

# 4

## What's On?

### Coverage of Literacy Curriculum

#### *Practise listening and speaking*

- Listening for and understanding explanations and narratives SLlr/L1.2
- Following and contributing to discussion on a straightforward subject SLd/L1.1
- Respect the turn taking rights of others during discussion SLd/L1.2

#### *Practise reading and writing*

- Identifying the main points and specific detail, and infer meaning from images which is not explicit in the text Rt/L1.3
- Using organisational and structural features to locate information Rt/L1.4
- Using different reading strategies to find and obtain information Rt/L1.5
- 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 language suitable for purpose and audience Wt/L1.4
- Using format and structure for different purposes Wt/L1.5
- Using correct grammar Ws/L1.2
- Punctuating sentences correctly and using punctuation so that meaning is clear Ws/L1.3
- 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
- Spelling correctly words used most often in work, study and daily life Ww/L1.1
- Producing legible text Ww/L1.2

#### *Key functions*

- Taking notes of important information from a passage
- Understanding and using contents pages in magazines
- Understanding and using a search engine on the Internet
- Following menus and links on Internet pages to find information
- Reading film reviews and reaching an agreement
- Using appropriate language and formatting for a film review
- Planning a week's activities for friends using knowledge of entertainment locally

#### *Key grammar*

- Using dashes to separate points on a list
- Spelling common homophones

## ***Resources to support this unit***

- A stereo system and headphones
- A class set of dictionaries
- Pre-prepared audio clips of weather forecast (script at the back of the learner's material) and film reviews
- Access to computers with an Internet link
- A selection of TV and entertainment magazines (including TV listings magazine with rating scores for films on that week)
- Local newspapers or magazines with entertainment and events
- Weather forecast terms (optional extension)
- Extra photocopies of the film reviews

## ***Materials preparation***

- Audio clips
- Highlighter pens
- Flipchart or whiteboard
- TV and entertainment magazines
- Local newspapers or magazines with entertainment sections
- Dictionaries
- Collection of cards with weather forecast terms on (optional extension)
- Extra photocopies of the film reviews

**Reading strategy:** The text in this unit is designed to reflect authentic material found in an adult environment. It therefore contains some words and structures that may be difficult for learners at Level 1. It is essential that all learners practise a number of reading strategies to decode and decipher unfamiliar words and their meanings. Examples of reading strategies are given throughout this guide.

**Spelling strategy:** In this unit, learners will concentrate on **homophones**.

## Page 1

### Unit aims

#### To begin

- Clarify the content, purpose, objectives and outcome of the unit: to find and evaluate information from different sources and to plan a week of leisure activities.
- Show how the core curriculum skills 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

- Check learners' experience, knowledge and interests in relation to entertainment in your area. If necessary prompt with ideas – pubs, clubs, bingo, cinema, parks, sport events, etc.
- Ensure that this opening discussion is kept focused. The purpose is to get learners thinking about what is available in their area and interested in finding out more, before moving on to the first skills page.

## Pages 2 and 3

### Take notes!

#### Materials

- Highlighter pens
- Weather forecast audio clip
- Weather forecast terms on card (optional)

#### Rationale

- To be able to pick out the key information from a passage of writing and make brief notes in order to remember the most important parts

#### Pre-task

- Find out how much learners already know about note-taking. Why is note-taking an important skill?
- In what situations do learners write in an abbreviated way, writing lists or shortened information? Do they take notes in class for example, from speech or from books?
- Do they have their own short-hand versions for particular words?
- Can they spot the most important bits of information, or do they write more / less than they need?

## Activity A

## Reading

#### Task

- Read through the information – why is note-taking important if you are making plans?
- Discuss the idea of picking out key information and phrases.
- Look at the example and that although the highlighted sentence has been shortened, a reader will still understand it. Point out the information around the sides – new item on a new line, dashes to separate the points.
- Let learners do the matching task individually.
- When completed, get verbal feedback to check answers. Ask learners questions about why this information and not other information has been picked out (such as the 'rollercoaster capital of the world' or information about wristband and sheets of tickets).
- You may also want to point out how the notes do not always use the same words or order as the original – does this alter our understanding?
- Discuss with learners the differences between formal notes from technical material and informal notes.

#### Help

- If you think learners may have a problem with reading, read one or both passages aloud first. Question any unusual words that you think they may not be familiar with.
- Instead of doing the task individually, undertake it as a group or in pairs.

## Activity B

## Writing

#### Pre-task

- Using the Blackpool Pleasure Beach example, discuss the most important pieces of information you would need if you were deciding where to go for a day out.
- Write a list of ideas, which should include opening times, what the attraction is, the cost and where it is.

#### Task

- With the list in front of them, encourage learners to pick out only the most important information and the facts they would need to know if planning to visit for a day.

- They may want to use a highlighter pen first to pick out the key words in the text itself before writing notes.

### **Extension**

- Provide further practice of highlighting key phrases and important words using other real-life texts - short articles, leaflets, adverts or any material with content relevant to area and learner's interests. Encourage two learners to work on the same piece and then compare results to see if they highlighted the same parts.
- Look at different ways to abbreviate common words - months, days, compass points.
- Ask learners if / how they abbreviate words. Share ideas with the group - they may be able to pick up hints from each other.

### **Help**

- Read the text aloud. Explain any unfamiliar terms or complicated sentence structures.
- Use the list of ideas as a checklist and discuss the answers as a group before encouraging learners to write the notes in the space given.

## **Activity C**      *Listening and writing*

### **Pre-task**

- Discuss the importance of the weather when planning what to do in a day – would learners still want to visit a zoo or theme park, for example, if the forecast predicted it was going to rain all day?

### **Task**

- Point out the diagram showing the weather symbols.
- Ask learners to predict what might be on the audio clip.
- Play the audio clip of the weather forecast.
- Encourage learners to use both items together. The weather symbols on the map can be used as a prompt to remind them.

### **Extension**

- Collect words often used in weather forecasts, such as cloudy, sunny, storms, fog etc.

- Differentiate between words specifically referring to types of weather and those that are used often but have a more descriptive role, such as bright, light, frequent, moderate, occasional etc.
- Write words onto cards and encourage learners to play a matching game to demonstrate how some words fit together but others sound odd together – 'bright sun' is very likely, but 'bright fog' is very unlikely!
- How many matches could they find? In pairs, learners could produce their own short weather bulletin using the cue cards for ideas of common phrases. This will help with spelling as well as understanding terms used in forecasting.
- A learner's weather bulletin could be read out to another pair, who could make notes of the important points.

### **Help**

- Before playing the audio clip, ask the group to think of terms often used in weather forecasts.
- Write these suggestions on the board. Make sure learners come up with the key phrases used in the script such as 'cloudy', 'showers' and 'sunny'. They can then refer to the board for spellings.
- Ask learners to write down two headings – 'today' and 'tomorrow' – before they listen to the audio clip. You could also tell them that it talks about weather for two areas – north and south, so that they are prepared.
- Play the audio clip all the way through before asking them to start taking notes.

## **Pages 4 and 5** **Looking at magazines**

### **Materials**

- A selection of entertainment and TV magazines with contents pages split into sections
- Flipchart

### **Rationale**

- To understand that a contents page is a useful way to navigate a magazine and that it is more complicated than it seems

## Activity A *Speaking and writing*

### Pre-task

- Ask learners to think of entertainment venues (cinema, sports venues, zoo, parks, etc.). Discuss the suitability of each depending on the makeup of the group (e.g. group with an elderly relative or a small child). Write the venues on the flip chart.
- Put a tick by the ones that are available in the local area and then discuss which ones learners are interested in. What do they do in their spare time and where would they take a group of people who were visiting from another town?
- Record the most popular venues.

### Task

- Using the list from the pre-task activity as a prompt, discuss how you would find out more about each of the venues you have mentioned. Would the places / publications listed in Activity A be useful in finding out more about venues and events? What information would you expect to find at each of these places?

### Extension

- If you have any other local sources of information about events, such as a community magazine or a local library, you may wish to add them to the four offered in Activity A.
- Working in pairs or small groups, learners choose one of the four places / publications listed in the activity and investigate the information that can be obtained from it.
- Report findings back to the rest of the group and debate which source of information was the easiest, quickest, most useful, etc.
- Organise a group visit to the local tourist information centre to collect leaflets or information learners may find interesting. If you have a large group, contact the tourist office first to check a suitable time.

## Activity B

### Reading

#### Pre-task

- To support this activity it would be useful to show some contents pages from TV listings or other entertainment magazines.

- Begin by discussing learners' understanding of a contents page – what does it tell us and why is it useful?
- Show some examples of contents pages from different magazines and encourage comments on what they tell you about the magazine and whether they make you want to buy it.
- What subjects do the magazines cover? You will also be encouraging learners to read in different ways, skimming and scanning in particular, because they will not need to read in great detail to find answers and understand the pages.

#### Task

- The contents page is not a straightforward list of the articles in the magazine.
- Explain that many magazines have short articles at the start about recent or forthcoming events, then the more detailed features come a little later in the magazine; listings will be in a separate section.
- You may find that some contents pages are even more complicated than this but the idea is to show how the contents page is broken up into different areas of interest and different kinds of articles to help you navigate the magazine.
- The focus of this and the next section is using these structural features to navigate and locate information.

#### Help

- The language used in the questions can be matched to the descriptions in the chart above. For example, 'actor, film or programme' equates to 'people, places or programmes'; 'upcoming films and events' equates to 'recent news and events'; 'what was on, when and where' equates to 'dates, times and events'. Draw learners' attention to these connections.

#### Extension

- Use a selection of magazines to illustrate how contents pages are divided up.
- Look at the different sub-headings in different magazines for news, features and listings. Many TV magazines in particular divide the articles into subjects, for example articles relating to sports programmes have their own section.

- Cut up some headlines and short descriptions of articles and ask learners (in pairs or small groups) to match them to the correction section in the contents, explaining how they made their choice.

## Activity C

## Reading

### Pre-task

- This activity reinforces learners' understanding of the sub-sections of a contents page. The extension activities for Activity B may be used as pre-task activities for this exercise.
- Discuss the titles of the sections: 'Front', 'Features' and 'Review'. Thinking about the subject of the magazine (films) what might learners expect to find in each section?

### Task

- Learner draw lines to match the five articles, as described in the contents page, to the sections in which they would expect to find them.
- They will need to read each article description quite carefully and decide for themselves if it is a detailed feature or not. Some descriptions are quite obvious and contain key words to connect them to the right answer whereas others require a little more thought, e.g. where might the 'letters' page fit?

### Help

- Draw attention to the language used.
- The more difficult ones can be deduced by elimination. Connect 'film reviews' to the 'Review' section, connect 'Front Row – latest movie news' to the 'Front' section.
- Which ones sound like they might be quite long articles, offering more detail?

## Activity D

## Reading and writing

### Pre-task

- Remind learners about skimming, scanning and detailed reading.
- How much information can be obtained by each of these strategies?
- Challenge learners to find a particular piece of information in a magazine (maybe giving them a short time limit).

- Ask how they found that information – skimming the contents, scanning for information on a particular page and detailed reading for understanding.

### Task

- Here learners are required to look specifically at one of the TV listings magazines. They need to use various reading strategies to find the answers to the questions.
  - Question 1 requires skimming contents to find the right page, then scanning to locate the correct time and channels, followed by detailed reading of programme titles.
  - Question 2 requires skimming of the contents to find where film reviews start, and scanning through the rating system the magazine uses.
  - Question 3 involves skimming the contents to find 'soap update', followed by detailed reading of update.
- Encourage learners to notice the different reading strategies for different purposes and to consider the steps taken to obtain the information.

### Help

- Question learners so they can break the questions down into smaller steps. They could record each step as they do it. For example, question 1 can be broken into:
  - looking for the listings section
  - looking for Monday's programmes
  - looking for Sky One (possibly in the 'satellite and cable' section)
  - looking for programmes that start at 8:30 pm.
- Do the same for the other channels mentioned.

### Extension

- Use a different magazine and think of more questions that involve different reading strategies. You could make this into a game played in pairs using the same magazines to see who can find the right answer in the quickest time.
- Alternatively, the pairs could set questions to challenge each other about navigating the magazines.

## Pages 6, 7 and 8

# Finding out on the Internet

### Materials

- Internet access (if you do not have access to the Internet at your centre you may wish to take your learners to the local library or an Internet cafe to complete these activities)

### Rationale

- To understand and navigate the Internet using a search engine and following website links

### Pre-task

- Ensure learners are familiar with using the Internet.
- Learners could prepare a set of instructions for using the Internet and give definitions of the terminology used.

### Activity A Reading

#### Using the Internet

- Learners are best working in pairs for these activities. Close supervision will be needed for learners who are new to the Internet.
- These exercises suggest using 'Google' ([www.google.co.uk](http://www.google.co.uk)) but there are many other search engines ([www.yahoo.co.uk](http://www.yahoo.co.uk), [www.ask.co.uk](http://www.ask.co.uk), [www.msn.co.uk](http://www.msn.co.uk), etc.) You may wish to try using other search engines to see the different information learners come up with.
- Check your searches terms before asking learners to use them.
- If you have your own Internet access you may wish to add Google, or whichever search engine you find works best, to your 'Favourites' list.
- It is also possible to add a Google toolbar to the top of your screen, so the search can be typed in without having to return to the homepage every time (<http://toolbar.google.com>).

### Pre-task

- Discuss navigating the Internet – it has millions of pages of information. How do you find what you want?
- Do learners know what a 'search engine' is? Have any of learners heard of or used one? Compare a search engine with a contents page – it gives you many options. You 'turn to that page' by clicking on the link.

- Explain the idea of a 'home page' – similar to the front of a magazine or book. It tells you about what you will find on the other pages in that site.
- Every page of a website has a button to take you back to the home page.

### Task

- Read through the information together. Follow the instructions to get to the Google home page.
- You may need to help learners who are unfamiliar with the 'web address box' – the white box at the top in the toolbar.
- Follow the instructions to get the page of results from the Alton Towers search.
- Spend time allowing learners to look at and understand what the search engine has done and what the list is in front of them show.
- Point out how the search results give you a small amount of information about each site so that you can get an idea of which one might contain the information you are looking for.
- It is important to look at the results before following the link. Although the first one is often the closest to what you want, this is not always the case.
- You could also point out the number of results that have been found (shown at the top of the page) and how quickly they have been found.
- Demonstrate how the arrow cursor changes to a pointing hand when you hover over an active link.
- The web address for the Alton Towers is [www.alton-towers.co.uk](http://www.alton-towers.co.uk) should any learner get lost!
- Menus on the side of the home page link to further information and will provide the answers to the questions.
- The 'back' button may not work if the site has been explored a lot, in which case just type [www.google.co.uk](http://www.google.co.uk) in the web address box to return to the search engine.

### Help

- Learners who are not familiar with the Internet will need individual support at first to understand what they are typing where and what information is returned. Spend time on each stage of the instructions so that everyone is familiar with each step.

- Learners can work in pairs, helping and supporting each other. Try to pair Internet novices with learners who have some knowledge or experience.
- Read aloud and indicate each of the menu options. Discuss what information might be available under each of the menu headings.

### **Extension**

- For learners who are more experienced or confident about using the Internet, try searching just for theme parks and see how the results are different. A more specific search is more likely to hit the page(s) you want.
- Search for pages about your local area by entering the name of your town. With this, you may need to make the search more specific by adding 'UK' or 'entertainment' after the town's name. Check your search before asking learners to do it so that you can point them in the right direction.

### **Activity B**

### **Reading**

#### **Pre-task**

- Question learners about flow charts – what are they? What are they used for?
- The diagram on the page gives a list of instructions that lead through a process.
- This is a practice task before learners produce a flow chart in the next activity.

#### **Task**

- Go through the instructions on the computer one step at a time. The answers are on the right-hand side of the page but they will need to follow the links as directed to know which fits where.
- Question learners as they are reading through the instructions: What is this page called? Draw their attention to what they are doing.

### **Help**

- Concentrate on the answers that are given.
- Try each one of them in the gap and cross them off as you find each one that fits.
- Connect the words to the options available on the screen.

### **Extension**

- Prepare questions about other information that can be found on the Manchester City web page. For example, when is their next game? Who did they play last and what was the score? How much are the tickets? Where is their ground?
- In pairs or small groups, learners could write questions to challenge the rest of the group about the information that they can find.

### **Activity C      Reading and speaking**

#### **Pre-task**

- Find the Manchester City website using a search engine.
- Try typing in different combinations of words to see which one comes up with it as the first link – e.g. 'Manchester football', 'Football City', 'City football club', etc. (Once again, prepare suggested search options beforehand and check the results, so that learners are not going to get totally lost.)

#### **Task**

- Point out the menu options and discuss which ones they would be best to follow to find the answer to each question. Some of them are more obvious than others.
- Run through the list of options and focus on one question at a time.
- Each menu option will produce a further list of options from which they need to choose.

### **Help**

- Information about the last game should be found under the 'news' link. The news is in date order so scrolling down the page may be necessary.
- For the question about ticket prices, the 'ticket price guide' screen has a table of the different prices for the different locations around the stadium.
- The answer to the 'which league' question can be found through the 'Stats' (statistics) option. Clicking on the link takes you to the table.
- Learners who are interested in football or Manchester City in particular may know the answers and could help others with less knowledge of football.

- Make sure you know where to direct learners before doing the exercise with them.
- Have an alternative suggestion and different questions available for learners who are not interested in sport.

### **Extension**

- Prepare questions about other information that can be found on the Manchester City web page, e.g. when is their next game? Where is their ground? What is the most recent item of news?
- In pairs or small groups, learners could write questions to challenge the rest of the group about information that they can find.

## **Activity D**      *Reading and writing*

### **Pre-task**

- Ask learners for suggestions as to what words they might use for a search.
- Encourage them to think of specific phrases and try out some of them.
- From the results pages it is possible to see what pages are found without following the actual links.

### **Task**

- You will need to make the search specific – something along the lines of ‘Manchester live music’.
- Learners may find that a more general search will produce links to American sites (Manchester, Vermont, USA) but further down the results page they will find the UK links.
- If you have the option on the Google homepage, choose ‘pages from the UK’. This should bring up a number of useful UK sites at the top of the results.
- There are many websites, so spend some time looking at the choices on the results page before deciding which to go to.

### **Help**

- Look at some of the available websites beforehand and point learners in the direction of the one(s) you found most accessible and useful.
- Give them an exact search phrase to key in so that you know what results will be returned.

### **Extension**

- Encourage each pair to follow a different link to a Manchester website. Learners should make notes about what they find and how easy or difficult the site was to navigate.
- They can then compare notes and ideas to see what information is available and how different websites work.
- Encourage learners to repeat the web search for another area of their choice. Perhaps focus on local information which will be suitable for the Integrated Skills task. Discuss suitable sites for children, the elderly, or teenagers to focus their search.

## **Pages 9 and 10** **Which film to watch?**

### **Materials**

- Audio clips of the three film reviews
- Highlighter pens

### **Rationale**

- To read and listen to three film reviews, taking notes on the opinions and ideas expressed
- To use learners’ notes in a discussion, coming to an agreement about which of the three films they would want to watch

## **Activities A and B**      *Reading, writing and listening*

### **Pre-task**

- How do learners decide which film to watch, at the cinema, at home or when renting a video?
- If a group of them wanted to watch a film, would they agree?
- Find out what different kinds of movies they like – horror, romance, comedy etc.
- How could they come to an agreement about all watching the same film?
- How might reading a review help make the decision easier?
- Keep this discussion focused on coming to an agreement, rather than straying into talking about specific films.

- This activity links well with the note-taking activity earlier in the unit so provides a good opportunity to recap the key points.

### Task

- Recap on skimming and scanning from earlier in the unit.
- Read the first question aloud and explain what learners are to do. They are not to read in detail, just to glance over each one and find the answers. Give them a time limit to complete this first question (one or two minutes). Go over the answers.
- Repeat this with the second question but this time learners will need to read in a little more detail to find the answers.
- Make sure learners understand that they are looking for the director and main character mentioned in each review. Give them longer for this section (3 or 4 minutes).
- Go over the answers.
- Now learners should read the reviews in detail and take notes of the most important points. It will help if they listen to each one a couple of times.
- Highlight any key words or phrases in the reviews before making notes.

### Extension

- You may want to find some film reviews of more recent films. The questions and activities would still be appropriate as long as each review you chose contains a film title, director and main character.
- You could choose reviews that particularly appeal to your learners' interests.

### Help

- Instead of setting a time limit and asking learners to find the answers individually, the questions could be answered verbally with the whole group. The titles of the films are in italics, which makes them a little more obvious.
- In looking for the names, encourage learners to scan for capital letters.
- When taking notes, learners could use two columns – the good points and bad points about the film. Take each sentence and discuss whether it is making a positive or negative

comment, or just stating a fact about the film. The notes are there only as a reminder of the important points, so they don't have to be perfect.

## Activity C *Speaking and listening*

### Pre-task

- As a whole group, check that learners have made notes and gained ideas about the three films.
- Question the group about each of the three reviews to check understanding – what is each one about? What kind of film is each one? What seems to happen in each one? You might also use the questions listed in the activity, e.g. Who is each film suitable for?
- Spend some time discussing how to come to an agreement. Build on the items discussed in the pre-task for Activity A.
- Focus on a friendly atmosphere – how would you disagree with a friend? What kinds of phrases might you use to show disagreement without causing offence? For example, 'I take your point but I thought ...', 'On the other hand ...' or 'I'm not sure I would agree with you on that ...'.
- Write a list of suggested phrases on the board or flipchart.
- Discuss any that sound too confrontational and what makes them sound that way.

### Task

- In groups of three or four, discuss which film to rent for an evening. It will help the discussion if each person chooses a different film to support so they can each put their case.
- Avoid the situation in which they all simply agree on one and there is no discussion!
- This is a friendly scenario, so learners are to listen to each other and put forward their ideas and opinions in a light-hearted manner while respecting other people's views, even if they are going to disagree with them.
- Learners must eventually come to a decision that they all agree with, which will involve compromises.

## Extension

- Each learner could be given an opinion or profile from which to argue, such as 'You dislike scary films', 'You have already seen *Harry Potter* and don't want to watch it again' or 'You really want to see *Gladiator*'. Learners keep these extra opinions to themselves but they obviously influence their behaviour in the discussion. At the end of the activity they could try to guess what was on each card.

## Help

- Give each member of the group a different film to concentrate on.
- Talk to each of them individually so they can build up their ideas before going into the discussion.
- Suggest that each learner makes a limited number of points promoting their chosen film, e.g. five positive ideas to make. They could then each think of two negative points about each of the other two films. Put all these ideas in notes on one sheet of A4.
- Use different colours for the different films so it is easy to refer to the sheet.

## Pages 11 and 12 Writing a film review

### Materials

- Highlighter pens
- Photocopies of film reviews

### Rationale

- To use appropriate language and format for a film review
- To plan and draft writing

### Activity A

### Reading

#### Pre-task

- Think about the language of a film review. In your reading and discussions of films, what words are used? What do you talk about in relation to films?

- Draw out ideas about actors, characters, story, drama, etc. Emphasise that you are looking at words used in a specific way when discussing films.
- Point out that these words have meanings outside the film or TV world but they are crucial in discussing films.

#### Task

- Read through the instructions. Discuss the words listed to make sure everyone knows what they mean in relation to film.
- Learners will probably already have written on or highlighted their film reviews so have extra photocopies available for those who need a fresh one.
- Give an example of a sentence that meets each one of the requirements, so point out one sentence about the performance, one about atmosphere and one about the plot.
- Learners should be able to fill in the chart from the sentences they have highlighted.

### Extension

- Before beginning the highlighting task, ask learners to look through the reviews and pick out any film terms that are used such as 'screen', 'blockbuster', 'epic' and 'shots'.
- Discuss what each one means in this context and in what other context it may be used and mean something quite different.
- Look at the number of different words used for 'film' – how many can be found?

### Help

- As a group, read through the reviews sentence by sentence.
- Using a different colour for each subject, highlight the relevant sentences in the appropriate colour.
- For the notes, words that summarise the idea can be chosen from the coloured sentences.

### ↓ Activity B

### Writing

#### Pre-task

- Over the course of the previous activities, learners will have talked and read about genre without realising it. They will have talked about

what kind of films they enjoy watching and so referred to thriller, horror, romance, comedy, etc. Remind them of this and explain the term 'genre'.

- Give learners examples of how they have been using the term without realising.
- Why is it useful to put films into a category?
- Talk about some of the genres that they have mentioned. Encourage learners to describe what they like or dislike about certain kinds of films.

### Task

- In the pre-task activity learners will already have expressed some ideas about expectations of a genre. Now they have to write a few words or a sentence summarising their expectations of the genres listed.
- Through the previous discussion and own personal taste they should have ideas of two more genres.

### Extension

- The names are each typed in a font that attempts to reflect the mood of the genre: 'comedy' – curvy, bubbly style; 'thriller' – thin letters, strict looking; 'romance' – flowing, handwritten style.
- Use the different fonts available on the computer to type out more genres in a style reflecting the mood.
- Think about combinations of genres. What would be an acceptable combination and what unacceptable? For example comedy and romance fit well together, but comedy and thriller are not so naturally compatible – why?
- What happens when a film breaks the genre? The review of *The Sixth Sense* talks about the film appearing to be one genre but turning into another.
- Discuss whether viewers like to have their expectations challenged or met.

### Help

- The concept of genre sounds more difficult than it is. Point out that every time learners talk about films they are putting them into a category.
- Following the pre-task discussion, write a list of the genres mentioned on the board.
- Go down the list getting learners to think of one or two words to describe what they would

expect of a film of that genre. These could be written on the board too, or just discussed to help start ideas.

## Activity C

## Writing

### Pre-task

- Learners now need to think specifically about one film that they have seen fairly recently, on TV, video or at the cinema.
- Get them to write the title of the film and three things about it, good or bad. Some learners will come up with a film immediately; others may need coaxing to think of one. If they can't think of a film then a TV drama or similar programme would be suitable.
- Discuss what they have seen and use your judgement as to what they could review.
- If time and resources allow, the whole group could watch a video, or even have a trip to the cinema, so everyone watches the same film together. This also means that they can discuss ideas and help each other with the review writing.
- A number of websites contain viewers' reviews of films, videos, etc. [www.dooyoo.co.uk](http://www.dooyoo.co.uk) has consumer reviews of many items, including a film section. [www.amazon.co.uk](http://www.amazon.co.uk) also includes customer reviews of products. Learners could aim to put their reviews on such a site on the web. These sites also give tips on writing a good review.
- Learners could look at some of the reviews on these sites for ideas of what makes a good or bad review.

### Task

- Writing the review is broken down into five steps to help plan and draft the piece.
  - 1 Note-taking using some of the vocabulary of film looked at previously. Encourage the use of film terms so that learners write about the shots, director, performances, genre, etc. Learners can pick phrases from other reviews relevant to their own work. When writing about what they liked / disliked, encourage learners to be specific and to give reasons for their opinions.
  - 2 Put these notes into short sentences that follow the paragraph plan. Encourage learners to think about how the paragraphs might link into each other.

- 3 Add more detail and information into the sentences in the paragraph plan. The review can be fairly informal so encourage light-hearted comments where suitable (as in the *Gladiator* review).
- 4 Complete proof-reading and perhaps word process the final version. As far as possible, get learners to look for their own mistakes. Sharing their work with another learner encourages learners to help each other. Indicate any errors but see if the learner can correct it before offering the correction.
- 5 Compare the film reviews of two or more learners who have reviewed the same film.

### Extension

- Send the review to a consumer review website, such as the two mentioned in the pre-task activity.

### Help

- Instead of working individually to produce a review, learners could work in pairs or small groups to share ideas and build the piece of writing.
- Offer suitable film terms (on the board or a handout) taken from the reviews looked at previously.
- You might also want to provide stock phrases or parts of sentences that could be used and adapted.

## Pages 13 and 14 Spelling

### Materials

- Highlighter pens
- Dictionaries

### Rationale

- To identify and understand homophones
- To be able to choose the correct homophone for the context of the sentence
- To reinforce spellings of homophones by a range of spelling strategies, including:

- connecting spelling to meaning using mnemonics
- connecting words with similar letter patterns and meanings together
- using sentence context
- connecting spelling to meaning using dictionary work.
- Spelling strategies should be developed according to the strengths of each individual learner.

### Activity A

#### Task

- This activity illustrates ‘same sound, different meaning’.
- Learners will need to read the conversation through a couple of times aloud, to spot all the homophones.
- Learners could work in groups of three so that the third person can listen carefully to spot the words that are pronounced **exactly** the same. Alternatively, the conversation could be pre-recorded and played to the whole group so learners can listen carefully.

### Activity B

#### Task

- This exercise explains and teaches the difference between ‘wear’ and ‘where’.

### Activity C

#### Task

- This activity encourages learners to think carefully about ‘hear’ and ‘here’ and to think of strategies to remember the difference.
- The activity moves on to consider different strategies learners might use to remember homophones.
- Learners work through their writing to see the homophones they have used and would like to be able to remember. Using the range of strategies suggested and the ‘look, say, cover, write, check’ strategy, learners’ work out a suitable method for remembering spellings.

## Page 15

### Integrated skills

#### Materials

- Internet access
- Local newspapers and magazines
- TV listings magazines

#### Rationale

- To use their knowledge of finding out information and taking notes to plan a week's activities in their local area

#### Pre-task

- Discussion – ask learners to consider how many people, their ages range, the time of the year and the budget.

#### Task

- Instruct learners to take notes about the entertainment and events available in their area, using magazines, newspapers and the Internet.
- Notes should include what the event is, how much it costs (or an approximate idea) and where it is (therefore how easy it is to travel to).
- The chart should be a realistic reflection of what is available, how much money a learner would be willing to spend and an acceptable distance to travel.
- The activity will work best if learners have an idea of who they are planning activities for, e.g. young children, older people, teenagers, etc.

- This could be time consuming and if there is limited access to computers, learners may become frustrated. Provide other activities that do not include the Internet as a back up to this activity.
- Pair up more confident users with non-users but beware of one-sided work.

#### Help

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

#### Review

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

What new skills and knowledge have been acquired by the learner? What makes the learner feel more confident?

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

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

## Page 16

### Check it

#### Materials

- Internet access
- TV listings magazines
- Computer with word processing software

#### Rationale

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