② Healthy living

Coverage of Literacy Curriculum

Practise listening and speaking

- Make requests and ask questions to obtain detailed information in familiar and unfamiliar contexts   SLc/L2.2
- Present information and ideas in a logical sequence and provide detail and development to clarify or confirm understanding   SLc/L2.4
- Make relevant contributions and help move discussions forward   SLd/L2.1

Practise reading and writing

- Trace and understand the main events of continuous descriptive, explanatory and persuasive texts   Rt/L2.1
- Use organisational features to locate texts and information   Rt/L2.6
- Use different reading strategies to find and obtain information (e.g. skimming, scanning, detailed reading)   Rt/L2.7
- Summarise information from longer documents   Rt/L2.8
- Plan and draft writing   Wt/L2.1
- Present information and ideas in a logical or persuasive sequence, using paragraphs where appropriate   Wt/L2.3
- Use format and structure to organise writing for different purposes   Wt/L2.4
- Proof-read and revise writing for accuracy and meaning   Wt/L2.7
- Construct complex sentences   Ws/L2.1
- Punctuate sentences correctly, and use punctuation accurately (e.g. commas, apostrophes, inverted commas)   Ws/L2.4
- Spell correctly words used most often in work, studies and daily life, including familiar technical words   Ww/L2.1
- Produce legible text   Ww/L2.2

Key functions

- Planning a project and the tasks needed to complete it
- Taking notes using main points and supporting details
- Summary writing from learner's own notes
- Using the library for research
- Using the Internet for research
- Presenting and discussing information with other learners
- Learning to use a variety of sentence structures for writing
- Producing an interesting and attractive project for a target audience

Key grammar

- Simple, compound and complex sentences
- Checking punctuation in drafting

Resources to support this unit

- Internet access
- Access to a library with reference materials
- Other possible sources of information locally (health centre, CAB, etc.)
- Highlighters, flipchart, markers
- Dictionaries
- Leaflets, articles, books on subjects relating to health (optional)

Materials preparation

- Magazines or articles aimed at different target audiences (optional)
- Other leaflets or articles for note-taking practice (optional)
- Examples of summaries from other articles (optional)
- Other materials to summarise (optional)
- Local directories, such as the *Yellow Pages* and telephone directory
- A local A–Z map
- The college or local library for reference materials
- Access to a health centre, clinic or leisure centre for leaflets
- Audio clip of questions in a conversation (optional)
- Reference and non-fiction texts to illustrate index, contents page, etc. (optional)
- Examples of writing using different kinds of sentences (optional)
- Examples of an interesting page layout vs a boring page layout (optional)
- Local telephone directories for addresses and locations

Reading strategy: The text in this unit is designed to reflect real, authentic material found in an adult community environment. It is essential that all learners practise a number of reading strategies to decode and decipher unfamiliar words and their meanings.

Spelling strategy: In this unit, learners will concentrate on spelling strategies for homophones.

Page 1
Unit aims

To begin
- Clarify the content, purpose, objectives and outcomes of the unit: to search for information using a range of reading techniques and present written findings.
- 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 Level 1 and reflect the ILP.

Specific to this unit
- Discuss the images and expectations associated with the title of the unit.
- Discuss questions about research. Elicit responses about the practical uses of research, e.g. looking into the reliability and value of a product before buying it, as well as the idea of extending personal knowledge.
- Produce a list of learners' ideas about the areas of healthy living that could be researched.
- Have a list of topics ready in case learners are short of ideas. (The Department of Health website has topics that you may find suitable.) For sample material, the unit mentions healthy eating, smoking and alcohol.
- Ensure that this opening discussion is short and focused. Its purpose is to stimulate interest in the topic and to encourage learners to begin the first skills page.

Pages 2, 3 and 4
The main point
Materials

- Magazines or articles aimed at different target audiences (optional)
- Other leaflets or articles for note-taking practice (optional)

Rationale

- To identify stages of planning and prioritising tasks
- To read for main points and specific details

Activity A   Speaking and listening

Pre-task
- Stress the importance of knowing what you intend to do and where you are heading before starting research.
- Have the list of topics generated from page 1 discussions available for learners to look at, so they have some ideas to choose.
- Make the list of topics relevant to your learners. If they have young children they may be interested in topics such as packed lunches, healthy snacks or activities for quality exercise. Learners who are retired may well be interested in different aspects of a healthy lifestyle.
- This unit involves producing a group project. It will be easier for learners to undertake the planning, researching and drafting if they work at least in pairs, preferably groups of four or five.
- As far as possible, organise learners into groups appropriate to their needs and interests. The materials are still suitable for a single learner working alone, but at your discretion. You may wish to reduce some of the demands (such as only researching one or two topics instead of three as suggested).

Task
- Read and talk through the instructions.
- Question 1 – Discuss the idea of target audience, i.e. who you are writing for. The image can help prompt ideas. Why is it important to know for whom you are writing? Why would writing for teenagers be different to writing for adults? You could show two different magazines – one aimed at teenagers, one aimed at an older audience. Look at the differences in presentation and style.
- Encourage learners to be as specific as possible in describing who they intend their average reader to be. It might be other people like themselves or people in other classes at a learning centre. They should include this information in note form on their planning sheets.
- Question 2 – Make sure learners choose topics appropriate to their target audience or that they are going to be able to address from the angle of their intended reader.
- Question 3 – Depending on the topics chosen, prompt where necessary to encourage ideas

about other possible places for research. There may be relevant places locally or there might be charities or organisations to write to for information.

- Question 4 – Ensure tasks are divided fairly. Stress the importance of prioritising, and encourage learners to set deadlines for themselves. In a future activity, they have to report back to the others in the group about what they have found out, so they could set a provisional date for that session, giving them a deadline to aim for.

Help

- The plan does not need to be accurate in terms of spelling and punctuation, so try to remove concerns about grammatical matters.
- The most important idea is that learners know where they are going with the project and where to start. The plan only needs to be in note form and it is for their use only.
- Looking at one topic may be enough for some learners, especially if they are working on their own or in a pair.

Activity B   Reading

Pre-task
- Check learners' understanding of skimming (getting the overall meaning and main ideas of a passage) and scanning (locating specific items of information quickly), through discussion and examples.

Task
- Discuss why skimming is particularly important when starting research. It is important to choose the right books and the right sections of the right books.
- The paragraph should just be glanced over to pick up an idea of the overall meaning.
- You may want to look at the question first to see the choice of answers so learners have an idea of what they are looking for.
- The main point is mentioned more than once and other items mentioned support and provide more information about it.
- Once the main point has been identified, highlight the sentence that contains it.

- Words in the most important sentence are used in other sentences in the passage – 'Five portions a day is a good, achievable target' – 'five-a-day', 'portions', 'achieve' and 'target' are all repeated.
- Most of the sentences give at least some details about the main point – mostly suggestions about how to manage to eat five portions a day.
- The first two sentences do not give us more detail about eating fruit and vegetables, they just introduce the subject.

Extension

- From highlighting the main points and details, notes could be taken and the paragraph simplified, perhaps using bullet points instead of full sentences.

Help

- Ask learners to identify the topic of the paragraph before trying to identify the main point.
- Discuss each of the options in turn. Look at where they are in the text and if any other sentences or parts of sentences mention the same information.
- Look at which words are repeated. The most important sentence has a number of words repeated in other sentences in the passage.

Activity C   Reading and writing

Pre-task
- Ask learners to skim the page to decide what further information is given in this article.

Task
- Read the passage carefully.
- Read through one paragraph at a time to decide what the main point is. Learners are not identifying the most important sentence now, so the main point can be expressed in their own words.
- Learners should be thinking of one or two words to summarise the main content of each section.
- Each learner's definition of 'the most important details' may differ, so encourage them to work together to agree on the information that they find most useful.

- If learners are making detailed notes, restrict them to choosing only two or three ideas.

Extension

- If you have other materials (especially on topics of interest for your learners), skimming for overall meaning and taking notes of the main points can be practised further.

Help

- Read the passage aloud, putting emphasis on key words to help learners identify the main points.
- Ask learners what they remember, after reading the passage a couple of times to help them decide which parts are most important.

Pages 5 and 6
In summary
Materials

- Examples of summaries from other articles (optional)
- Other materials to summarise (optional)

Rationale

- To convert notes into a summary using own words
- To understand the importance of headings and sub-headings

Activity A   Reading and writing

- From taking notes about the main points and specific details, learners now get to use their notes to produce their own summary of a text.

Pre-task
- Discuss the idea of a summary. What is a summary and why is it useful to write one?
- Link this to the earlier discussions about target audience. A summary can make the information suitable for a different audience.
- Examples of summaries from other articles could be studied and discussed by looking at what has been included and what has been left out. Does it retain the same tone and style? Is it for the same audience?

Task
- The notes from Activity C in the previous section (The main point) now form the basis for writing a summary.
- The notes alone should contain enough information for the summary. It should be structured around the same main points and include some details, but it should be written mainly in the learner's own words, without referring back to the original text.

Extension

- Write a summary, using the same information but for a different target audience. For example, how would it be written differently to interest a teenage audience rather than an average adult reader?

Help

- Learners could refer back to the original text if they were having difficulties.
- Writing a summary in pairs could stimulate ideas and sentence suggestions.
- Using a computer might overcome some concerns about spelling or making mistakes.

Activity B   Reading

Pre-task
- Look at some of the materials you have collected for the group. Leaflets commonly use headings and sub-headings to catch people's attention.

Task
- Read the whole passage carefully.
- Take one paragraph at a time and read through to decide the main point of each one. Two or three words to summarise the main content of each section will provide learners with a suitable sub-heading.
- In broad terms, the article is obviously about smoking but encourage learners to be more specific. Smoking is a big topic and as this is only a small article, it only covers a little about the dangers, and the reasons for giving up smoking.

Extension

- Encourage learners to play with the language, to think of witty headings rather than a straightforward phrase that simply summarises the content.

Help

- Read each paragraph aloud, putting emphasis on key words, to help learners identify the theme.
- Question learners about what they remember after reading each section a couple of times to help them identify the main point.
- Look for words or phrases that are repeated, indicating that they are important.

Activity C   Writing

Pre-task
- This is the culmination of the activities so far.

Task
- Learners use their suggested sub-headings as 'main points' and take notes under each heading of some of the details from the article.
- There is no right or wrong answer as to what they choose to include, but considering the target audience they identified in their planning will help them make choices.
- The notes should contain everything the learner needs, without having to look back at the article while writing the summary.
- In comparing notes with another learner, they need to have a reason for their decisions. The reason could be as straightforward as the learner finding that particular detail quite interesting, or it could be connected to the audience.
- When writing the summary again, learners should be considering the audience. They may want to bullet point some items of information to make it more powerful and noticeable.
- Bullet points should, however, be balanced by full sentences and accurate punctuation. There should be a mixture of impact, interest and information in the summary.

Extension

- Try writing different summaries using the same information but for different target audiences.
- Learners can swap work with each other see if they can identify the target audience that they are writing for.

Help

- Learners could refer back to the original text if they were having difficulty. Writing for a more general 'mature adult' audience might be easier than trying to write for a target audience.
- Writing a summary in pairs or as a group could stimulate ideas and sentence suggestions.
- Using a computer might overcome some concerns about spelling or making mistakes.

Pages 7 and 8
Where to find information
Materials

- Local directories, such as the *Yellow Pages* and telephone directory
- A local A–Z map
- The college or local library for reference materials
- Access to a health centre, clinic or pharmacy for leaflets about healthier life options
- Audio clip of questions in a conversation (optional)
- Reference and non-fiction texts to illustrate index, contents page, etc. (optional)

Rationale

- To become familiar with the library's reference systems
- To use features of text to locate information

Activity A   Speaking and listening

Pre-task
- Refer to learners' plans, written at the start of the unit. What information did they want to find? Where did they want to look?

Task

- This is a practical task, finding the places to research information. Learners will need access to suitable directories and maps so they can locate the places mentioned in the task as well as any other places they have suggested in their plans.
- Learners may want to look up a more central library, which would have more choice of reference material than a smaller local library.
- Make sure you know where the nearest Internet access point is, if one is not available at your centre. Most libraries have Internet access for public use, possibly for a small fee. Internet cafés are now quite common across the country.

Extension

- If you do have Internet access at your centre, learners should use it to locate places.
- Many directories are available to search online and several websites offer detailed maps of the country.

Help

- Ensure learners are familiar with the directories and are looking in the appropriate sections.
- Some directories may have a separate part, usually at the front of the book, for services such as libraries, clinics and advice centres.
- If they are using a *Yellow Pages*, *Thomson Local* or similar, make sure they understand the alphabetical ordering of categories.
- Be prepared to offer suggestions for other category headings if they are stuck.

⬇ Activity B Speaking and listening

Pre-task

- Find out what experience your learners have of using a library.
- Looking at books in the fiction section, where they are probably organised alphabetically by authors' surnames, is quite different from looking up non-fiction texts, probably organised under subject headings and codes according to the Dewey system.
- Check the systems that are being used at the library your learners will be using; you may want

to prepare them for tackling the search. You could also arrange for a library visit, particularly if your group is large. You may find that the library holds introductory sessions for interested groups.

- Search on the Internet (search engines such as www.google.co.uk, or www.yahoo.co.uk) for information on the Dewey Decimal Classification System, if relevant. http://www.oclc.org/oclc/fp/about/tutorials.htm contains resources to help understand the Dewey system.
- The other aim of this task is to think carefully about how questions are worded in order to obtain specific items of information. Pose questions to the group, making one question quite general and the other more specific, e.g.
  - 'Can you help me?' *vs* 'Can you help me by writing your name on this register list?'.
  - 'Do you know who won?' *vs* 'Do you know who won Wimbledon / FA Cup / Rugby World Cup?'
- Encourage learners to think about what makes the first question difficult to answer.

Task

- Ask learners what answers they may expect to receive from the first question. There would be many possibilities. In comparison, see how many possible answers there are for the second question.
- Ask learners to put themselves in the position of the librarian. How would they feel being asked each of these questions?
- This should lead them to be able to complete the task about which is the most successful question and why.
- When writing their own questions, learners need to bear in mind the importance of being specific.

Extension

- Learners will complete this task at their own ability level.

Help

- You could write and tape two short conversations between a librarian and library user to illustrate the differences between the two questions. The first question would lead all over

the place, leaving the librarian confused about what was being requested whereas the second should lead to a more successful and efficient outcome.

⬇ Activity C   Reading

Pre-task
- Using different reference texts as illustrations, explain the navigational features of the texts – contents page, index, chapter headings, etc.
- Divide the class into groups and give each group a different text to look at.
- Ask learners to make judgements about what the text contains and the subject matter by using the navigational features.
- As a group, learners should make notes as they go along about what they find useful and how much information each item provides them with.

Task
- The group notes from the pre-task activity should be a big help in completing the chart. The notes should also provide learners with ideas of other features they would want to add to the bottom of the chart.
- Point out to learners that not all the text features will be relevant in all the occasions listed. For instance, the title is the only thing to be seen when the book is on the shelf, so it is the only one of the three that can be of any use at that point. On the other hand, the title ceases to be of use when actually using the book for research.

Extension
- If learners have additional ideas generated through the pre-task activity then they can list more features in the table.
- You may wish to take this opportunity to introduce learners to other features such as bibliographies, referencing techniques, use of text boxes, etc., depending on the non-fiction texts you have as illustration.

Help
- This task should reinforce the idea that learners do not need to read a reference text from beginning to end.
- In picking up a text and just flicking through it, looking at the chapter headings, index and so on, learners should have more confidence to look at reference books that might otherwise appear quite daunting.
- The pre-task activity could be undertaken with the teacher doing most of the demonstrating and providing most of the ideas. This will give learners some ideas before doing the task for themselves.

⬇ Activity D   Writing

Pre-task
- Learners should have been to the library and chosen a few books.
- Encourage learners to choose only the books that seem most relevant for their topic and to be realistic about how many books they can read or use.

Task
- Point out the importance of making notes of which books you are using for research and who they are written by.
- The column entitled 'subject heading' is for the Dewey reference (or whatever system the library operates) either in numbers or topics. It shows familiarity with the organisational systems.

Extension
- Learners may wish to look more closely at the Dewey system to understand more about how it works. Resources and information that will provide a better understanding can be accessed via the Internet (see suggestions in Activity B, above).

Help
- Writing the topic or subject section (i.e. where the book was found) is easier than understanding reference numbers.

Activity E   *Reading*

Pre-task
- The groups should have located their local health centre or clinic in Activity A. If it has been decided that the clinic is not a useful place to gain information for their topic then the groups should contact a place they have identified as useful.
- You may prefer to have collected suitable leaflets or brochures before the lesson.

Task
- Leaflets with advice and information are freely available at clinics, health centres, doctors' surgeries and, in some cases, pharmacies. The relevance of these leaflets will vary according to the subjects learners have chosen. It may be more relevant to contact (by writing, telephoning or e-mailing) charities or support organisations connected to their topic areas.
- The information collected needs to be read, understood and notes taken about any particularly interesting sections or points. This also applies to the research materials collected from the library.

Extension

- Depending on the topic chosen and information found, it might be possible to interview a health professional for further research.

Help

- Learners may have difficulty scanning information for taking notes. Support learners individually, pointing out features of each text that may help them identify the most important information (sub-headings, diagrams, bullet points, etc.).

Pages 9 and 10
Searching the Internet
Materials

- Internet access

Rationale
- To use the Internet for research
- To use skimming / scanning skills to locate information and take notes

⬇ Activity A   *Reading*

Pre-task
- Find out how much experience learners have of using the Internet. Have they searched for websites or particular topics? Have they used e-mail? Make sure learners are familiar with some of the icons and concepts of the Internet. Explain the following:
  - menus act like contents pages to help you navigate the sites
  - links to other websites are underlined and are usually blue (cursor turns to hand icon)
  - the concept of a search engine.
- Discuss each of these and the World Wide Web more generally if appropriate, to make sure learners have the background knowledge needed. Mention a few search engines (Yahoo, Google, MSN) in your discussion as these will be useful when it comes to the task.

Task
- Read through the information.
- The pre-task activity should have increased knowledge of search engines thereby helping learners to complete the question.

Extension

- For Internet novices, it would be best to explain what a search engine is and how it works (facilities allowing).
- The next activity involves using a search engine so it is useful for learners to be able to practise, especially if they have never used a search engine before.

Help

- Make sure the pre-task discussion addresses the gaps in knowledge of your group.

Activity B   Reading and writing

Pre-task
- Practise using a search engine such as Google.
- Challenge learners to find particular websites using the search engine – what do they need to type in for it to offer the most accurate result?

Task
- Learners need to be specific with the words they type into the search engine. Adding 'UK' at the end of a search is a good way of ensuring you obtain mainly UK-based sites in your results. Using speech marks around a phrase or couple of words means the search engine will look for those two words together in a document.
- The list of results returned for most searches will probably be huge.
- Remind learners that the closest matches will be on the first couple of pages; they should not go through all the results listed!
- Show learners that they can link to a site listed to see more about it, and when they are finished they can click on the 'back' button to return to the previous page. They can also 'bookmark' (or 'add to favourites') certain sites or pages they have found particularly useful.
- As with research in the library, learners should keep track of sites that seem to contain the information needed. The suggested chart is only for a very brief outline of what information appears to be available on each site. They will need to revisit the best sites to make more detailed notes.

Help

- Learners may have difficulty typing in suitable key words for a search. Check spellings are correct and suggest alternatives to try.
- Support learners individually as appropriate.
- Ensure learners with little experience of the Internet are in a pair or group with someone who is more familiar with it.

Activity C   Reading and writing

Pre-task
- Learners should have identified a few websites to read in detail.

Task
- As with taking notes in previous activities, learners need to make notes of the main points and any relevant details for their target audience. They should be skimming and scanning to navigate the sites and find the most important parts.
- Depending on the topics chosen, learners may come across unfamiliar words, or even familiar words used in different contexts. Websites, like reference texts, sometimes have glossaries or dictionaries attached containing definitions and explanations.

Help

- It can be easier for some learners if important information is printed. It makes it easier for learners to read and keep track of where they are up to with their reading. They are also able to highlight ideas and make notes on the page.

Activity D   Speaking and listening

Pre-task
- Learners need to have completed some parts of their research and taken notes on the topic(s) they have chosen.
- The group were encouraged to set a deadline for this activity at the start of this unit (during the planning).

Task
- This is to be an informal presentation to swap ideas with others in the group.
- Explain the use of cue cards in presenting. Another technique is to use a mind map or spider diagram to plan the order of the presentation.
- If learners have been working in pairs they can present the information together.
- As well as the presentation, learners need to discuss their findings, asking and answering questions to clarify ideas.
- As a conclusion to the discussion, learners can identify areas they still need to work on and plan their next tasks. They may want to set themselves deadlines again for the next stage of the project, such as completing a rough draft.

Extension

- Generate a general discussion (an editorial style meeting) to decide what should go into the project and what can be left out. Encourage learners, as a group, to focus on their audience and the information gathered that is most relevant so far.

Help

- Talking to a group of people is very worrying for many learners, so try to make it as informal as possible.
- Think about seating. Facilities allowing, move seats so learners are sat together around a table without having to stand up or talk loudly to be heard by everybody.

Activity E   Reading and writing

Task

- Learners look again at their original plan and see what they have achieved so far and what still needs doing.
- Learners have to identify areas they still need to work on and plan their next tasks. They may want to set themselves new deadlines for the next stage of the project, such as completing a rough draft.
- The plan is a working document; learners should be encouraged to review and alter it as necessary.

Pages 11, 12 and 13
Writing your project

Materials

- Examples of writing using different kinds of sentences (optional)
- Examples of an interesting page layout vs. a boring page layout (optional)

Rationale

- To construct complex sentences and use a variety of sentence structures to make writing interesting.
- To consider page layout to make it appeal to their target audience.

Activity A   Reading

Pre-task

- Write a short paragraph on a topic of interest to your learners, using only simple sentences. Read through this with them and obtain feedback about their responses to the piece. Is it well written? Is it interesting? Does it make them want to read on?
- You could rewrite the same information using a variety of sentence structures and appropriate punctuation. Read through the second piece with learners and get feedback about how this one compares.
- The second one should be received more favourably. The two pieces contain the same information so the group should be thinking about and studying sentence structure rather than the content.

Task

- This can be undertaken as a group activity or individually.
- Read through the pieces of information one section at a time. Refer back to the pre-task examples if necessary.
- To answer the question about the simple sentence, learners should be thinking again about audience. Simple sentences are easier to read and understand, and convey information with the minimum of fuss.
- Encourage learners to think about when information needs to be easy to read and to the point.
- Learners at this level should be familiar with conjunctions although may need to recap. The pre-task activity could be used as a prompt.
- Again, the answers for the question about the complex sentence should have already been discussed in the pre-task activity. Complex sentences make writing more interesting, and add variety to a passage but they are also more difficult to read and more punctuation is involved.

Extension

- Learners can identify the different kinds of sentences in the pre-task activity material.
- Look at a newspaper article or a text that learners have found during their research and

consider the sentence structures. Did they find it easy to read, interesting, complicated, etc.?

Help

- Completing this task as a whole group will enable you to offer more support and prompts.
- The pre-task activity should help learners to look at sentence structure rather than content.
- If learners are having trouble distinguishing between the compound and complex, emphasise that it is more important for them to be able to write different kinds of sentences than to be able to spot and name the type of sentence in someone else's writing. Naming is not as important as using.
- The 'Rules and tools' section contains more information on this topic.

Activity B   *Writing*

Task

- Read the passage in simple sentences. Discuss how boring it seems and why that is. Look at words that are repeated – almost every sentence starts with 'he'.
- Think about which pieces of information can be joined together without sounding odd. Learners will need to do some planning and drafting before reaching a satisfactory version. It needs to contain all the same information but be more interesting to read and not seem odd. Learners need to think about both content and sentence structure here. Remind them that they have the range of all three sentence structures, so some parts may be best left as single, simple sentences.

Extension

- In pairs, ask learners to write a few simple sentences about themselves or a topic that they are interested in. The pairs should swap passages and try to rewrite each other's sentences to make them more interesting but still retain the same information.

Help

- Completing the activity in pairs will help less-confident learners with this task.
- Offer support to learners as necessary.

The following three activities are all concerned with drafting, writing and designing the final project.

Activity C   *Reading and writing*

Pre-task

- All research needs to have been completed and learners should have read and taken notes on the information they have gathered.

Task

- Learners need to decide what format their project is going to take:
  - an informative poster
  - a display for the classroom wall
  - a leaflet
  - a small magazine or booklet.
- Their decision should be based on how much information they have, who their target audience is and how effective each format would be. There are other format options and the decision will depend to some extent on the facilities available at your learning centre. You may want to have some different examples of formats to show learners.
- If learners have been working in groups, then this editing task should be completed through discussion with others in their groups. Obviously if they have been working individually you will need to support them and help make decisions about what is relevant. Remind them of their target audience – the information for inclusion needs to be aimed at their interests and made appealing for them.
- Learners need to then plan what they intend to write, thinking about language and appropriate sentence structure.

Extension

- The following two activities build on this task.

Help

- Particularly for anyone working on their own, it helps to share ideas with someone, so spend some time talking about their notes and editing.

Activity D   *Writing*

Pre-task
- Learners should have completed the previous task and decided what is going in the project and the format it will take.

Task
- Read through the information on the page. Ensure that everyone understands the bulleted items. Learners should be writing from their notes, rather than the original texts. These items have all been practised and discussed in the unit, so remind learners about each one. The most important part is that they consider their target audience in every decision they make.
- Swapping work with others in the group or class will help learners see the ideas that other people are working on and how they are trying to appeal to their audience.
- Remind learners that this is only a drafting stage, so it does not have to be perfect. This is an opportunity to check spellings, punctuation and sentence structure. Draw their attention to the 'checking your punctuation' box, where they may find pointers that they had not thought of before. This may spark the need to revisit some punctuation topics, depending on individual learners' needs.
- Learners may find mind maps useful for planning and organising their ideas.

Extension
- Learners with more confidence about punctuation matters may wish to write some examples of correct use of commas, apostrophes and inverted commas to fit the definitions given.

Help
- Use some examples to remind learners and practise the punctuation elements outlined.

Activity E   *Reading and writing*

Pre-task
- Learners should have drafted their project and made all major decisions regarding format, images and wording.

Task
- Remind learners that they can work on their project in draft form until they are all satisfied. If as a group they disagree about a matter, they will have to reach a compromise.
- If they have access to computers, they could give their project more impact by producing it on the computer using photos, illustrations or diagrams. Learners will probably need assistance with using desktop publishing software.
- If you can, it may be worth combining this with an IT class or asking for IT support if you feel your desktop publishing skills are limited.

Extension
- Differentiate by expected outcome. Encourage more-able learners to produce a more challenging project.
- It may be possible to make the finished project available to the target audience and receive feedback. This would depend on who the target audience is and what is available in your community.

Help
- Learners with limited computer skills or without access to a computer can still produce an attractive and appropriate project using different colours and cut-out images from magazines, leaflets, etc.

Page 14 and 15
Spelling
Materials
- Set of dictionaries

Rationale
- To distinguish between the spelling and meaning of homophones

Activity A

Pre-task

- Question learners about their understanding of homophones. What are homophones? What examples of homophones can they think of? Are there any they find particularly difficult? Collect answers on the whiteboard or flipchart.
- Ask the group for any strategies they have for remembering particular homophones.

Task

- Read the two sentences aloud. These have been taken from the article about smoking.
- Pronounce 'affect' and 'effects' in a similar way. Ensure learners can hear the similarity and that they highlight these two words.
- Point out the difference in spelling. Also, learners may notice the 's' on 'effects'. This is the plural form, and provides a clue as to which one is the noun.
- Ask learners to look up the meanings of the two words in a dictionary and write a brief definition in their own words.
- Complete the sentences, reiterating the terms 'noun' and 'verb'.

Extension

- Prepare more gap-fill sentences using 'effects' and 'affects'.
- In pairs, learners could write sentences to complete with either 'effects' or 'affects'.

Help

- You may want to spend some time recapping on nouns and verbs as a pre-task activity. See the 'Rules and tools' section for more hints about nouns and verbs.
- Support learners individually as necessary.

Activity B

Task

- Learners look up the meanings of the two words in a dictionary and write a brief definition in their own words.
- On the board or flipchart, write 'advice' with 'practice' and 'advise' with 'practise' to show the letter patterns together.

- Read aloud 'advice' and 'advise', emphasising the difference in sound.
- Label them 'noun' and 'verb' on the board or flipchart to reinforce the information on the page.
- Ask learners in pairs to write two sentences using 'practise' and 'practice' correctly.

Extension

- More-able learners could write a few more sentences practising all four words.

Help

- Learners with dyslexia (particularly auditory difficulties) will have problems hearing the difference between 'advice' and 'advise'. They will need to concentrate on the letter patterns.
- Using 'practice' in a short phrase such as 'the doctor's practice', thereby connecting it to a solid object (i.e. the surgery), might help learners remember the noun form.

Activity C

Task

- Question learners about mnemonics. What are they? Do they use any mnemonics to remember spellings?
- Read through the information given in the activity.
- Discuss the examples of mnemonics given. How do they work? Would learners find either of these examples useful?
- In pairs, ask learners to think of mnemonics for two or three words that they often confuse. Three examples of homophones are given but learners may wish to use words they find difficult to remember.
- Looking back over the work they have completed during this unit may help learners identify problem words.
- Share mnemonics with the rest of the group. Write any particularly useful ones on the board or flipchart.

Extension

- More-able learners may be able to think of more than two or three mnemonics.

Help

- Pair more-able learners with lower-ability learners for support.
- Offer more examples and suggestions to help learners' ideas.

Activity D

Task

- Read the information. Stress to the group the importance of only learning one homophone at a time and to put it in a context so that the meaning is clear.
- Read aloud the word families listed, pointing out the differences in spelling. You may wish to add more examples of words that learners find difficult.
- Building these words into sentences works as a memory aid to connect spelling patterns, rhymes and meanings.
- Discuss the example and illustration given. It makes sense as a sentence but it is an unusual image. Pick out the three '-ite' words included in the sentence.
- Learners write a sentence using the '-ight' pattern. They can use the three words listed in the activity or add their own '-ight' words.
- Look at other homophones that learners have identified as problematic. Discuss other words with the same letter pattern and sound. Construct one or two sentences using relevant word families. Sentences should include three of the rhyming words.
- Share sentences and ideas with the group.

Extension

- More-able learners could produce more sentences, or use more of the rhyming words in each sentence.

Help

- Learners with dyslexia may have problems hearing the rhyme or matching the letter patterns. See individual assessments for each learner's strengths and weaknesses.
- You could prepare some lists of homophones and word families beforehand.

- Learners could write the sentences in pairs or small groups if they are short of ideas.

Activity E

Task

- Write 'aloud' and 'allowed' on the board or flipchart. Read them out, showing that they sound the same.
- Question the group about the meaning of each word. What methods do they have of remembering the difference? Make a note of any useful suggestions.
- Highlight the word 'loud' within 'aloud' and connect it to sounds and noise.
- Highlight 'allow' with 'allowed' and discuss the use of the past tense.
- Look again at the homophones learners have worked on in these activities. Identify any that have words within words that would help them remember the meaning and spelling.

Extension

- Recap on the 'Look, Say, Cover, Write, Check' method for learners who may want to practise particular word families. They should practise the matching letter patterns and rhymes, not the homophones.

Help

- Prepare beforehand some homophones that have useful words within words. Learners then have to pick out the words and discuss whether they would find that useful.
- Learners with dyslexia may have difficulty breaking words down in this way. Have a few copies of the homophones available so that learners can physically cut up the words so that they can see the separate components.

Page 16
Integrated skills
Materials

- Access to computers with an Internet connection
- Access to local libraries

- Local telephone directories for addresses and locations

Rationale

- To bring together the skills developed and practised throughout this unit
- To provide an opportunity to practise the skills in new and different contexts
- To provide evidence of learning for the portfolio, progress record and ILP review

Task

- Learners now have a chance to practise their research skills again with a subject that they are interested in. It can be on any subject that is broad enough for them to be able to research plenty of different information. Learners may want to do this task individually or, if a few are interested in the same subject, then they can work together.
- Learners will need to consider carefully the choice of subject, so offer guidance and encourage them to try out a number of ideas before settling on one (e.g. a brief Internet search to see how many useful sites they find or a visit to the library to see how much is available on each subject would be beneficial).
- Once a subject has been chosen, learners will need to write a plan, outlining where they intend to look for information, what they hope to find, prioritising tasks, etc. You may want to impose some deadlines so that they remain focused and know what they are aiming for. As in the previous tasks, learners could present their findings to the rest of the group on a set date.
- Learners must keep track of what they have found out and where they have looked for information. This information could be added to the plan. They will need to be organised, keeping notes in a folder or file.
- If they want to target a particular audience then learners will need to consider this when producing the final version. Otherwise they could design something according to what they think is attractive and that would draw their own attention.
- The format of the final project will depend on facilities in your learning environment, e.g. display boards, bookshelves, tables, etc.

- Take into consideration that some learners may feel shy about their work and not want it to be displayed whereas others may be happy with it so long as it is anonymous. Others may want their names all over it!

⬇ Page 17
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.

Materials

- Internet access
- Highlighter pens

Rationale

- To check and consolidate learning and progress upon completion of the unit

Write a summary

Task
- Ask learners to read the passage. They can highlight the sentence containing the main point if they wish or they can write it in note form in their own words.
- They should pick out only three important details from all the information given.
- Ask learners to use their notes to write a summary of the passage. They must give it a heading and can also include sub-headings if they want.

Search for information

Task
- Learners explain briefly what information each of the features listed provides about a text.

- They use their own words, which may be written in note form.

Search for websites

Task
- Learners use an Internet search engine (such as www.google.co.uk or www.yahoo.co.uk) to find three websites about protection against strong sunshine.
- They do not need to read or explore the sites in great detail. They just need to identify the subject of the site quite quickly. This may be achieved by reading the web address and the information given in the search engine results.

Complex sentences

Task
- Learners rewrite the passage in simple sentences so that each sentence contains only one item of information (one subject and one main verb). They still have to retain all the information given.

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 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. Direct the learner to the next stage.