



# Courses for all

## Coverage of Literacy Curriculum

### *Practise listening and speaking*

- Listening for information SLlr/E3.3
- Asking questions and making requests SLc/E3.4

### *Practise reading and writing*

- Understanding organisational features of a text  
e.g. contents, indexes and menus to find information Rt/E3.5
- Scanning and skimming printed text to find information Rt/E3.6, 7
- Using images and maps to find information Rt/E3.9
- Looking at words to help find information Rs/E3.2; Rw/E3.1
- Reading unfamiliar words Rw/E3.5
- Using alphabetical order to find information Rw/E3.4
- Writing complete sentences Ws/E3.1
- Using capital letters, question marks and exclamation marks Ws/E3.3
- Using correct spellings Ww/E3.1, 2

### *Key functions*

- Understanding organisational features of a text to find information
- Asking questions to obtain information

### *Key grammar*

- Writing in complete sentences
- Using question marks, exclamation marks, full stops and capital letters

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

- Audio cassette player
- A college prospectus
- Computer with Internet access, if possible
- Dictionaries

## ***Materials preparation***

- Copies of full prospectus page (from learner's booklet)
- Highlighter pens
- Leaflets, flyers of courses available locally
- Copies of course details from a college prospectus
- *Yellow Pages* (extension activity)
- Road atlas (extension activity)
- Newspaper (extension activity)
- A list of adjectives and adverbs (extension activity – supplied by teacher)
- Writing paper and envelopes
- Blank tapes
- A paragraph of unpunctuated text
- Access to computers
- Audio clips

**Please note** – this unit builds on the skills covered at Entry 2, e.g. adjectives, adverbs etc. They will not be re-taught explicitly but will be used in sentence development.

**Reading strategy:** The focus of this unit is on understanding the organisational features of texts to find information. This includes the use of images such as maps, and pictures, which add meaning to a text. The learner is encouraged to use skimming and scanning methods to find information, rather than having to read the whole text.

**Spelling strategy:** In this unit, learners will concentrate on words with silent letters.

## Page 1

### Unit aims

To begin:

- Clarify the content, purpose, objectives and outcome of this unit.
- Show how the core curriculum skills for each unit are itemised on each page of the learner's booklet.
- Demonstrate how the core curriculum skills represent progression from Entry 2 and reflect the ILP.

### *Specific to this unit*

- Talk about why people return to learn. Ask learners themselves why they have decided to return to learn. How did they find out about the course?
- Keep the discussion short and focused, before moving on to the first skills page.

## Pages 2 and 4

### The first step

#### *Materials*

- Copies of the college prospectus page
- Highlighter pens

#### *Rationale*

- To identify use of organisational features in texts
- To recognise the purpose of such features

### *Activity A*

### *Reading*

#### **Pre-task**

- Ask learners how they might find information about courses, i.e. from colleges or adult education centres.
- Information is available in a prospectus or on a college website. (See page 3 for web page).
- Ask learners if they understand the word 'prospectus.'
- Explain and ask for alternative words, such as 'directory' or 'brochure'.
- Check meanings in a dictionary.
- Show learners examples.
- Explain that this is a text that is **not** meant to be

read from cover to cover. There is a lot of information in it and it is organised in such a way to help us find the information we need.

- Explain what is meant by 'organisational features' and 'layout'.
- Explain that different terminology is used for books and websites e.g. 'index' and 'contents' are not usually used for websites, instead we use the word 'menu'.

#### **Task**

- Refer learners to the college prospectus page and as a group, ask them to identify any organisational features.
- Ask learners why each has been used and how effective it is in helping them find particular information.
- Model writing up the first answer on the whiteboard and then ask learners to complete the task.

#### *Extension*

- Ask learners about possible improvements.
- Ask learners if they think the information could have been presented more effectively, i.e. by using different colours, a larger font size for page numbers etc.
- Collect examples of organisational features using a scrap book. Use the features from Activity A as page headings and find examples of each feature from magazines etc.

### *Activity B*

### *Reading and speaking*

#### **Pre-task**

- Find out from learners what they already know about using the Internet to find information.
- Explain how this can be accessed so that all learners understand.
- Ensure all learners understand the key specialist terms: www, Internet, website, web page. (See note under 'Help'.)
- Explain that a college produces not only a prospectus, but also a website, which gives the same information but presented differently.

#### **Task**

- As a group, discuss the way in which the information is organised on the web page. Explain that this is quite typical of many web pages.

- Ask learners to identify the different organisational features using different colour highlighter pens.
- Draw large boxes on the whiteboard and identify the different features. Under each feature mentioned write down some examples from the text.
- As a group, discuss reasons for the use of each feature and complete the boxes in the learner's booklet.
- As a group, identify those features which are the same as, and those which are different from the prospectus.
- Ask learners why they think the information is organised differently.
- Ask learners which they would prefer to use, giving their reasons.

### **Extension**

- If possible, have available either a computer with a college web page showing, or copies of a local college web page (in colour).
- Compare and contrast the organisational features with the example given.
- Add screen prints from web pages to the scrap book showing examples of the organisational features.

### **Help**

**Note to teacher:** it may be necessary to spend longer on this pre-task if learners have no understanding of computers and the Internet. You may need to give some explanation about the presentation of a web page i.e. the address, the menu bars etc.

## **Pages 5 and 6** **Finding the right course**

### **Materials**

- Copies of flyers / leaflets of courses available locally
- Highlighter pens

### **Rationale**

- To skim texts to get the gist and overall impression
- To recognise the importance of key features in reading texts

### **Activity A**

### **Reading**

#### **Pre-task**

- Ask learners if they read newspapers or magazines.
- If so, how do they decide whether to read an article or not?
- Explain the term **skimming** as rather like skimming over the surface of water. This method enables the reader to get the gist or an idea of a text. It is a quick reading method because not every word is read.

#### **Task**

- As a group, discuss the leaflet about courses.
- Ask learners if they have seen examples of these kind of flyers.
- Draw attention to the key features which are highlighted.
- Ask learners why these are the key features.
- What effect do these features have on the reader? Why is the rest of the information important?

### **Activity B**

### **Reading and speaking**

#### **Pre-task**

- Ask learners why some texts are difficult to read. Can they remember any specific texts they have recently read and found difficult? E.g. too much text, not enough space, too few features to draw the reader's attention to particular parts.
- Introduce the course advertisement, which contains text but has no features.
- Divide learners into pairs.
- Ask the pairs to discuss why the advertisement is difficult to read and to identify the key information in the text by underlining / circling it. Ask pairs to decide and write down the headings and features they would use.

### **Extension**

- Ask each learner to think of texts which s/he might skim read to and identify key features. For example: junk mail – key features would include credit card logos, percentage interest rate, offers of large sums of money and the key word – **loan**
- TV guide – key features would include day, time and channel.

### **Activity C**      **Reading and writing**

#### **Task**

- Ask learners to read the text 'A load of laughs!'
- Ask them to firstly work individually to identify key information and then to compare their answers with another learner. If there are differences, ask learners to explain to the others the reasons for their choices.
- Ask learners to design their own poster or web page using the details of this course. Encourage the use of organisational features to help the reader find the information.

### **Extension**

- Encourage the learner to swap his or her poster or web page with another learner and ask for comments. How successful has s/he been at presenting the information for the reader?

## **Page 7** **Maps and symbols**

### **Materials**

- Maps and an atlas
- Car manual or any example of instructions with diagrams (e.g. household equipment, self-assembly instructions for furniture or toys)
- Newspapers – local and national

### **Rationale**

- To use images and symbols to find information

### **Activity A**

### **Reading**

#### **Pre-task**

- Refer to earlier work on the use of organisational features.
- Ask learners what features, other than text, helped them to find information from the college prospectus / web page (logos, pictures, maps etc.).
- Remind learners how images can help the reader find information from a text.

#### **Task**

- As a group, discuss the use of a simple map compared with the set of directions given. How does it help the reader?

### **Activity B**

### **Reading**

#### **Pre-task**

- Explain that symbols and pictures are used in texts to help the reader find information and to aid understanding.

#### **Task**

- In pairs, draw suitable symbols for methods of enrolling on a course. Share ideas with the rest of the group.

### **Activity C**

### **Reading**

#### **Task**

- In pairs, write down examples of texts where you expect to see images and symbols used.
- Walk around the college / town, finding (and photographing) examples of symbols / diagrams used to replace text.
- Feed back the answers to the rest of the group.

### **Extension**

- Write down examples of texts where the use of images, diagrams, symbols etc. is crucial for understanding the text. (E.g. a car manual, self-assembly instructions – selecting the correct length screw by measuring it against a diagram recipe picture to check how to serve / decorate).

## Page 8

# Reading key and unfamiliar words

### Materials

- Highlighter pens
- College prospectus

### Rationale

- To read key and unfamiliar words to find information

### Activity A

### Reading

#### Pre-task

- Ask learners what they do when they encounter unfamiliar words in a text. Ask if they can remember examples from their experience. Explain that some words are important to the meaning of a text. These are often referred to as **key specialist words**.
- Explain that in some jobs there are key specialist words such as 'production', 'engineer', 'operations' etc. Ask learners for other examples.
- In joining this class, it may be that the learners had to complete a form that involved reading key specialist words such as 'enrolment', 'learning agreement' and 'learning programme'.
- Direct learners' attention to the need for a strategy to help when reading and understanding unfamiliar words.

#### Task

- Write the following sentence on the whiteboard: "The fee quoted will normally include **registration** and **tuition** fees."
- Highlight the key specialist words 'registration' and 'tuition'.
- Ask learners how they might read and understand these two words.
- Explain that finding familiar sections of a word, can help the reader make links to other similar words to find the meaning.
- All words have a **root** and often, long words are made up of the root and a prefix / suffix, or both. Identifying the root can help the learner to understand the meaning of the word as well as helping with its spelling.
- On the whiteboard, model the words

**registration** and **tuition**. Demonstrate that often the root is not a complete word in itself ('regist') but finding familiar parts in a word and linking them to other similar words can help with reading. E.g. **registration** – **register** – **registry office**, and **tuition** – **tutor** – **tutorial**.

- Demonstrate the structure of words using a variety of examples on the whiteboard.

root word	prefix	suffix	new word
enrol	–	ment	enrolment
apply	–	ing (verb ending)	applying
turn	re	ed (verb ending)	returned

### Extension

- Ask the learner to think of other words where the root word, prefix or suffix can be clearly identified.

### Activity B

### Reading

#### Task

- In pairs, read the text and find a strategy for working out the meanings of the highlighted words.
- Share the different strategies with the rest of the group.

### Help

- Less confident learners may need additional support to encourage the use of different strategies.

### Extension

- Have available parts of a text from the college prospectus, which will involve the learner reading unfamiliar words and phrases, e.g. form for enrolment, details about fees, health and safety.
- Ask the learner to explain the meaning of these words and phrases to another learner or a volunteer.

## Page 9, 10 and 11

### Asking for information

#### Materials

- Audio cassette player and blank tapes
- Audio clips

#### Rationale

- To listen for relevant information
- To ask for information face-to-face
- To ask for information on the telephone



#### Activity A

#### Speaking

##### Pre-task

- Ask learners about any experiences they have had of telephoning to ask for information, e.g. telephoning about a class; telephoning the school for holiday dates; telephoning the garage for repairs to a car; telephoning for details about a job etc.
- Ask more confident learners to share their feelings about such calls. Did they have any difficulties? Discuss what is important when making calls to people you do not know, i.e. how do you prepare?
- As a group, ideastorm how you might prepare yourself when telephoning for information. Write the ideas on the whiteboard.

##### Task

- Introduce and listen to the audio clip as a group. Ask learners to complete the pro forma.

	Information on the laughter classes
Start date	Two weeks' time
Day(s)	Tuesday and Thursday
Time	10:00 – 12:30
Upper age limit	No upper age limit

- Discuss the questions. (William forgot to introduce himself and give his name at the start of the conversation. This is a way of establishing more personal contact with the person and is a suitable politeness convention.)

#### Activity B

#### Speaking

##### Pre-task

- Ask learners to think of any unfamiliar situations where they have had to ask for information, e.g. calling into a club / playgroup / leisure centre to obtain details of joining.

##### Task

- In pairs, ask learners to think of what is involved in these situations (e.g. unsure of where exactly to go; how to find the right person to talk to; what questions to ask; fear of appearing foolish and saying the 'wrong thing').
- In pairs, continue discussing how to overcome these difficulties.
- Feed back to the rest of the group.

#### Activity C

#### Speaking and listening

##### Task

- In pairs, write a list of questions for George to ask the college advisor.
- Create cue cards from this list.
- Role-play this conversation, asking other learners to set up the audio player. Observe and review the conversation.

#### Activity D

#### Listening

##### Pre-task

- Ask learners about their experiences of telephoning large organisations such as colleges, gas / electricity companies, local councils etc. Did they get through to the right person straight away or were they passed from one department to another? Was there an answerphone with a recorded message? Did they have to listen and respond by using the buttons on the telephone?

##### Task

- As a group, listen to the audio clip of a recorded message.
- Ask learners for their comments.
- Discuss the questions and draw out helpful strategies for learners to use when listening to instructions on the telephone e.g. note taking / asking questions. Some revision and practice on note taking may be required to clarify understanding.



## Help

- Some learners may need more staged practice. It may be helpful to prepare the learner by **reading** some examples of recorded messages before using the audio clip.

## Activity E

## Speaking

### Task

- Ask learners to think about transferring these skills to other situations they may face.
- Ask them to think about these situations and whether they prefer to make enquiries face-to-face or on the telephone. Discuss as a group the differences between these types of enquiry.
- In pairs, ask learners to explore strategies for improving their speaking and listening skills, and draw up a checklist to use in the future.
- It may be helpful here to draw up with the group a possible list, which can be added to throughout the discussion.
- FACE-TO-FACE: Prepare questions, smile, introduce yourself, make eye contact, ask for information to be repeated.
- ON THE TELEPHONE: Write the questions down before making a telephone call, take notes during the call, key points of information e.g. names, dates, times, numbers etc. Ask for spellings if unsure and read back the information you have taken down.

## Extension

- In any appropriate situation, make an enquiry in person and report back to the group on the outcome.
- Use the strategies explored above. If no suitable opportunities arise, this could be carried out as a role-play exercise.

## Pages 12, 13 and 14 Improving your writing skills

### Materials

- Cards with a selection of adverbs written on, including adverbs relating to time
- Highlighter pens
- Short paragraph of unpunctuated text

## Rationale

- To write in complete sentences using simple and compound sentences
- To use adjectives and adverbs to expand sentences
- To use punctuation correctly, including full stops, question marks, exclamation marks and capital letters

## Activity A

## Reading and writing

### Pre-task

- Revise sentence formation and structure e.g. subject (noun) verb.
- Explain that when we want to add information about a verb, or say when, how, or where something is done, an **adverb** is used with a verb.
- Ask learners to think of adverbs to describe how or when someone might speak e.g. slowly, quickly, hesitantly, reluctantly, sadly, tomorrow or soon. Note that many adverbs end in 'ly.'
- Model sentences on the whiteboard e.g. The boy **gratefully** accepted the gift when I gave it to him **yesterday** (adverbs are in bold).
- Put cards with adverbs written on face down on the table. In turn, ask learners to turn over a card, read the adverb and think of a suitable verb that it might be used with. Act out the phrase, as in charades, for the group to guess the adverb.
- As a group, think of a complete sentence for the phrase. Write the sentences on the whiteboard e.g. I **am going** to enrol at college **tomorrow**. ('Tomorrow' is the adverb, describing **when** you are going to enrol.)

### Task

- Direct learners to the two short texts and explain how the use of adverbs gives the reader more information. Note how the adverbs in Text B give more information about when, where or how something happens.
- Ask the learners to pick out adverbs that show how or when something happens from the list and texts given.



## Activity B

## Reading

### Task

- As a group, discuss how more detail makes the letter more interesting to read.
- Learners can complete the reading task and more confident learners can read their letters aloud.
- Ask learners to identify the adjectives and adverbs used.

### Extension

- Ask learners to write a similar letter using adverbs.

## Activity C

## Writing

### Task

- Ask learners to make sentences with the adverbs and verbs provided.

### Help

- Less confident learners may need support. It may be necessary to write some sample sentences on the whiteboard.

### Extension

- Ask learners to make up six sentences of their own using their own verbs and adverbs.

## Activity D

## Writing

### Pre-task

- Check understanding of what the following mark means: ? (question mark) Ask learners for examples of when a question mark would be used in writing, e.g. When are you going on holiday? How are you enjoying your course?
- Explain that in speech, we use intonation (the way our voice rises and falls) as the question mark equivalent.
- Ask learners if they know what an exclamation mark is. Model sentences on the whiteboard e.g. The course is full! This food is awful! What a week!
- Explain that it is used in writing to express surprise, shock or anger. Ask learners if they have seen it used. Can they recall where? E.g. fiction books, quotes from people in newspaper reports, advertising material – e.g. FREE OFFER!

### Task

- Learners can complete the task and check their answers with another learner.

### Extension

- Have available another short paragraph for learners to add correct punctuation, including exclamation marks.

## Activity E

## Writing

### Task

- Ask learners to complete the task.
- More confident learners can read the note aloud, making correct intonation for question and exclamation marks.

### Extension

- Encourage learners to produce a longer piece of writing, using correct punctuation, including question and exclamation marks in compound sentences.

## Pages 15 and 16 Spelling

**Spelling strategy:** In this unit, learners will concentrate on words with silent letters. Spelling strategies should be developed with the individual learner and take into account his / her preferred learning style. An example of a spelling strategy is suggested overleaf.

### Materials

- Highlighter pens
- Stereo system and audio clip

### Rationale

- To spell correctly common words and key specialist words
- To understand preferred strategies for improving spelling
- To use knowledge of letter patterns to improve spelling
- To recognise sound–symbol relationships

## Activity A

### Pre-task

- Explain that in English, there are many words with silent letters. Do the learners know any? Can they spell them correctly? Write up any words on the whiteboard, highlighting the silent letters.
- Write up **knee** and ask learners to identify the silent letter. Ask learners if there is there more than one silent letter here.

#### Suggestions:

- 1 Identify the number of sounds (phonemes) (2).
- 2 What are they? (n) and a long 'e'.
- 3 Identify the number of letters (4).
- 4 How does that work? Discuss.
- 5 Which two letters make one sound?
- 6 Which letter is silent? Definitely 'k' but could be final 'e' as well.

Point of interest: The 'k' in 'kn' words used to be pronounced in old English. This is a useful way to remember which words have a 'k'.

- When introducing **knew** and **know**, identify 'ew' making a long 'u' sound as in 'few' or 'stew'. Emphasise that 'ow' makes the long 'o' sound as in 'below', 'yellow', 'snow' etc.
- It might be helpful to make a distinction between:
  - 1 Two letters which make a completely different sound from that expected e.g. th, ch, ew, etc.
  - 2 Two letters where one is the signal for a long vowel sound e.g. ee, ai, oa, ow etc. (2 letter signal).
  - 3 Silent letters which are 'just there', although there is often a reason for them!
- Explain that there are no real rules for remembering spellings of these words, but often certain letters 'pair up' with each other. e.g. 'kn'.
- Ask learners if they know other words which sound as if the initial letter is an 'n', but it actually starts with the silent letter 'k' (knot, knock, knit, knife, knob etc.).

### Task

- Read out the text and discuss as a group the questions. What strategies do learners use to help them remember the spellings?

## Activity B

### Task

- Demonstrate how linking together words with the same letter pattern can be a useful spelling strategy.
- Use a highlighter pen to mark the letter pattern.
- Explain how the spelling is linked to the meaning of the word, e.g. these words beginning with 'kn' are all about **knowing** something or someone. Learners can be encouraged to think about the **meaning** of the word they are trying to spell, e.g. **knew** – link it to **know**.
- Ask learners to begin a mind map on silent letters.
- Use the words 'silent letters' or a suitable picture as the central image and have a separate topic branch for each common silent letter pattern. Add the actual words (or images representing the words) as detail branches. Use pictures and colour to aid memory.
- Ask learners to complete the task and write their own sentences with these words. Encourage them to do this without referring back to the spellings.

### Help

- It is important to explain silent letters in terms of **meaning** and **word derivation**, rather than 'rules', particularly for learners with specific learning difficulties.

## Activity C

### Task

Ask learners to choose three words from Activity B and write a sentence for each to help the word and how to spell it.

## Activity D

### Task

- As a group, identify the silent letters in the words in the table. Ask learners to think of other words with the same letter pattern.
- Explain that in some words with silent letters, a root word can be identified, e.g. **sign** in design, assignment, resign, consignment etc. Refer back to page 8, Activity A.

## **Activity E**

### **Task**

- Introduce the audio clip, which is a recording of five sentences using words with silent letters.
- Ask learners to listen carefully; playing it twice if necessary.
- Ask learners to spell the words given at the end of each sentence.
- When the task is completed, write up the correct spellings on the whiteboard for learners to check their spellings.
- Ask if they have worked out any useful strategies to share with other learners.

### **Activity F**

- Revise the 'look, say, cover, write, check' method. Point out silent **g** in example 1 and the silent **w** in example 2.
- Encourage learners to find more words to practise and patterns to aid learning.

## **Page 17** **Integrated skills**

### **Materials**

- College prospectus
- Highlighter pens
- Computer

### **Rationale**

- To bring together the skills developed and practised throughout this unit
- To provide the 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 the learners in all these activities
- To encourage learners to share their learning and record their achievements in written and spoken assignments
- To create displays or contributions to the learners' 'magazine' and to record work and encourage confidence in showing work to an audience
- Read the notes on the value of ICT in literacy

(pages vi–vii) and if possible, try to direct learners to the use of computers and multimedia presentations.

## **Activity A**

## **Reading**

### **Task**

- Ask learners to think of a course they would like to enrol on and to use the prospectus to find further information about it.
- If possible, use the Microsoft thesaurus / dictionary for finding alternative words to help work out the meaning of unfamiliar words. If this is not available, use an ordinary thesaurus or dictionary.

### **Extension**

- Produce a video guide or Powerpoint presentation aimed at showing people how to go about enrolling on a course.

## **Activity B**

## **Writing**

### **Task**

- Explain a timeline to learners. Model one on the whiteboard.

### **Extension**

- Learners can write a few sentences about each stage of their timelines, describing feelings etc.

## **Activity C**

## **Writing**

### **Task**

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

## **Page 18** **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 booklet. Which 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 1. Direct the learner to the next stage.