**WEEK 1**

**Learning outcomes:**

* Met the other students in class
* An understanding of the outline of the course as well as assessments
* Read a text about
* Learnt/reviewed simple and progressive texts
* Developed your understanding of simple and compound sentence structure

**Structure of lesson:**

**INTRO:**

* **Meet the class Teacher to discuss outline of course**
* **Discussion – What is a charity? What is the difference between a business and a charity**
* **Reading: ‘What is a charity?’**
* **Language: Using present & past simple and progressive forms**
* **Writing: Create simple and compound sentences**

**What is a charity?**

Charity is when we give money, goods or time to the unfortunate, either directly or via non-profit organisations called ‘Charities’.

Every year millions of people do challenging things to raise money for their chosen charity, or dedicate their time and effort to help the ill or poor, or to raise awareness for various causes such as providing education and schools for those less fortunate.

INTO Giving is the charitable non-profit side of INTO Study. We run different fundraising events throughout the year to help a variety of causes, with a main focus on education. You can choose to donate to these events in order to help alleviate poverty across the world.

Your involvement in INTO Giving is also good for employability, as creating fundraising events can boost your CV and give you a variety of skills. Whether you choose to sponsor someone, throw a fundraising event or help promote one happening, there’s plenty of ways you can get involved and help to make the world a better.

“Be the change you wish to see in the world” – Ghandi.

**Questions we will discuss in English conversation class:**

* Do you have a favourite charity? Which?
* Do you take part in fundraising events for charity?
* Would you like to work for a charity? Why/ why not?
* Do you think that one day there will be no need for charities?

**WEEK 2**

**Learning outcomes:**

* Learnt how to write definitions
* Practised using comparative adjectives
* Understood comparison in a lecture and reading text
* Portfolio Task 1 – in class compare and contrast paragraph.

**Content**

**Give definitions** – teach new vocabulary from text (What is a charity?)

**Listening -** Watch video - Comprehension questions about video

**Teach grammar & Practice grammar**

**Discussion questions** – maybe compare & contrast differences between business and charities or between charities?

**Writing exercise – 100 -150 words. 100 – 150 word – in class writing task (compare – contrast paragraph): What is the difference between a non-profit organisation and a profit making business?**

**English vocabulary related to Charity**

* Awareness
* Causes
* Charity
* Donate
* Donation
* Fundraising
* NGO (Non-Governmental Organization)
* Non-Profit organisation
* Poverty
* Sponsor someone

**Children In Need**

Every two years in the UK the BBC organise an event called “Children in Need”, where people do a variety of fundraising activities to help children with health problems. Here is the story of how the money has helped Joe have a near-normal life after his illness caused him to require a heart transplant.

<https://www.youtube.com/watch?time_continue=173&v=usyG6UDM5KE>

**Lesson Plan Source**: <https://www.onlinelanguageacademy.com/en/blog/conversation-class-charity.htm>

**WEEK 3**

**Learning outcomes**

* Written comparison sentences using adverbials (also, similarly, in contrast, however)
* Read a descriptive text about Quality Education
* Understood and practised building noun phrases

**Content**

 **Intro:** Video and discuss understanding of development goals <https://vimeo.com/144354623>

**Reading:** Source a Text

<http://cdn.worldslargestlesson.globalgoals.org/2017/08/13-Introducing-the-Global-Goals-60min2.pdf>

**Language:** Compare and contrast ideas

**LISTENING & Speaking:** Listening for main and supporting ideas in a video/presentation

Videos on global goals and discuss

<https://vimeo.com/178464378> - Emma Watson

<https://vimeo.com/138852758>  - Malala

**Extra resources for global goals:**

<http://worldslargestlesson.globalgoals.org/introduce-the-global-goals/>

<https://www.youtube.com/watch?time_continue=62&v=XywSmEEdjiw> – introduction to sustainable development goals

**WEEK 4**

**Learning Outcomes:**

* Read an argument text about Why education matters
* Learnt/reviewed hot to show stance and se hedgehog language
* Written a stance paragraph
* Learnt/reviewed noun and verb word forms

**Content**

**Read:** Descriptive text (Quality education: Why it matters) <https://www.un.org/sustainabledevelopment/wp-content/uploads/2017/02/ENGLISH_Why_it_Matters_Goal_4_QualityEducation.pdf>

**Analyse grammar and arguments, verbs and nouns:**

**Writing: 12-180 word in-class writing task (argument paragraph) – Why is education important?**

**Other Resources:**

<http://worldslargestlesson.globalgoals.org/global-goals/quality-education/>

<http://www.into-giving.com/about-us>

**WEEK 5**

**Learning Outcomes:**

* Learnt/reviewed how to write topic sentences
* BEEN FAMILAIRISED WITH THE OVERALL STRUCTURE OF AN article/ESSAY
* Analysed the content of an argument essay
* Practised presenting and supporting arguments in speaking

**Content:**

Introduce topic, Girl’s education.

**Language**: Quantity expressions and countable/uncountable

**Read**: <https://www.un.org/sustainabledevelopment/wp-content/uploads/2016/08/5_Why-it-Matters_GenderEquality_2p.pdf>

**Writing**: overview of structure of whole article/essay; analysing sample argument essay/article for main and supporting ideas.

**Planning arguments & speaking**: Prepare and discuss topics

Extra resources

Other resources: <https://www.un.org/sustainabledevelopment/wp-content/uploads/2016/08/5_Why-it-Matters_GenderEquality_2p.pdf>

Other resource: <https://schoolsonline.britishcouncil.org/classroom-resources/list/kenya-young-womens-chances-education>

https://www.youtube.com/watch?v=1e8xgF0JtVg

**WEEK 6**

* Reviewed topic sentences, and learned how to conclude a paragraph
* Learnt/reviewed adjective and adverb forms
* Understood a text describing a process
* Learnt/reviewed how to form passive structures
* Understood cause and effect relationships in a lecture.

**Content**

**Read:** [https://schoolsonline.britishcouncil.org/sites/default/files/files/Living%20Together%20-%20Refugee%20Education%20Pack(3).pdf](https://schoolsonline.britishcouncil.org/sites/default/files/files/Living%20Together%20-%20Refugee%20Education%20Pack%283%29.pdf)

**Writing:** topic and concluding sentences

**Language:** Word formation – adjectives and adverbs

**Reading:** Source a Text

**Language**: Passives

**Speaking:** Asking questions about presentation topic. Class discussion

**Exercise: 220-360 word in-class writing task (2 paragraphs – argument or compare-contrast)**

Main source page (with extra resources)

<https://schoolsonline.britishcouncil.org/find-classroom-resources/choose-resource/search?type=internal&combine=&field_partnership_type_value=All>

Lower level text source - <https://schoolsonline.britishcouncil.org/sites/default/files/bcrefugeweekprimary.pdf>

**WEEK 7**

**Learning Outcomes:**

* Identified key features of a summary
* Written a summary of a text
* Reviewed present & simple tenses

**Content**

**Reading:** Source Relevant Texts

**Writing:** Paraphrasing

**Listening & speaking**: - Discussion; using spoken material as a source; summarising audio text

<https://vimeo.com/144354623>

<https://flipgrid.com/globalvoice> - Education and refugees.

**Language**: Error Correction language review

**WEEK 8**

**Learning outcomes:**

* Identified the argument in a short text
* Learnt/reviewed how to use linkers of addition and contrast
* Learnt how to introduce and conclude an essay
* Learnt how to structure in a presentation using signposting language

**Content:**

**Reading:** Source a Text

**Language:** Source a Text

**Writing:** Planning opening and concluding paragraphs; analysing a sample argument essay (Note: Students will need more well-developed paragraphs than in the example) OEAP 10C pgs 145 – 147

**Speaking**: Introducing a presentation, signposting between sections, concluding PAP, pgs 14, 16, 20

**Exercise: 360-500 word in-class writing task (essay choice between compare-contrast and argument)**

**For example:**

**Compare-Contrast**

*Best methods for Fundraising (use extra resources to assist with this).*

**Argument:**

*Example: Why provide education for girls/refugees? How valuable are the global development goals? Why should we help refugees get a home and an education? Why should we support INTO Giving?*

**Extra Resources:**

<http://www.into-giving.com/fundraisers>
<http://www.into-giving.com/into-giving-teams>
<https://cafod.org.uk/Fundraise/A-Z-of-fundraising-ideas>
https://fundraising.co.uk/

**WEEK 9**

Create your own fundraising event. Visit our fundraising packs for ideas on what to do here.

**Extra Resources:**

<http://worldslargestlesson.globalgoals.org/introduce-the-global-goals/>

<http://www.into-giving.com/fundraisers>

<http://www.into-giving.com/into-giving-teams>

STUDENT AMBASSADOR PAGE

**Week 10 – Assessment.**