



Scheme of work: Component 1 – Leisure

Step up to English is made up of two components. For component 1 (literacy), students attempt two topics. For component 2 (creative reading and writing), students attempt one topic.

Each externally-set NEA is supported by a scheme of work, which is designed to provide some teaching ideas/suggested activities. It is not prescriptive and teachers are encouraged to adapt the material so it is appropriate and engaging for the students they teach.

This scheme of work covers Leisure, a theme for component 1 (literacy). It can be used with students working at Silver step and Gold step.

To find out more about our Step up to English specification, visit aqa.org.uk/5970

Component 1 (literacy)

Theme: Leisure

The scheme of work is organised to reflect the [scope of study](#) containing:

- reading and comprehension
- writing
- spoken language.

Unit overview

Specification content	AOs to be assessed	Suggested resources
<ul style="list-style-type: none">• Take part in group discussions and make an individual presentation.• Read a selection of non-fiction texts (timetables, leaflets, reviews, web pages and surveys).• Use the text to learn how to:<ul style="list-style-type: none">• infer• comment on language and structure• evaluate ideas• express personal preferences.• Learn how to plan, write, edit and proofread a piece of informative writing (letter or review).	<ul style="list-style-type: none">• AO1 - Read and understand a range of texts: identify and interpret explicit and implicit information and ideas.• AO2 - Explain and comment on how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views.• AO4 - Evaluate texts and support this with appropriate textual references.• AO5 - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.	<ul style="list-style-type: none">• Leaflets from leisure facilities local to the school.• Online reviews (real or imaginary) regarding leisure facilities local to the school.

	<ul style="list-style-type: none">• AO6 - Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.• AO7 - Demonstrate presentation skills.• AO8 - Listen and respond appropriately to spoken language, including to questions and feedback on presentations. <p>AO9 - Use spoken English effectively in speeches and presentations.</p>	
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3.1.1 Reading and comprehension

What to teach	AO	Suggested activities
<ul style="list-style-type: none"> • How to infer • Understanding how language is used • Understanding how structure is used • How to express opinions 	AO1	<p>Lesson 1</p> <p>Starter: Put students into groups or pairs. Provide students with a selection of real leisure leaflets or present some examples on the board. Ask students to discuss the leaflets and categorise them. Take feedback.</p> <p>Activity: Explain to students that they are going to be finding out about different leisure facilities available in their local area. Each student will take responsibility for researching a different leaflet. Differentiate the information required depending on ability (eg opening times, price, telephone number, address, events/activities, target audience). Choose a wide selection including facilities for younger children, teenagers and adults. Ask students to feedback what they have discovered and give a recommendation as to whether it would be suitable for a group visit. Compile a potential list of places to visit.</p> <p>Extension: Students could research one of the leisure attractions/facilities by exploring their website (if IT facilities are available).</p>
	AO4	<p>Lesson 2</p> <p>Starter: True or false starter.</p> <p>Prepare a presentation with a leaflet on each slide. Read aloud a true or false statement for each leaflet and ask students to respond by writing 'true' or 'false' on mini whiteboards (eg 'you will see animals at this leisure attraction'; 'this attraction is not open on Sundays' etc).</p> <p>Activity: Using the list (of potential places to visit) compiled in the previous lesson, collect some online reviews (real or imaginary) of those attractions/facilities. Ask pairs to read those reviews and draw up a list of positives and negatives about the attraction/facility. Students should decide whether they would like to visit the place based on what they have found out. Students feed back their views and, using what they have discovered, eliminate some of the attractions/facilities from the potential visits list.</p>

What to teach	A0	Suggested activities
	AO1	<p>Lesson 10</p> <p>Starter: Put the class into teams. Reveal 10 words linked to 'leisure' that have the letters jumbled up. Give the teams five minutes to decipher as many as they can. Differentiate the words according to ability. (The words could also double-up as key spellings)</p> <p>Activity: Ask students to swap the surveys that they designed in the previous lesson with a partner. The partner completes the survey and provides some feedback.</p>
	AO1	<p>Lesson 11</p> <p>Starter: Play an inference starter. Put a series of pictures on the board one at a time (eg a person screaming on a rollercoaster). Ask students to infer what that person is feeling. Student responses can be communicated through either emotion cards or mini whiteboards.</p> <p>Activity: Ask the students to analyse their survey results from the previous lesson. By using inference and deduction, they can decide what is positive about the attraction and what needs to be improved.</p>

What to teach	A0	Suggested activities
	AO2	<p>Lesson 13</p> <p>Starter: Persuasion starter. Put students into groups and give each group a different target audience (eg family with young children, group of teenagers, young couple, elderly couple etc). Then reveal a picture of a leisure facility (eg theme park, zoo, aquarium, castle etc). In groups, ask them to persuade their target audience to visit the facility in a one minute pitch. Remind them that they must use key persuasive techniques (alliteration, word play, facts, opinions, rhetorical questions, emotive language, superlatives). Groups present their pitches to the class.</p> <p>Activity: Explain to students that leisure companies spend a lot of money on advertising to encourage people to visit. In groups, give students a webpage (either a print-out or a web link) of a leisure facility and ask them what features have been employed to persuade people to visit. They could focus on aspects such as layout, pictures, colours, word choice, font, titles and slogans etc. Students record their findings and share whether they have been persuaded to visit providing reasons based on the text.</p>

3.1.2 Writing

What to teach	A0	Suggested activities
	AO5	<p>Lesson 4</p> <p>Starter: Scribble activity.</p> <p>Explain that the focus of the lesson is learning about persuasive language. In pairs ask them to write down three situations where they might use persuasive techniques. Persuasive techniques that they already know may include: alliteration, word play, facts, opinions, rhetorical questions, emotive language or superlatives. Then ask students to guess what today's lesson might entail. (The purpose is for you to gauge prior knowledge/understanding and for them to become comfortable with taking risks and not always having the 'right' answer). Feedback the techniques onto the board, checking that students understand why the techniques are effective as persuasive tools and introducing any they may not have thought about.</p> <p>Activity: Explain that they are going to prepare a presentation to persuade the teacher and class to visit their chosen leisure facility. You could provide a scaffold for students to follow. Presentations could take the form of a Powerpoint, slideshow or flash cards.</p>

What to teach	A0	Suggested activities
	AO5	<p>Lesson 6</p> <p>Starter: Show students a series of pictures, some of formal situations and some of informal situations (for example: chatting with friends, sitting at home with family, at a football match/hairdressers, sitting in a meeting, an interview or talking to a doctor etc). Ask them to identify which situation requires formal or informal language, using mini whiteboards or holding up traffic light cards.</p> <p>Have a pre-prepared informal email or letter cut up into one or two sentences. Model the first sentences (eg 'Hiya, just dropping you a line' becomes 'Dear Sir / Madam, I am writing to enquire...'). Put students into pairs or small groups. Ask individuals to read out their informal sentences (in sequence), then in their pair/group, work on adapting the language from informal to formal. Write up formal email/letter on the board.</p> <p>Activity: Having chosen a leisure facility to visit (real or imaginary trip), ask students to write an email or letter to the facility to ask if they can accommodate a school trip. Some students will require a scaffold to help guide the structure of the correspondence, others may comfortably plan their writing independently. Students could then swap their first drafts with a partner to suggest improvements. Students could then redraft the work based on the suggestions.</p>
	AO5	<p>Lesson 8</p> <p>Starter: Play an interactive formal/informal language game such as Match the memory game.</p> <p>Activity: Ask students to write a letter to parents/caregivers asking permission to go on the school trip to a leisure facility. They should use the group discussion from the previous lesson to help structure their letter. Some students will need to be provided with a scaffold.</p> <p>This would be a good opportunity to take the students on a trip to the leisure facility that as a group they have agreed upon.</p>

What to teach	A0	Suggested activities
	A05	<p>Lesson 9</p> <p>Starter: Explain to students that you are researching what leisure facilities they like to visit. Hand out a bad, ineffective survey and ask them to fill it in (eg 1. Name:____ 2. Age: ____ 3. Circle the colour of your eyes. Blue. Brown. Green. Grey. Hazel. 4. Tick the types of leisure facilities you like. Sport. Historical. Nature. Animal. Science. Art. 5. Do you have smelly feet? Yes / No 6. How good are you at English? Bad. Quite bad. OK. Good. Excellent. 7. How often do you visit leisure attractions? 0-1. 2-5. 6-100. 8. What is the best leisure facility you have been to? 9. Why? 10. Give your behaviour a star rating ☆☆☆☆☆)</p> <p>Take feedback from students on the survey.</p> <p>In pairs, ask students to highlight its flaws and suggest some survey rules (dos and don'ts). Note their findings and suggestions on the board including good question and answer formats for collecting information.</p> <p>Activity: Ask students to individually design a visitor feedback survey for a real or imaginary attraction that they have visited (this could be the class trip they have planned/experienced).</p> <p>The aim of the survey is:</p> <ul style="list-style-type: none"> • to find out who visits them • how often they visit • what they do when they visit • how long they stay • what they enjoy • what they don't enjoy.

What to teach	AO	Suggested activities
<ul style="list-style-type: none"> • How to plan a letter/review. • What a good letter/review looks like: appropriate form, language and structure. • How to edit. • How to proof read. 	AO6	<p>Lesson 12</p> <p>Starter: Put students into pairs with a thesaurus/thesaurus app. Provide students with a short – but very positive – online review of a leisure facility (real or imaginary). Ask students to highlight all the positive adjectives. Using those highlighted words, ask students to use antonyms to re-write the review as a negative one (eg ‘The friendly, helpful staff were really welcoming’ becomes ‘The standoffish, useless staff were really hostile’). Ask students to share their ‘before’ and ‘after’ versions of the review, either with the whole class or with another pair.</p> <p>Activity: Ask students to pretend that they are the manager of the leisure facility that has received the negative review (it could be the leisure facility you visited). Ask them to write a response from the perspective of the manager to ensure that customers aren’t dissuaded from visiting in the future. This is an opportunity for students to use persuasive language learned in Lesson 4. Differentiate this activity by using a scaffold or planning prompts.</p>
	AO6	<p>Lesson 14</p> <p>Starter: A game of pairs. Prepare a grid of synonym pairs based on a leisure leaflet or words linked to a leisure theme (eg fun and entertaining / super and fantastic) and then cut the grid up so the words are jumbled up. (Differentiate the word pairs depending on ability).</p> <p>In small groups, ensure the pack of words are shuffled and placed face down on the table. Students take it in turns to turn over two cards. If they find a match, they keep the cards. If they don't match, they must turn them back over. The winner is the group with the most matches.</p> <p>Activity: Present students with a leaflet for a leisure facility (real or imaginary) that requires improvement. In pairs, ask students to identify the features that could be improved. Students then remain in their pairs or work individually to design the improved leaflet. This would be a good opportunity to link with IT.</p>

What to teach	A0	Suggested activities
	A05	<p>Lesson 15</p> <p>Starter: Play a true or false starter regarding radio advert features eg:</p> <p>'An advert must be at least 3 minutes long' (False).</p> <p>'The advert should be a maximum of 30 seconds long. It should have a clear voice over' (True).</p> <p>'It should say the name of the Leisure facility once' (False).</p> <p>'You should give the name at least three times. You will need music/jingle/sound effects' (True).</p> <p>'You will need persuasive language eg exciting, greatest, good value' (True).</p> <p>Activity: Students have already created their leaflet for the leisure facility. Explain that the leisure facility needs to boost the number of visitors further and so the manager has decided to invest in a radio/television advert to promote the facility. Ask students to plan the advert. Each advert must contain: a rhetorical question, the leisure facility's name and slogan, the location etc. Ask students to script the advert that must last for 30 - 60 seconds maximum. Differentiate by providing a scaffold for those students who require it. Draft and improve using peer assessment.</p>

3.1.3 Spoken language

What to teach	AO	Suggested activities
<ul style="list-style-type: none"> • How to plan effectively. • How to communicate ideas effectively. • How to respond to others appropriately. 	AO8	<p>Lesson 3</p> <p>A good opportunity to complete the Spoken Language Task Part 1.</p> <p>Starter: Put students into groups and ask them to play a board game. Try downloading Snakes and Ladders: planning for a successful group discussion. Students should reflect and recap key skills required for a successful group discussion. Record their suggestions on the board.</p> <p>Activity: Using the information gathered in the Reading research (Lessons 1 and 2), assign students into groups and ask them to discuss or agree on:</p> <ul style="list-style-type: none"> • a leisure facility that they could visit as a class • what amenities the leisure facility would require to meet their needs • what they would need to action after the meeting. <p>Feedback ideas to the whole class.</p>
	AO7 and AO9	<p>Lesson 5</p> <p>Starter: Explain to students that when delivering a presentation their voices will be their most important tool. Play a game, such as boom chicka boom to warm up their vocal chords.</p> <p>Activity: Students will deliver their presentation to the class (PowerPoint /slideshow/prompt cards). Use this as an opportunity to complete the Spoken Language comment box on page 5 of the NEA. Ensure you provide some context of the task; link your annotations to the AOs and note some key contributions that the students have made.</p> <p>Students could peer assess each other's presentations using the AOs and a traffic light system. Each student could feed back two assessment objectives that were successfully demonstrated and one assessment objective that the student needs to improve.</p>

What to teach	A0	Suggested activities
		<p>Lesson 7</p> <p>Starter: Put students into discussion groups. Explain that they are going to play a team memory game. They will have one minute to study some pictures and then be asked questions about it (some suggestions: bus, train, tram, taxi, sandwiches, chips, pizza, apple, biking, rock climbing, football, 50p, £5 & £10, camera, purse, plaster etc). You could allow them one minute beforehand to discuss and agree a strategy. The team with the highest number of right answers wins.</p> <p>Then ask some questions based on the pictures (eg 'How much money was there?'; 'What colour was the bike?'; 'What was on the sandwich?'; 'How many different foods were there?'; 'Name three different types of transport' etc).</p> <p>Activity: Remaining in their discussion groups, task students with planning an itinerary for a trip to the chosen leisure facility.</p> <p>They could discuss the following:</p> <ul style="list-style-type: none"> • Risk assessment • Timings • Transport • First Aid • Activities • Food • Cost <p>Students then present their ideas to the rest of the group.</p>

What to teach	AO	Suggested activities
	AO7 and AO8	<p>Lesson 15</p> <p>Starter: Play a non-verbal communication game eg without showing anyone, ask students to write down one word responses to the following:</p> <ol style="list-style-type: none"> 1. A type of shop 2. An object 3. An emotion 4. An actor/actress 5. A food. <p>Then give students the following story to put their words into: Yesterday, I went to [shop]. I wanted to buy myself [object] because I was feeling really [emotion]. As I was looking around, I saw [actor/actress] who was stuffing [food] into their mouth. In pairs or small groups each student has to share their version of the story but when they reach their word they have to act it out rather than say it. The group/partner then have to guess the missing word.</p> <p>Activity: Put students into 'Production teams'. Ask them to choose an advert script, discuss and make improvements, decide on roles in the advert eg boom operator, researcher, director, presenter, voice over. Rehearse.</p>
	AO7 and AO9	<p>Lesson 16</p> <p>Starter: Play a vocal warm up game such as Ewy Chewy Toffee.</p> <p>Activity: Ask students to record their advert and then share with the group. This is an opportunity for self or peer assessment.</p> <p>Extension: Students may like to use an editing app to help them perfect their radio advert.</p>

Cross-curricular links

- **Music:** Creating music/jingles for advertising leisure facilities.
- **Mathematics:** Data handling eg bar charts, pie charts, tally charts of different places visited/favourite leisure activities/facilities/visitor numbers to a specified leisure facility.
- **Science:** The human body and exercise eg pulse, heart rate, muscles.
- **History:** Exploring the local historical sites that are now leisure facilities/attractions.
- **Geography:** Location of different leisure facilities/maps of locations/exploring how different environments and areas influence leisure facilities/attractions.
- **Art:** Exploring leaflet design/history and evolution of advertising using visual imagery.
- **ICT:** Designing a leaflet/presentation.
- **PE:** Trying different sports/leisure activities.

Suggested field trips

- Local leisure facilities.
- Invite a manager of a local leisure facility into school to talk to students about the day to day running of a facility.
- Visit a Tourist Information centre and ask the manager to explain the purpose of the centre.