

2

Entertainment and leisure

Coverage of Literacy Curriculum

Practise listening and speaking

- Making requests and asking questions to obtain information in everyday contexts SLc/E2.2
- Listening for and following the gist of explanations, instructions and narratives SLlr/E2.1
- Listening for and identifying the main points of short explanations or presentations SLlr/E2.3

Practise reading and writing

- Identifying common sources of information Rt/E2.3
- Using illustrations and captions to locate information Rt/E2.4
- Reading and understanding linking words and adverbials in instructions and directions Rs/E2.1
- Using initial letters to find and sequence words in alphabetical order Rw/E2.5
- Using a capital letter for proper nouns Ws/E2.4
- Using their knowledge of sound / symbol relationships and phonological patterns to work out correct spellings Ww/E2.2

Key functions

- Extracting key information from spoken and written text
- Comparing different forms of information
- Preparing and asking questions about leisure activities
- Looking up information about leisure activities
- Extracting key information from spoken directions
- Following simple directions

Key grammar

- Using linking words and adverbials in directions

Resources to support this unit

- A sound system and headphones
- A class set of simple dictionaries
- Access to computers with Internet connections

Materials preparation

- Audio clips 1–3
- Dictionaries
- Telephone directories
- Information sources for leisure activities
- Highlighter pens

Page 1

Unit aims

To begin

- Clarify the content, purpose, objectives and outcome of the unit: to compare different sources of the same information, and to understand and use sequence and linking words.
- Show how the core curriculum skills for each page 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

- Elicit information about learners' leisure activities and interests.
- Talk about local leisure facilities available to the learner.
- Lead learners to identify the skills they may need to find and participate in new leisure activities.
- Ensure that this opening discussion is short and to the point. The purpose is to focus on the topic and move quickly and smoothly on to the first skills page.

Pages 2 and 3

Which hobby?

Materials

- Audio clip 1

Rationale

- To listen and read for key information

Activity A

Speaking

Task

- Put learners into pairs and encourage a brief discussion about leisure activities they take part in, have taken part in previously or are interested in trying. Encourage learners to include leisure and sporting activities in their discussion.

Task

- Encourage a whole-group discussion about the images portrayed in the artwork. Ask them to consider the features of each activity.

Activity B

Listening

Task

- Explain to learners that they are about to listen to four people talking about their leisure activities. Ask them to listen carefully to identify which activity each takes part in. Focus on the need to listen for key words. Reassure learners that it is not necessary to hear or to make a note of every word. Play the audio clip of Lucia. Ask learners to listen to the clip and to read the text, where the key words are highlighted to help them identify the activity.
- Now ask learners to listen to each audio clip. You may need to play the audio clip more than once. Ask learners to read the text at the same time, highlighting the key words that will allow them to decide what the activity is. There may be other hobbies which could be described in a similar way, e.g. golf and snooker.

Help

- Support less-confident learners by pausing the audio clip at key points and encouraging them to make a note of any key words they hear which may give a clue to the hobby. Check and discuss the words that they have noted down.
- Ask learners to identify the speakers' hobbies and explain their reasoning. Lead a general discussion about the key words which enabled them to identify the activity. Were the same cues important for everybody?

Activity C

Writing

Pre-task

- Talk again about hobbies and write on the whiteboard key groups of words for each hobby. Highlight the example in the learner's material for fishing. Can learners think of any more words about fishing?

Task

- Ask learners to write down the key words that describe three more hobbies.

Help

- Work with learners and help them to spell the key words for one more hobby.

Activity D

Writing

Task

- Tell learners that they are going to write a description of an activity 'without giving the game away'. Refer learners back to the discussion about inference in the previous activity. Remind them that they need to give clues, but not too many.
- Encourage learners to read their descriptions to the group and see if they can guess the activity. Focus the follow-up discussion on the clues that were given and the way other learners inferred meaning from those clues.

Help

- Discuss the range of activities that could be described. Encourage learners to think of leisure activities of any kind. Encourage less-confident learners to make a list of features of their chosen activity. Then talk to them about ways of writing individual sentences, which give clues to each of the features. Build up sentence by sentence to a short text.

Pages 4 and 5 Where to look for leisure

Materials

- Various sources of information about leisure activities, e.g. a local newspaper, directories, fliers etc.

Rationale

- To find and compare information

Activity A

Reading

Pre-task

- Encourage a whole-group discussion about sources of information. Starting by asking, 'If you wanted to find out about a new hobby, where would you look?' Let learners have a look at some local examples to see what is available in their area.

Task

- Encourage learners to look at the visual features of both extracts and to comment on how they would know that one is a web page.
- Read the two extracts with the learners. Check understanding of key words. Encourage learners to use a range of strategies to decode unknown words:
 - whole word recognition
 - phonic knowledge
 - breaking down into syllables
 - working out from context
 - relating to other similar known words
 - using dictionaries.
- Encourage a whole-group discussion about the source of each extract. Ask them to give reasons for their opinions e.g. the directory entry only contains basic information.
- Ask learners to look back at the extracts and focus on these key questions: What is the text for? Who is it aimed at? What is it about?
- Ask learners to look at the advert and think about its features (e.g. adverts try to persuade the reader to do or buy something). Ask them what this advert is trying to persuade them to do and discuss how it does this. Focus on the pictures and the special offer.
- In pairs, ask learners to look at the two extracts and think about their purpose. Encourage them to think of the web page as a contents page. Do not focus too much on the features of the web page as this is dealt with in the next section. Emphasise the limited amount of information possible in a directory entry.
- Point out that contacting organisations using two kinds of texts is dealt with later in the unit.

Activity B **Reading and speaking**

Task

- As consolidation, inform learners that they are going to search for information on the page. Help them to reflect on the ease of finding particular information from particular formats, e.g. the telephone number is much more obvious on the directory entry than on the others.

Extension

- Learners could set each other search-and-find tasks.

Help

- Read through the questions and ensure understanding. Encourage less-confident learners to work in pairs to find the information.

Activity C **Reading**

Pre-task

- Prepare a series of cards with the words and definitions on. Encourage learners to find the words on the previous page. Check understanding of the words. Read through the meanings and ensure learners understand them. Demonstrate how each one of the words and meanings matches. Ask learners to match the cards.
- This could be done as a game by sharing the cards out; learners attempt to find the person with the matching card.

Task

- Ask learners to complete the activity as a consolidation exercise.

Help

- Encourage less-confident learners to use the card-match activity as a support, keeping the matching cards together and using them to identify the text on the page.

Activity D

Reading

Task

- Learners should look at extract A about the leisure centre. Point out that the extracts have different styles and that the same material is presented in different ways, using different styles and in different places. E.g. *Yellow Pages*, web pages, newspapers etc.
- Bring in a selection of leaflets and advertisements. Put some on an OHT and ask learners to highlight the different ways the same information is presented.
- Now ask learners to look at extract B and discuss as a group how the information has been presented in a different way. Discuss which style is most helpful for showing the information for a leisure centre.

Activities E and F **Reading, speaking and writing**

Pre-task

- Remind learners of the different purposes of the extracts and the different kind of information included.

Task

- Ask learners to look at the advert and highlight the key information that would need to go into a directory entry. Ask them to write a directory entry for the *Unique Health and Fitness Centre*, pointing out the reminder about content. Encourage learners to be adventurous and to find their own style.

Extension

- Learners could move immediately to completing the writing task, without highlighting the information. They could also be asked to write a directory entry from their imagination.

Help

- Share responses to highlighting key information or even do this as a group activity. A writing frame could be used for the entry.

Pages 6 and 7

Leisure on the web

Materials

- Access to computers with an Internet connection

Rationale

- Using electronic sources of information

Activity A

Reading

Pre-task

- Encourage a whole-group discussion about experiences of using websites to find information. If an Internet-linked computer is available, have a look at some community and leisure websites (identified before the session).
- Many of the activities in this section will be more effective if carried out using a real website rather than the printed version.

Task

- Read the questions with learners, ensuring that all learners understand them. Allow learners to look briefly at the website and then discuss the answers to the questions.
- Explain that pictures often represent more than they show, for example there will be several types of art class even though only a paint brush is shown. Painting and photography are both represented by a single picture although they may be seen as very different.
- Discuss the concept that pictures grab attention very quickly and that they can often give a clearer picture than words.
- Read the page with the learners. Check understanding of key words. Encourage learners to use a range of strategies to decode unknown words:
 - whole word recognition
 - phonic knowledge
 - breaking down into syllables
 - working out from context
 - relating to other similar known words
 - using dictionaries.

Activity B

Reading

Pre-task

- Demonstrate the effect of moving the cursor over icons which are hyperlinks, i.e. links to other pages. The cursor should become a 'hand' and the image should change. Focus on icons rather than other links. Encourage learners to predict the content of the pages from the icon, then click on the links and check.

Task

- Check understanding of the icons on the *Sundown* web page. Read through the questions and check understanding.
- Ask learners to work in pairs to answer the questions. Encourage them to agree orally and then write the answers individually.

Extension

- More-confident learners could work independently. They could also write some questions of their own and see if other learners can predict where the answers would be found.

Help

- For less-confident groups, lead a whole-group discussion on the likely content of each of the pages, e.g. What would you expect to find on an activities page? For less-confident learners, do this as a small group or paired activity.

Activity C

Reading

Pre-task

- Demonstrate that some pictures on websites act as hyperlinks in the same way as icons. Photographs on the news page of the BBC website are all hyperlinks to the stories.
- Encourage learners to try examples for themselves.

Task

- Ask learners to look at the icons and pictures in the learner's materials. Remind them that the pictures may represent more than they actually show. Image 1, for example, shows a chess piece, but actually leads to a games section of the website, on which chess is one of many activities.

Extension

- More-confident learners could make a list of activities they predict may appear on the page the link leads to.

Help

- For less-confident learners, carry out as an oral task first. Only when learners are confident with possible meanings of icons should they be encouraged to write.

Activity D

Pre-task

- Collect details of some local community or leisure centre web sites. Find out who has Internet access and encourage others to find ways of getting online. Most public libraries have access, while *UK Online* centres offer free access to the public. Details can be found at www.ukonline.gov.uk or by telephoning 0800 100 900.

Task

- Ask learners to visit a web page and look at the icons on the front page. Ask them to predict where the links will lead to and what they will find when they click on them. Then ask them to check.

Help

- For less-confident learners, arrange a session where you can actively support learners on the Internet. If this is not possible, arrange a teacher-led discussion of the web site. This could be done by saving the web pages to the hard drive of your computer.

Activity E

Pre-task

- Remind learners of the discussions about icons. Tell them what your chosen hobby is and draw an icon to represent it. This would be a good opportunity to model 'the worst drawing in the world' in order to demonstrate that drawing skills are not important and to make all learners feel confident.

Reading

- Look at the word web in the learner's material. Brainstorm key words that link to your hobby and add to the list.

Task

- Ask learners to design their own icons and add words to illustrate them.

Help

- Less-confident learners can design their icons and then brainstorm suitable words in pairs or small groups.
- If learners are unwilling to draw, provide magazines or other images to allow cutting and pasting.

Activity F

Pre-task

- Look back over the unit and discuss the use of icons.

Task

- This is a self-evaluation and evaluation activity. Encourage learners to discuss the value of icons and determine whether they understand their usage.
- Focus particularly on the self-evaluation, how confident they feel about using a computer. This is important for the integrated skills project.
- Particular support may be needed at that stage if learners are not confident.

Speaking

Pages 8 and 9 Getting the details

Materials

- Audio clip 2

Rationale

- To make requests and ask questions

Activity A

Listening and reading

Pre-task

- Discuss the illustration of Emily to establish the setting. Discuss Emily's role with the learners:
 - 'Where is she?'
 - 'What is she doing?'

Task

- Tell learners that they are going to listen to Emily speaking to two callers on the telephone.
- Read through and check understanding of the two questions.
- Play the audio clip while learners follow the scripts. Offer to pause the audio clip after each section to help them to read at the appropriate speed. Check understanding and support by encouraging learners to use appropriate reading strategies.
- Before the group discussion, ask learners to express a choice about which caller got the information and to explain their choice.
- Point out the key words that are highlighted in the short extract from the audio clip. They show the key words that caller 1 used to ask for information and to check they had received the right information.
- Lead a whole-group discussion on the quality of the questioning in the two scripts. In the first extract, focus on the use of polite forms; the clear, precise questions, asking for repetition when unsure, ("Will you repeat that, please?") and repetition by the listener for confirmation ("The course starts on the 23rd, doesn't it?").
- In the second extract focus on the caller not listening carefully ("Is that the community centre?"); use of statements rather than questions ("I'm calling about the head massage"); lack of clarity ("... after work ... Do you mean ...?"), not enough information (will not have collected enrolment form).

Extension

- Encourage more-confident learners to read the text aloud as an alternative to the audio clip. Alternatively, much of the activity could be carried out based on speaking only.

Help

- Encourage learners to listen to short extracts by pausing the audio clip. This will enable them to pace their reading appropriately. Gradually build up to whole sections. Learners could be asked to complete the activity in pairs, noting down their answers and checking them from reading.

Activity B

Speaking and writing

Pre-task

- Explain to learners that they are going to write questions which they will use to find out about a real class or group at the local community centre or college.
- Begin by reminding learners about the structure of questions. Write some statements on the whiteboard and ask learners to turn them into questions by rearranging them. Use a model such as *Andy works at the leisure centre – Where does Andy work?* Briefly remind learners of the use of question words, although this is the focus of a later unit.

Task

- Ask learners to think of up to six questions that they would want to ask leisure centre staff about the courses they have chosen. Encourage them to think of the things they would need to know and then write an appropriate question for each.
- Ask learners to try out their questions with the rest of the group. Check if their questions were clear. Make sure that they asked for the key information and show them how to amend their questions if the group did not think they were clear.

Help

- For the least confident, offer sentence starters such as: 'How much ...?' 'How many ...?' 'What time ...?'

Activity C

Speaking

Task

- This is an opportunity for learners to apply the skills they have developed. Ask them to telephone the local community centre or local college to enquire about courses.
- Prior to the activity, you will need to ascertain whether the local leisure or community centre has an automated answering service. If so, explain clearly to learners the process they will have to go through, and the buttons they will have to press, to speak to someone.
- Ensure that learners use the questions they have prepared, that they ask the receptionist to

repeat anything they are unsure of and that they only note down key facts rather than trying to write too much.

- Following the activity, focus on self-evaluation. How effective were their questions? How could they be improved? If questions were not particularly effective they could be edited (individually, in pairs or with teacher support as appropriate) and the activity repeated.

Help

- As a pre-task, ask learners to practise asking and answering the questions they have written in pairs, one learner playing the role of the customer and the other the receptionist.
- Particular practice may be needed if learners are to note down information.

Pages 10 and 11 Finding your way

Rationale

- To listen to and read linking words in directions

Materials

- I Audio clip 3

Activity A

Listening, reading and writing

Pre-task

- Remind learners very briefly of the picture of Emily on the previous page. Lead a discussion on the duties of a receptionist, which include giving directions.

Task

- Allow learners to hear audio clip 3 first, focusing on the clarity of the directions. Could they follow them easily?
- Ask learners to read the directions. Ensure understanding of sentences and the way the activity is structured on the page. Replay the audio clip and ask learners to check that it matches their answers.

Extension

- Expect more-confident learners to be able to predict order from memory.

Help

- Prepare and cut up a printed version of audio script 3. Ask learners to order the sentences, read through and make sure they are logical. Look for key words to listen for, to ensure that the cards are in the right order. Replay the audio clip sentence by sentence and ensure that learners find a key word for each.

Activity B

Language work

Pre-task

- Learners should be well prepared following the previous activity. If there is a gap between the activities, ensure that they listen to the audio clip again.

Task

- Ask learners to look at the script and think about the words that are in bold type. Are they essential for meaning? Try reading the text without them. Are the instructions clear? If so, ask learners what these words do. Explain that they link the text together, so you know that you have to do things in order. Give examples of other instructions that need to be sequenced, e.g. making a cup of tea (pointless to stir before you put the water in etc.).
- Read through the grammar tip on the page. Discuss with learners any other words or phrases used to sequence writing, e.g. 'first of all', 'at the beginning', 'secondly', 'then', 'after a while', 'meanwhile', 'least of all', 'in the end'. Ask learners to give examples of sentences using sequence words. Write them on the board.
- Ask learners to listen to the audio clip again and see whether they think the words are useful.

Activity C

Writing

Pre-task

- Refer learners to the grammar tip on page 10. Then read the three example questions, checking for understanding.
- Look at the picture of the drinks machine and predict the various stages.

Task

- To consolidate and check understanding of linking words, ask learners to use words from the grammar tip box to complete the sentences.
- Focus on correct spelling of the words and support where appropriate.

Extension

- The use of ordinal numbers (first, second, third and firstly, secondly, thirdly etc.) could be an additional focus here.

Help

- For less-confident groups, write the sentences on a whiteboard, with the various words written on cards. The group could then try placing them in different sentences as they check results.

Activity D

Writing

Pre-task

- Quickly talk through the sequence of activities involved in exercising at a local gym. Emphasise the importance of warming up.

Task

- Read through the sentences and ensure understanding. Explain to learners that they are going to combine previous learning by sequencing sentences and adding their own linking words. Suggest that they use the linking words in the box (there is one for each sentence).

Extension

- Learners could be encouraged to type the sentences using a word-processing package and to order them using cut and paste or by clicking and dragging.
- They could also write their own sequence of instructions.

Help

- As with other sequencing activities in the unit, this may be more straightforward for learners if presented as cut-out sentences to be sequenced physically.

Pages 12 and 13

Ordering words

Materials

- Set of simple dictionaries

Rationale

- To put words in alphabetical order and use a simple dictionary

Activity A

Reading

Pre-task

- Briefly check learners' knowledge of alphabetical order (from Entry 1).

Task

- Model, using a copy of the alphabet written vertically down the whiteboard. Using two words not from the list, show how the order is apparent visually. Remind learners to look at the initial letter. Ask learners to write the words next to their initial letters.
- Encourage learners to use the alphabet printed down the page as a guide to help them put the words in alphabetical order.

Extension

- More-confident learners could predict the order and then use the alphabet on the page to check their answers.

Activity B

Reading

Pre-task

- Discuss the sorts of texts that are ordered alphabetically. Mention that we are going to look at telephone directories, including the *Yellow Pages* and residential telephone books, as well as dictionaries.

Task

- Ask learners to read through the entries, checking for understanding. Discuss very briefly the heading these entries may come under.
- Encourage learners to predict where the entries may come in the list. Remind them to look at the first letters.

Extension

- Ask learners to find or invent their own entries and predict where they would go in the list.

Help

- As a group, look for the first letter of the first word of each entry. Mark them on a copy of the alphabet. Then look at the first letter of the two entries. Identify where the letter will come, i.e. 'between m and s' and 'after s'. Then look back at the activities. Where would the words come on the lists?

Using a computer sort function

- Demonstrate the use of the sort function in a word table by writing any list of words and sorting it. Create a table with only one column. Type the words into the table, one per row. Highlight the words and then click on 'table', 'sort' and 'OK'.
- Point out the advantage when creating alphabetical lists, i.e. there is no need to go laboriously through the list ensuring that you type the entries in order. This could be demonstrated by deliberate error and the pretence of having to correct errors.
- When learners add new words to the list, encourage them to predict where the new words will appear before sorting. Then ask them to use the sort function to check their predictions.
- They could also try typing the telephone directory entries from the previous activity into a table and sorting them.

Activity C

Reading

Pre-task

- Look at a simple dictionary. Talk about the difficulties involved with finding words. Demonstrate how difficult it is to go through a dictionary from page 1 to find a word. Compare the strategy of knowing roughly where to look.

Task

- Show learners that the dictionary contains a lot of words beginning with a, b, c and d. Compare with x or z. Demonstrate that when you divide the dictionary into four, this means that the quarters are split roughly into a–d, e–l, m–r, s–z.

Model using this knowledge to find words, e.g. 'lemon' will be near the middle, 'dog' will be a quarter of the way through, etc.

- Ask learners to predict where the words would come. Ask them to practise opening their dictionaries as near to the four words as possible.
- Play games, encouraging learners to see who can open their dictionary closest to a word or who can find a word the quickest.

Extension

- Learners can choose words for each other to find and can race to find them first or to open the dictionary closest.
- Encourage more-confident learners to try this with directories, using names of people or organisations.

Help

- Take learners through the stages carefully. Ask them to look at word 1 'cooking'. What letter does it begin with? Where does that come when you look at the chart on the page? (Between a and d) Which quarter will it be in? Ask them to open the dictionary in the first quarter and see which letter the words begin with. Tell them which page 'cooking' is on and ask them to see how close they are (by holding the pages in between). Repeat with various words.

Activity D

Reading and writing

Pre-task

- Look at the simple dictionary entry on the page. Explain that the definition of fish shown below is merely a reproduction to make it easier for them to see.
- Explain that the word we look up, the 'head word', is in bold on the left and that the meaning or meanings are shown on the right.
- If you feel it is appropriate and learners can cope with the explanation, speak about other more advanced dictionaries. Point out that the word class is often shown and that some words can be in different classes, e.g. fish is a noun in meaning 1 and a verb in meanings 2 and 3.

- As a group, ask learners to think of a definition for a given word. Look it up and compare the definition with that found in the dictionary.
- Explain that reference systems, e.g. filing cabinets, use alphabetical order. Letters are grouped into sections.

Task

- Remind learners that they have come across these words before. Look back to the relevant page. Ask learners to find the words in the dictionary and to write the meanings.

Extension

- Learners can choose words of their own or choose words for a partner. They could attempt to write their own definitions of words and maybe compare with the real entry.

Help

- Choose other words and practise looking them up and finding / writing the meaning as a group. Offer support with finding the words in the dictionary.

Page 14 Spelling

Materials

- Compound words (split into root words) on cards

Rationale

- To spell compound words

Activity A

Pre-task

- Write on the whiteboard a set of compound words, with the different parts possibly represented in two different colours, such as 'overheat', 'overload', 'overcoat' etc., and ask learners to identify the common part. Explain that these words are all made by joining two words together. Show the example in the spelling tip box.

Task

- Point out the example for number 1. Ask learners to split the other words into their two parts.

Extension

- Look at more complex compound words such as 'someone', 'nobody', 'somewhere' etc., which are not made up of distinct objects.

Help

- Prepare cards similar to those used in Activity B. Allow learners to see the split words and to join them to make compound words.

Activity B

Pre-task

- Prepare cards with the words: hair, suit, basket, dressing, sun, ball, track, bed.
- Encourage learners to look at the pictures on the right-hand side of the page. What are they pictures of? Can they put the cards together to make compound words using the pictures as a guide?

Task

- Learners match the words to write a compound word next to the appropriate picture.

Extension

- More-confident learners could do this activity without recourse to the card activity.
- They could also invent their own compound words for everyday activities and see whether other learners can guess what they represent.

Help

- Encourage learners to rely on the card activity for support, effectively copying the words from the cards into the spaces and then finding the split words to create the link.

Activity C

Pre-task

Read through the text with learners, ensuring that they understand the vocabulary.

Task

- Ask learners to read through the text and highlight the compound words. The words included in the text are: Sundown (twice), everyone, hairdressing, woodwork, keyboard, breakdown, football, sunbed, something.

Extension

- More-confident learners could be asked to split the compound words they have found (or to highlight the two parts in different colours).
- They could also write their own texts using some of the compound words on the page.

Help

- Less-confident learners could be asked to work in pairs, or to check the words they think are compound words with a partner before highlighting.

Page 15 Integrated skills

Materials

- Details of local community and leisure centres, including website addresses
- Local directories and lists of leisure facilities
- Pictures of leisure activities

Rationale

- To bring together the skills developed and practised throughout this unit
- To provide an opportunity to practise the skills learnt outside the classroom
- To provide evidence of learning for the portfolio, progress record and ILP review

Looking for information

- Support learners in preparing for and locating their local community and / or leisure centre. Provide helpful material such as council information, telephone directories and website addresses. Ensure that all have prepared a good range of questions to ask. If visiting a centre, they may wish to take a written copy of the

questions against which they can make notes. If telephoning a centre, they could use a written list and keep it by them as they phone.

- Suggest means of access to the Internet such as friends, relatives, Internet cafes, libraries, colleges and *UK Online* centres.
- Help less-confident learners to prepare questions by discussing in pairs before writing. Direct them to the previous exercises for inspiration and talk to them about what they will need to know. When they have prepared a number of good questions, they can practise writing answers as notes. Ensure that they are prepared to write notes and have strategies to write what they hear.
- Offer support in the use of search engines.
- Ask learners to bring back to the next lesson:
 - the notes they have taken, including times, dates and other details
 - any other helpful literature from the community or leisure centre
 - observations about what they learnt and how easy it was to find information
 - printouts of any information.

Sharing your interest with others

- Encourage learners to read through the range of possible activities and choose the most appropriate. In view of the focus on electronic information in the unit, website preparation may be the most appropriate, if possible. If simple web page software such as AOL Press is available, use that. Otherwise make a mock up of a web page using a word-processing package or by cutting and sticking the contents on paper. Use a computer suite at your institution if that is possible.
- Allow learners to copy some examples from the Internet or to print out if the list is quite short. If they are creating a website, show them how to save images from the Internet by right clicking on them and using the 'save picture as' or 'save target as' options.

Page 16

Check it – Review

Rationale

- To check and consolidate key learning
- To ensure that 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.