.5 Rw/L2.2 Ws/L2.2	Use of connectives and discourse markers  Making comparisons and contrast  P35 First Certificate Gold  Consolidate Present Perfect Tens	<ul style="list-style-type: none"> <li>• Giving opinion: agreeing and disagreeing</li> <li>• Page 62 First Certificate Gold</li> <li>• Listen to a discussion about expressing opinion. <a href="http://www.bbc.co.uk/skillswise">http://www.bbc.co.uk/skillswise</a> <a href="http://www.escafe.com">www.escafe.com</a></li> <li>• Page 62 First Certificate Gold</li> <li>• Introduce argumentative framework</li> <li>• How to put forward arguments and opinions</li> <li>• Write sentences using connectives and discourse markers.</li> </ul>	ESOL Materials Level 2 Pages 6-9  First certificate Gold Page 58-67	<ul style="list-style-type: none"> <li>• Reflection and planning (Being an Independent Learner)</li> <li>• E.g. Outline pros and cons of any topic of interest</li> </ul>	Write an article for an international young people's magazine.  Page 63 First Certificate Gold

# L2 ESOL - scheme of work

Week	Context / Topic	Learning Outcome(s)	ESOL Curriculum Reference	Grammar / Vocabulary / Pronunciation	TERM 2 (second half) Learning Activities	Teaching + Learning Resources	Assessment Method + Type (F/S)	Independent Study + Homework
		Recognise & understand vocabulary associated with different text types. Use appropriate strategies to work out meaning Use correct grammar e.g. subject-verb agreement, correct use of tense			<ul style="list-style-type: none"> <li>Plan and draft a short argumentative essay.               <ol style="list-style-type: none"> <li>Develop argument covering both sides: for and against.</li> <li>Proof – read and revise writing for accuracy of grammar, spelling and punctuation.</li> <li>Write final copy of argumentative essay.</li> </ol> </li> </ul>	Worksheets Flipcharts Computers WB Dictionaries	<ul style="list-style-type: none"> <li>A small group discussion about a controversial news item.</li> </ul>	
27	Getting to the point	Trace and understand the main events of continuous descriptive, explanatory and persuasive texts  Recognise how language and other textual features are used to achieve different purposes, e.g. to instruct, explain, describe, persuade  Identify the main points and specific detail, and infer meaning from images which is not explicit in the text  Use different reading strategies to find and obtain information  Plan and draft writing	Rt/L2.1 Rt/L2.2 Rt/L2.3 Rt/L2.5 Wt/L2.1	Review/ improve prior grammar knowledge Passive and active transformation. E.g. a. The instructions have been changed b. Someone has changed the instructions Connectives: e.g. <b>Contrasting</b> whereas   instead of <b>Comparing</b> equally   in the same way <b>Sequencing</b> next   then <b>Illustrating</b> for example   such as <b>Cause and effect</b> because   so <b>Emphasising</b> above all   in particular <b>Adding</b> and   also <b>Qualifying</b> however   although	<ul style="list-style-type: none"> <li>Introduce report framework <a href="http://www.essayinfo.com">www.essayinfo.com</a> <ol style="list-style-type: none"> <li>Plan and draft a short report on any topic</li> <li>Develop report by way of stating cause, effect and solution.</li> <li>Proof – read and revise writing for accuracy of grammar, spelling and punctuation.</li> <li>Write final copy of report.</li> </ol> </li> <li>Choose a topic of interest.</li> <li>Listen to presentations.</li> <li>Use of connectives</li> <li>Use connectives in statements and identify what type it is.</li> </ul>	New Headway Upper Intermediate ESOL SfL Materials L2 ESOL Materials Level 2 Worksheets Flipcharts Computers WB Dictionaries	<ul style="list-style-type: none"> <li>Reflection and Planning (Time Management)</li> <li>Reflection and planning (Reflection on skills and Strengths)</li> </ul>	Write a Report on the topic discussed in class.

# L2 ESOL - scheme of work

Week	Context / Topic	Learning Outcome(s)	ESOL Curriculum Reference	Grammar / Vocabulary / Pronunciation	TERM 3 Learning Activities	Teaching + Learning Resources	Assessment Method + Type (F/S)	Independent Study + Homework
28	Coping with difficulties	Explain to your classmates how you managed to cope with a difficult situation.  The consolidation of all past tenses to narrate events successfully.	Sc/L2.4c	Revise past tenses  'Had to' versus 'Must' for internal and external obligation	<ul style="list-style-type: none"> <li>The group narrate a story round the class, each adding to the story and taking it in whichever direction they want, using correct tenses, mainly past simple, past continuous and past perfect (simple and continuous.)</li> <li>To practise <i>must</i> and <i>have to</i></li> <li>Ss role-play in pairs, ordering each other to do things and relating this obligation to another person.</li> </ul>	Real passages in books to identify and recap past tenses.	<ul style="list-style-type: none"> <li>Planning for work/ time management and strategies to ensure punctuality and good attendance.</li> </ul>	Evaluation of correct tenses in oral activity. Short test to establish weaknesses in past tenses studied during the previous terms.
29	Wishing and hoping, hypothetical situations.	Musing about the future using : If only... I wish... Be able to hypothesize about future outcomes, and quiz people on their behaviour.	Sc/L2.2c Ww/L2.2a	Wish + past If only + past  2nd Conditional	<ul style="list-style-type: none"> <li>Students decide what characteristic they are going to test for and construct a quiz in a simple to answer format.</li> <li>This can be done in groups, pairs or individually, depending on learning styles. Stronger SS can help weaker ones.</li> </ul>	Magazine Quiz  Website for online quizzes	<ul style="list-style-type: none"> <li>Stress management</li> <li>Discuss ways to reduce stress at home and at work.</li> </ul>	Quizzes to be marked and discussion monitored for correct English usage.
30	Childhood - pros and cons C&G writing exams Writing focus in preparation for	Identification of discourse markers used to denote two sides of a topic.  Students will be able to use sample pros and cons essay to plan and write their own.	Rt/L2.1a Rt/L2.7a Rt/L2.8a	Discourse markers  Contracted sentences using past participle to replace clauses, for brevity.  3 <sup>rd</sup> and mixed conditionals.	<ul style="list-style-type: none"> <li>Conditional review and introduction to 3rd and mixed conditionals.</li> <li>Discussion about childhood as best/worst time of your life.</li> <li>Replacing discourse markers with synonyms in the text.</li> <li>Matching pros to cons.</li> <li>In pairs/small groups, discussion of a controversial topic.</li> <li>Note making and preparation for the topic.</li> <li>Essay writing in class.</li> </ul>	Current newspapers, journals and magazines.	<ul style="list-style-type: none"> <li>Emphasis on seeing both sides of an issue and being able to debate successfully.</li> <li>Cooperation and turn taking in discussions and controlling anger when provoked.</li> </ul>	Notes and drafts of pros and cons essay.
31	Review writing- films, books, etc.	Focus on well-constructed and punctuated written work. They are able to differentiate between formal and informal English when writing.	Rs/L2.2a Ws/L2.4a	Punctuation - in particular the use of commas in defining and non-defining relative clauses. Use of semi colon and all punctuation marks.	<ul style="list-style-type: none"> <li>The students work through task sheets in pairs or small groups to sensitize them to punctuation.</li> <li>Students read a real page of film reviews from The Evening Standard.</li> </ul>	Work sheets  Sentences without commas.	<ul style="list-style-type: none"> <li></li> </ul>	

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		Clear paragraphs. They are able to use the passive, learnt last term, to accentuate the formality of their writing. Students write real film reviews			<ul style="list-style-type: none"> <li>Discuss strategies used and the ordering of the paragraphs. Decide which is most convincing. Students decide which film to go to.</li> <li>Students plan their own review, paying attention to punctuation.</li> </ul>	Passages where punctuation has been removed.	<ul style="list-style-type: none"> <li>Focus on job applications and making a good first impression with writing correctly.</li> </ul>	Completed reviews.
32	Complaint for exam preparation	Express dissatisfaction and disappointment in a formal letter with appropriate lay-out, opening and ending.  Students will be able to write forcefully but politely when making a complaint..  Students will know conventions in formal letter writing.	Sd/L2.2d	Future in the past: Was going to, Would etc  Inversions for emphasis and outrage.  Punctuation focus.	<ul style="list-style-type: none"> <li>Students discuss a situation when they had to complain. Restaurant, hotel etc.</li> <li>Students look at complaint letter examples and note salient features.</li> <li>Students draft their own letters.</li> <li>Peer and teacher-student correction.</li> <li>Complete for homework.</li> </ul>	Samples of complaint letters.  List of useful phrases. Advanced Grammar in Use. Hewings, Unit 16	<ul style="list-style-type: none"> <li>Safety, both in the house and out at night.</li> </ul>	Completed letters of complaint.
33	Future Reports	SS will be able to talk about the future in different contexts:  Predictions Decisions Definite plans  Formal report writing for exam preparation	(Not covered in Skills for Life)	Pure future  'Going to' future  Present continuous for future.  Passive as device for formal reports.	<ul style="list-style-type: none"> <li>SS discuss their predictions for the future of this planet or of their personal life, whichever they find more interesting.</li> <li>SS listen to Japanese Michio Kaku (Headway Pre-Int.) Unit 9, talking about life in the future.</li> <li>Students study reports and note format: headings, sub-headings and style.</li> <li>Students choose a topic to report on, discuss in pairs and then write, paying attention to format and style.</li> </ul>	Article from Headway Re: Life in the future Unit 8	<ul style="list-style-type: none"> <li>Ss make resolutions for healthy living, first using pure future then 'going to' future.</li> </ul>	Exercises to be completed.  Report to be marked.

# L2 ESOL - scheme of work

Week	Context / Topic	Learning Outcome(s)	ESOL Curriculum Reference	Grammar / Vocabulary / Pronunciation	TERM 3 Learning Activities	Teaching + Learning Resources	Assessment Method + Type (F/S)	Independent Study + Homework
34	Instructions Goals and achievements	<p>Give detailed instructions to do something, using inversions</p> <p>Ss write about their goals and potential achievements after this course.</p> <p>They become comfortable with the use of the future perfect and future continuous,</p> <p>By the time ... This time next year ...</p>	Sc/L2.4d Sc/L2.5	<p>Future perfect</p> <p>Future continuous Inversions revisited from last term.</p>	<ul style="list-style-type: none"> <li>SS are reminded of inversion concept, rules and typical examples.</li> <li>They practise structures with grammar exercises.</li> <li>Working in pairs. SS give each other instructions to carry out tasks, trying to incorporate inversions into instructions.</li> <li>Ss discuss in small groups and make future plans, including SMART goals for their language/career development.</li> <li>They produce a piece of written work, if possible accompanied by pictures, with the correct use of future perfect and future continuous.</li> </ul>	<p>Sk. for Life unit 2 p 4, 6 &amp; 12</p> <p>Advanced Grammar in Use: Units 14-15 Sk. for Life unit 2 p 4, 6 &amp; 12</p> <p>Advanced Grammar in Use. M. Hewings Units 119 &amp; 120</p>	<ul style="list-style-type: none"> <li>Ss make goals for diet and exercise using future times with future perfect and continuous tenses</li> <li>Ss make warnings using inversions, to advise young children about dangers of sex/drugs, etc.</li> </ul>	Exercises from grammar book for marking.
35	End of term!	<p>Ss use their IPLs to gauge their performance through the year.</p> <p>They establish why goals were not met or what could have been improved.</p>		<p>Variety of future tenses.</p> <p>Revision of: Should have... Ought to have...</p>	<ul style="list-style-type: none"> <li>Ss work in pairs and look at copies of their ILPs.</li> <li>They discuss whether they have achieved their goals at the beginning of the year/term.</li> <li>They also look at their grammar note files to have an overview of everything that they have covered.</li> </ul>	Own files and ILPs	<ul style="list-style-type: none"> <li>SS discuss time management issues.</li> </ul>	Results of exams.

## References:

ESOL Skills for Life Materials: <http://www.excellencegateway.org.uk/sflcurriculum>

ESOL Adult curriculum: <http://www.excellencegateway.org.uk/node/1516>

Adult Literacy curriculum: <http://www.excellencegateway.org.uk/node/1515>

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