

# 1

## Courses for all

- Why do people go back to college?
- What kinds of course are available?
- Where can you find more information about courses?



### What you will do

This unit looks at the different ways information is organised and presented. You will practise some of the skills you studied in earlier units. These are the skills you will practise. Which are the most useful for you? Tick the boxes.

### Listening and speaking

#### Skill

- ☐ Listening for information
- ☐ Asking questions and making requests

#### Skill code

SLlr/E3.3  
SLc/E3.4

### Reading and writing

#### Skill

- ☐ Understanding organisational features of text e.g. contents, indexes and menus to find information
- ☐ Scanning and skimming printed text to find information
- ☐ Using images and maps to find information
- ☐ Looking at words to help you find information
- ☐ Reading unfamiliar words
- ☐ Using alphabetical order to find information
- ☐ Writing complete sentences
- ☐ Using capital letters, question marks and exclamation marks
- ☐ Using correct spellings

#### Skill code

Rt/E3.5  
Rt/E3.6  
Rt/E3.9  
Rw/E3.1  
Rw/E3.5  
Rw/E3.4  
Ws/E3.1, 2  
Ws/E3.3  
Ww/E3.1, 2

### Project work

At the end of this unit, you will be able to ask for information about courses and demonstrate that you can enrol on a course of your choice.

# The first step

## Activity A • Reading

To find information about courses, you can look at a college prospectus or website. Prospectuses and websites present the same information but in different ways. The pages are organised to help you find information easily.

The text is separated with features that draw your attention to particular parts of the text.



## Group activity

- 1 Look at Weston College's prospectus on the next page.
- 2 Discuss how many organisational features you can find.
- 3 Write down some organisational features used or mentioned. Write a short explanation of how they help you to find information.

Feature	Why is it used?

## WELCOME TO WESTON COLLEGE - LEARNING FOR ALL



Every year thousands of people choose Weston College, where the wide range of courses means that there is something for everyone.

*"Coming to Weston College has helped me make a new start with my life."*

### How to use this brochure

The contents page lists the general subject areas. The index on pages 90–94 lists the specific courses available. On the following pages, there are details of all the courses available, including term dates and course fees.

### Information and advice

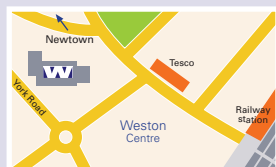
The Information Centre is open all year and offers free and impartial advice on all courses, and on financial and childcare issues. Phone or call in for advice. Tel. 01662 701432. There are also open events held throughout the year for anyone interested in finding out more about courses.

### Applying for a course

It is possible to enrol on a course by post, telephone or in person. If you enrol by post, please complete the enrolment form at the back of this prospectus.

### Fee details

Some courses are free of charge. Where there is a course fee, there may be support available for those facing financial hardship. Please ask the Information Centre for an application form.



Check out our website: [www.westoncollege.org.uk](http://www.westoncollege.org.uk)  
For enrolment, please see page 88

INTRODUCTION

[www.westoncollege.org.uk/home](http://www.westoncollege.org.uk/home)

## WELCOME TO WESTON COLLEGE WEBSITE - LEARNING FOR ALL

### HOME

- ▶ Accommodation
- ▶ Childcare
- ▶ Departments
- ▶ Enquiries
- ▶ Enrolment
- ▶ Fees
- ▶ Help and advice
- ▶ How to find us
- ▶ International students
- ▶ Intranet service
- ▶ Learndirect Centre
- ▶ Student services

We offer hundreds of different courses at Weston College, ranging from evening and part-time courses to full-time degree courses. You can brush up on skills that you may have forgotten, learn a new leisure activity or sign up for a training course for business.

**At Weston, there is Learning for All.**

### FAQs – Frequently Asked Questions

- ▶ How do I know if a course is the right one for me? (Go to Help and advice)
- ▶ Can I get any help to pay for course fees? (Go to Fees)

*"I started on a basic maths course and now I am enrolling for my GCSE."*



*"I enjoy coming into the Learndirect Centre and working at my own pace."*



Weston College, York Road, Weston, WS2 5TY Tel. 01662 701432

## Activity B • Reading and speaking

Weston College also has a website where you can find out information. Read the web page on page 3 and complete the activities below.

- 1 Refer to the organisational features in Activity A. Find examples of these features on the web page.
- 2 Write the features used in the boxes below.
- 3 Say how each feature helps you to find information. The first one has been completed for you.

Organisational feature	How does the organisational feature help you find information?
Heading and title	Draws attention to specific parts of text, so that the reader does not have to read everything.

Re-read the notes that you made in Activity A and in the table above. Discuss the layout of both the website and the prospectus with your group. Consider the following issues.

- 4 Which of the features are the *same* as on the page of the prospectus?
- 5 Which of the features are *different* from those used in the prospectus?
- 6 Which would *you* prefer to use to find more information – a website or a prospectus? Explain your reasons. Write your answers on the whiteboard.

## Finding the right course

When you want a *general* idea of the content of a text, you move your eyes *quickly* over the text and look at the organisational features that help you find information. This reading method is called *skimming*, because you skim over the surface of what you are reading.

### Activity A • Reading

In the following text, the key features have been highlighted in yellow. For example: OPEN EVENING.

The use of large print in capitals at the top of the page immediately tells the reader what the poster is about.


Discuss the following questions in your group and with your teacher.

- 1 Do you agree these are the key features of the text? Why?
- 2 How do they show you the most important information?

# OPEN EVENING - WESTON COLLEGE

*Don't miss your opportunity to find out about  
a course for YOU!!*


At Weston College, there is something for everyone. You can learn to bungee jump, prepare for retirement, work with young children, learn to use a computer or take a plumbing course. These are only a few of the courses we offer.



Our friendly advisers will be available throughout the day and during the evening. They can offer advice and information about a range of courses suitable for you.


**NO APPOINTMENT** needed – just come along!

Just come along and find out more about our courses.





## Wednesday 18 March 10:00 am to 4:00 pm

Come to the Information Centre  
on the main college campus,  
York Road, Weston



**Further information: please telephone 01662 701432**

## Activity B • Reading and writing

In pairs, look at the following advertisement.

■ Fancy having a go at the European Computer Driving Licence? ■ Want to learn how to send e-mails and use the Internet? ■ How about helping your children with their homework?

Then drop into the Skills Centre at Glebe House (next to Travis Perkins) on the Love Lane Estate, Weston. The centre is run by Weston College and is for people living and working in the local area.

The centre is open every day between 11:00 am and 3:00 pm, and staff can help with basic maths, reading and form filling, as well as more advanced Internet training. Many of the courses are free but, if you call Rosemary Smith on **01662 701889**, she can advise you about which courses would suit you and any costs involved.



- 1 Why is it difficult to skim read this text?
- 2 Underline or circle the key information.
- 3 What organisational features have been used in this text?

## Activity C • Reading and writing

- 1 Read the following text.
- 2 Use a highlighter pen or underline words to mark the key information.
- 3 Compare your key information with another learner's.
- 4 Design a poster or web page using the details of this course and use appropriate features that will help the reader to find the key information. Use a computer or a separate sheet of paper.

*A load of laughs!*

### ***Did you know that adults laugh far less than children?***

If in doubt, take a look at people's faces on the way to work or in the office. You'll hardly see a smile, let alone a laugh.

Scientists have proved that laughing is good for you. It is good for your mental health, as it relieves stress and builds up the immune system. There may be reasons why we laugh less as adults, *BUT help is at hand!*

You can re-learn the art of laughter – we have set up half-day courses to help you.

**Enrol now by telephoning 01662 701432 and ask for Peter Scott.**



# Maps and symbols

## Activity A • Reading

Symbols, diagrams and pictures can add meaning to a text. They often replace the need for text, as in the example below.



### How to find Weston College

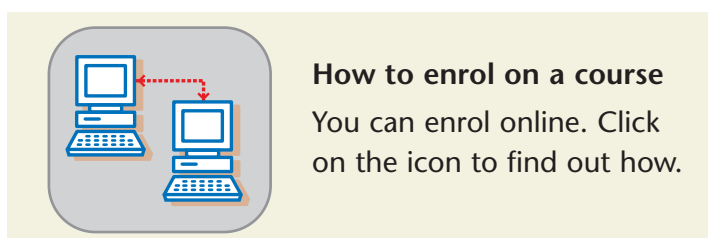
Weston College is easy to find, being in the centre of Weston. The main campus is on York Road, about 10 minutes' walk from the railway station.

By train or bus – from the railway station, follow signs to Newtown. Turn left at Tesco's supermarket and right at the York Road roundabout. The college is about 200 metres on your right.

Discuss in your group which of the above is most useful.

## Activity B • Reading

The following panel helps the reader to find information.



In pairs, think of symbols for the following phrases. Draw them in the table below.

Call in and see us	By telephone	By post

## Activity C • Reading

In pairs, discuss *where* you might see symbols and diagrams used to explain ideas quickly.

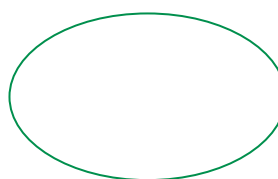
Here are two examples. Draw two more examples.

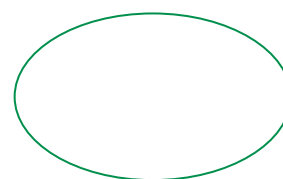


car manual



Children crossing





# Reading key and unfamiliar words

## Activity A • Reading

Some words in a text are more important than others, particularly *key*, *specialist* words. Look at the following sentence. The specialist words in this sentence have been highlighted.

“The fee quoted will normally include **registration** and **tuition**.”

To work out the possible meaning of a word you don't know, underline familiar parts of the word and try to link it to other words with the same root. For example:

registration – register

tuition – tutor

Other strategies for finding out the meaning of an unfamiliar word are:

- 1 Dividing it into root words, prefixes and suffixes e.g. ‘enrolment’ → ‘enrol’ (root word) ‘ment’ (suffix).
- 2 Underlining a plural or verb ending e.g. feess.

## Activity B • Reading

In pairs, work out the meanings of any words that you don't know, including the highlighted words in the text.

“Many of our courses are free if you or your partner is in **receipt** of certain **benefits**. Please bring benefit **documents** with you to registration. The fees are **payable** on registration and if **payment** is not made then there will be no **entitlement** to commence the course.”

Word	How did you work out its meaning? What works best for you?
receipt	
benefits	
documents	
payable	
payment	
entitlement	

- 1 Read the text above. Underline any *other* words you are unsure of.
- 2 Can you work out the meaning? How did you do it?
- 3 Check in the dictionary to see whether you are correct.
- 4 If you cannot work out the meaning of the word, use a dictionary to find the answer.



# Asking for information

Once you have found out basic information about a course, the next step is to contact someone at the college to find out specific information. This usually involves speaking to someone you do not know. You are going to practise making requests for information by telephone and in person.



## Activity A • Speaking

When you make requests on the telephone or face-to-face, it is important to prepare yourself in the following ways.

- Write down the questions that you want to ask.
- Introduce yourself by giving your name.
- Check that the other person is able and willing to give the necessary information.
- Speak clearly and politely.
- Make notes of any information you need to remember.



- 1 Listen to the audio clip of a telephone conversation between Peter Scott and William Jefferson.

William wants to find out more about the laughter classes on page 5.

- 2 Help William make notes on the information Peter gives him in the form below.

	Information on the laughter classes
Start date	Two weeks' time
Day(s)	
Time	
Upper age limit	

- 3 As a group, discuss the following questions.
  - a How successful was the enquiry?
  - b What did William forget to do?

## Activity B • Speaking

George is 49 years old and left school when he was 14 years old. He has recently been made redundant and is thinking about a gardening course at college. He has not done any studying since leaving school and is feeling rather anxious. He decides to call into the college to find more information.

- 1 In pairs, discuss why asking questions in an unfamiliar situation can be difficult, e.g. you are not sure what questions to ask.

.....

.....

.....

- 2 How might George overcome these difficulties?

.....

.....



## Activity C • Speaking and listening

- 1 In pairs, think of some useful questions for George to ask.
- 2 Role-play the conversation between George and a college advisor. Use a tape recorder to tape your conversation.

A college advisor is a member of staff who meets new learners and offers advice and help about what courses are available at the college.

- 3 Review the conversation:
  - a Did 'George' introduce himself?
  - b Did he check that this person was the right person to talk to?
  - c Did he speak clearly and politely?
  - d Did he make notes of important points?
  - e Did he find out all the necessary information?



## Activity D • Listening

When you telephone a large company or organisation, such as a college, you may have difficulty finding the right person to speak to. You may hear a recorded message, giving you instructions to help you find the information you want.

- 1 Listen to the recorded message from Weston College.

2 As a group, discuss the following issues.

- a What can be difficult about telephoning a large organisation such as a college?
- b What are the particular difficulties in listening to recorded instructions?
- c What could you do to overcome these difficulties?

### Activity E • Speaking

Below are some situations where you may have to obtain information either on the telephone or face-to-face.

1 Think of other situations and add them to the lists below.



#### Telephone

Train information service

Garage for cost of MOT

.....  
.....



#### Face-to-face

School parents' evening

In a shop – checking how to operate  
a piece of equipment

.....  
.....

2 a Do you prefer to make enquiries on the telephone or face-to-face?

.....

b Give your reasons.

.....  
.....

3 a In pairs, discuss strategies to improve your speaking and listening skills.

b In pairs, write a checklist to use when you next have to make an enquiry.  
Use a separate sheet of paper.

# Improving your writing skills

## Activity A • Reading and writing

Look at the following short texts. Text A is written in short, clear sentences.

### Text A

#### Tips for success at Weston



- You need to prepare for your course.
- Work throughout the year – not just when you have exams.
- Revise each lesson one week after it has finished.
- Make sure you sleep and eat.
- Ask a teacher if you need any help.
- Call into Student Services and talk to an advisor.
- Enjoy yourself! Weston is your college.

Text B is the *same*, but has been expanded to include more detail.

### Text B

#### TIPS FOR SUCCESS AT WESTON



- You need to prepare **well** for your course.
- Work **hard** and **consistently** throughout the year – not just when you have exams.
- **Thoroughly** revise each lesson one week after it has finished.
- Make sure you sleep and eat **properly**.
- **Always** ask a teacher if you need any help.
- Call into Student Services **anytime** and talk to an advisor.
- Enjoy yourself! Weston is your college.

Note that the text has been expanded by using **adverbs**, which are in bold.

### Adverbs

Adverbs give more information about a verb. They say when, where or how the action or experience indicated by the verb happens. Look at the examples below.

Prepare **well** for the course

Work **hard**

Eat **properly**

Call **anytime**

Join **today!**

- 1 In the list below, which adverbs tell you **when** an action happened?
- 2 In the list below, which adverbs tell you **how** an action happened?

Verb	Adverb / phrase
prepare	well
work	hard
eat	properly
call	anytime
join	today

### Adverbs

A lot of **adverbs** that tell you **how** an action happens end in 'ly'.

I chose my course **carefully**

I passed the exam **easily**

I **nearly** failed

We registered **immediately**

The adverbs 'well', 'hard', 'fast' are examples of adverbs that don't end in 'ly'.

### Activity B • Reading

- 1 In pairs, look at the following informal letter.
- 2 Highlight the adverbs.



76, Westminster Drive,  
Weston,  
WS6 7YR

4 September

Dear Sam

I'm writing to you today to tell you about my exciting news. I have finally decided to do a cookery course at the local college.

We have been out to visit a local restaurant this week.

I am really hoping that you will enrol too because you have always wanted go back to college. You can join now with me, if you like. Why don't you call me sometime to talk about it?

See you soon,

Danny



### Activity C • Writing

- 1 Make sentences of your own using the verbs and adverbs in the table below.

Verbs	Adverbs
prepare	today
study	now
work	immediately
revise	badly
call	well
speak (to someone)	hard
enrol	always

- 2 Write your sentences below.

.....

.....

.....

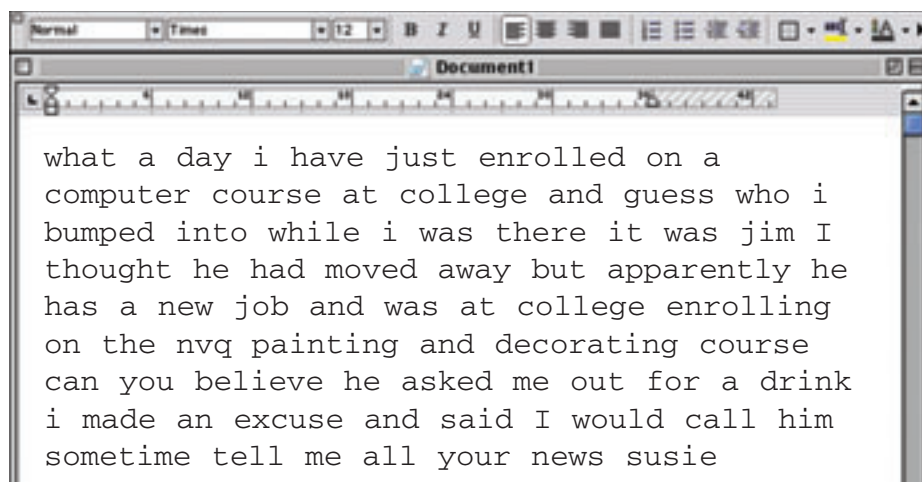
.....

.....

.....

### Activity D • Writing

- 1 The following text has not been punctuated.
- 2 Put in the correct punctuation.



#### Punctuation checklist

Check your punctuation for:

- capital letters
- full stops
- question marks
- exclamation marks.

### Activity E • Writing

On a separate sheet of paper, write a note to a friend telling him or her your news and asking him or her to meet you outside college. Write at least six sentences.

# Spelling

## Words with silent letters

Silent letters cannot be heard when a word is spoken. However, they are included in the written word.

Silent letters can feature at the beginning, middle or end of words.

For example, a silent 'k' often begins a word and is followed by 'n' e.g. knee.

You need to practise writing the word and recognising its correct spelling.

In the following extract from a letter, the silent letters in words have been highlighted.

Did you know that I've decided to enrol on a design course at college? I wrote off for the details a few weeks ago and I am starting it next term. There are some assignments to do during the course, but I think I can manage those. By the way, I never knew that your brother had enrolled on a painting and decorating course. Why don't you join a course too? You can write in for some details.

## Activity A

Discuss the following questions with your group.

- 1 Which of these words do you use in your writing?
- 2 How do you remember the spelling?
- 3 Which other words do you know with silent letters?

## Activity B

Learn the spellings of words by grouping them with other words with the *same* letter pattern. For example:

know knowledge knew known knows knowing

## Activity C

Choose three words from Activity B. Practise spelling them by writing a sentence for each.

- 1 .....
- 2 .....
- 3 .....






**Activity D**

The table below shows other words with silent letters.

- 1 As a group, discuss the following questions and issues.
  - a Which are the silent letters in the words in the table below?
  - b Which letter does each of the silent letters 'pair up' with?
  - c Can you think of other words with the *same* letter pattern?
- 2 Write the words on the whiteboard and complete the table.

sign	wrote	why
assignment	write	what
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

**Activity E**

-  1 Listen to the audio clip. You will hear five sentences.
- 2 Each of these sentences has at least two words with silent letters.
- 3 Write down the words with silent letters and think carefully about how they are spelt.  
.....  
.....  
.....

**Activity F**

- 1 Choose some of the words given below to practise.  
LOOK – SAY – COVER – WRITE – CHECK.
- 2 Pick words that you want to use in your writing.
- 3 Here are some examples.  
sign design foreign (the **g** sound is the silent letter)  
write writing wrap (the **w** is the silent letter)



# Integrated skills

## Activity A • Reading

- 1 Use your local college prospectus to find information about enrolling on a suitable course.
- 2 Complete the table below, listing the information you want and the parts of the text that helped you to find it.

Information I need to find	How will I find it? What helped me?

- 3 On a separate sheet of paper, list any unfamiliar words and use the *Microsoft Thesaurus/Dictionary* on the computer to find an alternative word to help you understand its meaning.
- 4 Were you able to find all the information you needed? On a separate sheet of paper, write down any other information you need.

## Activity B • Writing

Make a timeline for starting a course.

Write the steps along the way once you have found the information you need. For example, these steps might involve thinking about taking a course, deciding on what kind of a course to take, arriving at the first lesson etc.

## Activity C • Writing

- 1 Write a short letter to a friend or colleague at work.
- 2 Write in paragraphs, telling him or her that you are planning to enrol on a course at college and won't therefore be free to meet up on Thursday evening, as you would usually do.
- 3 Suggest alternative arrangements.
- 4 Write in complete sentences.
- 5 Extend your sentences by using adjectives and adverbs.
- 6 Use words with silent letters.



## Check it

### Activity A

Use the college prospectus to find the following information. Which key words and phrases did you use to find the information?

Information	Key words and phrases
On which day is the basic bricklaying course?	
Is there a course for women who want to return to work?	
How long is the pool lifeguard course?	
Can the course fees be paid in instalments?	
Is there any help with study skills?	

### Activity B

You are planning to enrol on a particular course and would first like to talk about it to one of the course teachers.

Write a letter to the college asking if this can be arranged and giving your reasons.

College department \_\_\_\_\_ Address \_\_\_\_\_

College address \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date \_\_\_\_\_

Dear Sir/Madam

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Page 2 Activity A

Sample answer

- 3 Features: The **college logo** is a special design which immediately identifies the college. The **map** gives clear directions of where the college is in relation to other places/buildings. The **contents page** is at the beginning of the prospectus and tells us what is inside. The **index** is at the back and is an alphabetical list of items in the prospectus. The use of **colour** directs the reader's attention to specific details. **Bold** headings highlight particular parts of the text. **Lists/bullet points** help readers to find information quickly and easily. **Images** help to break up the text and add meaning.

## Page 4 Activity B

- 3 **menu**. The menu shows the range of topics you can click on, to find out more.

**speech bubbles**. These give personal views on the value of the courses on offer.

**FAQs**. FAQs offer a way to answer the questions that are most likely to be asked.

**colour**. Colour is used to break the page into its different parts.

**logo**. This helps you quickly identify that you've reached the correct site.

## Page 6 Activity B

Sample answers

- 1 There is continuous text with no use of features to separate and highlight text.
- 2 Key information: European Computer Driving Licence; Skills Centre, Glebe House, on Love Lane Estate, Weston; run by Weston College; open between 11:00 am and 3:00 pm; many free courses; phone Rosemary Smith 01662 701889
- 3 Bold headings; bold text; paragraph space; image

## Page 6 Activity C

Sample answer

- 2 Laughter classes; laughing is good for you; half-day courses; contact Peter Scott on 01662 701432.

## Page 7 Activity C

Sample answer

Self-assembly furniture/toys; household equipment, e.g. washing machine instructions; computer icons; newspaper weather report, etc.

## Page 9 Activity A

	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

- 3b William forgot to give his name and to ask about the cost of the course.

## Page 13 Activity B

today finally too always now  
sometime soon

## Page 14 Activity D

Sample answer

- 2 What a day! I have just enrolled on a computer course at college and guess who I bumped into while I was there? It was Jim. I thought he had moved away but apparently he has a new job and was at college enrolling on the NVQ Painting and Decorating course. Can you believe he asked me out for a drink? I made an excuse and said I would call him sometime. Tell me all your news. Susie.

## Page 16 Activity D

Sign, designer, assign, resign, consignment, ensign.

Writing, written, writes, writer, write-off, wrist, wrinkle, wrong, wrap, wreck.

When, where, which, whether, who.

Use a dictionary to find other words.



# Audio scripts

## Page 9 Audio script 1

William Jefferson: Hello, is that Peter Scott?

Peter Scott: Yes it is.

William Jefferson: I want to find out more about the laughter classes. I saw them advertised last week when I went to the library. There was a leaflet in there about the classes. I thought they sounded really interesting and fun. Can you give me more details, please?

Peter Scott: Yes, of course. They start in two weeks and the classes will run on a Tuesday and Thursday, from 10:00 am to 12:30 pm. You would be very welcome to come along.

William Jefferson: Thank you. Where exactly will they be held? Are they at the college? And is there an age limit on who can join? You see, I'm over 65, but I'd really like to join the class...

Peter Scott: They are going to be at the college, and there is no upper age limit: everyone is welcome and the class will cater for all ages. So – please do join us. By the way, can I have your name?

## Page 10 Audio script 2

Thank you for calling Weston College, where there is learning for all. If you have a touch button telephone, and you would like to speak to one of our friendly, helpful advisors, please press 1 now. If you would like to enrol on one of our many courses, please press 2 now. If you have an enquiry about fees, press 3 now. If you have another enquiry, press 4 now. You will be connected to our main reception desk.

To return to the start at any time during this message, press 0. Thank you for calling Weston College.

## Page 16 Audio script 3

(words in bold are those with silent letters)

- 1 Did you **know** that my boss **resigned** yesterday?
- 2 He just **wrote** a letter, **signed** it and asked **whether** he could leave as soon as possible.
- 3 I don't **know** **what** the weather is doing at the moment.
- 4 **Which** **design** course are you going to take?
- 5 She has just **written** all her **assignments** for the course.