



# New job at the café

## Coverage of Literacy Curriculum

### *Practise listening and speaking*

- Listen for detail using key words to extract some specific information SLlr/E1.2
- Follow single-step instructions in a familiar context SLlr/E1.3
- Speak clearly to be heard and understood in simple exchanges SLc/E1.1

### *Practise reading and writing*

- Recognise different purposes of texts at this level Rt/E1.2
- Use written words and phrases to record and present information Wt/E1.1
- Read and recognise simple sentence structures Rs/E1.1
- Construct a simple sentence Ws/E1.1
- Punctuate a simple sentence with a capital letter and a full stop Ws/E1.2
- Use a capital letter for the personal pronoun 'I' Ws/E1.3
- Possess a meaningful sight vocabulary of words, signs and symbols Rw/E1.1
- Decode simple regular words Rw/E1.2
- Recognise the letters of the alphabet in both upper- and lower-cases Rw/E1.3
- Spell correctly some personal key words and familiar words Ww/E1.1
- Write the letters of the alphabet using upper- and lower-case Ww/E1.2
- Use basic sound / symbol association to help spelling as appropriate for the need of the learner Ww/E1.3

### *Key functions*

- Following simple, single-step instructions
- Understanding the need to be clear about what to do
- Speaking clearly to be heard and understood
- Being able to organise what is said
- Speaking clearly and loudly
- Listening to people and speaking in simple exchanges
- Recording and presenting information

### *Key grammar*

- Using punctuation to aid understanding
- Recognising consonants and vowels
- Understanding the use of capital letters and lower-case letters
- Recognising and understanding key words
- Identifying sounds in familiar regular words

## ***Resources to support this unit***

- A stereo system and headphones
- Access to computers for cutting and pasting, and clip art
- Computers with Internet access
- Audio clips 1–11
- Menus (optional)
- An enlarged picture of the image on page 1 of the learner's material
- Notebook for word bank vocabulary
- Short sentences written by the teacher or taken from magazines and newspapers
- A selection of menus
- A selection of different signs and symbols from menus
- Magazine pictures of cutlery, salt and pepper
- Plastic cutlery, paper napkins, small vases, salt and pepper pots, cloth.
- Alphabet rulers (Photocopy 1, Unit 2)
- Copies of photocopies 1–4
- Alphabet flashcards
- Enlarged copy of photocopy 3

## Page 1

### Unit aims

#### To begin

- Clarify the content, purpose, objectives and outcomes of the unit: to enable learners to listen for key information and develop a meaningful sight vocabulary of words, signs and symbols.
- Show how the core curriculum skills for each unit are itemised on each page of the learner's material.
- Demonstrate how the core curriculum skills show progression from milestone 8 and reflect the ILP.

#### Specific to this unit

- Introduce the reading and writing strategy for the unit – 'Look, Say, Cover, Write, Check'. Make it clear that the focus of the unit is not to read whole texts but to focus on key words and this strategy is the best way to learn them.
- This could be set up as a pre-task activity to prepare learners for the unit. Write a word on the board for learners to look at and say. Remove the word and ask learners to write it from memory. Check by looking at the original word.

## Pages 2 and 3

### Jan's first day

#### Materials

- Audio clips 1 and 2
- Menus (optional)
- An enlarged picture of the image on page 1 of the learner's material
- Notebook for word bank vocabulary

#### Rationale

- To recognise and understand the importance of key words when reading texts
- To listen for key words and see them in context
- To put key words into context
- To decode words

#### Pre-task

- Look at the picture on page 1.
- Focus on what learners can see inside the café, i.e. furniture, and menus.

- Learners can start to build up a word bank to use in this unit.
- Introduce Jan from the picture and explain that this is Jan's first day.
- Ask learners what sort of information Jan might need to know.

#### Help

- You could photocopy and enlarge the picture so that learners can label parts, e.g. café, Jan, table etc.
- Build a display for use during the unit. This could take the form of pictures with words written beneath them, e.g. a picture of a menu with words written beneath or a picture of Jan with the word 'café' written beneath. Other important words can be added.
- Learners can create their own word banks and refer to the word bank on display.

### Activity A *Listening and speaking*

#### Pre-task

- This activity encourages learners to listen for and recognise key words or small pieces of information. Emphasise to learners that they do not have to understand every word in audio or written texts.
- Read the mediated text and the three questions.
- Support learners to highlight the key words in the questions – number of rooms, money, kitchen door etc.
- Explain to learners that they will hear Mrs Walker (Jan's boss) telling Jan about the café and that they should listen for information to answer the three questions.

#### Task

- Play audio clip 1 and check answers (play the audio clip as many times as needed).
- Ask learners to give spoken answers. Answers can be written up on the board or on an OHT.

#### Extension

- Once the three questions have been answered, add further questions. For example:
  - What does Mrs Walker say about the stockroom?

- What is on the notice board?
- What must Jan do if she has any questions?
- As before, read through and highlight the key words in the questions.
- Play audio clip 1 again.

## Help

- Individual learners can listen out for information for just one question. They can then work together in small groups to share their pieces of information.
- Allow learners to listen to audio clip 1 on headphones so that they can pause the text as often as they wish.

## Activity B

### Pre-task

- One of the aims is to build up learners' confidence, as they may feel nervous about tackling this text.
- Explain to learners that they should look for key words first and try to work out what they mean and how to say them.
- Once the key words have been noted, learners will have a good idea what the text is about. This activity builds confidence, helps learners to learn vocabulary and develops reading strategies.
- Read the mediated text and ask learners to look at the key words. Explain that the text is a shortened version of the audio text so learners may recognise several words.

### Task

- Explain to learners that by breaking up a word they might find a small word within a longer word which can help them to read.
- Show learners the example of the word 'start' on the board or OHT, they might find star-t, s-tar-t, s-tart, or st-art.
- Explain to learners that identifying letter patterns can also help them to read. Some letters written together make one sound.
- Work through the examples with the words 'lock' and 'watch', identifying the consonant blends.
- Ask learners to work through the text in pairs, using this strategy to find 'ch' or 'st' sounds.

## Extension

- Select a few sentences from the audio clip/script 1 and highlight the key words.
- Ask learners to look through the sentences using the reading strategy from Activity B.
- Break down suitable words from the sentences.

## Help

- Record yourself reading this extract, placing emphasis on the key words.
- Learners can use headphones and work through the text with audio help.



## Activity C

## Listening and reading

## Reading

### Pre-task

- This activity helps learners to put the key words into context. Breaking down words also helps develop decoding skills and improves spelling.
- Explain to learners that they will now hear Mrs Walker talking to Jan, and that should look at the text at the same time, listening out for and circling the key words.

### Task

- Play audio clip 2 as far as the end of the first sentence.
- Ask learners for the key words in this sentence.
- Highlight the key words and play the first sentence again. Play the rest of audio clip and ask learners to circle more key words.
- Check to see how many words have been circled. Play the audio again, stopping at the relevant key words. The text can be put on OHT and key words circled after learners have listened to the audio clip a few times.
- Break down words – 'kitchen' can be used as the example. Ask learners if there are any other words in the text that have words inside them (be-fore, sh-elf, ex-it).
- Practise sounding the first letters of words.
- Identify the words for learners to say by highlighting them in a different colour on the board or OHT. Alternatively, say the words and ask learners to find them in the text.

## Extension

- Replay the audio clip from Activity A and refer learners to the audio script. Ask learners to listen and circle the key words.
- Use the 'Look, Say, Cover, Write, Check' method for new words.

## Help

- Divide the text into sentences. Play the audio clip section by section so that learners are working through it piece by piece. This will help less-confident learners.

## Activity D

### Pre-task

- Explain that Mrs Walker is showing Jan around the café, telling her where everything is. Jan needs to remember the instructions so she is going to make some short notes. Learners will help her complete her notes by noting the key words. They will be using some of the key words from Activity C. Make sure learners have the list of key words in front of them or write them on the board or OHT.
- Explain the words 'kitchen', 'bag' and 'shifts'.

### Task

- Play the section of the audio where Mrs Walker is saying that the kitchen is next to the bar.
- Show learners the notes that Jan has made. For example, the word 'next' has been used so learners can cross it from their lists of key words.
- Direct learners to complete the notes. Play the audio clip as many times as is needed.

## Help

- Give learners the key words that Jan will use and ask learners to predict which pictures match these words.
- Play the audio clip section by section to build up confidence. Alternatively, learners can listen to the audio clip with headphones, pausing the clip as often as necessary.

## Writing

## Pages 4 and 5 Completing forms

### Materials

- Short sentences written by the teacher or taken from magazines and newspapers
- Audio clip 3
- Mrs Walker's form (photocopy 1)

### Rationale

- To understand that sentences require full stops and capital letters
- To understand that places names and the pronoun 'I' have capital letters
- To complete a form with simple, personal information
- To understand the use of upper- and lower-case letters
- To write in short sentences and check work for capital letters and full stops

## Activity A

### Pre-task

- Elicit from learners that sentences require full stops and capital letters.
- Write a sample sentence on the board or OHT and identify what makes it a sentence.
- Ask learners to look at the sentences about Jan.

## Writing

### Suggested activities

- **Full stops and capital letters** – In pairs, give learners some sentences and ask them to highlight the beginnings and ends in different colours.
- **Capitals for names** – Writes your name on the board but without the capital letter. Ask learners what is wrong. Elicit that the capital letter is missing and remind learners that all names begin with a capital letter.
- **Capitals for places** – Ask learners which country they are living in. Write 'england', 'scotland', 'wales' etc. on the board (again without the capital letter) and ask them what is wrong. Elicit that the capital letter is missing and correct the word.

- **Places and names** – Direct learners to look at the ‘places and names’ table. Ask learners to think of other words to add to the table. Explain that ‘Old Street’ is in capital letters because it is the name of a place. Elicit names of cafés, cinemas, schools etc. to illustrate this point.
- **Place names** – Look at a map of the UK and point out the capital letters for towns, cities, counties, rivers etc.
- **Capital letters** – Direct learners to look at sentences you have written with the capital letters missing and to highlight where the capital letters are missing.
- **Pronoun ‘I’** – Look through the text about ‘I’ and explain that ‘I’ is always a capital letter, regardless of where it is in a sentence. Write some example sentences on the board or OHT.

## **Activity B** *Listening and writing*

### **Pre-task**

- Explain that when you work or study somewhere you usually have to complete a form. This is usually kept by your boss or teacher.
- Elicit the type of information that learners think a boss or teacher would need.
- Elicit name, address and age. If appropriate, show the class register which may contain names and dates of birth, or any other appropriate form such as an ILP.
- Explain that Mrs Walker needs to complete her form with information about Jan.

### **Task**

- Give learners a copy of Mrs Walker’s form (photocopy 1) and explain the words. Explain that it does not matter if learners cannot complete all the words. Learners can try to identify first letters of words.
- Play audio clip 3 as many times as needed.

### **Extension**

- Ask learners to work in pairs. Give one of the learners a copy of Mrs Walker’s form and ask them complete it with information about the other learner, who has just started work at the Fast Food café. The roles can then be reversed.

## **Help**

- Complete parts of the table for learners so that they are filling in the gaps while they are listening.

## **Activity C** *Reading and speaking*

### **Pre-task**

- Explain that sentences are a mixture of upper- and lower-case letters but there are rules that need to be followed.

### **Task**

- Show learners the sentences and words in boxes.
- Ask learners to work in pairs, telling each other why the words have capital letters. They can refer to Activity A for the rules.

### **Extension**

- Point out that lower-case letters are used on some occasions, for example e-mail addresses are often in lower-case letters. Informal e-mails are often written in lower-case letters, as they are easier to type.
- Text messages on mobile phones are often in lower-case letters, again because they are easier and quicker to key in. Learners could practise writing their own text messages.
- Ask learners for other examples of the use of lower-case texts.

## **Help**

- Make a table with four column headings – name, place, I, start of sentence.
- Ask learners to put words from the sentences into the appropriate places in the table. This table can be designed on the computer or on paper.

## **Activity D**

## **Writing**

### **Pre-task**

- Explain to learners that they will use the skills they learned in this first section of the unit to help them with the next activity.

### **Task**

- Explain to learners that they will be using their own names and addresses in the activity. Explain that they should write sentences using the pronoun 'I' to practise this.
- Once learners have completed the sentences, direct them to highlight their own key words and check their work for punctuation errors.

### **Extension**

- The sentences can be word processed.
- Learners can write more sentences about their age and where they come from.

### **Help**

- Write some sample sentences on the board or OHT to give learners more confidence with what they are doing.

### **Activity E**

### **Writing**

#### **Pre-task**

- Explain to learners that they will be making an address book with the names of friends, family, work or college. They will need to use capital letters in the right places.
- Have prepared a sheet of names in case learners are concerned about sharing personal details.

#### **Task**

- You could make a template address sheet for learners to complete.

### **Extension**

- This can be extended to a speaking activity – learners can ask each other for names and addresses to complete their address books.
- Show learners the address book in Microsoft Outlook or from an Internet package and explain how to complete it.
- You could make a template table for learners to complete on the computer.

## **Pages 6 and 7 Signs**

### **Materials**

- Pictures of signs and symbols

### **Rationale**

- To recognise and understand signs and symbols

### **Activity A**

### **Speaking**

#### **Task**

- Show learners the fire exit sign and point out that the words are written in capital letters.
- Ask learners why the words are in capital letters.
- Ask learners to think of other signs with capital letters.
- Show learners some signs in the classroom or cut from magazines. Ask them to identify what the signs mean. Explain that signs and pictures can be used instead of words.

### **Extension**

- Other common signs with capital letters are DANGER! and NO ENTRY. These are often negative, warning signs.
- Explain that e-mail messages are sometimes written in capital letters. Ask learners why they think that is.
- Explain that capital letters in e-mails mean that the writer is shouting.

### **Activity B**

### **Reading**

#### **Pre-task**

- Explain that the next activity is about identifying and understanding signs at the café. Jan needs to recognise and understand the signs before she starts work.

#### **Task**

- Ask learners to identify the signs in the pictures, either in pairs or as a group activity.
- Then ask learners to match the words and signs.

## **Extension**

- Ask learners to find as many of these signs as possible within the building.
- Ask learners where else they might find these signs.

## **Help**

- Give the words to one group or pair of learners and the pictures to another. The groups / pairs have to work together to match up the pictures and words.
- Play a pairs game. Place all the cards from both sets face down on the table. One person turns over two cards to see if they match. If the cards do not match they must be turned face down again. The take turns until all of the cards have been correctly matched up.

## **Activity C**

## **Writing**

### **Pre-task**

- Explain that the next activity is about how signs are used at work to make sure that the correct procedures for health and safety are carried out.

### **Task**

- Look through the pictures and ask the learners to identify all the health and safety 'sins'.
- Ask learners to think about any health and safety signs they have seen. This can be done in pairs or as a group activity.
- Direct learners' attention to the information box. Explain that the word 'must' is often used to tell people that they have to do something.
- Ask learners for examples of sentences using the word 'must'.
- Ask learners to write four things they must do to ensure health and safety rules are followed. Learners should use the word 'must' in their sentences.

## **Extension**

- Learners might like to use the word processor to devise the sign print.

## **Help**

- Learners can have word cards to build into sentences relating to health and safety.

## **Activity D**

## **Writing**

### **Pre-task**

- Discuss with learners what happens when you have an accident at work.

### **Task**

- Read through the text as a group.
- Elicit from learners what instructions they would give to make sure this accident does not happen again.
- Ask for sample sentences using the word 'must' to show that the person has to do something.
- Ask learners to write short, single-step instructions for using the kitchen door safely.

## **Extension**

- Learners who are confident could look for an accident report form and attempt some of the questions.

## **Help**

- Learners can work together on writing the instructions.
- Help individual learners with any words they have difficulty spelling.

## **Pages 8 and 9 In the café**

### **Materials**

- Audio clips 4 and 5
- Magazine pictures of cutlery, salt and pepper
- Plastic cutlery, paper napkins, small vases, salt and pepper pots, cloths
- Copies of photocopy 2

### **Rationale**

- To understand the need to be clear about what to do
- To think about ways of checking instructions and making sure learners have understood



## **Activity A**

### **Listening part 1**

#### **Pre-task**

- Look at the picture of Jan with the customer and ask learners what they think is happening. (Jan has just given the customer a horrible cup of coffee.)
- Ask learners to predict what might be wrong with the coffee – is it too cold, too strong? Ask learners if they have ever eaten or drunk something horrible in a restaurant or at a café.
- Explain that Jan has made a horrible cup of coffee and she needs to check the instructions. The learners need to find out where she went wrong.
- Read the sentences with learners and highlight the important parts of the sentences – ‘forgot’, ‘didn’t fit’, ‘enough coffee’, ‘full’, ‘strong’ etc.
- Play the first two sentences then stop the tape. Ask learners to say what has happened. Point out to learners that this is an example of listening to the audio clip and then checking their understanding of what has been said. Explain to learners that they can stop the tape as often as they want to check they have understood.
- Identify that one answer has already been eliminated – (a) she forgot to put the filter in the machine.
- Ask learners to predict which of the answers is correct.

#### **Task**

- Play the audio clip and ask learners to tick the correct answer. Play the audio clip as many times as is needed.
- Check answers and elicit that the coffee was strong because she used seven spoonfuls. Ask questions, e.g. How many spoons should she have used?
- Direct learners to complete the two sentences.

#### **Help**

- Another version of the activity is to play the audio clip several times and ask learners to say what Jan did correctly and what went wrong.
- Ask lots of prompt questions, e.g. Did she put the filter in properly? Did she put in enough water?

- Learners can listen to the audio clip with headphones, pausing the clip as often as necessary.

## **Activity B** **Listening and speaking**

#### **Pre-task**

- Explain to learners that they will be listening to the audio clip again. Ask them what Jan says to check that she has followed the instructions correctly.

#### **Task**

- Play the audio clip (and a second time if needed) and discuss what Jan says to check her instructions.
- Discuss other ways of checking instructions, e.g. repeating what the person said, asking questions such as ‘Is that right?’, asking the person to repeat the instructions, speaking more slowly or asking if you can take notes while the person is giving you instructions.
- Discuss listening for key words.
- Remind learners to ask for instructions to be repeated to check that they have understood.

#### **Help**

- Before playing the audio clip, ask learners what they do if they have not understood instructions.
- Learners can listen to the audio clip with headphones, pausing the clip as often as necessary.

## **Activity C** **Listening and speaking**

#### **Pre-task**

- If possible, set up a ‘dining table’ in the room. Provide plastic knives and forks, cloths, paper napkins and salt and pepper pots.
- Set the table incorrectly and ask learners to comment. Ask lots of prompt questions, e.g. Do I put the knife here? Where does the napkin go?
- Pictures from a magazine could be used if you do not have access to these items.

#### **Task**

- Show learners the two pictures and ask them to say which table is set correctly.

- Explain that they will listen to Mike telling Jan how to set the table. Was their answer correct?
- Play audio clip 5 as many times as is needed.
- Discuss each picture, saying where Jan went wrong and what she needs to do to set the table correctly.

### **Extension**

- Give learners some simple instructions to follow. The type of instructions will depend on the learner and environment. Suggestions include:
  - using the stereo system
  - using the photocopier
  - using the video recorder
  - performing a task on the computer
  - drawing something (you could describe a person's face for learners to draw)
  - tidying up the room.

### **Help**

- Learners can listen to the audio clip with headphones, pausing the clip as often as necessary.
- Learners can follow the instructions as they listen by setting the table in the classroom.

## **Activity D      Reading and speaking**

### **Pre-task**

- Explain that Fast Food Café is giving away free gifts but learners need to make them.
- Give the instructions for learners to follow (photocopy 2).
  1. Open the packet.
  2. Take out the calendar.
  3. Choose a picture.
  4. Fetch glue or sticky tape.
  5. Attach the calendar to the bottom of the picture.
  6. Find today's date.
  7. Find your birthday.
- Learners should check if they are not sure how to put the gift together.

### **Task**

- Give the instructions for learners to follow, pausing if they need to check for understanding.
- Check the gift has been made correctly by asking questions, e.g. Did you do this? Did you put that there?

## **Activity E**

## **Speaking**

### **Task**

- Ask learners if any of the instructions were difficult and if so, why.
- Discuss with learners how to make instructions clear, e.g. keep sentences short, put instructions in the right order, speaking clear etc.

## **Pages 10 and 11 Looking at the menu**

### **Materials**

- A selection of menus
- A selection of signs and symbols from menus
- Magazine pictures of food items
- Copies of photocopy 3 enlarged and put onto cards

### **Rationale**

- To build up vocabulary for use later in the unit
- To recognise and understand signs
- To understand that signs often contain words

### **Pre-task**

- Ask learners what types of food they like to eat. Show learners pictures of food and ask them which meals they like.
- Ask learners what they need in a café to help them choose their meals – the menu. Show sample menus and ask learners what they might order.
- Talk about how a menu is organised and ask what learners normally order first.

## **Activity A      Reading and writing**

### **Pre-task**

- Show learners the incomplete menu.
- Write 'starters', 'main course' etc. on the board or OHT and check for understanding.
- Ask learners for dishes that they could put into these sections on the menu.

### **Task**

- Give learners copies of photocopy 3. This can be cut into separate cards. Learners put the words / pictures in the appropriate space on the menu.

- The menu can be enlarged so that the learners can place the cards on top.

### **Extension**

- Learners can add dishes to the menu. They could select pictures from a picture dictionary to add to the menu or can use a picture dictionary to help them find the words to add to the menu. Learners can also use a computer and word art.
- Learners can add prices to their menu.
- Learners can build up a food word bank using pictures and words.

### **Help**

- Enlarge photocopy 3 to A3 so that learners can stick on cut-out words.

## **Activity B      Reading and writing**

### **Pre-task**

- Explain that menus often contain signs to make them easier to understand. Elicit examples from learners or put examples on the board or OHT. One example is the use of a chilli pepper symbol to indicate how hot a dish is: one chilli pepper means quite hot; three chilli peppers means that the dish is very hot.
- Use examples from real menus. Many restaurants publish menus on the Internet.
- Explain that signs often contain words; use an example from the classroom, building or magazine.
- Show the example of the person drinking water from a water fountain. Ask where they might see this sign, e.g. college, toilets etc.

### **Task**

- Show learners the three symbols. Have they have seen them before? What do they mean?
- Direct learners to put these symbols in the correct places on their menus. This can be done individually or in pairs.
- Ask learners to think of more signs. They could add these to their menus.
- Ask learners to design a sign to match the picture. This can be done in pairs, individually, on the computer or on paper.

### **Extension**

- Learners can design the sign on a computer, using clip art or an art software package.

### **Help**

- If learners are not happy about designing signs, ask them to find examples of signs with words.
- Learners can find a sign from a menu or magazine picture to add to their menu.
- Again, use signs from the classroom, building, magazines etc.

## **Page 12 Taking orders**

### **Materials**

- Copies of the order form (photocopy 4)
- Audio clips 6 and 7

### **Rationale**

- To listen to instructions and record them
- To complete an order form

## **Activity A      Listening and speaking**

### **Pre-task**

- Explain to learners that Jan has now started to serve customers and that they will be listening to her conversation.
- Show learners photocopy 4 and point out the tick boxes.
- Learners will tick the dishes that are ordered. Some dishes may be ordered more than once so they may have to add more ticks.
- Ask learners what they would order from this menu.
- Ask learners to predict what the three customers will order.

### **Task**

- Play audio clip 6 and ask learners to tick the correct boxes. Play the audio clip as many times as is needed.
- At the end of the activity, ask learners to work in pairs. One learner takes the role of the cook and the other takes the role of Jan. Jan gives the

order to the cook who checks it to make sure s/he has understood. (The role-play can be recorded.)

- Ask learners how they checked for understanding when they were following the instructions.
- Ask learners to think of other times when they might need to write down items and check them, e.g. shopping lists, diary dates, telephone messages, short notes etc.

### **Extension**

- Learners can work in small groups, re-enacting the dialogue from the audio clip. This can be recorded.

### **Help**

- Divide learners into groups of three.
- Each learner listens to one customer and ticks the boxes for that person.
- At the end of the audio clip, learners discuss their answers and help each other fill in the rest of the menus.

## **Activity B**      *Listening and speaking*

### **Pre-task**

- Explain to learners that there is problem and Jan needs to go back to the customer. Ask learners to predict what the problem might be.
- Explain to learners that they will listen to the conversation and make changes to their order forms.

### **Task**

- Play audio clip 7 and ask learners to tick the correct boxes. Play the audio clip as many times as is needed.
- Ask learners what changes they have made.

### **Extension**

- At the end of the activity, ask learners to work in pairs. One learner takes the role of the cook and the other learner takes the role of Jan. Jan gives the new order to the cook, who checks it to make sure s/he has understood. (The role-play can be recorded.)

### **Help**

- Give learners a completed sheet with the changes. Ask them to compare the two sheets and identify the changes.

## **Activity C**

## **Writing**

### **Pre-task**

- Explain that Jan needs to fill in an order form so that the cook can see the order.

### **Task**

- Learners use information from their menus to complete the order form. Learners can work in pairs or individually.
- The order form can be put on the computer for learners to complete.

### **Extension**

- Ask learners to prepare their own audio script and then role-play the activity using new orders.

### **Help**

- The order form can be photocopied and enlarged.
- Learners can put pictures of food in the correct section and write in the numbers needed.

## **Pages 13 and 14** **Spelling**

### **Materials**

- Direct learners to look at the alphabet arc (Page 105 'Access for All')
- An alphabet display can be created in the classroom
- Audio clip 8

### **Rationale**

- To recognise and use upper- and lower-case letters
- To recognise consonants and vowels
- To recognise how some words are formed, i.e. consonant-vowel-consonant, consonant-vowel
- To listen for consonant clusters at the ends of words

## Activity A

### Pre-task

- Explain to learners that they will be looking at the alphabet and using upper- and lower-cases.

### Task

- Direct learners to look at Activity A. Explain that they will be putting the letters in the correct place on the table. Learners can work individually or in pairs.

### Extension

- Put further letters on the board for learners to put in the correct place in the table.
- One set of learners has cards with lower-case letters and one set of learners has cards with upper-case letters. They work together to match up the cards.
- The table can be put on the computer for learners to complete.

### Help

- Alphabet flashcards can be used to show the difference between upper- and lower-case letters. Alternatively, write letters in both cases on the board and ask learners to identify which are capital letters and which are lower-case.

## Activity B

### Pre-task

- Explain to learners that they will be looking at letters and changing them into lower case. Give an example on the board.

### Task

- Direct learners to write the words in lower case.

### Extension

- On a computer, write a short list of words in capitals and show learners how they can be changed to lower case. (Highlight the word in the text. Go to 'format', 'change case' and then change the case.)

## Activity C

### Pre-task

- Write all the vowels on the OHT or board and elicit what they are. Ask what the other letters of the alphabet are called.
- Hold up the alphabet ruler and give an example of a vowel and a consonant. Go through all the vowels. Ask learners to highlight first the vowels and then the consonants on the ruler.
- Alternatively, put a set of alphabet flashcards on the table and ask learners to pick out the vowels.
- Write your own name on the board and identify the vowels and consonants. Learners can then do the same with their names.

### Task

- Ask learners to identify the vowels and consonants in the words and highlight them in blue and red.

### Extension

- Show an excerpt from 'Countdown' where the contestants are choosing vowels and consonants to make words. Write the consonants on the board and explain that five letters are missing and that they are all vowels. Learners work out what the missing letters are. Write the vowels on the board in a different colour.

## Activity D

### Pre-task

- Write the words on the board or OHT and use blue and red highlighters to show vowels and consonants. Explain that these words have a consonant-vowel-consonant pattern.

### Task

- Ask learners to work in pairs.
- Direct learners to change letters in the words to see how many new words they can make. Put examples on the board or OHT, e.g. pot, pit, pat, and pet.
- Explain that learners can change the vowels or consonants to make new words.

## Extension

- Learners can work in pairs to create short poems or raps from the words that they have made.

## Activity E

### Task

- Ask learners to work in pairs, changing letters in the words to see how many new words they can make. Put examples on the board or OHT, e.g. past, last, list, lost.
- Explain to learners that they can change the vowels or consonants to make new words.

## Extension

- Learners can work in pairs to create short poems or raps from the words that they have made.

## Help

- Prepare a set of alphabet letters on cards. Learners can move the letters around to make new words.

## Activity F

### Pre-task

- Explain to learners that they will be listening and reading, focusing on the last two letters of each word.

### Task

- Play the first section of audio clip 8 and direct learners to look at number one. Elicit that the last two letters are 'st'.
- Continue playing the audio clip while learners complete the activity. Play the audio clip as many times as is needed.

## Help

- Allow learners to listen to audio clip 8 on headphones so that they can pause the text as often as they wish.

## Page 15

## Integrated skills

## Listening for information

## Materials

- Audio clips 9 and 10
- Copies of photocopy 4

## Rationale

- To understand the need to be clear about instructions
- To understand signs

### Pre-task

- Explain that learners will now have the opportunity to order some food from Jan.
- Direct them to the types of phrases they can use for ordering food
- Provide menu pages from the Teacher's notes.

### Task

- Play audio clip 9 and ask learners to order their food when there is a pause.

## Role play

### Pre-task

- Explain to learners that they will be using their menus to create spoken dialogues between customers and a waiter / waitress.

### Task

- Role-play in pairs, one learner as the customer and the other as the waiter / waitress. The customer should give clear information; the waiter / waitress should check they have the correct information. Use the order form on photocopy 4.

## Extension

- The dialogues can be recorded.
- Learners can create their own menus for this exercise.
- Learners can use several scenarios – something wrong with the table, problems with instructions etc.

- Learners can act out the dialogue in front of others if appropriate. Ask other learners to predict what might happen in the scenario.

## ***Using signs and symbols***

### **Pre-task**

- Direct learners to look at sentences and elicit what each one means. Then elicit what a sign for this picture would look like. Would it have any words?

### **Task**

- Learners can design all pictures or choose just one to design.
- Learners can work in pairs or individually.

### ***Extension***

- Learners can design the signs on a computer using clip art or art packages.

## ***Help***

Prepare additional tasks for learners who are still unsure. Recap as necessary.

### **Review**

Refer the learner back to page 1 of the learner's material. What objectives have been covered? How has the work of the unit reflected the needs identified in the ILP?

What new knowledge and skills have been acquired by the learner? What makes the learner feel more confident?

What skills still need to be practised? What needs clarification? What should the learner do next?

There are four other units at this level. There are five more units at Entry 2. Direct the learner to the next stage.

## ***Listening to instructions***

### **Pre-task**

- Explain to learners that they will be listening to instructions. Ask them to listen out for what the instructions are about.

### **Task**

- Play audio clip 10 all the way through and then ask learners if they thought the instructions were difficult.
- Elicit how the instructions could be made clearer – speaking clearly, putting instructions in order, talking more slowly etc.
- Elicit what the learners would have said to help them understand the instructions, e.g. 'Can you repeat that?' 'I'm sorry', 'What do I do first?'

## **Page 16** **Check it**

### ***Rationale***

- To check and consolidate learning
- To ensure learners can complete the ***Check it*** page

# Photocopiable resources

Photocopy 1

Mrs Walker's form

FAST FOOD – STAFF	
Name	
Address	
Contact number	
Age	
Shifts	
Days	
Evenings	
Weekends	



1. Open the packet.

2. Take out the calendar.

3. Choose a picture.

4. Fetch glue or sticky tape.

5. Attach the calendar to the bottom of the picture.

6. Find today's date.

7. Find your birthday.

## Photocopy 3

## Menu

*Enlarge and put onto cards for learners.*

'Smiley' pizza	Orange juice
Chips	Garlic bread
Chicken pasta	Fish and chips
Prawn cocktail	Fish fingers and chips
Vegetables of the day	Apple tart
Lemonade	Ice cream
Vegetable bake	Milkshake
Chocolate cake	Vegetable chilli

**FAST FOOD****LUNCH ORDER****Specials**Chicken pasta ☐ ☐ ☐Fish and chips ☐ ☐ ☐Soup of the day ☐ ☐ ☐**Starters**Prawn cocktail ☐ ☐ ☐Garlic bread ☐ ☐ ☐**Main courses**Steak and chips ☐ ☐ ☐Vegetable bake ☐ ☐ ☐Vegetable chilli ☐ ☐ ☐**Side orders**Chips ☐ ☐ ☐Vegetables of the day ☐ ☐ ☐**Drinks**Milkshake ☐ ☐ ☐ Flavour .....Lemonade ☐ ☐ ☐Orange juice ☐ ☐ ☐Coffee ☐ ☐ ☐Tea ☐ ☐ ☐