

3

What do you think?

Coverage of Literacy Curriculum

Practise listening and speaking

- Listening to and responding appropriately to other points of view SLlr/E3.5
- Speak clearly to be heard and understood using appropriate clarity, speed and phrasing SLc/E3.1
- Following and understanding the main points of discussion on different topics SLd/E3.1
- Making contributions to discussions that are relevant to the subject SLd/E3.2
- Respecting the turn-taking rights of others during discussions SLd/E3.3

Practise reading and writing

- Tracing and understand the main events of continuous, descriptive, explanatory and persuasive texts Rt/E3.1
- Recognise the different purposes of text at this level Rt/E3.2
- Identify the main points and ideas, and predict words from context Rt/E3.4
- Using implicit and explicit knowledge of different types of words to help decode unfamiliar words and predict meaning Rs/E3.2
- Recognising and understand relevant specialist key words Rw/E3.1
- Planning and drafting writing Wt/E3.1
- Organising writing in short paragraphs Wt/E3.2
- Using correct basic grammar Ws/E3.2
- Spelling correctly common words and relevant key words for work and special interest Ww/E3.1
- Producing legible text Ww/E3.3

Key functions

- Reading and understanding persuasive text and constructed argument
- Recognising the features of persuasive text and constructed argument
- Planning and drafting a written and spoken point of view
- Writing continuous text developed through paragraphs
- Listening and responding to other people's views
- Discussing a point of view in a group

Key grammar

- Using correct verbs according to tense and subject / verb agreement
- Understanding the grammatical function of words to aid understanding and writing

Resources to support this unit

- Sound system and headphones
- Class set of simple dictionaries
- Pre-prepared audio clips of scripts
- Computer with Internet access

Materials preparation

- A range of persuasive texts as examples (recommended but optional)
- Pre-prepared cards with sentences and missing words (help only)
- Poster paper and associated materials
- Pre-prepared cards with paragraph headings (help only)
- Acetates for OHT with text and paragraphs from **The Land on the Green** (page 4)
- Laminated cards containing paragraphs for help and extension activities (optional)
- Pre-prepared sentences to identify nouns, verbs and adjectives (optional)
- Pre-prepared paragraph from a persuasive text (optional)
- Dictionaries
- Audio clips 1–3
- Additional audio clip of interview (optional)
- Additional video clips of interview (optional)
- Role-play cards for interview simulations (optional)
- Text to practise note-taking skills
- Video clips of discussion programmes
- Wall chart
- Word lists for charades
- Help and extension spelling sheets
- Revision and practice sheets on verbs, tenses and verb / subject agreement
- Highlighter pens

Reading strategy: The text in this unit is designed to reflect real, authentic material found in an adult environment. It contains some words and structures, which may be difficult for learners at Entry 3. It is essential that all learners practise a number of reading strategies to decode and decipher unfamiliar words and their meanings. Examples of reading strategies are given overleaf.

Spelling strategy: In this unit learners will concentrate on a number of words commonly used to express a point of view. Learners will explore strategies for spelling words that do not follow patterns, and will practise splitting longer words into component parts and building new words.

Some of the activities in this unit explore the features of persuasive text, which is covered in more depth at Level 1. Guidance has been given within the teacher's notes and learner's booklet to give a clear understanding of the objectives and processes.

Page 1

Unit aims

To begin:

- Clarify the content, purpose, objectives and outcome of the unit: to be able to find information to support their point of view and try to persuade others to agree with them.
- 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 Level 2 and reflect the ILP.

Specific to this unit

Look at a range of persuasive texts with the learners. Examples are:

- an advertising leaflet
- a holiday brochure
- a college prospectus
- a bank leaflet offering loans
- a magazine clip (women's)
- a magazine clip (men's)
- an electoral address
- a letter asking for charity gifts
- an amenity company offering gas and electricity supplies
- a tabloid newspaper article.
- Talk about some current news issues.
- Encourage learners to express a few opinions on matters of current, local or personal interest, perhaps stimulated by the above materials.
- Encourage learners to think about how confident they are in putting forward a point of view.
- Ask learners to discuss how easy they find it to listen to what other people say.
- Ensure that this opening discussion is kept short and to the point. Its purpose is to focus on the unit topic and to proceed smoothly to the first skills page.

Pages 2 and 3

What do you think about your mobile phone?

Materials

- Pre-prepared cards with sentences and missing words (optional)
- Poster paper and associated materials
- Pre-prepared cards with paragraph headings (optional)

Rationale

- To read for recognition and understanding of a persuasive text
- To see how the main points, paragraph headings and key words build up a progressive argument

Reading strategy

For this and other activities in the unit use the following reading strategies

- skimming for main points
- breaking up into paragraphs (familiarise completely with paragraph 1 before progressing to next paragraph)
- whole word recognition (e.g. use cue cards, play recognition games)
- phonic knowledge (e.g. revise consonant clusters and vowel phonemes e.g. **shield** and **tissue**)
- breaking down into syllables (e.g. split words to aid recognition such as **dan - ger** **poll - u - tion** **rad - i - a - tion**)
- Working out from context and from grammatical function (e.g. give examples to work out such as the word **scientific** in the sentence: In a recent scientific experiment doctors took white blood cells from a donor.)
- choosing from a selection of words (nouns, verbs and adjectives), the right one to fit into the space in a sentence
- relating to other similar known words (e.g. work out a series of new words supported by clues e.g. **threatening**, which can be related to clues such as **threat** and **sharpening**)
- using dictionaries (e.g. revise dictionary use for words such as **electro-magnetic**).

Activity A

Reading

Task

- Read the first two paragraphs aloud and ask the learners to follow line by line.
- Check for understanding.
- Pick out any difficult words and discuss meaning, structure and spelling.
- Ask learners to read through the next paragraph on their own, working out any difficult words for themselves.
- When learners have become familiar, ask a volunteer or volunteers to read aloud.
- Clarify understanding and word recognition.
- Talk about what the passage tells them so far in terms of the dangers of mobile phones and the evidence, and ask them to predict the conclusion.
- Point learners to the last two paragraphs. Again, ask them to become familiar with the text.
- Check for understanding.
- Ask volunteers to re-read the whole text aloud.

Help

- Assist learners by using essential reading strategies.
- Revise skimming for the gist.
- Play word recognition games.
- Divide into pairs and give out, on card, pre-prepared, enlarged sentences from the text with words missing.
- Provide words on cards to fit into the gaps.
- Ask learners to take it in turns to fit words into the sentences for another person to read.
- Talk about which words fit and why.

Extension

- Allow confident learners to read the whole text to themselves and then aloud.

Activity B *Reading and speaking*

Pre-task

An opportunity to recap verbs with learners.

Task

- Identify the main points with the learners.
- Draw out the purpose of the text.

- Show how interest is built up first by scare tactics and then by evidence.
- Show how only after the reader is engaged does the attempt to sell a product become evident.
- Show how persuasion here depends not only on the words used but also on the order of information.

Activity C *Reading and speaking*

Pre-task

- Talk about other ways you can get the main points across.
- Encourage learners to prepare colourful posters to alert people to the dangers of mobiles and to advertise **Phone Safe**.

Task

- Draw attention to the layout in the boxes.
- Ask learners to read the content.
- Explain the term 'key word' and the effect of key words. Learners should write down the key words – phrases that might persuade them to buy.
- Explain that this is a good way of planning a written persuasive piece.
- From the points identified and from the text as a whole, ask learners to write one sentence to sum up each paragraph.
- Stress the usefulness of this activity in planning a written piece.
- Talk about how each paragraph leads from the previous one and builds the whole argument.
- Assist learners in picking out the key words.
- Talk about how these particular words help to persuade them. For instance, ask the learners to discuss the effect of '**Danger!**' especially when followed by '**mobile phones**'. Ask learners to check for any points that make them suspicious about the facts claimed.

Help

- Provide prepared headings on cards (with pictures) and ask learners to match them to the paragraphs and to write the correct heading in the box.

Pages 4 and 5

What do you think about a trip to Ireland?

Materials

- Acetates for OHT with text and paragraphs from **The Land on the Green**
- Laminated cards containing paragraphs for help and extension (optional)

Rationale

- To read and understand the progression of paragraphs
- To examine the structure of paragraphs
- To practise planning a paragraph
- To identify techniques of persuasion through order and progression of the text and key words

Activity A *Reading and speaking*

Pre-task

- Remind learners of the different kinds of persuasive texts they have examined.
- Explain that this is another such text.
- Discuss the meaning of the **Land of the Green** for the benefit of those who do not know this reference.

Task

- Ask learners to read the first paragraph of **The Land of the Green**.
- Use reading strategies as necessary.
- Discuss the purpose of the piece.

Activity B *Reading and writing*

Task

- Show how the paragraph has been set out in the boxes.
- Ask learners to read the second paragraph.
- Discuss the vocabulary used for word structure and effect.
- Discuss the role played by each sentence in the paragraph. Elicit the main point.
- Ask learners to complete the empty boxes.

Activity C *Reading and writing*

Task

- Ask learners to read and discuss the final paragraph and to highlight the main point.

Activity D *Reading and speaking*

Task

- Display the whole text about Ireland on the OHP.
- Ask learners to re-read the whole text, either from the screen or from their material.
- Show the three paragraphs one by one on the OHP.
- Ask learners to identify which is first, second or third as they see them.
- Show two more acetates with the whole text but with the paragraphs in the wrong order.
- Discuss the effect of each different order.

Help

- Provide three simpler paragraphs on laminated card for the learners to read, discuss and put in order.
- Suggestion – place learners into groups of three. Put each paragraph onto separate cards. Give each group one of the paragraphs. Ask learners to read out the paragraph again and discuss it as a group. Ask them to discuss the persuasive features of each paragraph. Bring the full group together to share the findings. Record the findings on the board or flipchart and direct the group to find more features if necessary.

Extension

- Chop up a number of different persuasive texts into paragraphs and ask the learners to read and discuss them and agree on the best order to persuade.

Activity E *Reading and writing*

Task

- Help the learners to pick out the most evocative and persuasive words.
- Ask them to enter into the boxes the ones that persuade them most.

- Ensure learners understand that they will not all have chosen the same words.
- Learners could obtain some photographs of Ireland (perhaps by visiting a travel agent or tourist information centre, or from the Internet) and choose images to complement and exemplify the key words chosen.

Pages 6 and 7

What do you think about capital punishment?

Materials

- Pre-prepared sentences to identify nouns, verbs and adjectives (optional)
- Pre-prepared paragraph from a persuasive text (optional)

Rationale

- To read and work out how to use words based on their grammatical function.
- To plan and write paragraphs.

Activity A *Reading and speaking*

Pre-task

- Draw attention to the page heading and ensure understanding of the term 'capital punishment'.
- Relate to any current news items that may have revived the debate on this issue.
- Allow some topical discussion.
- A recap to go over classification of words. Draw learners' attention to the information box. Revise nouns, verbs, adjectives and adverbs.

Task

- Ask learners to work out and discuss the meanings of the words given with another person.
- Ask them to identify which words are nouns, which are verbs and which are adjectives.
- Encourage learners to use each word in a sentence, being aware of its grammatical function and to try it out on other people in the group.

Help

- Revise the concepts of noun, adjective and verb.
- Give out pre-prepared sentences to practise identifying the grammatical function of particular words.

Extension

- Give out another pre-prepared paragraph from a persuasive text and ask the learners to work out the meanings of a few given words from the context and the grammatical function.

Activity B

Writing

Task

- Ask learners to write down at least two sentences using some of the words from the box.
- Ask learners to read the sentences aloud to another person to discuss how much information they give and to amend for improvement in terms of accuracy, information and persuasive power.
- Discuss the importance of good legible writing and ask learners to rewrite the sentences as neatly as they can. Ask them to read each other's final sentences.
- Encourage the use of ICT if available.

Activity C

Reading

Task

- Ask learners to complete the plan for the first paragraph of their view about capital punishment.

Activity D

Reading

Task

- Ask learners to read the second paragraph using essential reading strategies.
- Discuss the content with them.
- Ask learners to predict what the conclusion will be.
- What recommendations might the writer make about capital punishment or its alternatives?
- Record key words on the board as they occur.

Activity E

Writing

Task

- Ask the learners to write the final paragraph as the writer would have written it.
- Ensure that they understand that this will be the conclusion in which the writer makes recommendations.
- Stress the need for accurate spelling and punctuation.

Help

- Ask learners to write out three reasons to support their point of view on capital punishment. They can then explain it to the group one at a time.
- The teacher could prepare a template to use –
I agree / do not agree with capital punishment because...
1
2
3
- Ask learners to highlight the key words which have come up in discussion, and which are on the board, and to reorder the sentences to write their paragraph.

Extension

- Ask learners to write another version of the debate on capital punishment with the opposite point of view.
- If they are confident they can write three paragraphs (the whole piece) or just the final paragraph (the conclusion).

Pages 8 and 9 What do you think about alcohol?

Materials

- Audio clip 1
- Dictionaries.

Rationale

- To plan and draft
- To identify facts

Activity A

Speaking and listening

Pre-task

- Ask learners to contribute some main points for and against drinking alcohol

Task

- Read the points on the page. Ask learners to decide which points are the most important for them, those on the right or those on the left. The points they find important will be the persuasive parts of the text and in the text the learners write.
- Talk with the learners about which they find most persuasive.
- Discuss any other points they can think of, for or against.

Activity B

Speaking and listening

Task

- Following the discussion about alcohol, ask the learners to add circles and key words to the word web.
- Check that they understand how this process will help them with their own planning.
- Explain that it is useful to be able to think about a subject from another person's perspective.
- To stimulate learners to do this, give out character cards and ask each person in turn to express an idea from the viewpoint of the character.
- The characters could include a shopkeeper, a pub landlord, a teenager, a member of Alcoholics Anonymous, the parent of a child injured in a drink/driving incident, a doctor and so on.

Activity C

Writing

Pre-task

- Stress to learners that this is the beginning of putting views about their own topics of interest into writing.
- Talk about some possible subjects. These may relate to the topics discussed at the beginning of the unit or to other topical issues.
- Ask learners to make suggestions as they may stimulate others with ideas.

Task

- Divide the learners into pairs and ask them to compile their points for and against.
- Help them to work out the spellings of key words using spelling strategies and dictionaries.
- Recap on the use of dictionaries as necessary.

Activity D

Writing

Task

- Ask learners to complete the task, using a paragraph plan to help them if they wish.

Help

A starter sentence has been suggested to help learners who have difficulty deciding how to begin their writing.

Extension

- Encourage confident learners to complete the whole text on a subject of their choice and to word process it if they wish.

Page 10 What do other people think?

Materials

- Audio clips 1 and 2
- Additional audio clip (optional)
- Additional video clips (optional)
- Role-play cards for interview simulations (optional)

Rationale

- To listen and respond to other people's views



Activity A

Listening

Task

- Play audio clip 1 and check for responses and for who remembered what.
- Take note of those who agreed with / were interested in the topic.

Activity B

Listening and speaking

Pre-task

- Draw the learners' attention to the boxes they will need to complete.
- Ensure that they understand what they will be listening for in terms of information.

Task

- Divide the class into two groups – those who were interested / agreed and those who were not interested / disagreed.
- Play the audio clip again and ask the learners to complete the boxes.
- Stress that this is a 'quick write' exercise so inaccurate spelling or rough writing can be forgiven. The purpose is to grasp and record the points.
- Check which group remembered the most. Expect it to be the group who were sympathetic to the argument. Talk about why this was.
- Elicit ideas on:
 - key words
 - facts
 - the opening statements
 - the conclusion
 - the persuasive words
 - the point at which the speech grabbed interest if at all.
- Discuss ways of listening by focusing on the points listed above.

Help

- Read a pre-prepared passage aloud.
- Ask each learner to listen for a specific piece of information.
- Pool the information and build up the whole picture of:
 - key words
 - persuasive words
 - main points.

Extension

- Play a pre-prepared audio or video clip in which someone is putting forward a point of view.
- Ask learners to listen and discuss what was said and whether they agree with it.

Activity C

Listening Rationale

Task

- Replace the given audio clip with a recorded radio or TV interview if you wish.
 - Play the clip and discuss ways in which the interviewer showed that s/he was listening. Talk about other ways of showing listening. These can include:
 - question prompts
 - noises of assent
 - laughs
 - repetition
- and on video:
- eye contact
 - smiling
 - leaning forward
 - facial gestures.
- Discuss the importance of showing that you are listening, such as:
 - it keeps the discussion flowing
 - it encourages the speaker
 - it makes the discussion more interesting.

Help

- Role-play an interview where the main speaker has a role card and the interviewer listens and remembers what s/he can of the content.
- Role-play further interviews to see who remembers the most.
- Take class feedback on the evidence of listening on the part of the interviewers.

Extension

- Ask learners to prepare their own role-played interview in the style of a radio or TV interviewer.
- Complete as in the 'help' exercise.

Page 11

What do you think about traffic control?

Materials

- Text for note-taking skills.

- To read for the relevant points
- To prepare content of discussion

Activity A

Reading

Pre-task

- Discuss basic note-taking skills.
- Give out a piece of text with information.
- Help the learners to read it and to pick out and highlight the main points for a discussion on the subject. (They may prefer to underline or circle the points.)

Task

- Ask learners to read the text using all the strategies so far employed in the unit to work out words and to discover meaning.
- Ask learners to highlight (underline or circle) the main points for and against.

Activity B

Speaking and listening

Task

- Divide learners into pairs to discuss the overall view of the passage.
- As a group talk about speed bumps and add any extra points of your own to the views of the writer.
- In their pairs, learners reach an agreement about whether speed bumps are a good or bad thing. Explain that learners should decide on their point of view ready to take part in a class discussion.

Activity C

Writing

Task

- Ask learners to complete the activity using the points from the passage and their own views..

Page 12

What do you want to say?

Materials

- Video clips of discussion programmes
- Wall chart

Rationale

- To engage in discussion
- To compare the persuasive techniques of speaking with those of written texts

Activity A

Discussion

Pre-task

- Discuss with learners the difference between persuasive language in speech and in writing.

Task

- Proceed to a whole class discussion in which each side tries to persuade the other using the topic of speed bumps.
- Stress that it is quite acceptable for learners to change their minds but they must try to hold their own in the discussion.
- At the end, ask learners to decide whether they have changed their point of view and discuss what persuaded them.
- Ask learners to answer the questions in section 3 of the activity then complete section 4.
- Discuss with learners how the means of persuasion in speech differs from that in written text. For point 6 ask learners what they find to be the most effective way to persuade someone: – speech or writing?
- Look again at some of the persuasive texts you brought into class as a comparison, especially those which have visual impact. Examples are:

Speech	Text
The order and build up of the speech	The order and build up of the text
The opening and closing remarks	The structure (paragraphs)
The personal examples thrown in	The introduction, main body and conclusion
The comments	The persuasive words
The persuasive words	Highlighted text, headings, fonts etc.
The tone of voice	Illustrations
The volume	
The emotion expressed	

Activity B

Speaking

Task

- Ask learners to consider the discussion from the previous activity. Who spoke? Who did not?
- Discuss as a group what makes speech clear and easy to understand. What can they identify from the discussion they have just had?
- Talk as a group about the words used to interrupt the speaker in the discussion and the words learners use when they want to interrupt. Elicit from learners why it is important to let people finish what they have to say.
- Talk about what prevented some people from speaking.
- Ask the people who did not speak to air their difficulties in doing so with the group.
- Identify the barriers to speaking and the problems with the person who 'hogs the floor'. Stress the importance of turn-taking.
- Write all the comments made by learners on the whiteboard.
- Draw together a list of main points.

Activity C

Discussion

Task

- Play audio clip 3 or bring in another video clip.
- Discuss the content with the learners. Remind learners of the importance of speaking clearly so that they can be understood.
- Pick the kinds of expressions each speaker used to begin speaking e.g. **I agree with that... I won't argue... tell me...** (Play the audio clip again if they can't remember.)
- Play additional examples of TV discussions if you have them, and pick out words and phrases which are used e.g. **Have you thought about... My view is.... Well I think...**
- Record the expressions on a wallchart for future reference.
- Talk about how people know when to stop talking and give someone else a turn.
- Record some do's and don'ts on the wallchart to recognise the need for turn-taking rights.

Page 13

The right tense

Materials

- Revision and practice sheets on verbs, tenses and verb / subject agreement

Rationale

- To recognise how verbs change according to tense and subject / verb agreement
- To recognise the importance of grammatical accuracy in standard written text

Activity A

Task

- Recap on verbs.
- Stress the importance of grammatical accuracy in written text.
- Ask learners to identify the verbs.

Help

- Provide additional revision work on verbs as necessary.

Activity B

Task

- Stress that verbs change according to tense and according to verb / subject agreement.
- Discuss the difference between the present, past and future tenses:
 - We use the basic form of the verb to show the present, e.g. I see
 - This form of the verb changes to show the past, e.g. I saw
 - We show the future in different ways, usually by putting other verbs in front of the form of the verb, e.g. I will see
- Examine the texts in the unit for examples.
- Record some examples on the board and identify the patterns.
- Complete the task.

Reading

Activity C

Language work

Task

- Recap on the subject / verb relationship.
- Identify examples in the text. Ask learners to underline the subject in the sentences in Activity A and put S for singular and P for plural
- Record them on the board.
- Demonstrate examples of colloquial speech where the subject / verb agreement is different e.g. 'We was...' 'I go...' (when telling a story).
- Stress the need for accuracy in a standard written text.

Help

- Provide pre-prepared practice sheets.

Extension

- Ask learners to identify the verb, its tense and its subject in one or more of the texts in the unit.

Pages 14 and 15

Spelling

Spelling strategy: In this unit learners will concentrate on a group of generic words relating to expressing an opinion. They will recognise the need to use different techniques to spell these words. They will practise breaking the words down into component parts for spelling purposes. They will build new words from the parts of old words.

Spelling strategies should be developed to cater for the needs of the individual learner. Examples of strategies are given below.

Materials

- Word lists for charades
- Help and extension spelling sheets

Rationale

- To recognise the need for a range of spelling strategies when spelling a variety of subject specific words

- To practise the sound of a word and to relate it to spelling
- To break up words into component parts for the purposes of spelling
- To create new words from component parts

Reinforce spellings by a range of **spelling**

strategies:

- play word recognition games
- use prepared cue cards bearing subject relevant words
- help 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 while recognising its shortcomings.

Activity A

Task

- Ensure that learners recognise and can read the words listed. Discuss their meanings.
- Ask learners to read the words aloud and to observe how the sound relates to the spelling.
- Suggestion – beat out the syllables of some words. Hitting the desk or clapping for each beat / syllable can reinforce learning.
- Help learners to pick out words which are spelt as they sound and those which have unusual spellings.

Activity B

Task

- Divide learners into pairs.
- Ask learners to discuss how they remember spellings.
- Encourage learners to swap spelling tips.

Activity C

Task

- Focus on the word 'interested'.
- Remind the learners that this word is often spelt wrongly and explain that it is often because of the way many people pronounce the word i.e. in-tres-tid.
- Ask learners to take note of the second 'e'.

- Direct learners to split each word into parts as shown.

Activity D

Task

- Direct learners to complete the task.
- Direct learners to the word bank and ask them to put in any words from the unit they would like to spell. Use the techniques that help them most to remember the spellings.

Help

- Prepare two lists of the new words (half on each).
- Split the class.
- Play a game of charades where one half acts out the words and the other half works them out from the clues and writes them down. Then swap the two groups to act out the other half.
- Ask learners to practise reading the words in pairs to each other and writing them down from memory.
- Give out pre-prepared easier words of two syllables and ask the learners to perform the above tasks.

Extension

- Give out a sheet of new and different words for the same tasks.

Page 16 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

Task

- Direct learners to newspapers, magazines, leaflets or the Internet for information in support of a point of view.
- Provide examples in class for those who cannot find their own.

- Ask them to gather key words and main points in support of an argument from the text.
- Encourage learners to plan the main points and structure the paragraphs and whole text in the way they have practised. Encourage learners to plan in the way that they find most useful.
- A template is available on page 41 for use with learners who require more direction and structure to planning.
- Remind learners to draft, check spellings, proof-read, edit and produce a good copy by hand or on the word processor.
- In class ask learners to read their pieces aloud.
- Conduct a discussion on each topic with the group.
- Recap on persuasive techniques in speech and writing.

Page 17 Check it

Rationale

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

Help

Prepare additional exercises for those who are still unsure. Recap as necessary.

Review

Refer the learner back to page 1 of the learner's booklet. 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 the next level (Level 1). Direct the learner to the next stage.

Photocopiable resources

Photocopy 1

Template for integrated skills

What do you think about?

Place title or topic to be discussed...

We have been discussing...

Some argue that...

On the other hand those in favour of ...
claim that...

In my view...

Useful words and phrases: firstly, secondly, on balance, lastly, the case for, the case against, I would argue, on the one hand, on the other hand, however, furthermore, moreover, convincing, the evidence