

# 4

## Getting there

### Coverage of Literacy Curriculum

#### *Practise listening and speaking*

- Listening for the gist of explanations, instructions and narratives SLlr/E3.1
- Listening for detail in explanations, instructions and narratives SLlr/E3.2
- Expressing clearly, statements of fact and giving short explanations SLc/E3.3
- Making requests and asking questions to obtain information SLc/E3.4

#### *Practise reading and writing*

- Recognising and understanding the features and language of instructions Rs/E3.1
- Recognising the different purposes of texts at this level Rt/E3.2
- Recognising and understanding the features and language of instructions Rt/E3.3
- Understanding and using organisational features to locate information Rt/E3.5
- Scanning texts to locate information Rt/E3.7
- Obtaining specific information through detailed reading Rt/E3.8
- Recognising and understanding relevant specialist key words Rw/E3.1
- Using first and second place letters to find and sequence words in alphabetical order Rw/E3.4
- Using correct basic grammar (e.g. verb tense, subject-verb agreement) Ws/E3.2
- Sequencing chronological writing Wt/E3.3
- Using sound-symbol relationships and phonological patterns to help spell a greater range of words and longer words Ww/E3.2

#### *Key functions*

- Extracting key information from spoken and written text
- Comparing different forms of information
- Preparing and asking questions
- Reporting on events orally and in writing
- Extracting key information from spoken directions and instructions
- Following simple directions and instructions

#### *Key grammar*

- Verbs

## Resources to support this unit

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

## Materials preparation

- Audio clips
- Dictionaries
- Cards or overlays with words and suffixes
- Alphabetical texts including rail or bus timetables
- Yellow Pages
- Tourist leaflets and guides
- Information about theme parks, including fliers and posters
- A selection of texts or titles of texts on cards
- Highlighter pens
- Set of six picture cards from the day at the theme park
- A set of cards, with the basic verb form (e.g. play) and the endings to show the tense (e.g. -ed, -ing) on separate cards

**Reading strategy:** The text in this unit is designed to reflect real, authentic material found in an adult environment. It therefore 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 throughout these teacher's notes.

**Spelling strategy:** Please see the spelling strategy for the level at the end of these notes. In this unit, the learners will concentrate on compound words and recognition of high frequency words. Examples of spelling strategies for the learner are given throughout these teacher's notes.

## Page 1 Unit aims

To begin:

- Clarify the content, purpose, objectives and outcome of the unit: to explore the different purposes of text and finding information from different sources.
- Show how the core curriculum skills for each page 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.
- Explore the concept of volunteering and what it means.
- Talk about the different ways to volunteer in the local community.
- Lead learners to identify the skills they would need as a volunteer.
- Ensure that this opening discussion is short and to the point. The purpose is to focus on the topic and move quickly and smoothly on to the first skills page.

## Pages 2 and 3 What's it for?

### Rationale

- To recognise the different purposes of texts

### Activity A

### Reading

#### Pre-task

- Explain to learners that we write for particular purposes.
- Ask them to look at the 'Guidelines for volunteer workers'.
- Explain that the purpose of this text is to tell the reader what to do when s/he opens and closes the youth club – it is a set of instructions.
- Point out the basic features of instructions that demonstrate the purpose i.e. clear title, series of instructions, numbered to give order etc.
- Draw attention to the verbs 'collect', 'open', 'unlock' etc. as the words that tell you what to do.
- It is not necessary to refer to them as verbs at this stage. (This is covered in detail later in the unit.)

### Task

- Read the text with the learners.
- Ensure that they understand the vocabulary.
- Explain that each section has a particular purpose and ask them to read through again and decide what the purpose is.
- Focus on the writer's intention and on the response of the reader. What will they know or do as a result of reading this text?

### Extension

- Encourage more confident learners to read the text independently.

### Help

- Encourage less confident learners to use a range of reading strategies to decode unknown words, including:
  - whole word recognition
  - phonic knowledge
  - breaking down into syllables
  - working out from context
  - relating to other similar known words
  - using dictionaries.

### Activity B

### Reading

#### Pre-task

- Read the explanations of the two text types.
- Ensure that learners understand the key purposes of instructions and descriptions.
- Ask the learners what sort of text the 'Guidelines for volunteer workers' is (i.e. instructions).

#### Task

- Ask learners to match the texts to their purposes i.e. the purpose of 'The main hall' is to describe and 'Youth club rules' is to instruct.
- Suggestion – ask learners to visit local colleges, libraries, leisure centres, etc. to collect samples of similar texts to categorise. Compare and contrast the features of the texts from different organisations. Note that instructional texts often include graphics to support and clarify the message. Try adding images to either 'Youth club rules' or 'Guidelines for volunteer workers'.

### Extension

- Provide some real texts for learners. Ask them to match these to the categories.

### Activity C

### Reading

#### Pre-task

- Discuss the answers to the previous activity.
- Ask learners how they knew which type each text was i.e. what the clues were.
- Refer back to the 'Guidelines for volunteer workers' and remind them of the way the main clues are highlighted.
- Ensure that discussion about 'The main hall' focuses on the title, the use of the present tense (this is what it is like), giving information and descriptive words (adjectives). For 'Youth club rules' refer to the list format and the imperative form (verbs which tell you what to do).
- Use the exemplification in the learner's booklet.

#### Task

- Ask learners to highlight the clues they have been discussing.

### Extension

- Allow more confident learners to look again at the real texts and highlight the features.
- Lead a discussion on whether all of the expected features match the text type.

### Help

- With less confident learners, complete the highlighting activity as a group for the first text.

## Pages 4 and 5 Finding information

### Materials

- Various tourist leaflets and guides
- Alphabetical texts including rail or bus timetables

### Rationale

- Using contents and indexes
- Revising alphabetical order

### Pre-task

- Look at the contents page of a tourist guide.
- Discuss the way the information in the booklet is arranged under headings, with a section in the book for each group of information.
- Look at one of the sections in detail, identifying the type of information included.
- Ask learners to choose a section and consider the type of information they may find. Then let them check.

### Task

- Ask learners to look at the headings on the contents page and discuss the information they would be likely to find in each section.

### Extension

- Extend to contents pages in other types of texts.

## Activity A *Speaking and reading*

### Pre-task

- Demonstrate that you cannot use a contents page to find the exact page of a particular piece of information. You can only find the section it will be in.
- Play a game in which learners have to guess what section of a real tourist booklet particular pieces of information will be in.

### Task

- Ask learners to predict which section of the tourist guide each of the five places would be found in.

### Extension

- Extend to contents pages in other types of texts.

### Help

- Give the real contents page to the less confident learners and allow them individually or in pairs to practise predicting what is in a section and then checking as often as necessary.

## Activity B *Reading*

### Pre-task

- Remind learners that contents pages are not particularly useful for finding the exact page

information is to be found on.

- Explain that they need to use an index.
- Demonstrate that an index is organised in alphabetical order.
- Use real indexes from the guides as examples.
- Show learners how to find specific information in an index using some of the examples from the previous activities.
- Encourage learners to practise finding information in real indexes.
- Play games, asking learners to find particular entries in the guide as quickly as possible using the index.

### Task

- Ask learners to look at the index and find the five entries from Activity A.
- Suggestion – working in small groups, learners can collect together leaflets and information on local attractions. Each group can put together a folder of tourist literature and compile appropriate contents and index pages.

### Extension

- More confident learners can play a paired game in which they challenge each other to find entries in a real index.

### Help

- Support less confident learners by ensuring that they are using alphabetical skills to find the entries rather than just reading through the whole list.

## Activity C *Reading*

### Pre-task

- Provide examples of texts organised in alphabetical order and ideastorm other alphabetical texts.
- Confirm that learners are confident with the basic alphabet and can put words in alphabetical order using the first letter. Then introduce two words beginning with the same letter.
- Ask learners how to arrange them alphabetically.
- Demonstrate that any alphabetical text will have a number of words beginning with the same letter and that these words must be organised.

- Use the timetable in the learner's booklet for further illustration.

### Task

- Practise finding place names using first and second letters to determine alphabetical order.

### Extension

- Introduce the concept of words ordered using third and fourth letters. Include some of these in the activity.

### Help

- Some less confident learners will need to practise finding entries using the first letter only. It may be useful to provide a printed alphabet.

### Using the computer to sort into alphabetical order

- If learners have completed the previous activity they should be well prepared for this one: sorting into alphabetical order using 'Word'.
- Model creating a table by clicking on 'table' on the toolbar, then selecting 'insert' and finally 'table'.
- Choose one column and at least five rows. Demonstrate how to click on and highlight the text, then how to sort the text by clicking on 'table' then, 'sort' before the second part of the activity.

### Task

- Ask learners to put the five towns into alphabetical order. Ask them to check their answers by typing the words into a table on a word processor and sorting them.

### Extension

- More confident learners can add new words to the list, predicting where they will come. They can then re-sort to check their predictions.

### Help

- Many learners will be less confident with the IT skills needed here. Support individual learners in creating a table, highlighting the text and finding the sort function. Some learners will need to write the steps down and refer back to them.

## Activity D

## Writing

### Pre-task

- Demonstrate how a card index works.
- Ideastorm things that could be organised in a card index, e.g. addresses of friends and family, customers, services, businesses etc.
- If possible, introduce this activity as a homework task or task for the following session, allowing learners to collect information before completing the task.

### Task

- Using prepared card, ask learners to produce their own card index.

### Extension

- Use information texts such as the *Yellow Pages* to find local businesses such as plumbers, electricians etc. and prepare a card directory of local services.

### Help

- Less confident learners could work in pairs or small groups.
- Index cards pre-printed with the letters of the alphabet would be useful for some learners.

## Pages 6 and 7 Gathering information

### Materials

- A selection of texts or titles of texts on cards.

### Rationale

- Reading for information

## Activity A

## Reading

### Pre-task

- Explain to learners that there are different ways to read texts and that it is possible to find information on a page without reading every word.
- Explain that we can scan the page to find the information we are looking for.

- Draw learners' attention to the first example.
- Ask them to find the telephone number.
- Discuss why the number was easy to find i.e. we are used to the format and look of telephone numbers.

### Task

- Ask learners to look at the entrance sign and decide which features help the reader to scan for information.
- Ask learners to highlight or circle the features.

### Extension

- Encourage more confident learners to look at a range of real texts and highlight the features that would be obvious when scanning.

### Help

- Ask learners to look for each piece of information separately, then discuss how they found it.

## Activity B *Reading and writing*

### Pre-task

- Ask learners to scan the small print on the ticket and answer the question.
- Discuss how difficult it might be to find the information.
- Discuss the need to read for this information in a different way.
- Explain that when we read for more complex information or when we need to be very clear about what the text is saying, we need to read every word.
- Draw attention to the tips for detailed reading in the learner's booklet.

### Task

- Read the questions with the learners.
- Ask them to read the 'Terms and conditions' and then answer the questions.

### Help

- Ask learners to read the text first, underlining any words they are unsure of.
- Encourage learners to use reading strategies to support their reading.

- Model answering the first question by highlighting the relevant section and re-reading it to ensure the information is correct. Then ask learners to answer one question at a time using the techniques discussed.

## Activity C *Reading and writing*

### Pre-task

- Remind learners that we use scanning to find information on a page and detailed reading to ensure understanding.
- Discuss the different ways we may read a train timetable, e.g. scanning to find the desired location, detailed reading to see which train we would need to take to arrive at a certain time.
- Look at one or two texts and decide as a group whether scanning or detailed reading would be most useful.
- Consider texts where both may be used.

### Task

- Provide learners with a set of texts or the names of texts on cards.
- Ask learners to sort the cards into piles depending on whether you would scan them, read them in detail or both.
- Ask learners to complete the exercise in the learner's booklet.

### Extension

- Ask learners to find other texts independently and categorise them in the same way.

### Help

- Use examples of each of the texts.
- Look at each text individually with less confident learners.
- Discuss why they would read each one. If scanning is appropriate, ask a question the learner will be able to see the answer to quickly. Ask how they arrived at the answer and then encourage them to place the card in the appropriate pile.

## Pages 8 and 9

### Safe to travel

#### Materials

- Audio clip of the weather forecast
- Selection of weather forecast illustrations from local papers for symbols and abbreviations
- Model phone for phone work

#### Rationale

- To listen for information



#### Activity A

#### Listening

##### Pre-task

- This unit contains some difficult vocabulary, particularly related to the cues we use when listening, e.g. signs, symbols, facial expression, body language and tone of voice.
- Encourage learners to read through the text and mark any vocabulary they are unfamiliar with. Collect responses and deal with the vocabulary that is marked as a whole group.
- Explain to learners that these cues help us to follow an oral text. Ask them to look at the picture of the weather presenter and predict the vocabulary that will be heard in the discussion. They should be able to suggest a number of likely words, such as **rain**, **sun**, **temperature**, **hot**, **cold**, etc. Explain that this background knowledge helps them when they listen.

##### Task

- Play the audio clip of the weather forecast for the area of the theme park. Use a pre-listening question like, 'Is it going to be a nice day?'
- Ask learners to tell another person what they remember.
- Ask one or two specific questions to see whether all of the information has been collected, e.g. What is the maximum temperature in Churcham going to be?
- If learners are unable to answer, explain that, like reading, there are different ways of listening. We have just listened for the gist of the audio clip – like skim or scan reading.

#### Extension

- Encourage learners to practise listening for the gist using different cues, e.g. listening to the radio weather forecast, watching the TV forecast without sound and predicting from images, symbols etc.

#### Activity B

#### Listening

##### Pre-task

- Explain that when we want specific information, we need to listen very carefully. We cannot re-listen in the way we re-read.
- Tell learners that it is helpful to know exactly what information you need before listening.

##### Task

- Ask learners to read the table, check understanding of key vocabulary and then play the audio clip again.
- Ask learners to complete the table.
- Remind learners to listen for key words, which will point them to the information.

#### Help

- For less confident learners play the audio clip in sections, asking the learners to listen for specific information.

#### Activity C

#### Reading

##### Pre-task

- Although learners should be well prepared for this activity, having heard the audio clip at least twice, remind them of key reading strategies and ensure understanding.
- This is an opportunity to practise scan reading techniques.

##### Task

- Ask learners to read through the audio script and check their answers to the previous activity.

#### Extension

- Allow more confident learners to read independently without guidance. Lead a discussion on the reading approach used.

## Help

- Encourage paired reading with less confident learners.
- Model finding the first answer, demonstrating that you do not have to read every word and that one unknown word should not cause a problem.

## Activity D

## Writing

### Pre-task

- Ideastorm the information that has already been gathered about the theme park and the additional information that will be needed.
- Tell learners that they are going to write a list of questions they need to ask to find the information.
- Explain that prepared questions can be useful but that sometimes it can be difficult when the person you are speaking to doesn't answer in the way you would expect.
- Draw learners' attention to the two examples in the learner's booklet. Also use these examples to remind them of question punctuation.

### Task

- Ask learners to think of a list of questions they could ask.
- For each question they need to think of and write a follow-up question.

## Extension

- Ask learners to write a set of optional follow ups for each question depending on the answers they receive.

## Help

- Learners could be asked to write a question, then to ask other learners their question.
- Using the various answers, they could then think of follow-up questions.

## Activity E

## Speaking

### Task

- Put learners into pairs and ask them to ask each other their questions, taking turns to take the role of the theme park telephonist.

- Ask learners to evaluate their own questions based on whether they got the information they wanted, whether they got the answers they expected and whether the follow-up questions were appropriate.

## Extension

- Encourage learners to move away from their prepared questions and to try different follow ups. For example, they could enquire about provision for disabled members of the group or any special event that takes place at the time of the trip.
- Encourage learners to role-play making real telephone calls asking for this kind of information and then report back to the group on their success.

## Help

- Allow less confident learners to try this activity using the questions as a script (i.e. with the telephonist giving the prepared, expected answers), rather than a role-play initially.

## Pages 10 and 11 Following directions

### Materials

- Examples of directions to various locations / events, e.g. printed from websites

### Rationale

- To understand the language and features of instructions

## Activity A

## Reading

### Pre-task

- This activity uses some complex language to add to the realism. It would be useful therefore to prepare the learners to read the three texts.
- In order to introduce the travel vocabulary, it may be useful to prepare a labelling activity with labels on cards to be matched to roundabouts, junctions, exits, straight on etc.
- Ensure that learners are able to read the three texts.

### Task

- Ask learners to look at the three texts and decide which is the clearest and would allow the reader to arrive at their destination.
- Point out the advantages of text A, and that text B contains a lot of unnecessary detail.
- Look again at text A. Discuss the features of instructions: e.g. clear title, use of imperative verbs, brief 'telegrammatic' language, bullets (or numbers), linking words etc.

### Extension

- Prepare a text like text B and ask learners to transform it into instruction format.

### Help

- Encourage less confident learners to use a range of reading strategies to enable them to access the text.

## Activity B

## Reading

### Pre-task

- Remind learners of the features of instructions from the previous activity.
- Focus on the fact that instructions tell you what to do.
- Write two or three sentences on the whiteboard and lead a discussion on whether they are instructions.

### Task

- Ask learners to read the four sentences and decide whether they are instructions.
- Ask learners to decide exactly what the instructions tell them to do, highlighting the word that tells you.

### Extension

- Ask more confident learners to sort a set of sentences into instructions and statements.

### Help

- Encourage less confident learners to use a range of reading strategies to read the sentences.

## Activity C

## Reading and speaking

### Pre-task

- Look back at Activity A and focus learners' attention on the use of verbs.
- Read through the five sentences and talk through the words that may go in front, demonstrate that you cannot usually say 'take left' or 'turn the road'.

### Task

- Explain to the learners that you have prepared a series of directions to a landmark of your choice. You have given directions from the college using landmarks, street names and directions.
- Give the jumbled instructions out to the group.
- As a group, the learners have to put the instructions in the right order.

### Extension

- Ask learners to complete the activity independently, then to explain why each of the words fitted with that particular sentence, and why it could not fit with others.

### Help

- Before the activity, prepare a range of cards, each with a different verb on, e.g. sit, stand, walk, hop, stop.
- Ask learners to do as the verbs tell them.
- Give the learners the five words and five sentences on cards and ask them to match them.

Follow	Turn	Go	Park	Take
--------	------	----	------	------

\_\_\_\_\_ the second exit on the left.  
\_\_\_\_\_ straight on past the pub on the right.  
\_\_\_\_\_ the road to the T-junction at the end.  
\_\_\_\_\_ left at the traffic lights.  
\_\_\_\_\_ outside the main entrance.

## Activity D

## Writing

### Pre-task

- Look at the directions in Activity A again and review the features of instructions.

### Task

- Ask learners to write a set of directions to their house using the verbs given.

### Extension

- Extend to writing directions to other places, e.g. a group of learners could write a set of directions from various places to the setting. They could then produce directions using various approaches like those sent with job interviews or found on a website.

### Help

- Talk through the directions to the learners' houses. Only when they are confident about the series of instructions, ask learners to write the instructions.
- Remind learners of spelling strategies and punctuation rules as well as the features of instructions.

### Using the computer

- Support for this activity should be IT based.
- Ensure that learners are confident to type their text into the particular word processing package.
- Check that they know how to use the bullet point or numbering buttons.

### Task

- Ask learners to type their instructions using a computer and to use the features of IT.

### Extension

- Encourage more confident learners to use a range of organisational features, e.g. arrows, flow charts etc. as well as bullets or numbers.

### Help

- Group the less IT-literate learners with more literate ones to support the use of IT.

## Pages 12 and 13

### How it happened

### Materials

- Set of six picture cards from the day at the theme park
- A set of cards, with the basic verb form (e.g. play) and the endings to show the tense (e.g. -ed, -ing) on separate cards

### Rationale

- To sequence chronological writing
- To use verbs correctly

### Activity A

### Language work

#### Pre-task

- Remind learners that the verbs in the last sub-unit told us what to do.
- Explain that when we talk or write about something in the past, we use the verbs to tell us what happened. In this case the verb will be in the past tense.
- Draw learners' attention to a text written in the past tense or write some sentences on the board.
- Highlight the verbs in the first one or two sentences then ask the learners to do the same as a group.
- Explain to learners that we often make the past tense by adding **-ed** to the verb.

#### Task

- Read through the five sentences with the learners and draw their attention to the completed example.
- Ask them to rewrite the sentences in the past tense.

### Extension

- Ask learners to write their own sentences about the theme park using the model 'At the theme park, I ...'

### Help

- With less confident learners, complete the activity orally in pairs or as a group and then ask the learners to write the sentences.

## Activity B

## Reading

### Pre-task

- Learners should be well prepared for this activity. It should be used for consolidation.

### Task

- Ask learners to decide whether the sentences are in the present or past tense.
- Ask learners to highlight the verb that gave them the tense.

### Help

- Encourage learners to answer the questions individually.
- For each one, ask whether the verb has an **-ed** ending or whether it is one of the verbs from the previous activity.

## Activity C

## Writing

### Pre-task

- Ask learners to look at the six pictures in the learner's booklet.
- Explain that the pictures tell the story of an incident that happened during a visit to the theme park.
- Ask individuals to say what they think happened in each.
- Remind learners about the use of the past tense when talking about what has happened, then ask them to write a sentence saying what happened in each of the pictures.
- Ask learners to stand in a line, each with one sentence.
- Ask them to order themselves by reading their sentences aloud and listening to the story to see whether it makes sense.

### Task

- Ask the learners to write the six sentences to make a story.

### Extension

- Encourage more confident learners to add extra details to their story to make it more interesting or effective.

## Activity D

## Writing

### Pre-task

- This is a consolidation task to practise using the past tense.
- Explain the importance of life experience to employers.
- Discuss the kind of experiences you may get volunteering at a youth club.

### Task

- Ask learners to write a set of sentences, in role, describing the tasks they have completed at the youth club.
- Encourage learners to think about their experiences of voluntary work and write about these.

### Extension

- More confident learners could be encouraged to write a list of real life experiences that they could use on their own CVs or on application letters.

### Help

- Provide support for less confident learners by using the suggestions from the whole group discussion to suggest past tense verbs they may wish to use.

## Page 14 Spelling

### Materials

- Cards or overlays with the words and suffixes

### Rationale

- To spell common suffixes.

## Activity A

## Reading

### Pre-task

- Show learners a text extract or write a short paragraph on the whiteboard containing a number of words with the suffixes **-ed**, **-ful**, **-ly** and **-less**.

- Remind learners of the use to **-ed** for past tense verbs and explain that other endings can be added to words for other purposes.
- Briefly discuss the meaning of the suffixes **-ful**, **-ly** and **-less**.

### Task

- Draw learners' attention to the example in the learner's booklet, then ask learners to highlight the suffix of each of the words.

### Extension

- More confident learners could find other words with these suffixes from a prepared word bank.

### Help

- Give less confident learners a card or an overlay with the suffix on in the same size print and allow them to match the letters.

## Activity B

## Writing

### Pre-task

- Introduce learners to the two spelling rules for suffixes in the spelling tip box. Model adding '-full' to two or three words, taking the final 'l' away. Then give learners the opportunity to practise adding **-ful** to words.
- Model changing 'y' to 'i' when adding **-ly** to words.
- Draw learners' attention to exceptions, i.e. when the 'y' is preceded by a vowel.
- Point out that this rule does not apply when adding **-ing** to words ending in 'y'.
- Give the learners a number of words to practise.

### Task

- Ask learners to add **-ful**, **-ly** and **-less** to the words in the learner's booklet to make as many words as they can.
- This activity could be completed on paper or cards could be prepared with each of the words and each of the suffixes and learners could match physically first.

### Extension

- Ask more confident learners to find other words which they can add, the three suffixes to by trial and error, using a dictionary or from reading.

### Help

- To support less confident learners, encourage them to add each of the suffixes to the words in a logical system, then to read them back (either independently or to another person) and decide which are genuine words.

## Activity C

## Reading

### Pre-task

- Read through the text with the learners, encouraging them to use appropriate reading strategies.

### Task

- Ask learners to read the text and underline or highlight the suffixes.

### Extension

- More confident learners could look at other passages and underline or highlight the suffixes.

### Help

- Use similar cards or overlays to Activity A to support less confident learners.

## Page 15 Integrated skills

### Materials

- Brochures or leaflets for entertainment centres such as theme parks

### Rationale

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

### Telling the parents

- Encourage learners to look back through the unit and identify the type of information they want to include.

- Provide various brochures or leaflets to support learners in finding the information.
- Explain the need to organise their talk in a logical way, grouping similar types of information together.
- Help less confident learners to prepare their talk by discussing information in pairs or small groups. Headings could be provided for the different sets of information needed, e.g. times, cost, things to take etc.
- Learners can present their talk to the rest of the group.

### **Clear rules**

- Encourage learners to think about the rules they would need to make if they were organising a trip.
- An ideastorming session would be useful to generate areas of concern.
- Ask learners to look back at the youth club rules in the unit for further ideas.
- Remind learners of the key features of instructions and encourage them to look at examples in the unit.
- A writing frame could be used to support less confident learners.

### **Reporting back**

- Refer back to pages 12–13 for exemplification purposes.
- Encourage learners to plan their writing carefully.
- Remind learners of the need to use the past tense when writing about events that have happened, and focus on the need to sequence events in a logical order.
- Encourage less confident learners to produce a timeline or flow chart of the day to help them sequence the events.
- Remind them of the **-ed** endings for past tense regular verbs and provide the list of irregular past tense used in the unit.

## **Check it**

### **Rationale**

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

### **Help**

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

#### **Review**

Refer learners to page 1 of the learner's booklet. What objectives have been covered? How has the work of the unit reflected the needs of 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 five other units at this level. There are four more units at Level 1. Direct the learner to the next stage.

