**IMI Lesson Plans**

**Literacy**

*Teachers Pack*

[](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjPtffB75fMAhXEthQKHb-aBhcQjRwIBw&url=https://www.babcockinternational.com/Case-Studies/Volkswagen-Group&psig=AFQjCNHgyUcA0gARkeWUxgl61Q3wIlEt9Q&ust=1461057163958035)

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**The IMI and the Automotive Sector**

*Introduction*

The automotive industry influences everyone, from delivering goods on time to commuters travelling to work and emerging services being able to respond to crisis, the motor industry helps keep the country moving.

*About The IMI*

The Institute of The Motor Industry is the professional body for individuals working in the motor industry and the authoritative voice of the retail automotive sector. The IMI’s aim is to ensure that the automotive retail sector has a skilled, competent and professional workforce that is fully equipped to keep pace with the demands of new technology and changing markets. A key part of business for manufacturers and dealers is to encourage the best and brightest people to join their business in a variety of roles.

*IMI Autocity*

Autocity is the one-stop-shop for impartial careers information and advice on careers in the Retail Motor Industry.  Whether you are an individual looking to start or progress your career, or a teacher or careers advisor who supports others in making their career choices, Autocity is the place to start.  With over 150 #MotorCareers to choose from Autocity provides you with all things Automotive! For information the job roles available in this exciting, highly skilled and fast paced industry please visit IMI Autocity.

[www.theimi.org.uk/autocity](http://www.theimi.org.uk/autocity)



**IMI Literacy Lessons**

*Course Summary*

Thank you for downloading our 12 FREE literacy lessons.

* Each lesson lasts 60 minutes. (Please add or remove tasks/activities to reduce time if required.)
* Full lesson plans and resources
* Mapped to the Key Stage 4 National Curriculum 2014.
* Student differentiation - Please see the lesson plan notes and make further changes to tasks, activities, slides and resources if required.
* Please see pages 2 & 3 for lesson titles, resource reference numbers, lesson activities and the lesson plan key.

|  |  |
| --- | --- |
| Lesson plan (MS Word)   * Lesson objectives and aims * Language focus details * List of resources required * National Curriculum criteria list * Suggested lesson timings * Pre-class preparation tasks * Icebreaker/starter activities * Tasks   Breakdown of student/teacher roles   * Consolidation activities   Incl. peer/individual and teacher feedback  Homework given and/or collected in | Teacher and Student resources for starter activities and tasks   * MS PowerPoint slides * MS Word handouts * You Tube videos and clips |
| Lesson slides (MS PowerPoint)   * Slide/slide bullet animation is indicated on the lesson plan. | Teachers Glossary   * MS Word document including a large number of terms and definitions used |

**IMI Literacy Lessons**

*Lesson titles and resource reference numbers*

|  |  |  |  |
| --- | --- | --- | --- |
|  | Ref. no. |  | Ref. no. |
| Lesson 1 – Car reviews | | Lesson 7 – Skimming and scanning | |
| Literacy lesson plan 1 | 001 | Literacy lesson plan 7 | 044 |
| Literacy lesson 1\_slides | 002 | Literacy lesson 7\_slides | 045 |
| Rules\_Automotive Family Fortunes | 003 | Task 1 Reading | 046A |
| CUT OUT\_Informal and formal features | 004 | Task 1 Questions | 046B |
| Bentley’s Golden Era\_The Sun | 005 | Task 2 Reading and questions | 047 |
| Bentley Continental GT Coupe\_Parkers | 006 | Task 2 Answers | 047A |
| Informal and formal registers | 007 | Task 3 Reading and questions | 048 |
| Writing frame and tips | 008 | Task 3 Answers | 048A |
| Peer assessment\_Writing | 009 |  |  |
| Lesson 2 – Top Gear interviews – Part A | | Lesson 8 – Debates | |
| Literacy lesson plan 2\_Part A | 010 | Literacy lesson plan 8 | 049 |
| Literacy lesson 2\_slides | 011 | Literacy lesson 8\_slides | 050 |
| CUT OUT\_Cool Wall\_car photos | 012 | Assessment record | 051 |
| CUT OUT\_Cool Wall\_car categories | 013 | Pros and cons\_Flying cars | 052 |
| YouTube clip analysis | 014 | Speech checklist | 053 |
| Interview checklist | 015 | Teacher reference\_Debating method | 054 |
| Interview preparation tips | 016 | Lesson 9 – CVs – Part A | |
| Interview storyboard template | 017 |
| YouTube clip transcript | 018 | Literacy lesson plan 9\_ Part A | 055 |
| Lesson 3 – Top Gear interviews – Part B | | Literacy lesson 9\_slides | 056 |
| Top Trumps rules | 057 |
| Literacy lesson plan 3\_ Part B | 019 | Top Trumps cards | 058 |
| Literacy lesson 3\_slides | 020 | Top Trumps\_Card details | 059 |
| Interview checklist | 021 | Employability skills questionnaire | 060 |
| Interview preparation tips | 022 | Apprenticeship vacancies | 060A |
| Interview storyboard template | 023 | CV example | 061 |
| YouTube clip transcript (from lesson 2) | 024 | CV Builder Guide | 062 |
| Peer assessment\_Speaking | 025 | CV Builder | 063 |
| Lesson 4 – Magazine articles | | Lesson 10 – CVs – Part B | |
| Literacy lesson plan 4 | 026 | Literacy lesson plan 10\_ Part B | 064 |
| Literacy lesson 4\_slides | 027 | Literacy lesson 10\_slides | 065 |
| The Retail Automotive Industry and the IMI | 028 | Peer assessment\_Writing | 066 |
| Article\_New Porsche 911 | 029 | Lesson 11 – Covering letters | |
| Article features checklist | 030 |
| Article answers\_New Porsche 011 | 031 | Literacy lesson plan 11 | 067 |
| Connectives | 032 | Literacy lesson 11\_slides | 068 |
| Peer assessment\_Writing | 033 | CUT OUT\_Include and do not include | 069 |
| Lesson 5 – Acrostic poems | | Include on a covering letter | 070 |
| Good example | 071 |
| Literacy lesson plan 5 | 034 | Bad example | 072 |
| Literacy lesson 5\_slides | 035 | Good and bad\_answers | 073 |
| Definitions | 036A | Structure | 074 |
| Creating similes and metaphors | 036B | Peer assessment\_Writing | 075 |
| Creating an automotive acrostic poem | 037 | Lesson 12 – Interview skills | |
| Peer assessment\_Speaking | 038 | Literacy lesson plan 12 | 076 |
| Lesson 6 – Reports | | Literacy lesson 12\_slides | 077 |
| Transcript for video clip | 078 |
| Literacy lesson plan 6 | 039 | CUT OUT\_TO 10 Qs and tips | 079 |
| Literacy lesson 6\_slides | 040 | Example answers | 080 |
| CUT OUT\_Task 1 – Research and compare | 041 | Peer assessment\_Speaking | 081 |
| Writing frame | 042 | Additional information |  |
| Self assessment\_Writing | 043 | Automotive Family Fortunes\_Questions | C |
| Additional information | | Key Stage 4\_Nat Curriculum criteria hit | D |
| Teacher’s Glossary | A | Literacy Course – Student Feedback | E |
| Automotive Family Fortunes\_Slides | B |  |  |

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjs5tCH8JfMAhXCwBQKHa-HAn4QjRwIBw&url=http://www.volkswagenag.com/content/vwcorp/info_center/en/news/2015/03/Woerthersee_2015_project.html&psig=AFQjCNHgyUcA0gARkeWUxgl61Q3wIlEt9Q&ust=1461057163958035)

**IMI Literacy Lessons**

*Lesson activities*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Lesson titles | | Starter Activities | Video clip | Give homework | Collect in H/W from previous lesson | Give back marked work from previous lesson | Collect in completed work at end  of lesson | Give a prize |
| 1 | Car reviews | Automotive Family Fortunes |  |  |  |  | YES |  |
| 2 | Top Gear Interviews – part A | Top Gear’s Cool Wall | YES |  |  | YES |  |  |
| 3 | Top Gear Interviews – part B | Automotive Family Fortunes |  |  |  |  | YES | YES |
| 4 | Magazine articles |  |  |  |  | YES | YES |  |
| 5 | Acrostic poems |  |  |  |  | YES | YES |  |
| 6 | Reports | Automotive Family Fortunes |  |  |  | YES | YES |  |
| 7 | Skimming and scanning | Automotive Family Fortunes | YES |  |  | YES | YES |  |
| 8 | Debates | Automotive Family Fortunes |  |  |  | YES |  |  |
| 9 | CVs – part A | Top Trumps |  | YES |  | YES |  |  |
| 10 | CVs – part B |  |  | YES |  |  |  |  |
| 11 | Covering letters | Automotive Family Fortunes |  | YES |  |  |  |  |
| 12 | Interview skills |  | YES |  | YES |  |  | YES |

|  |  |
| --- | --- |
| Lesson features | KEY |
| Resources | ***Small, bold and underlined dark blue text* OR** *Small, black italic text* |
| Student differentiation | Red text with light grey shading |
| Slide instructions | **Bold and underlined green text** |
| Teacher notes | **Bold or** non-bold **red text** |
| Video links | **Bold, underlined dark blue text** |

**LESSON PLAN 1: Literacy**

*Car Reviews*

**Overall lesson objective:**

To successfully write a car review, which includes appropriate language, register, your own opinions, facts, car specifications and other relevant details.

**Aims:**

1. To demonstrate an understanding of Standard English and key differences between informal and formal registers.
2. To understand and identify facts, opinions, relevant and irrelevant information.
3. To write a car review which includes facts, opinions and relevant information.
4. To evaluate the effectiveness and impact of a car review and identify improvement.

**Language focus:**

Reading Grammar and Vocabulary Writing Spoken English

**Resources:**

|  |  |  |  |
| --- | --- | --- | --- |
| Teacher’s info. | | | |
| 001 | Literacy lesson 1 plan | 002 | Literacy lesson 1\_Slides |
| 003 | Rules\_Automotive Family Fortunes | B | Automotive Family Fortunes\_Slides |
| C | Automotive Family Fortunes Questions | 004 | CUT OUT Informal and formal features |
| A | Teacher’s Glossary |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Student hand outs | | | |
| 005 | Bentley’s Golden Era\_The Sun | 006 | Bentley Continental GT Coupe\_Parkers |
| 007 | Informal and Formal Registers | 009 | Writing Frame and Tips |
| 009 | Peer Assessment\_Writing |  |  |

|  |  |
| --- | --- |
| Misc. | |
| Post-it notes (green, red, orange or yellow) | Blue Tack |
| Smart board & Flip chart paper | Blank paper and marker pens |

**National Curriculum 2014 Context:**

### Reading

* reading in different ways for different purposes, summarising and synthesising ideas and information, andevaluating their usefulness for particular purposes
* drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation
* identifying and interpreting themes, ideas and information
* seeking evidence in the text to support a point of view, including justifying inferences with evidence
* analysing a writer’s choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact
* make an informed personal response, recognising that other responses to a text are possible and evaluating these.

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### Writing

Write accurately, fluently, effectively and at length for pleasure and information through:

* adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue
* selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis
* selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate
* make notes, draft and write, including using information provided by others [e.g. writing a letter from key points provided; drawing on and using information from a presentation]

Revise, edit and proof-read through:

* reflecting on whether their draft achieves the intended impact
* restructuring their writing, and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness
* paying attention to the accuracy and effectiveness of grammar, punctuation and spelling.

### Grammar and vocabulary

Consolidate and build on their knowledge of grammar and vocabulary through:

* studying their effectiveness and impact in the texts they read
* analysing some of the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English
* using linguistic and literary terminology accurately and confidently in discussing reading, writing and spoken language.

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### Spoken English

Speak confidently, audibly and effectively, including through:

* using Standard English when the context and audience require it
* working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines
* planning for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates

**Suggested lesson timing:**

60 minutes

NOTE: This is a fast-paced lesson, due to the ice-breaker.

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| --- | --- | --- | --- |
| Lesson 1 | | | |
| Introductions | 2 mins | Task 2 | 6 mins |
| Course icebreaker | 10 mins | Task 3 | 28 mins |
| Lesson objective/aims | 2 mins | Consolidation |  |
| Task 1 | | Evaluate another group’s car review.  Give and receive constructive feedback | 5 mins |
| Intro. to activity | 6 mins | Feedback to teacher | 1 min |

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| **Pre class preparation**   * Put folded pieces of A5 paper and marker pens on each desk for students to write their names. * ***Icebreaker – Resource 003 Rules\_Automotive Family Fortunes***   *PLUS*  ***Resource B Automotive Family Fortunes\_Slides***  ***Resource C Automotive Family Fortunes\_Questions***   * **Task 1**   Cut out 20 slips of paper from ***Resource (004) Cut outs\_Informal and Formal Features*.**  Draw out an empty table with two columns: 1. ‘Informal’ and 2. ‘Formal’ on a piece of flip chart paper AND stick to the wall with Blue Tack, somewhere to the side. |

**Start lesson 1:**

**(T) Show slide 2 and the first bullet**

**(T & ALL)** Students to write names on pieces of paper / Teacher and student introductions.

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| ***Course icebreaker*** *-* **Automotive Family Fortunes** (10 minutes)  **Show slide 2 and the second bullet**  **Explain the rules if necessary (See Resource 003 Rules\_Automotive Family Fortunes**)   * They will be split into two teams for this game (same teams over the 12 lessons). * The winning team will receive a prize in the final lesson. * Show example question and scoring on slides: * Check everyone knows how to play.   **Start the game:**  Divide the class into two teams, ask the first player from each team to come to the front desk – and ask them both the first question. |

**Lesson objective/aims:**

**(T) Show slides 3 & 4 d**isplaying the objective and aims bullets in turn

**E**xplain today’s objective and aims.

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**Task 1 Introduction to terms, definitions and features**

**(T) Show slide 5 d**isplaying the terms ‘Standard English’, ‘language register’, ‘formal register’ & ‘informal register’.

Ask students to give their ideas on the terms’ definitions and where/when used.

**(ALL)**Volunteer answers.

**(T) Remain on slide 5 and click to d**isplay each of the 4 definitions in turn.

Explain the 4 definitions one after the other

**Show slide 6 and click to d**isplay the two terms.

Explain that you are going to look at the formal and informal registers.

Explain that each of the two registers has a number of features.

Show a few of the slips of paper and explain each has either an ‘*informal’* or ‘*formal*’ register feature written on it.

Split students into groups OR complete as a class.

Ask students to stick each slip to the ‘informal’ or ‘formal’ column of a table (on a flip chart).

(There are 34 features – 14 will already be visible on the table.)

Give out 20 slips of paper with the remaining 20 features written on them from: **Resource (004) Cut outs\_Informal and Formal Features**

**(ALL)** *Monitor:*Decide/discuss choices and stick slips onto the table.

**(T)** Ask students to explain their choices and move them if they wish.

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**Task 2 Fact, opinion, relevant and irrelevant**

**(T) Show slide 7 and click to d**isplay the four terms

Ask students to define fact, opinion, relevant and irrelevant information.

*Answers:* **Fact**: Something demonstrated to exist OR believed to be true or real.

**Opinion**: A personal view that cannot be seen to be entirely certain.

**Relevant**: Applicable to a situation or appropriate to it.

**Irrelevant**: Not applicable or inappropriate for a situation.

**(ALL)**Volunteer answers.

**(T) Remain on slide 7 and click to d**isplay the four definitions in turn

Explain the definitions using the slides.

**(IF NECESSARY TO INCREASE UNDERSTANDING)**

**(T)** Ask students to shout out examples of each – based on their own OR favourite car / bike.

Ask the rest of the class to challenge them, if they feel they have incorrectly identified a piece of information.

**(ALL)**Volunteer answers and challenge each other.

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**Task 3 Write a car review**

**(T) Show the blank slide 8 – (don’t click to reveal any text yet)**

Giveout: ***Resource (005)* Bentley’s Golden Era – The Sun**

Ask students to read the first paragraph and decide if it is written in a formal or informal register?

Give out: **Resource (007) Informal and Formal Registers** and suggest they refer to it if needed.

**(ALL)** Read and decide.

**(T)** Ask students to put up their hands if they think it is informal – and then formal.

Ask for reasons why.

**(ALL)** Give reasons.

**(T)** Explain: They have just under 30 minutes (in their groups) to write their own car review – in their groups of 3. One review per group.

They will write it using an informal register and base it on the Bentley GT.

They need to write a minimum of 4 (SHORT) and a maximum of 6 (SHORT) paragraphs:

**Remain on slide 8 – Click to reveal guidelines for each paragraph in turn**

Explain the guidelines for each paragraph’s contents:

**Paragraphs**

**First** - Opening statement introducing the review and including your own opinion.

**Second, third, fourth and fifth** - Opening statement introducing the review and including your own opinion.

**Final** - Closing statement summarising the review and including your own opinion

**Show slide 9 –Click to reveal each bullet in turn**

Go through each bullet:

Explain that when they are writing these paragraphs, they should consider:

* their audience
* purpose,
* the impact it may have on the reader
* how interesting it is,

AND

* the following language and structural features
* PLUS
* To refer to the two Bentley car reviews.

|  |  |
| --- | --- |
| **Language features** | **Structural features** |
| Informal language  Facts  Easy to understand  Details  Opinions  Relevant information  Accurate spelling, grammar and punctuation | A main heading  Sub-headings if required  Photographs  Diagrams  Short paragraphs |

Explain every group will receive 2 x Bentley GT car reviews, from which they can take facts, details, vocabulary, language and relevant information.

**Show slide 9 –Click to reveal each bullet in turn**

**Suggest everyone:**

* Reads the car reviews.
* Identifies information to use.
* Offers opinions to include.
* Decides who is going to do the writing.
* Decides what to write and how to create the sentences.
* Decides on the language features to use.
* Decides on the structure.
* Checks for spelling and grammar mistakes
* Makes sure it makes sense.

Offer structuring and writing support to students.

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| --- | --- | --- |
| ***Student differentiation***: | **Student ability** | **Review content:** |
| Low | Suggest words/phrases to use. |
| Intermediate |

Giveout: ***Resource (006) Bentley Continental GT Coupe – Parkers*** - another car review

**AND *Resource (008) Writing Frame and Tips***

**(ALL)** *Monitor:*Write the car review.

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**(T) Collect in car reviews to mark and return them next class with feedback.**

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**Consolidation Activities**

**Show slide 10 –Click once to reveal the bullet**

**Evaluate another group’s car review**

**(T)** Ask each group to swap their review with another group and evaluate them using:

Give everyone: ***Resource (009) Peer Assessment\_Writing***

Explain the form, ask them to evaluate the review and prepare constructive feedback.

**(ALL)** *Monitor:*Evaluate the car reviews and prepare feedback to give the other group.

**Show slide 10 –Click once to reveal the bullet**

**Give and receive constructive feedback**

**(T)** Ask groups to return the reviews and give prepared feedback.

**(ALL)** *Monitor:* Give feedback to the other group.

|  |
| --- |
| **IF THERE IS TIME**  **(T)** Ask each group to reflect on the feedback received.  Ask them to prepare to share some of their feedback with the class.  **(ALL)** *Monitor:* Reflect on feedback received and prepare to share.  **(T)** Ask each group to share some of their feedback.  **(ALL)** Share feedback. |

**Show slide 11 –Click once to reveal the bullet**

**Feedback to teacher**

**(T)** Ask students if they feel the learning objective & aims have been met using Post-its.

Explain what the colours mean and give an example.

Give out Post-its. *Green =* ***YES***  *Red =* ***NO*** *Amber OR Yellow =* ***not sure***

Ask students to give their reasons.

**(ALL)** Hold up a Post-it and volunteer reasons.

**(T)** Collect in Post-its held up/count no. of each colour and keep a written record.

**Finish lesson 1**

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| **IF THERE IS TIME**  **Next lesson**    **Show slide 12 –Click once to reveal the bullets**  **(T) B**riefly explain they will look at creating a Top Gear interview and they will receive feedback on their car reviews. |

**Teachers Info: Lesson 1 Literacy**

*003 Rules Automotive Family Fortunes*

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| --- |
| **INSTRUCTION FOR TEACHERS:**   * Turn your sound up to play this. * Click on the Family Fortunes picture on **SLIDE 1** to play the sound track. * When students give correct answers, click on the corresponding percentage (this removes the blue box and plays the ‘correct’ sound) * If they get it wrong, click on the  which plays the ‘incorrect’ sound..   **PRINT** **Resource C\_Automotive Family Fortunes Questions** |
| **GAME RULES**  Points for correct answers   * There are 36 questions. Each question has 4 or 5 answers. * The %s represent the % of 100 people asked who gave that answer (made up of course) * The top answers (with the highest %) are worth 5 points * The bottom answers (with the lowest %) are worth 1 point * And so on between 5 and 1 |

**Start:**

One player from each team is selected. These two players prepare themselves for the first question and sit by their team's buzzer (A or B) on the sound unit, the respective LED will flash for 5 seconds.

The host tells the players how many answers there are (4 or 5) then reads out the first question.

The two players rush to press the buzzer (or other option) and give an answer.

**If this answer is the top answer** (has the highest % next to it), the successful player consults their team to decide if they want to play or pass on the rest of this round.

**If the answer given was not the top answer**, the other player has the opportunity to try and give an answer worth more points.

**HOWEVER…**

**If both players fail to identify any of the 4 or 5 answers**, the first player has another go, then the second player and so on.

**Should both players fail to give a scoring answer after three attempts**, a different player from each team takes the position by the buzzers and are given the next question by the host.

**Play or Pass:**

Ask the player who gave the highest answer if their team would like to play or pass.

**If they pass**, the other team will play.

The team that plays chooses another player from their team to give a different answer to the same question.

**If the answer is not one of the answers**, the host clicks the  on the slide (which makes a noise) – and records this on a piece of paper OR something to symbolise one ‘life’ has gone for this team.

The host continues to ask the rest of that team in turn for another answer. If the team fills in all the answers before receiving three crosses, they win the total points on the board for the round.

This score is recorded.

*All players must take turns at answering. Teams cannot confer in answers but any player can say if they think they have a good answer.*

**If the team playing gives 3 wrong answers and receives 3 noises from clicking the**  the other team can confer to try and come up with one of the answers missing from the board.

**If the other team thinks of a correct answer** they **steal ALL the points** for that question (including ALL the answer given).

**If this answer is also wrong and receives a** , the first team keeps all the points scored.

**Further questions:**

After asking the questions for that lesson, record both team’s points and continue throughout the 12 lessons.

**Winning:**

There is a prize given at the end of lesson 12 for the winning team.

**Teachers Info: Lesson 1 Literacy**

*004 Cut out informal and formal features*

SEE ALL FIVE PAGES FOR INFORMAL & FORMAL FEATURES

* CUT OUT FOR **STARTER ACTIVITIES** PRIOR TO THE CLASS STARTING. -

(Cut out along dotted lines)

|  |
| --- |
| *Regional breakfast radio DJ* |
| *Top Gear TV presenter* |
| *Chat with a friend* |
| *Most blogs* |
| *Diaries and journals* |
| *Friendly letters/emails* |
| *Mobile texts* |
| *Short notes* |
| *Official speeches* |
| *National TV newsreader* |
| *Car insurance/tax docs* |
| *Some essays/reports* |
| *Email to HR Dept* |
| *Announcements* |
| *Business/complaint letters* |
| *Slang and clichés* |
| *Abbreviations* |
| *Acronyms* |
| *Short sentences* |
| *Jokes* |
| *Personal opinions* |
| *First, second and third person* |
| *Incomplete sentences* |
| *Longer, more complex and complete sentences.* |
| *Sentences beginning with: ‘nevertheless’, ‘additionally’, ‘however’, ‘although’* |
| *Extra punctuation e.g. Hi Bob!!!!!* |
| *Paragraphs or no paragraphs* |
| *Symbols* |
| *Slang, idioms, exaggeration (hyperbole) and clichés* |
| *Abbreviations and acronyms**– (unless you write it out in full the first time.)* |
| *Sentences starting with ‘like’, ‘and’, ‘so’, ‘but’, ‘also’* |
| *Contractions - unless quoting someone’s exact words* |

**Student handout: Lesson 1 Literacy**

*005 Bentleys Golden era (The Sun)*

|  |
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| **Convertible ... Ken Gibson drives the new Bentley in San Francisco**  *By Nick Dimbleby*  San Francisco sunshine, the world’s fastest four-seat convertible and a 1,000 mile drive... perfect.  Especially when you’ve just left England in the grip of an icy arctic freeze.  And my trip in the Bentley Continental GT Speed turned into a dream drive from San Francisco to Las Vegas in two glorious days of high-speed driving — roof down the whole way.  America is actually the ideal location for a Bentley — and not just because of the weather.  It’s the biggest sales market for the luxury brand and the GT convertible.  Mind you, Bentley are currently enjoying sales success across the world, as the British firm have once again established themselves as one of the favourite brands for the rich and famous.  And when you see the GT Speed convertible glistening in the early-morning sunshine, it’s easy to see why.  There may be more exotic convertibles than the Bentley but none can match its aristocratic grandeur.  Ken Gibson drives the new Bentley GT speed in San FranciscoIt’s the perfect mix of high-speed performance and unashamed luxury — a mobile testament to British craftsmanship at its very best.  It has to be the classiest way to get a sun tan — albeit a seriously expensive one as it carries a price tag of £167,900.  The GT Speed also happens to be the fastest way to experience wind-in-the-hair motoring for four people, living up to its name with a top marker of 202mph.  Ken Gibson dubs the new Bentley GT speed a showpiece of British craftsmanshipFloor the accelerator pedal and you are propelled forward in a wave of power. Forget about 0-60mph times — the GT Speed hits 100mph in just 9.7 seconds and continues relentlessly until you join the 200mph club.  Ken Gibson drives the new Bentley in San FranciscoIt should feel like a violent punch in the back but this is a Bentley and it does all the hard work in a ridiculously smooth and serene manner.  Clearly they are excessive speeds that will lose you your license and the reality is you won’t drive anywhere near the top speed in the UK.  But knowing the Bentley can do it is part of what makes it so special. What you will do constantly is flatten the accelerator pedal just so you can hear the velvety sound of the 6litre W12 cylinder engine.  In full cry, it is a motoring masterpiece — a deep rumble that erupts like a volcano.  There are other elements that take the driving experience to an added dimension of pure pleasure.  Things such as the brilliant eight-speed auto gearbox, which can switch to manual mode via F1-style paddles on the steering column or a beautifully crafted aluminium gearlever. The way the Bentley handles at speed is also truly remarkable, even more so when you think how big it is.  The grip at times seems to defy the laws of physics and it’s capable of doing it in any conditions — as I experienced in the snow-capped mountains of Nevada — because the GT Speed is equipped with all-wheel drive.  Lowered and self-levelling sports suspension that adapts instantly to the road also gives the GT a magic carpet ride at speeds which would see most cars careering off the road.  I could happily spend the rest of my driving days sitting in the glorious luxury of the Bentley, because this is British craftsmanship in wood and leather that no one can equal.  You can see, touch and feel the hours of painstaking expertise that have gone into crafting the Bentley cabin — the intricate hand-stitching of the leather work and wood that has been lovingly shaped like sculpted furniture.  And it’s the wonderful extras, such as the neck warmer fitted into the heated seats, which allow you to drive roof-down all year round. (The leather quilted seats can also massage you and be cooled in summer.)  Should you tire of the engine sound, there is a music and entertainment system that’s like having front-row seats at the Royal Albert Hall.  I also love the understated elegance of the GT Speed — the sculpted bodywork that ripples like the finely tuned muscles of an athlete.  The classic Bentley grille is finished in a subtle dark tint, while the twin LED headlights sparkle like jewellery and the 21in alloys look like a modern chariot’s wheels.  It’s all nicely finished off by an XL-sized double exhaust and a rear diffuser that, like the rest of the GT Speed, hints at something extra special.  Ken Gibson drives the new Bentley in San FranciscoWhich is exactly what it is — a showpiece of British craftsmanship and engineering excellence for lucky owners with the need for speed. |

**Student handout: Lesson 1 Literacy**

*006 Bentleys Continental GT Coupe (Parkers)*

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Reference: [**www.parkers.co.uk**](http://www.parkers.co.uk) Other reviews: [**http://www.parkers.co.uk/cars/reviews/used/**](http://www.parkers.co.uk/cars/reviews/used/)  *By Simon Harris.*  ***4.5 out of 5 overall***  **Opener**  Any fears that new owner Volkswagen wasn't going to deliver a proper Bentley with its first model in charge were instantly dismissed with the arrival of the Continental GT. This opulent coupé offers real 200mph performance and room for four at a pinch for just over £100,000.   |  |  |  |  | | --- | --- | --- | --- | | * Performance * Handling | * Comfort * Practicality | * Safety & Reliability * Summary | * Equipment * Running Costs |   **4.5 out of 5**  **Performance**  Adding two turbos to an engine that already displaces six litres over 12 cylinders is a recipe for real fireworks. The GT punches out a huge 552bhp at 6100rpm to deliver a top speed of 198mph. But it's the pulling power available over such a broad range of revs that makes the GT feel effortlessly quick from any speed.  All the pulling power is on tap by 1600rpm meaning there's never any wait for the performance to arrive, unlike in some naturally aspirated rivals. Without a hint of slip the four-wheel drive traction rockets the Bentley to 60mph in just 4.6 seconds as the cabin fills with the deep murmur of the mighty engine up front, though the noise never becomes intrusive. The GT Speed is even faster, its 600bhp knocking three tenths off the 0-60mph sprint, delivering an even bigger kick in the back and making this the first Bentley to crack 200mph. The only available gearbox in both is a smooth six-speed automatic but paddles behind the wheel allow total control. The downside to all this performance and the sheer weight of the car deliver an abysmal 17 mpg though!  **4 out of 5**  **Handling**  This isn’t the kind of car you'd take to a track day. It weighs 2.3 tonnes and the four-wheel drive chassis isn't as playful as a supercar's. Even on a fast road, the Bentley isn't as exciting as it perhaps should be, preferring to be quietly capable. But back in the real world it does most things right.  The steering is well weighted and direct and in the speed version at least, offers useful feel about what's going on at the front wheels. Which for the most part is grip, grip, grip. Only outright clumsiness will unstick either end and even if that does happen there's the standard electronic stability system on hand to sort things out. Also standard are adjustable dampers that can be used to firm up the body control at the expense of some ride comfort by switching between various positions. But the standard or even the comfort settings are all that you need for most conditions.  **4.5 out of 5**  **Equipment**  You're not left wanting for goodies in a Bentley GT. Climate control, full leather trim, an automatic gearbox and satellite navigation are all part of the standard package. Cruise control is also standard but unlike the Mercedes and Jaguar systems, the Bentley's doesn't slow you automatically if the car in front reduces speed.  New owners can personalise the Bentley's trim by choosing various Mulliner options including different interior woods and leathers for the interior or even a sportier engine-turned metal dash trim.  **4.5 out of 5**  **Comfort**  Forget your low-slung supercars. If you want to enjoy 200mph performance without needing a twice weekly course of yoga to help you through it, the Bentley is the car you need. The beautifully trimmed front seats are incredibly comfortable for long trips and the cabin feels surprisingly spacious and suitably hushed even when you're using the performance.  The back seats are usable by adults providing the front occupants aren't overly tall. But it wouldn't be fair to call it a true four-seater as they're better suited to children and the tombstone front seats limit the view forward from the back, making it feel quite claustrophobic.  **3.5 out of 5**  **Practicality**  While a boot that's only just bigger than Volkswagen Golf's doesn’t sound huge in a car this large, it is big by the standard of the class and should carry all the luggage four people would want to take on the sort of long distance trip the Bentley was designed for. And many owners will treat the GT as a two-seater, leaving extra space behind the front seats. There's a storage cubby under the central armrest in the front, another cubby in the console between the rear seats and even storage space for sunglasses in an overhead console. Parking visibility isn't great although front and rear sensors are thankfully standard.  **How does the boot space compare?**   |  |  |  |  | | --- | --- | --- | --- | | [Mercedes-Benz CL AMG (07 on)](http://www.parkers.co.uk/cars/reviews/mercedes-benz/cl/amg-2007/) | 490 litres | [Aston Martin DB9 (04 on)](http://www.parkers.co.uk/cars/reviews/aston-martin/db9/coupe-2004/) | 172 litres | | Bentley Continental GT Coupe (03-12) | 358 litres | [Porsche 911 Coupé (04 on)](http://www.parkers.co.uk/cars/reviews/porsche/911/coupe-2004/) | 105 litres |   **1.5 out of 5**  **Running costs**  Compared to older Bentleys, the GT was comparatively affordable at launch and is even more so now used cars are available for the price of a more mainstream luxury coupé. The sheer number produced means residuals are strong but not rock solid. However any 200mph car is going to be expensive to run and the Bentley is no different, regardless of whether you bought it for £130,000 new or half that used. Group 20 insurance and a 17mpg thirst will put a dent in any pocket but at least the GT only requires servicing every 10,000 miles.  **4 out of 5**  **Safety**  The GT should be one of the safer cars in its class thanks to the standard front, side and curtain airbags, seatbelt pretensioners and the standard electronic stability control. We say should because in common with its rivals, the Bentley hasn't undergone Euro NCAP crash tests. But the grippy four-wheel drive chassis and standard stability control system should help prevent you causing a crash yourself while the expensive optional carbon ceramic brakes provide a noticeable improvement in stopping power and resistance to fade.  **4 out of 5**  **Reliability**  Being part of the same group as Audi and Volkswagen bodes well for the reliability of the Bentley GT and all current Bentley cars, just as it did for Lamborghini whose quality control received a massive shot in the arm when it became part of the family.  **4.5 out of 5**  **Summary**  So any fears that new owner Volkswagen wasn't going to deliver a proper Bentley with its first model in charge were instantly dismissed with the arrival of the Continental GT. This opulent [coupéicon1](http://www.parkers.co.uk/cars/reviews/bentley/continental-gt/coupe-2003/) offers real 200mph performance and room for four at a pinch for just over £100,000. Not cheap, but less than half what Bentley had been asking for the old V8 Continental. The four-wheel drive chassis and W12 engine are actually shared with the Phaeton, Volkswagen’s attempt at a BMW 7-series rivalling saloon, but the two cars are certainly not clones and the Bentley is far more opulent, faster and more satisfying to drive. A four-door saloon version, the Flying Spur, appeared in 2005 and the GTC convertible a year later. Then in 2007 Bentley added the GT Speed, a more powerful version of the coupé, to combat the onslaught of more recent rivals, but the ordinary coupé continues also.  **Overall:**  Expensive to buy and run, but superb build quality, sophisticated image, refined driving experience and wonderful engine. |

**Student handout: Lesson 1 Literacy**

*007 Informal and formal registers*

|  |  |  |  |
| --- | --- | --- | --- |
| Informal register | | Formal register | |
| Spoken | Written | Spoken | Written |
| Regional breakfast radio  Top Gear TV presenter  Chat with a friend | Most blogs and reviews  Diaries and journals  Friendly letters and emails  Mobile texts  Short notes | Official speeches  National TV newsreader  Car insurance and tax documents  Some essays and reports | Email to HR Department  Announcements  Business and complaint letters |
| Language features | | | |
| Slang and clichés  Abbreviations  Acronyms  Short sentences  Facts  Quotations  Jokes  Personal opinions  First, second and third person  e.g. I, you and he/she/it  Incomplete sentences | | Longer, more complex and complete sentences.  Sentences beginning with:  ‘nevertheless’, ‘additionally’, ‘however’, ‘although’  Facts  Quotations | |
| Extra punctuation e.g. (Hi Bob!!!!!)  Paragraphs or no paragraphs  Symbols | | **Avoid:**  Slang, idioms, exaggeration (hyperbole) and clichés  Abbreviations and acronyms  – (unless you write it out in full the first time.)  Sentences starting with ‘like’, ‘and’, ‘so’, ‘but’, ‘also’  Contractions - unless quoting someone’s exact words | |

*Definitions*

|  |  |
| --- | --- |
| Standard English | Generally the national, most formal version of the English language in the English speaking country you live in.  E.g.Standard English in England and Scottish Standard English in Scotland. There is a range of language registers.   * [*https://en.wikipedia.org/wiki/Standard\_English*](https://en.wikipedia.org/wiki/Standard_English) |
| Language Registers | Used for a particular purpose OR a particular social setting.E.g. *Social occasion, purpose, and audience* [*https://en.wikipedia.org/wiki/Register\_(sociolinguistics)*](https://en.wikipedia.org/wiki/Register_(sociolinguistics)) |
| Formal register | Appropriate for professional writing AND letters to a boss or a stranger. |
| Informal register | Conversational and appropriate when writing to friends and people you know very well. |

**Student handout: Lesson 1 Literacy**

*008 Informal and formal registers*

Writing Frame

Main heading

|  |
| --- |
| (Opening statement) … |

*E.g. Sub-heading*

|  |
| --- |
| *E.g. Driving the Bentley is like …* |

|  |
| --- |
| *E.g. It goes from 0 to 60 in 3.7 seconds, which is ….* |

*E.g. Sub-heading*

|  |
| --- |
| *E.g. (Describe the Bentley’s comfort features) …* |

|  |
| --- |
| *E.g. (Describe more of the Bentley’s specifications) …* |

|  |
| --- |
| (Closing statement) … |

*By ………………*

Writing TIPS

Write a minimum of 4 and a maximum of 6 paragraphs:

|  |  |
| --- | --- |
| Paragraphs: | Content |
| First | Opening statement introducing the review and including your own opinion. |
| Second, third, fourth and fifth | Include facts, your own opinions & relevant details from the Bentley reviews in each paragraph. |
| Final | Closing statement summarising the review and including your own opinion. |

Think about and include:

|  |  |
| --- | --- |
| Language features | Structural features |
| Informal language  Facts  Easy to understand  Details  Opinions  Relevant information  Accurate spelling, grammar and punctuation | A main heading  Sub-headings if required  Photographs  Diagrams  Short paragraphs |

PLUS USE THE 2 Bentley car reviews

**Student handout: Lesson 1 Literacy**

*008 Peer assessment writing*

Group name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: / /

Use the criteria below to assess the review:

|  |  |  |
| --- | --- | --- |
| Clear target audience  Clear purpose  Interesting  Opening statement - introducing the review and including the writer’s own opinion.  Closing statement - summarising the review and including the writer’s own opinion. | Language features | Structural features |
| Informal language  Facts  Easy to understand  Details  Opinions  Relevant information  Accurate spelling, grammar and punctuation | A main heading  Sub-headings if required  Photographs  Diagrams  Short paragraphs |

|  |
| --- |
| What is good? |
| What is great? |
| 1. Do you have any constructive suggestions for the group? |

**LESSON PLAN 2: Literacy**

*Top Gear Interviews – part A*

**Overall objective:**

To plan and practise a 3 minute Top Gear style interview.

**Aims:**

1. To identify and understand why specific language features are used during the interview.
2. To plan and write an interview script using appropriate content and language features.
3. To create an interview storyboard, including camera angles and stage directions.
4. To practise a Top Gear style interview.

**Language focus:**

Grammar and Vocabulary Writing Spoken English

**Resources:**

|  |  |  |  |
| --- | --- | --- | --- |
| Teacher’s info. | | | |
| 010 | Literacy lesson plan 2 - part A | 011 | Literacy lesson 2 Slides |
| 012 | CUT OUT\_ Cool Wall\_Car photos | 013 | CUT OUT\_ Cool Wall\_Car categories |
| A | Teacher’s Glossary |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Student hand outs | | | |
| 014 | YouTube clip analysis | 015 | Interview checklist |
| 016 | Interview preparation tips | 017 | Interview­ storyboard template |
| 018 | YouTube clip transcript |  |  |

|  |  |  |
| --- | --- | --- |
| Misc. | | |
| Post-it notes (green, red, orange or yellow) | Blue Tack | Smart board & Flip chart paper |
| Blank paper and marker pens | | Mobile phone camera *(optional)* |

|  |  |  |  |
| --- | --- | --- | --- |
| YouTube clips | | Tot. length | Actual lesson timing |
| **Use for Task 1** | **Hugh Bonneville Top Gear**  [**http://www.topgear.com/videos/top-gear-tv/hugh-bonneville-star-reasonably-priced-car-series-21-episode-1**](http://www.topgear.com/videos/top-gear-tv/hugh-bonneville-star-reasonably-priced-car-series-21-episode-1) | *06:10* | *00:00 to 03:24* |

**National Curriculum 2014 Context:**

### Writing

Write accurately, fluently, effectively and at length for pleasure and information through:

* adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue
* selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis
* selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate
* make notes, draft and write, including using information provided by others [e.g. writing a letter from key points provided; drawing on and using information from a presentation]

Revise, edit and proof-read through:

* reflecting on whether their draft achieves the intended impact
* restructuring their writing, and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness
* paying attention to the accuracy and effectiveness of grammar, punctuation and spelling.

### Grammar and vocabulary

Consolidate and build on their knowledge of grammar and vocabulary through:

* studying their effectiveness and impact in the texts they read
* drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects
* analysing some of the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English
* using linguistic and literary terminology accurately and confidently in discussing reading, writing and spoken language.

### Spoken English

Speak confidently, audibly and effectively, including through:

* using Standard English when the context and audience require it
* working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines
* planning for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates
* listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation
* improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.

**Suggested lesson timing:**

60 minute lesson

|  |  |
| --- | --- |
| Lesson 2 | |
| **Lesson objective/aims** | 3 mins |
| **Starter Activity** | 10 mins |
| **Task 1** | 20 mins |
| **Task 2** | 27 mins |

|  |
| --- |
| **Pre-class preparation:**   * Put folded pieces of A5 paper and marker pens on each desk for students to write their names. * Ensure you have a prize available to give to the best group interview during Lesson 3. * **Starter Activity – the Cool Wall game –**   Cut out, attach Blue Tack to the 32 photos: ***Resource (003) Cool Wall\_Car photos*** amongst the students.  **Cut out and attach 5 categories to the wall with Blue Tack:**  ***Resource (004) Cool Wall\_Car categories*** |

**Start lesson 2:**

***Lesson objective/aims***

**(T) Show slides 2 & 3 d**isplaying the objective and aims

Explain today’s objective and aims apply to lesson 2 – part A and 3 – part B.

**NOTE:**  Make students aware of task timings throughout.

Explain there is a prize for the best interview performance (voted for by them)

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**Starter Activity The Cool Wall**

**(T)** Explain Top Gear play a game called the ‘Cool Wall’ game.

**Show slide 4 – click to display each bullet in turn**

* Jeremy Clarkson and Richard Hammond decide which cars are [cool](http://en.wikipedia.org/wiki/Cool_(aesthetic)) and which are uncool by placing photographs in **different categories** on a large board, known as 'The Cool Wall'.
* Categories: *‘Seriously Uncool’, ‘Uncool’, ‘Cool’, ‘Sub Zero’, and the ‘Super Cool Fridge’*.

Explain that they are going to play this game as a whole class.

Split the (32 photos) amongst the students from: ***Resource (012) Cool Wall\_Car photos***

(Use less photos if necessary OR if with a smaller group.)

(Divide the class into groups if necessary and stick the categories to the desks.)

**(ALL)** Decide which car pics should go in which category and stick them to the wall/desk.

**(T)** Ask students to explain their choices.

**(ALL)** Explain their choices.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Task 1 Group analysis of Top Gear Fastest Lap interview**

**Show slide 5 – click to display the three bullets in turn**

**(T)** Explain **OR** ask the class to explain:

* A celebrity guest is interviewed during each Top Gear episode.
* The celebrity and the studio audience watch footage of the guest's fastest lap on the test track.
* The times are recorded on a leader board.

Explain that they are going to be divided into groups and then they will watch actor Hugh Bonneville being interviewed, up until just before his actual lap around the track is shown.

(Divide the class into groups, ideally 6 per group OR 4 min.)

Ask each group to choose a group name.

Give out ***Resource (014) YouTube Clip Analysis*** to each student.

**Show slide 6 – click to display the eight bullets in turn**

Explain / Go through the following features (if necessary, which are also on ***Resource (014) YouTube Clip Analysis***).

Explain that they need to identify as many of these features as they can whilst watching the interview.

|  |  |  |
| --- | --- | --- |
| **Interview purpose:**  *Argue, inform or entertain?* | **Language features:**  *Vocabulary? Grammar?*  *Sentence structure?*  Question style? Yes/No or open  *Formal/Informal register?* | **Stage directions:**  E.g.  (*Jeremy leans forward)*  *(Guest remains seated)* |
| **Body language:**  Eye contact?  Posture?  Gestures?  Manner? *relaxed/ uncomfortable* | **Content & Research:**  Main ideas?  Well-argued (makes sense)?  Well-organised? | **Camera angles:**  E.g. *Close up, wide/high/low angle, long shot, bird’s eye, extreme close up, eye level…* |
| **Voice and clarity**  Pronunciation?  Intonation?  Volume?  Pace? | **Audience appeal:**  Interesting  Exclusive info. revealed  Persuasive  Confident |  |

**Slide 6 – click to display the ninth bullet**

Allocate 1, 2 or 3 features from the form to each member of the group, so that they focus on identifying these.

Give/elicit example answers.

|  |  |  |
| --- | --- | --- |
| ***Student differentiation***: | **Student ability** | |
| Low | Focus on fewer details from ***Resource (014) YouTube Clip Analysis***  ***AND***  ***Reduce the no. of features to include from the above table.*** |

Ensure students understand how to complete ***Resource (014) YouTube Clip Analysis)***.

**Show slide 7**

**(ALL)** *Monitor:* Watch video clip and complete form at the same time.

**Start the clip at 00:00 to 03:24**

[**http://www.topgear.com/videos/top-gear-tv/hugh-bonneville-star-reasonably-priced-car-series-21-episode-1**](http://www.topgear.com/videos/top-gear-tv/hugh-bonneville-star-reasonably-priced-car-series-21-episode-1)

**Slide 7 – click to display the first bullet**

**(T)** Elicit answers/findings.

**A**sk students to explain what effect these features have on the audience/guest/success of the interview?

**(ALL)**Discuss their answers and why Top Gear may have chosen to interview in this way.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Task 2 Plan and practise a Top Gear** **Fastest Lap** **interview**

**Show slide 8 – click to display the first bullet**

**(T)** Explain that in their existing groups students are going to create/plan/rehearse and perform their own **3 minute** (max) version of a Top Gear ‘Fastest Lap’ interview.

**NOTE:**  Reduce the time if there are too many groups OR increase group sizes.

Explain exactly what they need to do/give examples/answer questions:

**Show slide 8 – click to display the six bullets and sub-points**

* Write the script, focussing on the interview’s purpose/audience, content and appropriate language features.
* Create a storyboard including stage directions and camera angles.
* Not necessary to script or storyboard the actual lap itself, as it is in the YouTube clip.
* The interview will end when the clip of the guest’s lap is introduced.
* There is a prize for the group that creates and performs the best interview (they will decide).
* Use the 4 resources *(explain the resources below)* to plan today and start practising if possible.
* Performances will be next lesson. There will be more time to practise next lesson.
* (Interviews can be recorded and shown on the Smart board **OR** performed live.)

Give every student: **Resource (015) *Interview Checklist* Resource (016) *Interview Preparation tips***

**Resource (017) *Interview­ Storyboard Template* Resource (018) *YouTube Clip Transcript***

(Have more copies available.)

**(ALL)** *Monitor:* Work through the checklist and plan their interview.

Practise the interviews, if they get to this point.

**(T)** Offer guidance/support and ensure everyone has planned and started practising **OR** to at least have completed planning and ready to practise next lesson.

|  |
| --- |
| **IF THERE IS TIME**  **Next lesson**    **Show slide 9 –Click once to reveal all the bullets**  **(T)** Ask who is still planning? Who is now practising?  Explain that in lesson 3 there will be: 5-10 mins = last minute planning,  20 mins = practising and 15 mins to perform/film their interview. |

**Finish lesson 2:**

**Feedback on work from lesson 1**

**(T)** Give each student their marked car review from lesson 1.

**Teachers Info: Lesson 2 Literacy**

*012 Cut out cool wall car photos*

|  |  |  |  |
| --- | --- | --- | --- |
| City car | Small car | Hot hatch | Small SUV |
| 1. Skoda Citigo 2. Smart Forfour | 1. Ford Fiesta 2. [Volkswagen Polo](http://www.whatcar.com/car-reviews/volkswagen/polo-hatchback/summary/25891-5) | 1. BMW M135i 2. Suzuki Swift Sport | 1. Land Rover Evoque 2. Nissan Qashqai |
| Family car | Electric car | Sports car | Executive car |
| 1. [Audi A3](http://www.whatcar.com/car-reviews/audi/a3-hatchback/summary/25976-5) Sportback 2. Nissan Pulsar | 1. BMW i8 2. VW e-Golf | 1. Ferrari 458 Speciale 2. Lamborghini Huracan | 1. Audi A6 2. Volkswagen Passat |
| Coupe | Estate car | Convertible | Large SUV |
| 1. Jaguar F-type Coupe 2. Mercedes S-Class Coupe | 1. Ford Mondeo Estate 2. Kia Cee'd Sportswagon | 1. Citroen DS3 Cabriolet 2. [Volkswagen Beetle](http://www.whatcar.com/car-reviews/volkswagen/beetle-hatchback/summary/26068-5) Cabriolet | 1. Lexus NX 2. Porsche Cayenne 3. Volvo XC90 |
| MPV | Luxury car | Misc |  |
| 1. Fiat 500L MPW 2. Seat Alhambra | 1. Bentley Flying Spur 2. Rolls-Royce Phantom | 1. Honda HR-V 2. Mazda MX-5 3. Toyota FCV |  |

See more at:

<http://www.whatcar.com/car-news/car-car-year-awards-2015-long-list/1322557#sthash.tZ5CKQQG.dpuf>

Taken from:

<http://www.whatcar.com/car-news/car-car-year-awards-2015-long-list/1322557>

* *CUT OUT ALONG DOTTED LINES -*

|  |  |
| --- | --- |
| 1. Skoda Citigo   [http://tse1.mm.bing.net/th?&id=OIP.Md5ddf949d570193c07926b5ba63bf8abo0&w=300&h=300&c=0&pid=1.9&rs=0&p=0](http://www.bing.com/images/search?q=1.%09Skoda+Citigo+&view=detailv2&&id=EDA0B763334B7855C964CDCE26E6C08BA541DA77&selectedIndex=13&ccid=1d35SdVw&simid=608055528966260198&thid=OIP.Md5ddf949d570193c07926b5ba63bf8abo0) | 1. Smart Forfour **[http://tse1.mm.bing.net/th?&id=OIP.Mcaeea580881f09657cc52f02c9572033H0&w=300&h=300&c=0&pid=1.9&rs=0&p=0](http://www.bing.com/images/search?q=smart+forfour&view=detailv2&&id=A42DB310DBC6065148E5647BD08837B4FD235239&selectedIndex=0&ccid=yu6lgIgf&simid=608037352668595705&thid=OIP.Mcaeea580881f09657cc52f02c9572033H0)** |
| 1. Ford Fiesta   [http://tse1.mm.bing.net/th?&id=OIP.Mbd9954f934f5e836feb662b5670927c2o0&w=300&h=300&c=0&pid=1.9&rs=0&p=0](http://www.bing.com/images/search?q=3.%09Ford+Fiesta&view=detailv2&&id=895086D2DF8F0243B037FC204F5C27D1FF458BA2&selectedIndex=0&ccid=vZlU+TT1&simid=608034771384928705&thid=OIP.Mbd9954f934f5e836feb662b5670927c2o0) | 1. [Volkswagen Polo](http://www.whatcar.com/car-reviews/volkswagen/polo-hatchback/summary/25891-5)[http://tse1.mm.bing.net/th?&id=OIP.Ma5eb0fd6b201bda87e2e1df889e7ba4bH0&w=300&h=300&c=0&pid=1.9&rs=0&p=0](http://www.bing.com/images/search?q=Volkswagen+Polo&view=detailv2&&id=72D23F635B12ADCA9C162FED4CCA9530CB2CBC07&selectedIndex=2&ccid=pesP1rIB&simid=608022685342174546&thid=OIP.Ma5eb0fd6b201bda87e2e1df889e7ba4bH0) |
| 1. BMW M135i   [http://tse1.mm.bing.net/th?&id=OIP.M5a49c07847a9999380f270d99bc0663eo0&w=300&h=300&c=0&pid=1.9&rs=0&p=0](http://www.bing.com/images/search?q=5.%09BMW+M135i&view=detailv2&&id=1DC85DCB3778D1E6ACF0BF909E3F0F681B34EBDC&selectedIndex=10&ccid=WknAeEep&simid=608004397378109652&thid=OIP.M5a49c07847a9999380f270d99bc0663eo0) | 1. Suzuki Swift Sport [http://tse1.mm.bing.net/th?&id=OIP.M1b915a3c70e5ff640986806f9e10d636H0&w=300&h=300&c=0&pid=1.9&rs=0&p=0](http://www.bing.com/images/search?q=6.%09Suzuki+Swift+Sport&view=detailv2&&id=894A7757F23AAF8B3055945643658EB4598EFEB6&selectedIndex=15&ccid=G5FaPHDl&simid=607991843192048693&thid=OIP.M1b915a3c70e5ff640986806f9e10d636H0) |
| 1. Land Rover Evoque   [http://tse1.mm.bing.net/th?&id=OIP.Mccccab9a6823bc612bdf8125f2b0c359o0&w=300&h=300&c=0&pid=1.9&rs=0&p=0](http://www.bing.com/images/search?q=7.%09Land+Rover+Evoque+&view=detailv2&&id=6F199BEFB4D231C37E013A97475C9C6052B4A030&selectedIndex=14&ccid=zMyrmmgj&simid=608044667002159733&thid=OIP.Mccccab9a6823bc612bdf8125f2b0c359o0) | 1. Nissan Qashqai [http://tse1.mm.bing.net/th?&id=OIP.M614bc302308b4237b51c56848476ca8eo0&w=300&h=300&c=0&pid=1.9&rs=0&p=0](http://www.bing.com/images/search?q=8.%09Nissan+Qashqai&view=detailv2&&id=336D4B91396D9176FF3A3C5403D9A46B7BD2010A&selectedIndex=6&ccid=YUvDAjCL&simid=607994012149157413&thid=OIP.M614bc302308b4237b51c56848476ca8eo0) |
| 1. [Audi A3](http://www.whatcar.com/car-reviews/audi/a3-hatchback/summary/25976-5) Sportback   [http://tse1.mm.bing.net/th?&id=OIP.M14ae1ea1df1b062c4377ca671023a0fco0&w=300&h=300&c=0&pid=1.9&rs=0&p=0](http://www.bing.com/images/search?q=9.%09Audi+A3+Sportback&view=detailv2&&id=EDF9C5E9BE79CEA96B0FF86ED2AF3F3684489F8D&selectedIndex=5&ccid=FK4eod8b&simid=608026284539514614&thid=OIP.M14ae1ea1df1b062c4377ca671023a0fco0) | 1. Nissan Pulsar [http://tse1.mm.bing.net/th?&id=OIP.Mbbd96e617cd27446e3d09bfe06e5f948o0&w=300&h=300&c=0&pid=1.9&rs=0&p=0](http://www.bing.com/images/search?q=10.%09Nissan+Pulsar&view=detailv2&&id=EE01C5D46156B53F6E7D8A9E8DA98F21FF18AFA5&selectedIndex=6&ccid=u9luYXzS&simid=608051358550330082&thid=OIP.Mbbd96e617cd27446e3d09bfe06e5f948o0) |
| 1. BMW i8   [http://tse1.mm.bing.net/th?&id=OIP.M3da273bc3d69cd0328c61f11b514b94co0&w=300&h=300&c=0&pid=1.9&rs=0&p=0](http://www.bing.com/images/search?q=11.%09BMW+i8+&view=detailv2&&id=C3C07B031E0A066403FB777E31A069E123249A40&selectedIndex=24&ccid=PaJzvD1p&simid=608000106714760150&thid=OIP.M3da273bc3d69cd0328c61f11b514b94co0) | 1. VW e-Golf [http://tse1.mm.bing.net/th?&id=OIP.M223e1724650276eb8b26c49cc8d37ba7o0&w=300&h=300&c=0&pid=1.9&rs=0&p=0](http://www.bing.com/images/search?q=12.%09VW+e-Golf&view=detailv2&&id=38BEC4BE2B6F89211E1434AB8407D74F7C84E8F5&selectedIndex=7&ccid=Ij4XJGUC&simid=608006403134130910&thid=OIP.M223e1724650276eb8b26c49cc8d37ba7o0) |
| 1. Ferrari 458 Speciale   [http://tse1.mm.bing.net/th?&id=OIP.Md07ae13fbfed18c41784dd9fcecfa1fdo0&w=300&h=300&c=0&pid=1.9&rs=0&p=0](http://www.bing.com/images/search?q=13.%09Ferrari+458+Speciale&view=detailv2&&id=A1635F8DA433D2F99463D35FA966C47B798C3D9D&selectedIndex=22&ccid=0HrhP7/t&simid=608038473649490110&thid=OIP.Md07ae13fbfed18c41784dd9fcecfa1fdo0) | 1. Lamborghini Huracan [http://tse1.mm.bing.net/th?&id=OIP.M3966785f4886d808ea37ac9c7ec20c55o0&w=300&h=300&c=0&pid=1.9&rs=0&p=0](http://www.bing.com/images/search?q=14.%09Lamborghini+Huracan&view=detailv2&&id=D65154A0B2107A6A243D34006C4102FEEB4A363B&selectedIndex=9&ccid=OWZ4X0iG&simid=608031820744362371&thid=OIP.M3966785f4886d808ea37ac9c7ec20c55o0) |
| 1. Audi A6   [http://tse1.mm.bing.net/th?&id=OIP.Me65c716427c01346f2c65081ff1c5396o0&w=300&h=300&c=0&pid=1.9&rs=0&p=0](http://www.bing.com/images/search?q=15.%09Audi+A6+&view=detailv2&&id=4A77C1A9B17A184494B2F8F185358E6C89E60380&selectedIndex=45&ccid=5lxxZCfA&simid=608049335626826019&thid=OIP.Me65c716427c01346f2c65081ff1c5396o0) | 1. Volkswagen Passat [http://tse1.mm.bing.net/th?&id=OIP.Ma422ac91badbad670fdc77d6edc56523o0&w=300&h=300&c=0&pid=1.9&rs=0&p=0](http://www.bing.com/images/search?q=16.%09Volkswagen+Passat&view=detailv2&&id=F37C94832D3077635E8F101A94A00656B77D1D29&selectedIndex=0&ccid=pCKskbrb&simid=608009323714579677&thid=OIP.Ma422ac91badbad670fdc77d6edc56523o0) |
| 1. Jaguar F-type Coupe   [http://tse1.mm.bing.net/th?&id=OIP.Mbb8f117adacb437cea3d78dbf8252faeo0&w=300&h=300&c=0&pid=1.9&rs=0&p=0](http://www.bing.com/images/search?q=17.%09Jaguar+F-type+Coupe&view=detailv2&&id=B17277666C115FA2F19B803877D624FB3DEE177E&selectedIndex=8&ccid=u48RetrL&simid=608035527305988398&thid=OIP.Mbb8f117adacb437cea3d78dbf8252faeo0) | 1. Mercedes S-Class Coupe [http://tse1.mm.bing.net/th?&id=OIP.M79d57d5d7d74a3821e6e56709471de4fH0&w=300&h=300&c=0&pid=1.9&rs=0&p=0](http://www.bing.com/images/search?q=18.%09Mercedes+S-Class+Coupe&view=detailv2&&id=51D88F60838F9925337DC00C69B072DDE9BC9B54&selectedIndex=7&ccid=edV9XX10&simid=608007829059469941&thid=OIP.M79d57d5d7d74a3821e6e56709471de4fH0) |
| 1. Ford Mondeo Estate   [http://tse1.mm.bing.net/th?&id=OIP.M068659db45e9e0f76e045bd3ccd73a01o0&w=300&h=300&c=0&pid=1.9&rs=0&p=0](http://www.bing.com/images/search?q=19.%09Ford+Mondeo+Estate&view=detailv2&&id=6146FB354E8C9E9A560180567E50F479B3B794DC&selectedIndex=9&ccid=BoZZ20Xp&simid=608053828156262616&thid=OIP.M068659db45e9e0f76e045bd3ccd73a01o0) | 1. Kia Cee'd Sportswagon [http://tse1.mm.bing.net/th?&id=OIP.M5b5d44bd30b9e32e93978d7312b3a7d3o0&w=300&h=300&c=0&pid=1.9&rs=0&p=0](http://www.bing.com/images/search?q=20.%09Kia+Cee'd+Sportswagon&view=detailv2&&id=E6D6446C24428A04957B94CA671AB1CA62530693&selectedIndex=22&ccid=W11EvTC5&simid=608038151523206743&thid=OIP.M5b5d44bd30b9e32e93978d7312b3a7d3o0) |
| 1. Citroen DS3 Cabriolet   [http://tse1.mm.bing.net/th?&id=OIP.Mbc83a01892b24c2004b83fcccbc754f9o0&w=300&h=300&c=0&pid=1.9&rs=0&p=0](http://www.bing.com/images/search?q=21.%09Citroen+DS3+Cabriolet+&view=detailv2&&id=CAA830E551F619CDA71913739FEA7D138C77124C&selectedIndex=43&ccid=vIOgGJKy&simid=608010457575130033&thid=OIP.Mbc83a01892b24c2004b83fcccbc754f9o0) | 1. [Volkswagen Beetle](http://www.whatcar.com/car-reviews/volkswagen/beetle-hatchback/summary/26068-5) Cabriolet [http://tse1.mm.bing.net/th?&id=OIP.M3458ff192787ffeca4771458ed200f7bo0&w=300&h=300&c=0&pid=1.9&rs=0&p=0](http://www.bing.com/images/search?q=22.%09Volkswagen+Beetle+Cabriolet&view=detailv2&&id=8F325A42C4BA6F1AA0C001E659EC7B5928B38E63&selectedIndex=43&ccid=NFj/GSeH&simid=608009156203251727&thid=OIP.M3458ff192787ffeca4771458ed200f7bo0) |
| 1. Lexus NX   [http://tse1.mm.bing.net/th?&id=OIP.M19eb65306e88270b12473ec0a1a4e477o0&w=300&h=300&c=0&pid=1.9&rs=0&p=0](http://www.bing.com/images/search?q=23.%09Lexus+NX&view=detailv2&&id=C662F7F6400C564240CA02BD9B716B36BEE88FEC&selectedIndex=14&ccid=GetlMG6I&simid=608029724803860037&thid=OIP.M19eb65306e88270b12473ec0a1a4e477o0) | 1. Porsche Cayenne   [http://tse1.mm.bing.net/th?&id=OIP.M752459196968cf387f1726ba97b2c2bfo0&w=300&h=300&c=0&pid=1.9&rs=0&p=0](http://www.bing.com/images/search?q=24.%09Porsche+Cayenne&view=detailv2&&id=24A6950678977C6D5B0C8E0C32241F55B7B6B7C3&selectedIndex=27&ccid=dSRZGWlo&simid=608042798679851814&thid=OIP.M752459196968cf387f1726ba97b2c2bfo0) |
| 1. Volvo XC90[http://tse1.mm.bing.net/th?&id=OIP.M4a8be6dd2cf2b4cc2110042480ba9859o0&w=300&h=300&c=0&pid=1.9&rs=0&p=0](http://www.bing.com/images/search?q=25.%09Volvo+XC90&view=detailv2&&id=E614D106D3121A1E915EE0AE6486BE0E98327AB7&selectedIndex=16&ccid=Sovm3Szy&simid=608024081212575636&thid=OIP.M4a8be6dd2cf2b4cc2110042480ba9859o0) | 1. Fiat 500L MPW   [http://tse1.mm.bing.net/th?&id=OIP.M120997d9873ce83591f51ad21599d0c1o0&w=300&h=300&c=0&pid=1.9&rs=0&p=0](http://www.bing.com/images/search?q=26.%09Fiat+500L+MPW+&view=detailv2&&id=2B81F2EAC731A44A1A1B4DF93CB644EF52E4AB3A&selectedIndex=2&ccid=EgmX2Yc8&simid=608041364160186576&thid=OIP.M120997d9873ce83591f51ad21599d0c1o0) |
| 1. Seat Alhambra [http://tse1.mm.bing.net/th?&id=OIP.M439d0e22ec6e28b4042294b8b6b4c37co0&w=300&h=300&c=0&pid=1.9&rs=0&p=0](http://www.bing.com/images/search?q=27.%09Seat+Alhambra&view=detailv2&&id=9F88DC323C5A82A742E79F1371458A5CDCA2FDEA&selectedIndex=16&ccid=Q50OIuxu&simid=608015714613789752&thid=OIP.M439d0e22ec6e28b4042294b8b6b4c37co0) | 1. [http://tse1.mm.bing.net/th?&id=OIP.M7a2eb0eea066d880a05976bc27ca398aH0&w=300&h=300&c=0&pid=1.9&rs=0&p=0](http://www.bing.com/images/search?q=28.%09Bentley+Flying+Spur&view=detailv2&&id=A77583EEF269791884EE3D4896E81EF2CDC689A9&selectedIndex=22&ccid=ei6w7qBm&simid=608043082153856138&thid=OIP.M7a2eb0eea066d880a05976bc27ca398aH0) |
| 1. Rolls-Royce Phantom [http://tse1.mm.bing.net/th?&id=OIP.M7a2eb0eea066d880a05976bc27ca398aH0&w=300&h=300&c=0&pid=1.9&rs=0&p=0](http://www.bing.com/images/search?q=28.%09Bentley+Flying+Spur&view=detailv2&&id=A77583EEF269791884EE3D4896E81EF2CDC689A9&selectedIndex=22&ccid=ei6w7qBm&simid=608043082153856138&thid=OIP.M7a2eb0eea066d880a05976bc27ca398aH0) | 1. Honda HR-V   [http://tse1.mm.bing.net/th?&id=OIP.M6f13d38ffb0c1402c16c5bf8d08b1916o0&w=300&h=300&c=0&pid=1.9&rs=0&p=0](http://www.bing.com/images/search?q=30.%09Honda+HR-V&view=detailv2&&id=10EBD930CAD5AA510E582F2975C3C11CBAF7C3CB&selectedIndex=14&ccid=bxPTj/sM&simid=608027860786611733&thid=OIP.M6f13d38ffb0c1402c16c5bf8d08b1916o0) |
| 1. Mazda MX-5   [http://tse1.mm.bing.net/th?&id=OIP.Mdc96f9e4dea242c65b75ec3dbd068703o0&w=300&h=300&c=0&pid=1.9&rs=0&p=0](http://www.bing.com/images/search?q=31.%09Mazda+MX-5&view=detailv2&&id=F4845C0EF8F1E4B213394FB363459DD5699DC0A7&selectedIndex=5&ccid=3Jb55N6i&simid=608011157657420803&thid=OIP.Mdc96f9e4dea242c65b75ec3dbd068703o0) | 1. Toyota FCV [http://tse1.mm.bing.net/th?&id=OIP.M35833ef660dce1e5efc67aff05516493o0&w=300&h=300&c=0&pid=1.9&rs=0&p=0](http://www.bing.com/images/search?q=32.%09Toyota+FCV&view=detailv2&&id=FB119E8B30DED1C0765C34236132C9178593A248&selectedIndex=0&ccid=NYM+9mDc&simid=608015688850014411&thid=OIP.M35833ef660dce1e5efc67aff05516493o0) |

**Teachers Info: Lesson 2 Literacy**

*013 Cut out cool wall car categories*

Cut out along dotted line

|  |
| --- |
| *Seriously Uncool* |
| *Uncool* |
| *Cool* |
| *Sub Zero* |
| *Super Cool Fridge* |

**Student handout: Lesson 2 Literacy**

*014 You Tube clip analysis*

|  |  |  |
| --- | --- | --- |
|  | **Interviewer** | **Guest** |
| **Name:** |  |  |
| **Interview purpose:** *Argue, inform or entertain?* |  | |
| **Body language:**  Eye contact?  Posture?  Gestures?  Manner? *relaxed/ uncomfortable* |  |  |
| **Voice and clarity**  Pronunciation?  Intonation?  Volume?  Pace? |  |  |
| **Language features:** *Vocabulary?*  *Grammar?*  *Sentence structure?*  Question style? Yes/No or open  *Formal/Informal register?* |  |  |
| **Content & Research:**  Main ideas?  Well-argued (makes sense)?  Well-organised? |  | |
| **Audience appeal:**  Interesting  Exclusive info. revealed  Persuasive  Confident |  | |
| **Stage directions:**  E.g.  (*Jeremy leans forward)*  *(Guest remains seated)* |  | |
| **Camera angles:**  E.g. *Close up, wide/high/low angle, long shot, bird’s eye, extreme close up, eye level…* |  | |

**Student handout: Lesson 2 Literacy**

*015 Interview checklist*

“Now it’s time to put a star in our reasonably priced car”

**Interview Checklist**

***🗸* When completed**

**Interview roles**

|  |  |
| --- | --- |
| 1. Read the role descriptions. |  |

|  |  |
| --- | --- |
| Role | Description |
| Interviewer | Introduce the interview, the celebrity guest and ask the questions. |
| Celebrity guest | Prepare answers to the interviewer’s questions. |
| Researcher | Prepare interview questions, research the celebrity and find out the answers the celebrity will give. |
| Scriptwriter | Write the interview script, including stage directions. |
| Set designer | Design a set appropriate to Top Gear’s target audience. |
| Story-boarder | Create a story-board of the interview using story-board template.  Include camera angles, sound, lighting, etc. |

|  |  |
| --- | --- |
| 1. Choose a role for each group member. |  |

|  |  |
| --- | --- |
|  | Name of group member: |
| **Interviewer** |  |
| **Celebrity guest** |  |
| **Researcher** |  |
| **Scriptwriter** |  |
| **Set designer** |  |
| **Story-boarder** |  |

(If there are less than 6 members in the group, choose an interviewer, a celebrity guest and work together to complete all the tasks within all the roles).

|  |  |
| --- | --- |
| 1. Choose a celebrity guest to interview. |  |

*E.g. David Cameron, Barack Obama, Simon Cowell, Tinie Tempah, Professor Green, Keith Lemon,*

*Boris Johnson or your own idea.*

**Script and story-board**

|  |  |
| --- | --- |
| 1. Choose a style for your interviewer. |  |

*E.g. relaxed, informal, friendly, formal, probing or confrontational.*

|  |  |
| --- | --- |
| 1. Develop a range of ‘*open*’ questions beginning with who, what, why, where, when and how. |  |
|  |

*E.g. When did you start driving? What was the first car you ever bought?*

|  |  |
| --- | --- |
| 1. Create ‘*closed*’ questions which generate a yes or no answer. |  |
|  |

*E.g. Have you ever raced a car before? Did you expect to go that fast?*

|  |  |
| --- | --- |
| 1. Use the interview tips AND YouTube transcript hand outs. |  |

|  |  |
| --- | --- |
| 1. The script has a title. |  |

|  |  |
| --- | --- |
| 1. Interviewer/guest names are to be shown on the left when they are speak. |  |
|  |
| 1. Each scene is introduced and described. |  |

|  |  |
| --- | --- |
| 1. All names have a colon directly after them. *E.g.* ***Jeremy:*** |  |

|  |  |
| --- | --- |
| 1. There is a new line for every new speaker. |  |

|  |  |
| --- | --- |
| 1. Stage directions are in brackets ( ) |  |

|  |  |
| --- | --- |
| 1. There are stage directions for how the interviewer/guest might speak. |  |
|  |
| 1. There are stage directions for how the interviewer/guest might move. |  |
|  |
| 1. Use the story-board template to plan everything. |  |

|  |  |
| --- | --- |
| 1. Every time the setting changes, a new scene starts. |  |

|  |  |
| --- | --- |
| 1. CAPITALS or *italics* are used to emphasise words. |  |

|  |  |
| --- | --- |
| 1. “There are NO speech marks.” |  |

|  |  |
| --- | --- |
| 1. REHEARSE the entire interview. |  |

**OPTIONS**

|  |  |
| --- | --- |
| 1. FILM the interview if there is time. |  |

**OR**

|  |  |
| --- | --- |
| 1. PRESENT the interview to the class next lesson. |  |

**Student handout: Lesson 2 Literacy**

*016 Interview preparation tips*

DO

1. Watch some examples of celebrity guest ‘Fastest Lap’ interviews on Top Gear:

Hugh Bonneville <http://www.topgear.com/videos/top-gear-tv/hugh-bonneville-star-reasonably-priced-car-series-21-episode-1>

Usain Bolt– part 2 of 2 <http://www.topgear.com/videos/top-gear-tv/usain-bolt-star-reasonably-priced-car-part-22-series-13-episode-4>

Rowan Atkinson <http://www.topgear.com/videos/jeremy-clarkson/rowan-atkinson-star-reasonably-priced-car-series-17-episode-4>

1. Find out:

Who are you interviewing? What do you want to know about them?

Will it be a live or recorded interview? How will you film it?

What camera angles will be used? How long will the interview be?

How will the material be used (e.g. a short clip/longer feature)?

1. Remember that Top Gear is pre-recorded and despite the hours of filming, only 8-10 mins of the footage may actually be broadcast.
2. Create an outline of the main questions or topics the interview will cover.
3. Write down your key messages - the most important things you want to communicate.
4. Prepare your obvious questions, for example:
5. Create some difficult and unusual questions. Here some topic ideas:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Future ambitions* | *New projects* | *Career choices* | *Defining moments* | *Personality traits* |
| *Route to fame/success* | *Fan stories* | *Directing* | *Producing* | *Auditions* |
| *Writing* | *Acting* | *Characters played* | *Celebrity friends* | *Advice to offer* |
| *Challenges* | *Surprises* | *Inspirations* | *Strengths, weaknesses* | *Funniest moments* |

1. Create clear stage directions, for example:

*Scene 1*

**(Jeremy stands up, steps forward and shakes Sting’s hand)**

Jeremy:   It’s great to you see you again. Please, take a seat.  
**(Jeremy gestures to the sofa behind Sting)**

1. Fix your gaze a couple of inches above the interviewer’s head.
2. Practise out loud in front of a mirror to build your confidence.

What was your car history like? What is your favourite car?

Where is the best place your have ever driven? Who is your favourite racing driver?

How do you think you did on the Test Track?

**DON’T**

1. Look directly at the camera, if you are nervous.
2. Fidget or rock from side to side, as it can make you look nervous.

**Student handout: Lesson 2 Literacy**

*017 Interview storyboard template*

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**Student handout: Lesson 2 Literacy**

*018 YouTube clip transcript*

**TRANSCRIPT - including stage directions and camera angles**

|  |
| --- |
| **KEY:** Stage directions ( ) CAPITALS = emphasis *Examples of body language - camera angles* |

***BEGINNING= 0:00***

Scene description: Right of shot = Jeremy Clarkson seated. Left of shot, Hugh Bonneville seated.

Centre of shot = LCD monitor. Far right = fastest lap board. Background/edges = audience

**Audience:** (clap)

**Jeremy:** (Turn back from looking at audience and face Hugh)

* *Head and shoulder shot of Jeremy facing Hugh*

Anyway, the NEW FILM? *Intonation rises expectantly on the last word and brushes face with left hand.*

The Monuments Men. Tell me, what is that about?

* *Head and shoulder shot of Hugh facing Jeremy*

**Hugh:** It’s er, based on the true story of these rather sort of er…

*Drops head slightly and adjusts glasses on his nose with his left hand.*

unsung heroes of the Second World War , who, er… were art historians and museum curators, who were sent in after D-Day largely to try and locate the art and treasures that the Nazis were spiriting away – and also to try and

*Tilts head to side and looks thoughtful.*

persuade the allies not to try and blow up that particular church

*Hugh throws right arm up in the air and gesticulates with both hands.*

* *Wide shot of both Hugh and Jeremy with audience behind*

because there are Germans in it, because it does contain um, you know, part of our culture.

* *Head and shoulder shot of Jeremy facing Hugh*

**Jeremy:** Oh, REALLY? And that’s a true story?

* *Head and shoulder shot of Hugh facing Jeremy*

**Hugh:** It’s based on a true story. *Looks down and nods head.*

* *Head and shoulder shot of Jeremy facing Hugh*

**Jeremy:** Well, we’ve got a clip.

* *Head and shoulder shot of Hugh facing Jeremy*

**Hugh:** Ooh, I haven’t seen anything yet. *Looks down slightly and scratches neck with right hand.*

**Jeremy:** NO, NO, NO – well you can have a look at yourself on telly. Look, here we go.

* *Wide angle shot of the seating area with Hugh and Jeremy sitting on chairs, a TV in the centre and the audience around them.*

*(Both look at the TV)*

* **PLAY FILM CLIP OF THE MONUMENT MEN *Timing= 0.38 to 1.13***

**Audience:** *(clap)*

* Wide angle shot of Hugh and Jeremy sitting on chairs with the TV in the centre of the screen and the audience around them. Hugh leans forward and looks at the TV

*(Jeremy sit back in seat, face Hugh and clap)*

* Close up shot of Hugh Hugh Looks down and touches face.

**Jeremy:** It looks like my sort of film. That is my sort of film.

*(Clap and lean forward)*

* *Long shot of Hugh and Jeremy sitting on chairs with the TV in the centre of the screen, the fastest lap set and the audience all around them.*
* Close up shot of Jeremy

Now. This is George Clooney – and he directed it as well, DIDN’T HE.

* Close up shot of Hugh

**Hugh:** George, er, directed it. He stars in it, he produced it, he co-wrote it…

* Close up shot of Jeremy

*(Jeremy sit back in seat)*

**Jeremy:** Look, well. Er, I have been wondering, looking at what you’re doing at the moment. Is, how on earth you are fitting it all in, because you are also working on – what is it called W1A.

* Close up shot of Hugh

**Hugh:** Yes, W1A is a spin-off of a show I did called 2012,

* Wide angle shot of Hugh and Jeremy sitting on chairs with the TV in the centre of the screen and the audience around them.

which is a sort of er, mockumentary about trying to organise the Olympics – and obviously my character made SUCH A SUCCESS of organising the Olympics, I am now the ‘go to’ man to sort out er corporate issues – so, what better place than to go into the BBC

* Close up shot of Jeremy

**Jeremy:** Cos I. When I heard that this was happening - and in fact I concealed er, the location signs around the BBC buildings where you were actually filming it. I was thinking how do you make FICTIONabout BBC management FUNNIER – than what actually happens?

**Audience:** *(Laugh)*

* Close up shot of Hugh
* Close up shot of Jeremy

**Jeremy:** Of course, Broadcasting House, the newBIG building on top of Regents Street, Portland Place. You are not allowed in there, even if you are BBC staff, unless you have been on aHALF HOUR HEALTH AND SAFETY COURSE

* Close up shot of Hugh
* Close up shot of Jeremy

**Jeremy:** …ON HOW TO OPERATE THE BUILDING

* Close up shot of Hugh

**Hugh:** Well, I started that course. A sort of 8 page document. A lady with an 8 page document arrived to talk me through it, and er page 1 was a picture of a fire alarm - in a red, red fire alarm box, she said this is a fire alarm…

**Audience & Jeremy:** *(Laugh)*

* Close up shot of Jeremy
* Close up shot of Hugh

**Hugh:** …and page 2 contained a graphic on a green side with a man running like this, with the word exit. That’s an emergency exit – and at that point I was taken off to do some filming and so I still haven’t gone through…

* Close up shot of Jeremy

**Jeremy:** You haven’t completed the course.

* Close up shot of Hugh

**Hugh:** …haven’t completed the course

* Close up shot of Jeremy

**Jeremy:** Oh I STILL HAVEN’T BEEN. I STILL HAVE to be escorted around Broadcasting House unless I …

* Close up shot of Hugh
* Close up shot of Jeremy

**Jeremy:** … am confused by a light fitting

**Hugh:** yeah

**Jeremy:** or something of that nature

* Shot facing Jeremy with Hugh side on.

**Audience & Hugh:** *(Laugh)*

**Jeremy:** It is STUPID and I am LONGING to see something that saturates it. AGAIN, how are you doing it? You must be the world’s busiest man. Presumably you drove VERY quickly around the lap, so you can get home more quickly.

**Hugh:** No, no. Erm, erm, I’m not a speed merchant. At the beginning, when the Stig took me round I was really terrified, er, being in the passenger seat and I thought I’ll never be able to do this – and by the end as your guys will tell you, you know, I refused to get out. I wanted to go again and again.

**Jeremy:**  Who here, would like to see THE LAP?

*(Look around at audience)*

**Audience:** Yesssss

**Jeremy:**  Play the tape, let’s have a look.

* **PLAY CLIP OF HUGH DRIVING AROUND THE LAP *Timing= 3:24 to 4.50***

**Jeremy:** Wow, ahhh. I have just realised that’s the first ever wet lap we’ve had in that car. NOBODY ELSE has driven around in the rain.

**Hugh:** Hmmmm

**Jeremy:**  So, bearing that in mind, WHERE DO YOU THINK you have come?

**Hugh:** Well, erm… I suspect it’s somewhere. I would think it’s somewhere between Ron Howard and Steven Tyler, bearing in mind it’s wet.

**Jeremy:** Right, so, somewhere between 1:50 and 1:51 is what you think you’ve done. Well, Hugh Bonneville, you did itIN…

*(Lift up papers and look at notes. Take time to read and double check. Bring papers near to face, put papers down, adjust pen and clipboard. Look at Hugh with an expression designed to prolong the suspense)*

**Hugh:** Laughs *Looks pensive and rocks forward slightly*

**Jeremy:** ONE

*(Pause and look down at clipboard, start to write down the lap time)*

**Hugh:** Oh! *Screws up face in disappointment and then looks slightly impressed*

FIFTY POINT ONE… which means…

**Hugh:** OH

**Audience & Hugh:** *Laugh*

*(Pause and look down at clipboard. Start to write down the lap time on a piece of paper)*

You are the first guest ever… to guess correctly… oh, wait, wait, wait, wait, wait,

*Goes to the leader board and draws a symbol on Steven Tyler’s time - SPONTANEOUS*

**Audience:** *(Clap)*

**Jeremy:**  The first…

**Hugh:** You just put Steven Tyler *Point to the leader board.*

**Jeremy:** No – I will cross it out. Ooh – wrong, - very professional show. There. Look. Correct

*Goes back to the leader board and crosses out the symbol he drew - SPONTANEOUS*

**Hugh:** *Laughs, picks up cup and drinks.*

**Audience:** *(Laugh)*

**Jeremy:** To be brutally honest with you, the Stig did say that you have a natural talent and that if it’d been dry, you would have been very close to the top.

Holds head up and back slightly, with an impressed expression and emphasises his words as he looks at Hugh.

**Hugh:** *Tilts head and looks impressed/surprised.*

**Hugh:** Well, that’s, er, um, that’s an accolade then. I’ll take that, I’ll go away happy.

*Looks down and smiles.* *Drinks again.*

**Jeremy:** It is. Ladies and gentleman. THANK YOU SO MUCH. HUGH BONNEVILLE.

*(Speak loudly - Sit with right shoulder and back to the audience, on the edge of seat, look at Hugh and holds out right arm and hand towards Hugh.)*

**Hugh:** Thank you so much Looks to his right and holds up left hand, nodding his head in thanks to the audience.

**Audience:** *(Clap)*

***END TIME= 6.10* Interview between Jeremy Clarkson and Hugh Bonneville, Top Gear Pub.** 6 Nov 2014

<http://www.topgear.com/videos/top-gear-tv/hugh-bonneville-star-reasonably-priced-car-series-21-episode-1>

**LESSON PLAN 3: Literacy**

*Top Gear Interviews – part B*

**Overall objective:**

To perform a 3 minute Top Gear style interview with effective storyboarding and scriptwriting.

**Aims:**

1. To practise performing a Top Gear style interview.
2. To successfully perform a Top Gear style interview
3. To evaluate each other’s performance of a Top Gear style interview.

**Language focus:**

Grammar and Vocabulary Writing Spoken English

**Resources:**

|  |  |  |  |
| --- | --- | --- | --- |
| Teacher’s info. | | | |
| **019** | **Literacy lesson plan 3 – part B** | **020** | **Literacy lesson 3\_Slides** |
| **A** | Teacher’s Glossary | **B** | **Automotive Family Fortunes\_Slides** |
| **C** | **Automotive Family Fortunes Questions** |  |  |

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| Student hand outs | | | |
| **021** | **Interview Checklist** | **022** | **Interview Preparation tips** |
| **023** | **Interview­ Storyboard Template** | **024** | **YouTube Clip Transcript** |
| **025** | **Peer Assessment\_Speaking** |  |  |

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| Misc. | | |
| Post-it notes (green, red, orange or yellow) | Blue Tack | Smart board & Flip chart paper |
| Blank paper and marker pens | | Mobile phone camera (optional) |

**National Curriculum 2014 Context:**

### Writing

Write accurately, fluently, effectively and at length for pleasure and information through:

* adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue
* selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis
* selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate
* make notes, draft and write, including using information provided by others [e.g. writing a letter from key points provided; drawing on and using information from a presentation]

Revise, edit and proof-read through:

* reflecting on whether their draft achieves the intended impact
* restructuring their writing, and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness
* paying attention to the accuracy and effectiveness of grammar, punctuation and spelling.

### Grammar and vocabulary

Consolidate and build on their knowledge of grammar and vocabulary through:

* studying their effectiveness and impact in the texts they read
* drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects
* analysing some of the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English
* using linguistic and literary terminology accurately and confidently in discussing reading, writing and spoken language.

### Spoken English

Speak confidently, audibly and effectively, including through:

* using Standard English when the context and audience require it
* working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines
* planning for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates
* listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation
* improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.

**Suggested lesson timing:**

60 minute lesson

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| Lesson 3 | | Pre-class: |
| Starter Activity | 4-5 mins | Bring a prize for the best  group interview. |
| Lesson objective/aims *- reminder* | 1-2 mins |
| Task 1 | 26 mins |
| Task 2 | 19 mins |
| Consolidation Activities | |
| Group reflection | 8 mins |
| Winner announced |
| Teacher’s request for feedback |

**Start lesson 3:**

***Starter Activity*** *-* **Automotive Family Fortunes** (4-5 minutes)

**(T) Show slide 2**

One or two questions if time

**Use** **Resources: B *Automotive Family Fortunes\_Slides AND C Automotive Family Fortunes Questions***

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***Lesson objective/aims***

**(T) Show slides 3 & 4 d**isplaying the objective and aims

**NOTE:**  **!** - Make students aware of task timings throughout.

**!** – Encourage students to start practising straightaway.

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**Task 1 - Practise the Top Gear Fastest Lap interview**

**Show slide 5 click to show each bullet in turn**

**(T)** Remind students there is a prize for the group they vote to be the best.

Explain that today students will start or continue practising their **3 minute** Top Gear interviews

Explain they can either perform it live OR record their performance and show the clip.

Explain guidance and support will be offered and they can ask as much as possible.

(Have more copies available.) ***Resource (021) Interview\_Checklist***

***Resource (022) Interview\_Preparation tips***

***Resource (023) Interview­\_Storyboard template***

***Resource (024) YouTube clip transcript***

Ask students to begin practising.

**(ALL)** *Monitor:* Practise the interviews. - Record performances if wish.

**(T)** Offer guidance and support.

Ensure everyone is ready to perform to the class **OR** has recorded their interview.

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**Task 2 - Perform/show recording of the Top Gear interview**

**- Peer evaluation**

**Show slide 6 click first three bullets in turn**

**(T)** Explain the students will now perform or show their **3 minute** Top Gear recording.

Ask students to email you recordings to play on the Smart board.

Ask each group to assess each group’s performance, focussing on features of speech (during the performances) and give an overall score of 5.

Explain the assessment form and stress they need to focus on at least 1 criteria point for each question on the form.

Explain that the forms will be collected at the end and each group’s scores added up to find the winning group.

Give every group enough forms to assess each group – and explain the form:

***Resource (025) Peer assessment form\_Speaking***

**Slide 6 click final bullet**

**(ALL)**Perform OR watch recordings to the whole class.

AND evaluate other’s group performances.

**(T)** Offer guidance and support.

Collect completed forms after each performance and quickly add up.

**(T)** Collect in, mark interview scripts and return next class with feedback.

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**Show slide 7 click first bullets in turn**

**Consolidation Activities**

**Group reflection**

**(T)** Ask each group to discuss/ reflect on **their own performance**.

**(ALL)** *Monitor:* Discuss/reflect on their performance.

**Winner announced**

**(T)** Announce winning group.

Present prize.

**(One group)**Receive prize.

**Teacher’s request for feedback**

**(T)** Ask students if they feel the learning objective & aims have been met using Post-its.

Explain what the colours mean and give an example.

Give out Post-its. *Green =* ***YES***  *Red =* ***NO*** *Amber OR Yellow =* ***not sure***

Ask students to give their reasons.

**(ALL)** Hold up a Post-it and volunteer reasons.

**(T)** Collect in Post-its held up/count no. of each colour and keep a written record.

**END OF CLASS**

**(T)** Collect in interview script etc.

**Student handout: Lesson 3 Literacy**

*021 Interview check list*

“Now it’s time to put a star in our reasonably priced car”

**Interview Checklist**

(*🗸* when completed)

**Interview roles**

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| 1. Read the role descriptions. |  |

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| Role | Description |
| Interviewer | Introduce the interview, the celebrity guest and ask the questions. |
| Celebrity guest | Prepare answers to the interviewer’s questions. |
| Researcher | Prepare interview questions, research the celebrity and find out the answers the celebrity will give. |
| Scriptwriter | Write the interview script, including stage directions. |
| Set designer | Design a set appropriate to Top Gear’s target audience. |
| Story-boarder | Create a story-board of the interview using story-board template.  Include camera angles, sound, lighting, etc. |

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| 1. Choose a role for each group member. |  |

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|  | Name of group member: |
| **Interviewer** |  |
| **Celebrity guest** |  |
| **Researcher** |  |
| **Scriptwriter** |  |
| **Set designer** |  |
| **Story-boarder** |  |

*(If there are less than 6 members in the group, choose an interviewer, a*

*celebrity guest and work together to complete all the tasks within all the roles).*

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| 1. Choose a celebrity guest to interview. |  |

*E.g. David Cameron, Barack Obama, Simon Cowell, Tinie Tempah, Professor Green, Keith Lemon, Boris Johnson or your own idea.*

**Script and story-board:**

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| 1. Choose a style for your interviewer. |  |

*E.g. relaxed, informal, friendly, formal, probing or confrontational.*

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| 1. Develop a range of ‘*open*’ questions beginning with who, what, why, where, when and how. |  |
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*E.g. When did you start driving? What was the first car you ever bought?*

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| 1. Create ‘*closed*’ questions which generate a yes or no answer. |  |
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*E.g. Have you ever raced a car before? Did you expect to go that fast?*

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| 1. Use the interview tips AND YouTube transcript hand outs. |  |

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| 1. The script has a title. |  |

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| 1. Interviewer/guest names are to be shown on the left when they are speak. |  |
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| 1. Each scene is introduced and described. |  |

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| 1. All names have a colon directly after them. *E.g.* ***Jeremy:*** |  |

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| 1. There is a new line for every new speaker. |  |

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| 1. Stage directions are in brackets ( ) |  |

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| 1. There are stage directions for how the interviewer/guest might speak. |  |
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| 1. There are stage directions for how the interviewer/guest might move. |  |
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| 1. Use the story-board template to plan everything. |  |

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| 1. Every time the setting changes, a new scene starts. |  |

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| 1. CAPITALS or *italics* are used to emphasise words. |  |

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| 1. “There are NO speech marks.” |  |

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| 1. REHEARSE the entire interview. |  |

OPTIONS

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| 1. FILM the interview if there is time. |  |

**OR**

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| 1. PRESENT the interview to the class next lesson. |  |

**Student handout: Lesson 3 Literacy**

*022 Interview preparation tips*

**DO**

* Watch some examples of celebrity guest ‘Fastest Lap’ interviews on Top Gear:

Hugh Bonneville <http://www.topgear.com/videos/top-gear-tv/hugh-bonneville-star-reasonably-priced-car-series-21-episode-1>

Usain Bolt– part 2 of 2 <http://www.topgear.com/videos/top-gear-tv/usain-bolt-star-reasonably-priced-car-part-22-series-13-episode-4>

Rowan Atkinson <http://www.topgear.com/videos/jeremy-clarkson/rowan-atkinson-star-reasonably-priced-car-series-17-episode-4>

* Find out: *Who are you interviewing? What do you want to know about them?*

*Will it be a live or recorded interview? How will you film it? What camera angles will be used?*

*How long will the interview be? How will the material be used (e.g. a short clip/longer feature)?*

* Remember that Top Gear is pre-recorded and despite the hours of filming, only 8-10 mins of the footage may actually be broadcast.
* Create an outline of the main questions or topics the interview will cover.
* Write down your key messages - the most important things you want to communicate.
* Prepare your obvious questions, for example:
* Create some difficult and unusual questions. Here some topic ideas:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Future ambitions* | *New projects* | *Career choices* | *Defining moments* | *Personality traits* |
| *Route to fame/success* | *Fan stories* | *Directing* | *Producing* | *Auditions* |
| *Writing* | *Acting* | *Characters played* | *Celebrity friends* | *Advice to offer* |
| *Challenges* | *Surprises* | *Inspirations* | *Strengths, weaknesses* | *Funniest moments* |

* Create clear stage directions, for example:

*Scene 1***(Jeremy stands up, steps forward and shakes Sting’s hand)**

Jeremy:   It’s great to you see you again. Please, take a seat.  
**(Jeremy gestures to the sofa behind Sting)**

* Fix your gaze a couple of inches above the interviewer’s head.
* Practise out loud in front of a mirror to build your confidence. *What was your car history like? What is your favourite car? Where is the best place your have ever driven? Who is your favourite racing driver? How do you think you did on the Test Track?*

**DON’T**

* Look directly at the camera, if you are nervous.
* Fidget or rock from side to side, as it can make you look nervous.

**Student handout: Lesson 3 Literacy**

*023 Interview storyboard template*

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**Student handout: Lesson 3 Literacy**

*024 YouTube transcript*

**TRANSCRIPT - including stage directions and camera angles**

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| --- |
| **KEY:** Stage directions ( ) CAPITALS = emphasis *Examples of body language - camera angles* |

***BEGINNING= 0:00***

Scene description: Right of shot = Jeremy Clarkson seated. Left of shot, Hugh Bonneville seated.

Centre of shot = LCD monitor. Far right = fastest lap board. Background/edges = audience

**Audience:** (clap)

**Jeremy:** (Turn back from looking at audience and face Hugh)

* *Head and shoulder shot of Jeremy facing Hugh*

Anyway, the NEW FILM? *Intonation rises expectantly on the last word and brushes face with left hand.*

The Monuments Men. Tell me, what is that about?

* *Head and shoulder shot of Hugh facing Jeremy*

**Hugh:** It’s er, based on the true story of these rather sort of er…

*Drops head slightly and adjusts glasses on his nose with his left hand.*

unsung heroes of the Second World War , who, er… were art historians and museum curators, who were sent in after D-Day largely to try and locate the art and treasures that the Nazis were spiriting away – and also to try and

*Tilts head to side and looks thoughtful.*

persuade the allies not to try and blow up that particular church

*Hugh throws right arm up in the air and gesticulates with both hands.*

* *Wide shot of both Hugh and Jeremy with audience behind*

because there are Germans in it, because it does contain um, you know, part of our culture.

* *Head and shoulder shot of Jeremy facing Hugh*

**Jeremy:** Oh, REALLY? And that’s a true story?

* *Head and shoulder shot of Hugh facing Jeremy*

**Hugh:** It’s based on a true story. *Looks down and nods head.*

* *Head and shoulder shot of Jeremy facing Hugh*

**Jeremy:** Well, we’ve got a clip.

* *Head and shoulder shot of Hugh facing Jeremy*

**Hugh:** Ooh, I haven’t seen anything yet. *Looks down slightly and scratches neck with right hand.*

**Jeremy:** NO, NO, NO – well you can have a look at yourself on telly. Look, here we go.

* *Wide angle shot of the seating area with Hugh and Jeremy sitting on chairs, a TV in the centre and the audience around them.*

*(Both look at the TV)*

* **PLAY FILM CLIP OF THE MONUMENT MEN *Timing= 0.38 to 1.13***

**Audience:** *(clap)*

* Wide angle shot of Hugh and Jeremy sitting on chairs with the TV in the centre of the screen and the audience around them. Hugh leans forward and looks at the TV

*(Jeremy sit back in seat, face Hugh and clap)*

* Close up shot of Hugh Hugh Looks down and touches face.

**Jeremy:** It looks like my sort of film. That is my sort of film.

*(Clap and lean forward)*

* *Long shot of Hugh and Jeremy sitting on chairs with the TV in the centre of the screen, the fastest lap set and the audience all around them.*
* Close up shot of Jeremy

Now. This is George Clooney – and he directed it as well, DIDN’T HE.

* Close up shot of Hugh

**Hugh:** George, er, directed it. He stars in it, he produced it, he co-wrote it…

* Close up shot of Jeremy

*(Jeremy sit back in seat)*

**Jeremy:** Look, well. Er, I have been wondering, looking at what you’re doing at the moment. Is, how on earth you are fitting it all in, because you are also working on – what is it called W1A.

* Close up shot of Hugh

**Hugh:** Yes, W1A is a spin-off of a show I did called 2012,

* Wide angle shot of Hugh and Jeremy sitting on chairs with the TV in the centre of the screen and the audience around them.

which is a sort of er, mockumentary about trying to organise the Olympics – and obviously my character made SUCH A SUCCESS of organising the Olympics, I am now the ‘go to’ man to sort out er corporate issues – so, what better place than to go into the BBC

* Close up shot of Jeremy

**Jeremy:** Cos I. When I heard that this was happening - and in fact I concealed er, the location signs around the BBC buildings where you were actually filming it. I was thinking how do you make FICTIONabout BBC management FUNNIER – than what actually happens?

**Audience:** *(Laugh)*

* Close up shot of Hugh
* Close up shot of Jeremy

**Jeremy:** Of course, Broadcasting House, the newBIG building on top of Regents Street, Portland Place. You are not allowed in there, even if you are BBC staff, unless you have been on aHALF HOUR HEALTH AND SAFETY COURSE

* Close up shot of Hugh
* Close up shot of Jeremy

**Jeremy:** …ON HOW TO OPERATE THE BUILDING

* Close up shot of Hugh

**Hugh:** Well, I started that course. A sort of 8 page document. A lady with an 8 page document arrived to talk me through it, and er page 1 was a picture of a fire alarm - in a red, red fire alarm box, she said this is a fire alarm…

**Audience & Jeremy:** *(Laugh)*

* Close up shot of Jeremy
* Close up shot of Hugh

**Hugh:** …and page 2 contained a graphic on a green side with a man running like this, with the word exit. That’s an emergency exit – and at that point I was taken off to do some filming and so I still haven’t gone through…

* Close up shot of Jeremy

**Jeremy:** You haven’t completed the course.

* Close up shot of Hugh

**Hugh:** …haven’t completed the course

* Close up shot of Jeremy

**Jeremy:** Oh I STILL HAVEN’T BEEN. I STILL HAVE to be escorted around Broadcasting House unless I …

* Close up shot of Hugh
* Close up shot of Jeremy

**Jeremy:** … am confused by a light fitting

**Hugh:** yeah

**Jeremy:** or something of that nature

* Shot facing Jeremy with Hugh side on.

**Audience & Hugh:** *(Laugh)*

**Jeremy:** It is STUPID and I am LONGING to see something that saturates it. AGAIN, how are you doing it? You must be the world’s busiest man. Presumably you drove VERY quickly around the lap, so you can get home more quickly.

**Hugh:** No, no. Erm, erm, I’m not a speed merchant. At the beginning, when the Stig took me round I was really terrified, er, being in the passenger seat and I thought I’ll never be able to do this – and by the end as your guys will tell you, you know, I refused to get out. I wanted to go again and again.

**Jeremy:**  Who here, would like to see THE LAP?

*(Look around at audience)*

**Audience:** Yesssss

**Jeremy:**  Play the tape, let’s have a look.

* **PLAY CLIP OF HUGH DRIVING AROUND THE LAP *Timing= 3:24 to 4.50***

**Jeremy:** Wow, ahhh. I have just realised that’s the first ever wet lap we’ve had in that car. NOBODY ELSE has driven around in the rain.

**Hugh:** Hmmmm

**Jeremy:**  So, bearing that in mind, WHERE DO YOU THINK you have come?

**Hugh:** Well, erm… I suspect it’s somewhere. I would think it’s somewhere between Ron Howard and Steven Tyler, bearing in mind it’s wet.

**Jeremy:** Right, so, somewhere between 1:50 and 1:51 is what you think you’ve done. Well, Hugh Bonneville, you did itIN…

*(Lift up papers and look at notes. Take time to read and double check. Bring papers near to face, put papers down, adjust pen and clipboard. Look at Hugh with an expression designed to prolong the suspense)*

**Hugh:** Laughs *Looks pensive and rocks forward slightly*

**Jeremy:** ONE

*(Pause and look down at clipboard, start to write down the lap time)*

**Hugh:** Oh! *Screws up face in disappointment and then looks slightly impressed*

FIFTY POINT ONE… which means…

**Hugh:** OH

**Audience & Hugh:** *Laugh*

*(Pause and look down at clipboard. Start to write down the lap time on a piece of paper)*

You are the first guest ever… to guess correctly… oh, wait, wait, wait, wait, wait,

*Goes to the leader board and draws a symbol on Steven Tyler’s time - SPONTANEOUS*

**Audience:** *(Clap)*

**Jeremy:**  The first…

**Hugh:** You just put Steven Tyler *Point to the leader board.*

**Jeremy:** No – I will cross it out. Ooh – wrong, - very professional show. There. Look. Correct

*Goes back to the leader board and crosses out the symbol he drew - SPONTANEOUS*

**Hugh:** *Laughs, picks up cup and drinks.*

**Audience:** *(Laugh)*

**Jeremy:** To be brutally honest with you, the Stig did say that you have a natural talent and that if it’d been dry, you would have been very close to the top.

Holds head up and back slightly, with an impressed expression and emphasises his words as he looks at Hugh.

**Hugh:** *Tilts head and looks impressed/surprised.*

**Hugh:** Well, that’s, er, um, that’s an accolade then. I’ll take that, I’ll go away happy.

*Looks down and smiles.* *Drinks again.*

**Jeremy:** It is. Ladies and gentleman. THANK YOU SO MUCH. HUGH BONNEVILLE.

*(Speak loudly - Sit with right shoulder and back to the audience, on the edge of seat, look at Hugh and holds out right arm and hand towards Hugh.)*

**Hugh:** Thank you so much Looks to his right and holds up left hand, nodding his head in thanks to the audience.

**Audience:** *(Clap)*

***END TIME= 6.10* Interview between Jeremy Clarkson and Hugh Bonneville, Top Gear Pub.** 6 Nov 2014

<http://www.topgear.com/videos/top-gear-tv/hugh-bonneville-star-reasonably-priced-car-series-21-episode-1>

**Student handout: Lesson 3 Literacy**

*025 Peer assessment - speaking*

Group name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: / /

|  |
| --- |
| What do you remember the most? |

Use the criteria below to assess the Top Gear interview:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Body language | Voice and Clarity | Language features | Content & Research | Audience appeal |
| Eye contact?  Posture?  Gestures?  Manner? relaxed/ uncomfortable | Pronunciation?  Intonation?  Volume?  Pace? | Vocabulary? Grammar?  Sentence structure?  Question style? Yes/No or open  Formal/Informal register? | Main ideas?  Well-argued (makes sense)?  Well-organised? | Interesting?  Entertaining?  Informative?  Persuasive?  Confident? |

|  |
| --- |
| What is good? |
| What is great? |
| What is different? |

Group’s overall score: \_\_ / 5

**LESSON PLAN 4: Literacy**

*Magazine Articles*

**Overall objective;**

To write a magazine article titled: ‘Why choose a career in the Retail Automotive Industry?’

**Aims:**

* To increase understanding of the Retail Automotive Industry and the IMI.
* To identify and understand the effects of key language, formatting and structural features in magazine articles.
* To effectively use language, formatting and structural features.
* To evaluate each other’s magazine articles.

**Language focus:**

Grammar and Vocabulary Writing

**Resources:**

|  |  |  |  |
| --- | --- | --- | --- |
| Teacher’s info. | | | |
| 026 | Literacy lesson plan 4 | 027 | Literacy Lesson 4\_Slides |
| 031 | Article answers\_New Porsche 911 | A | Teacher’s Glossary |

|  |  |  |  |
| --- | --- | --- | --- |
| Student hand outs | | | |
| 028 | The Retail Automotive Industry and the IMI | 029 | Article\_New Porsche 911 |
| 030 | Article Features Checklist | 032 | Connectives |
| 033 | Peer Assessment\_Writing |  |  |

|  |
| --- |
| Misc. |

|  |  |
| --- | --- |
| Post-it notes (green, red, orange or yellow) | Smart board & Flip chart paper |

**National Curriculum 2014 Context:**

### Writing

Write accurately, fluently, effectively and at length for pleasure and information through:

* adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue
* selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis
* selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate
* make notes, draft and write, including using information provided by others [e.g. writing a letter from key points provided; drawing on and using information from a presentation]

Revise, edit and proof-read through:

* reflecting on whether their draft achieves the intended impact
* restructuring their writing, and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness.
* paying attention to the accuracy and effectiveness of grammar, punctuation and spelling.

### Grammar and vocabulary

Consolidate and build on their knowledge of grammar and vocabulary through:

* studying their effectiveness and impact in the texts they read
* drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects
* analysing some of the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English
* using linguistic and literary terminology accurately and confidently in discussing reading, writing and spoken language.

**Suggested lesson timing:**

60 minute lesson

|  |  |  |  |
| --- | --- | --- | --- |
| Lesson 4 | | | |
| Lesson objective/aims | 3 mins | Task 2 | 7 mins |
| Starter Activity | 5 mins | Task 3 | 29 mins |
| Task 1 | 8 mins | Consolidation Activities | 8 mins |

|  |
| --- |
| **Pre-class: N/A** |

**Start lesson 4:**

***Lesson objective/aims***

**Show slides 2 and 3 in turn - and click to display each bullet in turn.**

**(T)** Display and explain aims, why they were chosen and how relate to students.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Starter Activity - What is the Retail Automotive Industry?**

* **What is the IMI?**

**Split students into small groups and give them a piece of flipchart paper.**

**Show slide 4 and click to display the first two bullets.**

**(T)** Ask students to take a few minutes to brainstorm and write down their thoughts and ideas on the flip chart paper.

**(ALL)** Brainstorm and write down thoughts and ideas.

**(T)** Ask each group to share their thoughts and ideas.

**Show slide 5 and click to display each of the two bullets in turn.**

**(T)** Explain the two definitions.

**Give out: *Resource (028) The Automotive Industry and the IMI***

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Task 1 - Magazine article features**

|  |  |  |
| --- | --- | --- |
| ***Student differentiation***: | **Student ability** | |
| Low | **Reduce** the language and structural features if appropriate  AND  Reduce the word count if appropriate. |
| Intermediate |

**Show slide 6**

**(T) Explain:** Everyone is going to write a magazine article titled: ‘Why choose a career in the Retail Automotive Industry?’ – including language, formatting and structural features, accurate spelling, grammar and punctuation. (100-150 words).

**Slide 6 - Click to display each of the bullets in turn.**

**ALSO: USE slide 7 to give examples of each feature – click TWICE**

Explain that first they will look at the features to be included in their article:

Read through this list, checking students’ understanding and giving / showing explanations.

|  |  |  |
| --- | --- | --- |
| **Language features** | | Is the purpose clear? |
| Simple vocabulary | | Is the audience clear? |
| Simple sentences | |  |
| Opening statement (Grabs attention & introduces topic.) | | **Formatting features** |
| Closing statement (Concludes the article) | | Colours |
| Language register: | Formal | Fonts |
| Informal | Bold/italic |
| Connectives E.g. however, although, nevertheless etc. | |  |  |
| Exaggeration | | **Structural features** |  |
| Bias | | Headline |
| Quotations | | Sub-headings |
| Statistics | | Pictures |
| Accurate Spelling | | Captions |
| Accurate grammar | | Paragraphs |
| Accurate details | |  |

Check students’ understanding.

**(ALL)** Offer ideas/thoughts and gain understanding.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Task 2 Identify article features**

**(T)** Split students into groups of 3 (one high, one intermediate and one low ability student in each.

**Show slide 8 and click to display each of the bullets in turn.**

Explain each group will receive two resources: a magazine article and an article features checklist.

Ask them tohighlight features they identify and tick them off on the checklist.

Give each group member a copy of an online car review: ***Resource (029) Article\_New Porsche 911***

Give everyone: ***Resource (030) Article features\_Checklist***

**(ALL)** *Monitor:* Identify and highlight features/tick off on checklist.

**(T)** Elicit answers and feedback.

**(ALL)** Feedback.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Task 3 - Write a magazine article titled:**

**(T)** Askeach group towrite one magazine article together with the title: ‘Why choose a career in the Retail Automotive Industry?’

**Show slide 9 and click to display each of the bullets in turn.**

Ask them to include: Why?

Your own positive experiences and opinions.

2 or 3 positive facts about the IMI

1 or 2 advantages to joining the IMI

A comparison to careers in other industries.

Inspirational people in the industry

Language, formatting and structural features.

*Suggest that students make up quotes/info/examples if necessary which relate to their article.*

**Stress:** The article should promote careers in the industry.

* They can use these resources.
* The teacher/tutor’s is available to provide support.
* The word count (To be set according to students’ ability.)
* They can use: ***Resource (028) The Retail Automotive Industry and the IMI***

***Resource (029) Article features\_Checklist***

***Resource (032) Connectives***

Give every group one copy of: ***Resource (032) Connectives***

**(ALL)** *Monitor:* Write an article.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Consolidation Activities**

**Peer evaluation & feedback**

**Show slide 10 and click to display the first two bullets in turn.**

**(T)** Ask students to swap their completed articles with another group.

Explain the Peer Assessment form.

Ask students to decide what is good/great and give constructive suggestions.

Give everyone: **Resource (000) Peer Assessment\_Writing**

**(ALL)** *Monitor:* Assess each other’s articles.

**(T)** Ask students to share their feedback with the group’s they marked.

**(ALL)** *Monitor:* Share constructive feedback.

|  |
| --- |
| **OPTIONAL Extension Task:** **IF TIME ALLOWS**  **(T)** Ask for volunteers who want to read out their articles OR teacher read a few.  Ask students to discuss what they think is good and great about them.  **(ALL)**Discuss/give constructive feedback. |

**(T)** Collect in student’s completed magazine articles.

**Teacher’s request for feedback**

**Show slide 10 and click to display the third bullet**

**(T)** Ask students if they feel the learning objective & aims have been met using Post-its.

Explain what the colours mean and give an example.

Give out Post-its. *Green =* ***YES***  *Red =* ***NO*** *Amber OR Yellow =* ***not sure***

Ask students to give their reasons.

**(ALL)** Hold up a Post-it and volunteer reasons.

**(T)** Collect in Post-its held up/count no. of each colour and keep a written record.

**END OF CLASS – Feedback on work from last class**

**(T)** Give back marked interview script etc. from lesson 3. (Containing feedback.)

**Student handout: Lesson 4 Literacy**

*028 The retail automotive industry and The IMI*

**What is the Retail Automotive Industry?**

An exciting and innovative industry that covers a wide range of companies and organisations involved in the repair, servicing, selling and marketing of cars, motorcycles and trucks.

One of the world's most important economic sectors by revenue, which plays a significant role in the UK economy.

**Benefits**

* Gain quality training and qualifications
* Start a career with job prospects and development opportunities.
* An exciting, dynamic and constantly evolving sector.
* Join 536,000 people working in over 160 job roles.
* The forefront of modern technology.
* A demanding retail environment.
* Enter a professional profession!

History of the Automotive Industry: <https://en.wikipedia.org/wiki/Automotive_industry>

**What is the Institute of the Motor Industry (IMI)?**

[www.theimi.org.uk](http://www.theimi.org.uk)

Also known as the **IMI**,this is the professional association for individuals working in the Retail Automotive Industry.

* The governing body for the Automotive Technician Accreditation (ATA) Scheme.
* Attracts members of all ages, from across the industry.
* Recognises skills and experience gained.
* Encourages suitably qualified young people to join the industry.
* Equips young people for future success.

**IMI Autocity** is the IMI’s online careers portal:

[www.autocity.org.uk](http://www.autocity.org.uk/)

* Provides careers information, advice and guidance on:
* 160 different industry job roles
* CVs, cover letters and job interviews.
* Lists apprenticeship vacancies with Mercedes Benz, Ford, Daf, Scania, Kia and more.

**Student handout: Lesson 4 Literacy**

*029 Article: New Porsche 911*

|  |
| --- |
| **Quentin Willson: New Porsche 911 is one of the best ever**  ***This car will fly off the forecourt, with a top speed of around 200mph, and 0-60mph in an incredible, McLaren-beating three seconds.***  Back in the 70s, the Porsche Turbo was one of the hottest rides on the road. By the 80s it had become the badge of rank of Gordon Gekko’s generation of grasping city traders.  If you got your name on the waiting list, you could sell your Porker for double what you paid in a heartbeat.  Wall St and London’s Square Mile echoed to the metallic drum roll of the flat six Porsche. Some dealers made £50k profit on every car sold, while canny owners enjoyed their cars for free.  Forty years on, there’s a sixth generation of Stuttgart’s fastest 911, and it kicks out twice the power of the 1974 screamer.  The twin-turbo, 3.8 litre flat six musters a massive 513bhp, hurling it to 60mph in a McLaren-beating three seconds. If you’re brave enough, you can also knock on the door of 200mph.  Lighter aluminium inner and outer bodies have helped cut weight and improve the power-to-weight ratio, plus 20in wheels, all-wheel drive, four-wheel steering with electro-mechanical assistance and three-stage front and rear spoilers improve down force and handling.  With the old ’74 you took your life in your hands at the limit – it was a wild and unpredictable banshee that could bite you big-time.  But the latest Turbo has dynamic chassis control, hydraulic anti-roll bars, carbon ceramic brakes and – here’s a first – no manual gearbox. All turbos will have a seven-speed dual-clutch auto.  That makes it the easiest Turbo ever – good for epic, straight-line heave, millimetric corner control and finishing school docility for town trundling.  Prices start at £118,000, with deliveries scheduled for September. I won’t be surprised if the finest blown Porsche ever fills its order book very quickly, and we see 20 grand premiums for the first cars off the line.  *Source:* <http://www.mirror.co.uk/lifestyle/motoring/car-reviews/quentin-willson-new-porsche-911-1869209> By Quentin Willson  Porsche: New 911 Turbo will be a hit  The New Porsche 911 |

**Student handout: Lesson 4 Literacy**

*029 Article feature check list*

|  |  |
| --- | --- |
|  | Included 🗸 |
| Language features |  |
| Simple vocabulary |  |
| Simple sentences |  |
| Opening statement (grabs attention and introduces topic) |  |
| Closing statement |  |
| Language register: Informal |  |
| Language register: Formal |  |
| Connectives e.g. however, although, nevertheless etc |  |
| Exaggeration |  |
| Bias |  |
| Quotations |  |
| Statistics |  |
| Accurate spelling |  |
| Accurate grammar |  |
| Accurate details |  |
| Is the purpose clear? |  |
| Is the audience clear? |  |
| Formatting features |  |
| Colours |  |
| Fonts |  |
| Bold and italic |  |
| Tables |  |
| Underlined |  |
| Structural features |  |
| Headline |  |
| Sub headings |  |
| Pictures |  |
| Captions |  |
| Photographs |  |

**Teachers Info: Lesson 4 Literacy**

*031 Article answers new Porsche 911*

|  |
| --- |
| **Quentin Willson: New Porsche 911 is one of the best ever** *– headline – underlined, - bold, different font*  ***This car will fly off the forecourt, with a top speed of around 200mph, and 0-60mph in an incredible, McLaren-beating three seconds.*** *- sub-heading, - italic*  Back in the 70s, the Porsche Turbo was one of the hottest rides on the road. By the 80s it had become the badge of rank of Gordon Gekko’s generation of grasping city traders. *– opening statement*  If you got your name on the waiting list, you could sell your Porker for double what you paid in a heartbeat. *– simple sentence*  Wall St and London’s Square Mile echoed to the metallic drum roll of the flat six Porsche. Some dealers made £50k profit on every car sold, while canny owners enjoyed their cars for free. *- paragraph*  Forty years on, there’s a sixth generation of Stuttgart’s fastest 911, and it kicks out twice the power of the 1974 screamer.  The twin-turbo, 3.8 litre flat six musters a massive 513bhp, hurling it to 60mph in a McLaren-beating three seconds. *- statistic* If you’re brave enough, you can also knock on the door of 200mph.  Lighter aluminium inner and outer bodies have helped cut weight and improve the power-to-weight ratio, plus 20in wheels, all-wheel drive, four-wheel steering with electro-mechanical assistance and three-stage front and rear spoilers improve down force and handling.  With the old ’74 you took your life in your hands at the limit – it was a wild and unpredictable banshee that could bite you big-time.  Porsche: New 911 Turbo will be a hitBut the latest Turbo has dynamic chassis control, hydraulic anti-roll bars, carbon ceramic brakes and – here’s a first – no manual gearbox. All turbos will have a seven-speed dual-clutch auto.  That makes it the easiest Turbo ever – good for epic, straight-line heave, millimetric corner control and finishing school docility for town trundling.  Prices start at £118,000, with deliveries scheduled for September. I won’t be surprised if the finest blown Porsche ever fills its order book very quickly, and we see 20 grand premiums for the first cars off the line. *– closing statement*  *Source:* <http://www.mirror.co.uk/lifestyle/motoring/car-reviews/quentin-willson-new-porsche-911-1869209> By Quentin Willson  The New Porsche 911 - caption, - picture |

**Student handout: Lesson 4 Literacy**

*032 Connectives*

*Connectives*

|  |  |
| --- | --- |
| *and*  *also*  *as well as*  *moreover*  *too*  *furthermore*  *besides*  *in addition* | *however*  *although*  *unless*  *except*  *if*  *as long as*  *apart from*  *yet*  *despite* |

**Student handout: Lesson 4 Literacy**

*033 Peer assessment – writing*

Group name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: / /

Use the criteria below to assess the review/article:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Language | | | | Formatting | Structural |
| Simple vocabulary | Simple sentences | Exaggeration | Statistics | Colours | Headline |
| Opening statement | Is the audience clear? | Bias | Spelling | Fonts | Sub-headings |
| Concluding statement | Is the purpose clear? | Quotations | Grammar | Bold/italic | Pictures |
| Connectives | *Language register: formal? or informal?)* | | Accuracy | Tables | Captions |
| Word count = 200 to 250 | | | | Underlined | Paragraphs |

|  |
| --- |
| What is good? |
| What is great? |
| 1. Do you have any constructive suggestions for the group? |

**LESSON PLAN 5: Literacy**

*Acrostic Poems*

**Overall objective:**

To successfully write and perform an automotive themed acrostic poem, using similes, metaphors, the five senses and rhyme.

**Aims:**

1. To understand and create similes and metaphors, related to the five senses.
2. To create short sentences for an acrostic poem, including some rhyming words.
3. To perform an acrostic poem using appropriate volume, pace, pronunciation, clarity and body language.
4. To evaluate your peers’ poetry performance.

**Language focus:**

Reading Grammar and Vocabulary Writing Spoken English

**Resources:**

|  |  |  |  |
| --- | --- | --- | --- |
| Teacher’s info. | | | |
| 034 | Literacy lesson plan 5 | 035 | Literacy lesson 5\_slides |
| A | Teacher’s Glossary |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Student hand outs | | | |
| 036A | CUT OUT\_Definitions | 037 | Creating an Automotive Acrostic Poem |
| 036B | Creating Similes and Metaphors | 038 | Peer Assessment\_Speaking |

|  |  |
| --- | --- |
| Misc. | |
| Smart board & Flip chart paper | Post-it notes (green, red, orange or yellow) |

**National Curriculum 2020 Context:**

### Reading

Read and appreciate the depth and power of the English literary heritage through:

* Reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors, including high-quality works from English literature, both pre-1914 and contemporary, including prose, poetry and drama; Shakespeare (2 plays) and seminal world literature

### Writing

Write accurately, fluently, effectively and at length for pleasure and information through:

* Writing for a wide range of purposes and audiences, including: well-structured formal expository and narrative essays; stories, scripts, poetry and other imaginative writing; notes and polished scripts for talks and presentations and a range of other narrative and non-narrative texts, including arguments, and personal and formal letters
* selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate

Revise, edit and proof-read through:

* restructuring their writing, and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness
* paying attention to the accuracy and effectiveness of grammar, punctuation and spelling.

### Grammar and vocabulary

* Consolidate and build on their knowledge of grammar and vocabulary through:
* studying their effectiveness and impact in the texts they read
* drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects
* Using linguistic and literary terminology accurately and confidently in discussing reading, writing and spoken language.

### Spoken English

Speak confidently, audibly and effectively, including through:

* using Standard English when the context and audience require it
* working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines
* planning for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates
* listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation
* improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.

**Suggested lesson timing:**

60 minutes overall

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Lesson 5 | | | | |
| Lesson objective/aims | 3 mins | Task 1 | 37 mins |
| Starter Activity | 5 mins | Task 2 |
|  |  | Task 3 | 14 mins |
|  |  | Consolidation Activities | 1 min |

|  |
| --- |
| **Pre-class:**  **Starter Activity -**Cut out one set of **Resource (036A) CUT OUT\_Definitions** to give one set to each group of 3 or 4 students.  **Task 1 - *Prepare 2 x pieces of flipchart paper:***  One with the example acrostic poem & one with the poem features.   * *You may need BlueTack to attach the paper to the wall in Task 1*   *Depending on the students’ ability & time*   * *Reduce the explanation and examples created for similes and metaphors.* * *Eliminate metaphors and/or similes from the lesson.* |

**Start lesson 5: *Lesson objective/aims***

**Show slides 2 and 3 in turn - and click to display each bullet in turn.**

**(T)** Display and explain aims, why they were chosen and how relate to students.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Starter Activity - Definitions**

**Show slide 4 and click TWICE to display all the bullets**

**(T)** Split the class into small groups – ideally groups of 3 max.

Give each group a set of words (acrostic poem, verb, noun, adjective, simile and metaphor) and a set of corresponding definitions, as below:

|  |  |
| --- | --- |
| *verb* | Describes an action, state, or occurrence. |
| *noun* | Identifies a class of people, places, or things (common noun), or to name a particular one of these (proper noun). |
| *adjective* | Describes a noun. E.g. sweet, red, or technical. |
| *simile* | Compares one thing with another ‘very different’ thing. Emphasizes something or makes it appear like something else very different. E.g. She is as brave as a lion. |
| *metaphor* | Something which represents or symbolizes something else. E.g. ‘You are the light of my life.’ |
| *to rhyme* | A piece of writing that has or ends with a sound that corresponds/sounds like another: |
| *An acrostic poem* | Contains letters in each line that form a word or words. |

**(T)** Explain to students that in their groups they have two minutes to match the 7 words/phrases with their correct definitions.

**(ALL)** *Monitor:*Match terms with definitions.

**(T)** Call out each term (call out ‘acrostic poem’ last)

Ask students for the definitions they matched each with.

Give the correct answers, and a few more examples if necessary.

**(ALL)** Call out their answers.

**(T)**  Explain that each group will write and perform one acrostic poem.

**Show slide 5 and click once to display an example poem**

Read out the poem.

**THEN: STICK UP A PIECE OF FLIP CHART PAPER SHOWING A COPY OF THE POEM**

**AND: Show slide 6 and click each of the 6 bullets in turn**

Explain the poem’s features and explain they need to include these features in their poems:

* The vertical word created by the first letter of each line.
* Based on the make/model of any car van, lorry or motorbike.
* Maintain an automotive theme.
* 1 simile **and** 1 metaphor - Both related to one of the five senses (see, hear, touch, taste and smell).
* The last word in two of the sentences need to rhyme.

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**Task 1 - Creating similes and metaphors**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Student differentiation***: | **Student ability** | **Include in the poem:** | **No. of letters in word to create acrostic poem:** |
| *Low* | 1 sense | Max. 4 |
| Intermediate | 3 senses | Max. 6 |
| High | 3+ senses | Betw. 6 and 10 |
|  | **NOTE:** Reduce the number of metaphors and similes to be created on  **Resource (003)** depending on individual or group ability | | |

**Show slide 7 and click to display the first bullet**

**(T)** Give everyone: ***Resource (036)* Creating Similes and Metaphors**

Explain that first, in their groups they are going to use this worksheet to practise creating automotive related similes and metaphors for their acrostic poem.

**Slide 7 - Click to display the second bullet**

Ask each group to decide on and write down the make/model of any car van, lorry or motorbike (see ***Student differentiation* for word count**) and draw a quick sketch on the first page of ***Resource (036)* Creating Similes and Metaphors**

**(ALL)** *Monitor:*Write down the make/model and draw a quick sketch.

**Slide 7 - Click to display the third bullet**

Give out: ***Resource (*037) Creating an Automotive Acrostic Poem**

**(T)** Explain that ***Resource (*037)** is to help with automotive vocabulary and writing the acrostic poem

**Show slide 8 - Click to display the four bullets in turn**

**Creating similes:**

**(T)** Explain a simile’s definition and that there are two ways to create them.

**Creating similes using as & as:**

**Show slide 9 - Click TWICE to display the first section**

**(T) E**xplain the structure and examples using **as** & **as.**

**Slide 9 - Click TWICE to display the last section**

**E**xplain and show the examples using **as** & **as.**

Using: ***Resource (036)* Creating Similes and Metaphors:**

Ask students to: Create automotive related similes, using ideas given/own ideas.

Try and start each simile with letters from the make/model.

Think about which ones they will choose for their acrostic poem.

**(ALL)** *Monitor:*Use ***Resource (036)* Creating Similes and Metaphors** to create similes using **as** & **as.**

**Creating similes using like:**

**Show slide 10 - Click TWICE to display the first section**

**(T) E**xplain the structure and examples using **like**

**Slide 10 - Click TWICE to display the last section**

**E**xplain and show the examples using **like**

**Creating metaphors:**

**Show slide 11 - Click once to display the first section**

**(T)** Show and explain the structure

**Show slide 11 - Click once to display the last section**

**(T) E**xplain the examples**.**

Using: ***Resource (036)* Creating Similes and Metaphors:**

Ask students to: Create automotive related metaphors, using their/given ideas

Try and start each metaphor with letters from the make/model.

Think about which ones they will choose for their acrostic poem.

**(ALL)** *Monitor:*Use ***Resource (036)* Creating Similes and Metaphors** to create metaphors.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Task 2 - Create an automotive themed acrostic poem.**

**Show slide 12 - Click each of the three bullets in turn**

**(T)** Ask each group to work together and **create one acrostic poem between them.**

**IF THERE IS TIME**

Ask students to try and create automotive related similes & metaphors using the five senses.

(See ***Student differentiation***)

**(ALL)** *Monitor:* **C**reate one acrostic poem.

Using ***Resource (036)* Creating Similes and Metaphors**

and ***Resource (*037) Creating an Automotive Acrostic Poem**

**IF they finish earlier, they can move onto Task 3 and consolidation activities.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Task 3 - Poetry performance, evaluation and feedback**

**Explain what is going to happen:**

**Slide 13 - Click to show the first bullet**

**(T)** Explain they now have 5 minutes to practise reading out the poem in their group.

Each student in the group will read out one line in turn – until the whole poem has been read out. (E.g. 4 students and a poem with 9 lines = 3 students have 2 lines and 1 student has 3 lines)

Explain there will be a **1 minute warning**, before they have to perform.

**Explain this: E.g. if there are 4 groups:**

2 groups will perform at the same time and the other 2 will be evaluating their allocated group.

The groups will then swap over, so every group has the change to perform and be evaluated once.

**Slide 13 - Click to show the second bullet with its three sub-bullets**

**Give out: *Resource (038) Peer Assessment\_Speaking***

Explain the performance criteria to think about when reading out their lines AND using to evaluate another group.’s performance.

Explain that they will then share feedback with the group they evaluated.

|  |  |  |
| --- | --- | --- |
| **Eye contact and body language** | **Voice** | **Understanding** |
| Posture? Confidence? Eye contact?  Gestures? E.g. *hands moving a lot*.  Relaxed or uncomfortable | Pronunciation? Intonation?  Volume? Speed? | Subject/meaning unclear?  Any missing words? |

**THEN BEGIN:**

**(ALL)** *Monitor:* **5 minutes of group practice.**

**(T)** Give a **1 minute warning** until the performances and evaluations

**(ALL)** *Monitor:*Finish practising and agree who is going to perform first.

**(T)** Explain/agree performance/evaluation order.

Ask students to perform and evaluate. Remind them to write the performer’s name on the peer assessment.

**Slide 13 - Click to show the third bullet**

**(ALL)** *Monitor:*Perform and evaluate.

**(T) Give students a few minutes to** complete the evaluation forms.

**(ALL)** *Monitor:*Complete evaluation forms.

**Slide 13 - Click to show the fourth bullet**

**(T) Ask students to** share their feedback with the group person they evaluated.

**(ALL)** *Monitor:* Share feedback.

**AND**

**(T)** Offer advice/guidance/feedback.

**Consolidation Activity**

**Teacher’s request for feedback**

**(T)** Ask students if they feel the learning objective & aims have been met using Post-its.

Explain what the colours mean and give an example.

Give out Post-its. *Green =* ***YES***  *Red =* ***NO*** *Amber OR Yellow =* ***not sure***

Ask students to give their reasons.

**(ALL)** Hold up a Post-it and volunteer reasons.

**(T)** Collect in student’s completed **Resource (005),** Post-its OR count no. of each colour. Keep a written record of any feedback.

**END OF CLASS –**

**(T) Collect in work from today’s lesson**

**(T) Feedback on work from last lesson**

Give back marked group magazine articles from lesson 4. (Containing feedback)

**Student handout: Lesson 5 Literacy**

*036A cut out definitions*

|  |  |
| --- | --- |
| **an acrostic poem** | A piece of writing containing **letters in each line that form a word or words**. |
| **a verb** | Describes an **action, state, or occurrence**. |
| **a noun** | Identifies **a class** of **people, places, or things**, OR **names a particular one of these**. |
| **an adjective** | Describes a **noun**. E.g. ‘*sweet’, ‘red’, or ‘technical’*. |
| **a simile** | Compares one thing with another ‘very different’ thing. Emphasizes something or makes it appear like something else very different.  E.g. ‘*She is as brave as a lion’*. |
| **a metaphor** | Something which **represents or symbolizes something else**. E.g. ‘*You are the light of my life’*. |
| **to rhyme** | A piece of writing that **has or ends with a sound that corresponds to/sounds like another**: |

**Student handout: Lesson 5 Literacy**

*037 Creating Similes and Metaphors*

Write and or draw the name of a car, van, lorry or motorbike in the box below to inspire you!

|  |
| --- |
|  |

Creating Similes

“A simile is a figure of speech involving the comparison of one thing with another thing of a different kind, used to make a description more emphatic or vivid.”

There are two different ways to create a simile

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **Structure using** as **&** as:  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **subject** | **+** | **verb** | **+** | as | **+** | **adjective** | as | **+** | **object** |   (The thing the subject  is being compared to)  *Examples:*   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **This car radio** | **+** | **sounds** | **+** | as | **+** | **awful** | as | **+** | **the** **last one did***.* | | **BMW’s i8** | **+** | **is** | **+** | as | **+** | **cool** | as | **+** | **a** **cucumber**. | | **Every Astra** | **+** | **drives** | **+** | as | **+** | **Good** | As | **+** | **the** **old model**. | |

**Create two automotive themed similes using** as **&** as **comparing vehicle/parts or related things - to ‘other things’, ‘ideas’, people’, ‘places’ etc.**

1. E.g. **driving test**

…………………………………………………………………………………………………………….

1. E.g. **tyre**

…………………………………………………………………………………………………………….

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **Structure using** like**:**  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **subject** | **+** | **verb** | **+** | **like** | **+** | **noun** |   (The thing the subject  is being compared to)  *Examples:*   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Her driving licence** | **+** | **was** | **+** | like | **+** | **an****old rag** | | **News about** **the fault** | **+** | **spread** | **+** | like | **+** | **wildfire**. | | **Ferraris** | **+** | **soar** | **+** | like | **+** | **eagles**. | |

**Create two automotive themed similes using** like**:**

1. E.g. **lorry**

…………………………………………………………………………………………………………….

1. E.g. **motorbike**

…………………………………………………………………………………………………………….

Creating Metaphors

“A metaphor is a figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable.”

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **The whole metaphor is created using a range of parts (there is no fixed order):**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **subject** |  | ***‘metaphorical’ object, adjective, verb or idea*** | |  | **object** | | **verb** | | | additional information | | |   *Examples:*  **Kia motors + broke into** **+ the market place +** a few years ago.  **People + flocked** **+** to **+ see + the new Jaguar**.  **His head** **+ was** **+ in a spin** **+** after **+ 40 MOTs.**  Reading that **+ F1 article** **+ rekindled** **+ my interest** **+** in the sport. |

**Create four automotive themed metaphors using** like**, comparing vehicle/parts or related things - to ‘other things’, ‘ideas’, people’, ‘places’ etc.**

1. E.g. **Ferrari**

…………………………………………………………………………………………………………….

1. E.g. **Silverstone**

…………………………………………………………………………………………………………….

1. E.g. **alloys**

…………………………………………………………………………………………………………….

1. E.g. **speakers** Glastonbury

…………………………………………………………………………………………………………….

Creating Similes and Metaphors using the Five Senses

**Create five automotive themed similes and or metaphors, using the five senses**:

E.g. **Luk’s ESG system** **sounds** like **a bubbling brook**. **Jaguar** **looks** **to the future.**

1. E.g. **exhaust fumes taste**

…………………………………………………………………………………………………………….

1. E.g. **Dunlop tyres feel**

…………………………………………………………………………………………………………….

1. E.g. **car look**

…………………………………………………………………………………………………………….

1. E.g. **engine sound**

…………………………………………………………………………………………………………….

1. E.g. **leather seats smell**

…………………………………………………………………………………………………………….

Source of definitions: http://www.oxforddictionaries.com/definition/english/simile

<http://www.oxforddictionaries.com/definition/english/metaphor>

Please use the back of this hand out to practise creating similes and metaphors

**Student handout: Lesson 5 Literacy**

*038 Creating an automotive acrostic poem*

1. Write one word (a make/model of car, van, lorry or motorbike) in capitals vertically down the page.
2. Each capital letter is to be used as the start of each line in the poem.
3. Use **automotive vocabulary** throughout.
4. **One simile** AND **one metaphor** related to the five senses – (see, hear, touch, taste and smell).
5. Two lines that end with words that rhyme.

EXAMPLE:

(The writer’s favourite car is a Vauxhall Astra. They have chosen to just use ‘Astra’.)

***A****gain, I am driving at 50 mph along the M6.*

***S****topping almost every second like a bus.*

***T****he traffic looks like a fast-flowing stream.*

***R****eally, it feels as surreal as a dream.*

***A****t junction 10 the waters lessen, until junction 21 when it starts again…*

Vocabulary ideas

|  |  |  |
| --- | --- | --- |
| [LED lights](javascript:display_mmh_selector('browseparts',%20%7b'category':%20'33713'%7d)) | mouldings and trim | grills |
| [spoilers](javascript:display_mmh_selector('browseparts',%20%7b'category':%20'33638'%7d)) | [brakes](javascript:display_mmh_selector('browseparts',%20%7b'category':%20'33559'%7d)) | ignition systems |
| wheels | [tyres](javascript:display_mmh_selector('browseparts',%20%7b'category':%20'66471'%7d)) | [fuel pumps](javascript:display_mmh_selector('browseparts',%20%7b'category':%20'33555'%7d)) |
| seat covers | [seat covers](javascript:display_mmh_selector('browseparts',%20%7b'category':%20'33702'%7d)) | pistons, rings and rods |
| floor mats | [pads & shoes](javascript:display_mmh_selector('browseparts',%20%7b'category':%20'33567'%7d)) | exhaust |
| lighting | [steering & suspension](javascript:display_mmh_selector('browseparts',%20%7b'category':%20'33579'%7d)) | door handles |
| fog lights | [pedals & pads](javascript:display_mmh_selector('browseparts',%20%7b'category':%20'33700'%7d)) | door |
| [headlights](javascript:display_mmh_selector('browseparts',%20%7b'category':%20'33710'%7d)) | [headlight & taillight covers](javascript:display_mmh_selector('browseparts',%20%7b'category':%20'38661'%7d)) | [GPS](javascript:display_mmh_selector('browseparts',%20%7b'category':%20'38653'%7d)) |
| [filters](javascript:display_mmh_selector('browseparts',%20%7b'category':%20'33658'%7d)) | [air systems](javascript:display_mmh_selector('browseparts',%20%7b'category':%20'33549'%7d)) | [engine](javascript:display_mmh_selector('browseparts',%20%7b'category':%20'33612'%7d)) |
| [brake lines](javascript:display_mmh_selector('browseparts',%20%7b'category':%20'33562'%7d)) | [mirrors](javascript:display_mmh_selector('browseparts',%20%7b'category':%20'33649'%7d)) | [sensors](javascript:display_mmh_selector('browseparts',%20%7b'category':%20'33557'%7d)) |
| Top Gear | Grand Prix | motorway |
| junction | parking ticket | speed camera |
| DVLA | MOT | tow-truck |
| speed | rally | track |
| driver | chauffeur | parking |
| jack-knife | overtake | passenger |
| under-cut | toll road | reverse |
| parallel park | swerve | back seat driver |

**Student handout: Lesson 5 Literacy**

*039 Peer assessment – speaking*

Name of colleague \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: / /

|  |
| --- |
| What do you remember the most? |

Use the criteria below to assess the acrostic poem performance:

|  |  |  |
| --- | --- | --- |
| Eye contact and body language | Voice | Understanding |
| Posture?  Confidence?  Eye contact?  Gestures? E.g. *hands moving a lot*.  Relaxed or uncomfortable | Pronunciation? Intonation?  Volume? Speed? | Subject/meaning unclear?  Any missing words? |

|  |
| --- |
| 1. What is good? |
| 1. What is great? |
| 1. What is different? |

**LESSON PLAN 6: Literacy**

*Reports*

**Overall objective:**

To write a formal report based on research, own opinions and relevant information.

**Aims:**

* To research a range of motorbikes using agreed search criteria.
* To make a decision using use the research and own opinions.
* To use relevant information and research findings to write a formal comparative report.
* To reflect on and evaluate your own research and decision process.

**Language focus:**

Writing Grammar and Vocabulary Spoken English

**Resources:**

|  |  |  |  |
| --- | --- | --- | --- |
| Teacher’s info. | | | |
| 039 | Literacy lesson plan 6 | 040 | Literacy lesson 6\_slides |
| A | Teacher’s Glossary | B | Automotive Family Fortunes\_Slides |
| C | Automotive Family Fortunes Questions |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Student hand outs | | | |
| 041 | CUT OUT\_Task 1\_Research and Compare | 042 | Writing Frame |
| 043 | Self Assessment\_Writing |  |  |

|  |  |
| --- | --- |
| Misc. | |
| Post-it notes (green, red, orange or yellow) | Smart board & Flip chart paper |

**National Curriculum 2020 Context:**

### Writing

Write accurately, fluently, effectively and at length for pleasure and information through:

* adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue
* selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis
* selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate
* make notes, draft and write, including using information provided by others [e.g. writing a letter from key points provided; drawing on and using information from a presentation]

Revise, edit and proof-read through:

* restructuring their writing, and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness
* paying attention to the accuracy and effectiveness of grammar, punctuation and spelling.

### Grammar and vocabulary

Consolidate and build on their knowledge of grammar and vocabulary through:

* Studying their effectiveness and impact in the texts they read
* drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects
* analysing some of the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English
* using linguistic and literary terminology accurately and confidently in discussing reading, writing and spoken language.

### Spoken English

Speak confidently, audibly and effectively through:

* working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines
* participating in formal debates and structured discussions, summarising and/or building on what has been said

**Suggested lesson timing:**

60 minutes overall

|  |  |  |  |
| --- | --- | --- | --- |
| Lesson 6 | | | |
| Lesson objective/aims | 3 mins | Task 1 | 20 mins |
| Starter Activity | 5 mins | Task 2 | 32 mins |
|  |  | Consolidation Activities |

|  |
| --- |
| **Pre-class:**  **TASK 1**   * Cut out one set of ***Resource (041) CUT OUT\_Task 1\_Research and Compare*** **for each group of 4 students** expected. (There should be one A4 page with the instructions and then 7 pages with 2 motorbikes on each page) |

**Start lesson 6: *Lesson objective/aims***

**Show slides 2 and 3 in turn - and click to display each bullet in turn.**

**(T)** Display and explain aims, why they were chosen and how relate to students.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Starter Activity*** *-* **Automotive Family Fortunes** (4-5 minutes)

**Show slide 4 and click to display the one bullet**

One or two questions if time

**Use** **Resources: B *Automotive Family Fortunes\_Slides AND C Automotive Family Fortunes Questions***

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Task 1 - Research and compare**

**Show slide 5**

**(T)** Divide the class into small groups (4 students max.).

Explain that they will work in small groups of 4 max.

|  |  |  |
| --- | --- | --- |
| ***Student differentiation***: | **Student ability** | **Motorbikes to compare** |
| Low | Reduce the number of motorbikes from 14 to a more manageable figure AND reduce the number they need to compare (perhaps just between two). |

**Explain the task:**

*Imagine your managing director is planning to buy a used sports motorbike for her son.*

*She has given you some information from the Motor Cycle News (MCN) website.*

*She wants you to:*

**Slide 5 – click to display all four bullets in turn**

1. *Discuss and choose 3 of the sports motorbikes, using your own opinions and this criteria:*

***Maximum cost =£3,500 sports motorbike used***

1. *Write down all your thoughts and the reasons why you have chosen these 3.*
2. *Compare the 3 sports motorbikes*
3. *Write down all your thoughts, reasons and details related to the comparison.*

**(T)**

**Give out one set of cut outs (1 x A4 page and 14 A5 slips of paper) to each group:**

***Resource (041) Task 1\_Research and Compare***

Explain the handout and check everyone understands the task.

**Ask:** each group to choose one person to be the designated writer.

**Explain:** The teacher will provide help and guidance.

**(ALL)** *Monitor:*Decide on 3 motorbikes, discuss, compare and make notes.

**(T)**  Check everyone has written notes of research and comparison.

**Task 2 - Write a report**

**Show slide 6 and display all four bullets in turn**

**(T)** Explain they have just over 30 minutes to write a group report comparing the 3 motorbikes and clearly say which one they recommend and why.

Give out: ***Resource (042) Writing Frame***

Explain how to use ***Resource (042) Writing Frame***  and ask them to use it to draft a plan first.

**Ask:** each group to choose one person to be the designated writer.

**Explain:** The teacher will provide help and guidance.

**(ALL)** *Monitor:* Write one group report.

**(T)** Monitor each group and ensure the report is on track and includes the correct points.

Explain you will collect in their reports, mark and return at the end of lesson 7.

**Consolidation Activities**

|  |
| --- |
| **OPTIONAL Extension Task:** **IF TIME ALLOWS**  **Group self-assessment**  **(T)** Ask each group to complete the group self-assessment form and prepare to share with class.  Give out: ***Resource (043) Self Assessment\_Writing***  **(ALL)** *Monitor:* Complete the self-assessment form as a group.  **(T)** Ask each group to briefly share their reflection/thoughts with the class.  **(ALL)**Share reflections/thoughts with the class. |

**Teacher’s request for feedback**

**Show slide 7 and display the one bullet**

**(T)** Ask students if they feel the learning objective & aims have been met using Post-its.

Explain what the colours mean and give an example.

Give out Post-its. *Green =* ***YES***  *Red =* ***NO*** *Amber OR Yellow =* ***not sure***

Ask students to give their reasons.

**(ALL)** Hold up a Post-it and volunteer reasons.

**(T)** Collect in Post-its held up/count no. of each colour and keep a written record.

**END OF CLASS –**

**(T) Collect in work from today’s lesson**

**(T) Feedback on work from last lesson**

**Student handout: Lesson 6 Literacy**

*041 Cut outs- Task 1 – Research and compare*

Task 1 - Research and Compare

Imagine your managing director is planning to buy a used sports motorbike for her son.

She has given you some information from the Motor Cycle News (MCN) website.

She wants you to:

1. Discuss and choose 3 of the Sports motorbikes, using your own opinions and this criteria:

* Maximum cost =£3,500
* sports motorbike
* used

1. Write down all your thoughts and the reasons why you have chosen these 3.
2. Compare the 3 sports motorbikes
3. Write down all your thoughts, reasons and details related to the comparison.

Information from the MCN website

[SUZUKI GSX-R1000 (2003-2004)](http://www.motorcyclenews.com/bike-reviews/suzuki/gsx-r1000/2003/)

### New price: **N/A** Used price: **£2,900 to £4,000**

* 988cc  -  164 bhp
* 39 mpg  -  150 miles range
* Medium seat height (830mm)

"Ultra fast, capable track missile that works far better on the road then you'd imagine"

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Overall | Ride | Engine | Build | Value | Equipment |
| [MCN ratings](http://www.motorcyclenews.com/bike-reviews/suzuki/gsx-r1000/2003/) | 5 out of 5 | 4 out of 5 | 5 out of 5 | 4 out of 5 | 5 out of 5 | 5 out of 5 |
| [**9** owners' ratings](http://www.motorcyclenews.com/bike-reviews/suzuki/gsx-r1000/2003/#ownersReviews) | 4.8 out of 5 | 4.8 out of 5 | 5 out of 5 | 4.3 out of 5 | 4.7 out of 5 | 4 out of 5 |

[BMW S1000RR (2009-2011)](http://www.motorcyclenews.com/bike-reviews/bmw/s1000rr/2009/)

### [BMW S1000RR (2009-2011)](http://www.motorcyclenews.com/bike-reviews/bmw/s1000rr/2009/)New price: **N/A** Used price: **£8,300 to £10,000**

* 999cc  -  190 bhp
* 32 mpg  -  147 miles range
* Medium seat height (820mm)

"BMW's first venture into modern superbike territory and hugely impressive"

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Overall | Ride | Engine | Build | Value | Equipment |
| [MCN ratings](http://www.motorcyclenews.com/bike-reviews/bmw/s1000rr/2009/) | 5 out of 5 | 5 out of 5 | 5 out of 5 | 4 out of 5 | 4 out of 5 | 4 out of 5 |
| [**16** owners' ratings](http://www.motorcyclenews.com/bike-reviews/bmw/s1000rr/2009/#ownersReviews) | 4 out of 5 | 4.5 out of 5 | 4.1 out of 5 | 3.7 out of 5 | 3.8 out of 5 | 4.4 out of 5 |

### [HONDA CBR900RR FIREBLADE (1992-1999)HONDA CBR900RR FIREBLADE (1992-1999)](http://www.motorcyclenews.com/bike-reviews/honda/cbr900rr-fireblade/1992/)

### New price: **N/A** Used price: **£2,000 to £5,500**

* 918cc  -  128 bhp
* 41 mpg  -  160 miles range
* Medium seat height (810mm)

"The motorcycle that changed how sports motorcycles were built."

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Overall | Ride | Engine | Build | Value | Equipment |
| [MCN ratings](http://www.motorcyclenews.com/bike-reviews/honda/cbr900rr-fireblade/1992/) | 5 out of 5 | 4 out of 5 | 4 out of 5 | 5 out of 5 | 4 out of 5 | 4 out of 5 |
| [**38** owners' ratings](http://www.motorcyclenews.com/bike-reviews/honda/cbr900rr-fireblade/1992/#ownersReviews) | 4.8 out of 5 | 4.7 out of 5 | 4.8 out of 5 | 4.3 out of 5 | 4.9 out of 5 | 4 out of 5 |

### [HONDA CBR900RR FIREBLADE (2002-2003)](http://www.motorcyclenews.com/bike-reviews/honda/cbr900rr-fireblade/2002/)

### [SUZUKI GSX-R1000 (2001-2002)](http://www.motorcyclenews.com/bike-reviews/suzuki/gsx-r1000/2001/)

### New price: **N/A** Used price: **£3,000 to £3,500**

* 988cc  -  160 bhp
* 32 mpg  -  125 miles range
* Medium seat height (830mm)

"Original Suzuki GSX-R1000 K1 and K2 models are still supremely competent sports bikes"

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Overall | Ride | Engine | Build | Value | Equipment |
| [MCN ratings](http://www.motorcyclenews.com/bike-reviews/suzuki/gsx-r1000/2001/) | 4 out of 5 | 4 out of 5 | 5 out of 5 | 3 out of 5 | 4 out of 5 | 4 out of 5 |
| [**12** owners' ratings](http://www.motorcyclenews.com/bike-reviews/suzuki/gsx-r1000/2001/#ownersReviews) | 4.9 out of 5 | 4.9 out of 5 | 5 out of 5 | 4.7 out of 5 | 4.8 out of 5 | 4.1 out of 5 |

### [SUZUKI GSX-R1000 (2001-2002)](http://www.motorcyclenews.com/bike-reviews/suzuki/gsx-r1000/2001/)[DUCATI 848 (2007-2013)](http://www.motorcyclenews.com/bike-reviews/ducati/848/2007/)

### New price: **N/A** Used price: **£6,000 to £9,500**

* 848cc  -  122 bhp
* 27 mpg  -  93 miles range
* Medium seat height (800mm)

"The Ducati 848 isn't just a small 1098, it's much more than that"

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Overall | Ride | Engine | Build | Value | Equipment |
| [MCN ratings](http://www.motorcyclenews.com/bike-reviews/ducati/848/2007/) | 5 out of 5 | 5 out of 5 | 5 out of 5 | 5 out of 5 | 4 out of 5 | 4 out of 5 |
| [**5** owners' ratings](http://www.motorcyclenews.com/bike-reviews/ducati/848/2007/#ownersReviews) | 4.6 out of 5 | 4.6 out of 5 | 5 out of 5 | 4.6 out of 5 | 4 out of 5 | 4.4 out of 5 |

**[](http://www.motorcyclenews.com/bike-reviews/ducati/848/2007/)**

### [HONDA CBR900RR FIREBLADE (2002-2003)](http://www.motorcyclenews.com/bike-reviews/honda/cbr900rr-fireblade/2002/)

### New price: **N/A** Used price: **£2,500 to £12,000**

* 954cc  -  149 bhp
* 39 mpg  -  150 miles range
* Medium seat height (815mm)

"The last Blade by Tadao Baba is the most exciting to ride and lighter than its successors"

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Overall | Ride | Engine | Build | Value | Equipment |
| [MCN ratings](http://www.motorcyclenews.com/bike-reviews/honda/cbr900rr-fireblade/2002/) | 5 out of 5 | 4 out of 5 | 4 out of 5 | 4 out of 5 | 4 out of 5 | 4 out of 5 |
| [**13** owners' ratings](http://www.motorcyclenews.com/bike-reviews/honda/cbr900rr-fireblade/2002/#ownersReviews) | 4.9 out of 5 | 4.8 out of 5 | 4.8 out of 5 | 4.8 out of 5 | 4.6 out of 5 | 4.2 out of 5 |

### [RIEJU RS3 125 (2013-on)](http://www.motorcyclenews.com/bike-reviews/rieju/rs3-125/2011/)

### [RIEJU RS3 125 (2013-on)](http://www.motorcyclenews.com/bike-reviews/rieju/rs3-125/2011/)

### New price: **£3,399** Used price: **£2,600 to £3,500**

* 124cc  -  15 bhp
* 66 mpg  -  176 miles range
* Medium seat height (845mm)

"Fast engine and good looks let down by poor build quality and bad handling"

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Overall | Ride | Engine | Build | Value | Equipment |
| [MCN ratings](http://www.motorcyclenews.com/bike-reviews/rieju/rs3-125/2011/) | 3 out of 5 | 2 out of 5 | 4 out of 5 | 3 out of 5 | 3 out of 5 | 3 out of 5 |
| [**7** owners' ratings](http://www.motorcyclenews.com/bike-reviews/rieju/rs3-125/2011/#ownersReviews) | 4.3 out of 5 | 4 out of 5 | 4.7 out of 5 | 3.6 out of 5 | 4.3 out of 5 | 3.9 out of 5 |

[](http://www.motorcyclenews.com/bike-reviews/kawasaki/zx-6r/2009/)

### [KAWASAKI ZX-6R (2009-2012)](http://www.motorcyclenews.com/bike-reviews/kawasaki/zx-6r/2009/)

### New price: **N/A** Used price: **£4,200 to £6,500**

* 599cc  -  115 bhp
* 39 mpg  -  144 miles range
* Medium seat height (815mm)

"New big piston forks use MotoGP technology"

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Overall | Ride | Engine | Build | Value | Equipment |
| [MCN ratings](http://www.motorcyclenews.com/bike-reviews/kawasaki/zx-6r/2009/) | 5 out of 5 | 5 out of 5 | 5 out of 5 | 5 out of 5 | 5 out of 5 | 5 out of 5 |
| [**9** owners' ratings](http://www.motorcyclenews.com/bike-reviews/kawasaki/zx-6r/2009/#ownersReviews) | 4.9 out of 5 | 4.8 out of 5 | 5 out of 5 | 4.4 out of 5 | 4.9 out of 5 | 4.6 out of 5 |

[](http://www.motorcyclenews.com/bike-reviews/ducati/998/1994/)

### [DUCATI 998 (1994-2005)](http://www.motorcyclenews.com/bike-reviews/ducati/998/1994/)

### New price: **N/A** Used price: **£7,000 to £16,000**

* 998cc  -  123 bhp
* 37 mpg  -  145 miles range
* Medium seat height (790mm)

"Always makes the rider feel special - whether out on a blast or just staring at it in the garage"

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Overall | Ride | Engine | Build | Value | Equipment |
| [MCN ratings](http://www.motorcyclenews.com/bike-reviews/ducati/998/1994/) | 4 out of 5 | 4 out of 5 | 4 out of 5 | 2 out of 5 | 4 out of 5 | 4 out of 5 |
| [**4** owners' ratings](http://www.motorcyclenews.com/bike-reviews/ducati/998/1994/#ownersReviews) | 4.5 out of 5 | 5 out of 5 | 5 out of 5 | 4 out of 5 | 5 out of 5 | 4 out of 5 |

### [SUZUKI GSX-R1000 (2007-2008)SUZUKI GSX-R1000 (2007-2008)](http://www.motorcyclenews.com/bike-reviews/suzuki/gsx-r1000/2007/)

### New price: **N/A** Used price: **£5,200 to £6,500**

* 999cc  -  185 bhp
* 38 mpg  -  146 miles range
* Medium seat height (810mm)

"Now thanks to a three-way power switch you can choose how much power you need"

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Overall | Ride | Engine | Build | Value | Equipment |
| [MCN ratings](http://www.motorcyclenews.com/bike-reviews/suzuki/gsx-r1000/2007/) | 5 out of 5 | 4 out of 5 | 5 out of 5 | 4 out of 5 | 5 out of 5 | 5 out of 5 |
| [**17** owners' ratings](http://www.motorcyclenews.com/bike-reviews/suzuki/gsx-r1000/2007/#ownersReviews) | 4.6 out of 5 | 4.6 out of 5 | 4.6 out of 5 | 4.2 out of 5 | 4.7 out of 5 | 4.4 out of 5 |

[](http://www.motorcyclenews.com/bike-reviews/ducati/749/2003/)

### [DUCATI 749 (2003-2007)](http://www.motorcyclenews.com/bike-reviews/ducati/749/2003/)

### New price: **N/A** Used price: **£3,000 to £8,800**

* 748cc  -  116 bhp
* 43 mpg  -  148 miles range
* Medium seat height (780mm)

Preferred by some to the larger 999 series – and for good reason

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Overall | Ride | Engine | Build | Value | Equipment |
| [MCN ratings](http://www.motorcyclenews.com/bike-reviews/ducati/749/2003/) | 4 out of 5 | 4 out of 5 | 3 out of 5 | 3 out of 5 | 3 out of 5 | 3 out of 5 |
| [**13** owners' ratings](http://www.motorcyclenews.com/bike-reviews/ducati/749/2003/#ownersReviews) | 4.3 out of 5 | 4.5 out of 5 | 4.5 out of 5 | 3.9 out of 5 | 4.1 out of 5 | 3.7 out of 5 |

[](http://www.motorcyclenews.com/bike-reviews/honda/cb1000r/2008/)

### [HONDA CB1000R (2008-on)](http://www.motorcyclenews.com/bike-reviews/honda/cb1000r/2008/)

### New price: **£9,299** Used price: **£4,100 to £10,000**

* 998cc  -  130 bhp
* 38 mpg  -  209 miles range
* Medium seat height (825mm)

"The only thing the CB1000R lacks is a bit of soul"

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Overall | Ride | Engine | Build | Value | Equipment |
| [MCN ratings](http://www.motorcyclenews.com/bike-reviews/honda/cb1000r/2008/) | 4 out of 5 | 4 out of 5 | 4 out of 5 | 5 out of 5 | 4 out of 5 | 4 out of 5 |
| [**23** owners' ratings](http://www.motorcyclenews.com/bike-reviews/honda/cb1000r/2008/#ownersReviews) | 4.4 out of 5 | 4.6 out of 5 | 4.5 out of 5 | 4.5 out of 5 | 4.5 out of 5 | 4.2 out of 5 |

### [KAWASAKI NINJA H2 (2015-on)KAWASAKI NINJA H2 (2015-on)](http://www.motorcyclenews.com/bike-reviews/kawasaki/ninja-h2/2015/)

### New price: **£22,000** Used price: **£20,000 to £22,000**

* 998cc  -  210 bhp
* Medium seat height (825mm)

The Ninja H2 redefines superbike acceleration

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Overall | Ride | Engine | Build | Value | Equipment |
| [MCN ratings](http://www.motorcyclenews.com/bike-reviews/kawasaki/ninja-h2/2015/) | 5 out of 5 | 4 out of 5 | 5 out of 5 | 5 out of 5 | 3 out of 5 | 3 out of 5 |
| [**1** owner ratings](http://www.motorcyclenews.com/bike-reviews/kawasaki/ninja-h2/2015/#ownersReviews) | 5 out of 5 | 5 out of 5 | 5 out of 5 | 5 out of 5 | 4 out of 5 | 5 out of 5 |

[](http://www.motorcyclenews.com/bike-reviews/kawasaki/zx-10r/2011/)

### [KAWASAKI ZX-10R (2011-on)](http://www.motorcyclenews.com/bike-reviews/kawasaki/zx-10r/2011/)

### New price: **£12,999** Used price: **£6,000 to £20,000**

* 998cc  -  197.3 bhp
* 34 mpg  -  128 miles range
* Medium seat height (813mm)

"At 198kg fully gassed, the ZX-10R has the best power to weight ratio, and it isn't as intense to ride as the BMW and so will suit a lot more riders. Good one, Kawasaki"

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Overall | Ride | Engine | Build | Value | Equipment |
| [MCN ratings](http://www.motorcyclenews.com/bike-reviews/kawasaki/zx-10r/2011/) | 4 out of 5 | 4 out of 5 | 4 out of 5 | 4 out of 5 | 4 out of 5 | 4 out of 5 |
| [**11** owners' ratings](http://www.motorcyclenews.com/bike-reviews/kawasaki/zx-10r/2011/#ownersReviews) | 3.8 out of 5 | 4.4 out of 5 | 4.3 out of 5 | 3.6 out of 5 | 3.5 out of 5 | 4.3 out of 5 |

**Student handout: Lesson 5 Literacy**

*024 Writing frame*

Remember to consider:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Language | | | | Structural | | | |
| Formal language | | Simple sentences | Comparisons | Heading | Sub-headings | Pictures | |
| Opinions | | Facts & details | Informative | Paragraphs including: | | | |
| Relevant info | Descriptive | | | Introduction | Conclusion | | Recommendation |
| Did you plan? | Spelling/Grammar/Punctuation | | |

Main heading to describe the report

(Subheading – e.g. Introduction)

|  |
| --- |
| First paragraph - to introduce the report, state the aim and what you are going to include in the report. |

(Subheading – e.g. the make and model of motorbike 1)

|  |
| --- |
| Paragraph to introduce/describe this motorbike and explain why this has been chosen. |

(Subheading – e.g. the make and model of motorbike 2)

|  |
| --- |
| Paragraph to introduce/describe this motorbike and explain why this has been chosen. |

(Subheading – e.g. the make and model of motorbike 3)

|  |
| --- |
| Paragraph to introduce/describe this motorbike and explain why this has been chosen. |

(Subheading – e.g. Comparison)

|  |
| --- |
| Paragraph to compare the three motorbikes using: the criteria you used, your research notes and your opinions. |

(Subheading – e.g. Conclusion)

|  |
| --- |
| Paragraph:  “The conclusion that I can draw from the research carried out on the MCN website and based on (insert the criteria you used) is therefore:  (Motorbike 1) is ……….  (Motorbike 2) is ……….  (Motorbike 3) is ……….” |

(Subheading – e.g. Recommendation)

|  |
| --- |
| Paragraph:  “Based on the above conclusions, I would recommend that (my tutor/my sister/John etc.) should buy the (motorbike make and model) because……………………………………………………………………………” |

**Student handout: Lesson 5 Literacy**

*025 Peer assessment – writing*

Your group name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: / /

Use the criteria below to assess your report:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Language | | | | Structural | | |
| Formal language | | Simple sentences | Comparisons | Heading | Sub-headings | Pictures |
| Opinions | | Facts & details | Informative | Paragraphs including: | | |
| Relevant info | Descriptive | | | Introduction | Conclusion | Recommendation |
| Did you plan? | Spelling/Grammar/Punctuation | | |

|  |
| --- |
| What is good? |
| What is great? |
| 1. Do you have any constructive suggestions for the group? |

**LESSON PLAN 7: Literacy**

*Skimming and scanning*

**Overall objective:**

To use, understand and develop effective skimming and scanning techniques.

**Aims:**

* To understand and use skimming to identify the gist of a text.
* To understand and use scanning to identify details from a text.
* To identify answers to reading comprehension questions.

**Language focus:**

Reading Grammar and Vocabulary

**Resources:**

|  |  |  |  |
| --- | --- | --- | --- |
| Teacher’s info. | | | |
| 044 | Literacy lesson plan 7 | 045 | Literacy lesson 7\_slides |
| A | Teacher’s Glossary | B | Automotive Family Fortunes\_Slides |
| C | Automotive Family Fortunes Questions |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Student hand outs | | | |
| 046 | Task 1 Reading | 046A | Task 1 Questions |
| 046B | Task 1 Answers | 047 | Task 2 Reading and questions |
| 047A | Task 2 Answers | 048 | Task 3 Reading and questions |
| 048A | Task 3 Answers |  |  |

|  |  |
| --- | --- |
| Misc. | |
| Post-it notes (green, red, orange or yellow) | Smart board & Flip chart paper |

|  |  |  |  |
| --- | --- | --- | --- |
| YouTube clips | Details | Total. length | Timing for lesson |
| Why use skimming and scanning?  <http://www.bbc.co.uk/skillswise/video/skimming-and-scanning> | *01:07* | = *ALL* |

**National Curriculum 2020 Context:**

### Reading

Read and appreciate the depth and power of the English literary heritage through:

* reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors, including high-quality works from English literature, both pre-1914 and contemporary, including prose, poetry and drama; Shakespeare (2 plays) and seminal world literature

Understand and critically evaluate texts through:

* earning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
* making inferences and referring to evidence in the text
* knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
* recognising a range of poetic conventions and understanding how these have been used
* studying setting, plot, and characterisation, and the effects of these
* understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play

### Grammar and vocabulary

Consolidate and build on their knowledge of grammar and vocabulary through:

* studying their effectiveness and impact in the texts they read
* Using linguistic and literary terminology accurately and confidently in discussing reading, writing and spoken language.

**Suggested lesson timing:**

60 minutes overall

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Lesson 7 | | | | |
| Lesson objective/aims | 3 mins | ALL TASKS | 45 mins |
| Starter Activity | 4 mins | Consolidation Activities | 2 mins |
| Intro to Tasks | 6 mins |

|  |
| --- |
| **Pre-class:**  Delete questions from Reading Tasks 1, 2 and 3 if necessary, depending on the students’ age and ability. |

**Start lesson 7: *Lesson objective/aims***

**Show slides 2 and 3 in turn - and click to display each bullet in turn.**

**(T)** Display and explain aims, why they were chosen and how relate to students.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Starter Activity*** *-* **Automotive Family Fortunes** (3-4 minutes)

**Show slides 4 - and click to display the single bullet.**

One question.

**Use** **Resources: B *Automotive Family Fortunes\_Slides AND C Automotive Family Fortunes Questions***

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**Intro to Tasks - Skimming and scanning**

**Show slide 5 - and click to display the first four bullets in turn.**

**(T)** Display the word ‘skimming’ on the slides:

Ask students for their ideas on what this term means.

**(ALL)** Offer their ideas.

**(T)** Show on slide and give definition/explanation of when it is used.

*‘Skimming or speed reading is used to get the gist/main idea of a text.’*

**Next,** Display the word ‘scanning’ on the slides:

Ask students for their ideas on what this term means.

**(ALL)** Offer their ideas.

**(T)** Show on slide and give definition/explanation of when it is used.

*‘Scanning is used to find a specific piece of information within a text.’*

**Next,**

Explain they will watch a short video (1 min 7 secs) which will give them further explanation and examples of when skimming and scanning is useful. Explain there are four different people. Ask them to think about what jobs these people are doing and why skimming or scanning is useful for them.

**Slide 5 - click the link to show YouTube clip.**

Show YouTube clip: [**http://www.bbc.co.uk/skillswise/video/skimming-and-scanning**](http://www.bbc.co.uk/skillswise/video/skimming-and-scanning)

Transcript: *Skim reading is a skill that you’ve got to learn.*

*If you’re reading a complex report or even some of the posters and procedures they can be quite wordy and quite large. So, I skim read – I’m just glancing over til we find the subject matter that we want and then we’ll sit down and then we’ll pick out the pieces we actually need.*

*I tend to sort of use speed reading to sort of judge relevance really, Do I need to look at this document – in depth? Can I get enough information from what I have seen to achieve what I need to achieve? Not all documents that I receive, I need to read in great depth.*

*We use scanning quite a lot in the trade cos you’ve done so many jobs, you’ve done, got all the hard work out the way, but there are still jobs on the sheet, maybe halfway up the sheet, what you’ve passed. So, you’ll come from the bus to the sheet, scan through it really quick and then come back, see the job that you’ve missed and then you’ll start work on that one*.

**(ALL)** Watch clip.

**(T)** Ask students to give their answers: the jobs the four people do and why skimming or scanning is useful for them.

**(ALL)** Give their answers.

**(T)** Ask students for examples of when they use skimming or scanning in their personal or working lives – and reasons why.

OR if they don’t have any examples, ask for examples of when other people use this.

**(ALL) O**ffer answers.

**Task 1 - Reading comprehension**

**Show slide 6 - and click to display the two bullets in turn.**

**(T)** Explain that individually they are going to practise their skimming and scanning skills.

There are three texts for them to read and answer questions on for the rest of the lesson.

Give everyone: ***Resource (046) Task 1 Reading***

! Don’t explain what the text is about OR give the questions out yet

**Skimming**

First, ask the students to skim read the text and identify **the gist/main idea.**

Also, whether it uses formal or informal language features.

**(ALL)**  *Monitor:*Skim read the text for the gist.

**(T)** Ask students to give you the gist of the text and if it uses informal/formal language.

**Scanning**

**Next,** Ask the students to use the scanning technique to answer the questions (about the text) they will now receive.

Give everyone: ***Resource (046A) Task 1 Questions***

Ask the students to ask questions throughout if they need to.

Remind students to write their names on the paper and answer the questions using the front and back of the paper

|  |  |  |
| --- | --- | --- |
| ***Student differentiation***: | **Student ability** | **Reduce the number of questions to be answered to save time** |
| Low | YES |
| Intermediate | YES |
| High | NO |

**(ALL)**  *Monitor:*Answer the questions.

**(T)** Check everyone has finished OR if some students finish first – give them the answers to mark their own work.

Give out: ***Resource (046B) Task 1 Answers***

Then move them onto Task 2.

|  |
| --- |
| **IF THERE IS TIME**  **Check ability**  **(T)** Ask students to swap their answers with another student, who will mark them and write a final score e.g. 10/25, as the teacher reads out the answers.  **(ALL)**  *Monitor:*Mark and score each other’s answers – and pass them back. |

**Task 2 - Reading comprehension**

**Show slide 7 - and click to display the two bullets in turn.**

**(T)** Explain that the next reading is the background to and a short extract taken from chapter five of a book about Chitty Chitty Bang Bang.

Give out: ***Resource (047) Task 2 Reading and questions***

The INFORMATION page can be used by the teacher to explain Chitty Chitty Bang Bang, if no one has heard of it.

**Skimming**

First, ask the students to skim read the text and identify **the gist/main idea.**

Also, whether it uses formal or informal language features.

**(ALL)**  *Monitor:*Skim read the text for the gist.

**(T)** Ask students to give you the gist of the text and if it uses informal/formal language.

**Scanning**

**Next,** Ask the students to use the scanning technique to answer the questions about the text.

Ask the students to ask questions throughout if they need to.

Remind students to write their names on the paper and answer the questions using the front and back of the paper

|  |  |  |
| --- | --- | --- |
| ***Student differentiation***: | **Student ability** | **Reduce the number of questions to be answered to save time** |
| Low | YES |
| Intermediate | YES |
| High | NO |

**(ALL)**  *Monitor:*Answer the questions.

**(T)** Check everyone has finished OR if some students finish first – give them the answers to mark their own work.

Give out: ***Resource (047A) Task 2 Answers***

If there is time, move them onto Task 3.

|  |
| --- |
| **IF THERE IS TIME**  **Check ability**  **(T)** Ask students to swap their answers with another student, who will mark them and write a final score e.g. 10/25, as the teacher reads out the answers.  **(ALL)**  *Monitor:*Mark and score each other’s answers – and pass them back. |

**Task 3 - Reading comprehension**

**Show slide 8 - and click to display the two bullets in turn.**

**Continue as per Task 1 and 2**

Give out: ***Resource (048) Task 3 Reading and questions***

***Resource (048A) Task 3 Answers***

|  |
| --- |
| **IF THERE IS TIME**  **Check ability**  **(T)** Ask students to swap their answers with another student, who will mark them and write a final score e.g. 10/25, as the teacher reads out the answers.  **(ALL)**  *Monitor:*Mark and score each other’s answers – and pass them back. |

**OPTION if students finish quickly:**

1. **Family Fortunes questions**

Ask students to create some automotive family fortunes questions to be used in the lessons.

**(T)** Check names are on ALL the papers, **c**ollect in, mark reading comprehensions fully and return next class with feedback.

**Consolidation Activities**

**Show slide 9 - and click to display the two bullets in turn.**

**Teacher’s request for feedback**

**(T)** Ask students if they feel the learning objective & aims have been met using Post-its.

Explain what the colours mean and give an example.

Give out Post-its. *Green =* ***YES***  *Red =* ***NO*** *Amber OR Yellow =* ***not sure***

Ask students to give their reasons.

**(ALL)** Hold up a Post-it and volunteer reasons.

**(T)** Collect in Post-its held up/count no. of each colour and keep a written record.

**END OF CLASS –**

**(T) Collect in work from today’s lesson**

**(T) Feedback on work from last lesson**

**Student handout: Lesson 7 Literacy**

*046 Task 1 - Reading*

|  |
| --- |
| **L1 Certificate in Motorcycle Maintenance**  **Who is it suitable for?**  This Vocationally Related Qualification (VRQ) is primarily designed to engage and motivate aged 14 to 19 year olds who are interested in learning about the maintenance of motorcycles, the various roles that are available in the retail motor industry, and would therefore like a qualification that will support their progress into the retail motor vehicle industry.  There are no formal entry requirements for this qualification.  However selection criteria for entry should take into account each applicant's existing academic/vocational qualifications, experience, and interest in working in the industry sectors.  **About**  This qualification has a predominately practical approach to assessment, and includes many visual questioning techniques, which will stimulate and interest the learner.  The qualification’s combination of units provides learners with the flexibility in the choice of the areas they wish to develop their knowledge and skills in.  All learners will develop their knowledge and skills in:   * health and safety practices in vehicle maintenance and good housekeeping in the automotive environment * tools, equipment and materials for vehicle maintenance   Learners have the opportunity develop their knowledge and skills in a wide variety of areas, and also the option to achieve Level 2 units, which will support the learner’s progression to an IMI Level 2 Certificate (VRQ) in the appropriate career route.  Examples of some of the unit options available follow:   * introduction to the retail automotive maintenance and repair industry * motorcycle construction * routine maintenance motorcycle chassis systems * motorcycle engines * motorcycle transmission systems * motorcycle electrical and electronic systems * motorcycle fuel, ignition, air and exhaust system units and components * introduction to low carbon technologies in the automotive industry   **Progression**  This Certificate is ideal for those learners who wish to undertake a qualification which will support their progress into the retail motor vehicle industry and to a Level 2 Vocationally Related Qualification (VRQ).  It can also supplement their progress to GCSEs and other appropriate destinations, such as the Institute of the Motor Industry Sector Skills Council (IMI SSC) Intermediate Apprenticeship at Level 2, or employment.  **Assessment**  The assessments for this qualification have a practical focus and combine various assessment styles/methodologies in order to suit the subject and levels of units contained within it.  **Want to know more?** Please contact an IMI approved centre. |

**Student handout: Lesson 7 Literacy**

*046 Task 1 - Reading*

**Task 1 – Reading** *(Questions)*

L1 Certificate in Motorcycle Maintenance (IMI course summary)

**Skim read the extract.**

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Question** | **/** | **/** |
| 1 | Explain the gist/main idea: |  | **1** |
| Scan read and answer the following questions: | | | |
| 2 | Give three of the unit options available on the level 1 certificate: |  | **3** |
| 3 | How are learners assessed on this course? |  | **2** |
| 4 | Give two benefits for learners who take these courses: |  | **2** |
| 5 | What do the initials IMI stand for? |  | **1** |
| 6 | What are the possible next steps after this course? |  | **2** |
| 7 | Which language register has been used to write this course overview? |  | **1** |
| 8 | Give three structural features included in this overview: What effect does each have? |  | **6** |
| 9 | Who are the target audience for this course overview? |  | **2** |
| 10 | What impact has this overview had on you? What impact could it have on others? |  | **2** |
| 11 | What is your opinion of this course? Why do you think this? |  | **2** |
| 12 | What is the purpose of this article? |  | **2** |
| **Overall score** | |  | **26** |

**Teacher’s info: Lesson 7 Literacy**

*047 Task 1 - Answers*

L1 Certificate in Motorcycle Maintenance (IMI course summary)

**Skim read the extract.**

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Question** | **/** | **/** |
| 1 | Explain the gist/main idea:  First level automotive course details, eligibility and progression for 14-19 yr olds, |  | **1** |
| Scan read and answer the following questions: | | | |
| 2 | Give three of the unit options available on the level 1 certificate:   * introduction to the retail automotive maintenance and repair industry * motorcycle construction * routine maintenance motorcycle chassis systems * motorcycle engines * motorcycle transmission systems * motorcycle electrical and electronic systems * motorcycle fuel, ignition, air and exhaust system units and components * introduction to low carbon technologies in the automotive industry |  | **3** |
| 3 | How are learners assessed on this course?  The assessments for this qualification have a practical focus and combine various assessment styles/methodologies in order to suit the subject and levels of units contained within it. |  | **2** |
| 4 | Give two benefits for learners who take these courses:  All learners will develop their knowledge and skills in:   * health and safety practices in vehicle maintenance and good housekeeping in the automotive environment * tools, equipment and materials for vehicle maintenance   Learners have the opportunity develop their knowledge and skills in a wide variety of areas, and also the option to achieve Level 2 units, which will support the learner’s progression to an IMI Level 2 Certificate (VRQ) in the appropriate career route. |  | **2** |
| 5 | What do the initials IMI stand for?  Institute of the Motor Industry |  | **1** |
| 6 | What are the possible next steps after this course?  This Certificate is ideal for those learners who wish to undertake a qualification which will support their progress into the retail motor vehicle industry and to a Level 2 Vocationally Related Qualification (VRQ).  It can also supplement their progress to GCSEs and other appropriate destinations, such as the Institute of the Motor Industry Sector Skills Council (IMI SSC) Intermediate Apprenticeship at Level 2, or employment. |  | **2** |
| 7 | Which language register has been used to write this course overview?  Formal |  | **1** |
| 8 | Give three structural features included in this overview: What effect does each have?  Main heading, subheadings, sort paragraphs, bullet points, questions, a list |  | **6** |
| 9 | Who are the target audience for this course overview?  Learners Managers/decision makers in garages/dealerships etc Course providers |  | **2** |
| 10 | What impact has this overview had on you? What impact could it have on others?  (Learner to give opinion) |  | **2** |
| 11 | What is your opinion of this course? Why do you think this?  (Learner to give opinion) |  | **2** |
| 12 | What is the purpose of this article?  To inform/educate/encourage learners to take this course. |  | **2** |
| **Overall score** | |  | **26** |

**Student handout: Lesson 7 Literacy**

*047 Task 2 – Reading and questions*

Chitty Chitty Bang Bang: Information

**Background**

Best known as the creator of James Bond, [Ian Fleming](http://www.ianfleming.com/chitty-chitty-bang-bang-2/) is the surprise author of "Chitty Chitty Bang Bang", the children's book which later became such a hit at the Box Office.

In 1964 Ian Fleming had a major heart attack. It was during his convalescence that he decided to turn the bedtime stories he had been telling his little son Casper, into a book for children. This book became Chitty Chitty Bang Bang: the story of the adventures of inventor Commander Caractacus Potts, his wife Mimsie, their two children Jeremy and Jemima and the wonderful Chitty Bang Bang car which could float on water and even fly!

**The story**

The family acquire a broken down old car and the Commander sets to work to repair it. Once mended it is clear that this is no ordinary car... and so begins an adventure for the Potts Family involving a trip across the Channel, a kidnapping and a run in with a mob of gangsters.

<http://www.chittybangbang.com/chittybangbang-book.html>

[](http://www.bing.com/images/search?q=chitty+chitty+bang+bang+about+the+car&view=detailv2&&id=072BB7527C57E3FD43DBCB8CF78FBBF46D6B0503&selectedIndex=10&ccid=VzB6CHoc&simid=607991211868295006&thid=OIP.M57307a087a1c8ce38b99693418dd9577o0)

The text is an extract taken from: *Fleming, I. and Burningham, J. (n.d.). Chitty chitty bang bang.*

|  |
| --- |
| [http://tse1.mm.bing.net/th?&id=OIP.M0fec4ddf8f0d2e9eb4e4814b01ccf769H0&w=300&h=199&c=0&pid=1.9&rs=0&p=0](http://www.bing.com/images/search?q=chitty+chitty+bang+bang&view=detailv2&&id=EE719A1A11CBF9DE809F964C8441B2DB44E904FA&selectedIndex=13&ccid=D+xN348N&simid=608011922197581337&thid=OIP.M0fec4ddf8f0d2e9eb4e4814b01ccf769H0)  **EXTRACT FROM CHAPTER FIVE**  **A New Member of the Family**  **OVER CANTERBURY,** Commander Pott insisted on circling the tall tower of the cathedral, so that the jackdaws and pigeons flew out of their nooks and crannies squawking and cooing with fright and excitement, and then they headed on over the trees and woods, taking a short cut away from the Dover road, towards the distant majesty of Dover Castle, with its Union Jack flying from the topmost tower.  And of course, at that speed, in minutes they were over the castle, and again Commander Pott insisted on circling round so that the family (and CHITTY-CHITTY-BANG-BANG for the matter of that) could have a good look, and all the soldiers drilling on the square inside the castle walls looked up, much to the rage of their sergeant-major, and the sentries too, and between you and me, I think CHITTY-CHITTY-BANG-BANG was lucky to get away without being shot at by the soldiers, because after all she had no proper aircraft markings, only her GEN II registration plates, and for all the soldiers knew, she might have been some kind of foreign aeroplane come to attack the castle, or even a flying bomb, which was really quite what she looked like.  But all went well, and they flew up the coast looking for a place to land to have their picnic beside the sparkling blue sea. But everywhere – St. Margaret’s Bay, Walmer, Deal, Sandwich, Ramsgate – all the beaches were crowded with families who had had the same idea as the Pott family, and CHITTY-CHITTY-BANG-BANG’s passengers became more and more gloomy as they saw the beautiful sands with their bathers and paddlers and shrimpers, and the rock-pools that were certainly crawling with excited crabs and eels and valuable shells, all crowded with rival holidaymakers. And they all longed for a bathe and to unpack the bulging picnic basket full of Mimsie’s delicious goodies.  Then a curious thing happened. The steering wheel twisted, actually twisted in Commander Pott’s hands, as if CHITTY-CHITTY-BANG-BANG realised their disappointment and was taking control herself and do you know what? CHITTY-CHITTY-BANG-BANG turned away from the coast and soared away over the English Channel straight out to sea.  The family held their breath with excitement and Commander Pott wrestled with the wheel and began to look rather nervous. But then the green light started to blink on the dashboard, and now instead of saying PULL DOWN, as it had said before, it said PUSH UP. And gently Commander Potts pushed up the little silver lever and gently CHITTY-CHITTY-BANG-BANG began to lose height and plane softly downwards.  “Heavens!” cried Mimsie. “She’s going to drop us in the sea! Now we are in a real mess! Get ready to swim, everyone. The cushions will float! Each one hang on to a cushion! The Deal lifeboat will see us and if we keep afloat we’ll be alright!”  “Don’t worry, Mimsie darling,” shouted Commander Pott against the roar of the wind. “It’ll be alright. I think I know what CHITTY-CHITTY-BANG-BANG has got in mind. Look there where we’re heading for. Those are the Goodwin Sands – acres of beautiful sand that get uncovered during a low tide like this. Why, in summer they even have a football match on the sands. Dover and Deal play each other and get the game over before the tide comes in. Then they row away in boats. And there’s the…”  While Commander Pott had been telling these exciting things, CHITTY-CHITTY-BANG-BANG had been planing gently down towards the big expanse of beautiful golden sand lapped by the soft blue ripples of the English Channel and fringed by the masts and the half sunken hulls of the wrecks that show up at low tide. The crew of the bright-red painted lightship came up on deck and waved excitedly to them as they soared low overhead and then, as the green light on the dashboard went on winking and Commander Pott gently took his foot of the accelerator, the wheels automatically lowered themselves into position again and they came in to land on the hard flat golden surface. The aerocar ran a little way on the sand and then, as Commander Pott put on the brakes, CHITTY-CHITTY-BANG-BANG came to a gentle stop at the edge of the sea. At once the red light on the dashboard showed again, and now it said PUSH UP (no IDIOT this time).  Commander Pott pushed up the little silver lever, and there came the same low hum as the front and back wings slowly folded back to become mudguards again, and the propeller and generator out front slipped back until the two halves of the radiator closed over them. CHITTY-CHITTY-BANG-BANG gave a last two big sneezes and two soft bangs, then Commander Pott switched off the engine and there was a perfectly good, gleaming, green car sitting quietly on the huge sandbank in the middle of the sea.  The whole family let out a big “Pouff” of relief and excitement and piled out of the magical car onto the warm sand. |

|  |  |  |  |
| --- | --- | --- | --- |
| No. | Questions | / | / |
|  | **Skim read the extract** |  |  |
| 1 | Explain the gist/main idea of the extract: |  | **1** |
|  | **Scan read the extract and answer the following questions:** |  |  |
| 2 | How many characters speak or give their opinion within the extract? |  | **2** |
| 3 | Give your opinion and why you think this, for one character: |  | **2** |
| 4 | Why does the author think **CCBB** was lucky not to have been shot? |  | **2** |
| 5 | How is this text different to the text in Task 1? Consider its target audience and purpose. |  | **3** |
| 6 | Find 10 nouns in the extract related to the motor industry: |  | **10** |
| 7 | How does the extract compare to the **CCBB** film you may have seen on television or books about CCBB you may have read before? |  | **1** |
| 8 | Which language register has been used? |  | **1** |
| 9 | What structural & formatting features have been used? How do they affect the reader? |  | **4** |
| 10 | Who is the target audience? |  | **1** |
| 11 | What impact has the extract had on you? |  | **1** |
| 12 | What is your opinion of the story? |  | **1** |
| 13 | What is the purpose of the story? |  | **1** |
| **Overall score** | |  | **/30** |

**Teacher’s info: Lesson 7 Literacy**

*047A Task 2 – Answers*

|  |  |  |  |
| --- | --- | --- | --- |
| No. | Questions | / | / |
|  | **Skim read the extract** |  |  |
| 1 | Explain the gist/main idea of the extract: CCBB is on a journey, flying in the South East. It is a scary journey, but all is well in the end. |  | **1** |
|  | **Scan read the extract and answer the following questions:** |  |  |
| 2 | How many characters speak or give their opinion within the extract? 4 |  | **2** |
| 3 | Give your opinion and why you think this, for one character: Learner gives opinion |  | **2** |
| 4 | Why does the author think **CCBB** was lucky not to have been shot? See paragraph 2: ‘because after all she had no proper aircraft markings, only her GEN II registration plates, and for all the soldiers knew,, she might have been some kind of foreign aeroplane come to attack the castle, or even a flying bomb, which was really quite what she looked like. |  | **2** |
| 5 | How is this text different to the text in Task 1? Consider its target audience and purpose. Aimed at teenagers and adults, found online or in a course guide, formal language, aim is to inform, no characters or story |  | **3** |
| 6 | Find 10 nouns in the extract related to the motor industry: steering (wheel), accelerator, green light, red light, mudguard, brakes, registration plates, dashboard, radiator, engine |  | **10** |
| 7 | How does the extract compare to the **CCBB** film you may have seen on television or books about CCBB you may have read before? Learner gives opinion |  | **1** |
| 8 | Which language register has been used? Informal |  | **1** |
| 9 | What structural & formatting features have been used? How do they affect the reader?  Short paragraphs = easy to read, picture = appeal to children/interesting, indented paragraphs = breaks up the text, easier to read  Bold letters starting chapter & capital letters for some words = emphasis |  | **4** |
| 10 | Who is the target audience? Children |  | **1** |
| 11 | What impact has the extract had on you? Learner gives opinion |  | **1** |
| 12 | What is your opinion of the story? Learner gives opinion |  | **1** |
| 13 | What is the purpose of the story? To entertain |  | **1** |
| **Overall score** | |  | **/30** |

**Student handout: Lesson 7 Literacy**

*048 Task 3 – Reading and questions*

****

|  |  |  |  |
| --- | --- | --- | --- |
| No. | Question |  | / |
| Skim read the text | | | |
| 1 | What is the overall gist of the article? |  | 1 |
| Scan read and answer the following questions: | | | |
| 2 | What has happened over the past 25 to 30 years according to Steve Nash? |  | 1 |
| 3 | Steve Nash agrees that ‘those working on electric, hybrid and autonomous vehicle systems will need to be suitably qualified and equipped’. Why does he believe this? |  | 2 |
| 4 | What is your opinion on the future of independent garages? |  | 1 |
| 5 | What issue can dramatically affect an independent garage’s ability to compete in the industry? |  | 1 |
| 6 | Whose industry presence offers support to professionals in the automotive industry? |  | 1 |
| 7 | What is the name of this grammar feature used in the article: *‘Will this spell the death knell for independent garages though?’* |  | 1 |
| 8 | Identify 3 facts from this article: |  | 3 |
| 9 | What structural features have been used? How do they affect you as the reader? |  | 4 |
| 10 | What industry data does Steve Nash give that backs up his opinion that independent garages will not disappear? |  | 1 |
| 11 | Identify an opinion from the article that is not backed up by fact or information: |  | 1 |
| 12 | Where would you expect to find this type of article? |  | 1 |
| 13 | What is the purpose of this article? |  | 1 |
| 14 | What impact has this article had on you? What impact could it have on other readers? |  | 1 |
| Overall score | |  | 20 |

**Teacher’s info: Lesson 7 Literacy**

*048A Task 3 – Answers*

|  |  |  |  |
| --- | --- | --- | --- |
| No. | Question |  | / |
| Skim read the text | | | |
| 1 | What is the overall gist of the article? Steve Nash thinks in the future there will be more call for more qualified and trained individuals in the Motor Industry, due to the development in technology. |  | 1 |
| Scan read and answer the following questions: | | | |
| 2 | What has happened over the past 25 to 30 years according to Steve Nash? Steve has heard the interesting views expressed plenty of times. |  | 1 |
| 3 | Steve Nash agrees that ‘those working on electric, hybrid and autonomous vehicle systems will need to be suitably qualified and equipped’. Why does he believe this? He believes that we are unquestionably approaching a paradigm shift in technology, which will be even more radical than the one experienced with the introduction of highly sophisticated electronics back in the late 1980s. |  | 2 |
| 4 | What is your opinion on the future of independent garages? (Learner to give opinion) |  | 1 |
| 5 | What issue can dramatically affect an independent garage’s ability to compete in the industry? The fact that some garages are able to compete fiercely on price because they don’t carry the costs of ongoing skills development and training or investing in the latest technology. |  | 1 |
| 6 | Whose industry presence offers support to professionals in the automotive industry? The IMI’s |  | 1 |
| 7 | What is the name of this grammar feature used in the article: *‘Will this spell the death knell for independent garages though?’* Metaphor – meaning something that signals death or destruction. |  | 1 |
| 8 | Identify 3 facts from this article: Steve Nash is CEO of the IMI Highly sophisticated electronics were introduced in the 1980s The IMI is the Automotive Industry’s professional body |  | 3 |
| 9 | What structural features have been used? How do they affect you as the reader? Headline, caption, two columns, a photo, an introductory paragraph, a concluding paragraph. |  | 4 |
| 10 | What industry data does Steve Nash give that backs up his opinion that independent garages will not disappear? ‘There are around 33 million cars on the road.’ |  | 1 |
| 11 | Identify an opinion from the article that is not backed up by fact or information: ‘Well, in my opinion, yes and no! We are unquestionably approaching a paradigm shift in vehicle technology which will probably be even more radical than the one experienced with the introduction of highly sophisticated electronics back in the late 1980s. |  | 1 |
| 12 | Where would you expect to find this type of article? An automotive related magazine OR a newspaper |  | 1 |
| 13 | What is the purpose of this article? To inform and educate. |  | 1 |
| 14 | What impact has this article had on you? What impact could it have on other readers? Learner to give opinion |  | 1 |
| Overall score | |  | 20 |

**LESSON PLAN 8: Literacy**

*Debate*

**Overall objective:**

To effectively plan for and participate in a structured formal debate, giving reasoned arguments.

**Aims:**

1. To help prepare a formal 2 minute speech using specified language features and a clear beginning, middle and end.
2. To listen to and consider different opinions.
3. To confidently express your opinions with well-thought out and structured reasons.
4. To participate in a structured debate.

**Language focus:**

Writing Grammar and Vocabulary Spoken English

**Resources:**

|  |  |  |  |
| --- | --- | --- | --- |
| Teacher’s info. | | | |
| 049 | Literacy lesson plan 8 | 050 | Literacy lesson 8\_slides |
| 051 | Assessment Record | 054 | Teacher Reference Debating Method |
| A | Teacher’s Glossary | B | Automotive Family Fortunes\_Slides |
| C | Automotive Family Fortunes Questions |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Student hand outs | | | |
| 052 | Pros and cons\_flying cars | 053 | Speech Checklist |

|  |  |
| --- | --- |
| Misc. | |
| Post-it notes (green, red, orange or yellow) | Smart board & Flip chart paper |
| Scissors and Blue Tack | |

**National Curriculum 2020 Context:**

### Writing

Write accurately, fluently, effectively and at length for pleasure and information through:

* adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue
* selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis
* selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate
* make notes, draft and write, including using information provided by others [e.g. writing a letter from key points provided; drawing on and using information from a presentation]

### Grammar and vocabulary

Consolidate and build on their knowledge of grammar and vocabulary through:

* drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects
* using linguistic and literary terminology accurately and confidently in discussing reading, writing and spoken language.

### Spoken English

Speak confidently, audibly and effectively, including through:

* using Standard English when the context and audience require it
* working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines
* listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary
* planning for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates
* listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation

**Suggested lesson timing:**

60 minutes overall

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Lesson 8 | | | | |
| Lesson objective/aims | 3 mins | Task 2 | (20-25) mins |
| Starter Activity | 5 mins | Task 3 | (15-20) mins |
| Task 1 | 10 mins | Consolidation Activity | 1 minute |

|  |
| --- |
| **Pre-class:**  **Task 1** Decide whether to use ‘Flying cars are the future’ as the debate title – or choose from the list.  If you choose from the list – write the title on a piece of flipchart paper to stick up in the room.  **There are no prepared resources containing reasons why students may disagree or agree on the debate titles below (To be used if the students cannot think of many).**  **Task 3** Print enough of ***Resource (051) Assessment Record*** for every student. Cut along the dotted lines to create two records per A4 printout. |

**Start lesson 8: *Lesson objective/aims***

**Show slides 2 and 3 in turn - and click to display each bullet in turn.**

**(T)** Display and explain aims, why they were chosen and how relate to students.

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***Starter Activity*** *-* **Automotive Family Fortunes** (5 minutes)

**Show slides 4 - and click to display the single bullet.**

**Use** **Resources: B *Automotive Family Fortunes\_Slides AND C Automotive Family Fortunes Questions***

**Task 1 - Vote with your feet**

|  |
| --- |
| **NOTE:**  ***‘Flying cars are the future.’*** is the debate title, however please choose one of these debate titles IF MORE APPROPRIATE FOR STUDENTS and write it on a piece of flip chart paper.  **There are no prepared resources containing reasons why students may disagree or agree on the debate titles below. (To be used if the students cannot think of many).**  **If you don’t use ‘Flying cars are the future’ – skip slide 5.**  **ALTERNATIVE DEBATE TITLES for 13-14 year olds**  *Diesel is superior to petrol in every way.*  *Top Gear needs Jeremy Clarkson back.*  *Self-driving cars are dangerous.*  *4WD or AWD (four-wheel drive or all-wheel drive) beats FWD/RWD (front-wheel drive/rear-wheel drive) hands down.*  *Aston Martin remains the right choice for future James Bond films.*  *Car insurance should definitely be cheaper for women and those who are retired.*  **OR**  **ALTERNATIVE DEBATE TITLES for 15-16 year olds**  *Manual transmission is superior to automatic transmission.*  *VW can survive the 2015 emissions scandal.*  *Hybrid/electric cars are a great alternative to diesel and petrol.* |

**Show slide 5 - and click to display the first bullet**

***Debate title: ‘Flying cars are the future.’***

**(T)** Ask the students to stand up.

**Slide 5 - click to display the last bullet**

Explain that one side of the room represents ‘**for**’, one is ‘**against**’ –

Allocate the back of the room for those who are not sure.

Ask the students if they are in agreement with (are ‘for’) this statement or if they disagree with (‘are against’) this statement?

Ask them to ‘vote with their feet’ and stand in the corresponding side of the room.

**(ALL)** Make their decision and stand on their chosen side of the room.

**(T)** Ask the students to volunteer some of their reasons.

Give each side of the room some flipchart paper

Ask them to write down (clearly) their reasons.

Ask each group to try and think of a maximum of 10 reasons.

**(ALL)** Volunteer reasons and write them down.

IF students cannot think of enough reasons, give out: ***Resource (052) Pros and cons\_flying cars***

**There are no prepared resources containing reasons for the alternative title suggestions.**

**(T)** Stick the flipchart paper to the wall.

Explain the reasons will be used for the debate.

**Task 2 - Prepare your argument**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **NOTE:**  ! If there is no one in the ‘unsure’ group, allocate this role to the ‘for’ and ‘against’ students.  ! Each group needs an odd number of members:  ***IDEALLY:*** Groups of 5 = 1 member ‘for’, 1 member ‘against’ and 3 ‘deciders’.  **OR**  Groups of 7 = 2 members ‘for’, 2 members ‘against’ and 3 ‘deciders’  **OR**  1 member ‘for’, 1 member ‘against’ and 5 ‘deciders’.   * Ensure teams have a mix of abilities.   **! If time is limited, each group will debate at the same time– and the teacher will monitor each group.**  **! IF there is enough time and few groups, each group will present their groups to the entire class.**  **NOTE:**   |  |  |  | | --- | --- | --- | | ***Student differentiation***: | **Student ability** | | | Low | Depending on the age of the students  – reduce the number of language features to be included. | | Intermediate | | High |   **NOTE: Teachers can read more about this debating method in this resource:**  **- *Resource (054) Teacher Reference Debating Method*** |

**Show slide 6**

**(T) Explain:**

They will be split up into smaller groups and allocated roles.

Each group will have members who are ‘for’, ‘against’ and ‘unsure’.

The ‘unsure’ members will become the ‘deciders’.

Split the students into the groups and allocate roles.

**Slide 6 - and click to display the first table below:**

**(T)** Explain the information on the FIRST table:

**Explain:** They will start planning their arguments to debate the ‘idea’ on the board/flipchart.

The deciders will help either the **‘for’ and ‘against’ students** during the planning and practise stages.

|  |
| --- |
| **ARGUMENT PREPARATION20-25 minutes** |

|  |  |
| --- | --- |
| **‘*for*’ and ‘*against*’** | **‘*deciders*’** |
| 1. Write and practise a 2 minute speech. 2. Use the Speech Checklist. 3. The ‘*for*’ students will speak first and   the ‘*against’* student will speak second. | 1. Help the ‘*for*’ and ‘*against*’ students write and practise their speech. 2. Choose a spokesperson for each group, who will give the overall decision at the end. |

**(T)** Give out: ***Resource (053) Speech Checklist***

Explain ***Resource (053) Speech Checklist*** which gives points to consider when writing the speech.

Encourage students to challenge each other’s opinions if necessary.

Remind students to also use the flipchart AND ***Resource (052) Pros and cons\_flying cars***

**Show slide 6 - and click to display the second table below:**

Explain the information on the following table:

|  |  |
| --- | --- |
| **DURING THE DEBATE** | |
| 1. The **‘For’** students present a 2 minute speech 2. The **‘Against’** students present a 2 minute speech | 1. The **‘deciders’** will listen carefully (taking notes) to each speech. 2. They will spend 2 minutes discussing the speeches they heard decide which one they agree with – and why.      1. Their spokesperson will briefly state their decision and give their reasons. |

Explain the teacher will:

*Time each speech and indicate when the time is up.*

*Make notes, assessing everyone starting from now using* ***Resource (051) Assessment\_Record***

*Provide help and support.*

**(T)** Check everyone understands what they are doing.

**(ALL)**  *Monitor:*Prepare and practise their arguments/thoughts.

**Task 3 - Debate and Assessment**

**Show slide 7 - and click to display each of the four bullets in turn:**

**(T)** Explain the teacher will now continue to make brief notes on the students’ performance using ***Resource (051) Assessment\_Record*** for each student

e.g. Focusing on the ‘for’ students first.

Use the back of each A5 landscape form for extra space.

Teacher will have 3 to do at one time. E.g. 3 students ‘for’ will speak to their groups at the same time OR separately if there is time.

**(T)** Askthe ‘For’ students to present their arguments.

Remind the ‘Deciders’ to listen to the arguments carefully.

**(ALL)**  *Monitor:* **‘For’ students** present their arguments.

**(T)** Askthe ‘Against’ students to present their arguments.

Remind the ‘Deciders’ to listen to the arguments carefully.

**(ALL)**  *Monitor:* **‘Against’ students’** present their arguments.

**(T)** Give the ‘Deciders’ 2 minutes to make their decision

**(ALL)**  *Monitor:*Deciders make their decision/s.

**(T)** Askthe Deciders’ spokesperson/people to announce their decision/s.

**(ALL)**  *Monitor:*Deciders announce their decision/s.

**(T)** Explain that next lesson everyone will receive a completed assessment record.

**Consolidation Activity**

**Teacher’s request for feedback**

**Show slide 8 - and click to display the one bullet**

**(T)** Ask students if they feel the learning objective & aims have been met using Post-its.

Explain what the colours mean and give an example.

Give out Post-its. *Green =* ***YES***  *Red =* ***NO*** *Amber OR Yellow =* ***not sure***

Ask students to give their reasons.

**(ALL)** Hold up a Post-it and volunteer reasons.

**(T)** Collect in Post-its held up/count no. of each colour and keep a written record.

**END OF CLASS (T) Feedback on work from last lesson**

**Student Handout: Lesson 8**

*051: Assessment record*

**Debate: Assessment Checklist**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **\*For / Against** | | | | | **Name:** | | | | | | |
| More than 2 minutes | | |  | |  | | | | Less than 2 minutes |  | |
| **\*delete as appropriate** | | | | | | | ***🗸/🗴*** | ***Any comments*** | | | |
| Introduced themselves | | | | | | |  |  | | | |
| Stated ‘for’ or ‘against’ | | | | | | |  |
| Clear reasons supporting view | | | | | | |  |
| Clear conclusion | | | | | | |  |
| Sentence openers | | | | | | |  |
| Repetition | | | | | | |  |
| Rhetorical question | | | | | | |  |
| Present tense | | | | | | |  |
| Interesting / persuasive | | | | | | |  |
| Confident |  | Formal language | | | | |  |
| *Eye contact* | | | | | | |  |  | | | |
| *Posture* | | | | | | |  |
| *Gestures* | | | | | | |  |
| *Pronunciation* | | | | | | |  |  | | | |
| *Intonation* | | | | | | |  |
| *Volume* | | | | | | |  |
| *Speed* | | | | | | |  |
|  | | | | |  | |  | | | | |

**Debate: Assessment Checklist**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **\*For / Against** | | | **Name:** | | | | | | |
| More than 2 minutes | | | |  |  | | | Less than 2 minutes |  |
| **\*delete as appropriate** | | | | | | ***🗸/🗴*** | ***Any comments*** | | |
| Introduced themselves | | | | | |  |  | | |
| Stated ‘for’ or ‘against’ | | | | | |  |
| Clear reasons supporting view | | | | | |  |
| Clear conclusion | | | | | |  |
| Sentence openers | | | | | |  |
| Repetition | | | | | |  |
| Rhetorical question | | | | | |  |
| Present tense | | | | | |  |
| Interesting / persuasive | | | | | |  |
| Confident |  | Formal language | | | |  |
| *Eye contact* | | | | | |  |  | | |
| *Posture* | | | | | |  |
| *Gestures* | | | | | |  |
| *Pronunciation* | | | | | |  |  | | |
| *Intonation* | | | | | |  |
| *Volume* | | | | | |  |
| *Speed* | | | | | |  |

**Student Handout: Lesson 8**

*052: Pros and Cons – Flying Cars*

|  |  |  |
| --- | --- | --- |
|  | **Pros** | **Cons** |
| **1.** | Could solve the problem regarding the lack of parking spaces. | Installing traffic lights and road signs could be difficult. |
| **2.** | Could solve congestion problems. | Could be a high risk of accidents around high buildings, wildlife and aircraft. |
| **3.** | Could reduce the need for congestion charges. | Could cause issues regarding a country’s borders and airspace regulations. |
| **4.** | Emergency service vehicles could be designated to use the sky speeding up journeys to save lives and protect people. | People could stop using public transport as they believe there is more space up there. |
| **5.** | HGVS could be designated to the sky to reduce the dangers they pose to drivers of smaller vehicles. | Public transport companies and airlines could lose a lot of money. |
| **6.** | Less pollution close to the ground for people and nature. | Weather could cause problems and accidents. |
| **7.** | Access to remote areas of the country, otherwise cut off from amenities and emergency services. | Exhaust emissions could damage cloud formation (and reduce our protection from the sun etc.) through their close proximity. |
| **8.** | Increased speed of postal and delivery services. | Accidents would affect those in the air and those on the ground below. |
| **9.** | The Motor Industry would grow and benefit from the increased revenue paid to the DVLA and car insurance providers | Increased number of cases of health problems like deep vein thrombosis. |
| **10.** | Cyclists would be safer on the roads. | Existing drivers would likely have to pay out money again for flying driving lessons and the tests. |
| **11.** | There may be less road traffic accidents. | Running out of fuel mid-air would be catastrophic. |
| **12.** | Bus services would be faster. | Drink-driving would be even harder to monitor and would be catastrophic. |

**Student Handout: Lesson 8**

*053: Speech check list*

**Basic structure: 2 minutes**

**Beginning** Introduce yourself.

State the idea to be debated and whether you are ‘for’ or ‘against’.

**Middle** Clearly explain each reasons you have supporting your view.

**End** A clear conclusion to why you have this view.

**Language features**

**Sentence openers**

E.g. *Firstly In addition Moreover Due to Although However On the other hand In conclusion Finally As a result*

**Rhetorical questions**

Asked without needing or intending for it to be answered.

Used to create an emotional response or affect someone’s opinion.

E.g. *How could you (we) allow this to happen? Do you really think…*

*What would happen if…… Is it really worth….*

*Could your conscience cope with…. Do you want to be part of…….*

**Present tense Formal language Repetition**

**Persuasive language: P**ut forward a point of view and try to get others to agree.

**Emotive language:** Adjectives e.g. *fantastic idea*

Adverbs e.g. *cruel****ly*** *done*

**Body Language**

**Eye contact Posture Gestures**

**Speaking**

**Pronunciation Intonation Volume Speed**

*BE INTERESTING AND CONFIDENT*

**Teacher’s info: Lesson 8**

*054: Debating method ‘Convince me’*

This is a small-group debating method.

***Aim:*** To develop many of the skills needed in more formal debating.

***Benefit:*** Offers the safety of group work without being put ‘on the spot’ in front of the whole class.

1. **Split the class into small groups (with an odd number of members).**

**E.g.**

(Groups of three = one person ‘for’, one person ‘against’ and one person who is a ‘decider’.)

– only if the group is very small OR requires this.

**IDEALLY**

Groups of five = one person ‘for’, one person ‘against’ and three people who are ‘deciders’.

Groups of seven = two people ‘for’, two people ‘against’ and three ‘deciders’

**OR** one person ‘for’, one person ‘against’ and five people who are ‘deciders’.

1. **Choose a topic**

You could give the same topic to all the groups and, at the end of the session, tally the votes and use this to initiate a class discussion; or each group can have a different topic.

1. **Give time for preparation**

The topics can be given:

1. in advance with time to prepare OR b. with just a few moments thinking time.

The first approach is better for developing in-depth thinking and research skills, while the second favours confidence and ‘thinking on your feet’.

1. **‘For’ side begins**

Give the **‘For’** side two minutes to propose the motion to their group and say why they think it is a good idea.

1. **Call time** Set a stopwatch and call time, blowing a whistle or ringing a bell for changeover.
2. **‘Against’ side speaks** The **‘Against’** person in each group then opposes the motion, explaining why they do not support the idea.
3. **Call time again**

Give the deciders two minutes to make their overall decisions.

Then ask the deciders to give their decision.

**If time allows -** Swap around the roles within the groups with new ‘for’, ‘against’ and ‘deciders’.

*This debating method was taken from the ‘Create the Debate Pack produced by Parliament’s Education Service, with help from the UK Youth Parliament and BBC’s Three’s Free Speech.*

**LESSON PLAN 9: Literacy**

*CV’s part A*

**Overall objective:**

To start completing a CV Builder in preparation for creating an effective targeted CV.

**Aims:**

* To become more familiar with skills and qualifications needed for Motor Industry apprenticeships.
* To identify which employability skills you have and which you would like to develop.
* To decide which of your skills and experience should be included on a CV builder.
* To begin writing suitable sentences and collecting information.

**Language focus:**

Writing Grammar and Vocabulary

**Resources:**

|  |  |  |  |
| --- | --- | --- | --- |
| Teacher’s info. | | | |
| 055 | Literacy lesson plan 9 - Part A | 056 | Literacy lesson 9\_Slides |
| 057 | Top Trumps\_Rules | 059 | Top Trumps\_Card details |
| A | Teacher’s Glossary |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Student hand outs | | | |
| 058 | Top Trumps\_Cards | 060 | Employability skills questionnaire |
| 060A | Apprenticeship vacancies | 061 | CV Example |
| 062 | CV Builder Guide | 063 | CV Builder |
| ***061*** | ***CV Example***  ***PRINT several copies on A3 or bigger – to stick around the room for Task 3 onwards.***  (this is the same CV example which is at the end of the Resource 063 CV Builder) | | |

|  |  |
| --- | --- |
| Misc. | |
| Post-it notes (green, red, orange or yellow) | Smart board |
| Access to the internet and computers (optional) | |

**National Curriculum 2020 Context:**

### Writing

Write accurately, fluently, effectively and at length for pleasure and information through:

* adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue
* selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis
* selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate
* make notes, draft and write, including using information provided by others [e.g. writing a letter from key points provided; drawing on and using information from a presentation]

Plan, draft, edit and proofread through:

* considering how their writing reflects the audiences and purposes for which it was intended
* amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
* paying attention to accurate grammar, punctuation and spelling

### Grammar and vocabulary

Consolidate and build on their knowledge of grammar and vocabulary through:

* drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects

**Suggested lesson timing:**

60 minutes overall

|  |  |  |  |
| --- | --- | --- | --- |
| Lesson 9 | | | |
| Lesson objective/aims | 3 mins | **Task 1** | 5 mins |
| **Starter Activity** | 10 mins | **Task 2** | 10 minutes |
|  |  | **Task 3** | 32 minutes |

|  |
| --- |
| **Pre-class:**  ***Starter Activity*** *-* **Dream Automotive Job - Top Trumps**   * Print and cut out one set of cards per group of 6 students (max.) ***Resource (058) Top Trumps Cards***   (29 cards in total over 8 A4 pages).  ***FOR TASK 3:***  **PRINT** ***Resource (061) CV Example onto A3***    **STICK A3 COPIES OF *Resource (061) CV Example* TO THE WALL WHEN**  **YOU GIVE OUT: *Resource (062) CV Builder Guide & Resource (063) CV Builder***  **AT THE END OF THE TASK: GIVE OUT A4 COPIES OF *Resource (061) CV Example*** |
| **PLEASE NOTE:** **The CV Builder & CV Builder Guide are fairly long and detailed.–**  *Please consider which format would be most beneficial for your students:*  **Examples:**  Lead the whole class through the slides and guides, so everyone is working at the same pace.  **OR**  Split students into same or mixed ability groups (small/large) to enable students to go at their own pace offering your ongoing support and guidance / using all/selected slides if/as and when appropriate.  **IF the CV Guide and CV Guide are not appropriate for the students**,  Please do not give them out.  Please use them as a teacher’s guide to support students in creating each part of their CV |

**Start lesson 9: *Lesson objective/aims***

**Show slides 2 and 3 in turn - and click to display each bullet in turn.**

**(T)** Display and explain aims, why they were chosen and how relate to students.

Explain they will start the process of building a targeted CV today, which will continue into the next lesson.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Starter Activity*** *-* **Dream Automotive Job - Top Trumps**

**Show slide 4 - and click to display the first bullet**

**(T)** Explain they are going to play Dream Automotive Job Top Trumps.

Ask if anyone remembers playing this card game?

**Slide 4 - and click to display the second and third bullets in turn**

Split the class into groups of 6 max.

Explain the rules if necessary.

**!** Teacher to refer to: ***Resource (057) Top Trumps Rules***

|  |  |  |
| --- | --- | --- |
| ***Student differentiation***: | **Student ability** | |
| Low | Create mixed ability groups. |
| Intermediate |
| High |

**(T) Deal out the cards for the first round**

Top Trump Resources: ***Resource (058) Top Trumps Cards MS PowerPoint doc.***

***Resource (059) Top Trumps Card details) MS Excel doc.***

**(ALL)** *Monitor:*Play the game.

**(T)** Collect in all the Top Trump cards.

**Task 1 - Employability skills**

**Show slide 5 - and click to display the one bullet**

**(T) CHOOSE EITHER**

|  |  |  |  |
| --- | --- | --- | --- |
| **OPTION A:** | **OR** | | **OPTION B** |
| **(T)** Ask:  Is anyone working at the moment?  If so, how did they find and get their job?    **(ALL)** Offer responses.  **(T)** Ask:  What skills do you have to help you to do  that job?  What skills have you learnt doing your job, which enable you to do your job better?    **(ALL)** Offer responses. | | **(T)** Ask:  Who knows what job they would like to do?    **(ALL)** Offer responses.  **(T)** Ask:  What skills do you need for that/those jobs?  **(ALL)** Offer responses. | |

**Task 2 A targeted CV**

**Employability skills questionnaire**

**Show slide 6**

**(T)** Split the class into pairs or small groups

**Explain:** This lesson and next lesson they are going to identify all the skills and experience each one of them has gained – so that they would be able to create a targeted CV in the future for a Motor Industry apprenticeship or job.

There are different types of CV. They are going to prepare for a targeted CV.

**Show slide 6 and click once to display the three bullets**

Give a definition of a targeted CV.

**Show slide 7 - and click to display the first bullet**

**Explain:** To help students prepare, everyone is going to complete an Employability skills questionnaire, which will:

Help them identify skills they have and those they may like to develop.

The questionnaire is split into the main skill areas employers look for.

They can write down any other skills they have or would like on the back.

**Slide 7 - click to display the second bullet**

Take 10 minutes now to complete as much as they can.

|  |  |
| --- | --- |
| ***Student differentiation***: | **If there are students within the class…**  **…who require support with reading – allocate one person in every group to read each point to the group, so all students are only required to tick the relevant boxes.** |

Give out: ***Resource (060) Employability skills questionnaire***

**(ALL)** *Monitor:*Spend 10 minutes completing the questionnaire.

**(T)** Tell students when the 10 minutes is up.

**Task 3 CV Building**

|  |  |
| --- | --- |
| ***Student differentiation***: | **If there are students within the class who require support with reading or writing or are not going to benefit from this format, please deliver a variation on this task.**  Using the CV Builder and CV Builder Guide, deal with each section of a CV separately as a class/in groups.  Give out blank paper for each section and encourage the students to:  Brainstorm in groups.  Practise and create example sentences  Organise their education, qualifications and employment (paid and unpaid) into date order.  Record everything they did, skills gained, training and challenges overcome  Everything included on a CV.  Ensure students leave after lesson 9 and 10 with a clear idea of a CV structure, information to include – and importantly a comprehensive record of their own skills, quals and experience to use for a CV in the future. |

**Show slide 8 - and click to display the first bullet**

**(T)** Continue with the students in pairs or small groups

Ask who already has a CV? Ask what is on their CV – different sections etc.?

**(ALL)** Offer responses.

**Slide 8 - and click to display the second bullet**

**(T) Explain**:

They are all going to look at one apprenticeship vacancy – and looking at all the skills, experience and entry criteria on the vacancy, use the vacancy details to think about the qualifications, skills and experience they have that would help them apply for this vacancy – or one very similar in the Motor Industry.

**Slide 8 - and click to display the third and fourth bullet**

To help them think about this and to get all their valuable skills and experience down on paper – they are going to use a CV Builder Guide to complete a CV Builder.

This is a way of recording all the information which they need to create a targeted CV.

Once this is complete, they can keep it and keep adding to it whenever they complete any training, qualifications, start new jobs, do voluntary work – everything – that would help them get a job - and everything that employers want to see on a CV.

Give out one or two A3 copies of ***060A Apprenticeship vacancies*** to every group of students –

*(There are three to choose from)*

Give out one copy to every student: ***Resource (062) CV Builder Guide***

***Resource (063) CV Builder***

**Explain:** How to use the CV Builder Guide to complete the CV Builder.

**This lesson:** They will start completing the CV Builder using the Guide

**Between both lessons:**

**AND**

**Next lesson:** - Complete the Employability Skills Questionnaire and continue completing the CV Builder.

**Slide 8 - and click to display the fifth bullet**

**STICK A3 COPIES TO THE WALL:**  ***Resource (061) CV Example***

**Explain:** These CV examples show the format and space available on two pages.

**Remind tell/students**: A completely finished CV, should be 2 pages max.

**Show slide 9 - and click to display the bullets in turn**

**Ask students:** To be factual and honest.

To use short, clear and informative sentences.

To check their grammar, punctuation and spelling.

To be positive.

To emphasise their achievements, strengths and successes.

Ask them to begin completing the CV Builder (writing on the back if require more space), using the CV Builder Guide, Employability skills questionnaire and the teacher to help.

Ask students to complete section 2 – Personal Profile last, as this is the most difficult.

**(ALL)** *Monitor:*Work on completing the CV Builder.

***HOMEWORK - Preparation for next lesson***

**Show slide 10 - and click once to display the first bullet and sub-bullets**

**(T) Ask each student to take their CV Builder, CV Builder Guide, Employability Skills Questionnaire and Apprenticeship vacancy away and complete this for the next lesson.**

Explain there is also a copy of the CV for everyone, which is attached to the wall.

Give out one copy to every student: ***Resource (061) CV Example***

**Show slide 10 - and click once to display the second bullet and sub-bullets**

**Ask students to bring everything to lesson 10**

**(ALL)** Continue completing their CV Builders and CV Builder Guides between now and lesson 10.

Bring everything to lesson 10.

**END OF CLASS**

**PLUS Feedback from lesson 8**

**(T)** Give students their completed assessment forms from lesson 8.

**Teachers info: Lesson 9 A**

*057: Top Trump rules*

**AIM:** To compare information shown on the cards and beat (trump) your opponent/s card.

Each card displays a photo of a different individual (working in the Automotive Industry) with their job title written across the top.

|  |  |
| --- | --- |
|  | The following details are also on the card:  **Example details:**  **Name:** Joe Bloggs  **Job Title:** CEO  **Company:** World Inc.  **Salary:**  £130,000  **Qualifications:** L4 Certificate in Adv. Vehicle Diags and Management Competence, BA (Hons), MSc and PhD  **How I got this job:** Started with an apprenticeship and worked my way up.  **Best part of my job:** Working as a team.  **International Opps:** DELETE THIS CATEGORY? |

*Split the class into groups – no more than 6 players per group.*

**Start the game:**

* Give each group one set of 29 cards.
* Ask one player to keep the cards facing down and shuffle them.
* Deal all the cards out to each player in turn, face down.
* Once all the cards have been dealt, everyone looks at their first card.  
  The player to the left of the dealer decides which value on their card is the ‘highest’/‘best’ and reads out this value -

e.g. **Salary:**  £130,000

* Every player in turn, reads out the value for the salary on their card.
* Whoever has the **highest value** e.g. **‘salary’** on their card, wins everyone’s card and places them at the bottom of their pile.
* If the player calls a value and other players either have the **same value** or **there is no value**, then all the cards from that round are placed together in a pile.
* The same player then selects another card and value.
* The next person to win a round takes the cards the players are holding **and** the cards that were placed in a pile previously.

**End the game:**

*The player with the* ***most*** *OR* ***all of the cards*** *at the end of the game is the* **winner**

**Teachers info: Lesson 9 A**

*058: Top Trump card details*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Job Title | Name | Company | Salary | Qualifications | How I got this job | Best part of my job | No. of years associated with the industry: | No. of cars owned over lifetime: |
| CEO | Steve Nash | IMI | 130K | Degree and management & leadership qualifications | See cards | See cards | Not disclosed | 12 |
| Small business owner | Ricky Widdicks | F & W Coachworks | 30K | Level 3 in Vehicle Repair, Surface and Repair Road, Vehicles (Heavy Vehicle) and courses at Vauxhall in Electrical | 15 | 9 |
| F1 Deputy Team Principle | Claire Williams | Williams F1 Team | 100K+ | Politics degree | 8 | 17 |
| Stunt person | Jolene Van Vugt | MTV Nitor Circus & Fuel | 75K+ | Fashion merchandising, advertising, graphic design. | 20 | 22 |
| Driver/Model/Spokesperson | Danica Patrick | Nascar | $12 million | GED Certificate | 16 | 19 |
| Driver | Alice Powell | Status Grand Prix | 30K+ | Secondary school education | 12 | 10 |
| F1 Development Driver | Susie Wolff | Williams F1 Team | 50K+ | None | 9 | 22 |
| Designer | Victoria Beckham | Jaguar Land Rover | £millions | Fashion designing | 0 | 24 |
| Apprentice Engineer | Ben West | Bentley | 10K | On an engineering degree | 4 | 2 |
| Inventor/Head of Product Design | Elon Musk | Tesla Motors | $billions | Degrees in business and physics, PhD in Applied Physics | 16 | 30 |
| Drag Racing Technician | Ryan Tingley | Mercedes AMG High PP | 20-25K | Master of Engineering (MEng), (Hons),Motorsport Engineering | 10 | 16 |
| F1 Paint Technician | Ben Eaton | Mercedes Benz F1 | 30K+ | Level 3 Paint Finishing | 7 | 10 |
| BMW Product Genius | Bergman Boos | BMW | 18-20K | None | 10 | 16 |
| Dealer Principle | Clive Fletcher | Specialist cars - BMW & Mini | 40-100K | Level 4 in Leadership and Management | 9 | 11 |
| Race Director | Dave Warren | Santa Pod | 30K+ | Race Director Licence MSA ACU and working towards full FIA and FIME (International). | 5 | 7 |
| Marketing Manager | Jeremy Pang-Kessler | Ferrari-North Europe | 80K | BSc (Hons) in business management, corporate strategy, marketing, organisational psychology and business law. | 21 | 14 |
| Human Resources Manager | Bergit Banks | Bentley | 35K | Level 7 CIPD and automotive management qualifications. | 8 | 9 |
| Parts Telesales Representative | Bruno Alexander | Marshall Parts Factors | 20K+ | Level 3 in Vehicle Parts Principles | 3.5 | 6 |
| Police Motor Vehicle Technician | Gary Brown | Bedfordshire Police | 24K | Level 3 Technician and MOT Tester | 4 | 5 |
| Executive Vice President | Mary Barra | General Motors | 150K | Degree in Electrical Engineering & Masters in Business Administration | 20 | 25 |
| General Secretary | Adrian Davies | Bentley | 100K+ | Degree in Business Studies, Certificate in Business Management and an MSc in Organisational Behaviour | 17 | 18 |
| Sales Executive | Steve Texas | Black Bear, Harley-Davidson Newmarket | 40K+ | Level 2 in Vehicle Sales Principles | 9 | 10 |
| Fleet Manager | Ben McDonald | S&B Commercials | 45K+ | Level 4 in Automotive Management | 7.5 | 8 |
| Fast Fit Manager | Trevor Spencer | HiQ Plymouth | 30K+ | Leadership qualifications | 8.5 | 12 |
| Accounts – Heavy Vehicle | Celia Trotter | Scania GB Ltd | 25K | GCSEs A-C, Diploma in Business, Administration & Finance, Level 3 Association of Accounting Technicians (AAT) | 3 | 7 |
| DAB After Market Electrical Installation Technician | James Vincent | ICE ICE Baby | 26K | GCSEs in maths, science and technology and Level 2 in Vehicle Maintenance and Repair (Auto Electrical) | 5 | 5 |
| Mobile Technician | Barry McCandles | Lords Ltd | 26K | Level 2 Diploma in Light Vehicle Maintenance and Repair | 5.5 | 23 |
| Finance Manager | Richard Llewlyn | Allins Motorcycles | 41K | Level 4 in Automotive Management and Leadership | 8 | 9 |
| Vehicle Damage Assessor | Steve Marshall | Marshall Body Shop | 35K | Level 3 Diploma for Assessors of Accident Damaged Vehicles | 8 | 11 |

**Teachers info: Lesson 9 A**

*059: Employability skills questionnaire*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Employability Skills Questionnaire | | I am good at this | I am OK at this | I am not confident  with this | I am not familiar with this |
| **Teamwork** | Joining in discussions |  |  |  |  |
| Working in a group |  |  |  |  |
| Influencing others |  |  |  |  |
| Accepting other’s opinions |  |  |  |  |
| Flexible |  |  |  |  |
| Learning from others |  |  |  |  |
| Welcoming and adapting to change |  |  |  |  |
| **Leadership** | Motivating others to do things |  |  |  |  |
| Encouraging others to do things |  |  |  |  |
| Setting a good example for others |  |  |  |  |
| Taking risks |  |  |  |  |
| Being passionate |  |  |  |  |
| Being brave |  |  |  |  |
| **Customer Service** | Speaking clearly and confidently |  |  |  |  |
| Dealing with complaints |  |  |  |  |
| Talking to people I don’t know |  |  |  |  |
| Helping with enquiries |  |  |  |  |
| Being sympathetic |  |  |  |  |
| Being patient |  |  |  |  |
| Talking to people on the telephone |  |  |  |  |
| Talking to people by email |  |  |  |  |
| **Problem Solving**  **&**  **Approaching Situations** | Analysing facts |  |  |  |  |
| Understanding why things go wrong |  |  |  |  |
| Finding solutions |  |  |  |  |
| Being logical |  |  |  |  |
| Gathering information |  |  |  |  |
| Thinking creatively |  |  |  |  |
| Working with my hands |  |  |  |  |
| **Self-management**  **Self-management** | Meeting deadlines |  |  |  |  |
| Getting to places on time |  |  |  |  |
| Being responsible for my belongings |  |  |  |  |
| Working towards a goal |  |  |  |  |
| Not using my mobile phone for periods of time |  |  |  |  |
| Motivating yourself to do something |  |  |  |  |
| Using your initiative |  |  |  |  |
| Prioritising goals |  |  |  |  |
| Managing your time |  |  |  |  |
| Working well under pressure |  |  |  |  |
| Demonstrating a commitment to something |  |  |  |  |
| Being independent |  |  |  |  |
| Making decisions |  |  |  |  |
| Being positive |  |  |  |  |
| Being honest |  |  |  |  |
| Being trustworthy |  |  |  |  |
| Following rules / guidelines |  |  |  |  |
| **Communication** | Asking questions |  |  |  |  |
| Listening to others |  |  |  |  |
| Creating good relationships |  |  |  |  |
| Persuading people |  |  |  |  |
| Negotiating |  |  |  |  |
| Paying attention to detail |  |  |  |  |
| Writing clearly |  |  |  |  |
| Speaking to a group |  |  |  |  |
| Speaking to people in authority |  |  |  |  |
| Communicating in a foreign language |  |  |  |  |
| **Planning** | Organising yourself and your work |  |  |  |  |
| Being able to multi-task |  |  |  |  |
| Meeting deadlines |  |  |  |  |
| **ICT** | Using a computer |  |  |  |  |
| Emailing |  |  |  |  |
| Using MS Office |  |  |  |  |
| Posting on and managing social media sites |  |  |  |  |
| Web design |  |  |  |  |
| **Numeracy** | Analysing figures |  |  |  |  |
| Doing basic sums without a calculator |  |  |  |  |
| Keeping track of what I spend |  |  |  |  |
| **Literacy** | Using accurate spelling |  |  |  |  |
| Using correct punctuation |  |  |  |  |
| Using correct grammar |  |  |  |  |
| Write using short and clear sentences |  |  |  |  |
| Write using paragraphs |  |  |  |  |
| Write using clear headings and bullet points |  |  |  |  |
| Summarising text and what someone has said |  |  |  |  |

**Teachers info: Lesson 9 A**

*060A: Apprentice vacancies*

|  |
| --- |
| **1**  **Vehicle Technician Apprenticeship**  Salary: The National Minimum Wage (NMW) for apprentices is £4.15 per hour. This applies to 16-18 year old apprentices and those aged 19 and over in the first year of their apprenticeship. For all other apprentices the National Minimum Wage appropriate to their age applies. The wage for apprentices applies to both time spent on the job plus time spent training.  Hours of work - full time - Monday to Friday  **The vacancy**  The job will involve the repair and service of a wide variety of motor vehicles to very high standards. If you find cars and motor vehicle technology interesting, this really is a fantastic opportunity to follow a career path you'll enjoy.  If successful you will gain employment in one of our UK centres.  As an apprentice technician you will be working alongside an experienced technician working on customer’s vehicles in the area of maintenance and repair. Duties will range from servicing vehicles to carrying out repairs. You will report to the centre manager.  All of our apprentices work towards nationally recognised qualifications and are supported by a workplace mentor. Once you have completed the apprenticeship you will be a fully trained motor vehicle technician.  **ABOUT YOU**  No formal qualifications are required, but you must have a desire to learn. You must have a genuine interest in motor vehicle technology, possess practical ability and have a real desire to become a first rate technician. You should also be prepared to learn maths, English, and communication with a specific emphasis on motor vehicles.  Ideally you will have achieved A\* - C or 4-9 in your GCSEs or equivalent in English, maths and science although these are not essential. You must be literate and numerate, a good listener, determined, a team player and willing to study hard. You will be trained to the highest standard to work confidently with the latest innovations and the most up to date technical equipment. |

|  |
| --- |
| **2**  **Commercial ApprenticeHIP**  Salary: The National Minimum Wage (NMW) for apprentices is £4.15 per hour. This applies to 16-18 year old apprentices and those aged 19 and over in the first year of their apprenticeship. For all other apprentices the National Minimum Wage appropriate to their age applies. The wage for apprentices applies to both time spent on the job plus time spent training.  Hours of work - full time - Monday to Friday  **The vacancy**  Our Commercial Apprentice Programme is aimed at individuals with GCSE-level qualifications who wish to pursue a career in the commercial side of the bodyshop industry. Individuals who join the programme gain exposure to the following business areas:  Estimating, Parts Management, Customer Service, and Business & Administration.  This provides them with a sound understanding of the operations of a modern bodyshop, and equips them with both specialist and transferable skills.  All of our apprentices work towards nationally recognised qualifications and are supported by a workplace mentor. In addition to on-the-job training, they attend a range of off-site training courses and meet regularly with the company's other apprentices to share their experiences and learn from one another. At the end of their apprenticeships, most individuals go on to specialize in one of the areas they have trained in.  **ABOUT YOU**  To join our Commercial Apprentice Programme, you must have a keen interest in motor vehicles. You should have at least three GCSEs (or equivalent) at grade C/4 or above (ideally including maths and English). The ability to work as part of a team and the determination to learn and succeed are also essential.  You must be literate and numerate, be a good listener and willing to study hard. You will be trained to the highest standard to work confidently with the latest hardware, software and the most up to date part systems and databases. |

|  |
| --- |
| **3**  **Bodyshop Parts ApprenticeSHIP**  Salary: The National Minimum Wage (NMW) for apprentices is £4.15 per hour. This applies to 16-18 year old apprentices and those aged 19 and over in the first year of their apprenticeship. For all other apprentices the National Minimum Wage appropriate to their age applies. The wage for apprentices applies to both time spent on the job plus time spent training.  Hours of work - full time - Monday to Friday  **The vacancy**  Our Parts Apprentice Programme is aimed at individuals with GCSE-level qualifications who wish to pursue a career in the commercial side of the bodyshop industry. Individuals who join the programme gain exposure to the following business areas:  Particular focus will be put on parts management with experience also provided in estimating, customer service, and business & administration.  This provides them with a sound understanding of the operations of a modern bodyshop, particularly in the Parts Department, and equips them with both specialist and transferable skills.  All of our apprentices work towards nationally recognised qualifications and are supported by a workplace mentor. In addition to on-the-job training, they attend a range of off-site training courses and meet regularly with the company's other apprentices to share their experiences and learn from one another. At the end of their apprenticeships, most individuals go on to specialize in one of the areas they have trained in.  **ABOUT YOU**  To join our Parts Apprentice Programme, you must have a keen interest in motor vehicles. You should have at least three GCSEs (or equivalent) at grade C/4 or above (ideally including maths and English). The ability to work as part of a team and the determination to learn and succeed are also essential.  You must be literate and numerate, be a good listener and willing to study hard. You will be trained to the highest standard to work confidently with the latest innovations and the most up to date parts software and technical equipment. |

**Teachers info: Lesson 9 A**

*061: CV example*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Carrie Vauxhall**  30 The Road, Braketown, Padshire, AA10 1AA  **Home:** 00123 456789 **Mobile:** 07777 777777  **Email:** carrievauxhall7@carmail.com  **Personal Profile**  An extremely hard working and motivated individual. An effective and organised team player, also extremely capable of working alone using my own initiative. Possess ……………. years’ experience with/in …………………………..Currently employed as a / studying …………..…………………… / Recently completed the……………………………...……………………………… Seeking a/n ………… apprenticeship in the Motor Industry to start a career as an ……………………*…………………………..*  **Key Skills**  **Technical**  *Tyre fitting Tyre removal Tyre inflation and deflation*  **Interpersonal**  *Dedicated Versatile Responsible Reliable Confident*  *Approachable Motivated Organised Initiative Energetic*  **IT & Computers**  *Email Database MS Word Telephone*  **OR if you have space create sentences for each:**  *Email -* Manage emails/calendars using MS Outlook and web-based email.  *Database -* Check stock levels and customer details using the CRM / parts database.  *MS Word -* Create assignments incl. formatting: tables, bullets, bold and images.  *Telephone -* Answering, making, holding, retrieving and transferring calls.  **Achievements**   * First prize at the 2013 North West AutoCar Competition – I designed an electric car. * Student of the Month at Windscreen High for three consecutive months.     **Education**  **Sep. 2011 to date** Windscreen High Gearville, Wipershire  GCSE Design Technology, Double Science, *Ongoing*  English Language and English Literature Maths, PE and RE.  Level 2 Diploma in Light Vehicle Maintenance and Repair Competence  *Passed*  **Employment**  **Jun. 2012 to date** General Assistant, Auto Autos Ltd Clutchton, Wipershire   * Use specialist equipment to remove wheels, remove tyres and release air. * Fit new tyres and inflate them to the correct pressure for the vehicle. * Check tyres carefully for nails and cracks and report findings to my manager. * Liaise with my manager and my colleagues daily to prioritise and identify new tasks. * Deliver customer service on the reception in person and on the telephone. * Print, scan and photocopy customer invoices, records of work completed and job lists. * Check levels of printer paper/office supplies and tidy reception and my work area.   **Apr. 2010 - Jun. 2012** Customer Service Asst. Frozen World Clutchton, Wipershire   * Worked in the Customer Service Team stocking and tidying shelves and work area. * Used a touch screen cash till, handling money, credit card transactions and refunds. * Packed customer’s shopping bags and helped them carry it to their car, if required. * Assisted my supervisor with new customer service staff training. * Answered customer’s product and service enquiries and dealt with complaints. * Liaised with the management team and my supervisor in person and on the phone.   **Work experience**  **Feb to Mar. 2009** Mr Tomkinson Clutchton, Wipershire   * Assisted my uncle repairing broken down cars at customers’ homes and workplace. * Followed direct instructions and requests for tools and equipment. * Gained knowledge about various car parts and recognised problems to be resolved. * Kept detailed paper records of products and equipment to be replaced/purchased. * Tidied tools away and ensured the work area was clean and safe before leaving.   **Voluntary Experience**  **Apr. 2009** Cancer Research UK Clutchton, Wipershire   * Worked at weekends in a charity shop and supported staff at fundraising events. * Answered customer enquiries and helped them find specific products. * Sorted and steamed clothing donations and recycled items unsuitable for sale. * Used a touch screen cash till, handling money and credit card transactions. * Merchandised stock in the shop window, on mannequins, rails and display shelving.   **Hobbies and Interests**  Regularly ride and fix my motocross bike.  Go to a gym and play for my local football team.  Enjoy mixing my own music and DJ-ing at a local venue.  **Referees**   |  |  | | --- | --- | | Jennifer Toyota | Paul Mercedes-Benz | | Chief Executive | Project Manager | | Electric Cars Ltd | Hybrid Plc. | | 27 Some House Lane | 1 Place Street | | Sometown | Middle | | Someshire ZR00 0ZZ | Middleham XB99 0WW | | 00000 000000 | 11111 111111 | | jennifert@brakes.com | paulmb@tyre.co.uk | |

**Teachers info: Lesson 9 A**

*062: Targeted CV builder guide*

|  |
| --- |
| **What is the aim?**   * To help you complete a detailed **CV Builder**. * To ask you questions which identify your transferable skills and experience. * To collect the dates and details needed for your **targeted CV**.   Please follow the instructions and use the examples to help you.  Resources: apprenticeship vacancy, Employability Skills Questionnaire and your tutor. |

1. **Personal Details**

1. **Write down your:** - *full name - full address plus post code*

* *mobile - home telephone numbers*
* *a sensible email address*

**IMPORTANT:** *Your real CV will not have a heading for this section.*

1. **Personal Profile**

*This section helps to convince the employer that you can do the job and that you would be a very*

*valuable employee.*

1. **Write one short paragraph (3 or 4 sentences).**
2. **First sentence:** Who are you? Describe who you are.

***Examples:***

*“An extremely hard working and friendly individual who enjoys communicating with others from different cultures and backgrounds.*

*“Highly self-motivated and outgoing individual.” “A highly motivated and hardworking individual.”*

**IMPORTANT:** *Do not use ‘I’ in the first sentence. E.g. I am a …… = X*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1. **Second & third sentence:** What do you do?

**H**ow can you benefit their organisation?

Why do I want to work in this industry?

***Examples:***

*“Enjoys providing exceptional customer service at all times.”*

*“Recently completed GCSEs, achieving excellent grades in maths and science.”*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1. **Last sentence:** What is your career aim or goal?

***Examples:***

*“Seeking an apprenticeship in the Motor Industry to start a career as an MOT tester.”*

*“Long-term career goal is to become a fully-qualified and experienced ………………………..”*

**IMPORTANT:** If you don’t have much OR any employment, voluntary or work experience, emphasize your personality, your greatest strengths, your studies and the skills you have gained throughout your education.

1. **Key Skills**
2. **Technical OR Motor Industry related**

Think of 3 skills you have learnt at college, school or work.

***Example:***

*tyre fitting diagnostic testing Changing brake pads*

1. **Interpersonal qualities**

Think of 3 qualities you have. (Don’t repeat anything included in the Personal Profile.)

***Examples:***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| independent | ambitious | dedicated | dependable | articulate |
| calm | open-minded | resourceful | dynamic | assertive |
| self-motivated | energetic | persistent | flexible | adventurous |
| enthusiastic | versatile | adaptable | tactful | consistent |
| honest | hardworking | willing | quick thinking | co-operative |
| supportive | loyal | responsible | reliable | people-oriented |
| friendly | punctual | creative | imaginative | confident |
| mature | patient | trustworthy | intelligent | outgoing |

1. **IT, Computer Software Packages & Social Media**

Write down ALL of the above that you can use.

***Examples:***

*MS Excel MS Outlook Adobe Reader databases (What is the name?)*

**IMPORTANT:** If you don’t have **OR** can’t think of any technical or IT skills – please ask your tutor/teacher.

You could also add more and explain your interpersonal skills further – and delete the other two sections.

Add or remove skills depending on the space you have.

If you have a lot of space, you could write longer explanations for each skill.

**You could use these adjectives to describe your level of ability:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| professional | capable | expert at | competent | advanced |
| knowledgeable in | successful | experienced in | thorough | outstanding |
| good at | very good at | effective | efficient |  |

***Examples:***

*SHORT: An effective communicator.*

*Advanced MS Word skills.*

*MEDIUM: Experienced at fitting tyres on customer vehicles.*

*LONG: Extremely capable of dealing with customer enquiries and complaints on the telephone and in person.*

1. **Achievements**
2. **Write down ALL of your achievements.**
3. **Create one sentence for each achievement.**

**IMPORTANT:** *If you are not sure if you should include something, ask your teacher/tutor.*

*If you don’t have anything to include here right now, you can delete this section.*

*Remember you can always add this section in the future.*

|  |  |
| --- | --- |
| **Ask yourself these questions:** | |
| Have you won any awards?  Have you been promoted at work?  Have you trained someone?  Have you completed an important project on time?  Have you improved something? | Have you gained a qualification?  Have you passed a difficult exam?  Have you passed an exam with excellent results?  Have you lead a team or organisation?  Have you organised any events?  Do you have 100% attendance? |

1. **Education**
2. **Write down:** Every school, college, training or learning centre you have attended Every qualification and training course you completed there. Every grade or score you achieved.

**IMPORTANT:** *Include all the units and subjects in each qualification*.

***You can include more detail about your qualifications if you have less information to include in other sections of your CV****.*

***Example 1:***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date started** | **Date left** | **Name of school/college** | **Where** | |
| *September 2015* | *Still there.* | *East City College* | *Townshire* | |
| **Full name of qualification or training course** | | | | **Grade or score** |
| *GCSE Maths* | | | | *C* |
| *BTEC Level 2 First Extended Certificate in Art & Design* | | | | *Merit* |

***Example 2:***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date started** | **Date left** | **Name of school/college** | **Where** | |
| *September 2013* | *June 2014* | *West School High* | *Townshire* | |
| **Full name of qualification or training course** | | | | **Grade or score** |
| *Level 2 Diploma in Light Vehicle Maintenance and Repair Competence* | | | | *Ongoing* |

1. **Employment (paid)**

**+**

1. **Work experience (unpaid)**

**+**

1. **Voluntary experience (unpaid)**

**IMPORTANT:** *If you don’t have any paid employment, voluntary or work experience yet, please include as much information as you can in sections***2. Key Skills, 3. Achievements, 4. Education AND 8. Hobbies & Interests.**

You may need to include one, two OR ALL of these sections.

1. **Ask yourself the questions below.**
2. **Think about ALL the paid and unpaid work you do / have done in your life.**
3. **Use the Employability Skills Questionnaire for some ideas.**
4. **Write your most recent experience in the present tense.**
5. **Write all your past experiences in the past tense.**

|  |  |
| --- | --- |
| *What is your daily routine?* | *Who do you work with?* |
| *Do you speak to customers on the phone?* | *Do you ever work on the reception desk?* |
| *Are you in a team? What does everyone do?* | *Who else do you speak to? – Why?* |
| *Do you speak to customers in person?* | *What are your responsibilities?* |
| *Do you supervise or train other staff? Explain in more detail.* | *What training courses have you completed?* |
| *How do you communicate with your boss and colleagues? E.g. phone, email, text msg, social media or face to face.* | *What computer software do you use?*  *E.g. MS Word, Excel, Access, Outlook, PowerPoint, other databases, email, internet* |
| *Are you in an office, a warehouse, a garage, a shop etc.?* | *Do you travel to customers or other companies?*   * *Where do you go and why?* |
| *What specialist equipment do you use?*  *E.g. for diagnostic testing* | *Do you use photocopiers, scanners, printers, scanners, smart technology or faxes?* |
| *Do you use social media pages, search the internet, specific websites or a company website?*  *– What do you use and why?* | |

1. **Here are some useful verbs to help you create sentences.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| inspect | adjust | rebuild | help | find | prioritise |
| repair | tune-up | resurface | calculate | manage | demonstrate |
| service | align | analyse | solve | organise | create |
| maintain | weld | advise | check | plan | communicate |
| diagnose | assess | supervise | identify | deal with |  |
| test | estimate | tow | monitor | change |  |
| replace | troubleshoot | observe | support | prepare |  |

*If you can’t remember the month you started or left an organisation, just write the year e.g. 2013.*

***Example 1:***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date started** | **Date left** | **Job title, Name of organisation / who for** | | **Where** |
| *May 2015* | *Still there.* | *Car Repair City* | | *Townshire* |
| **Tasks** | | | | |
| Advising customers on the legal regulations for tyre replacement. | | | | |
| Assessing what was wrong with the vehicle. | | | Recording the work I did. | |
| Talking to my boss and people I worked with on the phone and in person. | | | | |
| Helping customers and sorting out their problems when they rang up or came into the office. | | | | |

***Example 2:***

|  |  |  |  |
| --- | --- | --- | --- |
| **Date started** | **Date left** | **Job title, Name of organisation / who for** | **Where** |
| *December 2011* | *July 2012* | *My uncle* | *Townshire* |
| **Tasks** | | | |
| Removing the wheel/s from the vehicle and releasing the air from the tyre/s. | | | |

|  |  |
| --- | --- |
| Using specialist equipment to remove the tyre from the wheel. | Replacing the wheels. |
| Fitting a new tyre and inflating it, to make sure it is at the right pressure for the vehicle. | |
| Checking tyres for nails and cracks, especially on larger and heavier vehicles. | |

1. **Hobbies and Interests**
2. Think about and write down the hobbies, interests and leisure activities you do.
3. Ask yourself these questions:
4. *What do you do during school, college or work time?*
5. *What do you do after school, college or work?*
6. *What do you do at the weekends?*

*Do you do this on your own?*  **OR** *Do you do this in a team or a club?*

1. **Referees**
2. **You will need details of two referees:** - Name - Job title

- Organisation name - Organisation address

- Telephone number - Email address.

1. **Who can you ask? Here are some ideas:**
2. Your current manager or supervisor from a paid, volunteer or work experience position.
3. A previous manager or supervisor from a paid, volunteer or work experience position.
4. A current school / college tutor or student adviser
5. A previous school / college tutor or student adviser
6. Someone who isn’t related to you, but knows you well: E.g. a sports coach or youth worker

*If you don’t have enough space left on your CV to add your referees’ details, you can simply add ‘***Referees available on request’** *at the bottom of the second page.*

**IMPORTANT:** Please remember to ask **both** of your referees if they are happy to be contacted by organisations you want to work for **AND** if you can include their details on your CV.

**Remember your CV will change over time, as you start new jobs, training courses, qualifications, colleges, schools and move to different places.**

**You can add new information and make changes at any time.**

**Student handout: Lesson 9 A**

*062: Targeted CV builder*

|  |
| --- |
| **What is the aim?**  To gather relevant information and sentences to include on your **targeted CV.** |

**Personal details**

The details below will not be in a table and will look slightly different on a real CV.

*Example:* **Adam Bowers**

109a Any Road, Rotherham, South Yorkshire, S63 3AB

[adam-bowers@email.co.uk](mailto:adam-bowers@email.co.uk) 07787 9159938

|  |  |
| --- | --- |
| Name |  |
| Address 1 |  |
| Address 2 |  |
| Address 3 |  |
| Address 4 |  |
| Address 5 |  |
| Post code |  |
| Mobile telephone number? |  |
| Home telephone number? |  |
| Email address |  |

**Personal Profile**

The boxes below are to help you create different parts of the profile.

|  |
| --- |
|  |

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**Key Skills**

The tables below are to help you create sentences for your CV.

|  |  |
| --- | --- |
| 1. Technical **OR** Motor Industry related skill | *Sentences* |
|  |  |
|  |  |
|  |  |

|  |  |
| --- | --- |
| 1. Interpersonal quality | *Sentence* |
|  |  |
|  |  |
|  |  |

|  |  |
| --- | --- |
| 1. IT / Computer software | *Sentence* |
|  |  |
|  |  |
|  |  |

1. **Achievements**

|  |
| --- |
|  |

1. **Education**

Start with the college, school or training centre you are at **now** and work backwards.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **Date started** | **Date left** | **Name of school/college** | **Where** | |
| *20* | *Still there* |  |  | |
| **Full name of qualification or training course** | | | | **Grade or score** |
|  | | | |  |
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| --- | --- | --- | --- | --- |
| 1. **Date started** | **Date left** | **Name of school/college** | **Where** | |
| *20* | *20* |  |  | |
| **Full name of qualification or training course** | | | | **Grade or score** |
|  | | | |  |
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| --- | --- | --- | --- | --- |
| 1. **Date started** | **Date left** | **Name of school/college** | **Where** | |
| *20* | *20* |  |  | |
| **Full name of qualification or training course** | | | | **Grade or score** |
|  | | | |  |
|  | | | |  |
|  | | | |  |
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*Continue on a separate piece of paper.*

**Employment (paid)**

Write down details of any work you have done – where you have been paid.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. **Date started** | **Date left** | **Job title, Name of organisation / who for** | **Where** |
| *20* | *20* |  |  |
| **Tasks** | | | |
|  | | | |
|  | | | |
|  | | | |
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|  |  |  |  |
| --- | --- | --- | --- |
| 1. **Date started** | **Date left** | **Job title, Name of organisation / who for** | **Where** |
| *20* | *20* |  |  |
| **Tasks** | | | |
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|  |  |  |  |
| --- | --- | --- | --- |
| 1. **Date started** | **Date left** | **Job title, Name of organisation / who for** | **Where** |
| *20* | *20* |  |  |
| **Tasks** | | | |
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*Continue on a separate piece of paper.*

**Work experience (unpaid)**

Write down details of any work experience you have done:

|  |  |  |  |
| --- | --- | --- | --- |
| 1. **Date started** | **Date left** | **Job title** | **Organisation name, Where** |
| *20* | *20* |  |  |
| **Tasks** | | | |
|  | | | |
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|  | | | |
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|  | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| 1. **Date started** | **Date left** | **Job title** | **Organisation name, Where** |
| *20* | *20* |  |  |
| **Tasks** | | | |
|  | | | |
|  | | | |
|  | | | |
|  | | | |
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|  | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **3. Date started** | **Date left** | **Job title** | **Organisation name, Where** |
| *20* | *20* |  |  |
| **Tasks** | | | |
|  | | | |
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*Continue on a separate piece of paper.*

**Voluntary experience (unpaid)**

Write down details of any unpaid work you have done:

|  |  |  |  |
| --- | --- | --- | --- |
| 1. **Date started** | **Date left** | **Job title** | **Organisation name, Where** |
| *20* | *20* |  |  |
| **Tasks** | | | |
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|  |  |  |  |
| --- | --- | --- | --- |
| 1. **Date started** | **Date left** | **Job title** | **Organisation name, Where** |
| *20* | *20* |  |  |
| **Tasks** | | | |
|  | | | |
|  | | | |
|  | | | |
|  | | | |
|  | | | |
|  | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| 1. **Date started** | **Date left** | **Job title** | **Organisation name, Where** |
| *20* | *20* |  |  |
| **Tasks** | | | |
|  | | | |
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|  | | | |
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|  | | | |

*Continue on a separate piece of paper.*

**Hobbies and Interests**

The table below is to help you organise and write down your hobbies and interests.

It will be set out differently on your real CV.

|  |  |
| --- | --- |
| i. During school, college or work time: | ii. After school, college or work: |
|  |  |
| iii. At the weekend: | |
|  | |

**Referees**

**Referee 1**

|  |  |
| --- | --- |
| Referee’s full name |  |
| Referee’s job title |  |
| Organisation name where the referee works |  |
| Organisation address 1 |  |
| Organisation address 2 |  |
| Organisation address 3 |  |
| Organisation post code |  |
| Referee’s mobile or landline telephone number |  |
| Referee’s email address |  |

**Referee 2**

|  |  |
| --- | --- |
| Referee’s full name |  |
| Referee’s job title |  |
| Organisation name where the referee works |  |
| Organisation address 1 |  |
| Organisation address 2 |  |
| Organisation address 3 |  |
| Organisation post code |  |
| Referee’s mobile or landline telephone number |  |
| Referee’s email address |  |

If you are running out of space, you can just write:

**Referees are available on request.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *EXAMPLE CV*  **Carrie Vauxhall**  30 The Road, Braketown, Padshire, AA10 1AA  **Home:** 00123 456789 **Mobile:** 07777 777777  **Email:** carrievauxhall7@carmail.com  **Personal Profile**  An extremely hard working and motivated individual. An effective and organised team player, also extremely capable of working alone using my own initiative. Possess ……………. years’ experience with/in …………………………..Currently employed as a / studying …………..…………………… / Recently completed the……………………………...……………………………… Seeking a/n ………… apprenticeship in the Motor Industry to start a career as an ……………………*…………………………..*  **Key Skills**  **Technical**  *Tyre fitting Tyre removal Tyre inflation and deflation*  **Interpersonal**  *Dedicated Versatile Responsible Reliable Confident*  *Approachable Motivated Organised Initiative Energetic*  **IT & Computers**  *Email Database MS Word Telephone*  **OR if you have space create sentences for each:**  *Email -* Manage emails/calendars using MS Outlook and web-based email.  *Database -* Check stock levels and customer details using the CRM / parts database.  *MS Word -* Create assignments incl. formatting: tables, bullets, bold and images.  *Telephone -* Answering, making, holding, retrieving and transferring calls.  **Achievements**   * First prize at the 2013 North West AutoCar Competition – I designed an electric car. * Student of the Month at Windscreen High for three consecutive months.     **Education**  **Sep. 2011 to date** Windscreen High Gearville, Wipershire  GCSE Design Technology, Double Science, *Ongoing*  English Language and English Literature Maths, PE and RE.  Level 2 Diploma in Light Vehicle Maintenance and Repair Competence  *Passed*  **Employment**  **Jun. 2012 to date** General Assistant, Auto Autos Ltd Clutchton, Wipershire   * Use specialist equipment to remove wheels, remove tyres and release air. * Fit new tyres and inflate them to the correct pressure for the vehicle. * Check tyres carefully for nails and cracks and report findings to my manager. * Liaise with my manager and my colleagues daily to prioritise and identify new tasks. * Deliver customer service on the reception in person and on the telephone. * Print, scan and photocopy customer invoices, records of work completed and job lists. * Check levels of printer paper/office supplies and tidy reception and my work area.   **Apr. 2010 - Jun. 2012** Customer Service Asst. Frozen World Clutchton, Wipershire   * Worked in the Customer Service Team stocking and tidying shelves and work area. * Used a touch screen cash till, handling money, credit card transactions and refunds. * Packed customer’s shopping bags and helped them carry it to their car, if required. * Assisted my supervisor with new customer service staff training. * Answered customer’s product and service enquiries and dealt with complaints. * Liaised with the management team and my supervisor in person and on the phone.   **Work experience**  **Feb to Mar. 2009** Mr Tomkinson Clutchton, Wipershire   * Assisted my uncle repairing broken down cars at customers’ homes and workplace. * Followed direct instructions and requests for tools and equipment. * Gained knowledge about various car parts and recognised problems to be resolved. * Kept detailed paper records of products and equipment to be replaced/purchased. * Tidied tools away and ensured the work area was clean and safe before leaving.   **Voluntary Experience**  **Apr. 2009** Cancer Research UK Clutchton, Wipershire   * Worked at weekends in a charity shop and supported staff at fundraising events. * Answered customer enquiries and helped them find specific products. * Sorted and steamed clothing donations and recycled items unsuitable for sale. * Used a touch screen cash till, handling money and credit card transactions. * Merchandised stock in the shop window, on mannequins, rails and display shelving.   **Hobbies and Interests**  Regularly ride and fix my motocross bike.  Go to a gym and play for my local football team.  Enjoy mixing my own music and DJ-ing at a local venue.  **Referees**   |  |  | | --- | --- | | Jennifer Toyota | Paul Mercedes-Benz | | Chief Executive | Project Manager | | Electric Cars Ltd | Hybrid Plc. | | 27 Some House Lane | 1 Place Street | | Sometown | Middle | | Someshire ZR00 0ZZ | Middleham XB99 0WW | | 00000 000000 | 11111 111111 | | jennifert@brakes.com | paulmb@tyre.co.uk | |

**LESSON PLAN 10: Literacy**

*CV’s part B*

**Overall objectives:**

* To continue completing a CV Builder.
* Students who ‘**haven’t** **finished’** their CV Builders

Use a CV Builder to start creating an effective targeted CV.

* Students who ‘**have finished’** their CV Builders

To decide which of your skills and experience should be included on a CV builder.

To write suitable sentences and collect relevant information.

To select relevant information from a CV Builder and create a targeted CV.

To select suitable formatting options for a CV.

**Everyone**

* To evaluate the effectiveness and potential impact of a peer’s CV.

**Language focus:**

Writing Grammar and Vocabulary

**Resources:**

|  |  |  |  |
| --- | --- | --- | --- |
| Teacher’s info. | | | |
| 064 | Literacy lesson plan 10\_ Part B | 065 | Literacy lesson 10\_slides |
| A | Teacher’s Glossary |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Student hand outs | | | |
| 066 | Peer Assessment - Writing |  |  |

IMPORTANT:

Bring more copies of the following from Lesson 9, in case students forget to bring them

|  |  |  |  |
| --- | --- | --- | --- |
| 060 | Employability Skills Questionnaire | 060A | Apprenticeship Vacancies |
| 061 | CV Example | 062 | CV Builder Guide |

|  |  |
| --- | --- |
| Misc. | |
| Post-it notes (green, red, orange or yellow) | Smart board & Flip chart paper |
| Pencils and rubbers (If pcs are not available.) | Lined paper |
| Access to the internet and computers (optional) | |

**National Curriculum 2020 Context:**

### Writing

Write accurately, fluently, effectively and at length for pleasure and information through:

* + writing for a wide range of purposes and audiences, including: well-structured formal expository and narrative essays; stories, scripts, poetry and other imaginative writing; notes and polished scripts for talks and presentations and a range of other narrative and non-narrative texts, including arguments, and personal and formal letters
  + summarising and organising material, and supporting ideas and arguments with any necessary factual detail
  + applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
  + drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing

Plan, draft, edit and proofread through:

* considering how their writing reflects the audiences and purposes for which it was intended
* amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
* paying attention to accurate grammar, punctuation and spelling

### Grammar and vocabulary

Consolidate and build on their knowledge of grammar and vocabulary through:

* studying their effectiveness and impact in the texts they read
* drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects
* analysing some of the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English
* using linguistic and literary terminology accurately and confidently in discussing reading, writing and spoken language.

**Suggested lesson timing:**

60 minutes overall

|  |  |
| --- | --- |
| Lesson 10 | |
| Lesson objective/aims | 3 minutes |
| Task 1 | 45 minutes |
| Consolidation Activity | |
| Peer feedback | 10 minutes |
| Teacher Feedback | 2 minutes |

|  |
| --- |
| **Pre-class:**  **PLEASE NOTE:** The CV Builder & CV Builder Guide are fairly long and detailed.–  *Please consider which format would be most beneficial for your students:*  **Examples:**  Lead the whole class through the slides and guides, so everyone is working at the same pace.  **OR**  Split students up in same or mixed ability groups (small/large) and enable students to go at their own pace offering your ongoing support and guidance / using all/selected slides if/as and when appropriate.  **IF the CV Guide and CV Guide are not appropriate for the students**,  Please do not give them out.  Please use them as a teacher’s guide to support students in creating each part of their CV. |

**Start lesson 10: *Lesson objective/aims***

**Show slides 2 and 3 in turn - and click to display each bullet in turn.**

**(T)** Display and explain aims, why they were chosen and how relate to students.

**Explain**: They will continue completing the CV Builder they started last lesson.

If some students have finished the CV Builder and the Employability Skills Questionnaire, they can start creating a 2 page CV specifically targeted to one of the apprenticeship vacancies from last week.

If there are no computers available – use lined sheets of paper and the CV examples to create a handwritten version.

Students can transfer this onto an MS Word Doc in their own time or at a later date.

**OPTIONS FOR Task 1:**

1. If students **haven’t** **finished** their CV Builders

Continue completing the CV Builder they started last lesson.

(**ALL)** *Monitor:*Continue completing a CV Builder

SEE NEXT PAGE

1. If students **have finished** their CV Builders

**- Create a 2 page targeted CV.**

**Show slide 4 - and click to display the first bullet**

**(T)** Ask students to begin transferring relevant information from their CV Builder to create a 2 page targeted CV.

Give out: Lined paper & ***Resource (061) CV Example***

Depending on how many are ready to start, ask students to do this in pairs or groups.

Ask them to consider and include the following:

**Show slide 4 - and click to display the table**

|  |  |  |  |
| --- | --- | --- | --- |
| Bullet points | Clear information | Lists | Short paragraphs |
| Spelling | Punctuation | Grammar | Relevant |
| Date order (starting in the present) | | Interesting | Headings. |
| A sensible email address | | Past paid / unpaid experience = past tense. | |
| Formal language | | What will an employer think? | |
| **bold** / *Italic* / underlining | | | |

**(T)** Explain each point if necessary.

**Show slide 5 - and click to display each bullet in turn**

Ask students to: *Look at space available for each section and decide what they need and what is relevant.*

Explain: Font size is usually between 10 and 12 points

A little bigger for your name and headings)

Font: Times New Roman, Arial, Calibri or something easy to read.

**Ask students to**: Write notes to indicate where specific formatting will be.

**Remind students**: None of the information on their CV Builder is wasted

It can be used to apply for other apprenticeships, jobs or opportunities.

**(ALL)** *Monitor:*Begin creating a 2 page CV.

**(T) Ask students to complete their CV Builder for homework and submit lesson 12.**

**Consolidation Activities**

**Peer evaluation & feedback**

**Show slide 6 - and click to display the first bullet**

Give everyone: ***Resource (068) Peer Assessment\_Writing***

**(T)** Explain the Peer Assessment form.

Ask **ALL** students to sit with another student and swap their completed CVs / how much they have completed to date OR their CV Builders.

Ask students to decide what is good/great and give constructive suggestions.

**Slide 6 - and click to display the second bullet**

**(ALL)** *Monitor:* Assess each other’s CV and discuss between each pair.

**(T)** Collect in the forms.

**Teacher’s request for feedback**

**Show slide 6 - and click to display the second bullet**

**(T)** Ask students if they feel the learning objective & aims have been met using Post-its.

Explain what the colours mean and give an example.

Give out Post-its. *Green =* ***YES***  *Red =* ***NO*** *Amber OR Yellow =* ***not sure***

Ask students to give their reasons.

**(ALL)** Hold up a Post-it and volunteer reasons.

**(T)** Collect in Post-its held up/count no. of each colour and keep a written record.

**Student handout: Lesson 10**

*066 Peer assessment – writing*

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: / /

**Use the criteria below to help you assess the CV:**

|  |  |  |  |
| --- | --- | --- | --- |
| Bullet points | Clear information | Lists | Short paragraphs |
| Spelling | Punctuation | Grammar | Relevant |
| Date order (starting in the present) | | Interesting | Headings |
| A sensible email address | | Post paid / unpaid experience = past tense | |
| Formal language | | What will the employer think? | |
| Use of bold italics and underlining | | | |

|  |
| --- |
| What is good? |
| What is great? |
| Do you have any constructive suggestions? |

**LESSON PLAN 11: Literacy**

*Covering letters*

**Overall objective:**

To write a targeted covering letter.

**Aims:**

* To understand which details should be included on a covering letter.
* To analyse and identify features of good and bad covering letters.
* To create an effective covering letter using a checklist.
* To evaluate the effectiveness of a peer’s covering letter and recognise your own mistakes.

**Language focus:**

Writing Grammar and Vocabulary

**Resources:**

|  |  |  |  |
| --- | --- | --- | --- |
| Teacher’s info. | | | |
| 067 | Literacy lesson plan 11 | 068 | Literacy lesson 11\_Slides |
| 073 | Good and bad\_answers | A | Teacher’s Glossary |
| B | Automotive Family Fortunes\_Slides | C | Automotive Family Fortunes\_Questions |

|  |  |  |  |
| --- | --- | --- | --- |
| Student hand outs | | | |
| 069 | CUT OUT\_Include and do not include | 070 | Include on a covering letter |
| 071 | Good example\_Covering letter | 072 | Bad example\_Covering letter |
| 074 | Structure | 075 | Peer Assessment\_Writing |

|  |  |
| --- | --- |
| Misc. | |
| Post-it notes (green, red, orange or yellow) | Smart board & Flip chart paper |
| Pencils and rubbers (If pcs are not available.) | Access to the internet and computers (optional) |

**National Curriculum 2020 Context:**

### Writing

Write accurately, fluently, effectively and at length for pleasure and information through:

* + writing for a wide range of purposes and audiences, including: well-structured formal expository and narrative essays; stories, scripts, poetry and other imaginative writing; notes and polished scripts for talks and presentations and a range of other narrative and non-narrative texts, including arguments, and personal and formal letters
  + summarising and organising material, and supporting ideas and arguments with any necessary factual detail
  + applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
  + drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing

Plan, draft, edit and proofread through:

* considering how their writing reflects the audiences and purposes for which it was intended
* amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
* paying attention to accurate grammar, punctuation and spelling

### Grammar and vocabulary

Consolidate and build on their knowledge of grammar and vocabulary through:

* studying the effectiveness and impact of the grammatical features of the texts they read
* drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects
* knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English
* using Standard English confidently in their own writing and speech

**Suggested lesson timing:**

60 minutes overall

|  |  |
| --- | --- |
| Lesson 11 | |
| Lesson objective/aims | 2 minutes |
| Task 1 | 10 minutes |
| Task 2 | 5 minutes |
| Task 3 | 12 minutes |
| Task 4 | 25 minutes |
| Consolidation Activity | |
| Peer feedback | 5 minutes |
| Teacher Feedback | 1 minute |

|  |
| --- |
| **Pre-class:**  **Task 1 - Features included in a covering letter**  Cut out 4 to 5 sets of ***Resource (069) CUT OUT Include and do not include***, one for a group of 3 or 4 students. |

**Start lesson 11: *Lesson objective/aims***

**Show slides 2 and 3 in turn - and click to display each bullet in turn.**

**(T)** Display and explain aims, why they were chosen and how relate to students.

***Starter Activity*** *-* **Automotive Family Fortunes** (4-5 minutes)

**Show slide 4 and click to display the bullet**

**Use** **Resources: B *Automotive Family Fortunes\_Slides AND C Automotive Family Fortunes Questions***

One or two questions

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**Task 1 - Features of a targeted covering letter**

**Show slide 5 and click to display the first bullet**

**(T)** Ask students: What is a targeted covering letter?

What is it for?

*Answer: A formal letter that speaks directly to the job you're interested in.*

*It can convince an employer that you want the job and that you’re the best person for it.*

**(ALL)** Offer answers.

**Slide 5 and click to display the sub-bullet**

**(T)** Explain a little more about covering letters if necessary.

Ask students: What do you think makes a good covering letter?

**(ALL)** Offer answers.

**Slide 5 - click to display the second sub-bullet**

**Slide 5 and click to display the final bullet**

**(T)** Explain that now in groups of three or four they will ALL discuss and decide what should and shouldn’t be included on a covering letter.

They can use what they learnt in lessons 9 and 10 when they created CVs.

Give out: One set of cut outs per group: ***Resource (069) Cut out\_Include and do not include***

Explain they should end up with two columns/groups – one for what should be included on a covering letter and one for what shouldn’t be included.

**(ALL)** *Monitor:*Discuss with their group.

**(T)** Ask the groups of students to explain their choices.

**(ALL)** Groups explain their choices.

**(T)** Give out: ***Resource (070) Include on a covering letter***

Go through what should be included and why.

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**Task 2 - Recognise a good and a bad covering letter**

**Show slide 6 and click to display the first and second bullet**

**(T)** Explain they will receive an example of a good formal covering letter and an example of a bad formal covering letter.

Explain a little about the letters:

**Show slide 6 and click to display the third bullet and all the sub-bullets**

* **This shows the details of the applicant who has written both letters.**

**As below:**

**Name of job applicant:** David Gray

**Current job title:** Receptionist

**Job he is applying for:** Bodyshop Reception Manager

**Name of contact at Smart Vehicles:** Mrs Lucy Watts

**Job reference:** 234brm

**Name of organisation:** Smart Vehicles UK

Ask students in their groups to analyse each of the two formal covering letters in their groups and take a few minutes to decide which one is good and which is bad.

They can use ***Resource (070) Include on a covering letter*** to help make their decisions*.*

***NOTE: Teacher can refer to Resource (073) Good and bad answers***

Give out: ***Resource (071) Good example\_Covering letter***

***Resource (072) Bad example\_Covering letter***

**(ALL)** *Monitor:*Discuss with group.

**(T)** Ask students to give their choice.

**(ALL)** Give their answers.

***If students get this wrong:***

**(T)** Explain that ***Resource (071) Good example\_Covering letter*** is the good one.

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**Task 3 - Analyse good and bad features in each covering letter.**

**Show slide 7 and click to display the only bullet**

**(T)** Ask students to analyse and identify the good points/features on the good example and the bad points on the bad example.

They can use ***Resource (070) Include on a covering letter*** to help make their decisions*.*

**(ALL)** *Monitor:* Discuss with group.

**(T)** Ask students to explain their findings and explain why they chose them.

**(ALL)** Explain their findings.

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**Task 4 - Write a targeted covering letter**

**Show slide 8 and click to display the first bullet**

**(T)** Explain they will now practise writing a formal targeted covering letter in pairs.

Ask students to use the details in one of the apprenticeship vacancies one of them chose in Lesson 9 PLUS ***Resource (074) Structure***

*Explain that they will have to write this on paper today, as there are no computers available, but they can recreate this on MS Word in their own time or with their Careers Department.*

**Slide 8 - click to display the last bullet**

Give out: ***Resource (074) Structure***

Go through the resource.

**(ALL)**  *Monitor:*Begin writing.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**(T) Ask students to complete the covering letters as homework and give it in next lesson.**

**Consolidation Activities**

|  |
| --- |
| **IF there is time**  **Peer evaluation & feedback**  **Show slide 9 and click to display the first bullet**    **(T)** Explain the Peer Assessment form.  Ask students to sit with another student and swap their completed covering  letters/ however much they have completed to date.  Ask students to decide what is good/great and give constructive suggestions.  Give everyone: ***Resource (075) Peer Assessment\_Writing***  **(ALL)** *Monitor:* Assess each other’s covering letter and discuss between each pair.    **(T)** Collect in the forms. |

**Teacher’s request for feedback**

**Show slide 9 and click to display the last bullet**

**(T)** Ask students if they feel learning objective & aims have been met using Post-its.

Explain what the colours mean and give an example.

Give out Post-its. *Green =* ***YES***  *Red =* ***NO*** *Amber OR Yellow =* ***not sure***

Ask students to give their reasons.

**(ALL)** Hold up a Post-it and volunteer reasons.

**(T)** Collect in Post-its held up/count no. of each colour and keep a written record.

**Student handout: Lesson 11**

*069 Cut out – include and do not include*

|  |  |
| --- | --- |
| **Include** | **Do not include** |
| * Use a computer | * Write in pencil |
| * Just rearrange and restructure it to fit the specific details of the job opportunity. | * Rewrite the entire letter for every new job. |
| * Notice the keywords, qualifications emphasised and the order that the desired skills are in. Follow this order. | * Ignore the keywords, qualifications and desired skills in the job description. |
| * Don’t forget to change the title of the position, the name of the company, and the name and title of the contact person for each job! | * Write as much as you need to. |
| * Explain any gaps in your CV, when you weren’t at school or working. | * Don’t worry about any gaps in your experience. |
| * Spell the person’s name correctly. | * Choose a font and text size you feel comfortable with. |
| * Use clear, business-like language. | * If you don’t understand any words or language on the job vacancy, just look at the ones that you do understand. |
| * Keep it short and to the point. (Maximum of five short paragraphs on one single side. | * Include everything you have done. |
| * Check for spelling and grammatical errors. |  |
| * Use the same font and text size on your covering letter and your CV. |
| * Push your strengths and draw attention to your most relevant skills and achievements. |
| * Use the right language and tone |
| * Research the company using their website. |
| * Check any words or language you don’t understand on the job vacancy and website. |
| * Look again at the job to find out which are the main skills the employer needs. |
| * What personal qualities, experience, qualifications, and skills do you have to impress them? |

Reduce the number of times you use the word ‘I’ and increase the number of times you use ‘you’ and ‘your company’.

**Consider providing information about your disability:** You’re not legally obliged to mention your disability and it’s your choice on how open you decide to be in your covering letter about it. Deciding to disclose your disability at the application stage can give you an opportunity to talk about the transferable skills you've developed and how you will bring those skills to the workplace.

**Student handout: Lesson 11**

*070 Include on a targeted covering letter*

|  |  |
| --- | --- |
| * Use a computer | * Research the company using their website. |
| * You don't have to rewrite your entire letter every time; just rearrange and restructure it to fit the specific details of the job opportunity. | * Check any words or language you don’t understand on the job vacancy and website. |
| * Notice the keywords, qualifications emphasised and the order that the desired skills are in. Follow this order. | * Look again at the job to find out which are the main skills the employer needs. |
| * Don’t forget to change the title of the position, the name of the company, and the name and title of the contact person for each job! | * What personal qualities, experience, qualifications, and skills do you have to impress them? |
| * Explain any gaps in your CV, when you weren’t at school or working. | * Push your strengths and draw attention to your most relevant skills and achievements. |
| * Spell their name correctly. | * Use the right language and tone |
| * Use clear, business-like language. | * Check for spelling and grammatical errors. |
| * Keep it short and to the point. (Maximum of five short paragraphs on one single side. | * Use the same font and text size on your covering letter and your CV. |
| * Reduce the number of times you use the word ‘I’ and increase the number of times you use ‘you’ and ‘your company’. | |
| * **Consider providing information about your disability**   You’re not legally obliged to mention your disability and it’s your choice on how open you decide to be in your covering letter about it.  Deciding to disclose your disability at the application stage can give you an opportunity to talk about the transferable skills you've developed and how you will bring those skills to the workplace. | |

|  |  |
| --- | --- |
| STARTING THE LETTER | **✓** |
| Add the full name and work address of the person named in the job advert to the left hand side of the letter. |  |
| Use their title: Mr, Mrs, Ms, Miss or Dr, etc. |  |
| Include the full job title. |  |
| Include the job reference number (if you have it). |  |
| Include where you saw it advertised. |  |
| Add your full name and address to the top right hand corner of the letter. |  |

|  |  |
| --- | --- |
| THE OPENING PARAGRAPH | ✓ |
| Be enthusiastic. |  |
| Show how much you want this job and want to work for them. |  |
| Impress them with how much you know about their organisation. |  |
| Show you're familiar with their products, services and recent news. |  |

|  |  |
| --- | --- |
| THE MIDDLE PARAGRAPHS | ✓ |
| Convince them that you know about the job and you are the right person. |  |
| Provide examples and evidence of your personal qualities, experience, qualifications, and skills. |  |
| Highlight your achievements e.g. completing training courses, promotions, company awards, or any other praise or recognition. |  |
| Be positive and push your strengths in and out of work/college. |  |

|  |  |
| --- | --- |
| THE LAST PARAGRAPH | ✓ |
| Tell the reader they can get more details about you from the enclosed CV. |  |
| Say you're looking forward to hearing from them. |  |
| Explain how they can contact you e.g. by phone, email or post. |  |

**Student handout: Lesson 11**

*071 Good example of a covering letter*

|  |
| --- |
| David Gray  34 Hammond Road  Manchester  M34 2AA  Telephone: 0161 237 4658  Email address: dgray@msn.com  23rd October 2020  Mrs Lucy Watts  Personnel Officer  Smart Vehicles UK  Manchester  M17 1BB  Dear Mrs Watts  **Re: Bodyshop Reception Manager, ref 234brm**  Please find enclosed a copy of my CV in response to the advert for the vacancy advertised in the Manchester Evening News on 21st October 2020.  As you will notice from my CV, I am currently working as Receptionist at The Car Centre in Manchester. I have seven years’ experience within the motor industry at various levels, including four years in supervisory roles.  This allowed me to develop my skills in a range of areas including food and beverage operations; accommodation management; marketing; conference and event management; financial management; food safety and human resources. This experience, combined with my Foundation Degree in Retail Management, has provided me with broad-ranging skills.  As Smart Vehicles UK is a new venture, I feel that my experience of customer service would be a valuable asset in this role. Building up the client base of The Car Centre in Chester taught me about the particular importance of effective marketing in making a success of a new business. I hope this experience can help Smart Vehicles UK become one of Manchester’s leading organisations.  I am now looking to use these skills and progress to a more senior role.  Thank you very much for your time. I look forward to hearing from you in the near future.  Yours sincerely  David Gray |

**Student handout: Lesson 11**

*072 Bad example of a covering letter*

|  |
| --- |
| David Gray  34 Hammond Road  Manchester  M34 2AA  Telephone: 0161 237 4658  Email address: dgray@msn.com  23rd October 2020  Mrs Lucy Watts  Smart Vehicles UK  Dear Lucy  **Re: Reception Job**  Please find enclosed a copy of my CV in response to your advert. I am currently working as Receptionist at The Car Centre in Manchester.  My job there involves:   * Managing staff * Dealing with customer complaints and comments * Making sure the garage follows MOT regulations * Coming with up creative ideas to improve reception processes * Preparing invoices and quotations for the work * Mediating in any differences of opinion about details * Keeping detailed records to make sure that costs stay within budget * Dealing with paperwork, phone calls, emails and letters * Being there on the day of the event to make sure everything goes to plan.   My skills are:   * Organisational skills * Good communication skills * Creative skills * Attention to detail * Ability to work under pressure * Sales skills * Admin and IT skills * Teem work skills * Bussiness skills   My qualifications are:   * Foundation Degree in Retail Management * 5 GCSEs – ENGLISH (C) Maths (C) Science (D) French (B)   I really believe I can do this job and hope my CV and covering letter shows this.  Thanks  David Gar |

**Student handout: Lesson 11**

*073 Good and bad answers*

|  |  |
| --- | --- |
| ANSWERS – GOOD CV | |
| David’s now included the full name, job title and address of the person he’s writing to. | By using the recruiter’s full name and preferred title (Mrs) David’s created a polite and business-like tone. |
| All the job details are correct: the job title, where David saw the job advertised and the reference number in the advert. The employer knows exactly which job David is applying for. | David summarises his recent experience.  This is a management vacancy, so it’s a good idea for him to push his management experience. |
| The covering letter is neatly presented in paragraphs and it’s all in the same font and text size. | David signs off in the correct way. His letter is to a named person (Lucy Watts) so he uses ‘Yours sincerely’ instead of ‘Yours faithfully’. |
| The paragraph summarises what David’s looking for (promotion and a challenge) and states what he would like to happen next. | This shows David has read up on the company.  He’s thought about what the employer is likely to want. He’s related his experience to the job, and given specific examples of how he can contribute. |
| The advert asked for someone with a range of hospitality experience. Listing these skills shows how they fit the employer’s requirements. |  |

|  |  |
| --- | --- |
| ANSWERS – BAD CV | |
| David’s not included enough details of the recruiter. As well as their name and company name, he should also include their job title and full address. | Using just the first name is too informal and familiar. |
| This isn’t specific enough. A large company may be recruiting for a number of different jobs and David needs to say which one he’s applying for. | David includes a lot of detail about his current job rather than describing what he could offer the new employer. |
| There’s more than one text style used here. If David kept one text style throughout it would look a lot neater. | There are spelling mistakes, which don’t create a good impression. David could have used a spell checker and asked somebody else to proofread. |
| The skills and qualifications section seems to repeat the information you would get in David’s CV. It doesn’t add anything to strengthen his application. He needs to expand on his CV and explain why he’s the person for this job. | The letter could be finished in a more formal way:  ‘Yours sincerely’ if you’re writing to a named person or ‘Yours faithfully’ if your letter is addressed to Dear Sir/Madam. |
| The final paragraph could also state what David hopes to happen next, such as to be contacted by the employer. |  |

**Student handout: Lesson 11**

*074 Structure*

|  |  |
| --- | --- |
| STARTING THE LETTER | ✓ |
| Add your full name, address, telephone number and email address to the top right hand corner of the letter. |  |
| Add the full name, job title and work address of the person named in the job advert to the left hand side of the letter. |  |
| Use their title: Mr, Mrs, Ms, Miss or Dr, etc. |  |
| Use the greeting ‘Dear’, their title and their surname. |  |
| On a separate line, add the job title and job reference number (if you have it). |  |

|  |  |
| --- | --- |
| THE OPENING PARAGRAPH | ✓ |
| Start off with ‘Please’ and tell them where they can find your CV. |  |
| Say where and when you saw the job advertised. |  |

|  |  |
| --- | --- |
| THE MIDDLE PARAGRAPHS | ✓ |
| Refer to your CV. |  |
| Provide examples and evidence of your personal qualities, experience, qualifications, and skills. |  |
| Highlight your achievements e.g. completing training courses, promotions, company awards, or any other praise or recognition. |  |
| Highlight your strengths in and out of work/college. |  |
| Show that you know about the job and you are the right person. |  |
| Show you're familiar with their products, services and recent news. |  |
| Show how much you want this job and want to work for them. |  |

|  |  |
| --- | --- |
| FINISHING THE LETTER | ✓ |
| Thank them for their time. |  |
| Say you're looking forward to hearing from them. |  |
| Use ‘Yours sincerely’ because you know the name of the person.  (If you didn’t know the person’s name, you would use ‘Yours faithfully’.) |  |

**Student handout: Lesson 11**

*075 Peer assessment - writing*

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: / /

**Use the criteria below to help you assess the covering letter:**

|  |  |  |  |
| --- | --- | --- | --- |
| Bullet points | Clear information | Lists | Short paragraphs |
| Spelling | Punctuation | Grammar | Relevant |
| Date order (starting in the present) | | Interesting | Headings |
| A sensible email address | | Post paid / unpaid experience = past tense | |
| Formal language | | What will the employer think? | |
| Use of bold italics and underlining | | | |

|  |
| --- |
| What is good? |
| What is great? |
| Do you have any constructive suggestions? |

**LESSON PLAN 12: Literacy**

*Interview skills*

**Overall objective:**

To create effective answers to common interview questions.

**Aims:**

* To gain an awareness of and reasons behind common interview questions.
* To gain an understanding of the criteria needed to answer interview questions.
* To actively participate in group discussions and offer ideas, in order to produce answers to interview questions.
* To evaluate the effectiveness of own and peers’ interview question answers.

**Language focus:**

Writing Grammar and Vocabulary Spoken English

**Resources:**

|  |  |  |  |
| --- | --- | --- | --- |
| Teacher’s info. | | | |
| 076 | Literacy lesson plan 12 | 077 | Literacy lesson 12\_slides |
| 078 | Transcript for video clip | A | Teacher’s Glossary |
| E | Literacy Course – Student Feedback |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Student hand outs | | | |
| 079 | CUT OUT\_Top 10 Qs and tips | 080 | Example answers |
| 081 | Peer Assessment\_Speaking |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| YouTube clips | Details | Total. length | Lesson timing |
| <http://www.bing.com/videos/search?q=typical+interview+questions&&view=detail&mid=663710E7CB54DA0EE49D663710E7CB54DA0EE49D&FORM=VRDGAR> | 03:32 | = 00:00 to 03:09 |

|  |  |
| --- | --- |
| Misc. | |
| Post-it notes (green, red, orange or yellow) | Smart board & Flip chart paper |
| Pencils and rubbers (If pcs are not available.) | Access to the internet and computers |

**National Curriculum 2014 Context:**

### Writing

Write accurately, fluently, effectively and at length for pleasure and information through:

* writing for a wide range of purposes and audiences, including: well-structured formal expository and narrative essays; stories, scripts, poetry and other imaginative writing; notes and polished scripts for talks and presentations and a range of other narrative and non-narrative texts, including arguments, and personal and formal letters
* summarising and organising material, and supporting ideas and arguments with any necessary factual detail
* applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
* drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing

### Grammar and vocabulary

* Consolidate and build on their knowledge of grammar and vocabulary through:
* studying the effectiveness and impact of the grammatical features of the texts they read
* drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects
* knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English
* using Standard English confidently in their own writing and speech
* discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology\*

### Spoken English

Speak confidently, audibly and effectively, including through:

* using Standard English confidently in a range of formal and informal contexts, including classroom discussion
* giving short speeches and presentations, expressing their own ideas and keeping to the point
* participating in formal debates and structured discussions, summarising and/or building on what has been said
* improvising, rehearsing and performing play scripts and poetry in order to generate languages and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact

**Suggested lesson timing:**

60 minutes overall

|  |  |  |  |
| --- | --- | --- | --- |
| Lesson 12 | |  | **Pre-class:** |
| Lesson objective/aims | 2 minutes |
| Task 1 | 5 minutes | Task 2 -  *Resource (079) CUT OUT Top 10 Qs and tips\_*  - Cut out 1 x set of 10 slips of paper for each group. |
| Task 2 | 25 minutes |
| Task 3 | 15 minutes |
| Consolidation Activities | 13 minutes |
| Peer feedback |
| Course evaluation |
| Family Fortunes Prize |

**Start lesson 12: *Lesson objective/aims***

**Show slides 2 and 3 in turn - and click to display each bullet in turn.**

**(T)** Display and explain aims, why they were chosen and how relate to students.

Collect in covering letters completed for homework.

Explain students will receive feedback on their covering letters via the main college / school reception or similar.

**Task 1 - The Top 10 Job Interview Questions and Answers**

**Show slide 4**

**(T)** Explain that they are now at the interview stage, after completing their CV and covering letter.

Explain they are going to watch a short video which will describe the top 10 interview questions and tips to answer them.

**Show slide 4 and click the link to play the video clip**

**For reference:** ***Resource (078) Transcript for video clip***

**Video timing:** Play the video from 00:00 to 03:09

**(ALL)** Watch the video clip:[*Top 10 Job Interview Questions and Answers*](https://www.youtube.com/watch?v=I2IDGXX5-YY)

[**http://www.bing.com/videos/search?q=typical+interview+questions&&view=detail&mid=663710E7CB54DA0EE49D663710E7CB54DA0EE49D&FORM=VRDGAR**](http://www.bing.com/videos/search?q=typical+interview+questions&&view=detail&mid=663710E7CB54DA0EE49D663710E7CB54DA0EE49D&FORM=VRDGAR) **Timing:** 00:00 to 03:09

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**Task 2 - Prepare and practise answering the questions**

**Show slide 5 and click to display the five bullets in turn**

**(T) Explain: I**n their groups they have 25 minutes to:

**Slide 5 - click to display the first bullet**

Prepare answers to the top 10 interview questions mentioned in the video,

AND

**Slide 5 - click to display the second bullet**

Practise asking and answering the questions out loud.

**Slide 5 - click to display the third bullet**

**Task 3** involves the other groups asking them some of the 10 questions and assessing their answers

**Slide 5 - click to display the fourth bullet**

This is the criteria:

* + *The question has been answered properly.*
  + *There is enough detail.*
  + *It is created using formal language.*
  + *The answer makes sense.*
  + *The answer is relevant.*

**Slide 5 - click to display the last bullet**

Use the tips on the paper slips and the examples handout to help them.

Give out: The slips of paper to each group from ***Resource (079) CUT OUT Top 10 Qs and tips)***

***Resource (080) Example Answers***

**NOTE:** Teachers can also refer to ***Resource (082) Example answers***

|  |  |  |
| --- | --- | --- |
| ***Student differentiation***: | **Student ability** | If students are struggling give them:  Less questions |
| *Low* |
| Intermediate |

**(ALL)** Prepare answers to the 10 questions as a group **AND** practise asking and answering the questions.

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**Task 3 - Ask and answer interview questions**

**Show slide 6 and click to display both bullets**

**Explain:**  Now there is 15 minutes for each group to have a turn answering the questions.

The teacher will allocate one group to ask another group 5 random questions of their choice from the 10 questions.

Every student will have a turn of answering and asking one question.

**ALSO,** Whilst one group is answering the questions, another group will be assessing their answers using an assessment form.

Give out: ***Resource (081) Peer Assessment\_Speaking***

Explain the Peer Assessment form:

**(ALL)** *Monitor:*One group – answer questions One group – ask questions

One group – assess the group answering the questions

*(Then the groups will change roles).*

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**Consolidation Activities**

**Peer Feedback**

**Show slide 7 and click to display the first bullet**

**(T)** Ask each group to provide constructive feedback to the group they assessed OR

Generally ask the class for feedback.

**(ALL)** Provide constructive feedback

**Course feedback**

**Show slide 7 and click to display the last bullet**

**(T)** Ask students to complete *Resource D - Literacy Course – Student Feedback*

**(ALL)** Complete *Resource D - Literacy Course – Student Feedback*.

**(T)** Collect in *Resource D - Literacy Course – Student Feedback*.

**Automotive Family Fortunes – prize-giving**

**(T)** Give out the prize to the winning team.

**END OF COURSE**

**(T) Collect in completed CV Builders from lesson 10.**

**Teacher’s info: Lesson 12**

*078 Transcript for video clip*

|  |
| --- |
| <http://www.bing.com/videos/search?q=typical+interview+questions&&view=detail&mid=663710E7CB54DA0EE49D663710E7CB54DA0EE49D&FORM=VRDGAR>  **Timings:** 00:00 to 03:09 |
| **Tell me about yourself?**  Don’t talk about your personal life, highlight your strengths but by talking about specific past work experiences.  **Why should we hire you?**  You need to be specific and highlight a strength that is specifically in line with what the company or organisation is specifically looking for.  **What is your greatest strength?**  Be specific and tell a brief work related example of your exhibiting that strength. Again choose a specific strength that is based on the specific knowledge of what they are specifically looking for.  **What is your greatest weakness?**  The three things to remember when you are answering this question is to be honest, show that you are taking the steps to conquer the weakness and most importantly don’t mention a weakness with the skills or abilities that are essential to the job you are interviewing for.  **Why do you want to work here?**  For this question, be specific and mention aspects of the company or organisation that you admire and show how your strengths and abilities make you a perfect fit.  **Why did you leave your last job?**  Now, if you left voluntarily then reference a specific characteristic that the company you are interviewing for has that you are attracted to and obviously one that your previous employer didn’t have. Now, if you were let go – explain the situation and own it. Explain what you learnt from the experience because the interviewer knows you are human, you make mistakes and just wants to see that you were able to do something about it.  **What is your greatest accomplishment?**  Be specific and talk about a past work accomplishment. Make sure you pick an accomplishment that shows how valuable you will be in the position you are interviewed for.  **Describe a difficult work situation and what you did to overcome it?**  The key is to be specific. Bring up a past work situation you handled well and pick an example that shows you tackling a problem that could arise at the new company you are interviewing for. This will help show your value.  **Where do you see yourself in 5 years?**  Your answer should show that you are a person with direction and that you have goals. You should show that these goals include you advancing and thriving at the company or organisation that you are interviewing with, but don’t over-do it. If you are going for an entry level job, don’t say you plan to be CEO in five years. It will seem unrealistic and will take you out of the running.  **Do you have any questions?**  The interviewer is asking if you have any questions to ask and you should be saying yes every single time. This will be your chance to demonstrate that you have done your research on the company, so try and focus your questions on topics that your company puts high value in. |
| Hello, I’m Liz Banks from Skills Studio and I’m going to give you some helpful tips on how to do well on your next job interview.  General Interview Skills  Preparation is very important. Your appearance says a lot about you and you’ll be judged the moment you walk into the room.  Check out the company dress code and aim to wear something that’s smart and professional. Here are some basic rules to follow: Not too casual, ripped jeans and threadbare t-shirts and scruffy trainers should all be left at home.  A smart pair of jeans and an open shirt are the bare minimum that is expected. No headwear. You’ll look like you’ve got something to hide. There is obvious religious exceptions to this rule.  No flesh on show. Cleavage and midriff should be covered up for job interviews. You should be relying on your other assets to secure the role.  Wacky ties. As hilarious as you think they are your interviewer is unlikely to see you as the new fun addition to the team. Instead they will see someone who is not serious about the job.  Don’t accessorise too much. Remember you want your interviewer to be concentrating on what you are saying not the obscure purple brooch you are wearing.  Subtle make-up. You could use make-up to emphasise your eyes and mouth, but should steer clear of anything too outrageous.  Strong odours – too much perfume or too little deodorant can both be big turn-offs – as can cigarette smell. So make sure you smell nice, but neutral.  Facial hair – the old phrase never trust anyone with a beard is less adhered to nowadays, however do make sure your beard is well trimmed and clean.  Piercings and tattoos. Another feature that is increasingly common and one likely to deter an employer. If you can’t remove them, keep any stud small and cover any offensive or obscene body art.  If you don’t want your current employer to know that you are going for an interview take a change of clothes with you so that you don’t arouse suspicion.  Once you arrive at your interview location, one of the most awkward moments is that idle time before the interview. Remember you are on show the moment you are seen and it’s important to create the right impression with everyone you meet.  Make small talk with the receptionist, this will also help you to feel relaxed before you start the interview. |

**Student handout: Lesson 12**

*079 Cut out top 10 interview questions and tips*

|  |  |
| --- | --- |
| **Tell me about yourself?**   * Don’t talk about your personal life. * Highlight your strengths, by talking about specific past work, school or college experiences. | **Why did you leave your last job?**   * If you left voluntarily, - in your reason give a characteristic about this organisation that is attractive to you AND one that your previous employer didn’t have. * If you were asked to leave - explain why and take responsibility. Explain what you learnt from the experience and how this has changed your behaviour in the present. (The interviewer knows you are human and make mistakes and wants to see that you have grown from the experience.) |
| **Why should we hire you?**   * Be specific. * Highlight a strength that is specifically related to what the organisation is looking for. | **What is your greatest accomplishment?**   * Be specific. * Talk about a past work accomplishment/achievement. * Choose an achievement that shows how valuable you will be as an apprentice. |
| **What is your greatest strength?**   * Be specific. * Give a brief work related example showing your greatest strength. * Choose a strength related to the specific knowledge they are looking for. | **Describe a difficult work situation and what you did to overcome it?**   * Be specific. * Look back to a problem that you were faced with. * Define the problem, the expected outcome, and possible solutions. * Talk about any people who were also involved and how you communicated with them to reach your goal. |
| **What is your greatest weakness?**   * Be honest. * Show you are taking steps to deal with this weakness. * Turn a negative into a positive. * Don’t mention a weakness related to skills or abilities that are essential to the apprenticeship. | **Where do you see yourself in 5 years?**   * Show you have a clear direction and goals. * Describe a realistic goal that you have related to the apprenticeship and the organisation. |
| **Why do you want to work here?**   * Be specific. * Say things about the organisation that you admire. * Describe your strengths and abilities that make you perfect for the apprenticeship. | **Do you have any questions?**   * Say yes – and ask two or three questions. * Show that you have researched the organisation by asking questions on topics that you know are important to them. |

**Student handout: Lesson 12**

*080 Example interview answers*

**Tell me about yourself**

‘I have been … for the past five years. My most recent experience has been … One reason I particularly enjoy this industry, and the challenges that go along with it, is the opportunity to… . In my last job / qualification I… . My real strength is.. I pride myself on,,, What I am looking for now is… where I can join a string team and have a positive impact on… and… .

**Why should we hire you?**

As a fast growing organisation like… must be a dynamic place to work. A company that has outstripped its revenue expectations five quarters in a row provides the challenge and opportunity I’m looking for.

**What is your greatest strength?**

* I have extremely strong writing skills. Having worked / studied as a copy editor for five years I have a strong attention to detail when it comes to writing. I have also written for a variety of publications, so I know how to shape my writing style to fir the tasks and audience. As a marketing assistant I will be able to effectively write and edit press releases and update web content with accuracy and ease.
* I also have strong communication skills which helps me work well with customers, team members and executives. I am known for being an effective team member with a talent for giving presentations.

**What is your greatest weakness?**

* I used to wait until the lat minute to set appointments for the coming week but I realised that scheduling in advance makes much more sense.
* I had difficulty with maths during school but I persevered with tutoring assistance and extra effort and completed my GCSE’s with a B minus.
* I used to like to work on one project to its completion before starting another but I’ve learned to work on many projects at the same time and I think it allows me to be more creative and effective in each one.

**Why do you want to work here?**

Based on the research I’ve done this company is an industry leader. When I visited your website I found some impressive information about future projects you have planned. I was also impressed with the founders' backgrounds and the current financial statements. This is the company I've been looking for, a place where my background, experience and skills can be put to use and make things happen."

**Why did you leave your last job?**

If you left voluntarily…

* I’m relocating to this area due to family circumstances and left my previous position in order to make the move.
* After several years in my last position, I'm looking for a company where I can contribute and grow in a team-oriented environment.
* I am interested in a new challenge and an opportunity to use my technical skills and experience in a different capacity than I have in the past.
* I recently received my degree and I want to utilize my educational background in my next position.
* I am interested in a job with more responsibility, and I am very ready for a new challenge.

**What is your greatest accomplishment?**

* My team designed an idea for an electric car and we won first prize at the 2015 North West AutoCar Competition.
* I was Student of the Month at Windscreen High for three consecutive months, due to my attendance, punctuality and helpfulness to my classmates.

**Describe a difficult work situation and what you did to overcome it?**

I was asked to find a band to perform at the bar I worked in at short notice, and with little money. We had an event on with a headline band and one of the other bands broke up after we had paid in advance. We didn’t have any money left to hire another, so I decided to ask on Facebook if there were any local bands who might be interested in playing, and offered them a “showcase” spot. The band I found were thrilled to be part of a large event with a well-known headline act, and all it cost us was the price of a few drinks for the band members after their performance.

**Where do you see yourself in 5 years time?**

* I hope that in five years I’ll be managing my own team and helping to expand my department.”
* Do you have any questions?
* How would you describe a typical week / day in this position?
* How many people work in the office / department?
* How much travel is expected?
* What are the prospects for growth and advancement?
* If I am offered the job how soon would you like me to start?

[*http://career-advice.monster.com/job-interview/Interview-Questions*](http://career-advice.monster.com/job-interview/Interview-Questions)[*http://jobsearch.about.com/od/interviewquestionsanswers*](http://jobsearch.about.com/od/interviewquestionsanswers)[*http://interviewarea.com/interview-questions/*](http://interviewarea.com/interview-questions/)

**Student handout: Lesson 12**

*078 Peer / Group assessment – speaking*

Group name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: / /

**Use the following assessment criteria:**

* The question has been answered properly.
* There is enough detail
* It is created using formal language.
* The answer makes sense.
* The answer is relevant

|  |
| --- |
| What is good? |
| What I great? |
| Do you have any constructive suggestions? |

**Additional information: Literacy**

*Teachers Glossary*

Lesson 1: Car Reviews

|  |  |
| --- | --- |
| Language feature / word / phrase | Definition |
| Standard English | Standard English (SE) is a dialect, generally referred to as the national, most formal version of the English language in the English speaking country you are living in – (i.e. Standard English in England and Scottish Standard English in Scotland)   * Standard English has a range of registers. |
| Dialect | A particular form of a language from a specific region or social group.  * There are differences between the spoken and written forms and when listening to different regional news programs. |
| Language Registers | A variety of a language used for a particular purpose or in a particular social setting. Determined by factors such as social occasion, purpose, and audience. |
| Slang | * 1. A type of language that consists of words and phrases that are regarded as very informal, are more common in speech than writing, and are typically restricted to a particular context or group of people: "grass is slang for marijuana" · |
| Cliché | * 1. A phrase or opinion that is overused and betrays a lack of original thought:   "the old cliché “one man's meat is another man's poison.”" |
| Abbreviation | * 1. A shortened form of a word or phrase. |
| Acronym | * 1. An abbreviation formed from the initial letters of other words and pronounced as a word (e.g., ASCII, NASA). |
| First person | A type of narrative in which the protagonist relates their story using the pronoun ‘I’. |
| Second person | A type of narrative in which the protagonist relates their story using the pronoun ‘you’. |
| Third person | A type of narrative in which the protagonist relates their story using the first person, i.e. using the pronouns ‘he’, ‘she’ or ‘it’. |
| Complex sentence | A sentence which is made up of one or more simple sentences and one or more connectives. |
| Idiom | A group of words established by usage as having a meaning not deducible from those of the individual words (e.g. over the moon, see the light). |
| Hyperbole | [Exaggerated](http://www.oxforddictionaries.com/definition/english/exaggerate#exaggerate__2) statements or [claims](http://www.oxforddictionaries.com/definition/english/claim#claim__15) not meant to be taken [literally](http://www.oxforddictionaries.com/definition/english/literally#literally__2): he [vowed](http://www.oxforddictionaries.com/definition/english/vow#vow__8) [revenge](http://www.oxforddictionaries.com/definition/english/revenge#revenge__2) with [oaths](http://www.oxforddictionaries.com/definition/english/oath#oath__7) and hyperboles |

Lesson 2: Top Gear Interview – part A

|  |  |
| --- | --- |
| Language feature / word / phrase | Definition |
|  |  |

Lesson 3: Top Gear Interview – part B

|  |  |
| --- | --- |
| Language feature / word / phrase | Definition |
|  |  |

Lesson 4: Magazine Articles

|  |  |  |
| --- | --- | --- |
| Language feature / word / phrase | | Definition |
| Simple vocabulary | |  |
| Simple sentences | |  |
| Opening statement (Grabs attention & introduces topic.) | |  |
| Closing statement (Concludes the article) | |  |
| Language register: | Informal? |  |
| Formal? |  |
| Connectives : | |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Adding | Cause and effect | Sequencing | Contrasting |
| and also  as well as moreover too furthermore  besides in addition | Because so  therefore thus  consequently  as a result of | next then  first, second, third  finally meanwhile  after | whereas instead of  alternatively unlike  otherwise in contrast  on the other hand |
| Qualifying | Emphasising | Illustrating | Comparing |
| however although  unless except  if as long as  apart from yet  despite | above all  in particular specially  significantly indeed  notably most of all | for example such as  for instance  as revealed by  in the case of  as shown by | Equally in the same way  similarly  likewise as with  like compared with |

|  |  |
| --- | --- |
| Exaggeration |  |
| Bias |  |
| Quotations |  |
| Statistics |  |
| Accurate Spelling |  |
| Accurate grammar |  |
| Accurate details |  |
| Is the purpose clear? |  |
| Is the audience clear? |  |
| Formatting features |  |
| Colours |  |
| Fonts |  |
| Bold/italic |  |
| Tables |  |
| Underlined |  |
| Structural features |  |
| Headline |  |
| Sub-headings |  |
| Pictures |  |
| Captions |  |
| Paragraphs |  |

(e.g. simple vocabulary, simple sentences, opening statement (Grabs attention & introduces topic.), connectives E.g. however, although, nevertheless etc., exaggeration, bias)

Add the comment definition to the slides: Noun ‘Comment’

1A [verbal](http://www.oxforddictionaries.com/definition/english/verbal#verbal__2) or written remark expressing an [opinion](http://www.oxforddictionaries.com/definition/english/opinion#opinion__10) or reaction: you asked for **comments on** the new [proposals](http://www.oxforddictionaries.com/definition/english/proposal#proposal__7) [mass noun]: the plans were sent to the council for comment

Lesson 5: Acrostic Poems

|  |  |
| --- | --- |
| Language feature / word / phrase | Definition |
| verb | Describes an action, state, or occurrence. |
| noun | Identifies a class of people, places, or things (common noun), or to name a particular one of these (proper noun). |
| adjective | Describes a noun. E.g. sweet, red, or technical. |
| simile | Compares one thing with another ‘very different’ thing. Emphasizes something or makes it appear like something else very different. E.g. She is as brave as a lion. |
| metaphor | Something which represents or symbolizes something else. E.g. ‘You are the light of my life.’ |
| to rhyme | A piece of writing that has or ends with a sound that corresponds/sounds like another: |
| An acrostic poem | Contains letters in each line that form a word or words. |

Lesson 6: Reports

|  |  |
| --- | --- |
| Language feature / word / phrase | Definition |
|  |  |

Lesson 7: Skimming and Scanning

|  |  |
| --- | --- |
| Language feature / word / phrase | Definition |
| Gist |  |
| Skimming |  |
| Scanning |  |
| IMI | The Institute of the Motor Industry |
| Language register |  |
| Target audience |  |
| Extract |  |
| Purpose |  |
| Noun |  |
| Death knell |  |

## Source data: <http://www.oxforddictionaries.com/> [https://en.wikipedia.org/](https://en.wikipedia.org/wiki/Register_(sociolinguistics))

Lesson 8: Debate

|  |  |
| --- | --- |
| Language feature / word / phrase | Definition |
| For |  |
| Against |  |
| debate |  |
| Introduced themselves |  |
| Stated ‘for’ or ‘against’ |  |
| Clear reasons supporting view |  |
| Clear conclusion |  |
| Sentence openers |  |
| Repetition |  |
| Rhetorical question | A question asked in order to create a dramatic effect or to make a point rather than to get an answer: |
| Present tense |  |
| Interesting / persuasive |  |
| Confident |  |  |
| Eye contact |  |
| Posture |  |
| Gestures |  |
| Pronunciation |  |
| Intonation |  |
| Volume |  |
| Speed |  |

Lesson 9: CV part A

|  |  |
| --- | --- |
| Language feature / word / phrase | Definition |
|  |  |

Lesson 10: CV part B

|  |  |
| --- | --- |
| Language feature / word / phrase | Definition |
|  |  |

Lesson 11: Covering Letter

|  |  |
| --- | --- |
| Language feature / word / phrase | Definition |
|  |  |

Lesson 12: Interview Skills

|  |  |
| --- | --- |
| Language feature / word / phrase | Definition |
|  |  |

**Additional information: Literacy**

*Automotive Family Fortunes – 36 Questions*

**We asked 100 people…**

**Lesson 1 – Car reviews**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. **What animals would not fit into a Smart Car?** | | 1. **What are the most popular car colours in the UK?** | |
| *Elephant*  *Lion*  *Hippo*  *Giraffe*  *Mouse* | **43% said…**  **18%**  **16%**  **14%**  **9%** | *Silver*  *Black*  *Blue*  *Red*  *White* | **41% said…**  **17%**  **16%**  **15%**  **11%** |
| 1. **What are the most crashed cars in the UK?** | | 1. **What are the most popular cars of all time in the UK?** | |
| *Renault Clio*  *Ford Fiesta*  *Alfa 147*  *Porsche Boxter*  *BMW Convertible* | **38% said…**  **20%**  **18%**  **15%**  **9%** | *Ford Fiesta*  *Ford Escort*  *Vauxhall Astra*  *Ford Cortina*  *Vauxhall Corsa* | **41% said…**  **17%**  **16%**  **15%**  **11%** |
| 1. **Name 5 of the most reliable cars?** | | 1. **Name 5 of the most unreliable cars?** | |
| *Honda*  *Toyota*  *Lexus*  *Suzuki*  *Subaru* | **43% said…**  **28%**  **12%**  **11%**  **6%** | *Land Rover*  *BMW*  *Porsche*  *Volvo*  *Mercedes* | **38% said…**  **20%**  **18%**  **15%**  **9%** |

**Lesson 3 – Top Gear Interviews**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. **To name 5 past and present Top Gear presenters.** | | 1. **To name the most popular (past and present) Top Gear presenter.** | |
| *Chris Evans*  *Jeremy Clarkson*  *Richard Hammond*  *James May*  *Matt Le Blanc* | **43% said…**  **28%**  **12%**  **11%**  **6%** | *Jeremy Clarkson*  *James May*  *Chris Evans*  *Richard Hammond*  *Matt Le Blanc* | **38% said…**  **20%**  **18%**  **15%**  **9%** |
| 1. **To name the oldest (past and present) Top Gear presenter?** | | 1. **To name the youngest (past and present) Top Gear presenter?** | |
| *Jeremy Clarkson (55)*  *James May (53)*  *Chris Evans (49)*  *Matt Le Blanc (48)*  *Richard Hammond (46)* | **41% said…**  **17%**  **16%**  **15%**  **11%** | *Richard Hammond (46)*  *Matt Le Blanc (48)*  *Chris Evans (49)*  *James May (53)*  *Jeremy Clarkson (55)* | **43% said…**  **28%**  **12%**  **11%**  **6%** |
| 1. **To name 5 of their most favourite cars featured on Top Gear so far?** | | 1. **To name 5 supercars.** | |
| *Audi*  *Lamborghini*  *Ferrari*  *BMW*  *Alfa Romeo* | **41% said…**  **17%**  **16%**  **15%**  **11%** | *Bugatti*  *Ferrari*  *Aston Martin*  *Lamborghini*  *Porsche* | **38% said…**  **20%**  **18%**  **15%**  **9%** |

**Lesson 6 - Reports**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **To name 5 of the top selling motorbikes.** | | | | | 1. **To name 5 major motorbike race circuits in the UK?** | | |
| *Yamaha MT-09 Tracer*  *Honda CBF 125 M*  *BMW R 1200 S*  *BMW S1000 RR*  *Honda CBR 125 R* | **38% said…**  **20%**  **18%**  **15%**  **9%** | | | | *Brands Hatch (South West)*  *Silverstone (East Midlands)*  *Oulton Park (North West)*  *Donington Park (East Midlands)*  *Anglesey (North Wales)* | | **41% said…**  **17%**  **16%**  **15%**  **11%** |
| 1. **To name 5 common reasons for motorbike accidents in the UK?** | | | | | 1. **To name 5 of the most famous motorcycle racing World champions.** | | |
| *Bends on country roads*  *Collisions at junctions*  *Collisions while overtaking*  *Loss of control*  *Road surface conditions* | | | **43% said…**  **28%**  **12%**  **11%**  **6%** | | *Valentino Rossi*  *Jorge Lorenzo*  *Marc Marquez*  *Danni Pedrosa*  *Bradley Smith* | | **38% said…**  **20%**  **18%**  **15%**  **9%** |
| 1. **To name 5 commonly replaced motorbike parts – due to wear and tear.** | | | | | 1. **To name 5 commonly modified motorbike parts.** | | |
| *Tyres*  *Brake Pads*  *Oil filters*  *Air filters*  *Bulbs* | | **38% said…**  **20%**  **18%**  **15%**  **9%** | | | *Exhausts*  *Brake pads*  *Mirrors*  *Wind screens*  *Crash protection* | | **41% said…**  **17%**  **16%**  **15%**  **11%** |
| 1. **To name 5 job roles related to motorbikes** | | | | | | 1. **To name 5 popular motorbike colours.** | |
| *Service OR Parts adviser*  *Motorcycle technician*  *Motorcycle sales executive*  *Ignition component applic. engineer*  *Mechanical / Restoration engineer* | | | | **43% said…**  **28%**  **12%**  **11%**  **6%** | | *Black*  *Silver*  *Blue*  *Red*  *White* | **38% said…**  **20%**  **18%**  **15%**  **9%** |

**Lesson 7 – Skimming and Scanning**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. **To name 4 cars from TV programmes.** | | 1. **To name 5 films featuring cars** | |
| *Batmobile*  *Kit (Knight Rider)*  *The Mystery Machine*  *Transformers* | **38% said…**  **22%**  **21%**  **19%** | *Transformers*  *The Fast and the Furious*  *Chitty Chitty Bang Bang*  *Mad Max / Gone in 60 secs*  *Italian Job* | **41% said…**  **17%**  **16%**  **15%**  **11%** |
| 1. **To name 5 commonly misspelt car names.** | | 1. **To name 5 car manufacturers that often advertise on TV.** | |
| *Lamborghini*  *Ferrari*  *Subaru*  *Porsche*  *Mitsubishi* | **43% said…**  **28%**  **12%**  **11%**  **6%** | *BMW*  *Toyota*  *Volkswagen*  *Seat*  *Skoda* | **38% said…**  **20%**  **18%**  **15%**  **9%** |
| 1. **To name 5 car manufacturers** | | 1. **To name 5 companies offering car insurance.** | |
| *BMW*  *Ford*  *Toyota*  *Audi*  *Vauxhall* | **41% said…**  **17%**  **16%**  **15%**  **11%** | *Direct Line*  *Aviva*  *Tesco*  *RAC*  *AA* | **38% said…**  **20%**  **18%**  **15%**  **9%** |

**Lesson 8 – Debates**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. **To name 5 of the most expensive cars in the world.** | | 1. **To name 5 manufacturers beginning with the letter ‘m’.** | |
| *Ferrari*  *Bugatti*  *Mercedes Benz*  *Pagani*  *Aston Martin* | **41% said…**  **17%**  **16%**  **15%**  **11%** | *Maserati*  *Mercedes-Benz*  *Mazda*  *Mini*  *Mitsubishi* | **43% said…**  **28%**  **12%**  **11%**  **6%** |
| 1. **To name 5 car manufacturers beginning with the letter ‘s’.** | | 1. **To name 5 German car manufacturers.** | |
| *Saab*  *Subaru*  *Skoda*  *Seat*  *Smart* | **38% said…**  **20%**  **18%**  **15%**  **9%** | *Audi*  *Mercedes-Benz*  *BMW*  *Volkswagen*  *Porsche* | **41% said…**  **17%**  **16%**  **15%**  **11%** |
| 1. **To name 5 car manufacturer’s logos featuring animals.** | | 1. **To name 5 completely silver car logos.** | |
| *Ferrari*  *Porsche*  *Lamborghini*  *Jaguar*  *Alfa Romeo* | **43% said…**  **28%**  **12%**  **11%**  **6%** | *Audi*  *Mercedes-Benz*  *Renault*  *Toyota*  *Honda* | **38% said…**  **20%**  **18%**  **15%**  **9%** |

**Lesson 11 – Covering letters**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **To name 5 car tyre brands.** | | 1. **To name 5 petrol brands visible on the roads.** | | |
| *Continental*  *Michelin*  *Goodyear*  *Pirelli*  *Bridgestone* | **38% said…**  **20%**  **18%**  **15%**  **9%** | *Shell*  *BP*  *Esso*  *Texaco*  *Total* | **43% said…**  **28%**  **12%**  **11%**  **6%** | |
| 1. **To name 5 different kinds of lights a car has.** | | 1. **To name 5 safety features designed to protect passengers.** | | |
| *Headlight*  *Indicator*  *Fog light*  *Full beam*  *Reverse light* | **41% said…**  **17%**  **16%**  **15%**  **11%** | *Seat belts*  *Airbags*  *Anti-lock braking system*  *Traction control*  *Safety cage* | | **38% said…**  **20%**  **18%**  **15%**  **9%** |

**Additional information: Literacy**

*National Curriculum areas covered*

Key stage 4

### Reading

Pupils should be able to read and appreciate the depth and power of the English literary heritage through:

* reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts. The range will include:
* at least one play by Shakespeare
* works from the 19th, 20th and 21st centuries
* poetry since 1789, including representative Romantic poetry
* re-reading literature and other writing as a basis for making comparisons
* choosing and reading books independently for challenge, interest and enjoyment

Understand and critically evaluate texts through:

* reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes
* drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation
* identifying and interpreting themes, ideas and information
* exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects
* seeking evidence in the text to support a point of view, including justifying inferences with evidence
* distinguishing between statements that are supported by evidence and those that are not, and identifying bias and misuse of evidence
* analysing a writer’s choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact
* making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading
* make an informed personal response, recognising that other responses to a text are possible and evaluating these

### Writing

Write accurately, fluently, effectively and at length for pleasure and information through:

* adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue
* selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis
* selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate
* make notes, draft and write, including using information provided by others [e.g. writing a letter from key points provided; drawing on and using information from a presentation]

Revise, edit and proof-read through:

* reflecting on whether their draft achieves the intended impact
* restructuring their writing, and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness
* paying attention to the accuracy and effectiveness of grammar, punctuation and spelling.

### Grammar and vocabulary

Consolidate and build on their knowledge of grammar and vocabulary through:

* studying their effectiveness and impact in the texts they read
* drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects
* analysing some of the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English
* using linguistic and literary terminology accurately and confidently in discussing reading, writing and spoken language.

### Spoken English

Speak confidently, audibly and effectively, including through:

* using Standard English when the context and audience require it
* working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines
* listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary
* planning for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates
* listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation
* improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.

**Additional Information: Literacy**

*Course feedback – Student*

The Institute of the Motor Industry is very interested to hear your thoughts and opinions on the literacy course you have completed.

|  |  |
| --- | --- |
| School or college name |  |
| Your name |  |
| Email address |  |
| Year group |  |

Please tick one of these boxes:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Question | Strongly disagree | Disagree | Neither agree or disagree | Agree | Strongly agree |
| Course aims and objectives | Accurately described the content and propose |  |  |  |  |  |
| Resources | Useful online resources. |  |  |  |  |  |
| Useful paper handouts. |  |  |  |  |  |
| Useful presentation slides. |  |  |  |  |  |
| Course topic | Interesting. |  |  |  |  |  |
| Contained enough detail. |  |  |  |  |  |
| Course activities | Useful and relevant. |  |  |  |  |  |
| Fun and interesting. |  |  |  |  |  |
| Enough time to complete each one. |  |  |  |  |  |
| A good mix of group and individual activities. |  |  |  |  |  |
| Homework | Relevant and achievable. |  |  |  |  |  |
| Course speed | Appropriate |  |  |  |  |  |
| Difficulty level | Appropriate |  |  |  |  |  |
| My interest in literacy has increased. | |  |  |  |  |  |
| My literacy knowledge has increased | |  |  |  |  |  |
| My increased literacy knowledge has helped me in other subjects | |  |  |  |  |  |
| Overall the literacy course has met my expectations | |  |  |  |  |  |
| I would recommend the literacy course to other students | |  |  |  |  |  |

|  |
| --- |
| What was positive and or negative about the literacy course? |
| What suggestions do you have for improving the literacy course? |

Thank you for your feedback! [careers@theimi.org.uk](mailto:careers@theimi.org.uk)

*We hope you have enjoyed using the IMI Business Studies Lesson Plans.*

*If you have any feedback please get in touch with* [*careers@theimi.org.uk*](mailto:careers@theimi.org.uk)

*We also have an associated competition with amazing prizes!*

# **IMI Literacy competition**

[](https://twitter.com/BoschAutoGrant/status/634332899215560705/photo/1)*About the Industry*

The automotive industry influences everyone, from delivering goods on time to commuters travelling to work and emerging services being able to respond to crisis, the motor industry helps keep the country moving.

*About the competition*

The IMI’s teaching and learning resources are now in their sixth year and are an initiative developed by the IMI that includes a series of creative curriculum linked teacher and student resources using the motor industry as the exciting backdrop. To complement these resources we have developed this competition in conjunction with the Volkswagen Group Apprenticeship Programme.

A key part of business success for manufacturers and dealers is to encourage the best and brightest people to join their business in a variety of roles. Based on Lesson 3 of the Literacy teaching resources this competition aims to promote various job roles and training opportunities and is designed to encourage students to consider the retail motor industry as a career choice. This competition and related resource aims to deliver the literacy curriculum in an applied and engaging manner and encourage students to think about career option.

Curriculum areas to be covered:-

* Arranging information and ideas in a sensible order, maintaining a consistent point of view, avoiding ambiguity and using organizational features (such as paragraphs) to improve clarity and coherence.
* Plan, draft, edit and proof read confidently and effectively

*About the IMI*

**The Institute of The Motor Industry is the professional body for individuals working in the motor industry and the authoritative voice of the retail automotive sector. The IMI’s aim is to ensure that the automotive retail sector has a skilled, competent and professional workforce that is fully equipped to keep pace with the demands of new technology and changing markets. A key part of business for manufacturers and dealers is to encourage the best and brightest people to join their business in a variety of roles.

*The Competition*

This competition can be linked to Lesson 3 of the Literacy Teaching Resources or as a stand-alone lesson. <http://www.autocity.org.uk/hubcap/resources?nid=15807>

*The Brief*

|  |
| --- |
| You have been commissioned by the Institute of the Motor Industry Magazine to write a 500 word article entitled ‘Why choose a career in Automotive?’ They have specified that your article must include information on job roles in the industry. You are able to use images, videos, quotations, statistics and interviews but you must end the article by choosing what your ideal job would be if you were to work in the industry and why.  The magazine editor has given you some leads on the Retail Automotive Industry to get you started. Some manufacturers who have apprenticeship programmes include:   * Audi <https://www.audi-ap.co.uk/> * VW Passenger Cars <http://www.volkswagen-apprentice.co.uk/> * Mazda <https://www.mazdaapprenticeships.co.uk/> * DAF Trucks <https://www.daf-apprenticeships.co.uk/> * Body and Paint <http://www.vwgroup-paintandbodyaap.co.uk/> * Lookers <https://www.lookers.co.uk/careers/lookers-apprenticeships> * Jaguar Landrover https://www.jaguarlandrovercareers.com/go/Advanced-Apprenticeship/4027601/   Details on the different job roles in the motor industry http://www.autocity.org.uk |

*Competition Guidelines*

* Maximum of 1 student per entry (there will be a total of 5 winning entries)
* Students must be aged 14-16 years old
* All entries must be submitted by 30th May to [careers@theimmi.org.uk](mailto:careers@theimmi.org.uk) or to: The Careers Team, The IMI, Fanshaws, Brickendon, Hertfropdshire, SG13 8PQ
* In all entries we are looking for creativity.

*The prize*

The winning article, judged by a team of industry experts, will be published in The Institute of the Motor Industry Magazine with a reach of over 25k members receiving the magazine and appear on the IMI magazines online channel <http://magazine.theimi.org.uk/> The winners will also receive a scalextric.

**GOOD LUCK!**