

# 2

## Away from it all!

### Coverage of Literacy Curriculum

#### *Practise listening and speaking*

- Listening for and identifying relevant information from explanations and presentations on a range of straightforward topics SLlr/L1.1
- Listening for and understanding explanations, instructions and narratives in range of contexts SLlr/L1.2
- Speaking clearly in a way which suits the situation Slc/L1.1

#### *Practise reading and writing*

- Tracing and understanding the main events of continuous descriptive, explanatory and persuasive texts Rt/L1.1
- Recognising how language and other textual features are used to achieve different purposes Rt/L1.2
- Inferring 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, try out plausible meanings, and to read and check for sense Rs/L1.1
- Using punctuation to help their understanding Rs/L1.2
- Using reference material to find the meaning of unfamiliar words Rw/L1.1
- Recognising and understanding the vocabulary associated with different types of text, using appropriate strategies to work out their meaning Rw/L1.2
- Recognising and understanding an increasing range of vocabulary Rw/L1.3
- Planning and drafting writing Wt/L1.1
- Judging how much to write and the level of detail to include Wt/L1.2
- Presenting information in a logical sequence using paragraphs where appropriate Wt/L1.3
- Using appropriate language for purpose and audience Wt/L1.4
- Proof-reading and revising writing for accuracy and meaning Wt/L1.6
- Writing in complete sentences Ws/L1.1
- Using correct grammar Ws/L1.2
- Punctuating sentences correctly Ws/L1.3
- Spelling correctly Ww/L1.1

#### *Key functions*

- Listening to descriptive and persuasive texts delivered in different situations and contexts
- Preparing and delivering an oral descriptive piece informally and formally
- Reading descriptive texts to access main points and detail
- Writing a continuous descriptive text, using paragraphs

## Key grammar

- Using tenses and subject / verb agreement consistently
- Identifying full sentences and using appropriate punctuation

## Resources to support this unit

- Stereo system and headphones
- Video recording equipment
- Class set of dictionaries
- Access to a computer.

## Materials preparation

- Audio clips 1, 2, 3 and 4
- Flipchart
- Map of Jamaica
- Exercise on adjectives (help)
- Additional text and recordings (audio or video) (extension)
- Highlighter pens
- Simple paragraphs with paragraph headings on laminated cards (help)
- Two enlarged texts (help)
- Two travel brochure extracts (extension)
- Pre-prepared planning and drafting revision exercises (help)
- Unpunctuated descriptive texts (help and extension)
- Texts for proof-reading (help and extension)
- Details of local libraries, bookshops, travel agents and other sources of descriptive texts

**Reading strategy:** The texts in this unit contain authentic material written for adults. They contain words and structures that may prove challenging for learners at Level 1. It is essential that a variety of reading strategies are employed to decode and decipher adult language in context. Examples of reading strategies introduced at Levels 2 and 3 are revisited on page 10.

**Descriptive texts:** Learners at Level 1 should learn to identify from descriptive texts:

- facts
- objective description
- subjective description
- description designed to enhance and exaggerate
- description designed to sell
- description that communicates more vividly sights, sounds, smells and feelings.

Literary devices such as similes, metaphors, personifications, onomatopoeia etc. will be studied in more detail at Level 2. Refer also to work on adjectives at Entry 2.

**Spelling strategy:** In this unit, learners will concentrate on the spelling of **irregular verbs** and practice in **spelling strategies**. See page 14 of the learner materials.

## Page 1

### Unit aims

#### To begin

- Clarify the content, purpose, objectives and outcome of the unit: to read and write descriptive text. R
- Show how the core curriculum skills for each page are itemised on each page of the learner's material.
- Demonstrate how the core curriculum skills represent progression from Entry 3 and reflect the ILP.

#### Specific to this unit

- Introduce learners to the concept of descriptive writing.
- Elicit examples of different kinds of description encountered by learners.
- Discuss the possible purposes of descriptive writing and oral presentation.
- Focus on and examine descriptions of places such as holiday resorts, geographical areas, homes and personal retreats.
- Discuss the impact of description on imaginative writing and reading for pleasure.

Ensure that this opening discussion is kept short and to the point. The purpose is to focus on the unit topic and to engage learners in the process of descriptive writing before moving on to the first skills page.

## Pages 2 and 3

### Jamaica

#### Materials

- Audio clip 1
- Flipchart
- Map of Jamaica
- Exercise on adjectives (help)
- Additional texts and recordings (audio or video) (extension)

#### Rationale

- To listen effectively to description

## Activity A *Listening and speaking*

#### Pre-task

- To start the session and identify existing knowledge and review adjectives play the 'add the adjective' revision game:
  - First person – *I went to town and bought a football.*
  - Second person – *I went to town and bought a big football.*
  - Third person – *I went to town and bought a big, red football etc.*

Encourage learners to think of unusual and amusing adjectives.

- Discuss with learners some of the places that they know best. Talk about how easy / difficult it is to describe a well-known or loved places (easy because there are so many details to include; difficult because there may be so much to say that the piece lacks clarity).
- Explain to learners that they will be reading and listening to one person's account of home and that they will be asked to comment on its effectiveness.

#### Task

- Ask learners to read the short extract on the page and to look at the pictures.
- Discuss with them what they think the story will be about.
- Pool some ideas about possible content and record key points on the board.
- Draw out ideas from any Jamaican learners in the class. Allow them to recall their own memories of Jamaica and record key words or phrases.
- Play audio clip 1 and direct learners to the full text at the back of the learner's material. Encourage them to volunteer ideas about the purpose of the piece.
- Focus on the personal nature of the description and its subjective style.
- Ensure learners recognise that personal reminiscences are often broadcast on the radio and that these can be both educational and enjoyable.
- Pick out some of the evocative words in the passage with the group. Display them on a wall chart.
- Compare them with the words already recorded from the discussion.

- Focus on the overlap and on the kind of new words introduced.
- Discuss the overall effect of the words and how much they compel learners to read the whole story.
- Talk about how memorable the words are and how much more learners discover by reading the whole text instead of just the first extract.
- Pick out some examples of the added value of the whole story.

## Activity B

## Writing

### Pre-task

- Tell learners that they will hear the audio clip again and will be asked to remember certain points.

### Task

- Divide the class into pairs.
- Replay audio clip 1.
- Ask learners to recall what they can of what they have heard.
- Stress that some people will remember a lot, while others will remember very little. Make sure learners understand that this is not a test. If they cannot complete the answers to the questions after one listening, they will have another chance to listen.
- When they have finished discussing the questions, ask them to complete as many answers as they can, using full sentences.
- Explain that full sentences are necessary as they eliminate ambiguity.

### Help

- Practise examples of answering in full sentences.
- Start with short phrases to give learners confidence, then build up to full sentences.
- Stress that answers may vary but that the purpose of the exercise is for learners to write down what they have heard and understood.

## Activity C

## Listening

### Pre-task

- Recap on the purpose and use of adjectives. Remind learners of the work done at Entry 2 and 3. Remind learners that adjectives are descriptive words.

### Task

- Replay the audio clip but ask learners to concentrate on reading the written text at the same time.
- Ask learners to circle the adjectives as they listen and read. Discuss their findings.
- Ask learners to group the descriptive words and phrases under two headings:
  - those that give information about Jamaica
  - those that reveal the speaker's attitude to Jamaica.
- Compare the adjectives with those already recorded on the board or flipchart.
- Encourage learners to add more words and phrases that help them to picture Jamaica by drawing on their own experience of Jamaica or from similar places they have visited or seen on the television.

### Help

- Encourage learners to play the 'add the adjective' game again.
- Hand out a pre-prepared exercise for learners to identify the adjectives.

### Extension

- Give out another person's pre-prepared description of home.
- Either read it or play an accompanying tape (audio or video).
- Ask learners to apply the tasks they have just performed to the new text.

## Pages 4 and 5 A place for tourists

### Materials

- Audio clip 2
- Highlighters
- Dictionaries
- Flipchart
- Map of Jamaica
- Simple paragraphs with paragraph headings on laminated cards (help)
- Descriptive texts divided in to paragraphs (extension)

## Rationale

- To read and extract the main points from a description
- To recognise the structure and progression of a descriptive text

## Activity A *Listening and reading*

### Pre-task

- Tell learners that they will now listen to another audio clip about Jamaica and follow the text.
- Stress the importance of reading as well as listening for this activity.
- Recap as necessary on reading and decoding strategies.
- For this and other activities in the unit, use **reading strategies** such as:
  - skimming for the main points
  - breaking up into paragraphs
  - whole word recognition
  - phonic knowledge
  - breaking down into syllables
  - working out from context and from grammatical function
  - relating to other similar known words
  - using dictionaries.
- Discuss with learners the differences between reading and listening. Expect to elicit such ideas as:

Reading	Listening
You can go back and read written text again.	You cannot stop and go back unless you are listening to an audio clip; even then, stopping and rewinding is cumbersome.
You can work at your own pace.	You have to go at the speaker's pace.
You have to imagine the speaker's tone of voice, expression etc.	You can hear the speaker's tone, volume, expression etc. You may be able to see facial expressions, gestures etc.
It is hard to decode some words.	Speech can be easier to follow because listening is a more common habit than reading.

Reading	Listening
You have to understand the writer's purpose from the words alone.	You can use tone, volume, expression and gestures to help you grasp the speaker's intentions.

### Task

- Play audio clip 2 and direct learners to the script. Ask them to listen to the audio clip but also to follow the text, re-reading after the audio clip has finished if they wish.
- Ask learners to highlight the words they find difficult.
- Encourage them to try decoding strategies. Ask them to look up meanings in the dictionary and to record words they want to remember.
- Discuss the text and record comments on the board.
- Encourage any learners from Jamaica to tell the class about their experience of coastal or inland Jamaica. Ask them to point out the place where they lived on the map.
- Find the places on the map referred to in the text.
- Establish whether any learners know or can describe the exotic fruits named.
- Check whether anyone has been on holiday to Jamaica. Encourage them to talk about it.
- Words that are typical of the English language occur in other parts of the world. Discuss these words with learners and explain that they may not find meanings in the dictionary.

### Help

- Revise dictionary use with less-confident learners.
- Refer them to dictionary practice at Entry 3.

## Activity B *Reading and writing*

### Pre-task

- Recap on paragraph structure and topic sentences. Refer learners to the grammar box, which states that a paragraph is usually two or more sentences. Remind learners that paragraphs can be single sentences -newspapers use them- but for the purpose of this unit a paragraph will be considered to be two or more sentences.

- Refer back to paragraph work in Entry 3.
- Look at some examples of paragraphs.

### Task

- Talk about each paragraph with the group and ask learners to pick out key words and phrases that indicate content.
- Ask learners to write the main theme of the paragraph against the number of the paragraph, numbered 1–5.
- Examine the structure of the paragraph, as detailed in the learner’s material.
- Draw attention to the first line of the paragraph, which should introduce and give a general statement about the paragraph.
- Show learners how the other sentences lead on to give more information related to the first sentence and the theme for the paragraph.
- Help learners to choose a place they would like to describe.
- Ask them to write a paragraph using the structure they have been shown.

### Help

- Provide examples of simple paragraphs with very clear topics.
- Give out simple paragraph headings on laminated cards.
- Ask learners to work in pairs to match the headings to the paragraphs.
- Discuss with them the key words and phrases that help them, including the topic sentence.

### Extension

- Provide examples of other descriptive texts divided into paragraphs. Ask learners to discuss each paragraph and to provide a title for each.

## Activity C *Reading and writing*

### Task

- Read the paragraphs again to see how the content of the piece builds up through each paragraph. Remind learners that the meaning of the text is something a reader takes from the text, or projects onto the text, it is not something the text itself can provide, so they are looking at content.

- Suggest that learners discuss the questions together, then discuss the answers with the whole group and display comments on the board. Learners should then feel confident to complete the table.

### Help

- Work with learners on the first and the last paragraphs. When they have gained more confidence they can progress to the middle section of the text.

### Extension

- Learners can read the text ‘Home’ and repeat the exercise working on their own without group discussion.

## Page 6

## Does it really look like this?

### Materials

- Two enlarged texts (help)
- Two travel brochure extracts (extension)

### Rationale

- To differentiate between subjective and objective description

## Activity A *Reading*

### Task

- Direct learners back to the texts ‘Home’ and ‘Jamaica’.
- Ask learners to look at the given examples of subjective and objective descriptions.
- Explore with learners the use of descriptive words. Some of the most subjective writing uses very little description and yet some of the most objective writing can use a lot of description. Subjective writing is often based on the writer’s own opinion of the subject; objective writing is usually based on more factual detail.
- Discuss the difference between the two with the group.
- Encourage learners to pick out examples of subjective and objective language.

- Ask them to read the next paragraphs and to complete the task.
- Record their findings under the two headings on the board.

## Activity B

## Writing

### Task

- Ensure learners understand how to write a subjective and an objective sentence.
- Elicit ideas about what can be cut from the sentence to turn it into an objective statement, e.g. the details of colour. Stress that objectivity means stating the bare facts and not including one person's particular perceptions.
- Help learners to choose a place, person or situation they would like to describe.
- Encourage them to write a descriptive sentence that is subjective, expressing their personal responses.
- Ask learners to write a sentence as objective fact.

### Help

- Provide two enlarged copies of a simple text for each learner: one a descriptive, subjective piece and the other a factual piece.
- Ask learners to work in pairs and to each read one text to the other.
- The listener notes down all the details given about the subject and then the two compare notes to see who has the most details.
- Ask learners to examine the details and to decide which tell them the writer's opinion rather than a fact.
- Ask them to tell you which passage is factual and which is more a point of view.

### Extension

- Direct learners to two different extracts from travel brochures.
- Ask learners to imagine that they want to book a holiday.
- Ask them to read the entries and to discuss which sounds more appealing and why.
- Ask them to note down the main objective information they are given for each holiday and then to discuss which holiday they would prefer in the light of the facts.

- Talk to them about the effect of the descriptive language in the texts.

## Page 7

## You really must come and visit!

### Rationale

- To identify and use descriptive and persuasive features in writing

## Activity A

## Speaking

### Task

- Encourage learners to discuss the two texts 'Home' and 'Jamaica'.
- Ask learners to identify and consider the effects of the descriptive and persuasive features of language.

## Activity B

## Writing

### Pre-task

- Explain to learners the term 'figure of speech' to enable them to complete the activity. Go through general examples that learners think of before working through the text.

### Task

- Ask learners to read the chosen paragraph from 'Home'.
- Focus on the language features identified in the learner's material. Discuss with learners that the writer's aim is to describe an experience, a sensation or an idea. Get them to draw out examples of these features.
- Direct learners to the task.
- Ask learners to read the paragraph about Jamaica as a holiday destination. Analyse the language features identified with the group. Direct learners to write a paragraph as if they are in a holiday resort and want a friend to join them. Encourage them to use the descriptive features discussed.
- Repeat the exercise but this time looking at the persuasive features of text.

- Divide learners into pairs. Ask the pairs to swap, read and discuss the paragraphs. Encourage them to identify and examine the effect of persuasive and descriptive features in each other's paragraphs.

## Pages 8 and 9 Describing places

### Materials

- Pre-prepared planning and drafting revision exercises (help)

### Rationale

- To plan and draft a descriptive text
- To write a descriptive text
- To proof read

### Activity A

### Writing

#### Pre-task

- Recap on what has been studied so far in the unit.
- Prepare learners to write their own descriptive piece about a place they know well.
- Allocate a set period of time – five minutes at the most.
- Ask learners to jot down as many things as they can think of about the place they want to describe – main points and key words.
- Make this activity fast and purposeful. Stress that you will not be checking these words for spelling.
- Tell learners that they are free to write what they want.

#### Task

- Ask learners to begin formal planning of their ideas for a descriptive piece of writing.
- Revise spidergrams etc.
- Refer to Entry 3 planning work.

### Activity B

### Writing

- Ask learners to plan their paragraphs. About five paragraphs is ideal, but use your judgement about individual learner's capabilities. The aim is to write without putting the learner off with the length.

- Refer to paragraph planning work from Entry 3.
- Ask learners to draft the text and to read through, checking against the models provided in the unit.
- When they are satisfied, ask them to produce a neat copy. Direct them to the next page of the learner material before proof-reading and amending.
- Divide the group into pairs.
- Ask learners to talk about what other features of language they might look for when proof-reading.
- Ask learners to think about what makes the piece read well and what makes it interesting. Direct them to the work already done in the unit.
- Encourage learners to draw up a list of features to look for, such as description of sights, sounds, smells and feelings, similes, metaphors etc.
- Ask learners to re-read their own and their partner's work and then to correct or amend as necessary.

### Help

- Revise planning and drafting methods from Entry 3.

## Page 10 Editing your text

### Materials

- Wall chart
- Additional texts for punctuation (help and extension)

### Rationale

- To proof-read and edit text
- To understand and apply correct end-of-sentence punctuation
- To use verb tenses and subject / verb agreement consistently

## Activity A

### Reading Checking punctuation

#### Pre-task

- Discuss the kinds of improvements learners might be able to make to their written descriptions.
- Elicit ideas about grammar, punctuation, spelling, expression, language features etc.
- Draw up a checklist and display as a wall chart.

#### Task

- Discuss and revise end-of-sentence punctuation.
- Ask learners to consider the features of a sentence.
- From the feedback, help learners to compile a list of questions that will help them to decide what is – or is not – a sentence, e.g.
  - Does it make sense?
  - Is the information complete?
  - Is it a simple sentence with one main verb?
  - Does it have extra bits joined on with joining or linking words?
- Draw learners' attention to the tip box on sentences and highlight the last example: 'It was a shock to come to London, where I knew it would be cold'. Explain to learners that there are two separate main clauses, which could be two separate sentences, and which can therefore only be combined into one sentence with a conjunction – or a form of punctuation stronger than a comma (semicolon or dash in this instance).
- Make sure learners know when it is appropriate to use a comma and a full stop.
- Display the list of questions.
- Ask learners to check and correct their end-of-sentence punctuation.

#### Help

- Allow learners to access a piece of original, incorrectly punctuated text on the computer.
- Instruct them to use the auto-correct facility and to check the results against their list of questions.
- Provide another descriptive text for punctuation which contains fewer complex sentences, but concentrates on simple sentences, joining words and active verbs.
- Ask learners to identify the features of a sentence in these examples.

- Ask them to read the final result aloud, making use of the sentence breaks.

#### Extension

- Provide an unpunctuated descriptive text.
- Ask learners to punctuate it.
- Allow learners to check what they have produced against a corrected version on the computer.

## Activity B

### Reading Checking grammar

#### Task

- Revise verb tenses (past, present and future) and subject / verb agreements.
- Explain to learners that although most verbs show agreement only in the third person, present tense, because English relies so heavily on auxiliary verbs to give a sense of time, questions and negation, we have to pay close attention to subject-verb agreement
- Draw learners' attention to the way in which colloquial language can differ from formal, written text, e.g. in speech people sometimes say: 'I go ...' 'He goes ...' instead of 'I said ...' 'He said ...' or 'We was going' instead of 'We were going'.
- Stress the need for correct agreement in formal written language.
- Show how this may cross regional and social barriers.
- Ask learners to practise some agreements and to take note of their own colloquialisms.
- Ask learners to complete the task.

## Page 11

### A place you know well

#### Materials

- Audio clips 3 and 4

#### Rationale

- To identify ways in which speakers use different features of speech according to situation, purpose and subject matter

- To practise presenting an oral description to another person and a small group

## **Activities A, B and C**     *Listening and speaking*

### **Pre-task**

- Encourage learners to suggest situations in which a speaker might describe a place to them. Record their answers on the board. Be prepared with some examples as prompts, such as:
  - a friend describing a holiday
  - a radio or television reporter on a travel programme
  - an estate agent trying to tempt someone to rent
  - a person telling a story
  - a lecturer or politician making a speech
  - a person describing their new home
  - a person giving directions.
- Talk about how the speakers in these situations may use different features of speech. Draw attention to the 'Features of speech' table.

### **Task**

- Tell learners that you will play them two examples of people speaking.
- Play audio clips 3 and 4, pausing between each to discuss the situation and its features.
- Ask learners to identify how each speaker speaks and to talk about the differences and similarities between the two clips. For instance, audio clip 3 is a personal account, possibly told on radio in an intimate style; clip 4 is of an estate agent trying to sell a house at auction, with high volume delivery.
- Go through each of the features of speech in the table and get learners to say if they recognised them in the text and how they were used.
- Ask for other examples of how the feature could be used.
- Learners can complete the table.
- Ask them to listen again and for any other features they recognise; they can add them to the table.
- Direct the learners to the scripts at the end of the learner's material to check for facts, descriptive words and phrases, and points of view.
- Direct learners to go through their paragraphs and highlight where they could emphasise

words, pauses, accented words etc. to bring their description to life.

- Learners can practise speaking, making words clear and choosing a volume that people can hear.
- Discuss the difference in how you need to speak if people are next to you or at the back of the room.
- Learners can then read their descriptive text to each other. If they feel confident they can read to a small group.
- Discuss how they felt. Did it sound as they wanted it to? Did it sound different from what they imagined when it was read aloud? Would they change anything?
- Record the texts onto audio or video tape if possible.

### **Extension**

- Offer role-play situations for the more-confident speakers.
- Ask learners to describe something as if they are selling it at an auction, or to present a TV travel programme.
- Tell learners to imagine they are telling a ghost story to a child or showing a group of new employees around a factory.

## **Pages 12 and 13** **Spelling**

### **Rationale**

- To recognise, use and spell irregular verbs
- To devise and make use of spelling strategies

### **Activity A**

### **Reading**

- Establish recognition of regular and irregular forms of verbs.
- Record some examples on the board.
- Look through each of the two texts in the learner's material, highlighting and discussing past and present tense.

### **Activity B**

### **Reading and writing**

- Work individually with learners to check their work and to record any verbs they have used which have irregular endings.

- Ask learners to record the words they would like to be able to spell.

## Activity C

- Divide the group into pairs.
- Encourage learners to discuss the spellings of irregular verbs they have recorded.
- Ask them to suggest ways of remembering spellings.
- Revise spelling strategies and ways of remembering spellings with the group.
- Find examples to illustrate the strategies.
- Encourage learners to complete the spidergram and to develop independence in spelling.
- Consolidate confidence in spelling irregular verbs, using spelling strategies.
- Reinforce a range of **spelling strategies**:
  - play word recognition games
  - use prepared cue cards
  - words within words
  - patterns of words
  - exaggerated pronunciation
  - mnemonics
- Help learners to make the connection between the sound of the word and its appearance.
- Use the spidergram for learners to write the method they have chosen to remember words.
- Practise the 'look-cover-write' method.
- Become familiar with spell check on the computer. Try to check each learner's spelling but remember to draw attention to the fact that there are words like 'colour' which may be a problem and they need to know the meaning of the word before they can use spell check to make sure the correct spelling is given.

## Page 14 Integrated skills

### Materials

- Details of local libraries, bookshops, travel agents and other sources of descriptive texts
- Recording equipment (optional)

### Rationale

- To bring together the skills developed and practised throughout this unit

## Writing

- 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

### Pre-task

- Help learners to decide on a place that is special to them.
- Prompt them with ideas from this unit and use other suggestions from the group as stimulus for those who are undecided.
- Discuss possible sources of texts that relate to the place they have chosen.
- Establish with each learner where to go to access related texts.
- Ensure that each learner has an action plan before leaving the classroom in terms of where to go and what to look for.
- Ask learners to choose a section of the text and if possible to bring this with them to the next session.
- Advise learners on the appropriateness of their choice in terms of relevance and level of difficulty.
- Prepare learners to read and summarise the text, as they have practised in this unit.
- Ask learners to proceed to the tasks, following the patterns established in the unit.
- Ensure that each learner writes in a style with which they are comfortable. Establish with each learner the purpose of the piece. Offer a choice:
  - personal subjective speaking / writing
  - writing in the style of a holiday or sales pitch / brochure
  - speaking / writing in the style of a travel or geography talk / book.
- Ensure that each learner is able to proceed to all tasks.
- Stress the need to use all features available to enhance the impact of the final written piece.
- Display the written work as a book or wall exhibition as a finale to the unit.

### Help

- Take stock of progress at each stage and recap on the work of the unit.
- Help learners to choose a new subject and to re-plan if the process becomes too complex because of the subject / style they have chosen.
- Stress that the purpose is to produce and be

proud of an effective piece of description in writing.

### **Extension**

- Set learners the task of writing for different purposes, e.g. if they wrote a personal, subjective piece for the main assignment, ask them to speak / write as a travel agent or the presenter of a travel programme.
- Use audio and video material as a stimulus.

## **Page 15** **Check it**

### **Rationale**

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

### **Help**

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

#### **Review**

Refer learners back to page 1 of the learner's booklet. What objectives have been covered? How has the work of the unit reflected the needs identified in the ILP?

What new skills and knowledge has the learner acquired? What makes the learner feel more confident?

What skills still need to be practised? What needs clarification? What should the learner do next?

There are four other units at this level. There are five more units at Level 2. Direct the learner to the next stage.