

1

My big day

Coverage of Literacy Curriculum

Practise listening and speaking

- Listening for and following the gist of explanations, instructions and narratives SLlr/E2.1
- Listening for detail in short explanations, instructions and narratives SLlr/E2.2
- Listening to and identifying simply expressed feelings and opinions SLlr/E2.5
- Expressing clearly statements of fact, and short accounts and descriptions SLc/E2.3

Practise reading and writing

- Tracing and understanding the main events of chronological and instructional texts Rt/E2.1
- Using illustrations to locate information Rt/E2.4
- Applying own life experience and knowledge to check plausible meanings of a sentence as a whole when decoding unfamiliar words Rs/E2.3
- Using punctuation and capitalisation to aid understanding RsE2.4
- Recognising high frequency words and words with common spelling patterns Rw/E2.2
- Using phonic and graphic knowledge to decode words Rw/E2.3
- Using written words or phrases to record or present information Wt/E2.1
- Using adjectives Ws/E2.2
- Using punctuation correctly Ws/E2.3
- Using a capital letter for proper nouns Ws/E2.4
- Using the knowledge of sound-symbol relationships and phonological patterns to work out correct spellings Ww/E2.2
- Producing legible text Ww/E2.3

Key functions

- Following and understanding oral and written narratives
- Producing own oral and written narratives

Key grammar

- Using adjectives to describe feelings
- Using punctuation to aid understanding
- Constructing sentences

Resources to support this unit

- A stereo system and headphones
- Access to computers for wordprocessing

Materials preparation

- Audio clips 1 and 2
- Words on laminated cards
- Extension play scripts for punctuation practice
- Highlighter pens
- A selection of cartoons and cartoons with blanks for completion (help and extension)
- Help and extension exercises – jumbled word sentences
- Six sentence celebrity stories (extension)
- Help and extension exercises – adjectives
- New piece of text with adjectives (extension)
- Gap fill exercise for sentence writing (extension)
- Flashcards
- Extension exercises – double vowel phonemes
- Handwriting practice sheet

Reading strategy: The texts in this unit are designed to represent a range of adult scenarios. They present some words and structures which may be new to learners at Entry 2. It is essential that all learners practise a number of reading strategies to decode and decipher unfamiliar words and their meanings. Examples of reading strategies are given throughout these teacher's notes.

Spelling strategy: In this unit the learners will concentrate on **familiar words, words beginning with one consonant and double vowel phonemes ('oo' and 'ea')** – see pages 12 and 13.

Page 1 My big day

To begin

- Clarify the content, purpose, objectives and outcome of the unit: to understand how text is structured and to use a writing frame to write a short piece of text which uses linking words and adjectives.
- Show how the core curriculum skills for each unit are itemised on each page of the learner's materials.
- Demonstrate how the core curriculum skills represent progression from Entry 1 and reflect the ILP.

Specific to this unit

- Talk about what is meant by 'My big day'. Give an example of something that happened to you or make something up along the lines of a wedding, passing an exam, winning the lottery, or the birth of a baby. Encourage learners to offer suggestions about their own 'big day'.
- Ensure that this opening discussion is kept short and to the point. Its purpose is to focus on the unit topic and to proceed smoothly to the first skills page.

Pages 2, 3 and 4 Mehmet's big day

Materials

- Audio clip 1
- Words on laminated cards

Rationale

- To listen for the gist and detail of a story
- To become familiar with, to read and use new vocabulary relevant to this unit

Reading strategies

- For this and other activities in the unit, use **reading strategies** such as:
 - whole word recognition (e.g. use cue cards, play recognition games)
 - phonic knowledge (e.g. revise sounds of vowels and consonants, practise long vowel phonemes such as *team, good, feet, woke*)
 - breaking down into syllables (e.g. split words to aid recognition such as *ex-am-in-er, e-mer-gen-cy*)
 - working out from context (e.g. give examples to work out, such as the word *manoeuvre* in the phrase: *mirror-signal-manoevre*)
 - relating to other words with the same construction (e.g. 'joyful' with the root 'joy' and similar words, e.g. 'helpful')
 - using dictionaries (e.g. revise alphabet and introduce simple dictionaries for unknown words).

Activity A

Listening part 1

Pre-task

- Explain that you are going to play an audio clip. They should listen for enjoyment initially; you will play the audio clip again afterwards in case they miss anything the first time.

Task

- Play part one of audio clip 1 (up to the line: "Drive on," he said.)
- Discuss the story with learners, asking them what they think is happening in the story. Try to draw from learners how Mehmet was feeling, i.e. he felt sick. Explain the term 'key words' – words that give information and clues to the story.
- Have the first part of the script on A3 / OHP / Powerpoint / PDF or the whiteboard. Working with the group, identify and underline the sentences that are set out in Activity A.
- Have key words from the text written on card and ask the group to find them in the story.

- Ask learners to make suggestions about what will happen next, and at the end. Ensure they have grasped the significance of the test centre and the examiner. Draw out suggestions for things to listen for in the second half of the story, such as:
 - what happened
 - what Mehmet was feeling and how we know
 - what else is said about Joe
 - what interesting information we are given.

Activity B Listening part 2

Task

- Play part two of audio clip 1. Talk about what learners have heard. Draw out the main events:
 - Mehmet took and passed his driving test
 - It was his seventh test
 - Joe was his best friend
 - Mehmet's hopes and ethnic background
 - Discuss Mehmet's feelings, Joe's feelings and the evidence for his mother's feelings (i.e. she made him his favourite meze).
- Record the responses from the group on the whiteboard or on paper that can be placed on display in the room for learners to refer to later.
- Direct learners to tick the boxes on the page.

Help

- Tell learners that they are going to listen to the audio clip again.
- Use the discussion to give them a clearer understanding of what they can listen for, even if they cannot come up with all the above details after one listening session.
- Draw their attention to key words on the board. Ask them to listen again for these words.
- Replay the whole audio clip and focus on the detail of what they have heard.
- Allow time for discussion about the group's memories of a driving test or similar experiences. Identify the key points.

Activity C

Reading

Pre-task

- Put the words printed in the learner's materials on laminated cards. Place them face up on a table. Discuss the meaning of each word.
- Encourage learners to look up words in dictionaries and give definitions.
- Look at the spelling of the words and offer strategies to assist with spelling skills, for example, breaking long words into sounds and syllables – em-er-gen-cy, ex-am-in-er, pan-ic etc.

Help

- Ensure that learners are confident to perform this task. Allow them to look at the words and to discuss them in pairs before the activity begins.
- Remind learners that the words are from the story that they have heard. Show how they can guess the words by looking at the initial letter, at the length of the whole word or by using phonological patterns.
- When they have finished the exercise, use the cards as flashcards to practise recognition until everyone can recognise every word.
- Ask them to study the cards again and to use recognition strategies. How will they remember the word and recognise it again in a different context? For example, by recognising spelling patterns, sounds and vowel patterns.

Task

- Gather learners round the table. Divide them into pairs. Pairs take turns to pick up a card bearing a word they recognise. Ask them to read it out to the group. Ask the group or each individual to identify this word in context. Continue until they have picked all the words.
- Ask more-confident learners to volunteer other key words they can remember from the story. Add them to your list on the board and write them on blank cards. Use them as flashcards as above.
- Ask learners to highlight the words in the sentences to facilitate their reading. Ensure they understand the sentences. Direct them to audio script 1 of *Mehmet's big day* at the end of the learner's materials. Then complete the task.

Activity D *Reading and writing*

Pre-task

- Talk about what to expect from a story (i.e. new information, excitement, happiness, sadness).
- Teach the terms 'punch line' and 'cliff-hanger' i.e. we don't want to know what happens in a story or a joke until the end as it becomes uninteresting if we already know what is going to happen.
- Ask if anyone knows a good joke or story and ask them to tell it, making sure they leave the cliff-hanger or punch line to the end. (Ensure that it is not offensive to anyone in the room.)
- Tell learners that a story must have a beginning, a middle and an end and be in the correct sequence so that we can understand it.

Task

- As a group, read the short story about Helen's driving test. Explain that some key words have been left out. They are in the box in Activity C (some learners may be able to suggest words without going back). After discussion, ask the group to complete the task.

Activity E *Reading*

Task

- This activity will guide learners through the process of creating sentences.
- Write 'I / Teacher' on the whiteboard. Explain that these are two words about you. On their own they do not make sense. Now write 'I am a teacher' underneath. Emphasise the use of capital letters at the beginning of a sentence and full stops at the end.
- Ask the group for suggestions as to how this could be made into a longer sentence. What key information could be added? E.g. 'I am a teacher at Sandford Community Centre'. Could be extended to 'I am a teacher at Sandford Community Centre and I work with adults'.

- Write on the OHP or whiteboard: 'He got into the car. He tried to start the engine. It would not start.' Ask learners how many sentences there are. Ask them to read the sentences aloud.
- Write on the board: 'and', 'but' and 'because'. Tell learners that linking words such as these can be used to make one sentence from two or more shorter ones. Ask learners if they can use the words to make one sentence. Go through the examples in the learner's materials to establish the learning pattern.
- Ask the group to write sentences using the key words about Sarah's driving test.

Activity F

Writing

Pre-task

- Direct more-confident learners to read the whole of *Mehmet's big day* (audio script 1), highlighting words they recognise for the whole text if they wish. Ask them if they liked the story. Did it make them want to know what happened and read on? Ask them why. Try to elicit 'cliff-hanger'.

Task

- Talk about the story. Encourage discussion and story telling about their own driving test experiences, or something pertinent to them if they haven't taken their driving test.
- Refer back to the key words that you have highlighted in Activity B.
- If the group feel comfortable, you may wish to tape their stories and play back each one to identify key words and points.
- Encourage learners to complete their own short piece of writing.

Help

- Work closely with those who do not feel confident. Ask learners to share their finished work with others in the group.

Extension

- Encourage learners to use linking words to build more complex and interesting sentences.
- Ask learners to share their finished work with others in the group.

Pages 5 and 6

Big day for Angela

Materials

- A selection of cartoons and cartoons with blank text boxes
- Photocopies of cartoons from a cartoon book with speech bubbles blanked out for learners to fill in

Rationale

- To read and gather information from illustrations
- To read and follow the main points of text
- To predict events in a story

Activity A

Reading

Pre-task

- Ask learners where they can read or hear stories, i.e. in books, newspapers, magazines, television, radio etc.
- Ask learners if they like cartoons. Find out if any learners are good at drawing them. Ask them to share some examples with the group by drawing them on the OHP or whiteboard.
- Recap on the previous discussion about the beginning, middle and end of a story. Remind learners of the importance of ordering events. Introduce the word 'sequence'.
- Write on the board: 'first', 'then' and 'in the end'. Ask learners to think of other examples of sequence words such as 'next', 'afterwards', 'to begin with' and 'lastly', and display them on the board.
- Write up: 'Janet gets up at 7:00 am every day, then she goes into the bathroom for a shower. Next, she has her breakfast and then goes off to work.'
- Ask learners to think of another sentence using linking words. Look at the picture of Angela's big day. Talk about the picture details. What is happening in the pictures? Try to elicit 'first', 'then' etc.
- Photocopy the cartoons to a much larger size (keeping the text beneath) and place them on display. Allow the group to discuss the pictures with the text and place in the correct order.
- Cut up the pictures and text. Allow learners to move the pictures into the correct order. Then ask them to match the text with the picture.

Task

- Direct learners to read the captions, then to read the bank of sentences. Encourage use of other reading strategies as well as the visual clues.
- Learners need to complete pictures 5 and 6 with sentences. They can make up their own if they wish or use prompts from sentences below the cartoon.

Activity B

Writing

Pre-task

- This activity will allow learners to plan their big day in a simple way and encourage the use of linking words.
- It may assist the group to encourage a discussion beforehand about what else could be called a 'big day'. If they are allowed to discuss their choice in an informal atmosphere, they will be more inclined to remember sequence and detail. If it is possible to tape this, then learners can identify the key points that they made.
- Allow pairs to interview each other and ask questions to prompt memory and add detail.

Task

- Some learners may not wish to draw but simply write.
- Encourage independent writing where possible but be prepared to work on a one-to-one basis with those who are less confident.
- Learners can complete their cartoon and add text.
- If learners have access to a computer and some computer knowledge, they could download images from the Internet (a search on Google or other search engine will bring up cartoon sites).

Pages 7, 8 and 9

Words of sequence and adjectives

Materials

- Highlighter pens
- Audio clip 2
- Photocopiable resources 1, 2 and 3 or
- Use photocopiable resource 3 to prepare sentences and linking words on separate pieces of card
- 'Post-it' notes for the 'Who am I?' game

- Help and extension exercises – adjectives
- Pictures from magazines or newspapers of people looking depressed, happy, sad, elated etc.

Rationale

- To listen for the gist of a story and the feelings expressed
- To read for information
- To practise writing sentences and continuous text
- To give a short narrative account
- To recognise and use adjectives of feeling

Activity A Reading and speaking

Pre-task

- Play the 'Who am I?' game. Put learners in pairs and ask them to write the name of a celebrity (dead or alive) on a 'Post-it' note. NB: Learners must not let their partner see what they have written. Learners swap 'Post-it' notes and stick them to their foreheads. They must guess 'who they are' by asking questions, e.g. 'Am I female?', 'Am I a pop star?', 'What do I look like?', 'Am I tall / slim / black / white?' etc.
- Suggestion – repeat this process using simple, jumbled up sentences about celebrities. Prepare a set of six sentences. Cut up the sentences, put them onto cards and lay them on the desk. Six volunteers must pick up one each, put them in order and guess who the celebrity is.
- Recap on how to listen for the gist of a story (i.e. recognising the context from words you already know or guessing the meaning of unknown words from the context).
- Ask learners to listen to audio clip 2 explain that these are more famous people. Ask them to listen and to try to imagine how the person is feeling.
- Give photocopiable resource 2 to the learners. Read the simplified text of audio clip 2 with the learners. Talk about the word order on the sentences. Talk about strategies for decoding words in a sentence. For instance, if learners do not know the word pitch, they can work out what it means from the context and their knowledge about football. Ask the learners to write the name of the celebrity, or to write down what they do. They should identify a footballer or the name of the footballer, Michael Owen, if they are a supporter.

Task

- Give out the cut-up, jumbled sentences for person A. As a group, decide on the correct sequence to make a story.
- Divide learners into pairs. Ask the pairs to talk about what each person was feeling. What words told them how each person was feeling? i.e. 'excited', 'happy', 'over the moon'.
- Record the words used to describe feelings on the display or board.
- Repeat the process for person B, photocopiable resource 3. Ask learners to read the sentences for person B using essential reading strategies. Encourage them to say how they would decode words like 'golden coach' and 'fireworks' from the context. Talk about the sentences one by one. Discuss why they make sense. Draw out an understanding of the order of words. Stress the importance of learning to write a complete sentence. Show learners the jumbled sentences on card for Person B. Talk about ways of making sense of the jumble, for instance by looking for words that go together like 'cup of tea' and 'my daughter'.
- Ask learners to work out the order of the events, who the person is, and the feelings expressed. Explain that words that describe feelings can be adjectives. Recap for learners that adjectives describe nouns. Nouns can be the name of people, places, things and feelings.
- Tell learners that they can buy cheap story tapes in bookshops and stationers and can borrow them from the library. Stress the benefits of listening to stories for overall literacy practice.

Activity B

Reading

Task

- Read Edith's story.
- This cartoon could be photocopied to an enlarged size, cut up and given to learners to place in order, as in previous activities.
- Direct learners to the pictures in the learner's material and discuss the order and sequence. Draw attention to the words in bold – before / after a while / by / suddenly / after that / after.
- Explain that these words help to guide the reader through a story and place sentences in the correct order. Refer learners to the words in the box. Make a list of any more words that they can think of. Record these on the whiteboard or display area for future reference.

Activity C **Reading and writing**

Task

- Refer learners back to Activity A.
- Give out the cards with linking words and the sentences, photocopiable resource 3.
- Lay out the sentences (page 15) in order on the table or place them in the display area. Ask learners to place each linking word in front of or beside the sentence where they consider it to best fit. Allow time for discussion. Read the final sequence with the group. Learners can then complete task.

Activity D **Writing**

- Introduce the writing frame (page 9 in the learners material). Learners will complete over the next few activities.

Task

- Refer the group back to Activity B and ask them to complete the first two boxes of their story using the linking words from the box.

Activity E **Reading**

Task

- Ensure that learners understand the words in the list. They can look up words they don't know in a dictionary. Encourage the use of reading strategies. Check understanding of the word 'adjective' covered in previous units.
- Ask the group to describe the faces using the words in the boxes.
- Photocopy enlarged pictures and place them in the display area. Invite learners to write words to describe them around each picture.
- Ask learners to read the text for person C using strategies from before. Talk about the story. Ask the group to identify the writer.
- Ask learners who Nelson Mandela is. Discuss questions from the learner's material – how Mandela felt in prison and how he felt when released.
- Encourage learners to tell the group what they remember about Mandela and where they were at the time he was released. What did they feel about his release? What do they feel about him now? Note some words on the board from this discussion. Ask learners to complete the exercise.

Encourage use of adjectives of feeling, e.g. 'joyful.'

- Learners can construct their own sentences about a famous person / celebrity. They can then swap with another learner to guess who it is.

Activity F **Reading**

Task

- Refer the group to Edith's story. Individually, as a group or in pairs (depending on skills within the group), highlight the words of feeling in the story.
- Discuss what words of feeling have been chosen and what other words could be added.

Activity G **Writing**

Pre-task

- Write on the OHP or whiteboard sentences containing adjectives of feeling, e.g. 'He was angry that the dog had bitten him.' 'She felt sad about the death of her grandmother.'
- Ask learners each to tell a story about when they were sad, happy or excited etc. (They can write the story down if they are embarrassed about talking.) The story need not be long (three or more sentences) but should focus on what happened, and the order of events and feelings.
- Write a model sentence on the whiteboard or OHP, e.g. 'I remember when I passed my exams. I couldn't believe it when I opened the envelope and there was the letter from my school. First, I went to tell my mum and then I went to the pub with all my friends.'

Task

- Ask learners to complete the sentences about feelings in the writing frame. Go through the checklist for writing with learners individually for photocopiable resource 1. Encourage them to check through their work when they have completed a writing activity. By working through the checklist with the learners show them how they can check for simple mistakes and make sure they have completed all aspects of a task. Explain that it is a good idea to devise their own checklist for any work they have to complete.

Help

- Prompt less-confident learners with questions such as: *What did you do next? Then what happened?* etc.

Extension

- Provide a bigger bank of adjectives for feelings, including words like 'elated', 'delighted', 'miserable', 'depressed' and ask learners to use reading strategies to decode them.
- Show pictures from newspapers or magazines and ask learners to match adjectives they have learned with pictures.

Pages 11 and 12 Making sense

Materials

- 'Extension' play scripts for punctuation practice (optional)

Rationale

- To recognise, understand and use punctuation in a sentence
- To recognise and understand the exclamation mark

Activity A

Reading

Task

- Direct learners to the task on the page. Ask them to read the unpunctuated sentences from the story aloud.
- Try to elicit what is wrong with the sentence (i.e. there is no punctuation sentences sound wrong, no signal to stop and take a breath). Ask learners to look at the punctuated sentences in pairs and establish which is easier to read. Ask them to explain why (allows reader to pause for breath / puts in meaning).
- What is the difference? Try and elicit 'pauses', 'stops' or 'full stops'. How did the punctuation help them to read the sentences? If learners have difficulty, ask them to say the sentences aloud and listen for natural pauses.

Help

- Use the whole of Mehmet's story for more punctuation practice. Practise reading aloud and recognising the sentence breaks.
- Refer the group to Mehmet's story. In pairs highlight '!'. Explain that this is an exclamation mark.
- Encourage learners to read these sentences aloud. What do they notice? What does the exclamation mark tell them? (It draws the reader's attention to emphasise a point that is interesting or exciting.)
- Practise reading the examples aloud. Are the exclamation marks important to the sentence or interesting / exciting?

Activity B

Reading

Pre-task

- Write on the whiteboard / OHP: 'I watched a horror film last night. It was about werewolves and vampires and it was really scary.'
- Ask learners where they think the exclamation mark should go (i.e. after 'it was really scary!').

Task

- Ask learners to read the text in the learner's materials aloud. Which sentence is the most interesting / important? Try to elicit the ones where exclamation marks have been used. Ensure understanding that the exclamation mark must not be over-used or it loses its impact.
- Organise the group into pairs. Ask for each pair to take one sentence from Mehmet's driving test. One-to-one, read aloud the sentence with no exclamation mark. Then read the text with the exclamation mark at the end. Establish how different each sentence sounds.
 - With – louder / more expression / voice goes up and down / gives a sense of how the writer feels.
 - Without – flat and as if it is simply a statement of fact.

Extension

- Introduce a play script of your own which contains exclamation marks. Use a dramatic context. Familiarise learners with it and act it out. Have fun with the exclamation marks. Pause at the full stops.

Activity C

Reading Materials

Task

- This activity reinforces the use of exclamation marks. Discuss each sentence with the group. Ask if the exclamation mark could be moved to the end of another sentence – how would it change the way that the sentence is read? Ask volunteers to read the sentences aloud.

Activity D

Listening

Task

- Play the audio script 1 part two. Ask the group to identify where they heard the pauses and expressions of feeling.
- As a group, look at the written text. The punctuation is missing. When learners feel confident about the correct punctuation, they can complete the task.

Activity E

Writing

Task

- Review the last few activities.
- Ask the learners what they have learnt about using an exclamation mark. Write the responses on the board.
 - It is placed at the end of a sentence.
 - It expresses strong feelings – happiness /surprise / fear/ shock.
 - Too many lose effect on the reader.
- Refer learners back to the writing activity and ask them to add sentences for their own story using an exclamation mark.

Pages 13 and 14 Spelling

Spelling strategy: In this unit, learners will concentrate on familiar words for family members, words ending in -er, words beginning with 's' and double-vowel phonemes. Spelling strategies should be developed to cater for the needs of the individual learner. Examples of strategies are given in this section.

- Highlighter pens
- Flashcards

Rationale

- To recognise sound / symbol relationship in double-vowel phonemes
- To concentrate on pronunciation and focus on regional differences in pronunciation
- To recognise, use and be able to spell familiar words
- To recognise sound / symbol relationships

Activity A

- Learners may require guidance and assistance with writing tips for neat handwriting.

Activity B

- Read the words aloud, pausing after each one. Concentrate on pronunciation. Focus on regional differences in pronunciation. Ask learners if the words sound familiar.
- Try to elicit the fact that they all contain the 'oo' sound they have already seen. Ask learners to look at each word again and study it carefully. Ask them to cover up the word and to write it down. Then ask them to check it with the correct spelling in their books.
- Do this as a class exercise as dyslexic and / or less able learners will probably have difficulty. Encourage pair work as peer support is of great value.
- Wooden letters can help the kinaesthetic learner. Place the letters of words in bags or blindfold learners. Ask them to identify letters and make words from the letters.
- Ask learners to think of other words with 'oo', e.g. wood, took, hook, food, mood etc.

Activity C

- Repeat the strategies in Activity B for 'oo' words.

Activity D

- Repeat the strategies in Activity B for 'ea' words.

Activities E, F and G

- Reinforce spellings with a range of **spelling strategies**.
 - Play word recognition games.
 - Use prepared cue cards bearing common adjectives.
 - Help learners to make the connection between the sound of the word and its appearance.
 - Practise the 'Look, Say, Cover, Write, Check' method.
 - Reinforce spelling rules.
 - Become familiar with spell check on the computer.

Help

- Play word recognition games. Use flashcards.

Extension

- Expand exercises to other double-vowel phonemes and long vowel sounds, such as *ai, ie, ee* and *oa*.

Page 15 Integrated skills

Materials

- Handwriting practice sheet.

Rationale

- To bring together the skills developed and practised throughout this unit
- To provide an opportunity to practise the skills in new and different contexts
- To provide evidence of learning for the portfolio, progress record and ILP review
- To celebrate the achievements of learners in all these activities
- To encourage learners to share their learning and record their achievements in written and spoken assignments
- To create displays to record work and encourage confidence in showing work to an audience

- Read the notes on the value of ICT in literacy and if facilities are available, direct learners to use computers and multimedia presentations.

Activity A

Reading

- Read another short story. Direct learners to focus on the adjectives that explore feelings.

Activity B

Speaking and listening

- Discuss the story and its features in a group. Encourage learners to look again at the stories they have read and heard in the unit.
- Ask them to talk to another person in the group and to decide what to choose as their 'big day'. Help them to concentrate on what information will come first, what next etc.
- Be ready with more ideas for 'big days' for those learners who are unsure of what to choose.

Activity C

Writing

- Review key words. Allow this to be an independent activity as far as possible.

Help

- Check topics of choice. Discuss with each learner possible banks of words for the topic. Help them to compile such a bank before they start to write.

Activity D

Writing

- Ask learners to complete the table, filling in the key words as appropriate.

Activity E

Writing

- Ask learners to use six key words to write six sentences. Remind them to use adjectives.

Activity F

Speaking and reading

- It will assist the learner to plan and write a short script for this activity.
- Review each learner's first draft. Help with editing. Then ask them to concentrate on presentation. Provide a handwriting practice sheet, concentrating on the size and spacing of letters. Direct learners to rewrite, illustrate or wordprocess. Encourage the use of spell check.

- If Powerpoint is available and there is time to prepare, learners may wish to record bullet point / heading / images or simple quotes from the story on a Powerpoint presentation. This is a wonderful tool for encouraging speaking in front of a group and it also assists the listener. It is also very easy to use, and is an enjoyable and satisfying activity. This would be excellent extension work.
- Organise a story-telling session. Encourage learners to swap stories and to read each other's offerings. Make a group book of the stories. Record them on tape as well.

Extension

- Ask learners to write another story about something they particularly want to record – perhaps for their children. Encourage them to tell the story and to read it aloud to the group.

Page 16 Check it

Rationale

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

Help

- Prepare additional tasks for those 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 3. Direct the learner to the next stage.

Photocopiable resources

Photocopiable Resource 1 Checklist for planning writing

Tick when you have completed the tasks below.

- Write the title *My big day*.
- Show the story in pictures as well as words if you wish.
- Use at least six sentences.
- Write about what you felt.
- Use at least one adjective to describe your feelings.
- Begin each sentence with a capital letter.
- End each sentence with a full stop, unless you need an exclamation mark (!).
- Try to spell correctly.

Check that you have done everything in this list. Tick the boxes as you check the list.

Talk to your teacher about what you have written.

Check your spelling. Are you pleased with your work?

Now make your work look good. Write neatly so that other people can read it.

Perhaps you will:

- re-write it on new paper or card
- draw pictures on it
- produce your work on the computer.

Photocopiable Resource 2 Sequence words

Person A

I woke up very excited.

I met the other players in the dressing room.

The manager said to us, "You can do it, boys!"

The teams ran on to the pitch and the crowd roared.

I scored three goals.

We beat Germany 5–1.

Person B

My servant brought me a cup of tea in bed.

My husband and I travelled in my golden coach.

I was happy when pop stars sang to me.

I talked to the people in the crowd and shook their hands.

Fireworks lit up the sky.

Thousands of my people stood in the streets to cheer.

Photocopiable Resource 3

first	before	next
after	then	after a while
by	suddenly	in the end

Person A

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