

1 Junk mail

Coverage of Literacy Curriculum

Practise listening and speaking

- Following and contributing to discussions on a range of straightforward topics SLd/L1.1
- Respecting the turn-taking rights of others during discussions SLd/L1.2
- Using appropriate phrases for interruption SLd/L1.3
- Presenting information and ideas in a logical sequence and include detail and develop ideas where appropriate SLc/L1.4

Practise reading and writing

- Recognising how language and other textual features are used to achieve different purposes Rt/L1.2
- Identifying the main points and specific details and infer meaning from images which is not explicit in the text Rt/L1.3
- Using implicit and explicit grammatical knowledge along with own knowledge and experience to predict meaning and try out plausible meanings, and to read and check for sense Rs/L1.1
- Using punctuation to help their understanding Rs/L1.2
- Recognising and understanding the vocabulary associated with different types of text, using appropriate strategies to work out meaning Rw/L1.2
- Recognising and understanding an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations, borrowings Rw/L1.3
- Using language suitable for purpose and audience Wt/L1.4
- Using format and structure for different purposes Wt/L1.5
- Spelling correctly words used most often in work, studies and daily life Ww/L1.1

Key functions

- Extracting key information from written and spoken text
- Comparing different forms of written text
- Examining key features of junk mail
- Exploring language devices used in oral and written persuasive advertising
- Establishing ground rules for discussion

Key grammar

- Using imperative form of the verb in writing advertising copy

Resources to support this unit

- A sound system and headphones
- Pre-prepared audio clips of scripts
- Copies of scripts for all audio clips
- Examples of junk mail from a wide range of sources
- Examples of visual images, enlarged for ease of display
- A class set of dictionaries
- Several thesauruses
- Access to computers with an Internet connection
- Large sheets of flipchart paper
- Highlighter pens
- Felt-tip pens of varying widths

Materials preparation

- Audio clips
- Examples of junk mail.

Reading strategy: The texts used in this unit reflect real, authentic material found in an adult environment. Some texts may contain very small print, which is difficult to decipher and occasionally may include unfamiliar words and meanings. Learners should be encouraged to practise skimming texts and scanning for general information, as well as reading and re-reading for detailed information.

Spelling strategy: Please refer to the spelling strategy for the relevant level at the end of these notes. In this unit, learners will concentrate on spelling rules for doubling consonants in two-syllable words and in words with suffixes.

Page 1 Unit aims

To begin

- Clarify the content, purpose, objectives and outcomes of the unit: to examine junk mail and to look at the literary techniques/persuasive language of junk mail.
- Show how the core curriculum skills for each page are itemised on each section of the learner's material.
- Demonstrate how the core curriculum skills represent progression from Entry 3 and reflect the ILP.

Specific to this unit

- Encourage learners to look at the picture at the top of the page and state what they see.
- Read aloud the bulleted questions one by one and encourage learners to respond briefly.
- Have a selection of examples of junk mail for groups to look at to assist discussion and understanding of what exactly junk mail is.
- Ask learners to identify the skills they will need for this topic.
- Ask learners to tick the skills they will find most useful.
- Ensure that this opening discussion is short and to the point. Its purpose is to stimulate interest in the topic and to encourage learners proceed smoothly onto the first skills page.

Pages 2, 3 and 4 The structure of junk mail

Materials

- Examples of junk mail from a wide range of sources
- Access to computers
- Enlarged copies of the texts on page 2
- A class set of dictionaries
- Several thesauruses
- Large sheets of flipchart paper
- Highlighter pens and felt-tip pens of varying widths

Rationale

- To read and compare different forms of written text
- To examine key features of junk mail

- To design an advertising image and brief accompanying text

Activity A

Reading

- Enlarge pages 2–4 of the learner's material to A3 and copy for any learners with a visual problem.

Pre-task

- Have enlarged versions of each of the texts on page 2 on display, preferably laminated.
- Ask learners to skim read the texts on page 2, using enlarged versions if they prefer.
- Ask them as whole group:
- What would you call these texts?
- Are they junk mail to you?
- Encourage learners to say if any of texts are of interest to them and, therefore, not junk mail.
- Offer an example of what is interesting to you, preferably being honest with your opinion.
- Ask learners what they needed to skim read to decide. If not forthcoming, state that you skim read titles, captions and/or images.
- Remind learners that what might be of interest to one person is junk mail to another.
- Give an example of a pensioner's and teenager's view on the latest CD. Ask learners for another example.
- Ask the group what questions they might ask themselves to decide whether unsolicited mail is worth reading.
- Write up for display questions such as:
- Is this of interest to me?
- Can I afford it?
- Is it cost effective?
- Draw learners' attention to the term 'literary techniques'. Explain that this is the whole point of the unit - to recognise these techniques and to be able to use them in their own writing.

Task

- Check learners have found the correct texts to compare on pages 2 and 3. Suggest they read both individually and then organise them into pairs to list the differences between the two texts. Mention the omission of addresses on the formal letter - this might give a false impression that formal letters don't have addresses. You might even mention 'mail merge' as a method of producing personalised bulk mailing.

- Summarise the findings on a flipchart, using two columns headed **Lion Insurance** and **Formal letter** and place on display.
- Accept their terminology; don't introduce the term imperative yet, unless mentioned.
This is what you are looking for:

| Lion Insurance Company letter (p2) | Formal letter (p3) |
|---|--|
| Logo, address on view, question as heading, informal language (e.g. hassle, persuasive tone) phrases, contraction (e.g. we're) commands (imperatives) | No logo, address, no heading, formal language, factual tone, long sentences, no contractions |

Extension

- Ask more-able learners if they have received the formal type of letter. Mention that such letters were more common in the past.
- Ask what has influenced the 'Lion Insurance' type of advertising.

Help

- Go around the group, supporting less-confident learners as they make comparisons.
- Encourage them to articulate differences.
- Encourage openness and the sharing of ideas. Don't worry if their terminology is incorrect, as long as they have noticed detailed differences.
- If anyone still can't do the activity, suggest they start by counting the number of words in a typical sentence in each letter.
- Point out the contraction in the letter on page 2 and ask them to note any contractions in the other letter. Then ask them to highlight key words in each letter and discuss where they might hear such words – eliciting the informal or formal nature of the language.

Activity B *Speaking and listening*

- Teachers and learners should collect examples of junk mail whilst studying this unit, so that varied examples are available for each session.
- Copy one item of junk mail for each person, choosing an example where it is obvious what is being sold. Enlarge for ease of viewing when necessary.

- Introduce the term 'linguistic features' to learners and ensure they fully understand the term before working through the unit.

Pre-task

- Organise learners into groups of four, if possible putting pairs from the previous activity together.
- Give each learner a copy of the same junk mail leaflet.
- Ask for a volunteer to summarise verbally what the advertiser is selling. Repeat what's said and check learners understand the task. Some learners will need to revise summary skills.
- Explain to learners that major companies sometimes use advertising agencies to communicate with customers and market their goods and services. The agencies frame the communication to suit their clients. The key difference is that, where once these communications were addressed at actual customers, now they are targeted at potential customers and use persuasive language.
- Point out that, to summarise, learners should pick out the key points from headings, captions and key sentences. To recap key points, ask questions for which the key word is the answer.
- Learners should also look at images in the texts (pictures, diagrams, photographs or illustrations).
- List pointers on the board / wall chart.

Task

- Give each group a few junk mail leaflets.
- Ask learners to skim each extract on page 2 and at least two other examples individually and then to take turns summarising what the advertisers are selling.
- Allow time for everyone to explain at least one example.
- Ask if anyone has wasted money sending off for prizes or goods they didn't need or couldn't afford.
- Don't probe if anyone is reluctant – they may be embarrassed.
- If necessary, recount examples of your own or of people you know. The emphasis should be on how powerful advertising can be, not on the person's gullibility.
- You may need to focus on the scratch card and the letter in the whole group afterwards, as some learners may not realise how companies make money from people's calls.

- Encourage anyone who knows to tell the rest. If nobody knows, explain the high phone rates charged and the percentage recouped by the promotion company.

Extension

- Ask more-able learners to discuss the morality of scratch cards.

Help

- Go round the group, encouraging less-confident learners with prompting questions.
- Check no one person is dominating any group and that everyone is getting a turn.
- If necessary, invite learners by name to summarise an extract.

Activity C

Writing

- If possible, have a large version of a desert island and of other obvious images to display.

Task

- Discuss that the desert island image is selling a dream – you can be like the people in the adverts; you can have it all – if you buy! Prompt discussion with questions if necessary.
 - What is your first thought when you see a picture of a desert island?
 - Do you think of getting away from it all – of holidays and relaxation?
 - What is the image saying about how you feel?
 - What products could it sell?
- Ask learners if there are advertisements they find persuasive.
- What makes the advertisement persuasive?
- What has the opposite effect?

Quiz

- Make a quiz out of advertisement images. Learners guess what the image advertises and then reveal the answer.
- Discuss why a visual image is so powerful.
- Ask about other powerful images used in advertising.
- Prompt discussion around 'beautiful people' and the power of celebrities to sell goods.
- Make the point that it seems logical for David Buckram to advertise sports shoes, but why is he also used to advertise sunglasses?

- Keep the focus on the power of images – don't let the discussion get side tracked into football etc.
- Write on the flipchart or board some examples of powerful images drawn from learners' ideas, e.g. a fast sports car, a yacht, a baby, a palatial house.
- Encourage discussion of fun images such as the 'Honey Monster'.
- Refer learners to your display of images.
- Discuss what each could be used for.
- Discuss which images are most appealing to which age group and which type of people.
- Encourage learners to speak about what they and their friends relate to.
- Organise learners into pairs, discreetly changing any pairs that weren't working well together.
- Distribute A3 and A4 sheets to each pair, allowing learners to choose the size of paper to work on, and marker (felt-tip) pens.
- If computers are available, give learners the choice of using a computer.
- Magazine images and ready printed clip art could be an alternative to drawing and cutting.
- Explain that the task is to design some advertising copy.
- Emphasise that the aim is to be creative and that the focus is on imaginative content; they shouldn't worry about spelling and handwriting.
- Emphasise key pointers and write them up so that everyone can see them.
 - What are you selling?
 - Who is your market? What age, type of person?
 - Which image would sell my product?
 - Choose colour and type of text
- Give learners time to work alone, without looking over their shoulders. Later on, circulate, offering support. Check that learners using clip art do not get distracting from the task by finding and printing off images.
- If learners cannot think of ideas, list on the board / flipchart, some possible products to choose from, e.g. a perfume (one for day, one for evening use perhaps), an all-purpose cleaner, food or drink, a holiday, or a 'wonder tablet' that makes you healthy.
- Encourage learners to have fun!
- Ask learners' permission to display their adverts on the wall for the rest of the session, but don't display any if someone has produced a really poor advert.

- If a learner has produced a really poor image, make sure they are not embarrassed in the group but give them positive feedback on their advertising copy. We are not all designers!

Extension

- If some pairs finish quickly, ask them to share their copy in fours. They could cover up the product name and the other pair guess which product is being sold.

Help

- Circulate at first, checking that learners understand the task and aren't worried about spelling.
- Explain that this is the first writing task in the unit and that they will be studying suitable persuasive language to use later on and then will get another chance to design a leaflet.
- Reassure them that it is a fun activity and not something to worry about if they are nervous about drawing. If any learners are really worried, put them with another more confident pair.
- Give lots of praise for ideas rather than the finished product.

Activity D

- Display various examples of colourful junk mail with a variety of images.

Pre-task

- Pick a visually attractive leaflet and ask the whole group what strikes them immediately about it.
- Ask suitable questions to encourage more detailed comment such as:
 - What is the predominant colour? How do you feel about that colour?
 - What images are there? What do they say to you?
 - Does the leaflet have captions? What size and font?
 - Does it use bullets and numbered lists?
 - Has it sections of small print? What size and font?
 - What is the style of the text content?
 - Check that learners understand your use of terminology, such as features, image, font and style.

- Write up spellings plus an example if necessary.

Task

- Organise learners into small groups and give each group a large sheet of paper and a marker pen.
- Ask learners to survey the range of junk mail and for one person in each group to write up the features that most advertisers have used in their copy.
- Suggest a bullet-pointed list rather than sentences.
- Ask each group to choose three leaflets that interest them. Check they have different features before the group starts analysing them. Remind learners to label them A, B, C.
- Encourage discussion of visual features only at this stage.
- Suggest that written comments are in note form.

Extension

- As an extension activity, ask more-able learners to individually rank their three leaflets according to their powers of persuasion and to justify their decision in a paragraph.

Reading

Help

- Give learners time to agree key features and then go around the groups, checking that all features are included, i.e. colour, image, font type, size, layout, bullets, captions, language, style of content.
- Check learners are focusing on visual features and explain that other features will be tackled later in the unit.
- Ask prompting questions if necessary, as modelled in the pre-task activity.
- Check no-one worries about fitting notes into boxes provided and offer alternative to using paper.
- Emphasise that this should be a lively discussion. Ensure learners recognise that much of what they say is a matter of opinion and that there no definitive rights or wrongs.

Activity E

- Check you have a variety of types of junk mail for this activity e.g. local free newspapers, flyers advertising local events, scratch cards, letters, course leaflets, insurance and Internet adverts.

Pre-task

- Hold up a newspaper and ask the whole group what it is. Ask them how they know, focusing on layout, appearance etc.
- Repeat with a leaflet. Then refer back to the list of features they made in the previous activity.
- Ask which features strike the reader immediately from a quick glance and which need to be read.

Task

- Encourage groups to take turns in sorting the junk mail into categories according to format. (This can be organised by allowing groups to start as soon as they have finished Activity D.)
- Don't let the groups agonise too much over texts that fall into more than one category.
- Encourage the groups to move on to choosing six examples with different formats and to analysing them in detail.
- Circulate, encouraging discussion. Ask learners to explain why the features are used in the text.
- Groups could glue or Blu-tac their junk mail onto large sheets of paper and write their comments about the features around the texts, using arrows to point to their comments. The finished sheets could then be displayed, for one lesson at least, or as part of a more permanent display.

Extension

- More-able learners could go on to choose the text that they thought most successful and discuss if it would have been as effective if laid out in a different way, e.g. whether a bulleted list would have been as effective as a set of sentences.

Help

- Work with the group that were least confident when sorting.
- If any group is taking too long to choose, suggest examples that would have contrasting features.

Reading

- Encourage all learners to get involved.
- Notice if anyone is staying silent and not joining in. It may be because they are finding it difficult to work at their group's pace or that examining six texts is too complex a task.
- Suggest they work in a pair on fewer texts if necessary.
- If anyone has organisational problems, give them one text at a time to work on and talk them through the recording.
- Have enlarged examples for anyone with visual difficulties.

Pages 5, 6 and 7

The language of junk mail

Materials

- Examples of junk mail from a wide range of sources
- Access to computers
- A class set of dictionaries
- Several thesauruses
- Large sheets of flipchart paper
- Highlighter pens
- Felt-tip pens of varying widths

Rationale

- To read different texts for a variety of persuasive language devices
- To understand how the contracted form of words creates writing that is more informal
- To design an advertising poster using persuasive language
- Wherever possible, allow the linguistic features of advertising taught in the following exercises to emerge organically from the analysis of the adverts, therefore keeping all the examples in context. The examples in the learner's material can be used later to complete the exercises.



Activity A

Reading and writing

- Enlarge pages 5–7 of the learner's material to A3 and copy for any learners with a visual problem.
- Offer learners a separate copy of page 2 to use for these activities.

Pre-task

- Ask learners what the word 'wicked' means to them.
- Encourage a variety of answers: bad, great, fantastic, incredible, wonderful, abysmal, atrocious, terrible.
- Ask learners why fashion is hot.
- Encourage discussion on how words change with time.
- Ask learners to ideastorm and list words that express how good something or somebody was, including words they used in the past but no longer use.
- Ask older members of the group for words from their youth, e.g. ace, groovy etc.
- Ask younger members for examples, e.g. bad.
- Record and display the words, grouped approximately in time periods.

Task

- Organise learners into pairs. Don't put two weak readers together for this activity. Pairs should work at their own pace.
- Remind learners that scanning should be a quick activity, and does not require detailed reading or re-reading.
- Check everyone has a highlighter pen. (Underlining with a pencil is an alternative but is less effective.)
- While learners are scanning, remind them focus on persuasive language. Pairs should ideastorm words meaning a price reduction first, before scanning the texts for any examples they have missed.
- Learners then need time to think creatively about advertisers' creation of words and the effects they try to achieve.
- Have examples of your own to introduce. *Coca-Cola* and *Orangina* are long-lasting product names, but try to add some examples that are currently popular.
- Encourage sharing with other pairs to stimulate ideas if necessary.
- Finally, learners scan the text again, looking for comparatives and superlatives and record some examples.

Extension

- More-able learners could use the thesaurus to extend their lists of words for price reductions and of comparatives and superlatives.

- They should then discuss which words are commonly used in advertising and which would not be.

Help

- Circulate, offering help.
- Be prepared to explain how to scan to anyone who is reading every word of the texts. If this is problematic for dyslexic students, they should continue reading as they feel comfortable.
- Give positive feedback to everyone's suggestions of new words.
- Suggest areas where new words are created, e.g. car makes, chocolate bars. If learners cannot think of anything, they could ask relatives and friends for suggestions.
- Explain that the list can be added to at any time. Encourage them to think of this as an on-going research topic.

Activity B

Reading and writing

Pre-task

- Explain to learners that they're going to examine the imperative part of the present tense.
- On the board/flipchart write an example of instructional text, e.g. a recipe:
 - **Wash** your hands
 - **Take** two slices of bread
 - **Spread** one side of the bread with butter or margarine
 - **Take** one slice of cheese and place on bread.
- Read aloud, emphasising the four imperatives.
- Ask the group what kind of verbs are used. Accept commands - mention imperatives.
- Ask the group for suggestions on what comes next in the recipe. Accept anything reasonable that uses the imperative; write suggestions on the board/flipchart.
- Ask a volunteer to underline imperatives. Emphasise that imperatives command you to do something.
- Mention that the imperative can be used in a phrase followed by an exclamation mark; write 'Buy now!' on the board/flipchart.
- Ask why the imperative is useful in promotional flyers. Ask for examples. If none are forthcoming, write up 'Join now!' and 'Post today!'

Task

- Ask learners to find uses of the imperatives in the texts on page 2 and underline them, using the photocopy of page 2 if preferred or an enlarged version if needed. Emphasise again that the imperative part of the verb tells you to do something.
- Suggest they repeat the same task on at least one other flyer.
- Ask learners, working in the same pairs as in Activity A (unless there are problems with groupings), to discuss whether imperatives / commands persuade them to buy.
- Keep the discussion brief and ask learners to individually complete the activity by writing three examples from junk mail that are persuasive to them personally, stating why.

Extension

- Ask more-able learners to take one of the persuasive phrases they have selected and extend it into a short promotional piece of text.

Help

- Circulate, supporting learners who find the task difficult.
- Give positive feedback when imperatives are found and encourage informal sharing.
- Allow learners to work at their own pace and reassure them they don't need to search all the texts to understand.
- Encourage learners to verbalise while reading as this will help the learning process.

Activity C

Pre-task

- Point out 'Want a Bargain?' on page 2 (summer sale advert) and ask if anyone has ever said 'no'.
- Ask learners to look through a flyer each and tell you examples of questions used in this way.
- Write examples on the board / flipchart. Introduce the word 'rhetorical' to describe questioning if you think the group will cope, but explain that this technique is examined more fully at Level 2.
- Keep the activity lively and focused.
- Alternatively, learners could find examples of rhetorical questions in junk mail and re-write

them as full sentences.

Task

- Point out 'Renewing your car insurance?' in the letter on page 2.
- Ask learners how this differs from 'Are you renewing your car insurance?'. Write up both so they can compare.
- Ask learners to work in pairs (in the same pairs as previously if they wish). They discuss how to make the questions listed more informal. Learners should write answers individually.
- Stress that this is a brief activity.

Extension

- Ask more-able learners could look up 'rhetorical' in the dictionary and write down the definition.
- Suggest they listen to TV or radio adverts or political discussion programmes in the week, noting examples of speakers using rhetorical questions.

Help

- Circulate, checking that everyone understands the task – they may think it is more complex than it is.
- If any pair is silent, offer a suggestion for first question – 'Want your heating serviced?' – but stress that 'Need your heating servicing?' is also acceptable because it too is informal.
- Encourage learners to work quickly and regard this as fun.

Activity D

Writing

Task

- Write on the board: 'Saturday Summer Sale' and ask learners what they notice.
- Ask if they know any jingles, e.g. 'She sells sea shells' and 'Peter Piper'.
- Ask for volunteers to say them quickly. Explain they use alliteration too.
- Write up the word 'alliteration' so that learners can note spelling but reassure them that they will return to these types of literary devices at Level 2.
- Ask learners to work in the same pairs to think up examples where alliteration is used for advertising caption or jingles.

- Give them an example to get started, e.g. 'Tips for Toning' in a beauty advertisement.
- If they find this hard, suggest they scan read page 2 and other junk mail leaflets for examples.

Extension

- Ask more-able learners to look through the junk mail for examples a 'play on words'.
- Give an example: a window cleaner could advertise his services as 'Rise 'n' Shine' or a football-orientated scratch card stating 'Spend it like Beckham' to indicate the prize money on offer, picking up on the film title and phrase 'Bend it like Beckham'.
- Try to use examples appropriate to learners.

Help

- Reassure learners that it does not matter if they cannot find lots of examples of alliteration. It is more important to be aware of when alliteration has been used in a text and to what effect.
- Encourage learners to share ideas. Record any good examples on the board for everyone.

Activity E **Reading and writing**

Pre-task

- Write on the board / flipchart 'It's great!' and 'It is very good' and ask learners which is more informal and why. If they only suggest the choice of the word 'great', prompt them to spot the contractions – there are good illustrations in Access for All, page 209.
- Write up 'You will enjoy it' and ask for suggestions on how to make it more informal. Write up the suggestions.
- Explain how to contract two words into one and that the apostrophe goes where the letter is missing.
- Use several examples with the apostrophe missing in different places, e.g. write up 'We are listening and then it is a reading activity', then cross out the letters and replace with apostrophes so it reads 'We're listening and then it's a reading activity'.
- Give the interesting example of 1 o'clock. Explain that o'clock used to be of the clock.
- Emphasise for learners that it is not just the use

of apostrophes that makes language informal or otherwise – the use of words like 'check' and 'got' are just as important, as is the choice of using the second person for examples 4 and 5.

Task

- Ask learners to start working individually on this activity.
- Ask them to scan read page 2, using a photocopy if they wish or an enlarged version. They should circle whenever two words have been contracted and the missing letter(s) replaced with an apostrophe. They should then complete the table with the contractions found and write in the original two words for each contraction.
- Finally, they should rewrite the phrases using the apostrophe of contraction.

Extension

- Ask more-able learners or those who finish quickly to scan other junk mail texts for examples and record them on paper with their full version.

Help

- Circulate, helping individually. This activity could be very straightforward for many learners, enabling you to work with anyone who is having a problem.
- Check at what stage any learner is confused. Learners could confer while scanning for examples, but it may not be a good idea to encourage learners to work together whilst completing the table, as misunderstandings can spread easily.
- If there is a general problem, stop everyone and reiterate the rule using examples from page 2.

Activity F

Writing

Pre-task

- Ask the whole group to quickly summarise the key issues they need to consider when devising their own advertising poster. Ensure all these points are raised and record them on the board / flipchart:
 - flashy name for product or service provided
 - attractive image(s)

- captions persuasively describing product / service
- text font and design layout
- colour – background, text, captions, image(s).
- Ask the group about an optimum order for completing the activity.
- Explain, if not forthcoming from learners, that they can save time by starting with the product / service name and image, then write the text and leave decisions about layout until the text is finalised.
- They may want to consider colour at the same time as deciding on their image or leave it till the layout stage.
- It may be helpful to make a poster together first to give learners confidence.

Task

- Explain to learners that they are going to design a poster advertising their personal skills.
- Ask for suggestions on what skills they could use.
- Make suggestions such as house sitting or animal sitting if anyone is without an idea.
- Spend two or three minutes exploring ideas and list them on board.
- Remind learners to use the displayed list of points and to write the content in rough first.
- Offer them the chance to use a computer when deciding on their images and when laying out their copy.
- Be clear you are not teaching them IT; learners who are not familiar with computers should use paper and felt-tip pens for this activity.
- Allow learners to share ideas as they work but encourage them to produce their own poster.
- Promote a lively atmosphere and be encouraging.
- Suggest persuasive phrases if appropriate.

Extension

- Learners should complete this activity at their own level. Encourage able learners to design a more complex poster with more text and to be more discerning about layout, though skills in design will not necessarily go with literacy skills.
- Learners with good IT skills will be able to produce more sophisticated finished products.

Help

- Circulate, offering help and ensure the activity is fun rather than an ordeal.
- Be careful not to do the layout for learners when they are working on a computer.
- Be aware of how much IT help you can offer, which will depend on the size of your group and equipment available.
- Praise all efforts and reassure learners that this is not an art activity.

Pages 8 and 9

Handling unwanted phone calls

Materials

- A sound system and headphones
- Audio clips 1 and 2
- Copies of scripts for audio clips 1 and 2
- Highlighter pens
- Large sheets of flipchart paper or a white board

Rationale

- To identify sales techniques used over the phone
- To formulate and use interruption phrases and questions



Activity A

Speaking and listening

Pre-task

- Stress that call operators perform a difficult and skilful job. Explain that there are times when telephone sales are welcome, especially when it is a product someone wants to buy or for someone who is housebound. It is important to focus on the techniques used and what is believable.
- Ask learners if they know what 'cold calling' means. Explain the term to learners to clarify. Ask learners whether they are fed up with people cold calling at dinnertime. Ask from whom they receive unsolicited calls. Explain that 'cold calling' is when you do not know the person.
- Write 'unsolicited' on the board / flipchart so they can see the spelling and explain the meaning.

- Discuss how to deal with unsolicited calls – what is polite and what is rude.
- Ask if anyone needs help ending unwanted calls.
- Ask for volunteers, one polite, one rude, to explain the sort of thing that can be said.
- Explain the term 'linguistic techniques'. Go through some simple examples to enable learners to identify the techniques as they listen to the audio clips.

Task

- Play audio clips 1 and 2, with a pause to allow for any laughter at the end of audio clip 1.
- Replay the audio clips if necessary.
- Ask which salesperson was successful (the saleswoman in clip 2).
- Ask what strategies she used to control the call. Don't expect much detail at this stage, just that she was persuasive and kept Mr Davies talking.
- Organise learners into small groups and ask them to discuss what happened in each case.
- Ask them what they think will happen when Mr and Mrs Davies go to collect their free holiday.
- Allow the groups time for discussion, then check out their consensus on what will happen.
- Accept anything reasonable, such as they will find themselves at a time-share presentation.

Extension

- Learners will be able to respond to this activity at their own level, more-able learners giving more complex answers.
- Some learners may enjoy a role-play here. Work out a script asking for an appointment for a representative to call. Put suggested responses on cards, some polite, some rude, if suggested. Give out the cards face down; learners take turns to play caller and listener.

Help

- If anyone is struggling with the activity, suggest they replay the audio clip as often as they need using a set of headphones.

- Encourage them to think about how they speak as well as what they say.
- Do they use questions?
- Write ideas on the board / flipchart: tone of voice, use of questions, persuasive language and promises made.
- Ask the group to suggest what kind of promises salespeople make to householders.
- Keep the group focused on persuasive techniques.
- Don't let anyone relate long tales of personal experiences.

Task

- Ask learners to read audio script 2 as you play the audio clip.
- Suggest that they highlight the script when the saleswoman uses persuasive language or makes a promise.
- Ask learners to individually write brief notes in the table about the saleswoman's use of linguistic techniques. Suggest they make general comments about her tone of voice.
- Ask them what kind of questions she frequently uses.

Extension

- Ask more-able learners to underline the rhetorical questions in the script, having checked they remember what rhetorical means.

Help

- Encourage learners to replay the audio clip as much as they need, answering one question at a time. This will help learners who have poor organisational strategies or a poor short-term memory.
- Support learners who need help with prompting questions, such as:
 - How does 'I've very good news' and 'Isn't that great news?' differ from, 'I have news?'
 - Can you name two things the saleswoman promised Mr Davies?

Activity B

Listening and writing

Pre-task

- Ask the whole group how they persuade people to accept their point of view.

Activity C

Reading and writing

Task

- Ask learners if Mr Davies had time to think during the call.

- Have ever found themselves in that situation? There are useful questions and phrases that can be used to interrupt callers but remain polite whilst doing so, e.g. 'Can I stop you there.', 'I'm afraid I'm not interested'.
- Ask learners for their suggestions and record these on the wall chart / board.
- Organise learners into pairs. Ask them to discuss alternative ways to respond to the salesperson and then to complete the table with their two best suggestions.
- Get learners to practise saying the polite phrases, examining the stress. Take a phrase and emphasise a different word each time it is said. Examine the implied meaning. 'Can I stop you there?' 'Can I stop you there?' 'Can I stop you there?'

Extension

- Learners can respond at their own level for this activity.

Help

- Role-play the salesperson to any pair struggling with this activity, then ask prompt questions, asking them what facts they need to know, how can they say no politely and so on.

Activity D Speaking and listening

Pre-task

- Create a list of some of the useful responses learners wrote in Activity C and give everyone a copy.
- Ask a volunteer to play the householder. Stress that the tone of voice used often makes it a 'hard sell'.
- Role-play one conversation, with you as the salesperson.
- Organise learners into pairs and ask them to practise reading versions of responses assertively but not aggressively, remaining polite.
- Explain that improving speaking skills needs practice just like any other skill.

Task

- Replay audio clip 2, stopping after each sales technique. You will find it useful to plan where you are going to stop beforehand and to mark each place on the script.

- Ask learners for suggestions for the first response and record them on the chart / board.
- Suggest each person should write out the response they prefer and their own response to the second sales technique.
- Ask learners to record responses or questions on paper to the subsequent sales techniques.
- Suggest that they read the script to help them make decisions on what would be suitable. As learners finish, ask them to share their responses in small groups, acting out the conversations if they wish.

Extension

- Again, learners will be able to respond at their own level for this activity. You may find discrepancies between learners' written and oral skills.

Help

- Think carefully about how to pair learners for this exercise. It might be wise to put two learners lacking confidence together so that no one is overwhelmed by a confident individual. You may find that learners lacking in confidence are reluctant to join in.
- Don't press them to speak in the whole group but encourage them to try activities in pairs.
- Give lots of praise and reassurance. (Make a mental note if anyone is insensitive to others in the group and consider how to address any group dynamic issues before tackling discussion skills in the next section.)
- This is another opportunity to encourage learners to take part using the stress technique. Learners are less likely to be self-conscious if they have a set of things to say.

Pages 10, 11 and 12 Improving discussion skills

Materials

- A sound system and headphones
- Pre-prepared audio clips of scripts
- Copies of scripts for audio clips 3 and 4
- Examples of junk mail from a wide range of sources
- A class set of dictionaries

- Large sheets of flipchart paper
 - Highlighter pens
- Enlarge pages 10–12 of the learner’s material to A3 and copy for anyone with a visual problem.

Rationale

- To identify negative behaviour and speech in discussions.
- To formulate and use interruption phrases and questions in discussion
- To identify helpful ground rules for successful discussion
- To practise discussion in varying sizes of groups
- To evaluate own discussion skills and determine ways to improve

Activity A *Speaking and listening*

Pre-task

- Explain to learners that this section focuses on discussion skills.
- Explain that they will be able to use some of the skills they developed in the previous section.
- Ask learners what they think the key skills are for a discussion to be successful.
- Point out the importance of listening skills, if not mentioned by learners.
- Make the point light-heartedly that there is little point in talking if no-one listens.
- Ask learners to look at the picture at the top of page 10 and ask what it shows.
- Introduce the importance of body language and eye contact if not mentioned.
- Check terms are understood.

Task

- Introduce these questions one at a time to the whole group.
 - What ways do salespeople use to persuade you to buy?
 - Which types of selling are the easiest to deal with?
 - Which techniques are helpful for a buyer?
Ask learners to say why they find some ways of selling easier.
 - Record on the flipchart or board the key techniques salespeople use to persuade people.
- Introduce the topic of discussion and ask learners:

- Have they taken part in discussions that went wrong?
- Which technique(s) do they find unproductive in a discussion?
- Which techniques make a productive discussion?
- Record on the flipchart or board the negative points, and the positive points of a good discussion as learners suggest them.
- Direct closed questions to the least confident learners first. Then encourage everyone to respond, asking for a show of hands.
- Try to ensure everyone is involved in the discussion.
- Finish by making the point that you have supported or chaired the discussion, so it’s vital that you keep control and that it is a good model of a successful discussion.
- Emphasise that discussion skills can be improved and that they are going to look at these skills in detail now.

Extension

- Learners will contribute to this activity at their own level. You will find differences between learners’ skills at reading and writing and their skills in speaking or listening. Some learners producing written work at Level 1 may not know how to listen.
- It is important that you keep an open mind about learners’ discussion skills as they work through this section.

Help

- Notice who is eager to speak and who looks worried. Direct your questioning carefully and sensitively.
- Encourage learners to contribute but don’t be forceful!

Activity B

Listening

Pre-task

- Produce an example of a discussion that went badly wrong. Ask learners how they think they would feel. Wait for any personal experiences to be related but don’t pressurise.
- If appropriate ask one person to explain why it was so bad and how they felt at the end.

Task

- Ask the whole group to listen to audio clips 3 and 4.
- Ask a volunteer to say which discussion was better and the reasons for their choice.
- Ask if the others agree or disagree.
- Explain that sometimes it is easier to learn what not to do first, before focusing on positive strategies. This activity will therefore look at poor behaviour.
- Explain that you are going to play audio clip 3; learners record on the table on page 10 any unhelpful behaviour as they hear it, using a simple tick system.
- They can then total the ticks at the end to get an overall picture.
- Play audio clip 3. Encourage learners to comment about their results.
- If necessary, replay the audio clip for the group or allow individuals to listen to it again, using headphones.
- Were learners surprised at the speakers' behaviour? Did they notice any other poor behaviour?
- Encourage discussion of how one negative response can create other negative behaviour.

Extension

- Learners will be able to contribute to this activity at their own level.
- Encourage -confident learners to explain in greater detail.

Help

- Notice if anyone has problems following the audio clip as it is played for the whole group.
- Offer them the opportunity to replay the audio clip using headphones, stopping and rewinding as they wish.
- Do this in a low-key way so the learner(s) feel it is an acceptable alternative and in no way demeaning.
- Encourage learners to enjoy this activity.

Activity C *Speaking and listening*

Pre-task

- Prepare to role-play examples of body language silently and ask learners what your posture, movement and facial expressions tell them about you.
- If you are confident in role-playing, you could strut up and down, with your hands on your hips and look exasperated at them. Then, in contrast, sidle up to someone with your head dropping, face averted and a wistful smile.
- If you find this difficult, try sitting down and wagging your finger at a learner (choose a confident one) and fixing them with a firm stare, then lean towards someone else and giving them a warm smile.
- Experiment with what you can carry off convincingly – you may need to practise!
- Adapt what you do with / in your group – make it fun!
- Record on a flipchart / board the headings: posture / movement, facial expression, eye contact.
- Re-enact one example and ask learners to state what you did and what it said about how you were feeling.
- Repeat for your other example(s).
- Record details of posture and what it shows, e.g. standing erect and marching shows confidence or aggression; head dropping or tilted with neck exposed shows submission or a lack of confidence.
- Record what learners say about facial expression and eye contact in the same way.
- Ask learners what part of someone's face tells them the most about how they are feeling.
- You want them to think about the eyes and the mouth, (though some may mention eye brows, citing Roger Moore).

Task

- Ask learners to look at the pictures on page 10 and say who would irritate them most and why.
- Encourage them to give detailed responses.
- Organise learners into pairs and ask them to talk to other people about what body language they find off-putting in the listener when they are speaking, focusing on facial expression, eye contact and body position. Suggest they note down the worst examples.

- Explain to learners that you can use your body language and eye contact to help you in discussions.
- Demonstrate by leaning forwards and looking intently at a learner whilst saying, 'You could lean forwards and look intently at the speaker, trying to catch their eye'.

Body language

- Learners sit in a circle facing outwards. Give a question for the group to discuss it without the use of body language etc. Note how this feels compared with earlier discussions.
- Ask learners to discuss in their pairs:
- How they each use body language and eye contact to signal when they want to speak.
- How their body language changes when they are being persuasive.
- Suggest they should also think about how they are responding during this pair exercise.
- Ask learners to observe discussions in class, at home or on TV, making notes of anything interesting or unusual, e.g. someone speaking in one way but whose body language suggests they are really thinking something else.

Extension

- Ask more-able learners to record at least six observations during the week. Suggest they use headings such as setting, speaker, body posture, facial expression, eye contact. They could summarise their observations in a table.

Help

- Observe the paired discussions carefully and offer support where needed. Some learners will find it easier to say what they don't like in others than to think of their own behaviour. Teach them to watch without staring. Explain that they are just looking but whoever they are watching will think they are staring.
- You may need to model examples of behaviour. Be careful not to copy mannerisms of anyone in the group.
- Refer learners to your own behaviour or to people in the public eye. For example, many will remember the young Princess Diana looking up from under her upswept fringe with her head dropped a little.

- You could also refer to celebrities whose behaviour is exaggerated, particularly politicians or presenters known for being persuasive.
- Reassure learners that people-watching is fascinating and that their skills in observation will improve once they are aware of what they are looking for.
- Suggest that they warn their families / friends that they are studying body language, in case they feel uncomfortable about being watched so intently!



Activity D

Speaking and listening

Pre-task

- Ask learners about situations in which someone has dominated the discussion.
- What can the other people do in this situation?
- Explain that sometimes interrupting is necessary.
- Ask if interrupting can be polite.
- Explain the term 'starter phrase' used in the activity and what it means in this context.

Task

- Reiterate that if someone is dominating a discussion, it may be necessary to interrupt in order to sustain the discussion. Suggest that there are polite phrases or questions that can be used.
- Provide learners with a copy of the script for audio clip 4 and a highlighter pen.
- Explain that you are going to play the audio clip 4 again and that they are going to listen for interruption phrases.
- Play the audio clip, suggesting that learners just listen at this stage. Then ask them to highlight interruption phrases on their scripts.
- Once they have highlighted the phrases, ask them to work in the same pairs as for the previous activity (unless a change of pairings is needed). Ask them to write down two interruption phrases:
 - for when they disagree with the speaker;
 - for when they want to support the speaker's views.
- Ask learners to share other phrases they use to start a point and to make a note of them.
- Finally, ask pairs to discuss which of the shared phrases are helpful and how they know.

Extension

- Learners will be able to contribute at their own level to these tasks.
- Encourage those with more ideas to share them during the final part of the exercise.

Help

- Offer individual pairs who are struggling with the activity the opportunity to replay audio clip 4, using sets of headphones.
- Give them the first interruption phrase and talk them through finding the next one or two, as necessary.
- Allow them more time to complete the tasks.

Activity E

Pre-task

- Ask the group to summarise what they have learned in previous activities in this section.
- Make two lists of points about discussions on the chart / board:
 - things not to do
 - things to do.

Task

- Ask learners to work in pairs (the same ones unless there are reasons to change pairings) to make a list of the most useful ground rules.
- Suggest they use scrap paper to start with.
- Once they have devised a personal list, ask each pair to share their ideas with another pair. The group should discuss what is similar and what differs in the two lists. They may want to reword their own lists, or make additions or deletions.
- Once everyone has had time to share his or her views, gather together all the lists.
- Collate a list of all the ground rules suggested on the board / flipchart.
- If there is any overlap between points, check with learners as to whether some can be merged. Cross out points, make changes and additions in front of learners, as this is good modelling of the redrafting process.
- Write up the ground rules neatly for the next session and enlarge them for display.
- If possible, display the ground rules on a fancy scroll (templates are available on most computers). If this is not feasible, make sure the

heading is clear and the writing large and easily read, whether handwritten or typed.

Extension

- Learners will be able to complete this activity working at their own level.
- If any pair has IT skills, allow them to use the computer to make their own list of ground rules, which they could print out to share with another pair.
- Once the class ground rules have been agreed, you could ask for a volunteer to type them out. However, only do this if there are learners capable of completing the IT task competently and quickly.

Writing

Help

- Circulate, offering helpful suggestions as pairs create their lists.
- Suggest they look for ideas from the points displayed on the wall on what to do and what not to do. As you go round, check that pairs are thinking about body language as well as what is said and how it's said.
- Some learners may need help summarising what they want to say.
- Suggest they start with 'do' or 'don't'.
- Encourage the small groups to share openly.

Activity F Speaking and listening

Pre-task

- Ask learners if they feel and behave differently in group discussions, depending on how large the group is.
- Ask for a show of hands on how many people in a group is their optimum number for taking an active part, starting with 2, 3, etc., then asking them about 8, 12, 20, 50 etc..
- Explain that many teachers find very large groups intimidating but that fear can be overcome.
- Make the point that too small a group can also create problems, inhibiting the sharing of ideas.
- Ask how their behaviour changes from working in a trio to working in the whole group. Obviously, if the class is very small, there will be little difference.

Task

- Ask learners to each choose a flyer that they think is attractive and persuasive to the reader.
- Explain that they are going to discuss their choices in a small-group situation and then with the whole class. They are each to try to persuade the others that their flyer is the best.
- Establish the rule that they must negotiate to a conclusion in the trios and that they cannot simply vote.
- Suggest they try to reach a conclusion in the class discussion.
- Make it clear that this is not a competition to force others to stop arguing.
- Explain that learners are practising the discussion skills they have learned; warn them that they are going to evaluate their own performance afterwards.
- Remind them about their agreed discussion ground rules.
- Give each learner time to read their flyer carefully and to make notes on the features to recommend it.
- When they are all ready, organise the class into threes, preferably with new groupings. The seating arrangements are important. Don't allow a group to sit in a row. Move the chairs yourself if necessary, so all trios are in a rough triangle, sat on chairs and not behind desks.
- Allow the trios time to discuss and for most to reach a conclusion. If any group is lengthily deadlocked when others have finished, then stop them.
- Explain that failing to reach a conclusion is not a problem and that they can put what happened and why in their evaluations.
- Rearrange the furniture so everyone can take part in the whole-class discussion. It is vital to plan the shape of the seating beforehand, so everyone can see and hear everyone else. A circle is the best option, with learners sat on chairs but not behind tables.
- Place yourself well away from anyone's line of vision but within earshot.
- Do not interfere with the whole-group discussion once it has started, unless it gets out of hand and a learner is upset. (If this should happen, rescue the learner and suggest the rest carry on. Then debrief the learner privately as to why they are upset – it may be nothing to do with the discussion or they may be finding the

exercise stressful. Be supportive and reassuring. Play down what happened with the rest of the group afterwards, so that the learner isn't any more embarrassed.)

- Students should come to an agreement using their discussion skills.

Extension

- This is an activity that learners can each do at their own level.

Help

- Check that all learners have chosen a suitable flyer to recommend. Circulate, offering help when learners are making notes on features of the flyer.
- Once the trios or whole-group discussions are underway, you should be as unobtrusive as possible, as your presence will alter the group dynamics. Be a fly on the wall – seeing all but not speaking!

Activity G

Writing

Pre-task

- Write the evaluation headings on the wall chart / board with space in-between.
- Ask learners if there are other headings they can suggest that should be added.
- Encourage different phrasings of the headings and write them up as alternatives.
- Ask learners to individually write down their chosen headings.

Task

- Ask learners to suggest ways they can design an evaluation sheet to use over the next few weeks.
- Sketch out some of the ideas on the board / chart.
- Allow learners to use the computer if they wish, reassuring those who don't have IT skills that they can use a ruler to mark out a table.
- Once learners have designed an evaluation sheet to their own satisfaction, copy each sheet.
- Ask learners to use one copy to evaluate their contribution in the trio and whole-class discussion that day.
- As they finish, ask them to each list two or three things they could do to improve their skills.

Suggest they practise these areas in the next few weeks.

- Finally, offer learners the chance to change their evaluation sheet if it didn't work well, e.g. it may not have had enough space to write. Remind learners they could turn the page horizontally.
- Once they are satisfied with their design, copy a few sheets for each learner for future use.

Extension

- More-able learners should be asked to evaluate at some length, being very specific about how they could improve.

Help

- Reassure those without IT skills that it is the quality of their evaluation comments that is important not the sophistication of the design.
- If a learner cannot use a computer and has really untidy handwriting, it may be necessary to produce a format for them. This can be done using a table on the computer, but ensure that the headings are the learner's own wordings.
- Learners who find organisation difficult may need taking through this activity step by step.
- Less-able learners could work in pairs with ones who are more able whilst designing their evaluation sheets. Keep an eye on the process, checking that the finished headings are the less-able learner's own.
- Learners with visual problems may have to use larger sheets of paper or have their evaluation sheets enlarged for completion.

Pages 13 and 14 Spelling

Materials

- Examples of junk mail from a wide range of sources
- Copies of page 13–14 and enlarged versions if required
- A class set of dictionaries
- Access to computers
- Highlighter pens
- Large sheets of flipchart paper or a white board

Rationale

- To identify words that follow the spelling rules for doubling consonants
- To improve accuracy of spelling

Activity A

Reading for double consonants

- Make photocopies of page 13 and 14 for any learners wanting them. Enlarge to A3 for anyone with visual difficulties and offer enlarged versions to anyone with spelling difficulties.

Pre-task

- You may want to give learners the diagnostic assessment task for this level to assess who has issues around words needing double letters.
- If not appropriate, ask learners if they have difficulty knowing when to double letters.
- Check everyone understands what the terms 'vowel' and 'consonant' refer to. Put up a brief reminder on the board, e.g. vowels – a e i o u + y (sometimes).

Task

- Distribute highlighter pens and copies of page 13.
- Ask learners to highlight all words containing double consonants. Suggest they count up the number of words in each text separately and then add up the two totals.
- Check they have the correct answer, which is 16 (i.e. 7 + 9). Show where the words are if necessary.
- Be matter of fact when introducing this section, recognising that many learners find spelling difficult.

Extension

- Learners who are confident and good at spelling could be asked to formulate their own rules for when to double consonants, before moving on to Activity B and C. Note, however, that this is a difficult task and should not be given to anyone lacking confidence.

Help

- If learners are struggling, talk through the first few examples with them.

- Make a mental note if a learner cannot always see whether words contain double letters.
- Consider whether you need to use any of the dyslexia assessment tasks, particularly if the learner is erratic.

Activity B ***Doubling in two syllable words***

- When you add the suffix ‘-ing’ to a verb, you double a single, final consonant that follows a short vowel.
- Care needs to be taken with this activity, as there are many common words that don’t follow this pattern, e.g. lemon, denim, salad, tonic, robin.
- It is not helpful to discuss this in any depth when first introducing to the rule. However, you should warn learners that rules don’t always work.

Pre-task

- Ask learners if they can remember what a syllable is and how to count syllables.
 - Suggest that they listen to the rhythm of a word and clap the syllables. Write the following words on the board / flipchart: leaflet, junk, envelope, mail, bargain, advertising, marketing and ask for volunteers to count out how many syllables each word has.
 - If anyone has problems, offer individual support.
 - Write these pairs of words on the chart / board. Ask learners which of each pair has the short vowel and which the long vowel:
- | | | |
|-------------|-------------|-------------|
| sale – Sal | read – red | use – us |
| tub – tube | hug – huge | sam – same |
| mat – mate | kept – keep | set – seat |
| men – mean | pet – Pete | win – wine |
| din – dine | bin – been | fit – fight |
| con – cone | hop – hope | rob – robe |
| from – foam | got – goat | |

Task

- Write on the flipchart / board: happy, support, summer, Hoddle, cotton, patterns, common.
- Ask learners what is similar about all these words. Then ask them to scan the junk mail leaflets in class or use a dictionary, to find at least four more words that follow this same spelling rule.
- They should then share their words with another person.

Extension

- Ask more-able learners to list the questions they need to ask themselves to check whether a word follows the doubling rule.

Help

- Some learners will find it very difficult to follow spelling patterns. Write up these questions to help them follow the rule step by step:
 - 1 How many syllables has the word? Is it two?
 - 2 Is there a short vowel in the first syllable?
 - 3 Is the short vowel followed by one consonant?
- If the answers to all the questions are ‘yes’, double that consonant.
- If learners are still struggling, remind them that there are many spelling strategies and suggest they might find a different strategy more helpful.

Activity C ***Doubling words with suffixes***

Pre-task

- Write on the chart / board the headings: prefix root word suffix and an example underneath:
re read ing
- Remind learners that a suffix comes at the end of a word to change or add to its meaning.
- Ask for suggestions of words with common suffixes used in junk mail, e.g. marketing, winner.
- Talk learners through word families made from the same root word such as: shop, shops, shopped, shopper, shopping.
- Put examples on the board / wall chart. Ask learners how the meaning of the words change.
- Ask them if they had noticed a change in the spelling.

Task

- Ask learners to look at the words they highlighted in Activity A and underline those that have a suffix beginning with a vowel.
- They should then choose some examples and write down associated words, as demonstrated with shop etc.

Extension

- Encourage more-able learners to look up root words up in a dictionary and to write down associated words that are new to them, plus a brief definition.

Help

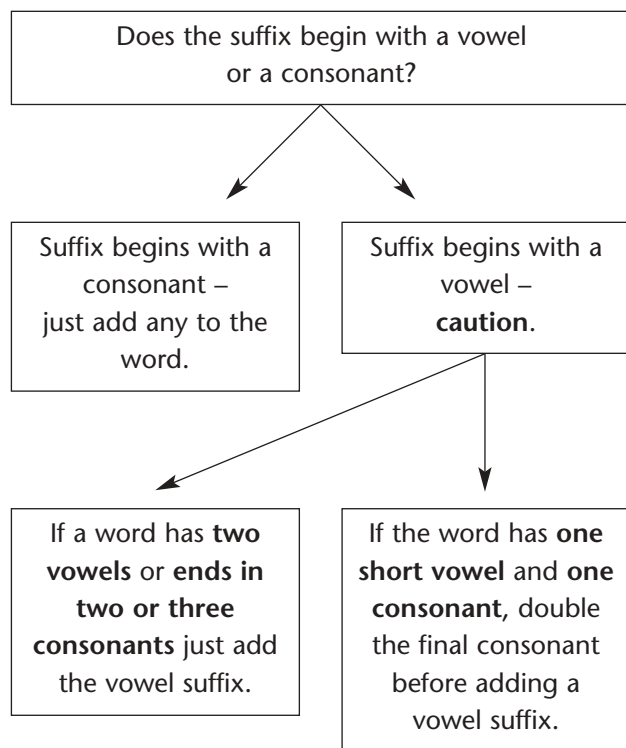
- Circulate and support less-confident learners, encouraging them when they find suffixes beginning with a vowel.
- Suggest suitable words that have many associated words e.g. cut, pin.

Activity D *Just add the suffix*

Task

- Write on the flipchart / board the three conditions when you **don't** double the consonant, you just add the suffix:
 - if the suffix begins with a consonant.
 - if the root word has a long vowel – two vowels
 - if the root word has two or three consonants at the end.
- Warning – tell students if root word ends in 'e' or 'y' then they should ask for help.

For one-syllable words:



Recap

- If you are adding a VOWEL suffix to a one-syllable word ending in a SINGLE VOWEL and a SINGLE CONSONANT, **double** the final consonant of the word before adding the vowel suffix. If you are not doing this – don't double!
- Add at least one example for each sub-section of this rule, e.g. sailing, matched, restful. Emphasise that if **any** of these conditions apply, you don't double the consonant.
- Ask learners to complete the table individually. They may find this so easy that they look for complications. Explain that they are going through a process step by step to internalise the rule.

Extension

- Ask more-able learners to list words containing suffixes that follow this part of the rule, checking spellings in the dictionary or by using a spellchecker. (Make sure spellcheckers are set to British English not US spelling.)

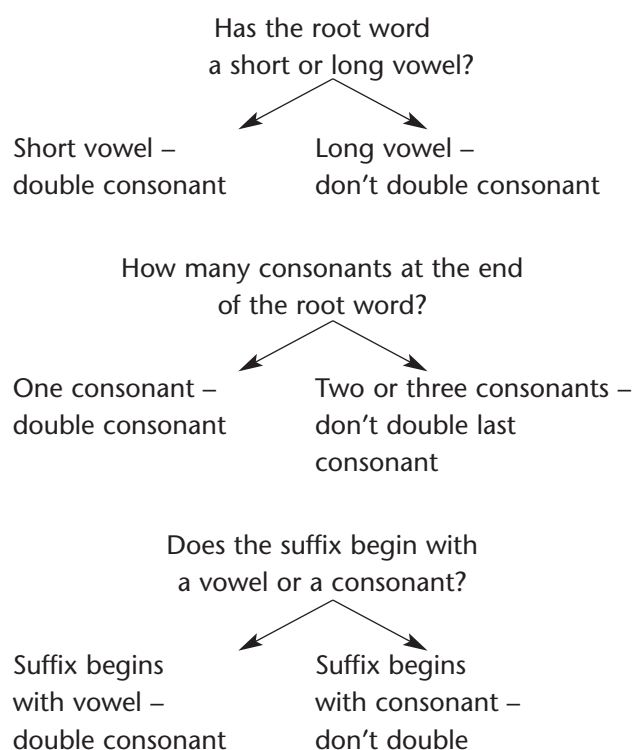
Help

- Encourage learners to verbalise the three conditions as questions they ask themselves:
 - Has the root word a long vowel?
 - Has the root word two or three (or more than one) consonants at the end?
 - Does the suffix begin with a consonant?
- Circulate, asking the questions yourself of anyone struggling. This will encourage the use of more senses, the auditory as well as the visual.

Activity E *Root words and suffixes*

Task

- Explain to the whole group that they are now going to see if they can apply both sections of the doubling rule when adding suffixes.
- Draw the following diagram on the flipchart / board and talk learners through it:



- Encourage learners to refer back to the two previous activities to reinforce their learning. Reiterate the rule and refer them to the top of page 14.
- Ask them to individually apply the rules whilst completing the table. If feasible, encourage learners to say aloud 'double' or 'just add'. However, some groups will not respond to this, e.g. if learners are young, they may find this too embarrassing.

Extension

- More-able learners could list words of their own containing suffixes, checking spellings in a dictionary or with a spellchecker.

Help

- Circulate, offering help where needed.
- Again, verbalise the questions learners should ask themselves.
- Explain that patterning their responses encourages internalisation of the rule.

Pages 15 Integrated Skills

Materials

- Examples of junk mail from a wide range of sources
- Access to computers linked to the Internet
- Paper of varying size and colour
- Highlighter pens and felt-tips

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

Activity A *Speaking and listening*

- Organise learners into pairs.
- Explain that they will try to persuade the other person to buy a product they are advertising by word of mouth.
- Learners should decide individually which product they are going to sell.
- Encourage learners to be imaginative about their product – it can be real or one they have invented.
- Suggest they write down a few facts and figures about the product first, which again could be invented or real, and some persuasive words or phrases to use.
- Remind speakers to be as persuasive as they can.
- Remind learners that they should listen and be polite when the other person is speaking, although they can interrupt if they are able to.
- After three or four minutes, ask the pairs to swap roles.

Activity B *Reading and writing*

- Direct learners to choose a leaflet of interest to them that they have not studied in any depth before. Ask them to examine it thoroughly, noting its
 - purpose and type
 - content – text, images, diagrams etc.
 - style of writing and persuasive language
 - layout features.

- Direct learners to design their own leaflet on a similar topic of interest to them, using the computer if possible.
- Provide paper in different sizes and colours, and felt-tip pens for those unable to use the computer.

Activity C *Reading, speaking and listening*

- Explain to learners that are going to join in a discussion on the topic: 'Is it right for companies to be able to hold detailed information about your personal life?'.
- Ask learners to share what they already know about how companies get their personal information in order to telephone, write and e-mail them.
- Basic information about the law governing data can be obtained from www.dataprotection.gov.uk/education.htm and clicking on 'Principles of Data'. This lists the restrictions placed on all companies holding personal details.
- A more user-friendly option is to e-mail data@dataprotection.gov.uk to obtain the free CD-ROM *The Plumstones*, which the Government has produced for use in primary and secondary schools. This highly amusing but informative CD features a multicultural family and is suitable for adults. Obviously you will need to preview the CD and check your computers can run it before the session. A free video – *Barry's Bad Data Day*, which focuses on adult issues, can be obtained from the same source.
- The Canadian website www.media-awareness.ca/eng/issues/priv/resource/teachunit.htm is directed at children but raises useful questions about the use of the Internet. Ask learners to click on 'Online Marketing to Kids' and then 'Kids for Sale: Television v. the Internet' and then 'Online Marketing Worksheet'. Learners could also explore 'Protecting Your Privacy' and then click on 'Protecting Your Privacy on Commercial Websites'. Warn learners that some spellings are different in Canada and that there are legal differences. However, the Internet is worldwide and so the issues raised on this site about the Internet also apply to us in Britain. You may need to photocopy information or worksheets from this site for anyone who has difficulty using the Internet.

- Give learners plenty of time to prepare for the discussion. Encourage them to read and think about the topic but to avoid write things down at length. Once they all have basic information, organise the room suitably for a whole-class discussion. A circle of chairs is often the best format. Don't allow learners to bring notes with them to the discussion as this will stifle the conversation. Just before they start, remind learners to follow the discussion ground rules, which should be prominently displayed.

Activity D

Writing

- Ask learners to write a brief evaluation of their personal contribution during the whole-class discussion using these headings:
 - **What went well?** Learners should think about what they said, how they said it, how well they listened.
 - **What went less well?** Learners should think about what went wrong, what they wished they'd done differently.
 - **What do they still need to work on?** Learners should list the specific skills they need to improve upon. They may find it helpful to very briefly skim read the activities in the junk mail unit again to remind themselves about the skill areas they have covered.

Page 16 **Check it**

Materials

- A sound system and headphones
- Audio clip 5
- A3 version of page 16

Rationale

- To check and consolidate key understanding

Activity A

Identification of linguistic techniques

- Explain that you are going to play the audio clip of a salesman trying to sell double-glazing.
- Ask learners to list the types of persuasive

devices and examples of persuasive language he uses.

- Replay the audio clip twice more.
 - If some learners need to listen to the audio clip again, give out the headphones and let these learners play and rewind for themselves.
- (Emphasise that this is a listening exercise so the script of the clip should not be used.)

Activity B ***Evaluation of linguistic features***

- Direct learners to read the scratch card carefully and decide if it is worth ringing up to register a claim.
- They should then state whether or not they would ring, giving their reasons.
- Do not be tempted to help learners with these activities – they assess whether learners have remembered key strategies when dealing with junk mail and also whether they are able to apply the skills they have learned in different contexts.

Activity C

Learners produce a flyer for financial services using the skills and techniques covered in the unit.