Making my own way
Introduction to Module 2

Personal and social skills can be defined as 'The ability to attain personal goals in social situations'. Entry to Employment participants often come to the programme with a background of personal, social and educational issues that have influenced both their behaviour and their performance. Improving personal and social skills is a clear challenge to all Entry to Employment providers. This module looks at many of the skills that young people will need in order to become independent adults in society. The module does not attempt to resolve some of the difficult personal problems faced by learners, but to support them by building real and transferable skills for life.

Learners and their key workers will have identified long-term targets and more specific short-term negotiated targets through the initial assessment and review process. The skills developed and practised in this module may contribute to the achievement of these targets, for example:

- taking control of spending
- finding accommodation
- communicating with people
- getting help
- finding out more about rights and responsibilities within the law.

The module covers a wide range of literacy, language and numeracy skills within a wide range of general settings. Some learners may not immediately identify with these scenarios; teachers should support these learners to apply the skills to their own settings or situations.

The *Word* version of these Materials for Embedded Learning provides opportunities to adapt and customise the material where appropriate.

E2E – Module 2: Making my own way				
Theme	**Page reference**	**Literacy**	**Numeracy**	**Key Skills**
Budgeting	Ee 2:1–2:2		N1/L1.8; N2/E3.3; N2/E3.4; MSS1/E3.1	N1.2
Bank accounts	Ee 2:3–2:4	Rw/E3.1; Rw/E3.3		
Ways to pay	Ee 2:5–2:6		N2/L1.3; N2/L1.8; N2/L1.9; N2/L1.10	N1.2
Debt management	Ee 2:7–2:8		MSS1/E3.1	
Wages	Ee 2:9–2:10		MSS1/L1.1; N2/L1.11	N1.1; N1.2
Where does the money go?	Ee 2:11–2:12		N1/E3.2; HD1/L1.1; HD1/L1.2; N1/L1.1	N1.1; N1.3
Age limits	Ee 2:13–2:14	Rt/E3.7; Rt/E3.8; Rw/E3.2; Ww/E3.1; Ww/E3.3; Wt/E3.4		
Responsibilities and rights	Ee 2:15–2:16	SLlr/E3.2; SLlr/E3.5; SLc/E3.1; SLc/E3.2; SLc/E3.3; SLd/E3.2; SLd/E3.3; Rw/L1.2		
Driving	Ee 2:17–2:18	Rt/E3.2; Rt/E3.5; Rw/E3.1; Rw/E3.2; Rw/E3.5; Rt/L1.1	N2/E3.4; MSS1/E3.1; MSS1/E3.2	
Getting help	Ee 2:19–2:22	SLc/L1.2; Rt/E3.5; Rt/E3.6; Rt/E3.7; Rt/E3.8; Rw/E3.4		C1.1
That's a fact (1)	Ee 2:23–2:24	Rt/E3.1; Rt/E3.2; Rt/E3.8; Rt/E3.9; Rt/L1.2; SLlr/E3.1; SLlr/E3.3		
That's a fact (2)	Ee 2:25–2:26	Rt/E3.1; Rt/E3.2; Rt/E3.8; Rt/E3.9; Rt/L1.2; SLlr/E3.1; SLlr/E3.3		
Writing a letter	Ee 2:27–2:28	Wt/L1.1; Wt/L1.5		C1.3
Finding a flat	Ee 2:29–2:30	Rt/E3.7; Rt/E3.8; SLc/E3.4; SLlr/E3.2		
Flatmate	Ee 2:31–2:32	Rt/E3.8; Wt/E3.2; Ws/E3.3; SLlr/E3.1; SLlr/E3.6; SLc/E3.4		
Food glorious food	Ee 2:33–2:34	Rs/E3.1; Rt/E3.5; Rt/E3.7; Rt/E3.8; Rt/E3.9; Rw/E3.1		
Getting fit	Ee 2:35–2:36		HD1/E3.1; MSS1/E3.3; N1/E3.2; N1/E3.4; N2/L1.3; N2/L1.9	N1.2; N1.3
It pays to talk	Ee 2:37–2:38	SLc/E3.2		
Don't be late	Ee 2:39–2:40		MSS1/L1.2; MSS1/L1.3; HD1/E3.1	N1.1; N1.3

Skills checklist

As an independent adult you need to:

- manage your own money
- sort out living arrangements
- take control of what you eat and how fit you are
- find out about issues that affect you
- learn new skills, such as driving and owning a car
- talk to people at work
- manage your own time.

All of these things need skills and knowledge. You already have lots of both but you may need to build on some of them so that you can deal with issues confidently.

Look at the checklist below. Tick all the skills you feel confident about now. Use the materials to work on some of the things you don't feel so good about. Come back to the checklist later and use it to set some new objectives.

Page	Skills for making my own way	Now	Later
2:1–2:2; 2:5–2:6; 2:11–2:12	Understanding money and budgeting		
2:3–2:4	Using a bank account		
2:7–2:8; 2:27–2:28	Coping with debt		
2:9–2:10	Checking my wages		
2:29–2:30	Finding a flat		
2:13–2:14; 2:15–2:16	Knowing my rights and responsibilities		
2:17–2:18	Driving		
2:19–2:22	Finding help when I need it		
2:23–2:26	Sorting out the facts when I read things		
2:31–2:32; 2:37–2:38	Getting on with people		
2:33–2:34	Knowing what to eat		
2:35–2:36	Keeping fit		
2:39–2:40	Getting there on time		

PAGES 2:1–2:2

Budgeting

Money is critical to young people – there is pressure to spend, but their income is small. Entry to Employment participants may have to manage on £40–50 a week – for some this will have to cover all their expenses, including a contribution towards living costs as well as spending on clothes and social activities. In order to avoid debt, it is vital that individuals have a clear idea of how budgeting works and can apply basic principles. The purpose of this theme is to ensure that learners understand these principles and have the numeracy skills they need to complete a budgeting exercise. It is not important that all participants use the same methods. Individual strategies should be encouraged if they are effective.

Issues around debt will occur within other themes in this module and should be dealt with sensitively and constructively.

Materials

News2U from the Source material (0:09–0:18)

Examples of adverts from a range of papers, catalogues, magazines, etc.

Budgeting cards (see Extension activity)

Learning outcomes

1 To understand the principles of budgeting (focus page, Task 1)

2 To understand and use a range of strategies to calculate a simple budget (focus page, Task 1)

Introduction

- Look at adverts in *News2U* from the Source material and catalogues and newspapers – open a discussion about the purpose of advertising (mostly to make us spend).
- Introduce the idea that it is a good idea to buy only if you have the money available and that most people have to keep their spending within a certain budget. Be clear that a budget is about balancing income against spending. The smaller your income, the better you have to be at budgeting! Ask learners if they know someone who has got into debt. *What did they do about it? Has it got worse? What sort of purchase could make someone in debt for a long time?* (e.g. buying a car, buying a house, although the latter is often described as 'good debt')
- Discuss that one way to avoid overspending is to divide spending into two areas:
  - essentials – spending that you cannot avoid
  - luxuries – spending that you could avoid, but probably don't want to.

Draw these as two columns on the board/flipchart.

- Ask learners to suggest items that fall into each category (e.g. food, rent, council tax payments are all essential spending). This may lead to a discussion about what individuals consider essential.
- Learners may also want to discuss ways to generate more income through part-time work and to be clear about the bonus systems within the Entry to Employment programme.

Focus page

- Look at the example on the Focus page. Josh has to keep within a budget of £40 per week if he is to avoid overspending. Ask if Josh has enough money to pay his debt. Allow time for learners to reach an answer using whatever method they choose before asking for a response.
- Ask how learners arrived at their answers – get them to explain the strategies they used especially if it is a non-standard method. Ask if anybody did their calculation a different way. Value each person's input and go through the different strategies, ensuring all learners have a sound and effective strategy. Strategies may include:
  - rounding numbers to make approximate calculations (note that answers for this do not have to be exact to last penny; rounding to whole pounds is often appropriate)
  - using a calculator

  - writing down the amounts and adding them up
  - using mental arithmetic.
- Give other examples of weekly spending as shown on the page and encourage learners to use a range of strategies, varying their strategies to suit the task in hand. Again, emphasise that the main point is to balance spending against income.
- Ask if Josh could have done things any differently. Encourage learners to suggest different things Josh could have done. For example, he could have not bought the clothes (£9.99), the phone card (£10) or the burger and batteries (£5.25 + £4.75 = £10) in order to pay his £10 debt. He could also have negotiated with his friend to pay £5 one week and £5 the next week. Again, focus on the calculation processes that learners have used to come up with their answers.
- Areas of difficulty may include:
  - not understanding the concept of rounding
  - inaccurate keying in of amounts of money into a calculator – watch out for the decimal point
  - aligning the decimal points for column addition
  - mental arithmetic strategies – not making connections between numbers (25p and 75p = £1).
- Using real cash (or facsimile money) is a good practical way to practise handling money if learners have difficulty with this.
- Note: some learners will have little experience of handling a budget and may require extra guidance.

Curric. refs	Key Skills
N1/L1.8	N1.2
N2/E3.3	
N2/E3.4	
MSS1/E3.1	

Task 1

Complete a personal budget
N1/L1.8
N2/E3.3
N2/E3.4
MSS1/E3.1

- Note that the curriculum references for this task depend on the method used to do the calculation.
- Explain the task a step at a time. You may need to go through some of the language used on the page (e.g. board, benefit payments, less).
- In part **1** learners list all the money that they have coming in each week then add it up to find their total weekly income.
- In part **2** learners list the spending that they *cannot avoid* each week then add it up to find their total essential spending.
- Note: in some cases learners will not have any essential outgoings. In these cases complete a true budget based on their own spending and also complete one based on figures you provide.
- For part **3**, ask learners to compare their answers from **1** and **2**.
  - *What does it mean if the total in **2** is bigger than the total in **1**?* Explain that if your total income is less than your total essential spending, you are overspending. You need to increase your income or decrease your spending to avoid falling into debt.
  - *What does it mean if the total in **1** is bigger than the total in **2**?* Explain that if your total income is more than your total essential spending, you have some money left over to save or spend on luxuries. Learners can subtract the total in **2** from the total in **1** to find out how much money they have left over. Make sure learners understand the language used here: more than, less than.

If the learner has difficulty

- Learners may experience different types of difficulty depending on the method they have opted for.
- First make sure that they are clear about the calculations they must do. *What do you need to do to work this out?* Basically this is adding money and taking it away from the income.
- Secondly ask what is their preferred method. Observe the learner working through his/her chosen method and ask them to talk you through it. This may reveal where they are making errors.
- Areas of difficulty may include any of the following:
  - not understanding the concept of rounding

  - inaccurate keying in of amounts of money into a calculator – watch out for the decimal point
  - incorrect aligning of decimal points for column addition
  - incorrect methods for completing addition, such as when carrying into the next column
  - mental arithmetic strategies – not making connections between numbers (25p and 75p = £1).
- The language of maths is one of the biggest barriers to learning in numeracy. Make sure you use the same words as the learner for adding and subtracting and for all operations in numeracy such as 'carrying', 'decimal point', 'columns', etc. In the case of ESOL learners who may have the maths skills already, it is important to clarify the terminology and methods used.

Extension

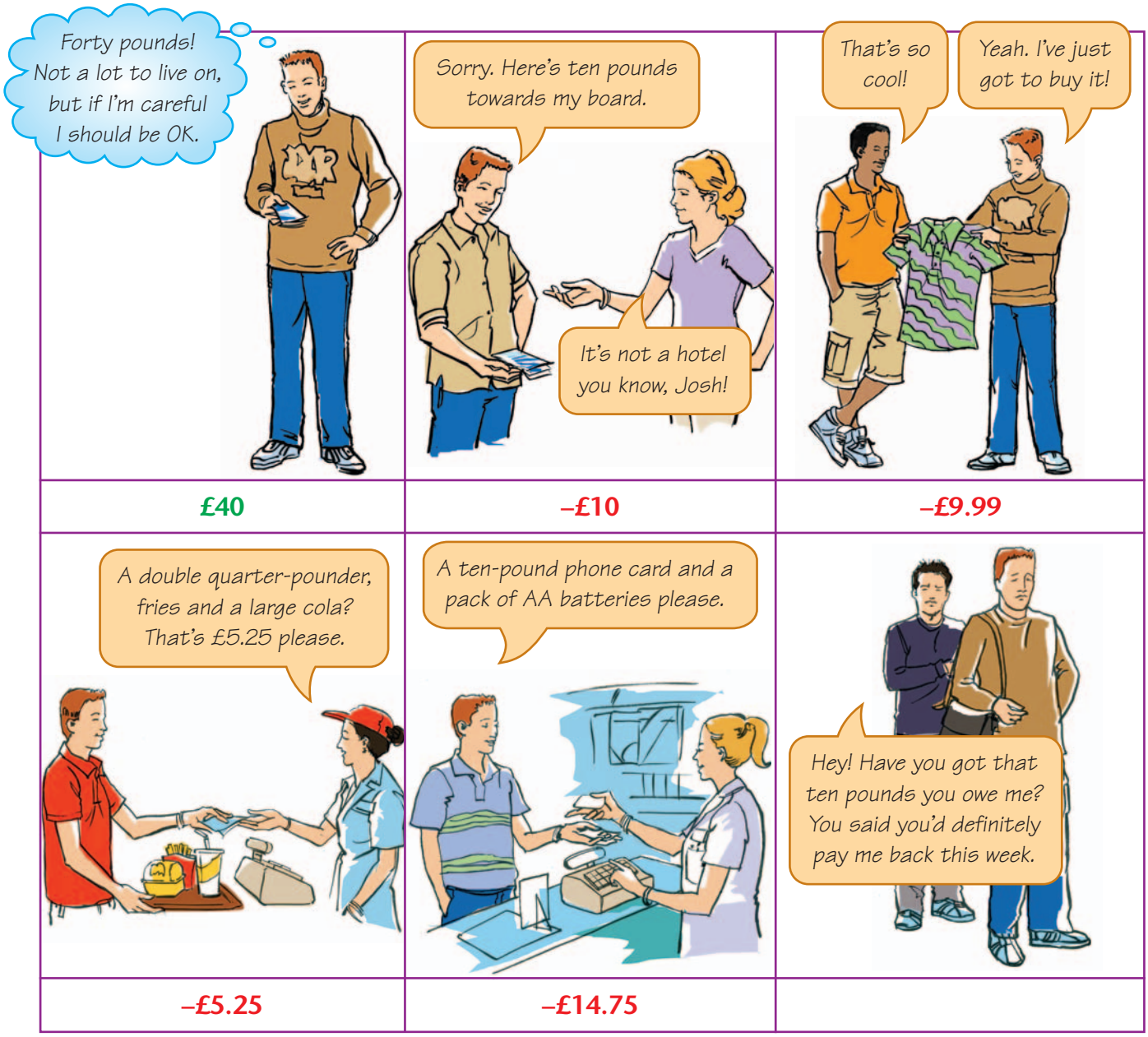
- Play a budget card game, which can be made by learners or the teacher to reflect learners' needs and experience.
- Make a set of playing cards that includes some income and a range of spending. Amounts can be in whole pounds and there will need to be more spending cards than income cards. Learners get six cards each to start with and there is a pile of surplus cards in the middle. The object is to balance the cards in your hand so that income matches spending. Players take turns to take one card from the pile and reject a card from their hand in order to achieve a balanced budget. The winner is the first to have a balanced set.
- **Income cards** might include the following:
  - Entry to Employment money – £40
  - Other benefits
  - Birthday money (range of amounts)
  - Earnings from part-time work (range of amounts)
- **Spending cards** might include the following:
  - clothes/shoes
  - food
  - socialising
  - presents
  - phone cards
  - scooter payments
  - driving lessons
  - board and keep
  - saving
  - catalogue payments
  - bus fares.

Theme assessment

Following on from their own budget completion, ask learners to keep a log of their spending for a week to check how realistic their budget is. Can they identify where savings could be made?

Budgeting

Focus



Budgeting

Task

Task 1

1 List the money you have coming in each week.

Money I receive each week

Wages	£ .
Benefit payments	£ .
Other	£ .
MY TOTAL INCOME	£ .

2 List the money you cannot avoid spending each week.

Money I cannot avoid spending each week

Rent/board	£ .
Food	£ .
Travel expenses	£ .
Other	£ .
TOTAL ESSENTIAL SPENDING	£ .

3 Work out how much money you have left over each week.

MY TOTAL INCOME	£ .
Less **TOTAL ESSENTIAL SPENDING**	£ .
MONEY I HAVE LEFT OVER	£ .

N2/E3.3; N1/L1.8; N2/E3.4; MSS1/E3.1

PAGES 2:3–2:4

Bank accounts

The first step towards managing money is to open a bank account. This introduces a whole set of new 'money' words, such as interest, credit, debit, current account, overdraft, etc. Understanding these words is crucial if a bank account is going to be beneficial and not encourage chaos and long-term debt. Young people on Entry to Employment are probably just beginning to open bank accounts and so it is important that they understand about the way bank accounts work and the vocabulary used.

Materials

Adverts for banking

Key words written on cards large enough to see when pinned up (see Introduction)

Cards showing definitions to match key words

Cheque book, debit card, credit card, bank statements

News2U from the source material (0:09–0:18)

Learning outcomes

1 To recognise and understand relevant specialist key words used for bank accounts (focus page, Task 1)

2 To use a glossary to find the meaning of unfamiliar words used in banking (focus page)

Introduction

- Pin up key words – statement, interest, overdraft, standing order, credit, direct debit, debit card, pin, account, savings account – and hand out copies of adverts for banking.
- Ask learners to highlight as many of the key words as they can spot in the adverts. Point out that we are surrounded by these words and though it might be tempting to ignore them, they do affect the way people manage their money.
- Hand out the definition cards for the key words to learners working in pairs and ask them to decide which key word each matches, checking using the glossary.
- Invite learners to pin their definition next to the key word.
- Pass round real examples of credit and debit cards, etc. Remind learners of the difference between them.
- Ask who has seen any of them before; who has already got some of them; discuss PINs and the newer CHIP and PIN facility for greater security.

Focus page

- Use the focus page to point out other words that may be attached to key words and which change the focus of the meaning (e.g. overdraft **limit**; **direct** debit; credit **balance**). Discuss their meanings and their importance in managing a bank account.
- Draw learners' attention to the 'small' print and the penalty for going over the agreed overdraft limit. Illustrate it on the board. Show learners how much interest is charged on, for example, an account overdrawn by £100 @ 2.45% (£2.45). Then show how much more this becomes if the overdraft limit is exceeded (e.g. £160 @ 18%, plus £25 fee (£53.80). Point out that this is the beginning of spiralling debt.
- Link to the previous theme on budgeting, to drive home the message that it is important to stay within your means and to understand as much as you can about how bank accounts work, so you don't become hopelessly overdrawn.

Curric. refs	Key Skills
Rw/E3.1 Rw/E3.3	N/A

Task 1

Show understanding of words associated with banking, by completing a crossword
Rw/E3.1
Rw/E3.3

- Remind learners that they have strategies for finding the right words: the key words and definition cards still pinned up, the glossary

and eventually the clues from looking at the pattern of letters within each word and how they fit with the letters of other words.

If the learner has difficulty

- Point out that a crossword can be completed in any order. Help the learner to read through the clues.
- If there is still a difficulty, start things off by providing some letters to help with other clues. Encourage the learner to cross off or tick the clues found, to reduce the load and help them to focus on what is left.
- Ensure learners understand how clues are numbered in a crossword. For example, for the box labelled 1 there is a down clue and an across clue.
- Highlight the key words in each clue to help the learner match up definitions with those that were pinned up.
- Supply the first letter of missing words to help the learner find the word and its definition in the glossary.

Extension

Ask learners to find words associated with banking and money that will fit around an acrostic of the words 'current account' or 'overdraft' (write the word vertically on the page and use each letter of the word as part of a word to do with banking or money – these words are formed horizontally).

Theme assessment

Pin up the definitions again and ask for volunteers to match them to key words. Ask questions to check understanding: *When do you need to use a PIN? What is meant by an overdraft limit?*

Bank accounts

Focus

statement

interest

credit balance

cheque book

overdraft

standing order

direct debit

overdraft limit

debit card

ACER — Ace accounts for U21s

The better way to bank!

Get your own:

- Cheque book
- Debit card
- Standing order and direct debit arrangements
- Monthly statement
- Interest* on credit balances
- Overdraft facility**

Plus if you open an U21 Ace Account today you will receive a free gift of £25 cash credited to your account!

What could be more 'Ace' than that?

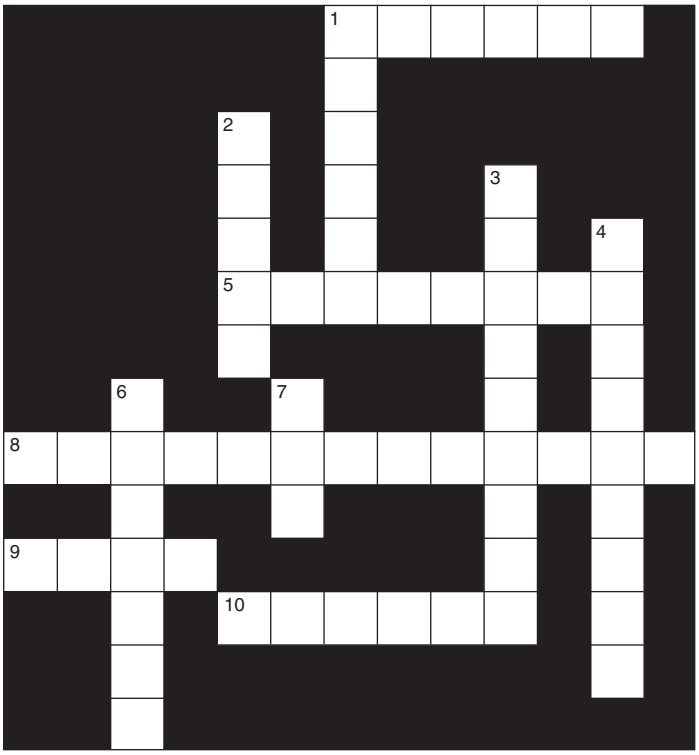
* Interest rates are variable. Currently 2.45% gross p.a.
** Up to £150. If you exceed this overdraft limit, we will charge a £25 fee plus an interest rate of 18% per calendar month on the full overdraft until the overdrawn amount falls to £150 or below.

Bank accounts

Task

Task 1

Complete the crossword.



Across

1 You can use one of these to pay money to another person. You write the name of the person on it, together with the amount that you want to pay them. Then you date and sign it. (6)

5 A bank may add this to money that you save. They will also add this to money that you owe them. (8)

8 If you want your bank to pay somebody the same amount of money each month, you ask them to set up one of these. (8, 5)

9 An amount of money that is borrowed from a bank and paid back over a period of time with interest. (4)

10 An estimate of the amount of money you earn and the amount of money you spend over a period of time. (6)

Down

1 You use this type of card to buy things now and pay for them later. The money is borrowed from the bank and you get charged interest. (6)

2 You use this type of card to pay for things that you buy. The money comes out of your current account straight away. (5)

3 If you withdraw more money from your account than is in it, then you will go into this. (9)

4 This tells you how much money you have in your account. It is sent to you by post or you can order one. (9)

6 The amount of money in your account at a given time. (7)

7 Common abbreviation for personal identification number. (3)

Understand the language involved with opening a bank account.

PAGES 2:5–2:6

Ways to pay

Many people get involved in credit of one sort or another without fully understanding the real costs. This theme develops the understanding and skills needed to deal with offers of credit, including calculation of percentage. Be aware of cultural sensitivities to the notion of loans and credit. The theme does not deal in detail with compound interest (the basis for APR – annual percentage rate). Note that advertising material often focuses more on simple interest rate rather than the true APR, as it appears to be cheaper.

Materials

Leaflets about store cards, credit cards, loans, etc., including repayment tables

Learning outcomes

1 To understand how credit and loan systems work (focus page)

2 To calculate percentage reductions (focus page, Task 1)

3 To calculate percentage interest (focus page, Task 2)

Introduction

- Ask learners to think about all the different ways to borrow money (e.g. from friends or family, hire purchase (HP), credit cards, store cards). Write these up on the board. *What do you have to do to borrow from these sources? What are the good and bad things about borrowing from each of these?* Confirm that most of us have to borrow money at some time, but that sometimes this can get out of control, for instance if you lose your job or borrow more than you can afford to repay.
- Discuss how credit companies make money (i.e. from interest payments charged). Discuss the term 'interest'. What does this mean? Give examples of simple loan repayments without interest (e.g. I lend you £100, you pay me back £100) and with interest (e.g. I borrow £100 and the interest is 15% per year, so in one year I have to pay back £115).
- Discuss the concept of percentage with learners. This is frequently misunderstood. Discuss different strategies for working out percentages. These may include using calculator function keys, following a method such as divide by 100 and multiply by ..., or learners may have mental calculation strategies, such as knowing that 10% is one-tenth, that 50% is half, etc. Check learners have an effective strategy or teach a method that suits individual learners.
- You might want to talk about compound interest (i.e. if you don't pay back for two years, the repayment is £115 plus 15% of £115 for the second year = £115 + £17.25 = £132.25).
- You might want to mention APR (annual percentage rates) which is the 'true' rate of interest to be charged. These rates can be as high as 30% with some credit options.
- Discuss these issues in the context of a range of leaflets about different credit options, including those with repayment tables. It might be interesting to look at the rates for a car loan for example. Work out the payments that would be due on a car loan of, say, £1000 over three years. How much would you pay in total over the three years? How much more is this than the cost of buying the car outright?

Focus page

- Look through the scenarios on the focus page and discuss the implications of each one. Check learners understand terms such as 'get credit of up to £250', 'buy now and pay later', 'credit limit', 'marked down by', 'discount', 'reduction'.
- You may need to work with learners on their understanding of percentages and how to calculate percentage. Note that this is an area of difficulty for many learners. What does 'percent' mean? (1 part out of 100) Explain and demonstrate how to work out 1% by dividing by 100.
- Use 10% as an example of how to make links between numbers, fractions and decimals – 10% means 10 parts out of 100 (or one tenth).

This can be calculated in a number of ways: divide by 10, £10 in each £100 so therefore £20 in each £200.

- Make sure learners are aware that this is a multi-step process – working out the percentage decrease and then deducting it from the full price.
- Learners experiencing difficulty with this can be referred to *Skills for Life* Numeracy Level 1 Unit 2.
- It may help to consider some other simple percentage equivalents to fractions and decimals, for example 50% is the same as $\frac{1}{2}$, which is the same as 0.5. The *Skills for Life* materials also cover this. You may want to develop a chart that shows fraction and decimal equivalents for 10%, 20%, 25%, 50%, 75%, 100%. Others can be added if appropriate for learners. (Note: this could instead be done as an Extension activity.)
- Work carefully through the questions on the page. Set some further examples if necessary.
- This theme could provide an opportunity for learners to think about issues around affording to buy what you want and the use of store cards. Ask learners to suggest other ways to afford what you want (e.g. saving, working extra hours).

Curric. refs	Key Skills
N2/L1.8 N2/L1.9 N2/L1.10	N1.2

Task 1

Work out 50% off
N2/L1.3
N2/L1.10

- Look at the tip on the page showing how to work out 50%. Work through this example with learners. Ensure learners understand that 50% is the same as $\frac{1}{2}$.
- Ideally encourage learners to do the calculation without a calculator in this instance.

If the learner has difficulty

- Two things here may cause problems: understanding fraction/percentage equivalents, and dividing by 2. Decide which of these is causing the problem and work on this. If the equivalence is difficult to understand, use some kind of visual representation (e.g. a room with 100 carpet tiles (100% or the whole floor). If 50 tiles are brown and the rest are green, then 50/100 or 50% are brown. The remaining green tiles must also number 50. $\frac{1}{2}$ is one part out of two equal parts (hence one over two). If you divide the floor into two equal parts, there would be 50 in each part (100 ÷ 2 = 50). So percent and fraction are different ways of describing the same thing.
- If necessary, use *Skills for Life* materials to support this work any work needed on division (see Numeracy Level 1 Unit 2).
- Learners who do not have a real understanding of fractions/percentages may struggle to understand that in this instance 'save' and 'pay' will be the same amounts.

Extension

- Using the same sales items, ask learners to calculate different percentage discounts (e.g. 10%, 20%, 25%).
- Ask learners to develop a fractions/percentages equivalents chart (if this has not been done already).
- Extend the calculation of percentage discount to amounts including pence (e.g. £25.50).

Task 2

Work out 20% interest on loans
N2/L1.9
N2/L1.10

- Work through the example on the page showing how to work out 20% interest. Ensure learners understand the number calculation involved.
- Create a set of cards with different amounts (whole number of pounds) for learners to find 1% of. When secure, they can find 10% of the amounts on cards and then move on mixed percentages.
- Encourage learners to record their calculation on paper. Ideally encourage them to do the calculation without a calculator in this instance.

If the learner has difficulty

- These calculations have a two-stage answer: if the first answer is incorrect, the second is also likely to be incorrect. Look at the learner's

working out to find out where he/she has made an error. Starting from the point at which they were correct, work through the rest of the problem with the learner.

- Make sure the learner understands the difference between interest and the amount you pay back.

Extension

- Set further examples using the same loan amounts but with different interest rates (e.g. 10%, 15%, 25%).
- Ask learners to investigate the percentage function key on the calculator and use it to work out a range of percentages of prices in whole pounds. Learners may need some help with this.

Theme assessment

- Give a list of items in the sales and different discounts ranging from 5% to 60%. Ask learners to calculate the amounts to be paid. *News2U* in the Source material has examples of sale items.
- Ask learners to develop a repayment table for loans from £50 to £500 over one year, with different rates of interest from 2% to 25%.
- Give learners in small groups or pairs a practical problem to solve. For example, you want to buy a second-hand car. Learners can investigate the different ways in which this could be financed and make a recommendation.

Ways to pay

Focus

Jo saved **10%** on an item that costs **£19.90**.
How much did she save? How much did she pay?

Jo has to pay the credit card company **£250 plus 20% interest**.
How much is the interest? How much must she pay back after one year?

Ways to pay

Task

Task 1

Work out the saving on these sale items.

1

50% off

Save £_____

Pay £_____

2

50% off

Save £_____

Pay £_____

3

50% off

Save £_____

Pay £_____

Tip

50% off is the same as $\frac{1}{2}$ **price**. To find 50%, divide by 2.

Example
50% off £34
£34 ÷ 2 = £17
Save £17
Pay £17

Task 2

How much will you have to pay back on these loans if you are charged interest of 20%?

1 On a loan of £100: the interest is £_____. You pay back £_____.

2 On a loan of £150: the interest is £_____. You pay back £_____.

3 On a loan of £180: the interest is £_____. You pay back £_____.

Example
How much will you have to pay back if you are charged interest of **20%** on **£160**?

10% of £160 = £16 (160 ÷ 10 = 16)

20% is 2 × 10% so
20% of £160 is 2 × £16 = £32

The **interest** is £32.
You **pay back** £192. (£160 + £32 = £192)

PAGES 2:7–2:8

Debt management

Participants in Entry to Employment are often operating on a very tight budget and may be tempted to spend more money than they can generate. This theme provides an opportunity to discuss this in an open and practical way. It is important that learners see the consequences of running up large debts. The theme also develops the numeracy and budgeting skills required to deal with a debt crisis, where the learner may have to calculate all outstanding debts and make a plan of how to pay. Writing skills may also be needed to contact creditors formally.

Materials

Leaflets about managing debt

'Loans R us' advert from *New2U* from the Source material (0:10)

Learning outcomes

1 To understand how debt accumulates (focus page)

2 To follow a five-step process to deal with debt (focus page)

3 To make money calculations to plan debt repayment (focus page, Task 1)

Introduction

- Discuss any experience of debt learners may have. Be aware of the need for confidentiality and do not encourage learners to give any detail. However, this is a good opportunity to discuss the difficulties that may be experienced by someone who has got into debt. It is worth stressing how debt problems can impact on your credit rating and what effect this can have later in life (e.g. difficulties getting bank accounts or further loans, credit checks for rental agreements or even later, mortgages). You may have to explain what a 'credit rating' is.
- Discuss the term 'interest'. What does this mean? Give examples of simple loan repayments without interest (e.g. I lend you £100, you pay me back £100) and with interest (e.g. I borrow £100 and the interest is 15% per year, so in one year I have to pay back £115). Refer back to the teaching in Theme 3 on percentages to reinforce and confirm learning.
- You might want to talk about compound interest (i.e. if you don't pay back for two years, the repayment is £115 plus 15% of £115 for the second year = £132.25).
- You may want to discuss the use of loan companies, and any potential difficulties. Refer to the 'Loans R us' advert in *News2U*. What might be the impact of this kind of loan? (It might encourage you to borrow more money, repayments stretch on for years.)
- Discuss the potential advantages of combining debts over continuing with multiple credit agreements (e.g. lower interest rates, lower monthly repayments, having to deal with only one creditor). Discuss potential disadvantages (e.g. if the interest rates are lower but the debt is spread over a longer period of time you may end up paying more interest overall).

Focus page

- Discuss the scenario on the focus page and the steps that give advice on how to take control of a debt situation. What is the first thing he must do? How much money does he have spare each week? Check that learners understand all the language in this five-step process. Ask for thoughts on what the highlighted phrase might mean. You may need to explain that unpaid loans can have some fairly serious consequences: from having goods you have bought repossessed to being taken to court.
- If learners have difficulty with this kind of money calculation, spend a little time demonstrating strategies for adding up money: aligning sums in columns, lining up the decimal point, using a calculator.
- Work through how to divide up the money to pay the various debts. *Which debts might have a high priority? Why? How do you decide how much to allocate to each debt? How much longer will it take to clear debts if you reduce payments?*

- You might want to look at the letter at the bottom of the page. Will the wording convince someone about his repayment plan?
- At the end of the session check understanding of the language on the focus page, such as 'consequences' and 'repayment plan'.

Curric. refs	Key Skills
MSS1/E3.1	N/A

Task 1

Calculate how to pay off debts
MSS1/E3.1

- Look through the information about Sam's weekly budget and debts. Ask learners to add Sam's information to the budget sheet then add up the outgoings. Finally calculate the cash available for paying debts.
- Encourage learners to show their working out and, in this instance, not to use a calculator.
- Ensure learners understand that there is more than one solution to this.
- Looking at the amount available, discuss how much to pay each creditor per week. *Which should be the priority?* Note that the shorter-term debt would be out of the way more quickly. *What proportion of the money should go to each?* Note that calculating proportion is at least a Level 1 skill.

If the learner has difficulty

- Observe where in the calculation the learner has made an error. Starting from this point, work through the calculation with the learner, giving support where necessary. Watch in particular for correct writing down of amounts (note that dyslexic learners may have problems with sequencing numbers and may write them down incorrectly), correct vertical alignment of numbers in the addition part of the task and correct subtraction in the sum that is written in a linear format.
- Check that the £40 rent is included in the sum as 40.00 and 40 is added in the pounds column, not the pence column.
- Any learner having significant difficulties with the addition and subtraction of money skills required for this task should be referred to *Skills for Life* (Entry 3 Unit 2).
- Some learners may be able to complete the calculations but need support with the reading aspect of the task.

Extension

Ask learners to calculate how many weeks it will take Sam to pay off his debts using the debt payment plan that they have worked out for him in this task.

Theme assessment

Set further more complex examples of budgets (with four or more components, e.g. rent, food, fuel bills, going out, holidays, clothes) and debts. These could be based on learners' experiences.

Debt management

Focus

I'm 6 weeks behind on the payments for my sound system. The credit company is threatening to repossess it. I've also got catalogue debts and my dad keeps asking me for money for my keep. The truth is, I'm in a mess with my money and I haven't a clue how to sort it out.

Step 1
Make a list all the people you owe money to and how much you owe.

Step 2
Let them know you've got problems keeping up with your payments. Ask for a little time to plan how to sort out your payments.

Step 3
Make a list of the money you have coming in and going out each week. Try to put some aside for future bills. This will tell you **how much money you have available to pay back what you owe.**

Step 4
Plan **how much you can pay** those you owe. You may decide to pay more money each week on debts where the consequences of not paying are most serious.

Step 5
Write to each person to say how much you can afford to pay them. Ask if they can agree to your repayment plan.

VJ Finance (sound system) £1450
Jay's Catalogu 68
Xpo Catalogu 45

Dear Sir,
Account Number: 6213-39-3
I wrote to you recently to let you know that I am not able to keep up my normal payments now that I am unemployed. I am writing to all my creditors asking for details of how much I owe them. Could you let me know how much I owe you?
When I have sorted it all out I will contact you again with an offer for paying back the debt

Money in:	E2E money	£40
Money out:	Board	£10
	Phone	£6

Plan for paying debts
VJ Finance ..... Pay off £5.00 per week
Jay's Catalogue ... Pay off £1.50 per week
Xpo Catalogue .... Pay off £1.50 per week

Dear Sir,
Account Number: 6213-39-3
I wrote to you recently to let you know that I am not able to keep up my normal payments now that I am unemployed. I have calculated that I can afford to pay £5 per week. Please see a copy of my calculation attached. I am currently looking for work and hope to be able to increase my payments shortly. I hope that you are able to accept my offer in the meantime.
I look forward to hearing from you as soon as possible.
Yours faithfully

Debt management

Task

Task 1

Look at what Sam says. Use the information to complete his weekly budget and the plan for paying off his debts.

*I get **£90.75** a week for helping out at a local sports shop. I've just moved into a flat with a couple of mates. Being independent is great, but it's not cheap. We each pay **£40** a week for rent and **£15.50** a week for bills. On top of that there's the weekly food bill. My share of that is **£20.25**.*

*My passion in life is football. I couldn't afford to buy my gear up front so I got it on credit. **It's £14.95 a week for 26 weeks.** I've also got some catalogue debts – **£10.50 a week for 42 weeks**. The trouble is I can't keep up both lots of payments now I live at the flat. I need to plan what I can afford to pay and write to the companies.*

Coming in each week

Wages £

Going out each week

Rent £

Food £

Bills £

Cash available for paying debts

Cash coming in take away cash going out = amount each week

£_____ – £_____

= £_____ each week

Plan for paying debts

Offer to pay the credit company

£_____ per week

Offer to pay the catalogue company

£_____ per week

PAGES 2:9–2:10

Wages

Some participants in Entry to Employment will have had experience of working for wages and so will be familiar with job adverts and pay slips. Participants who have not experienced working officially for wages may need to have the process explained in more detail and will benefit from the shared experiences of the group. This theme looks in a bit more detail at both job adverts and wage slips and gives practice in making money calculations to work out wages. It gives an opportunity to discuss deductions on wage slips, what they are for and how they are calculated. The subject matter is quite complex and introductory activities will be important to gauge the level of understanding and also learners' ability to carry out the calculations necessary.

This activity can be used for skills development in the following areas of the Entry to Employment entitlement curriculum:

- personal and social skills
- skills for employment
- literacy, language and numeracy and Key Skills.

Materials

Job advert pages from local newspapers

Examples of blank wage slips

Learning outcomes

1 To understand the components of a typical wage slip (focus page)

2 To calculate wages using information from job adverts (focus page, Tasks 1 and 2)

Introduction

- Discuss with learners where they look for jobs. What are the options? What is the best place locally? Is there somewhere that is particularly good for specific jobs (e.g. the local building site notice board is the best place to look for labouring jobs in construction). Confirm that there are many places to look for job vacancies.
- *What information do you usually expect to find in a job advert?* List ideas on the board/flipchart. You might take this opportunity to think about some of the different ways this information is expressed (e.g. salary, wage, pay, fees). You could also talk about how you apply for jobs: in person, by phone, by completing an application form, by interview.
- Look at adverts in local newspapers. Find the highest paid and lowest paid jobs. Flag up the different ways in which pay may be described and paid: hourly, weekly, monthly (what constitutes a month?). Ask learners to think about as many variations as possible.
- Find three jobs with different hourly rates. Find examples of different ways to apply for jobs. Find an example of a part-time job, a job involving shift work, a full-time job. Find examples of jobs that specify particular qualifications, and some that state that no qualifications are needed. You can extend this activity to suit the particular needs of the learners (e.g. to cover their vocational area).
- Go through the range of calculations that learners may require to calculate pay in different ways – given an hourly rate, a monthly rate or an annual rate. Encourage learners to work together on these problems and describe their solutions to the rest of the group.

Focus page

- Look at the two job adverts. They show examples of salaries quoted on an annual and an hourly basis, with calculations of how much this means per week/month/year. Work through the examples, ideally using a calculator.
- Look at any language or other issues that arise (e.g. the length of the working week, minimum wages, what 'per' means). (Learners may be unfamiliar with job-specific words in the adverts.)
- Look at the wage slip. If possible, display it on an overhead transparency (OHT) so you can indicate which sections you are talking about. Look at each heading and ask learners what they think it means. Explain any they are

unsure of. Draw their attention to the glossary and show how this works.

- Check learners' understanding of abbreviations (e.g. dept, plc, co., hrs, SMP).
- In particular look at the deductions column. Explain what happens to the money from each of these. Ask learners to check the addition.
- If possible, display other examples of wage slips (without breaching confidentiality) and look entries for pension, overtime, sick pay, etc.

Curric. refs	Key Skills
MSS1/L1.1	N1.1 N1.2

Task 1

Calculate wages from adverts
MSS1/L1.1
N2/L1.11

- Look through the adverts with learners, to ensure that they understand the information.
- Remind learners that there are 52 weeks in a year, and 12 calendar months in a year. Point out the tip on the page. Make sure learners understand this process. Can they apply it to other situations?
- Encourage learners to use a calculator to do this task. If preferred you could ask them to try out the calculations on paper first, then use the calculator for checking.

If the learner has difficulty

- Check learners understand all the language of the adverts (e.g. 'calendar month', 'per week'), including job-specific language. Reading may be a barrier to completing the numeracy work for some learners.
- Check that use of the calculator is accurate: keying in numbers, keying in the decimal point, using the appropriate function keys.
- Learners may need tasks to be more structured (e.g. on cards or sticky notes): How much can you earn per hour at Speeds? How many hours do you work per week? How much will you earn per week (hourly rate × hours per week).
- Dyslexic learners may have some difficulty reading numbers and sequencing them when using the calculator.

Extension

Set similar questions based on these and other job adverts from the local newspaper. Introduce the scenario of working overtime and work out how this will affect the weekly wage.

Task 2

Convert wages information to one format
MSS1/L1.1
N2/L1.11

- Discuss ways of doing the task, such as converting all the rates of pay to hourly, weekly, monthly or yearly. Ensure learners have sound strategies for doing this.
- Encourage the use of the calculator. If preferred, you could ask learners to try out the calculations on paper first, then use the calculator for checking.

If the learner has difficulty

- Check the learner has used an appropriate strategy to convert all the salary information to one chosen format. You might like to specify that they convert to annual salary.
- Check that use of the calculator is accurate: keying in numbers, keying in the decimal point, using the appropriate function keys.
- Learners may need tasks to be more structured on cards or sticky notes, as above.
- Dyslexic learners may have some difficulty reading numbers and sequencing them when using the calculator.

Extension

Start a 'job of the week' board, where learners identify local jobs in their sector and make calculations based on the advert of the annual salary, hourly rate or whichever seems appropriate.

Theme assessment

Look at further examples of wages quoted as annual salary, monthly, weekly and hourly from the local newspaper examples you have. Ask learners to make a chart of these showing the annual, monthly, weekly and hourly equivalents.

Wages

Focus

HOLLYWOOD CINEMAS

Assistant Film Technician

Salary £9600 pa

An exciting opportunity for an energetic person

You must be:
- enthusiastic
- technically minded
- interested in film and projection.

No previous experience necessary.

Please apply in writing to:
Steven Peel, Hollywood Cinemas,
Festival Park, Telford.

Northwood Tree Services

Due to growth in the business, we are looking for an enthusiastic person to assist with tree felling and pruning.

If you:

like to work outdoors,

have a head for heights,

would like to branch out into something new,

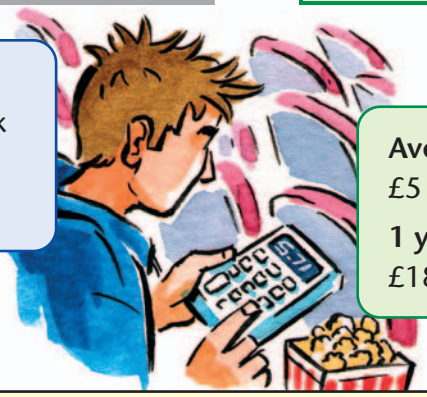
you could be the person we're looking for.

Full time £5 per hour

Ring Rob Northwood on 0987 654321 to arrange an interview.

1 year = 52 weeks
£9600 ÷ 52 = £184.61 per week

1 year = 12 months
£9600 ÷ 12 = £800 per month



Average working week = 37 hours
£5 × 37 = £185 per week

1 year = 52 weeks
£185 × 52 = £9620 per year

Connell's Leisureworld plc

NAME Greg Bromley
WORKS/DEPT No 3229

W/E 27/04/04
Tax Code: 474L
Tax Week: 4

GROSS WAGES TO DATE	TAX DEDUCTED TO DATE
£740.00	£63.92

	£	p
DEDUCTIONS		
CO. PENSION		
INCOME TAX	15	98
NATIONAL INSURANCE	10	34
OTHER		
TOTAL DEDUCTIONS	26	32

	£	p
PAY		
STANDARD		
HRS 37 @ £5.00	185	00
OVERTIME		
HRS @		
BONUS, SICK PAY, SMP		
GROSS PAY	185	00
DEDUCTIONS	26	32
NET PAY	158	68

*Everyone pays **income tax** and **National Insurance** contributions out of their wages. '**Net pay**' is the amount you take home.*

Wages

Task

Scratches requires a full-time experienced assistant to help with tattoo work and piercings.

Must be over 18, smart and hardworking, with good understanding of hygiene matters.

Basic wage £620 per calendar month.

Call Bob Bloom on 0201 848 488453

Despatch riders and pedal cyclists required

Must have own vehicle and be road competent.

All CCs considered.

40 hours per week

£4.10 per hour

Beginners welcome

Tel: Speeds 0201 984 3992292

Visitor Centre Assistant

North **E**ast **W**ildlife **T**rust is looking for someone to assist in its busy visitor centre. Duties include dealing with visitors and maintaining the tidiness of the site. Knowledge of local wildlife is an advantage.

£180 per week.
Live in if required.

For details email Jasonfrogmore@newt.com or telephone 0202 300233

Task 1

Use the job adverts above to answer these questions.

1 How much would you earn **per week** at Speeds?

_____

2 How much would you earn **per year** at Scratches?

_____

3 How much would you earn each month at North East Wildlife Trust?

_____

Remember!

There are **52 weeks** in a year.

There are **12 months** in a year.

Task 2

1 Which company pays the most?

_____

2 Which company pays the least?

_____

Tip

To convert weekly pay to monthly pay, multiply by 52 and then divide by 12.

MSS1/L1.1; N2/L1.11

PAGES 2:11–2:12

Where does the money go?

Following discussion about wage slips, learners may be curious to know exactly what happens to their tax and National Insurance contributions. This theme looks at the distribution of public money, presented in a pie chart. The learners engage with this data by interpreting the pie chart and creating pie charts of their own using a spreadsheet program such as Microsoft Excel. Extensions to the activities may include creating similar pie charts around an area of personal interest, such as a personal budget or a budget for a football club.

Materials

Access to computers with Microsoft Excel or a similar spreadsheet program

Learning outcomes

1 To understand how public money is spent (focus page)
2 To understand and interpret pie charts (focus page)
3 To create a pie chart on Excel using given data (Task 1)
4 To create a pie chart on Excel using own data (Task 2)

Introduction

- Remind learners about tax and National Insurance contributions deducted from everyone's wages. Where does this money go? Who spends it? What might happen if none of this money was collected?
- Make a list on the board of things paid for out of taxes and National Insurance contributions.

Focus page

- Look at the pie chart on the page. Why is it called a pie chart? In the cartoon slices of a pizza are used to illustrate that the pie chart shows how money is divided up and shared out to pay for all the things listed.
- Look at the categories on the pie chart. Did learners identify all of these? You might want to discuss each category to make sure learners understand what each of them covers.
- Look at the category 'other'. What does this cover? Note that this means referring to the key below.
- Now ask some specific questions based on the chart: *Which is the biggest budget? Which is the smallest? What is the total budget? Roughly what proportion of the total budget is spent on benefits and social protection, social services and health?* (about half)
- Reading and understanding the large numbers on this pie chart may be an area of difficulty for some learners and may also form the basis of some numeracy work looking into thousands, millions, billions, etc.
- You may get into discussions about the relative value of some of these categories (e.g. which is more important, health or education? What does 'debt interest' mean?).

Curric. refs	Key Skills
N1/E3.2	N1.1
HD1/L1.1	N1.3
HD1/L1.2	
N1/L1.1	

Task 1

Make a pie chart with given data using Microsoft Excel
HD1/L1.2

- Learners will need to be familiar with IT, though this is a straightforward task using Excel. Computers will need to be set up with Excel running.
- Ensure that learners follow the five-step process shown on the page and use the data given.
- Printed copies could be compared. Do they all show the same size 'slices' to the pie? It might be interesting to look at the effect of any different settings used.

If the learner has difficulty

- Learners with little IT experience will need support to do this task. Do the task yourself first so that you are aware of any potential difficulties.
- Dyslexic learners may key in numbers incorrectly (e.g. incorrect sequence (28 rather than 82), not enough zeros). Ask them to check this carefully.

Extension

Ask learners to increase each budget heading by 50% and make a new pie chart. What effect does this have?

Task 2

Create a pie chart using your own data
HD1/L1.2
N1/L1.1

- Learners need to decide which of the scenarios they want to work with then spend some time working out how they are going to divide up the money. What categories will they have? Encourage them to have at least six.
- Remind them that the total of the categories must match the total budget. Encourage learners to use calculators for this.
- Learners should then proceed to make a pie chart as before.
- Share the results of this task.

If the learner has difficulty

- Learners may need support to decide which scenario to use and how to divide the budget.
- Learners may have difficulty dividing up the budget to match the total amount. Check the use of the calculator and correct keying in of numbers.
- Check that learners are able to use Excel correctly and key in numbers accurately.

Extension

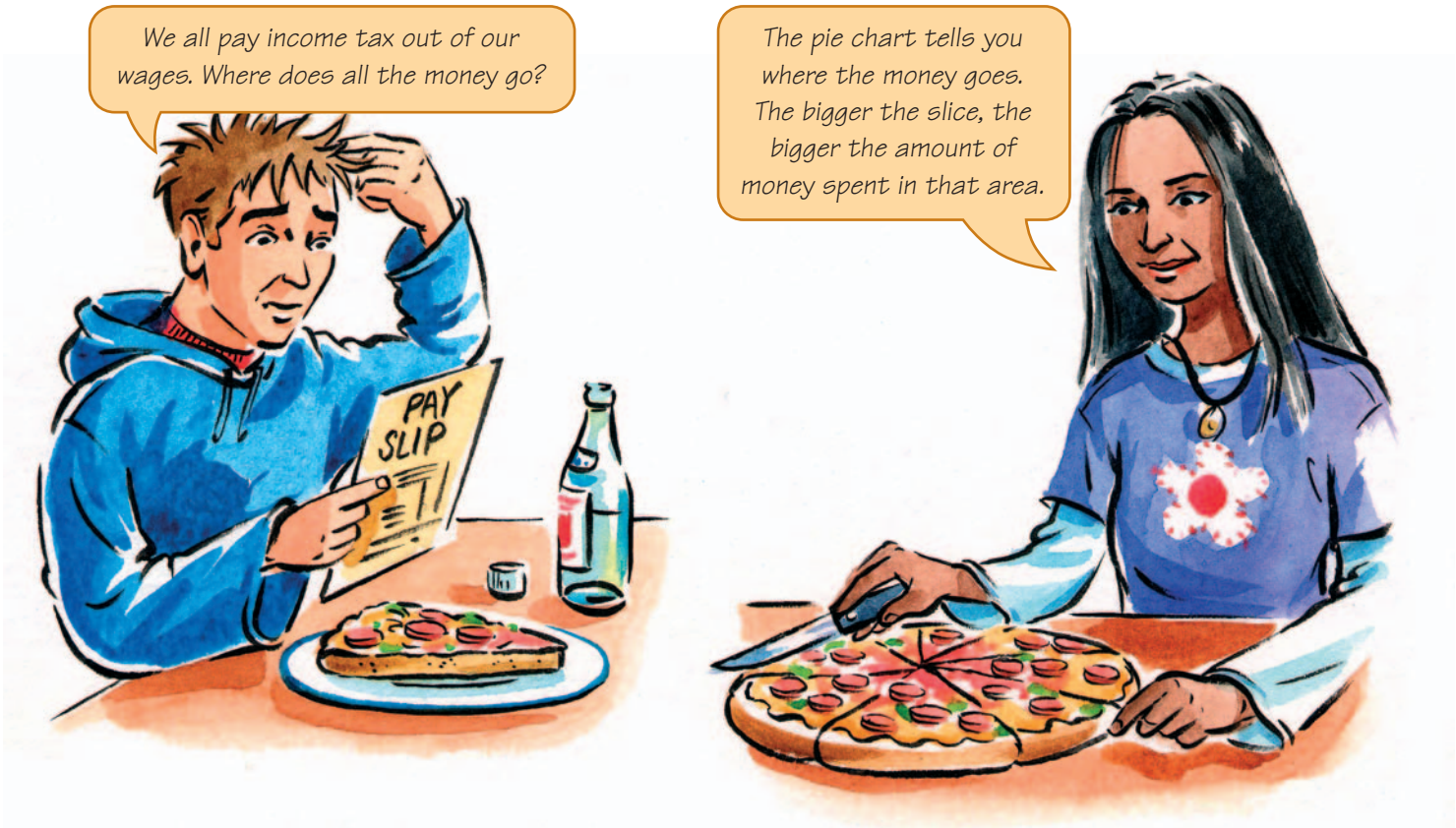
Ask learners to create a further pie chart using one of the other scenarios.

Theme assessment

Using Excel, ask each learner to create a budget sheet reflecting his/her own income and expenditure or to create one based on a given scenario. It may take some time to get all the expenditure information together. Be aware of the need for confidentiality in this activity.

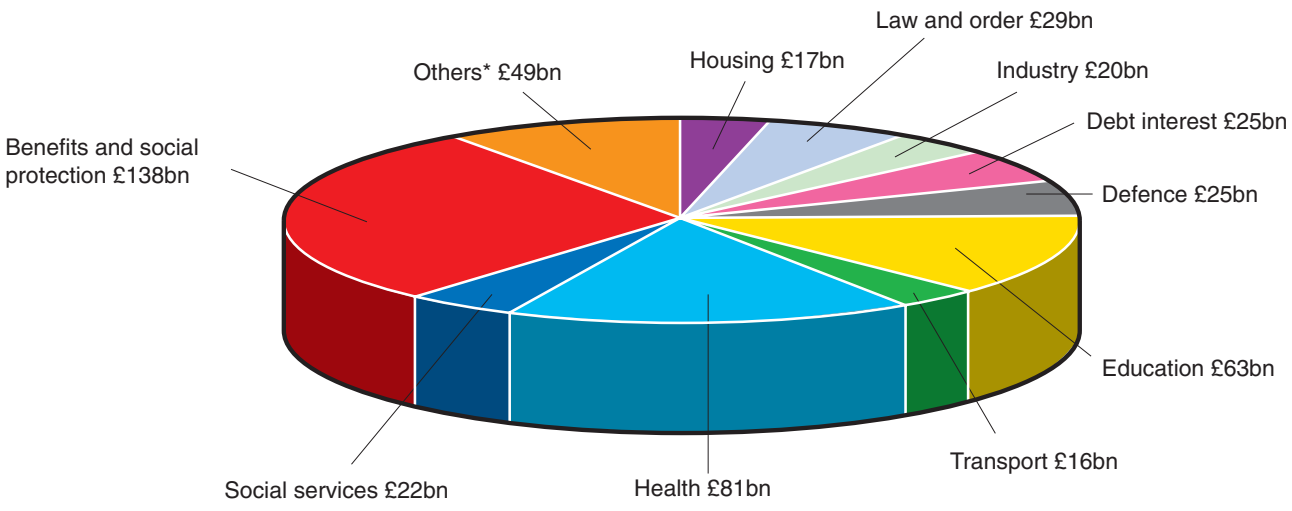
Where does the money go?

Focus



Where taxpayer's money is spent

(based on 2004/5 spending figures)



*Others includes recreation, culture and religion, international cooperation and development, and public service pensions

Where does the money go?

Task

Task 1

Make a pie chart to show how Council Tax money was spent in Eastleigh.

Follow these five steps, then print your pie chart.

1 Open **Microsoft Excel**.

2 Type in the following information.

	A	B	C	D	E	F
1	Education	Social services	Libraries and leisure	Waste disposal	Roads	Fire and police
2	82,000,000	34,000,000	8,000,000	7,000,000	14,000,000	8,000,000

3 Highlight the information you entered.

4 Click on the chart wizard icon. Then click on the pie chart icon.

5 Experiment with the different settings. Remember to give your pie chart a title.

Task 2

Make a pie chart using your own data. Choose from one of the following:

- You are the Prime Minister with a budget of £500 billion to spend on the benefit of the country.
- You are a football manager with a budget of £100 million to spend on the benefit of the team.
- You have won the jackpot on the Lottery. You have £19 million to spend as you please.

Remember!

The slices of your pie chart must add up to the amount of money you have to spend.

Read and make a pie chart about money.

PAGES 2:13–2:14

Age limits

Understanding age limits is an important issue for young people. This theme discusses some of the things you are allowed to do at ages from 10 to 21 years and gives practice in completing an application card for a Proof-of-age card. The material provides a focus for discussion and may also lead on to areas such as identity cards as a current political issue.

Materials

Article entitled 'Licensee fined for serving under-age drinkers' in *News2U* in the Source material (0:10)

Blank copies of the Proof-of-age card application form on the task page

Caption competition form from *News2U* in the Source material (0:18)

Examples of other forms (e.g. vehicle licence application form, passport application form, both obtainable from the post office, catalogue order forms)

Learning outcomes

1 To read and understand a table of information about age limits (focus page)

2 To scan a list for key words (focus page)

3 To complete an application form with personal details (Task 1)

Introduction

Give learners a selection of the activities listed on the focus page – each written out on a separate piece of paper. Ask them to decide at which age it should be legal to be able to do these things.

Focus page

- Explain how to find information in a table – looking across the rows and up and down the columns.
- Explain how to scan the list for a key word. This is like looking for a familiar face in a crowd of people. You know the face (or word) you are looking for before you start. Practise doing it with, for example, buying an *air rifle*. The words are distinctive and can be located easily. Confirm that scanning means you don't have to read every word in a document, just find the word you want.
- Practise this by finding other pieces of information (e.g. driving a moped).
- Compare learners' answers with the reality on the page. Did they get them all right? Use scanning skills to check this.
- Play a guessing game using the photographs on the page: How old are these people? (Note: there are no right answers.) Discuss which ones look old enough to do various things on the list. How difficult is it to judge/know the ages of people?
- Read the newspaper article entitled, 'Licensee fined for serving under-age drinkers' in *News2U* in the Source material. Discuss the implications. Who is breaking the law? What are the penalties? What changes could be made?
- Discuss the merits of a proof-of-age card. Amongst others, www.citizencard.net and www.portman-group.org.uk have schemes, some of which are free.

Curric. refs	Key Skills
Rt/E3.7 Rt/E3.8 Rw/E3.2 Ww/E3.1 Ww/E3.3 Wt/E3.4	N/A

Task 1

Fill in an application form
Rw/E3.2
Ww/E3.1
Ww/E3.3
Wt/E3.4

- Confirm the purpose of a proof-of-age card. When would you need to use it? Do any learners have an age card already? In what circumstances do they use it?

- Read through the instructions and form to ensure that everyone understands the requirements and that all information is to hand. In particular, check that learners are familiar with and can write in capital letters.
- Discuss the vocabulary used in the form – forename, surname, confirm, block capitals, etc. Are there other ways of saying the same thing? What, exactly, does each of these mean?
- Stress that clear handwriting is important. Why? Make sure learners have noted the requirement to write in block capitals. Make sure they understand what this means.
- Look at the requirements for each part of the form. Which part do they have to complete? (Part A) Who completes Part B? Under what circumstances does Part B not have to be completed? What is the purpose of Part C? Who can fill it in? What does 'authorising person' mean? Who would they choose for this section?
- Ask learners to fill in as much of the form as possible. They could do this on photocopies of the form, if they want to practise and produce a good copy.
- Spend some time reviewing the completed forms, checking they have been completed correctly in all aspects.

If the learner has difficulty

- Use the Caption competition form from *News2U* in the Source material to practise on a simpler form.
- Ensure that learners know the correct spellings for their personal details. Work through any difficulties with the vocabulary used on the form.
- Some learners may have problems writing in capital letters. Give them support and practice for this.

Extension

- Ask learners to complete other straightforward forms that require name and address details (e.g. forms to request brochures).
- Extend this to more complex forms (e.g. vehicle licence application forms, passport forms, catalogue order forms). Note that many forms are available from post offices.
- Ask learners to develop a checklist to use when completing forms (e.g. have the instructions been followed, is the writing neat, etc.).

Theme assessment

Ask learners to complete a form downloaded from www.citizencard.net and send it off. This is free of charge for under-18s.

Age limits

Focus

Age	What it is legal to do
10	• You can be held responsible for a crime if it is proved that you knew that what you were doing was wrong.
12	• You can buy a pet. • You can see a 12-rated film.
13	• You can work for a certain number of hours a week.
14	• You can go into a pub but not buy alcohol. • You are responsible for wearing a seatbelt.
16	• You can buy cigarettes or tobacco. • You can leave school. • You can choose your own doctor. • You can claim Social Security benefit. • You can work full time. • You can hold a licence to drive a moped. • You can get married with one parent's consent. • You can drink wine or beer at a meal in a restaurant. • You can leave home with your parent's consent. • You can buy a lottery ticket.
17	• You can hold a licence to drive any vehicle (except some heavy vehicles). • You can hold a private pilot's licence. • You can be a street trader. • You can buy an air rifle. • You can leave home without your parent's consent. • You can give blood.
18	• You can appear before adult courts. • You can vote. • You can bet. • You can buy fireworks. • You can change your name. • You can apply for a passport. • You can own a house. • You can sit on a jury. • You can buy alcohol. • You can get a tattoo. • You can get married without your parent's consent. • You can act as an executor of a person's will.
21	• You can become an MP, a local councillor or a mayor. • You can adopt a child.

Age limits

Task

Task 1

1 Read the application form and the instructions about how to complete it.

2 Fill in the parts that apply to you.

3 Who would you ask to fill in Part C?

PROOF-OF-AGE CARD APPLICATION FORM

INSTRUCTIONS

PART A Notes for Applicant:
Use black ink.
Write in BLOCK CAPITAL LETTERS.
Fill in every box.
If you are under 16, ask a parent or guardian to complete Part B.

Part C: to be completed by a person in authority, such as a teacher or tutor, doctor, police officer or other such person who can confirm your identity and age.
Enclose two passport size photographs.
Enclose a copy of your birth certificate.

PART A	**Applicant to complete**			
Male			Female	
Forenames			Surname	
Home address (including full postcode)				
Email			Full telephone number	
Date of birth	day	month	year	Age
Date				
I confirm that the information above is true and correct.			Signature	
If you are under 16 ask a parent or guardian to fill in Part B.				

PART B	**Parent/Guardian to complete**
Full name	Relationship to applicant
Date	Signature

PART C	**Authorising person to complete**
I confirm that this person is known to me personally and is _____years old. I am not related to the applicant. I have signed the reverse of the photo to certify that it is a true likeness of the applicant. I confirm that this information is true and correct.	
Signature	
Name and title	
Address	
Full telephone number	

Rw/E3.2; Ww/E3.1; Ww/E3.3; Wt/E3.4

PAGES 2:15–2:16

Responsibilities and rights

This theme looks at some of the issues around legal rights and responsibilities: citizenship issues. Everyone of all ages has rights and we acquire responsibilities as we get older. With rights go responsibilities. It is important for people, especially young people, to understand the difference between rights and responsibilities and what society expects of its citizens. The focus page uses a 'problem page' approach on the focus page and audio clips in the tasks. Learners are asked to respond to authentic situations and use this material to stimulate discussion. Good speaking and listening skills are required for this kind of discussion. Focus learners' attention on issues such as stating opinion, recognising that it is opinion, listening to and valuing other people's opinions, using appropriate language, making appropriate contributions and respecting turn-taking rights. This may also be a good opportunity to draw on the experience of learners from other cultures and discuss similarities and differences.

Materials

Information leaflets about consumer law, 'Stop and search' law, voting, equal opportunities, access to health care, etc. Information can be found on www.thesite.org or the 'Your rights' section of www.connexions-direct.com. Some books are also available through www.lifeline.org.uk

'Ask Fran' problem page from *News2U* in the Source material (0:12)

Audio equipment

Learning outcomes

1 To contribute to a discussion, using appropriate language and giving clear information (focus page, Tasks 1–3)

2 To contribute to a discussion, listening to and valuing other people's viewpoints (focus page, Tasks 1–3)

3 To contribute to a discussion, making relevant contributions and respecting turn-taking rights (focus page, Tasks 1–3)

4 To reword difficult language (Task 3)

Introduction

- Start a general discussion: *What is meant by rights? Responsibilities? What is the difference? What are the rights of the group members? What are their responsibilities? Who makes up the rules? Why do we have laws?* It may be an interesting point of discussion to identify learners' own rights and responsibilities within the Entry to Employment programme. They have a right to expect professional advice and guidance and training, etc; they have a responsibility to arrive on time, treat others with equal respect, etc. These can be written up as a table on the board/flipchart.
- In pairs/small groups ask learners to make up their own rules of behaviour for the group. This should include things like listening to other people, respecting their views, some rules for turn-taking, something about making sure everyone is able to contribute.
- From the suggestions made by the group, draw up a set of rules that the group will abide by. What are the rights and responsibilities of each learner when it comes to following these rules?
- Decide on group members to role-play a magistrate, prosecution lawyer, defence lawyer, jury. Briefly discuss the various roles of these people. Use the problems on the 'Ask Fran' page from *New2U* in the Source material as 'cases'. Swop roles.
- How does the group feel about the judgements made by the jurors?

Focus page

- The five areas for discussion are:
  1 paying national taxes, right to health care, responsibility to keep self healthy
  2 paying local taxes, right to take advantage of local amenities, responsibility to abide by by-laws (local rules) and allow other people the freedom to enjoy them too
  3 consumer rights – right to protection under the law, responsibility to check goods before purchase, etc.
  4 right to withhold information when stopped by police and not accused of an offence,

responsibility to abide by the laws of the land and remain civil to the police

5 right to a free vote, responsibility to vote.

- All these areas are likely to be contentious and you will have to use your judgement about whether to exclude discussion about a particular topic. Try to encourage genuine debate, allowing all participants the opportunity to contribute but controlling those who want to dominate the debate. Avoid the temptation to give your own views, but give information when it is needed. You will need to have specific information about consumer rights, stop and search, voting rights, access to health care and access to local amenities.
- Set up the discussion based on the rules developed by the group. Set a time limit if necessary. Ask learners to note the range of views about issues. This could be used later as the basis of a piece of writing about each topic, perhaps for a group newsletter.
- Ask learners to score their performance on a checklist based on the rules they devised earlier. Alternatively you could devise a checklist based on speaking and listening skills, to include: listening to other people's points of view, respecting other people's points of view, speaking clearly, using appropriate language, stating your opinion clearly, with reasons, making relevant contributions to the discussion, respecting turn-taking (e.g. not interrupting).
- This theme is an ideal opportunity to discuss and value the experiences of learners from different cultural backgrounds.

Curric. refs	Key Skills
SLlr/E3.2	N/A
SLlr/E3.5	
SLc/E3.1	
SLc/E3.2	
SLc/E3.3	
SLd/E3.2	
SLd/E3.3	
Rw/L1.2	

Task 1 2

Listen to someone complaining and discuss what should be done
SLlr/E3.5
SLc/E3.1
SLc/E3.2
SLc/E3.3
SLd/E3.2
SLd/E3.3

- Make sure learners recall the consumer rights and responsibilities discussed on the focus page. They may need a leaflet to check this.
- Play audio clip through once for gist, then again so learners can listen to the detail.
- They should then discuss briefly in pairs what they think should happen and make a note of this.
- Now extend this to a discussion, starting with each pair giving their view.
- Follow this by a more general discussion of consumer rights and any experience learners may have of this kind of situation. Learners should agree the reasons for their decision about Laura's rights.

If the learner has difficulty

- Ensure that learners understand the audio clip. Play it again if necessary. Explain any aspects they do not understand.
- Learners cannot make a decision about Laura's rights unless they have an understanding of the law about returning goods. Make sure learners have this information and understand it.

Extension

- Think of some other examples of similar situations, perhaps where the rights and wrongs of the situation are less clear (e.g. if there is a fault in the goods, or if some blame attaches to the retailer).
- Ask learners to role-play situations in which they are returning goods to shops. Many people find this type of exchange difficult, partly because they are unsure of rights (and responsibilities) but also because there are uncertainties about language use and how to handle this type of potentially embarrassing situation. Developing some strategies and practising language for this would be useful.

Task 2 3

Listen to an exchange and decide what is incorrect behaviour
SLlr/E3.2
SLlr/E3.5
SLc/E3.1
SLc/E3.2

SLc/E3.3
SLd/E3.2
SLd/E3.3

- Make sure learners recall the 'stop and search' rights and responsibilities discussed on the focus page. They may need a leaflet to check this.
- Play the audio clip through once for gist, then again so learners can listen to the detail.
- Learners should then discuss briefly in pairs what they think was wrong with how both people behaved and make a note of this.
- Now extend this to a group discussion, starting with each pair giving their views.
- Follow this with a more general discussion of 'stop and search' and relationships with the police and any experience learners may have of this kind of situation. Be aware of the need for confidentiality here. Learners should agree the reasons for their decision about what was wrong with each person's behaviour.

If the learner has difficulty

- Ensure learners understand the audio clip. Play it again if necessary. Explain any aspects learners do not understand.
- Learners cannot make a decision about the rights and wrongs here unless they have an understanding of the law about 'stop and search'. Make sure learners have this information and understand it.
- There are also some cultural aspects to this exchange, in terms of what is viewed as acceptable language. You may need to discuss this with learners.
- Learners who are not confident writers can give their responses verbally.

Extension

- Ask learners to role-play similar situations involving contacts between police and the public. Some people may find this type of exchange difficult, partly because they are unsure of rights (and responsibilities) but also because there are uncertainties about language and how to handle this type of situation. Developing some strategies and practising language for this would be useful.
- Organise for a police officer to talk to the group about rights and responsibilities, in particular in this kind of situation.

Task 3

Work out what an official caution means
Rw/L1.2

- This is the official caution given on arrest. Discuss the circumstances when this might happen. Learners may well be familiar with the caution from watching TV programmes, but what does it actually mean?
- Remind learners that one way of understanding difficult text is to put it into their own words. Ask them to read the caution (could be role-played). In pairs they should try to reword it so it is more understandable. Compare the versions prepared by learners. Which is the clearest?
- Discuss the purpose of the caution. It confirms the arrested person's right not to say anything (right to silence). But it also informs the arrested person that they have to tell the police information that may come up in court later, if this information is likely to be used in defence (e.g. I was on holiday in Benidorm at the time of the crime). It also warns the arrested person that the police will use anything they say in evidence in court.

If the learner has difficulty

- You may need to support learners to do this task – it is quite difficult to interpret this type of legalistic information. Giving the reasons why the caution is phrased in this way might help. Try working through the caution phrase by phrase.
- Learners who are not confident writers can give their responses verbally.

Extension

Look at some other examples of legalistic language from leaflets and work through them to understand what they mean. These should be selected to reflect the learners' particular interests.

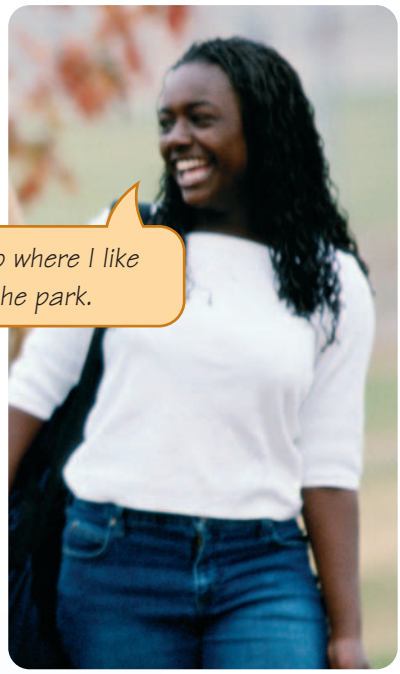
Theme assessment

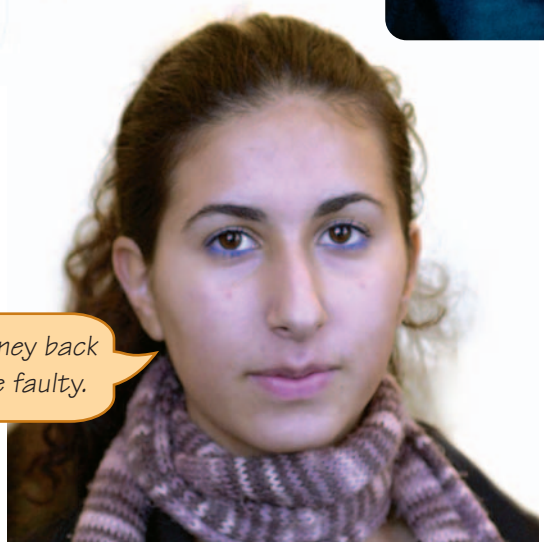
- Ask learners to think of a new law (or set of laws) to be adopted nationally, giving reasons why it should be adopted and what the rights and responsibilities are under it.
- Ask learners to develop a list of rights and responsibilities for the workplace, again based on their own experience.

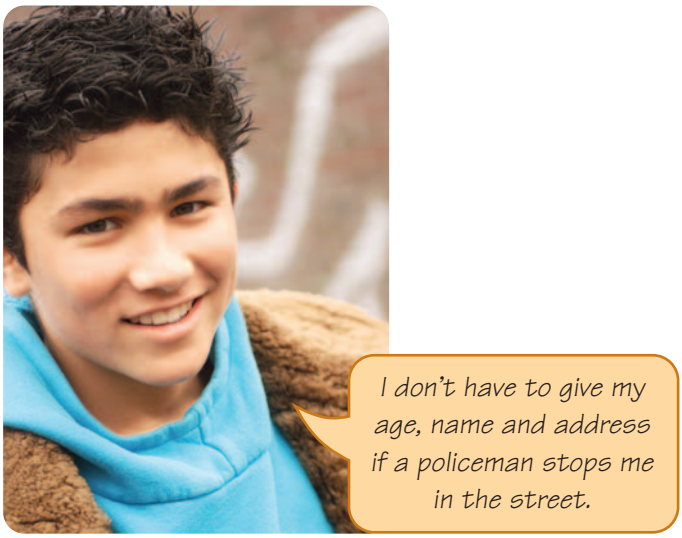
Responsibilities and rights

Focus

Do you know your legal rights? Do you know what responsibilities go with these rights?







Responsibilities and rights

Task

Task 1

2

Listen to Laura asking for a refund.

Does Laura have the right to be given her money back?

Laura should/should not be given a refund because:

Task 2

3

First listen to what Andy says, then to what the police officer says.

In the space below, make a note of any behaviour that is incorrect.

Incorrect behaviour: Andy	Incorrect behaviour: police officer

Task 3

What is the police sergeant actually saying?

Write it in your own words.

You do not have to say anything. But it may harm your defence if you do not mention when questioned something which you later rely on in court. Anything you do say may be given in evidence.

Understand and discuss your rights and responsibilities.

Rw/L1.2; SLlr/E3.2; SLlr/E3.5; SLc/E3.1; SLc/E3.2; SLc/E3.3; SLd/E3.2; SLd/E3.3

PAGES 2:17–2:18
Driving

Driving a car is not just about developing the skills needed to handle a car, but also involves a range of reading and number skills. Reading skills are needed to read and interpret, amongst other things, adverts for cars. Numeracy skills are required to sort out the finances involved in buying a car and budgeting expenses. This theme and its associated Source material introduces and develops some of the reading and numeracy skills mentioned. You will have to judge whether learners need more information and practice in these areas or in the skills needed, for instance, to read and understand the Highway Code, loan agreements, workshop manuals, or to complete application forms. ESOL learners may not be familiar with British systems and this should be addressed throughout the theme.

Materials

News2U from the Source material: car thefts article (0:13), Vehicles for sale (0:17), Test your knowledge quiz (0:13)

www.thesite.org has further information about driving

Learning outcomes

1 To develop strategies for mental addition (focus page, Task 1)

2 To read and understand newspaper adverts for cars (focus page, Task 2)

3 To obtain information from a newspaper article to inform choice (focus page, Task 2)

Introduction

- Test learners' knowledge of the law regarding learning to drive with a quiz. (There is one in *News2U* in the Source material, but you may want to develop a more comprehensive one.)
- Confirm that, as well as learning to control a car or bike, you need other skills to be a driver: reading when you buy a car or bike, numeracy skills to sort out the money side of things.

Focus page

- The people in the graphics dream of owning smart cars. What is the reality? Have learners ever worked out the real cost of driving and owning a car?
- Look at the list of costs involved in learning to drive. What strategies do learners have for adding amounts of money in their heads? Give an example, such as: *You have to buy three coffees at 99p each. How do you do this kind of calculation?* List possible strategies (e.g. rounding up).
- Work through the strategies listed on the page to ensure learners understand the processes involved. Provide extra examples of each strategy if required. Make sure that strategies are understood.
- Stress that this is also a useful skill when calculating what the bill will be in a restaurant, shop, etc.
- Use the car advert on the focus page as the basis for a discussion on the other costs involved in being a car driver. You may need to give learners information about these costs.
- What abbreviations are used in the advert? What do they mean? How are they made? (e.g. vgc takes the first letter from each word of **v**ery **g**ood **c**ondition, as does MOT). Lckng misses out the vowels. A full list of abbreviations can be found on www.topgear.com. Learners may also be able to contribute vocabulary about cars and give their own definitions. Check that ESOL learners are also familiar with the terminology.
- Use the Vehicles for sale adverts in *News2U* for comparison, to bring out points about getting a good deal, comparison of prices and for further practice in use of abbreviations. They are also used to complete the tasks.
- Read the article in *News2U* about stolen cars. You may need to read this article aloud. Explain/look up with learners any difficult words (e.g. vendor). Read again to discuss each point and its implications.

- Other points for discussion may include looking at vehicle registration documents (logbooks) and transfer of ownership documents.

Curric. refs	Key Skills
MSS1/E3.1 MSS1/E3.2 N2/E3.4 Rt/E3.2 Rt/E3.5 Rw/E3.1 Rw/E3.2 Rw/E3.5 Rt/L1.1	N/A

Task 1

Work out the cost of things in your head
MSS1/E3.1
MSS1/E3.2
N2/E3.4

- Encourage learners to use their own methods for mental calculation.
- Ask learners to either check each other's answers or check answers on a calculator.

If the learner has difficulty

- Learners may not feel confident enough to use mental methods of calculation. Support them with an appropriate method. You may need to do a lot of practice in this area before learners are confident.
- Talk through how to round up and down to do this calculation. Check the learner is adjusting the total to take account of this rounding up and down.
- Check that learners are able to add money accurately: check the alignment of numbers and decimal points. Any learner with significant problems in this area can be referred for support using *Skills for Life* Numeracy Entry 3 Unit 2.
- If a calculator has been used, ensure learners are keying in numbers and functions accurately.

Extension

Give further examples of similar calculations but change the scenarios to larger engine sizes. Ask learners to talk through the calculation as they do it. Ask learners to think about other expenses that they will have if they run a car and add these to the bill.

Task 2

Find information in a newspaper article and adverts
Rt/E3.2
Rt/E3.5
Rw/E3.1
Rw/E3.2
Rw/E3.5
Rt/L1.1

- Learners need the Vehicles for sale adverts and the article on car theft from *News2U* in the Source material.
- Remind learners of the work done on the focus page. Remind learners about the glossary.
- Question 3 would make a useful discussion point for the group.

If the learner has difficulty

- **Question 1:** work through each question with the learner. Show the learner how to use the glossary. For ESOL learners it will be useful to put the words into phrases such as 'tamper with …' .
- **Question 2:** locate the adverts for the learner and confirm that the answers are to be found in the car theft article. You may need to work through this with them.
- **Question 3:** this is best done verbally, in the light of reading the Source material. Write down the learner's explanation in your own words.

Extension

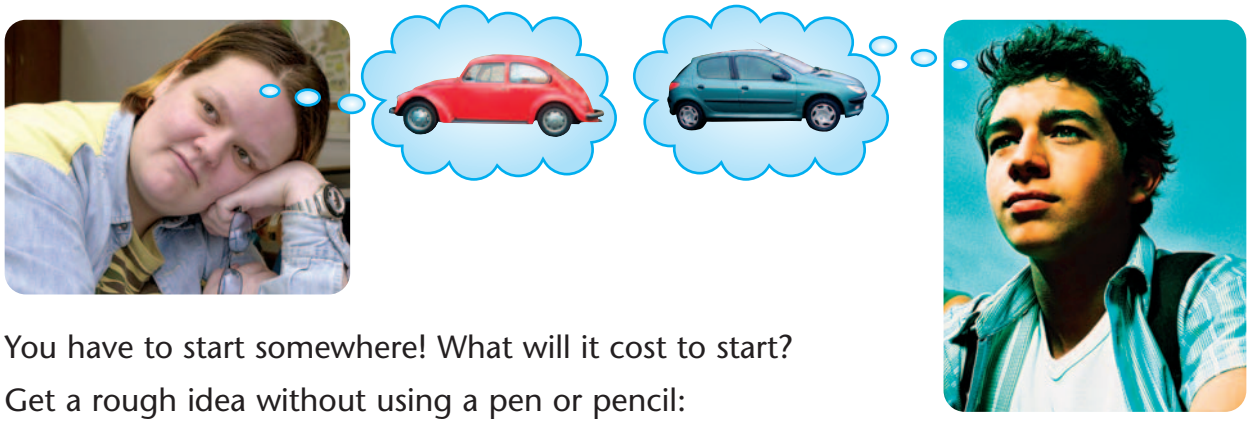
Ask learners to search through car adverts and compile a full list of abbreviations used, with their meanings. They may know the meanings or may need to work them out.

Theme assessment

Learners should use local car adverts to choose a car and develop a full budget for it, using information on car insurance, tax, car loans and so on. Some of this builds in work in other themes of this module.

Driving

Focus



You have to start somewhere! What will it cost to start?

Get a rough idea without using a pen or pencil:

Driving Lessons (20 hours at £15 an hour)	*£300.00*
Highway Code	*£1.49*
Theory Test	*£15.50*
Driving Test	*£38.00*
Total	

Multiplying by 10 may be a good place to start: 15 × 10 = 150

Do you know any quick methods for doing this? Two tens are twenty, so double £150 is £300.

Make a number ending in 9 up to the nearest pound or 50p. (Take the pence off at the end of the calculation.) £1.49 is nearly £1.50.

£300.00 + £1.50 = £301.50

Add on the 50p first (£302). Then add on £10.00 (£312). Then add on £5.00 (£317).

Call this £40 and add it on in tens. (Take off the £2 at the end of the calculation.)

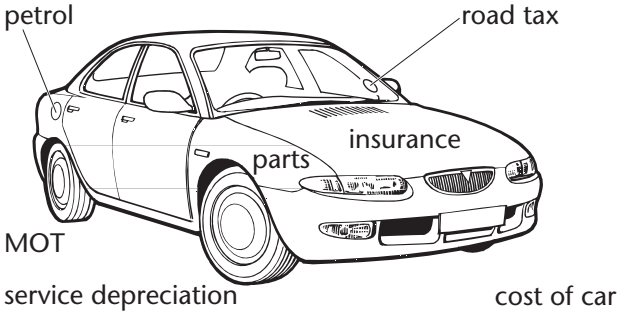
£327 £337 £347 £357

Take off the £2 (£355).

Take off the 1p (£354.99).

Write the answer in the space.

A car of your own! What's it going to cost?



1984, 51k miles, black, petrol, s/roof, air-con, alloys, alarm, c/lckng, CD player, long MOT, taxed, vgc, must be seen. £150 ono 07865 678234

Driving

Task

Task 1

Use some of the strategies for mental calculation to find out how much it costs to run a 1200 cc car for a year. Check your answer with a calculator.

1

2 new tyres @ £60 each	£	
1 can engine oil	£	9.99
2 bottles wiper fluid	£	8.00
1 headlamp bulb	£	5.99
1 pair wiper blades	£	9.99
1 hubcap	£	12.00
polish	£	7.50
shampoo	£	4.99
Total		

2

Insurance	£	350.00
Tax	£	250.00
MOT	£	33.00
Service	£	49.50
Wear and tear	£	179.00
Depreciation	£	845.00
Total		

Tip

With large amounts of money you can add the pounds first and then the odd pence. Use the strategies on the focus page to help you.

Task 2

Use the questions and car adverts from the Source material to answer the questions.

1 What do these words and abbreviations mean?

a vendor **b** tamper **c** vgc
d fsh **e** mths

2 What should a buyer beware of in:

a the advert for the Vauxhall Corsa?
b the advert for the red Honda Civic?

3 Explain in your own words why you should never hand over cash for a car that you buy privately.

Calculate driving costs and read adverts.

MSS1/E3.1; MSS1/E3.2; N2/E3.4; Rt/E3.2; Rt/E3.5; Rt/L1.1; Rw/E3.1; Rw/E3.2; Rw/E3.5

PAGES 2:19–2:22

Getting help

A wealth of information is available to young people, covering every topic under the sun. There is a skill in knowing the questions to ask to get the required answers. This series of focus pages is about finding useful information – knowing where to look and some techniques to make searching more productive. There is no task page as such but tasks are described in these teacher notes.

Research activities developed in this theme may be used to contribute to Key Skills evidence where this is relevant to the learner.

Materials

A range of leaflets, college prospectuses, phone books, information booklets

Access to the Internet

Audio equipment

Learning outcomes

1 To recognise the characteristics of different sources of information (focus pages)

2 To use format to navigate a text and locate information (focus pages)

3 To use a variety of reading techniques to find information (focus pages)

Introduction

- Start a general discussion about different sources of information. Make a list of all the possibilities, which should include a range of paper sources, libraries, Internet and telephone.
- Confirm that sometimes too much information is available and the brain is unable to take it all in. It is necessary to focus on what is absolutely necessary. In order to do this we need to develop good reading skills: skimming, scanning and careful reading, and know when to use these.
- Skimming is used when you flick through a book, leaflet or magazine to see whether it is of interest (e.g. looking through a pile of magazines to find one about fishing). You also use skimming to read quickly through something to check if you want to read it (e.g. looking quickly through instructions to see if they are about your machine). Some dyslexic learners will try to read everything. Give practice at skimming by holding up a range of books, magazines and other publications and ask the group *What can you tell me about these* ***without*** *reading them?*
- Scanning uses key words to find the particular part of a text that you need to read carefully (like looking for a familiar face in a crowd). You may need to scan through an index or list of contents to find what you need.
- Careful reading is required when you need to understand something properly – you may need to read and understand every word. You may need to use a dictionary or glossary to understand technical words.

Focus pages 4

- There are four sections in these focus pages. Each looks at a different source of information and the techniques necessary to access this information. They have in common the need to formulate an idea about what the search is for and to pick out key aspects or words to start the search off.
- Play a game involving grouping a number of words under a heading (e.g. dog, holiday – look for kennels; ecstasy, ketamine, LSD – look for drugs).
- Set the scene for the page. If you are searching for a course to do at college, what are the possible sources of help?
- Start with the section about leaflets. How do you pick out the one you need from all those on a stand? Confirm that scanning for a particular word or phrase cuts down the need to read every word. Equate scanning to searching for a familiar face in a crowd – looking over the text until you spot what you are looking for. Using the titles on the page, practise finding titles that might be related to a particular topic. Complete the task as a group or as individuals.

- Extend the activity to demonstrate different reading techniques by asking learners to choose a leaflet that is of particular relevance to them and skim it to get the gist, scan it for key words and read a particular piece of information in detail to obtain complete understanding of it.
- The next section continues to practise the technique of scanning, but introduces alphabetical order and format as means of locating information. Check learners understand how to use alphabetical order and extend its use to dictionaries, etc. Talk about the different ways in which pages are divided up to make information easier to access without reading the whole page – format. Explain the use of a key. Complete the task as a group or as individuals.
- Extend the activity by using an actual directory and finding particular pieces of information in it.
- The next section looks at what to enter into a search engine when finding information on the Internet. Explore different ways of narrowing the search. Complete the task as a group or as individuals.
- Extend the activity by asking learners to locate information about a relevant topic.
- The final section is about asking for help – face to face and on the telephone – and listening carefully to the answers. Play the audio clip. It may be useful to make a note of the questions and the answers. Complete the task as a group or as individuals. Discuss with the group who they should ask for advice about different issues. Not all sources of information are unbiased.
- Extend the activity with role-plays relevant to the learners' experience (e.g. phoning for information about the opening hours of the doctor's surgery, going into the Citizens' Advice Bureau to ask about a problem with a landlord).

Curric. refs	Key Skills
SLc/L1.2 Rt/E3.5 Rt/E3.6 Rt/E3.7 Rt/E3.8 Rw/E3.4	C1.1

Task 1

Make a list of possible sources of help (group, pairs or individual activity)
SLc/L1.2
Rt/E3.5
Rt/E3.6
Rt/E3.7
Rt/E3.8
Rw/E3.4

- Decide on a topic of interest and relevance to the group, perhaps something from work that has been completed in another theme. It may relate to personal and social issues or be related to training or work placement, such as using Connexions or the learndirect website.
- Divide the group into pairs or small groups. Give each group a place to look for information (take suggestions from the group as likely locations, e.g. library, Internet, Citizens' Advice Bureau, books and directories, health centre, hospital, experts, Ceefax, mobile phones, etc.).
- Give each group a time limit to amass as much information about the topic as possible. At the end of the time limit, make a display of the information gathered.

If the learner has difficulty

- Learners may need support to decide where to look for information and how to use these sources. Work with them on this.
- Dyslexic learners may have problems with the alphabetic skills required to locate information. An alphabet written on a card will be a useful as a memory aid.
- Learners who are unfamiliar with the Internet may need support to use this facility and with choosing search words. Encourage them to refine the search as much as possible.

Extension

- Make a database of all the information gathered for this task.
- Learners may prefer to present their findings to the rest of the group using OHTs or a Powerpoint presentation. This will give learners the opportunity to extend their IT skills and many will need support in order to do this.

Theme assessment

Ask learners to research another topic and make a display and another database.

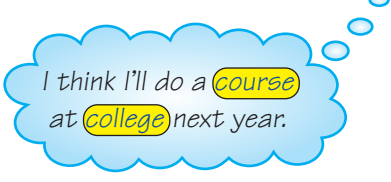
Getting help

Focus

Have you noticed how much information there is around you? How do you find the bit you need?

Leaflets, leaflets everywhere …

What do you want information about?



Scan the leaflets looking for the words course and college.

If you don't find what you need at first, look for something connected to what you want.

For instance, 'Where next?' could be to do with going on to college after school.

Highlight the titles of two leaflets that might contain information about HIV.

Getting help

Focus

Look it up in a book …

The Directory

All the numbers you need to find in one place

If you need an address or telephone number, a telephone directory or a directory of local services can help.

Tip

Use the same technique when you look in any dictionary or reference book.

Contents

Local information

2. Emergency numbers
4. Helplines
5. Local services
9. Recycling
11. Getting around
15. Tourist information

The **Contents** will tell you what page to look on. Check out the titles, headings and subheadings to find your way around without reading everything on the page.

4. HELPLINES A–Z

Alcohol

Alcoholics Anonymous
0845 769 7555**
Drinkline
0800 917 8282**

Bereavement

Cruse Bereavement Care
0870 167 1677#

Children and Young People

Childline (24) 0800 1111*
Get Connected 0800 096 0096*

The information is arranged in alphabetical order. Check out the words written in **bold**, different colours or *styles of type*.

Which page is about helplines?
What is the phone number of *Drinkline*?
Is *Childline* a 24-hour helpline?
Is *Get Connected* a free helpline?

KEY

(24) **24 hour helpline**
* **calls are free**
** **calls charged at local rates**
# **calls charged at national rates**

There may be a key to help you.

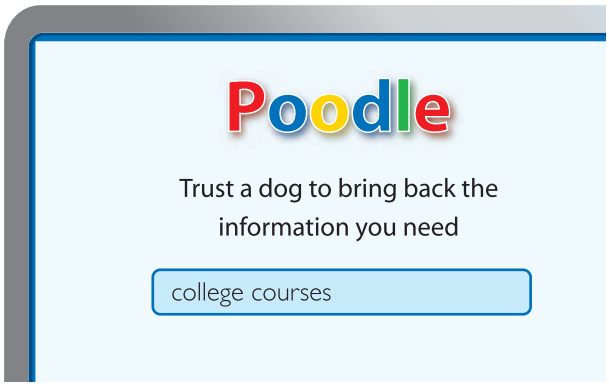
Slc/L1.2; Rt/E3.5; Rt/E3.6; Rt/E3.7; Rt/E3.8; Rw/E3.4

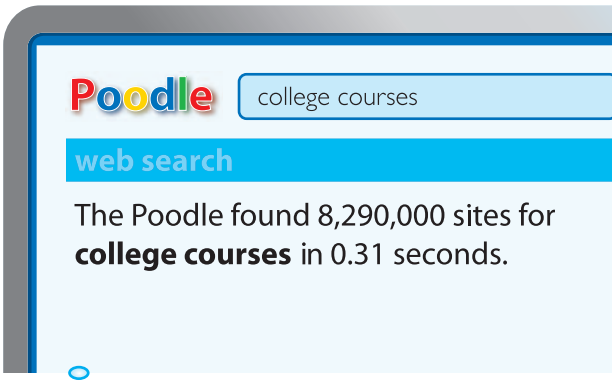
Getting help

Focus

The Internet has information from all over the world …

Think carefully about the words to type into the search engine or there'll be too much to choose from.

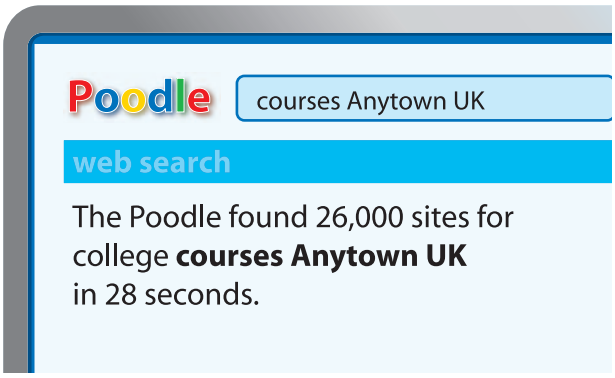




mmm. I'll add the name of the town this time …

'College' and 'courses' I think.

You may need to add 'UK' too. If you don't you will get all the possible sites from around the world!



Which words would you type into the search engine to find out about the minimum hourly wage you should be paid?

_____

Results 1–10

Higher Education **courses** at **Anytown** College

Anytown 6th form College on line. **Courses** for...

Anytown College of Arts and Technology new **courses** starting all the time...

Salsa? Want to learn more? Of **course** you can. Try **Anytown** School of Dancing.

SLc/L1.2; Rt/E3.5; Rt/E3.6; Rt/E3.7; Rt/E3.8; Rw/E3.4

Getting help

Focus

Real people can be helpful too …

Before you approach somebody for help, either in person or on the phone, think about what it is you want to know.

> **Tip**
> Make a note of your questions. Jot down the answers.

I wonder if the college runs a course about computers on Thursday evenings …

4 Listen to the telephone conversation. Jot down:

- the name of the course
- the telephone number to ring
- the name of the person to speak to.

PAGES 2:23–2:24

That's a fact (1)

Although people generally understand that there is a difference between fact and opinion, they cannot always spot when people are using opinions in order to persuade others. The media is often able to capitalise on this. This theme raises learners' awareness of the use of fact and opinion in their own responses and in other people's responses, both spoken and written. It provides the first step towards the higher level reading skill needed for critical reading. It is important that ideas are drawn from learners through discussion and examples rather than a prescriptive approach in which learners are told how to do things. The focus page can be adapted or used in many ways and does not need to follow the examples given here. There is a wealth of opportunities in this theme and the teacher may want to narrow or widen learners' experience in this area, depending on the dynamics and ability of the group. For this reason there is a large list of materials and several introductions for the teacher to choose from. The important outcome is that learners recognise the difference between fact and opinion and, if possible, how people can use it to persuade others.

Materials

General introduction

A photograph of a well-known person

A photograph of an unknown person

Introduction to fact and opinion in the media – spoken form

Short extracts from television adverts, the news, the weather, sports programme (such as football) and a talk show

Introduction to the use of images in the media

Action pictures taken from magazines or newspapers

Headlines from newspapers or magazines (some of which match the photos)

Pictures with captions taken from papers/magazines

Caption competition from *New2U* in the Source material (0:18)

Introduction to fact and opinion in the media – written form

Newspaper headlines from different broadsheets and tabloids covering the same story

Focus/task pages

'Demonstration takes place in Grimton' article in *News2U* in the Source material (0:10)

Learning outcomes

1 To understand what an opinion is (focus page)

2 To understand what a fact is (focus page)

3 To explore the use of fact and opinion in a variety of spoken and written examples (focus page)

4 To recognise how an image can be interpreted in different ways (focus page)

5 To explore how positive and negative words can be used to give a specific opinion in newspaper articles (focus page, Tasks 1–3)

You may want to select one or use all of these introductions.

General introduction

- Look at a photo of an unfamiliar person and describe the person. Look at a photo of a well-known person (ideally someone notorious, perhaps a criminal) and describe the person.
- Discuss what is a fact and what is an opinion. In the first photograph mainly factual information about appearance will be given, although people may give opinions about this appearance. Learners may be more opinionated about the second photograph because they know more than what is shown in the picture. This may have been influenced by the media portrayal of this person. Try to define the difference between what is fact and what is opinion as a group.

Introduction to fact and opinion in the media – spoken form

- Give learners a list of types of TV programme and ask them to say whether they expect each to contain mainly fact or opinion.

- Listen to extracts from different genres of TV programme and discuss whether they do mainly contain fact or opinion.

Introduction to the use of images in the media

- Ask learners to:
  - match photos from a newspaper or magazine to their headlines
  - write alternative captions for photos with given captions
  - cut out pictures from papers/magazines and make their own headlines or captions
  - make up their own amusing caption for a picture to add a lighter touch. (Try the caption competition in *News2U* the Source material.)

Introduction to fact and opinion in the media – written form

Use clips from different newspapers or magazines about the same story. Sort headlines to match the correct articles.

Note

ESOL learners may experience some difficulties with the tasks above and need support. You may need to explain the language that signals the opinion for all learners, but especially for ESOL learners. Look for phrases such as 'I think that …', 'It is my opinion …', I can see that …'. Show learners how to look at the adjectives used – do these give positive or negative impressions?

Focus page

- Explain that there are three versions of the same story: one is neutral or factual; one is negative towards the police; one is negative towards the demonstrators. Which headline goes with the picture?
- Take each extract one by one in any order. Look up any unfamiliar words. Consider which extracts give just facts and which include opinions. Discuss the opinion words and what they mean. Pick out examples of words that are on the side of (for) the demonstrators. Pick out examples of words that are against the demonstrators. Explain that these are positive and negative words.
- Find the extract that does not seem to be on anyone's side in particular yet does include an opinion. Explain how this could be read in different ways. Discuss what it might mean if it was 'for' the demonstrators, 'against' them or just giving facts. Guide learners to think about who the comment might be suggesting is to blame.
- Direct learners towards the article in *News2U* in the Source material. Ask them whether this is a factual account or one that is biased towards either the police or the demonstrators.

Curric. refs	Key Skills
Rt/E3.1 Rt/E3.2 Rt/E3.8 Rt/E3.9 Rt/L1.2 SLlr/E3.1 SLlr/E3.3	N/A

Task 1

Put the extracts of the article together to make one full article that matches the headline Rt/E3.1

- For the first task, learners will need copies of the focus page cut into headlines, extracts and the picture.
- Use the factual version of the article to show learners how they can construct the article from the extracts.
- Put learners into small groups. Half the groups should work on putting together the newspaper article that goes with the headline 'Police use force …' and the other half should work on the article that goes with the headline 'Police prevent injury …'. Explain how this can be done by moving the extracts around and reading through the results.
- Make sure learners realise that they can use the 'factual' version as a guide to help them with the order.
- Find the first sentence for both versions so learners can compare them and understand what they are looking for.
- Point out the tip.

If the learner has difficulty

- Go through the process of sorting the factual account into order again. Discuss the article to check understanding.
- Limit choices by giving learners the extracts for only one of the articles. Encourage them to use

the factual account as a guide to the order. Read through their constructed article to see if it makes sense and follows the same sequence of events. Discuss the words and phrases that show that the article is biased one way or the other.

- ESOL learners may need additional help to understand the use of adjectives.

Extension

- Go through a newspaper article (e.g. a match report, a terrorist attack) identifying the words that are opinion.
- Go through some advertising material (for example, an advert for a holiday) and identify all the words that are fact.

Task 2

Highlight all the positive and negative words used
Rt/E3.2

- Learners will need to have completed Task 1 correctly before doing Task 2.
- Explain to the learners that they can refer to the original article in the Source material to help them see where words have been added in each sentence. Give an example from the first sentence.
- Point out the tips for further help.

If the learner has difficulty

- Read the article through with the learner and discuss each section separately. Use stress and intonation to give emphasis to key words.
- Check that words are known to learners and support them to interpret them. More work may be needed for learners with limited language skills.

Extension

Ask learners to discuss the words they have highlighted to get an idea of what they mean or what impression they give. Can they think of stronger words that could be used in a newspaper article to make the article even more biased?

Task 3

Discuss and compare the two full versions of the article
Rt/E3.2

- Check that learners have underlined or highlighted all the words they need to before moving on to this task.
- Put groups together so that they have opposite articles to discuss.
- Remind learners what is meant by being positive or negative.
- Note: this task should lead to a full group discussion to compare ideas and share information/observations. All observations should be encouraged and accepted to build learners' confidence.

If the learner has difficulty

- Learners who lack confidence in discussion need to be encouraged through questioning that is non-threatening. It is important that more active members of the group are stretched but are not allowed to dominate where less able learners can contribute.
- If learners are still not confident with this material focus, use questions that allow them to draw from their own experience. For ESOL learners you may need to draw on their experience of similar features in their first language.

Extension

Ask learners to compare the two versions of the articles with the original version from *New2U* in the Source material. Ask learners to consider which one, in their opinion, makes the more interesting reading? Why? Which one is less interesting? Why?

That's a fact (1)

Focus

A demonstration took place today in the town of Grimton following the opening of a nightclub.

Police use force against peaceful demonstrators

The demonstrators gathered along Main Street to await the arrival of nightclub owner Terry Sandford.

The crowd moved forwards as Mr Sandford's van came along the street.

A peaceful demonstration took place today in the town of Grimton following the opening of a seedy nightclub.

Police forced people to move back behind the metal barriers along the pavement.

Police prevent injury to riotous demonstrators

A member of the public who was watching the scene from her flat said, 'I think it just made matters a lot worse'.

The silent crowd walked forwards as Mr Sandford's van came along the street.

The quiet demonstrators gathered along Main Street to await the arrival of notorious nightclub owner Terry Sandford.

A violent demonstration took place today in the town of Grimton following the opening of a plush nightclub.

Police asked people to move back behind the barriers along the pavement.

Police encouraged people to move back behind the safety barriers along the pavement.

Demonstration takes place in Grimton

The riotous demonstrators gathered along Main Street to await the arrival of famous nightclub owner Terry Sandford.

The angry crowd surged forwards as Mr Sandford's van came along the street.

One of these extracts contains an opinion but does not appear to be on anyone's side in particular.

That's a fact (1)

Task

Task 1

Put the extracts of the article on the focus page together to make one full article that matches the headline.

Headline

Sentence 1 – Introduction

Sentence 2

Sentence 3

Sentence 4

Sentence 5

Photograph

Tip

Keep in mind whether you are making the version of the article that is **for** or **against** the demonstrators.

Tips

- Underline words that show a positive or negative opinion of the **demonstrators**, the **police** and the **nightclub owner.**
- Does the writer like or dislike the person or people being described?

Task 2

Underline the positive or negative words.

Task 3

Compare your version with someone who has created the opposite version. Discuss the positive and negative words that have been underlined in the two versions.

PAGES 2:25–2:26

That's a fact (2)

This focus page is an extension of the previous one and so the learning outcome is the same. The aim of this focus page is to encourage learners to apply what they have discovered about fact and opinion to a story seen from different perspectives. It includes different ways of giving opinions and facts through the use of a diary extract, newspaper article and spoken interviews. Note that the diary contains many examples of colloquial language, which may be difficult for some learners.

Materials

'Filthy facts' from *New2U* in the Source material (0:11)

'Man's court appearance after attack' article in *New2U* from the Source material (0:10)

Audio equipment

Learning outcomes

To recognise fact and opinion in a variety of spoken and written examples (focus page, Tasks 1–3)

Introduction 5

- The introductory work for 'That's a fact (1)' can be referred to as a reminder, reused or used here if not used before.
- Further to this teachers can use these ideas.
- Discuss the facts and views given in the 'Filthy facts' page from *New2U* in the Source material
- Listen to the audio clip of two views on the same debate.
- Discuss which person is for and which against. What is their reasoning? Do their opinions relate to the facts? Do they come from their own particular experience? How does experience influence our opinions? Discuss examples from learners' own experience.
- Have a short debate on a topic of interest to learners (not too controversial). Make a note of the arguments 'for' and 'against'. Are these all opinions or did anyone offer facts?
- Discuss diaries in general – do they mainly tell the truth or are they someone's opinion of events?
- Discuss newspaper articles in general – do you think they tell the truth or give an opinion?

Focus page

- Read through the extracts and if necessary discuss the slang terms used such as 'legged it' meaning ran away.
- Familiarise learners with the diary format and point out that diaries may be written in different ways. In diaries most people use note form rather than full sentences. Discuss the sorts of things people use diaries for.
- Go through the diary extracts and identify facts and opinions.
- Underline the words that are used to describe Hanson or his behaviour, for example 'idiot'.
- Go through each part of the diary picking out facts and opinions.
- Compare the newspaper article in *News2U* on the same story ('Man's court appearance after attack'). Are there any obvious differences?
- ESOL learners will need a lot of work on comparison of informal spoken language and formal written language.

Curric. refs	Key Skills
Rt/E3.1	N/A
Rt/E3.2	
Rt/E3.8	
Rt/E3.9	
Rt/L1.2	
SLlr/E3.1	
SLlr/E3.3	

Task 1

Read and answer questions on a diary extract and a newspaper article about the same story
Rt/E3.8

- Learners will need to use Darin's diary extracts on the focus page and the newspaper article from *News2U*.

- Remind learners that they will need to read extracts carefully to identify what is intended.
- Answers are based on the text itself, not on their own opinion of it.

If the learner has difficulty

- Learners may have difficulty with the non-standard format of the diary text. These extracts are not written in true sentences – usually missing the first person. This may cause problems for weaker readers who are still using word clues to predict text. This can be helped by going through each extract and listing in full sentences what Darin was doing each day.
- Weaker readers may also experience difficulty with the more dense text in the newspaper article. Tackle each paragraph in turn. Support learners to read the text and check comprehension at each stage. Discuss the differences between the two descriptions of what happened.
- Check understanding of unfamiliar words and conversational language. ESOL learners will need additional work on vocabulary and can be encouraged to use a bilingual dictionary.

Extension

Ask learners to complete a diary for a few days in the same style as Darin, including a mixture of facts and opinions.

Task 2 6

Listen for facts and opinions
SLlr/E3.1
SLlr/E3.3

- Explain the task to learners and ask them to listen first to all the audio clips without comment or discussion. Remind learners that they are listening out for facts and opinions.
- As a group have a general discussion about the three clips.
- Listen again to the audio clips and discuss each in turn. Ask learners to think about how they can decide whether something is a fact or an opinion.
- Listen again to confirm answers.

If the learner has difficulty

- Listening is a difficult skill and many learners will only get the general gist of information the first time round. Encourage learners to jot down words or information if they are able when listening for the second time.
- Ask direct questions to remind learners of what they have heard.
- Advise learners to listen carefully for words such as 'I think …', 'I like …', as well as positive and negative words such as 'brilliant', 'rubbish', etc.

Extension

In pairs, ask learners to give an account of a recent experience they have had. Partners identify whether the account is mainly factual or mainly opinion.

Task 3

Pick out written facts from opinions
Rt/E3.2

- Tell learners that these statements are taken from the texts that they have already looked at: the diary extract and the newspaper article. They may need to refer back to these.
- Tick only the facts.

If the learner has difficulty

- Work through each extract with learners, asking: *Is this a fact?*, *How do you know it's a fact?* Look carefully at headlines where there is a mix of fact and opinion (e.g. *19-year-old thug, Darin Dukakis*, where his name and age are facts but the word 'thug' is an opinion – he might be innocent).
- Look carefully at any language difficulties there may be (e.g. 'he thinks he owns her', 'I hardly touched him'. These are emotive terms that carry more meaning than may at first be apparent.

Extension

From all the opinions and facts gathered about this event, have a mock courtroom situation with people role-playing Darin, Hanson, witnesses, etc. Make a decision about his case. Emphasise the need to elicit more facts and not to pay attention to opinions.

Theme assessment

Learners choose and cut out extracts from articles from as many different sources as possible, such as specialist magazines, newspapers, dictionaries, atlas, reference books, novels, etc. Make displays for the wall of ones that give facts and ones that give opinions. This activity could focus around one current event that learners are interested in such as TV fly-on-the-wall documentaries, sporting events, media personalities or current political events.

That's a fact (2)

5

Focus

Does Darin's diary tell the truth, the whole truth and nothing but the truth?

Fact – played football, scored 2 goals.

Opinion – Amie was impressed.

Fact – saw Meena, had a coffee.

Opinion – Hanson is two-timing her.

September 2005

15 Monday

Went to football with Habib. Scored 2 goals against Hanson's team! Could tell Amie was well impressed. Didn't see Meena. She's OK – I like her.

16 Tuesday

Saw Meena in town. Went for a coffee. She said she hasn't seen Hanson much lately. I reckon he's been two-timing her.

17 Wednesday

Dentist 4.30.

Nothing much on today. Stayed in and watched TV.

18 Thursday

Saw Hanson today. He told me to leave Meena alone. He thinks he owns her. Nearly had a scrap with him but luckily Habib stopped me.

September 2005

19 Friday

Did usual community service at the old people's place. Hate gardening.

Later met Meena and Amie in the cinema then went for a curry.

20 Saturday

Went to the pub with Habib. Later met Hanson in the chip shop. He knocked my chips out of my hand so I had a go at him. The idiot smashed a car window so I legged it.

21 Sunday

Been at the police station today. Hanson's got me in trouble. He's a liar! I hardly touched him. They reckon I'll probably have to go to court. I bet I get sent down this time. No one's going to believe me. Hanson is such a jerk.

Sometimes it's hard to tell what are facts and what is Darin's opinion.

That's your opinion!

That's a fact (2)

Task

Task 1

These questions are about the extract from Darin's diary on the focus page. Discuss the questions with a partner and write your answers.

1 What does Darin think Hanson has been doing to Meena?
2 What sort of appointment did Darin have on 17th September?
3 What does Darin say happened to his chips?
4 Where did Darin go with Habib on Saturday?

The next four questions are about the newspaper article from the Source material. Discuss the questions with a partner and write your answers.

5 At what time did Darin attack Hanson?
6 What was the argument about?
7 Who was injured?
8 Why was the case dismissed?

Tip
The ones that give facts should not show any sort of opinion about other people.

Task 2

6

Listen to three people giving a statement about the case. Discuss each one and write by each picture whether the person gave mainly facts or opinions.

1 Mick Hanson

2 Dukakis's neighbour

3 A police spokesman

Task 3

Here are a mixture of extracts from the diary and the newspaper article. Tick the ones that are just facts.

19-year-old thug, Darin Dukakis

The case was dismissed due to lack of evidence.

Chip shop owner Steve Hall called the police.

Saw Meena in town. Went for a coffee.

Dukakis had fled.

He thinks he owns her.

I hardly touched him.

Stayed in and watched TV.

Recognise facts and opinions.

PAGES 2:27–2:28

Writing a letter

In most work situations, writing will be limited to completing forms or workplace documents. Many learners will rarely write letters or extended text at work or in their everyday lives. However, there are occasions when communicating with a wide range of people through letter, email and telephone will be important. Although letters are in many ways considered as an outmoded form of communication, they are still used to communicate important information that needs to be kept or responded to.

Letter writing is the focus of this theme, embedded into the theme of managing debt, taking the scenario of writing to creditors as an opportunity to look at how to set out a letter and what to include in the letter. Entry to Employment participants have little money to play with, but as young people there are many pressures on them to spend money, as well as the temptations of credit facilities as soon as they are 18. Learners may find themselves in a position of having to repay large amounts of money. Being able to write letters is imperative in dealing with the situation and providing evidence that you are dealing with it.

Working with writing frames such as the one offered here is a good strategy for developing letter writing skills.

Materials

'Ask Fran' page in *News2U* from the Source material (0:12)

'Dear Fran' letter on an OHT

Information about debt management and copies of specimen letters. These can be obtained from:
www.moneymatterstome.co.uk
www.adviceguide.org.uk (Citizens Advice Bureau)
www.bbc.co.uk/cashwise
www.support4learning.org.uk/money/money_manage.htm

Unlined writing paper

Access to word processors or typewriters

Learning outcomes

1 To understand the language of debt (Introduction)

2 To understand the mechanics of debt (Introduction, focus page)

3 To understand how to set out a formal letter (Task 1)

4 To think about the content of a formal letter (Task 1)

5 To understand formal register when writing a formal letter (Task 1)

Introduction

- Use the 'Dear Fran' letter from *News2U* to start a discussion about debt. Put the letter on an OHT or white board and read it through.
- Discuss the contents and ask participants to contribute their own experiences (or knowledge) of managing their money, taking out credit agreements in shops, using credit cards, etc. What are the difficulties and pitfalls? What are the solutions?
- Check knowledge of vocabulary associated with debt – creditor, debtor, etc. Refer to 'debt management'.

Focus page

- Answer the questions at the bottom of the page with reference both to the personal experience of the learners and to the story of Patrick illustrated.
- Direct learners to the reply to the 'Dear Fran' letter in *News2U*. *Is Fran's answer a sensible one? Are there other ways of dealing with the situation?* Discuss the pros and cons. *What would you put in a letter to creditors? Why is a letter better than a phone call in this situation? What is the purpose of such a letter?* (To communicate with another person, to put forward your ideas and ask for help). *As such, what would be the best way to set it out and what should you include?*

- *Why is it important to write letters in language everybody understands?* List ways of talking about this situation and ask learners to come up with more formal phrases that would be acceptable in a letter (e.g. There's no way I can pay you this month/I will not be able to pay you this month).
- What should the content be? Discuss why the letter is being written. Discuss ways of mentioning each reason in the letter:
  - an explanation of the situation
  - a proposal for what is to be done
  - a request for some kind of help.
- *How should the letter be set out?* Write suggestions on the board/flipchart. Include on the list:
  - address of the person sending the letter so that they will get a reply; their email address and phone number can also be included
  - name and address of the person they want to read the letter – so that the right person gets it
  - a reference/account number so that they can be identified correctly
  - a final salutation and signature
  - formal tone
  - correct spelling and punctuation
  - easily read – handwritten, typed or word processed.

Curric. refs	Key Skills
Wt/L1.1 Wt/L1.5	C1.3

Task 1

Construct a formal letter using given text
Wt/L1.1
Wt/L1.5

- Remind learners of the work done on the focus page. Point out the different parts that make up a letter shown on the board/flipchart.
- Direct learners to the reminders around the page of where the different parts could go.
- Provide learners with unlined writing paper to copy the letter onto or allow learners to use a word processor/typewriter to write out the letter (in this case the home address will be right aligned).

If the learner has difficulty

- The writing process will be the biggest barrier for many learners. Copy and cut out the parts of the letter and allow the learner to match them with reminders on the page. When satisfied, they can glue the pieces in position on a separate piece of paper.
- Again this can be completed on a computer by 'cutting and pasting' text that has already been typed in. It is not important that they type it themselves. The point is to organise the contents of the letter appropriately.
- The important end result is that learners have a strategy or some means by which to complete letters such as these. This could comprise a writing frame or set of letters that can be adapted to their own purpose on a computer – this is acceptable and is an effective alternative to not writing anything.

Extension

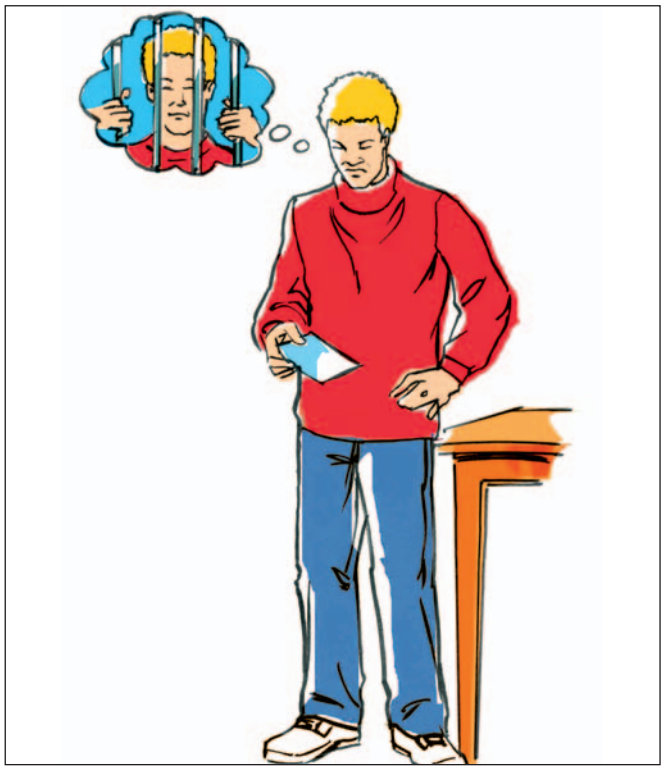
- Prepare a similar letter with key words missing for learners to complete.
- Ask learners to write an informal letter to Fran and compare the style and contents of the two letters.
- Ask learners to think about a range of other occasions when they might want/need to write a letter. *What will differ? How will they be the same?*

Theme assessment

Learners construct a letter based on the one on the task page using their own details.

Writing a letter

Focus



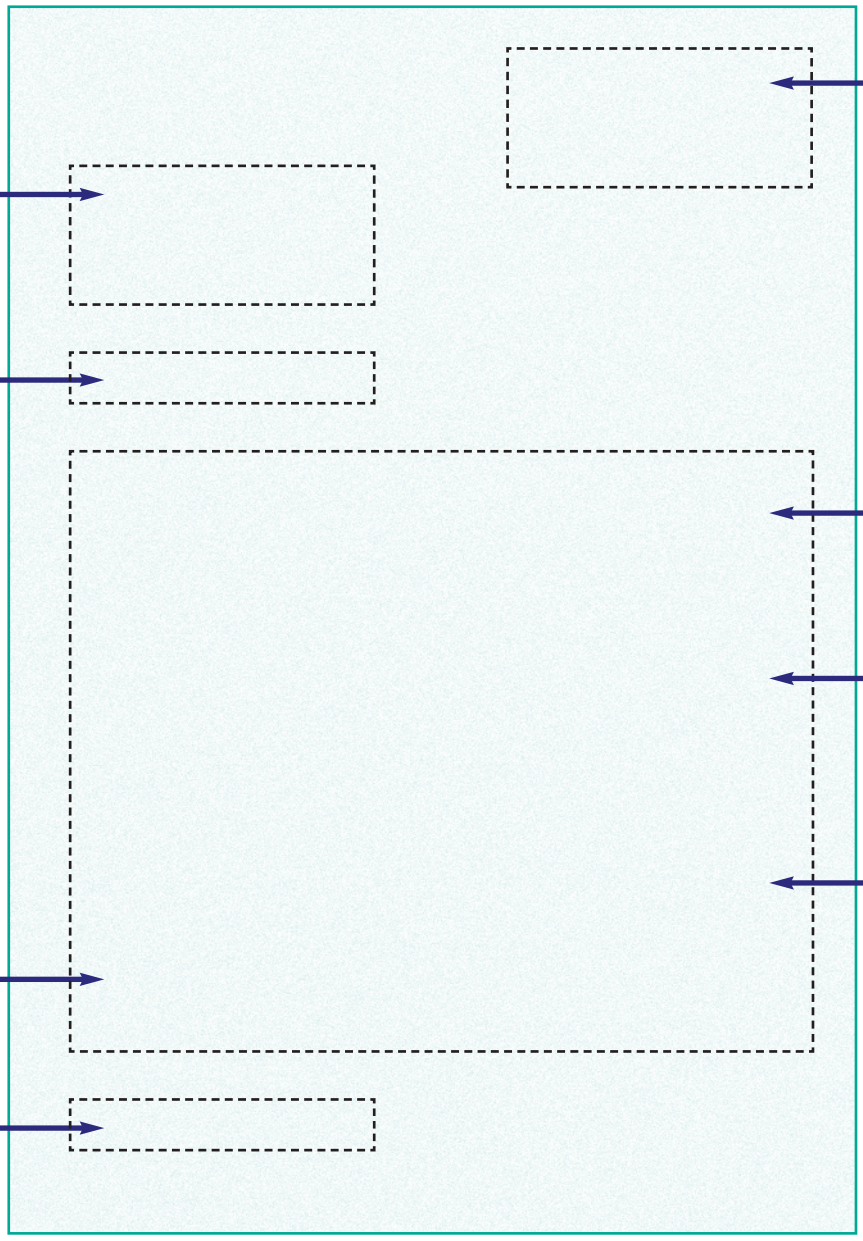
What should Patrick do now?
What could he have done differently?
Where can he go for help and advice?
How can he get out of debt?

Writing a letter

Task

Task 1

Put a letter together for Patrick to send to his creditors.



The name and address of the person he is writing to goes here.

Don't forget to put a date and mention your account or reference number.

End the letter politely.

Sign 'Yours sincerely' if you know the name of the person. Sign 'Yours faithfully' if you don't.

His name, address, telephone number and email address go in the top right-hand corner.

Explain the situation.

Explain what you plan to do.

Ask for what you want.

Tip

Read the letter through when you have finished to check it makes sense.

Write a formal letter.

PAGES 2:29–2:30

Finding a flat

Housing may be high on the agenda for many young people on Entry to Employment programmes, either because they are keen to leave their family home or because they already have housing issues. The aim of this theme is to provide a discussion platform for the subject of housing and to develop reading skills to help learners to look for appropriate accommodation.

Understanding the format and language used in advertisements is a skill that will transfer to other aspects of learners' lives. This theme could be linked with a visit from a Housing Association representative or Housing Advisor from a local agency such as the Citizens Advice Bureau.

Materials

Accommodation adverts from *News2U* from the Source material (0:17) and local newspapers/ magazines

Learning outcomes

1 To prepare a list of potential questions to ask a landlord/agent about a prospective rental property (focus page, Task 1)

2 To practise asking questions on the phone (focus page)

Introduction

- Ask learners about their ideal/fantasy homes. In reality, what kind of home could they live in at present? What things do they consider essential? List these on the board/flipchart.
- Ascertain prior knowledge of looking for accommodation and what it involves. Ask the group about different sources of information they can use to find accommodation. Discuss the advantages and disadvantages of these.

Focus page

- Meena wants to move away from home. What are her options? What must she consider? Go through each thought-bubble discussing the things to be considered. For example, where would be the best place to live? Think about public transport, shops, close to work/college/family/friends. What type of accommodation? Furnished/unfurnished? Share a room/house/flat/live alone?
- Ask learners to jot down their own particular requirements in the space provided or on a separate piece of paper.
- Discuss finances. Refer learners to other pages that focus on budgeting, etc. What could learners realistically afford to pay each week? What financial help is available to them?
- Refer learners to accommodation adverts in *News2U*. Discuss tactics for reading them. Is it necessary to read every word? Try scanning for a key word such as flat. This excludes adverts for houses, rooms, etc. and allows learners to read in detail only adverts that may be relevant. What do the abbreviations mean? Look through a local newspaper and pick out abbreviations commonly used in adverts (e.g. ch for central heating). Interpreting a range of abbreviations can be made into an amusing activity with learners guessing meanings. It can also be done in reverse by missing out the vowels/taking the first and last letters.
- Refer learners to the advert on the page. What questions would Meena have to ask if she phoned up about these flats? Use the speech-bubbles to start discussion.
- In pairs, back to back, role-play a scenario in which a prospective tenant asks questions based on one of the adverts in *News2U* for the landlord to answer. Swop roles. Doing this back to back simulates a telephone conversation in which face-to-face clues are not available. Alternatively this can be done with internal phone lines. ESOL learners will need opportunities to practise question forms before starting the role-play.
- Bring the group together to discuss what they learned from the role-play: the types of questions asked and how they are best phrased to get a useful answer. Did they find out all they needed to? Would it be better to note questions down before phoning? What happens when you cannot see the person you are talking to? How do you let them know you

are listening? What image is it necessary to portray? How do you remember what you've heard?

- Role-play using a different advert, bearing in mind what has been discussed. Encourage learners to make a few notes before they start this time. (Note: it may be necessary to give 'landlords' more information on a card so that they are able to role-play more effectively. This could include information about the landlord's own preferences or dislikes.)
- If learners require more information about finding accommodation, www.thesite.org has details about housing. www.landlordzone.co.uk has a sample tenancy application form that can be downloaded for learners to complete.

Curric. refs	Key Skills
Rt/E3.7 Rt/E3.8 SLc/E3.4 SLlr/E3.2	N/A

Task 1

Decide on appropriate questions to find out more information about an advert
Rt/E3.8
SLc/E3.4
SLlr/E3.2

- Some of the questions have prompts; some require the learner to think of their own questions.
- Remind learners of the value of making notes about the questions you need to ask before making a phone call.
- If appropriate, remind learners about question marks.

If the learner has difficulty

- Stress that these are notes and reminders, so spelling, punctuation, etc. is not important as long as learner can read the notes.
- Question formation may be a problem for some learners. Give examples of questions and allow learners to practise.
- If empathy with Chantelle is a problem, do the exercise using the learner's own criteria.

Extension

Learners write an advert that will suit Chantelle's requirements, using abbreviations where they can.

Theme assessment

- Using their list of criteria developed on the focus page, ask learners to find an advert from a local newspaper or from *News2U* and make notes of questions to ask when phoning about the advert.
- Role-play the phone calls.
- Give learners different scenarios and role-play discussions with landlords about rent or work that should be done to improve the standard of accommodation.

Finding a flat

Focus

ONE-BEDROOMED unfurnished flats for rent, Anytown, £55 to £65 per week, deposit and references required. **01234 234567** between 9 am and 5 pm.

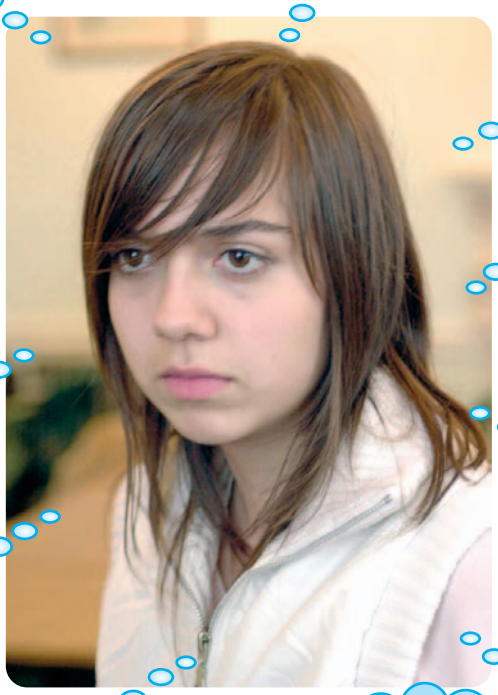
Can you tell me exactly where the flats are?

I must get away from home and live my own life.

Where would be the best area for me to live?

Is there a garden?

Who would I ask to provide a reference?



- Council tax
- Heating bills
- Water rates
- Telephone bills
- Connection charges
- Television licence

Flat? House? Room? Hostel?

I must have my cat with me.

Are pets allowed?

What other bills will I have to pay?

Shall I share or live by myself?

Can I afford it?

Is the bedroom big enough for two people to share?

What does the rent include?

Where can I find out what my choices are?

Kitchen? Bathroom? Furnished? Unfurnished? What is important to me?

Can you tell me whether you have any flats for rent?

Can you tell me if I would have to share a bathroom?

- Personal contacts
- Local newspapers and magazines
- Shop windows/ notice boards
- Letting agencies
- Advice centres

Private?
Housing association?
Social Housing?

Your home. What must you have?

Finding a flat

Task

Task 1

What questions could Chantelle ask when she phones up about this room? Write your questions in the speech-bubbles.

HOUSE SHARE near centre Anytown, own room with key, well equipped. **01234 678901**

I don't want to share with too many people.

I can only afford £35 a week for rent.

I've already got my mobile.

I've got to go to college every day.

Launderettes are expensive.

Think of some questions to ask a landlord when you phone up about a room.

PAGES 2:31–2:32

Flatmate

Many learners on Entry to Employment programmes will be thinking about living independently or will have recently moved into their own accommodation. Financial issues mean that it is almost inevitable that they will need to share with others. Problems with flatmates are common amongst young people who are living away from home for the first time. Some of the issues that create problems can be avoided by careful thinking in advance. In this theme learners have the opportunity to think about how to go about selecting a suitable person to share with. This is an integrated activity involving reading, speaking, listening and writing.

Materials

Video clips (if available) to show conflict between people sharing living space (such as *Big Brother*)

Flat sharing quiz from *New2U* from Source material (0:16)

Sticky notes

Highlighter pens

Audio equipment

Learning outcomes

1 To identify issues around sharing a flat through reading and discussion (focus page, Task 1)

2 To identify ways of selecting a flatmate (focus page, Task 1)

3 To write a personal checklist for selecting a flatmate (focus page, Task 1)

Introduction

- Start with the Flat sharing quiz from *News2U*. This can be completed in pairs.
- As a group talk about some of the issues raised. List any other issues or problems that may occur with flatmates. List these as disadvantages. Leave space on the board/ flipchart for another column.
- Add a column of advantages to having a flatmate to offset the negative aspects. Point out that both columns are basically about getting on with people and accommodating their differences. Highlight the fact that most people have to make compromises in order to get on with others and that the financial advantages of sharing may outweigh the disadvantages.
- Ask the group to think about the approaches they would take if they needed to choose a flatmate. *Would they depend on their instincts about people or are there important things that make people incompatible?* Try to lead the group to the idea that they could make a checklist or list of questions to ask a prospective flatmate. This would need to be based on a list of priorities.

Focus page 7

- Look at the scenario on the focus page and read through the speech-bubbles. Look at the checklist and ask the group to decide what has been left out. Add extra points and listen to the audio clip for confirmation. Tick or cross the last point on the checklist.
- Discuss whether they would make good flatmates and add the reason to the comments section.
- Make a checklist of qualities Raffi would look for in a flatmate and discuss how he might ask the questions in a way that would get an honest answer.
- Turn the items in the list into questions and write these on an OHT in the same format as the checklist with correct end-of-sentence punctuation. ESOL learners may need help to formulate questions.
- Role-play the questions in pairs and tick or cross the outcome. Discuss the results – who has the most ticks?

Curric. refs	Key Skills
Rt/E3.8 Wt/E3.2 Ws/E3.3 SLlr/E3.1 SLlr/E3.6 SLc/E3.4	N/A

Task 1

Interview a person to find out if they could be a perfect flatmate
Wt/E3.2
Ws/E3.3
SLlr/E3.1
SLlr/E3.6
SLc/E3.4

- Remind learners about the types of issues that may cause problems when living with someone new. Refer them back to the quiz and the focus page.
- In pairs, ask learners to write down all the things they think would be important when selecting a flatmate. These can be in any order and any level of importance.
- Give learners some strategies for prioritising their lists, for example using highlighter pens or sticky notes to organise their thoughts.
- Ask individuals to make their own list based on their discussions.

If the learner has difficulty

Writing may be the greatest barrier to completing this task. Ask direct questions about preferences. List these on sticky notes for the learner and then support them to sort these into order of importance.

Extension

Ask learners to discuss what should be sorted out at the very beginning of a flat share with another person or group of people. These should include who is responsible for the bills, how to divide up things like telephone bills, how to manage the food, who does the housework, etc.

Theme assessment

Make up a quiz based on the one in the Source material.

Flatmate

Focus

Matt is looking for a flatmate to share with. He's got to make sure he'll get on with the other person!

Hi, I'm Matt. I'm 20 and I work part-time in a chemist shop. I have a cat that has the run of the flat. I like the flat to be kept clean and tidy so I couldn't live with a messy person. I love music and I do play it quite loud sometimes – that could be a problem for some people. I'm a vegetarian and would prefer to share with a person who doesn't eat meat. I like quiet evenings reading or watching sport on television. I could only share with a non-smoker.

Checklist for a flatmate

Name: Matt

Name of person interviewed: Raffi

1. Fine with cats.
2. Clean and tidy.
3. Likes loud music.
4. Vegetarian.
5. Likes sport on TV.
6.

Perfect flatmate? YES NO
Reason:

Tick the things on Matt's list that are true of Raffi. Put a cross by the things that are not true.

What might cause problems if these two shared a flat?

Hi, I'm Raffi. I'm a 21-year-old student. I don't keep pets. I'm allergic to fur so I can't live where there's pet fur around. I like to get up early and shower every morning. My pet hate though are people who leave the bathroom in a mess or spend hours in the shower until the water runs cold. I like sport but I can't stand watching it on TV. I eat anything really and I love meat so it would be no good sharing with a vegetarian! I play the drums in a rock band and need a flat where we can practise regularly.

7

- Add the point that Matt has left out.
- Discuss how Matt could use these as questions.
- Listen to Raffi's answer for point 6.

What questions would Raffi ask?

Flatmate

Task

Task 1

Is your perfect flatmate closer than you think?
Can you spot who could turn out to be your 'flatmate from Hell'?
Find out before it's too late!

Here's what to do:

1 Think of 6–8 qualities you think an ideal flatmate should have (or definitely should **not** have!).
2 Write down questions that you could ask the other person to find out if he or she has these qualities.
3 Put a tick or cross by each point depending on the other person's answers.

Questions for the perfect flatmate

Name:
Name of person interviewed:
1.
2.
3.
4.
5.
6.
7.
8.

Perfect flatmate? YES NO
Reason:

Tip
You can use this for your questions or design your own.

Choose the right flatmate.

PAGES 2:33–2:34

Food glorious food

Understanding labelling is a useful and transferable skill that may be used at work for interpreting product labels and in day-to-day life, when shopping and cooking. Food labelling is particularly important for those who are health conscious or who have food intolerances or allergies.

This theme looks at the skills that can be developed to read product labels, including understanding format, looking for headings and reading in detail.

Materials

A variety of food labels, including some that give allergy information (it may be useful to transfer some of these onto an OHT or Powerpoint)

Packets and tins with the labels removed or parts (such as the cooking instructions or ingredients) blanked out

'You are what you eat' article in *News2U* from the Source material (0:14)

Ready-meal label from the Source material (0:19)

Learning outcomes

1 To understand how format is used to organise information (focus page, Tasks 1–3)

2 To skim and scan to find information quickly (focus page, Tasks 1 and 2)

3 To read key information in detail (focus page, Task 3)

Introduction

- Give learners a range of packets and tins with the labels removed or parts (such as the cooking instructions or ingredients) blanked out. Ask questions about the products to highlight the importance of good labels. *What is it? What's in it? How do I cook it? Is it OK for vegetarians?*
- As a group, list the sort of information learners would expect to find on a food label and identify why this information is useful. The list may include:
  - quantity
  - price
  - ingredients
  - cooking instructions
  - nutritional information
  - brand.
- Look at a range of complete labels and pick out the features from the list – flag up the fact that information is organised in different ways: tables, lists, bold text, etc. *Can you find particular information on labels just using format?*
- Ask questions that will lead to more detailed reading, such as: *Does this product contain E-number additives? Is there sugar in it? How many servings are in this packet? Can I freeze this product?* Point out that whilst you can scan to locate different types of information, you also have to read some parts carefully.

Focus page

- Use format and careful reading to find the answers to questions, including subheadings and layout of nutritional information in a table. Use the questions as discussion points about food and healthy eating as appropriate. Refer to the 'You are what you eat' article in *News2U* and interpret this with learners.
- Apply the information in the article to the nutritional information on the label to decide how healthy the food is.

Curric. refs	Key Skills
Rs/E3.1 Rt/E3.5 Rt/E3.7 Rt/E3.9 Rw/E3.1	N/A

Task 1

Find information from a food label using the format
Rt/E3.5
Rt/E3.7

- This should be done as an oral exercise, although answers can be written on the page.
- Remind learners about the information they can find on food labels.
- Remind learners that they will need to refer to the 'You are what you eat' article in *New2U* and the *Ready-meal* label from the Source material to find the answers to some questions.

If the learner has difficulty

- Help learners to identify and look for key words in order to locate information. Highlight these words or headings in the same colour in the question and the text.
- Learners who are unable to read this level of text will need additional support and may be better working with partners.
- Some of the technical language in the text and label can be daunting. If necessary, write these words on the board/flipchart with simple explanations.
- ESOL learners may also need to familiarise themselves with other aspects of the language such as 'pierce film lid', 'pre-heated oven', 'on day of purchase'.

Extension

Give small groups or pairs different scenarios and ask them to find a product in the local supermarket that will satisfy the criteria (e.g. microwave meal for two that can be cooked from frozen. One person has a gluten intolerance. The other person does not like cheese. If facilities are available they can also cook the product).

Task 2

Read information from a pie chart
Rt/E3.5
Rt/E3.9

- Look at the pie chart in the 'You are what you eat' article in *News2U* as a group. Make sure learners are familiar with the format and explain in more depth if necessary.
- Explain to learners that they don't need to worry about the percentages given but can use the size of each section of the chart to indicate the importance of this food type in a healthy diet.

If the learner has difficulty

- If learners are not familiar with pie charts you may need to explain further. Go through the chart, explaining what it represents and asking questions to help the learner engage with the information. Relate the information to their own experience and knowledge of food.
- Break down the task by first helping learners to identify the two major components of a healthy diet before referring to the label so that they are clear what they are looking for.

Extension

- Learners can use the nutritional information on the *Ready-meal* label and the pie chart to decide whether the food is healthy. Discuss this as a group. What could be done to improve the meal?
- Learners can use the pie chart to work out the contents of a healthy meal that they would enjoy. Cooking activities would also be a good follow-up to this activity, if facilities are available.

Task 3

Apply information from an article to information from a food label
Rt/E3.5
Rt/E3.8

- Refer learners to the information in the 'You are what you eat' article in *News 2U*. Tell them they need to scan the article carefully in order to answer the first question.
- Read through the article and discuss the different types of fat. Identify known products or meals that contain different sorts of fat.
- Talk about the consequences of eating too much fat.
- Use the knowledge gained to answer the question relating to the product label.

If the learner has difficulty

- Learners who have difficulty with reading may find this article hard to access as it is lengthy and contains some technical language. Support learners to identify the parts of text that answer the questions. Ask them to scan for the word salt and highlight it.

- Paired or supported reading will help to build confidence. For some learners, the effort of de-coding or reading will interfere with their comprehension of the text. Taking some of the strain of reading away will help improve comprehension.
- For question 2, the term 'saturated' occurs three times in this piece of text. Talk about the word and make sure the learner understands its meaning. Use the learner's visual memory to find and highlight the word. Look for the word in other texts and labels.

Extension

Get learners to look through the ingredients and guess what the food product is.

Theme assessment

Ask learners to compare labels from three products they eat regularly and decide which is the most healthy, giving reasons.

Food glorious food

Focus

INGREDIENTS

Water, Vegetables (44%), (Potatoes, Carrots, Onion, Green beans, Leeks), Crème Fraiche, Modified Maize Starch, Salt, Yeast Extract.

NUTRITIONAL INFORMATION	
Typical values	per 100g
Energy	221 KJ (53 kcal)
Protein	0.9g
Carbohydrate	4.3g
(of which sugars)	1.4g
Fat	3.7g
(of which saturates)	0.3g
Fibre	0.2g
Sodium	0.4g
NO ARTIFICIAL COLOURS	

READY TO EAT IN TEN MINUTES

Preparation guidelines:
Shake carton well before opening.
Cut carton top and pour into a saucepan.

To cook on the hob
Heat thoroughly on a low heat, stirring continually.
Do not boil.

NOT SUITABLE FOR MICROWAVE COOKING

SERVING SUGGESTIONS
Serve with crusty rolls or French bread.

Storing instructions
KEEP REFRIGERATED
Once opened, consume within 3 days

USE BY
02 JUL 06

V SUITABLE FOR VEGETARIANS

425g e

This carton contains approx 4 servings

Food glorious food

Task

Use the *News2U* article 'You are what you eat' and the *Ready-meal* label from the Source material to answer Oz's questions.

INGREDIENTS

Cooked pasta, tomato, British beef (15%), water, onion, milk, red wine, medium hard fat cheese, whipping cream, mushroom, carrot, vegetable oil, modified maize starch, flavouring (with yeast extract), celery, cheddar cheese, basil, parsley, chicken stock, sugar, malt extract, black pepper, nutmeg.

NUTRITION (per serving)

Energy	2955 KJ (705 kcal)	Of which saturates	14.0g
Protein	35.0g	Mono-unsaturates	14.5g
Carbohydrate	67.0g	Polyunsaturates	2.0g
Of which sugars	7.0g	Fibre	2.5g
Fat	33.0g	Sodium	2.1g

This pack contains 2 servings.

Allergy advice
Contains milk, wheat, gluten, yeast

Storage
Keep refrigerated
Use by: 07 SEP

Freezing guidelines
Freeze on day of purchase.

To oven cook (not from frozen)
Remove outer packaging and film lid.
Place on a baking tray in the centre of a pre-heated oven (190°C/375°F/ Gas mark 5) for 25–30 minutes.

To oven cook from frozen:
Follow conventional oven instructions above, adjusting heating times to 40–45 minutes.

To microwave:
Remove outer packaging.
Pierce film lid several times.

	650 w	750 w	850 w
Full power	14 mins	11 mins	9 mins
Stand	1 min	1 min	1 min

Not suitable for microwave heating from frozen.

Task 1

1 Can I cook the *Ready-Meal* in the microwave from frozen?
2 Gaz is not keen on anything with onions in. Does this contain onions?
3 Does it contain more starch than sugar?
4 It's frozen solid. Do I have to defrost it before I cook it?
5 Will there be enough for four of us?

Tip
Answer 'yes' or 'no' to the questions in Task 1.

Task 2

1 What two main things should your diet include?
2 Does this meal have plenty of both?

Tip
Read the article 'You are what you eat' for help with Task 2.

Task 3

1 Layla's into healthy food. How much salt does the meal contain?
2 Which of the types of fat is least healthy?

Tip
Use the pie chart in the article for help with Task 3.

Rt/E3.5; Rt/E3.7; Rt/E3.8; Rt/E3.9

PAGES 2:35–2:36

Getting fit

Sport, exercise and getting fit are areas of interest for many young people and can be used as a focus for literacy, language and numeracy work. Some learners on Entry to Employment will be offered sport and leisure as additional enhancements to their programme and these are often very successful in engaging learners. Other Entry to Employment learners may be pursuing Sports Leadership awards or be focusing on a career in the leisure industry. Linking or embedding literacy and numeracy work directly to these activities can be a useful approach. This theme looks at an aspect of this, which could be extended to include a wide range of activities that can include numeracy and literacy.

Materials

Timing equipment or stopwatch

News2U from the Source material (0:09–0:18)

Learning outcomes

1 To use a table with a key to extract information (focus page, Task 1)

2 To explore some numeracy skills relating to sport and fitness (Task 2)

Introduction

Ask learners to skim through *News2U* from the Source material to find anything to do with sport and fitness. They should find a quiz and also an activity on taking their pulse during exercise. Learners can complete the quiz first in pairs and discuss answers. This may highlight some misconceptions about fitness and health. Dyslexic learners may need help to read parts of the quiz.

Focus page

- Look at the focus page and talk about the language used. Make sure learners understand words such as stamina and coordination. Come up with some group definitions and put these on the board/flipchart and add them to the focus page. Think about sports that use different aspects of fitness.
- Look at the table on the focus page about different types of fitness. Check first that learners can work out the key and are familiar with reading tables. Ask some direct questions relating to the table to check that learners can use the table effectively.
- Complete the tasks in pairs or individually.

Curric. refs	Key Skills
HD1/E3.1	N1.2
MSS1/E3.3	N1.3
N1/E3.2	
N1/E3.4	
N2/L1.3	
N2/L1.9	

Task 1

Extract information from a table with a key HD1/E3.1

Check that learners are familiar with the method for accessing both table and key – compare the star system to stars used to rate other things such as hotels.

If the learner has difficulty

- Check that learners understand the task.
- Identify the source of difficulty; this may lie in using the key or in understanding the table and how to find specific information.
- Discuss the meaning of the key with the learner. Use other examples of keys – on maps, brochures and charts – and demonstrate how they are used to give information. Pictograms can also be used to exemplify how a key (or legend) is used to give information about quantity. Check that learners are familiar with the terms used, such as suppleness, stamina, etc.
- Learners who have difficulty with tracking can be helped by using a ruler to track across a row or column or an L-shaped card to pinpoint a particular cell in a table.

Extension

Add other sports to the table that are of interest to the learners. Discuss and rate the different aspects of fitness that apply to the sports. This could be completed on computer using tables or spreadsheets.

Task 2

Work out own pulse rate and calculate maximum pulse rate
MSS1/E3.3
N1/E3.4
N1/E3.2
N2/L1.3
N2/L1.9

- This task introduces additional skills to those explored on the focus page. If possible this activity should be completed within a sports and leisure environment and can be embedded into warm-up or training activities.
- Make sure learners each have a copy of the 'Working to the max' activity from *News2U*. Go through the instructions with the group and check that all learners can find their pulse. Demonstrate how to complete the activity and calculation at rest.
- Ask learners to work in pairs to find their resting pulse rates before discussing the next step. Record results.
- Ask learners to complete 5 minutes of fast walking and then measure and calculate their pulse again. Discuss what has happened and why. Record results. Talk about the impact of different types of exercise.
- This activity is intended only to give learners an idea of how pulse rate works. A more accurate reading could be taken over 30 seconds if learners wish to extend the activity. If they have access to machines that will monitor their pulse, they can compare their results.
- Look at the next part of the article in *News2U*. Make sure learners understand the meaning of 'maximum' and talk about the importance of not exceeding this limit. Go round the group and work out individual maximum heart rates. (With a limited age range, this will not take long.)
- Discuss how learners can work out 50% using their existing strategies. Continue onto 75% if learners are confident with this.
- Complete the tasks in the *News2U* article.

If the learner has difficulty

- Learners may experience difficulty with different aspects of this task.
  - **Reading and following instructions**. Go through these with the group to reduce the burden here.
  - **Timing 10 seconds while counting pulse.** Five learners support by working in pairs with the learner only counting or only timing to begin with.
  - **Calculating pulse rate per minute (× 6).** Make sure the reason for this is explained and encourage learners to use a calculator if they wish to.
  - **Percentages.** Many learners find this daunting and it is useful to build confidence with simple percentages such as 50% and to keep making the connections to fractions and decimals.

Extension

Ask learners to think about which part of fitness they are working on. Get them to find out more about aerobic exercise.

Theme assessment

Small groups can investigate the impact of different types of exercise and either add to the table completed as an extension to Task 1 or make a new table.

Getting fit

Focus

Health benefits of different exercises				
Activity	**Stamina**	**Strength**	**Suppleness**	**Coordination**
Slow walking	*	*	*	*
Fast walking	* *	*	*	*
Gentle jogging	* * *	* *	*	*
Fast jogging	* * * *	* * *	* *	*
Cycling	* * * *	* * *	* *	* *
Tennis	* * *	* *	* * *	* * * *
Squash	* * * *	* *	* * *	* * * *
Aerobics	* * * *	* * *	* * * *	* * * *
Lane swimming	* * * *	* * *	* * * *	* *
Wind surfing	* * * *	* * *	* *	* * *
Weight training	*	* * * *	*	* *
Skate boarding	* * *	* *	* * *	* * * *

Key Health benefits: *small * *good * * * very good * * * * excellent

Suppleness =

Stamina =

Coordination =

Strength =

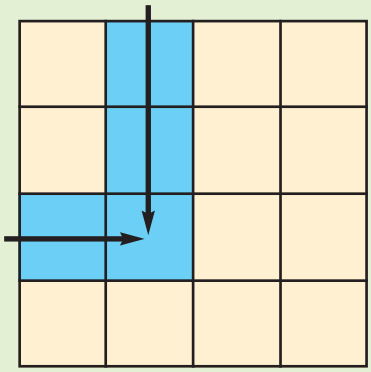
muscle power

Getting fit

Task

The 'health benefits chart' on the focus page contains a lot of information.

- Make sure you understand the key.
- Read the column headings and the row headings.
- Track **down the column** you need.
- Track **across the row** you need.
- Read the information in the box where the column and row meet.



Task 1

Use the 'Health benefits chart' on the focus page to answer these questions.

1 Which activity is excellent for building strength, but not so good for stamina and suppleness?
2 Which is the best all-round activity?
3 Which exercise provides the fewest health benefits?
4 Which activities score best on improving coordination?
5 How do you think football would fit into this chart?

Task 2

1 Use the instructions in 'Working to the max' from *News2U* in the Source material to take your own pulse at rest and then again after exercise.
2 Did you get anywhere near your maximum pulse rate?

Use data and number skills to find out more about fitness.

HD1/E3.1; MSS1/E3.3; N1/E3.2; N1/E3.4; N2/L1.3; N2/L1.9

PAGES 2:37–2:38

It pays to talk

People in general, and young people in particular, are often judged by the way they speak to people in different situations. Many individuals may not understand the implications of using inappropriate styles of communication in certain situations. This theme gives learners the opportunity to consider the range of people they communicate with and how they can adapt their language and register accordingly. It is important to draw ideas from learners through discussion and examples rather than using a prescriptive approach in which learners are told how to do it. The focus page can be adapted or used in many ways and does not need to follow the examples given here. The important outcome is that learners recognise the need to adapt to different people.

The *Skills for Life* ESOL materials will be useful to support these materials for ESOL learners.

Materials

Video clips from TV soaps showing short scenes of one character speaking to several different characters

Audio equipment

Learning outcomes

1 To speak and respond appropriately to a range of different people (focus page, Task 1)

Introduction

- Play short scenes from TV soaps. Discuss relationships between characters and how they speak to each other. Select one character and list the people they communicate with.
- Ask learners think about how many different people they speak to in the day. Do they speak differently to different people? In what way? Why? Have they felt they are using the wrong language in a certain place or situation? What happened?
- Some comedy is based on using inappropriate language for the social situation. Drama is based on conflict and sometimes this stems from inappropriate reactions. If possible, show some clips from sitcoms and from dramas where this happens, for example a teenager saying something inappropriate to an adult, or vice-versa; a police drama in which someone is 'taken down' for swearing in court.

Focus page 8

- Explain that the page shows photos of people who the main character (Jay) might speak to on a day-to-day basis. Talk about who is who on the page (1 = mum; 2 = neighbour; 3 = girlfriend; 4 = best friend; 5 = mentor; 6 = shop assistant; 7 = supervisor at work; 8 = boss; 9 = doctor; 10 = stepfather).
- Play the audio clips one at a time. Discuss who is being spoken to and why learners think this. Note that some of the clips could apply to more than one person – note the common threads of degree of formality or informality of language.
- Clips can be replayed as many times as necessary. (Note that number 10 is a distracter.)
- Discuss why learners have trouble placing the tenth clip. (It uses inappropriate language for its formal work content.)
- Discuss what affects the way we speak to others, for example:
  - who they are
  - the age difference
  - how well we know them
  - our reason for talking to them – information, enquiry, explanation, persuasion, greeting, etc.
- Talk about how the relationship affects:
  - language used
  - register – formal or informal approaches
  - tone – the way things are said.
- Consider the consequences of using inappropriate language in different (extreme) situations, such as using slang in an interview, speaking to a child in very adult language, explaining something to a beginner using technical words without explanation, etc.

- Learners may want to consider how they like to be addressed. What approaches do they find patronising or annoying? How can they deal with this?
- Be aware of cultural differences in the way that people greet and meet each other and use these examples as appropriate.
- Make sure ESOL learners understand the colloquial language used in examples and expressions such as 'don't half'. It may be fun as a group to explore some regional variations in expressions of surprise or to express size.

Curric. refs	Key Skills
SLc/E3.2	N/A

Task 1 9

Listen for and recognise changes in language to suit different situations
SLc/E3.2

- Remind learners about the way we adapt our language and the way we speak to suit the situation.
- Explain that the purpose of the activity is to match the audio clip they hear with the person they think Mairi is speaking to. Look at the characters on the page first.
- Play the audio clips through once without pause. Allow for discussion if needed.
- Play the audio clips one at a time, with pauses to allow learners to make decisions. Most learners will prefer to work in pairs for this activity.
- Play the audio clips once more for learners to confirm their answers.
- Check answers and discuss variations. Answers can be varied if learners can justify their choices.

If the learner has difficulty

- Check that they understand what is required. Talk through Mairi's relationship with the people on the page: *What sort of thing would she be saying to these people?* Build up a picture of Mairi.
- Play the audio clips as many times as necessary and discuss the features of each clip. What is being said? How is it being said? Discuss the possibilities of each clip.
- Be aware that some learners may have difficulty hearing.

Extension

Use photos cut out from the focus page. Give two to each small group. Discuss what the relationship might be between the two people. Discuss how they would speak to each other. Think about age, familiarity, status, etc.

Theme assessment

Ask learners to read the cartoon on page 0:13 of *News2U* and explain what is going on. Why does the last frame show that the person listening has not understood what the other person is saying?

It pays to talk

Focus

8

1

3

2

10

4

9

5

8

6

7

It pays to talk

Task

Who is Mairi speaking to? Put a number by each photograph from her album.

Remember!

The way Mairi speaks to people will depend on:

- who they are
- the age difference
- how well she knows them
- her reason for talking to them.

Task 1

9

Recognise how language changes to suit the situation.

SLc/E3.2

PAGES 2:39–2:40

Don't be late!

Timekeeping is an issue for many people and can cause problems both at work and in personal life. For many Entry to Employment learners a chaotic lifestyle or an inability to prioritise time may be issues that should be discussed and targeted within their learning programme. Some problems with timekeeping may relate to learners' numeracy skills. There can be two barriers here: one is understanding the importance of being on time, and the other is not having the skills to work with time in its different formats and to calculate time. The first issue can only be dealt with by emphasising and demonstrating the possible consequences of being late, in terms of giving the right impression and the personal cost of missing out on things. Reading, understanding and calculating with time can be taught and it is often underestimated how much of a problem this can be, especially for dyslexic learners.

Materials

Digital and analogue clocks (usually available on the wall, computers, watches, etc.)

Local bus timetables

Learning outcomes

1 To understand the importance of good timekeeping (Introduction)

2 To establish a range of strategies for calculating with time (focus page, Task 1)

3 To understand how to use timetables (focus page, Task 1)

Introduction

- Discuss the importance of being on time and the consequences of being late. Ask learners to think about when this has been an issue for them. These can be events in their personal lives, such as being late for appointments, events or when meeting friends, etc. or examples from work. Highlight the issues here: it is difficult to get up, people are always going on about it – why? *How do you feel when you're waiting for things or friends? How do you feel when you lose money because of being late?*
- As a group think about some of the problems that time presents:
  - not enough of it!
  - 12-hour and 24-hour
  - am/pm
  - different ways people talk about time – quarter to seven/6:45; six thirty/half past 6; thirteen hundred hours/one o'clock. Give some times for the group to express in different ways.
- Be aware of any learners who appear to be struggling with any of these concepts.

Focus page

- There are two main skill areas on this page: calculating with time and reading timetables.
- **Working out times**. (You can't do this on a calculator.) Discuss strategies learners use to ensure they are on time (e.g. setting alarms, planning to arrive 10 minutes early, etc.). How do they work this out? Discuss strategies for counting backwards with times. Make sure learners are all aware that there are 60 minutes in an hour. Give examples for learners to work out in pairs:
- **Examples:**
  - A journey takes 3 hours and 20 minutes. If I leave at 4:30 pm what time will I get there?
  - A journey takes 3 hours and 45 minutes. If I leave at 9:30 am what time will I get there?
  - I start work at 8.30 am and I work until 5.45 pm. I have an hour off for lunch. How many hours have I worked?
  - A concert starts at 9 pm and lasts $2\frac{1}{2}$ hours. The bus takes 40 minutes to get back. What time will I get home?
- These scenarios could be developed as a set of cards with journey times on one set and arrival times on the other; learners work out the departure time.
- Watch out for strategies and discuss problem areas such as working around the hour or past the 12 o'clock midpoint. Do learners add or take away? Do they work out the whole hours first and then the minutes or the other way round? All strategies must be valued if they are

effective. Using your fingers is a good strategy for calculating with time. Do the strategies used work just as well with the 24-hour clock? Is it easier or harder?

- As a group, look at the timetable on the focus page and at some local bus timetables. Find out what skills learners already have. Share skills/approaches. Focus on skills that need to be developed. These might be:
  - knowing how timetables work (i.e. the times in each column are for a continuous journey with stops along the way)
  - reading timetables – use of row and column headings
  - reading times – 24-hour format (i.e. 08:30 = half past 8 or 8:30 am)
  - extracting information – tracking across rows and up and down columns.

Curric. refs	Key Skills
MSS1/L1.2	N1.1
MSS1/L1.3	N1.3
HD1/E3.1	

Task 1

Read a timetable and calculate with time
MSS1/L1.2
MSS1/L1.3
HD1/E3.1

- Remind learners of the strategies discussed to calculate with time and read timetables.
- Explain that tasks can be completed in any order, but all use the timetable on the page.

If the learner has difficulty

- Observe learners tackling the task and identify the type of difficulty the learner is experiencing. This may be reading and understanding the tasks, reading a timetable, reading 24-hour clock times and converting to 12-hour times, or it may be with calculating time.
  - **Reading and understanding the tasks.** Read through the problem with the learner and talk it through. Multi-step tasks can be daunting, especially for dyslexic learners. Discuss what needs to be done and list the tasks in order.
  - Additional support may be needed to read **timetables**. Some learners may have difficulty tracking across complex tables. Encourage them to use a ruler or L-shaped piece of card. Check they understand the structure of the table.
  - **24-hour clock.** The concept may need further explanation and practice. Use games such as matching cards to give additional practice or use quick quizzes.
- Strategies and approaches will vary from learner to learner. There are more opportunities for skills development in the *Skills for Life* numeracy materials (Entry 3 Unit 3 and Level 1 Unit 3).
- Learners who have difficulty getting to work or the training centre on time may use this theme as an opportunity to produce an action plan and set personal targets. Bear in mind that difficulty managing time can be associated with dyslexia.

Extension

Ask learners to write out a personal timetable in both 12-hour and 14-hour clocks (or convert an existing one if they already have one). Ask them to complete some personal time calculations based on their own programme. *How much time is spent at work? How much time travelling? How much break time do they get in the week?*

Theme assessment

Ask learners to plan a trip to a match, concert or place of interest. Work out travelling times, buses and meeting times for the group. This can be part of a bigger project to plan a trip out. It is important that this is realised if possible.

Don't be late!

Focus

*The coach for the match leaves at **11 o'clock** tomorrow. We're meeting at the Town Hall **15 minutes earlier** so we've got time to get to the coach stop. **Don't be late!***

Work out the **time you should arrive.**

*The coach leaves at 11 o'clock this morning, but I need to be at the Town Hall at **10:45 …***

SERVICE	33	39	43	45	53
Bus Station, Eastleigh	1000	1015	1030	1045	1100
College Road	1005	1020	1035	1050	1105
City General Hospital	1010	1025	1040	1055	1110
Station Road	1016	1031	1046	1101	1116
Market Square, Belton	1020	1035	1050	1105	1120
Town Hall	1029	1044	1059	1114	1129
Queens Park	1032	1047	1102	1117	1132
Bus station, Belton	1037	1052	1107	1122	1137

Work out **how** to get there on time.

*… **The 39 bus** will get me there on time. It leaves **Eastleigh Bus Station at 10:15 …***

Work out **the time to set out**

*… and it takes **15 minutes** to get to Eastleigh Bus Station from here. Gotta go!!!!*

Preferably, do it the night before!

Don't be late!

Task

Task 1

Use the bus timetable to help these people arrive on time.

SERVICE	33	39	43	45	53
Bus Station, Eastleigh	1000	1015	1030	1045	1100
College Road	1005	1020	1035	1050	1105
City General Hospital	1010	1025	1040	1055	1110
Station Road	1016	1031	1046	1101	1116
Market Square, Belton	1020	1035	1050	1105	1120
Town Hall	1029	1044	1059	1114	1129
Queens Park	1032	1047	1102	1117	1132
Bus station, Belton	1037	1052	1107	1122	1137

1

*I've got an appointment at the **City General Hospital** at **10:15**. Which number bus should I catch?*

2

*I'm going to the festival at **Queens Park**. I want to arrive just before **11 o'clock**. At what time should I catch the bus at **College Road**?*

3

*My girlfriend's coming to Eastleigh by train. It arrives at **10:20**. She'll be catching the bus from **Station Road** and meeting me at **Queens Park**. What time will she reach Queens Park?*

4

*I'm at **Market Square** in Belton. I've just missed the number **43** bus. How long will I have to wait until the next bus arrives?*

MSS1/L1.2; MSS1/L1.3; HD1/E3.1

Audio

PAGE 2:16

Responsibilities and rights

Task 1 2

Shop assistant: Good morning. How can I help you?

Laura: I bought this CD on Saturday and it's not the type of music I thought it was. Can I have my money back please?

Shop assistant: Have you got your receipt?

Laura: I threw it away with the bag.

Shop assistant: I see. Does it work when you play it?

Laura: Yes.

Shop assistant: So you've played it then?

Laura: Yes. That's how I found out I didn't like it.

Shop assistant: And there is no damage or anything?

Laura: No.

Shop assistant: Did you read what it said on the cover before you bought it?

Laura: Well, my mate said it was a good sound so I just read it quickly. It says here that it's good to dance to, but it's not. It's rubbish.

Shop assistant: Did you happen to record it when you played it?

Laura: No. My mate might have done. I don't know about that but I don't want to waste £15 on a CD I don't like. Can I have a refund please?

Task 2 3

Police officer: What are you up to then?

Andy: Nothing.

Police officer: What's your name lad?

Andy: Mickey Mouse.

Police officer: Funny that. Must be a popular name. I meet them all the time. And I suppose you live in Disneyland too do you? How old are you?

Andy: What's it to you?

Police officer: Well if you're under 16 we'll have to get your mum or dad along to be with you when you're interviewed.

Andy: Why'd you stop me anyway?

Police officer: Just checking why you're out so late by yourself. We've had reports of a young man carrying a knife in the area.

Andy: I'm on my way home from my mate's house.

Police officer: Right, so let's start again shall we? Name?

Andy: Are you reporting me for a crime?

Police officer: No, just concerned for your safety. It's 3 o'clock in the morning you know! Have you got a knife about your person?

Andy: Might have. Might not.

Police officer: Take off your coat please. Let's have a look in the pockets.

Andy: See you!

PAGE 2:22

Getting help

Focus page 2:22 4

Receptionist: Anytown College. Maria speaking. How may I help?

Caller: Oh yes. I was wondering if you could give me some information about computer courses.

Receptionist: Certainly. What do you want to know?

Caller: I want to do a course on a Thursday evening.

Receptionist: Right. Well let me see. On Thursday evenings there is a course called Computing for Beginners. Is that what you need?

Caller: No. I want something where I can get a certificate.

Receptionist: What about CLAIT Level 1? That's on Thursday evenings.

Caller: That sounds more like it. Could you repeat the title please?

Receptionist: Certainly. It's C-L-A-I-T and that's Level 1. Got that? If you need more information you can give the computer department a ring on 01234 987123.

Caller: 01234 987123?

Receptionist: Yes that's right. Ask to speak to Mr James.

Caller: Thank you. So I should speak to Mr James on 01234 987123 about the CLAIT Level 1 course?

Receptionist: That's it.

Caller: Thanks for your help.

Receptionist: That's fine. Good luck. Bye.

Caller: Bye.

PAGE 2:25

That's a fact (2)

Focus page 5

Audio 1
The problem is that there are not enough bins around. Even when you find one, it's often full. It's not fair to fine people. What else are they supposed to do if there's nowhere to put rubbish?

Audio 2
I provide a perfectly good bin right outside the door of my shop, which I paid for myself, but still people throw litter on the floor. If they are fined every time they do it, they'll soon stop.

Task 2 6

Audio 1
The car window smashed because Dukakis pushed me into it. I've got the cuts to prove it. He's always hated me because he never beats me at football and he fancies my girlfriend. He's jealous, that's why he had a go at me.

Audio 2
The problem is that young people spend too much time in the pub drinking. They fight, swear, make a racket in the street at all times of night, throw up on the pavement and vandalise anything that happens to be close by.

Audio 3
Mr Dukakis and Mr Hanson are presently helping us with our enquiries following an allegation of assault.

PAGE 2:31

Flatmate

Focus page 7

Audio 1
Do you smoke?

Audio 2
I used to, I suppose because most of my friends did. But I gave up about 4 years ago when I joined the band. None of them smoke.

PAGE 2:37

It pays to talk

Focus page 8

Audio 1: Can I have £10 top up for the phone, too, please?

Audio 2: The tablets don't seem to be working. I still get bad headaches.

Audio 3: Sorry I'm late. What do you want me to do today?

Audio 4: Is my football kit clean?

Audio 5: Can I borrow a fiver 'til tomorrow?

Audio 6: If you can't come out tonight, how about the pictures tomorrow?

Audio 7: I'm getting on better with my step-dad now.

Audio 8: Hi Mr Maleki. Here's your shopping.

Audio 9: Where were you on Monday, you skiver?

Audio 10: Isn't it about time I had a pay rise?

Task 1 9

Audio 1: Now what yummy things can we find for tea then I wonder?

Audio 2: I'm off to the club. I won't be late.

Audio 3: Can I get you anything else?

Audio 4: D'you want me at the party or d'you just wanna go with your mates?

Audio 5: I've got a mega favour to ask. Can I have a lend of your black skirt just for tonight?

Audio 6: Would it be all right for me to swap shifts with Kat tomorrow?

Answers

PAGES 2:1–2:2

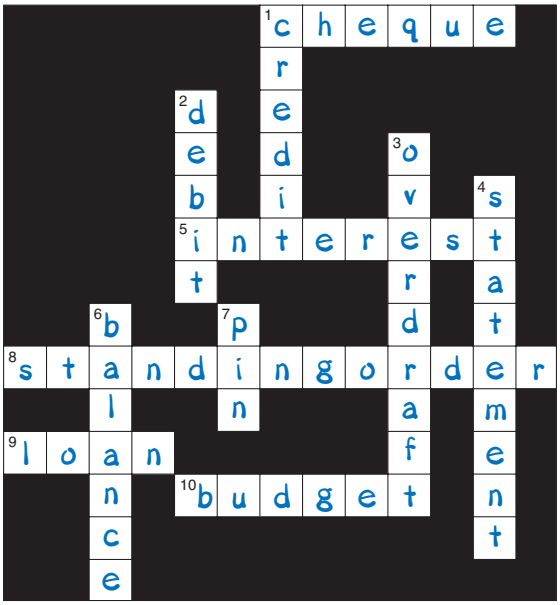
Budgeting

Task 1

Show your work to your teacher.

PAGES 2:3–2:4

Bank accounts



PAGES 2:5–2:6

Ways to pay

Focus page

Jo saved £1.99 on the item. She paid £17.91.

The interest is £50. In total she must pay back £250 + £50 = £300.

Task 1

1 Save £39
Pay £39

2 Save £18
Pay £18

3 Save £28
Pay £28

Task 2

1 The interest is £20. You pay back £120.

2 The interest is £30. You pay back £180.

3 The interest is £36. You pay back £216.

PAGES 2:7–2:8

Debt management

Task 1

Coming in each week

Wages	£91

Going out each week

Rent	£40
Food	£20
Bills	£15
	£75

Cash available for paying debts

£91 − £75 = £16 each week

Plan for paying debts

Sam should plan to pay some money to each company. The total should not be more than £16 beacause this is all that he has available each week to pay off his debts.

PAGES 2:9–2:10

Wages

Task 1

1 At Speeds you would earn **£164 a week** (40 hours per week × £4.10 per hour)

2 At Scratches you would earn **£7440 a year** (£620 per calendar month × 12 months)

3 At North East Wildlife Trust you would earn **£780 per month** (£180 per week × 52 weeks = £9360 per year; £9360 ÷ 12 months = £780 per month)

Task 2

1 North East Wildlife Trust

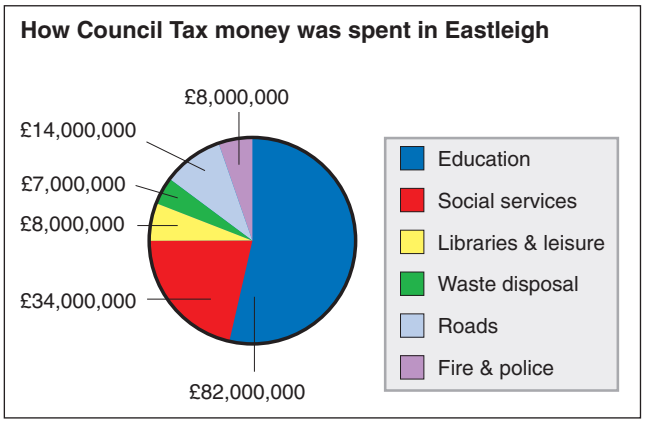
2 Scratches

PAGES 2:11–2:12

Where does the money go?

Task 1

Your pie chart should look something like this:



Task 2

Show your work to your teacher.

PAGES 2:13–2:14

Age limits

Task 1

Show your completed form to your teacher.

PAGES 2:15–2:16

Responsibilities and rights

Task 1

You may have written something like this.

No she does not have the right to a refund because:

- She has no proof of purchase.
- The CD is not faulty.
- She has just changed her mind.
- She made a mistake when she bought the CD.

Task 2

Incorrect behaviour: Andy	Incorrect behaviour: police officer
• Gave wrong address – an offence • Was cheeky to the police officer • Was uncooperative • Ran away	Did not give his name, station, what law he was using, the rights under the law

Task 3

You may have written something like this:

You don't have to say anything at all **but** it may go against you if you don't mention now something that you use in court to explain your side of the story. The police can use what you say now as proof of their side of the story.

PAGES 2:17–2:18

Driving

Task 1

1 2 new tyres @ £60 each = £120
Total = £178.46

2 £1706.50

Task 2

1 **a** seller
b interfere with
c very good condition
d full service history
e months

2 **a** An exact time to call could mean that the number is a call box.
b A mobile phone number could mean that the vendor does not want to be traced.

3 You may have included some of these points:
If you pay by cash there is no proof that you paid the money and of who you paid it to. A cheque or bankers order has to be cleared by the bank and you have to get the name and an account number for it to be paid into. This means you have some proof of paying and of who the money was paid to, which can be checked later if necessary.

PAGES 2:19–2:20

Getting help

Focus page 2:22

Name of course: CLAIT Level 1
Telephone number: 01234 987123
Person to speak to: Mr James

PAGES 2:23–2:24

That's a fact (1)

Tasks 1 and 2

Police use force against peaceful demonstrators

A peaceful demonstration took place today in the town of Grimton following the opening of a seedy nightclub.

The quiet demonstrators gathered along Main Street to await the arrival of notorious nightclub owner Terry Sandford.

The silent crowd walked forwards as Mr Sandford's van came along the street.

Police forced people to move back behind the metal barriers along the pavement.

A member of the public who was watching the scene from her flat said 'I think it just made matters a lot worse'.

Police prevent injury to riotous demonstrators

A violent demonstration took place today in the town of Grimton following the opening of a plush nightclub.

The riotous demonstrators gathered along Main Street to await the arrival of famous nightclub owner Terry Sandford.

The angry crowd surged forwards as Mr Sandford's van came along the street.

Police encouraged people to move back behind the safety barriers along the pavement.

A member of the public who was watching the scene from her flat said 'I think it just made matters a lot worse'.

PAGES 2:25/2:26

That's a fact (2)

Task 1

1 Two-timing her
2 Dentist
3 Hanson knocked them out of his hand.
4 To the pub
5 10.30 pm
6 A spilt bag of chips
7 Mick Hanson
8 Lack of evidence

Task 2

1 Hanson gives an opinion.
2 The neighbour gives an opinion.
3 The police spokesman gives a fact.

Task 3

These are facts:

- The case was dismissed due to lack of evidence.
- Chip shop owner Steve Hall called the police.
- Saw Meena in town. Went for a coffee.
- Stayed in and watched TV.

PAGES 2:25–2:26

Writing a letter

Task 1

Patrick Green
21 Station Road
Anytown
Anyshire
AT5 6SR
01561 987432
patrick@computer.co.uk

The Credit Card Company
Anytown
Anyshire
AT9 1EC
28th July 2005

Dear Sir

Account Number: 654321

I am sorry but I am not able to keep up my normal monthly payments because I am now unemployed. I am writing to all my creditors asking for details of how much I owe them. Could you please let me know how much I owe you.
When I have sorted it all out, I will contact you again with an offer for paying back the debt.
In the meantime would you please freeze my account for two months to stop the situation getting worse while I try to sort it out.
Thank you for your help. I look forward to hearing from you as soon as possible.

Yours faithfully

Patrick Green

PATRICK GREEN

PAGES 2:30–2:31

Finding a flat

Task 1

You may have written something like this:

- How many people share the house?
- How much is the rent?
- Is the use of a washing machine included?
- How far is the house from Anytown College?
- Are telephone bills included?

There are many more questions she might also ask. Some might be:

- Is the room furnished?
- Are heating bills included?
- Do any of the other tenants smoke?

PAGES 2:31–2:32

Flatmate

Focus page

Checklist for a flatmate

Name: Matt

Name of person interviewed: Raffi

1. Fine with cats. ✗
2. Clean and tidy. ✓
3. Likes loud music. ✓
4. Vegetarian. ✗
5. Likes sport on TV. ✗
6. Non smoker

Perfect flatmate? YES NO
Reason:

If Matt and Raffi shared a flat, they might have problems because:

- Matt has a cat, but Raffi is allergic to pet fur
- Matt is a vegetarian but Raffi likes meat
- Matt likes a quiet evening, whereas Raffi might want to practise his drums or with his band

Raffi might ask Matt if he would mind if he played his drums or wanted to practise with his band at the flat.

Task 1

Show your answers to your teacher.

PAGES 2:33-2:34

Food glorious food

Task 1

1 No – the label says not suitable for microwave heating from frozen.

2 Yes – the ingredients include onion.

3 Yes – the article says that the carbohydrate content is divided into starch and sugar. The sugar content is shown on the label as 7.0 g and so the starch is 60.0 g.

4 No – the label says that the Ready-meal can be cooked in the oven from frozen.

5 No – the label says that the meal contains two servings.

Task 2

1 Fibre and carbohydrates

2 No, there is not enough fibre.

Task 3

1 2.1 g (shown as sodium)

2 Saturated fat

PAGES 2:35-2:36

Getting fit

Task 1

1 Weight training

2 Aerobics

3 Slow walking

4 Tennis, squash, aerobics, skate boarding

5 Personal opinion (provides good stamina and coordination, some strength, but little suppleness)

PAGES 2:37-2:38

It pays to talk

Task 1

Best friend = 5
Supervisor = 6
Little brother = 1
Boyfriend = 4
Mum and dad = 2
Customers = 3

PAGES 2:39-2:40

Don't be late!

Task 1

1 33

2 10:20

3 She'll catch the bus at 10:31 from Station Road and arrive at Queens Park at 10:47.

4 15 minutes