



# The issue

## 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
- Making requests and asking questions to obtain information in everyday contexts SLc/E2.2
- Asking questions to clarify understanding SLc/E2.4

### *Practise reading and writing*

- Tracing and understanding the main events of chronological and instructional texts Rt/E2.1
- Recognising the different purposes of text at this level Rt/E2.2
- Using illustrations and captions to locate information Rt/E2.4
- Using knowledge of simple sentence structure and word order to help decipher unfamiliar words and predict meaning Rs/E2.2
- Applying own life experience and knowledge to check out plausible meanings of a sentence as a whole when decoding unfamiliar words Rs/E2.3
- Using punctuation and capitalisation to aid understanding RsE/2.4
- Using a simplified dictionary to find the meaning of unfamiliar words Rw/E2.4
- Using written words or phrases to record or present information Wt/E2.1
- Using punctuation correctly Ws/E2.3
- Using the knowledge of sound / symbol relationships and phonological patterns to help work out correct spellings Ww/E2.2
- Producing legible text Ww/E2.3

### *Key functions*

- Listening and reading for information
- Recognising the features of adverts and e-mails
- Asking questions for information and understanding
- Writing an e-mail
- Writing an information leaflet

### *Key grammar*

- Using questions and question marks
- Using punctuation to aid understanding

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

- Sound system and headphones
- Class set of simple dictionaries
- Pre-prepared audio clips of scripts
- Access to computers with an Internet connection

### ***Materials preparation***

- Pre-prepared cards showing words and their meanings
- Highlighter pens
- Help worksheets displaying key question words and structures (optional)
- OHTs displaying passages for punctuation
- Pre-prepared cards showing prefixes
- Pre-prepared help and extension sheets (optional)

## Page 1

### The issue

#### To begin

- Clarify content, purpose, objectives and outcome of the unit: to listen and read for key information and to ask questions to obtain full information.
- 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 learners' local issues.
- Talk about the picture of the Wishton rubbish dump.
- Encourage learners to talk about the problems of accumulated rubbish and their experience of it.
- Encourage learners to think about what they might do if they lived in Wishton.
- 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.

## Page 2

### What happens to your rubbish?

#### Materials

- Pre-prepared cards showing words and their meanings

#### Rationale

- To read for understanding of the main chronological events
- To become familiar with, to read and to 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 *seat*, *good*, *date*)

- breaking down into syllables (e.g. split words to aid recognition such as *time-keep-er*, *ex-per-i-ence*)
- working out from context (e.g. give examples to work out such as the word 'telephone' in the sentence: 'You should telephone to ask for a form')
- relating to other similar known words (e.g. work out a series of new words supported by clues such as 'stressful' which can be related to clues such as 'stress' and 'helpful')
- using dictionaries (e.g. revise alphabetical order and introduce simple dictionaries for words such as 'similarities' and 'differences', 'organised' and 'flexible').

### Activity A *Reading and speaking*

- Ask learners to think about what happens to their rubbish after they have thrown it in the bin.
- Ask learners to look at the pictures and to talk about what they see. What is happening? What special features in the picture give them the most information? What is not clear? Ensure they understand that the picture depicts a process or a sequence.
- Confirm that gaining information from pictures is a genuine literacy skill. Discuss what pictures can do that words cannot, such as giving the reader the whole view at a glance. Talk about how words might assist their understanding of the pictures, for instance how do we know from the picture how long the rubbish stays underground?

### Activity B *Reading*

- Look at the first picture with the caption. Ask learners to practise reading the statement.

#### Help

- Help by using essential reading strategies. Talk about how the words confirm learners' understanding of the picture so that there is no ambiguity. Ask learners to read the other captions, using all appropriate reading strategies. Help less-skilled readers by reading one caption at a time, discussing it and fitting it to the appropriate picture using the caption number.

- Allow confident readers to read all captions and then to fit them to the pictures, using the earlier discussion as a guide.

### **Extension**

- Allow confident learners to write the full caption under each picture, concentrating on accuracy and presentation.
- Ensure learners understand that the captions are now in sequence.

## **Activity C**

### **Reading**

#### **Pre-task**

- Look at the words listed. Ask learners to find each word in the captions and to highlight it. Talk about the meanings. Allow learners to volunteer their understanding if they are happy to do so. If not, talk about how they might find or work out meanings of words they don't know, such as in a dictionary or by decoding strategies. Help learners to recognise the difference between the use of the words rubbish and waste, i.e. rubbish is domestic and waste can be environmental.

#### **Task**

- Ask learners to work in pairs to look up the words in a dictionary. Write up their definitions on the whiteboard. Make a group definition for the words then ask learners to write the definitions down.
- Help individuals as necessary to use a dictionary.
- Place another set of cards on the table showing the words. Ask each learner to find the word that matches the meaning. When all the cards have been matched, ask learners to place the pairs on the table for the whole group to see.
- Go back to the learner's materials. Ask learners to complete the task by drawing arrows to indicate the pairs.

## **Activity D**

### **Reading and writing**

#### **Task**

- Complete the task as a consolidation exercise.

### **Extension**

- Ask more-confident learners to use the words in sentences of their own.

## **Help**

- Work individually with learners on reading strategies so that they feel confident reading the sentences shown.
- Gather up the word cards from the table and use them as flashcards, asking learners to recognise and read aloud each word as shown.
- Ask learners to use each word orally in sentences they have composed. Help them with ideas for these.

## **Pages 4 and 5 Questions**

### **Materials**

- 'Help' worksheets displaying key question words and structures (optional)

### **Rationale**

- To formulate and use spoken and written questions



## **Activity A**

### **Speaking and listening**

#### **Pre-task**

- Talk about ways of finding information about a local problem like the Wishton rubbish dump. Encourage learners to think of local examples of public concern, such as traffic speed, rubbish collection or street lighting. How could they find out more about them? Bring out the importance of asking questions.
- Go through the punctuation section for question words on page 4. Discuss question words, punctuation for questions and the question mark.

#### **Task**

- Play the audio clip of Stephen Gray's interview and ask learners to recall some of the questions they have heard in the interview. Ensure that learners can read the opening sentences and understand the term 'local resident'. Encourage volunteers to suggest questions for Stephen Gray. Record some of these on the board in two columns: questions beginning with question words such as 'What...?' and those with inverted subjects and verbs such as 'Are you...?'. Elicit examples such as:

- Are you worried about living in Wishton?
- Do you think it will damage your health?
- What are the problems?
- Are you healthy?
- Does the landfill site smell?
- Ask learners to work in pairs. One learner highlights the questions asked by the interviewer, the other learner highlights the answers given by Stephen Gray. Learners could then role-play the interview.

## Activity B

## Writing

### Pre-task

- Draw learners' attention to how word order can change when asking questions.

### Task

- Ask learners to attempt two questions for each answer.

### Help

- Divide learners into pairs. Practise asking questions and giving these sentences as answers. Find out what works. Then write the questions using the models on the page for guidance.

## Activity C

## Writing

### Task

- Recap about local issues in your area. Ask learners to write three questions relating to these issues.

### Help

- Recap on key question words or structures for less-confident learners. For instance, for the second sentence, ask them to try options until they end up with 'How many...?' or 'How much...?' Talk about how the answer relates to this question.

### Extension

- For each question, ask learners to compose another question about a subject of their choice, using the same question word or structure. Encourage them to ask their questions to other people in the group.

## Pages 6 and 7 Heap of trouble

### Materials

- Audio clip of script

### Rationale

- To listen for key information

## Activity A

## Listening

### Pre-task

- Explain that you will now play an audio clip in which four people give their opinions about the Wishton landfill site.
- Talk about the kind of things they might say or feel: for instance, they might feel angry or they might want to defend the site if their job depends upon it. Draw learners' attention to the names of the characters on the page. Brief them to write 'safe' or 'unsafe' as they hear each person speak. Talk about how they will listen. Make sure they know that they do not have to listen to every word.
- Take ideas from the group on what will be most important in the text. Stress the importance of the opening and closing sentences. Ensure learners listen to the tone of the speaker's voice and whether they sound angry, upset, or like a politician.

### Task

- Play the audio clip. Complete the task.

### Help

- Play each character's statement and then pause the audio clip. Discuss what learners have heard until it becomes clear to them whether they think it is safe or unsafe. Check the answers. Talk about the clues in the script.

## Activity B

## Reading and listening

### Pre-task

- Focus on the written text. Read the text aloud and ask learners to follow. Pause and check understanding as you go. Ensure that learners have a grasp of all the essential words. Focus on the task and ensure that learners know what

information they are to find through listening and reading. Remind them that they can get most of the detail from listening, using the text to check afterwards.

### Task

- Divide learners into pairs. Play the audio clip. Ask learners to follow the text and to tick the boxes while they are listening if they can.
- Complete the task of ticking the boxes using the text. Remind learners that they can tick more than one box. Check the results. Return to the text. Discuss it with questions such as:
  - What do they call the Residents Against Toxic Scheme?
  - What do you think an 'open door' policy is?
  - What is recycling?
  - What is the Environment Agency?

### Help

- Pick out some key words from the text. Play the audio clip again, character by character and ask learners to listen and pick out words that strike them or help them to understand. Ask them to tell you these words at the end of each short speech.
- Give out the list of key words you have picked, such as 'rotting cabbages', 'bronchitis', 'headaches' etc. Ask learners to find the words in the text. Ask them to add any words they have chosen to the list that you have given them. Direct them to do so by finding their words in the text and by copying them down.

### Activity C *Speaking and writing*

- Direct learners back to the interview text. Ask them to read silently or to take turns to read aloud. Encourage them to talk about what they have read, using the questions on the page as prompts.

## Page 8 Punctuation

### Materials

- OHT displaying passages for punctuation (page 41)

### Rationale

- To recognise the purpose of full stops and capital letters in sentences
- To use full stops and capital letters for understanding

### Activity A *Listening and reading*

#### Task

- Have fun with the unpunctuated words. Read the passages aloud or ask a confident volunteer to do so. Display the passages on the OHP. As the passage is read and learners can hear the punctuation, put the punctuation onto the OHT. Re-read. Direct the learners to the punctuation tip box.

### Activity B *Listening, reading and writing*

#### Pre-task

- Read Paul's text aloud. Talk about what we know about it from the intonation. Does it make sense? Reinforce the concept of a sentence, stressing the *sense*.

#### Task

- Ask learners to edit the text, putting in the correct punctuation. Direct them to earlier activities for guidance.
- Draw learners' attention to the capital letters for proper nouns to avoid confusion. These are taught in another unit at this level.

### Extension

- Prepare unpunctuated copies of the interviews with Stephen, Jane and Angela (page 41).

### Activity C *Writing*

#### Task

- Divide the learners into pairs. Encourage them to think of more questions to ask Paul Dainton. Direct them to the text under activity B for ideas and examples of questions earlier in the unit.

## Page 9

### *Ruby Davis – Power to the people*

#### **Materials**

- Pre-prepared help and extension exercises

#### **Rationale**

- To read and understand new, unfamiliar text, by working out meanings from context

#### **Activity A**      *Reading and listening*

##### **Pre-task**

- Talk to learners about action. Ask them to suggest the names and actions of famous people who have campaigned for social change.

##### **Task**

- Read the passage aloud for learners to follow and listen.

#### **Activity B**

#### *Reading*

##### **Pre-task**

- Talk about what you have read. Ask learners what they remember most. Recap on the concept of key words. Pull out words they have already used from the passage and display them on the board. Look at the words listed on the page. Read them aloud, using reading strategies and experience from the earlier activities. Are any of the words also displayed on the board? Find them in the passage.
- Recap, and encourage use of a simple dictionary to find the meaning of words.

##### **Task**

- Look at the examples of clues in the passage. Find the words 'lawyer', 'health problems' and 'factories' in the text. Talk about how these words are connected to the key words listed. Complete the task in two stages. Recap on stage one and ensure understanding before learners write their own chosen words and sentences.

#### **Help**

- Prepare an easier example of key words, such as 'horse', 'driver', 'police'. Provide a jumbled bank of 'clues', such as 'crime', 'rider', 'car'. Help learners to match the word to its clue. When they have got used to the idea, proceed to the main task.

#### **Extension**

- Provide another passage from a local newspaper about a local environmental problem. Repeat the process of identifying key words and finding clues.

## Pages 10 and 11

### **The meeting**

#### **Materials**

- Highlighter pens

#### **Rationale**

- To read and recognise the purpose of different texts: adverts and e-mails
- To write a short text as an e-mail

#### **Activity A**      *Reading and speaking*

##### **Pre-task**

- Ask learners to look at the opening sentences and to try reading them. Ask a volunteer or volunteers to read them aloud to the group.

##### **Task**

- Divide the group into pairs. Allocate a limited amount of time. Ask the pairs to look at the advert together and to extract what information they can from the text. Encourage them to discuss the content and to share information with a peer. Let them read as much as possible together. When the time is up, ask the pairs to report the information they have gleaned.
- As each pair reports, encourage the whole group to find the relevant piece in the advert and to highlight it.
- Talk about the features that have been highlighted: do they include the title, the date, the place etc?
- Ask learners to locate the sentence that tells them what kind of meeting it is. Ensure that all recognise an e-mail address and understand the term 'key speakers'.
- When learners are familiar with the text, encourage them to discuss why some words are in bold, why the layout is as it is, whether it grabs their attention and, if so, how.

- Draw learners attention to the abbreviation RATS. Show learners how this is used to replace the full title: Residents Against Toxic Scheme. Remind learners that abbreviations will be used again in the unit.

### Help

- Read the text aloud with the group if they find it difficult. Ask them to follow as you read. Ask them to locate and highlight particular words or phrases which you will give them, starting with key words like 'residents' meeting', 'rats', '26 June' and 'Wishton landfill site' until they have become familiar with the text. Then proceed as above.

### Extension

- Ask confident readers to look at the advert and to see how quickly they can answer the 'What?' 'When?' and 'Where?' questions. Ask them to check their answers with another person then talk about how they found the details. What features helped them? How did they know where to look? Did they need to read every word?
- Ensure understanding of the whole text and recognition of the features as in the main activity above.

## Activity B *Reading and speaking*

### Pre-task

- Ensure familiarity with e-mail conventions. What is an e-mail? Do you send e-mails? To whom?
- Talk about the features of an e-mail, such as brevity, immediacy, not as formal as letters etc.

### Task

- Read the e-mail to Ruby. Talk about key words and clues: for instance 'health' is a clue to 'headaches' and 'rashes.'
- Ask a volunteer to read the e-mail again. Discuss the answers to the questions.

### Help

- If you have the facilities, practise reading real e-mails on the computer.
- Arrange for someone in your institution to e-mail the learners about a local issue.

## Activity C

## Writing

### Task

- Talk about the beginning, main thought, personal details etc. Ensure learners understand the order of information. Stress the need for punctuation.
- Complete the task on a computer to a named person in your institution if possible. The order is clearly given in the 'writing tip/box' for e-mails.

### Help

- Proceed one stage at a time. Talk through each stage with the learners before they write the next sentence. For instance, ask them to think what their first sentence will be. What do they need to say? Where on the page can they find help with this?
- Make this a real exercise if possible. Ask learners to e-mail a named person in your institution with their view about the landfill site.

### Extension

- Ask learners to draft or write an e-mail to a local councillor or personality about an issue of concern in their local area.

## Page 12 Answerphone messages

### Materials

- Highlighter pens

### Rationale

- To listen for detail
- To write the main points legibly

## Activity A

## Listening

### Pre-task

- Talk about answerphone messages. What kind of details are we often asked to note down? Elicit ideas, such as name of caller, the time and the main points of the message.
- Talk about what matters in a note, such as legibility, clarity and brevity.



### Task

- Look at the example. Talk about the features of the note. Play the first message. Listen, and look at the example on the page. Help learners to extract the information. Help them to check spelling by referring back in the text if necessary.
- When they are confident, repeat for the next two messages. Remind learners that one recorded message doesn't give enough information.

### Activity B

### Reading

- Ask learners to swap their notes with another person. Ask each person to read aloud what has been written. Concentrate on legibility and accuracy.

## Page 13 Reduce and recycle

### Materials

- Highlighter pens
- Audio clip of Bob's speech

### Activity A      *Listening and speaking*

#### Task

- Play the audio clip of Bob's speech. Talk about it. Do the learners know of *Friends of the Earth*? If not, ask them to suggest what they might do.
- Ensure learners understand the words 'reducing' and 'recycling'. What do these words mean? Check whether anyone in the class is committed to recycling. Talk about how anyone can recycle their rubbish. Is there a local council scheme? What can you do with bottles, cans and newspapers? What does Bob suggest you do? Ask learners to name some of his ideas. Replay the audio clip and listen again if they can't remember everything.

### Activity B      *Listening and reading*

#### Task

- Divide learners into groups. Discuss Bob's introduction. What are the important words? Pick out the key words. Ask learners to feed back to the class.

- Look at the second paragraph of the speech. What is it about? What are the key words?
- In groups, discuss the third paragraph. Recap. Discuss the meaning of 'conclusion'.

### Extension

- Ask confident learners to make short notes of the whole speech.

## Pages 14 Spelling

### Materials

**Spelling strategy:** In this unit, the learners will concentrate on words using the prefix 'un-' and 'dis-'. Spelling strategies should be developed to cater for the needs of the individual learner. Examples of strategies are given below.

- Highlighter pens
- Pre-prepared cards showing prefixes

### Rationale

- To recognise, use and be able to spell words with the prefixes 'un-' and 'dis-'
- Reinforce spellings by a range of **spelling strategies**.
  - Play word recognition games.
  - Use prepared cue cards bearing common adjectives.
  - Help the learners to make connections 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.

### Activity A

#### Pre-task

- Talk about opposites. Draw out some examples of words beginning with 'un-' and 'dis-'. Prepare cards, which show words like 'happy' or 'taste' and those that show 'un-' or 'dis-' for learners to match.

### Task

- Help learners to read the words and their prefixes on the page.

### Activity B

#### Task

- Complete the task.

### Activity C

#### Task

- Ask learners to use strategies to spell the words given. Then cover and write out the words with their prefixes.
- Talk about possible sentences.
- Ask learners to complete the task, checking all spelling.

### Activity D

#### Task

- Divide learners into pairs. Ask them to discuss a local issue. Encourage them to write down key words relating to their chosen issue.

## Page 15 Integrated skills

### 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

### Finding information on the Internet

- Direct learners to the Internet for information about the environment. Ask them to find out about their own area. Suggest they start with the *Friends of the Earth* website: [www.foe.co.uk](http://www.foe.co.uk)
- Provide these instructions:
  - Type in [www.foe.co.uk](http://www.foe.co.uk) into the browser and press return.
  - When the web page appears, look for the search button.
  - Type in the name of your town or county in the space provided.

- Ask learners to report on their results and to click on the links to find out more.
- Discuss the following question with the group: 'What is happening with local residents in your community?'

### Making a leaflet

- Direct learners to earlier tasks in the unit for ideas and written examples. Ask them to make their leaflets clear and eye catching.
- Make sure those who wish to word process their work have access to the necessary equipment.

## Page 16 Check it

### 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.

# OHP resource

Photocopy text for each speaker onto a separate acetate.

**Stephen Gray**, a landscape gardener

some days i come out and there's a smell of rotting cabbages and glue when the weather's nice we get so many flies i have to go from room to room with a spray can. we get lots of seagulls, too, feeding on the dump – and they spread their own waste over the estate the litter ends up all over the countryside, it looks a mess

i only moved here three years ago but since then i've had all kinds of health problems, bronchitis and headaches my son has come out in skin blotches my daughter is pregnant and we're very worried that it might affect the baby

**Jane Byers**, a former paramedic born in the village of Normanton

as a child, i used to cycle near the River Jetson, which runs around the Wishton site but after seeing hundreds of dead fish in the Jetson, i'd never take my three-year-old son, OJ, there

the Environment Agency told me that the fish had died naturally but i know that river, and the fish didn't used to die like that when miners went down into the pits at least they had a canary and it would die if the pits were unsafe we don't really know what the future will be

**Angela Harris**, spokesperson for *Waste Recycling Group plc*.

we work very hard at Wishton to make sure that the site is completely safe and that it doesn't damage residents' health or the environment we make sure that we look at all problems the residents come to us with, like smells, litter and pests we also have an 'open door' policy so that local people can come and look round the site we send out community newsletters and we hold a community meeting every few months

