



Start that job

Coverage of Literacy Curriculum

Practise listening and speaking

- Listen to, understand and follow lengthy or multi-step explanations and narratives on a range of topics and a range of contexts SLlr/L2.2
- Respond to criticism and criticise constructively SLlr/L2.4
- Make relevant contributions and help move discussions forward SLd/L2.1
- Support opinions and arguments with evidence SLd/L2.4

Practise reading and writing

- Identify the main points and specific detail in different types of text Rt/L2.3
- 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
- Judge how much to write and the level of detail to include Wt/L2.2
- 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
- Use different styles of writing for different purposes (e.g. persuasive techniques, supporting evidence, technical vocabulary) Wt/L2.6
- Proof-read and revise writing for accuracy and meaning Wt/L2.7
- Construct complex sentences Ws/L2.1
- Use correct grammar (e.g. subject-verb agreement, correct and consistent use of tense) Ws/L2.2
- Read and understand technical vocabulary Rw/L2.1
- Recognise and understand the vocabulary associated with texts of different levels of accessibility, formality, complexity and of different purpose Rw/L2.3
- Spell words correctly used most often in work, studies and daily life, including familiar technical words Ww/L2.1
- Produce legible text Ww/L2.2

Key functions

- Taking part in discussions and making decisions using ideas, information and knowledge to support views and arguments
- Using format and structure to organise writing for different purposes
- Learning how to use reported speech

Key grammar

- Understanding the relationship between basic grammar and punctuation
- Understanding and using nouns and pronouns appropriately
- Making compound sentences and using simple connectives

Resources to support this unit

- A class set of dictionaries
- A class set of thesauruses may be useful but are not essential
- Stereo system (and headphones if required)
- Rulers, highlighter pens and pencils

Materials preparation

- Audio clips 1 and 2
- Handbook example
- Copies of Photocopy 1 (page 79)
- Example of mind map
- A selection of advertisements from magazines (optional)
- A list of words with suffixes

Reading strategy: For activities in this unit, learners will use strategies such as:

- identifying the main points and specific detail in a variety of texts
- understanding that choice of vocabulary contributes to the style of a text and relates to context, purpose and audience.

Spelling strategy: In this unit, the learners will concentrate on spelling words ending in common suffixes. Learners will select the most precise words for a task, applying strategies to attempt and check their spellings. They must be encouraged to use the most precise words for a task and not necessarily the easiest word to spell.

Page 1

Unit aims

To begin

- Clarify the content, purpose, objectives and outcomes of the unit: to undertake speaking, listening reading and writing tasks in the context of work.
- Show how the core curriculum skills for each unit are itemised on each page of the learner's material.
- Demonstrate how the core curriculum skills show progression from L1 and reflect the ILP.

Specific to this unit

- Discuss learners' experiences of starting a new job. Did they receive training for their new position?
- Introduce the character Joseph and the trainee situation. Share ideas about literacy skills that might be needed in trainee induction programmes for employment situations.
- Carry out the self-assessment tick box activity on page 1.
- Ensure that this opening discussion is kept short and to the point. Its purpose is to focus on the unit topic and to proceed smoothly to the first skills page.

Pages 2 and 3

Induction course

Materials

- Audio clip 1
- Stereo system
- Flipchart or whiteboard

Rationale

- To make effective contributions in discussions
- To develop self-awareness and interpersonal skills

Activity A *Speaking, listening and reading*

Pre-task

- Explain that job training often focuses on the development of interpersonal skills, especially in industries where customers and clients are

involved. A discussion about what is meant by the term 'people skills' would be helpful.

Task

- Read and discuss the text.
- Learners should work on the task in groups.
- Ask learners to create an A–Z list of the personal qualities needed to excel at working with customers.
- Complete this task in a small group. Learners should focus on how they would perform.

Extension

- Discuss the importance of developing interpersonal skills for all aspects of life.

Help

- Some learners may need help to get started. If some learners do not seem to have the vocabulary to complete the task, then teaching the use of a thesaurus might help.

Activity B

Writing

Pre-task

- Discuss Activity A.

Task

- Read the text and explain the self-assessment box.
- In this exercise, the emphasis needs to be on reflective skills rather than technical accuracy.
- Encourage learners to write an assessment of their own contribution to the task.



Activity C

Listening, writing and speaking

Pre-task

- Set the scene.
- Explain to learners what the audio clip is about.

Task

- Read the text.
- Play audio clip 1.
- Check understanding.
- Learners need to record their individual thoughts in the 'What went wrong?' space before discussing with the group.

Extension

- Ask learners to share their 'What went wrong?' ideas.
- Use a flipchart to record their points.

Help

- Any learners who have difficulty hearing the text can refer to the audio script.

Activity D *Speaking and writing*

Pre-task

- Discuss any previous opportunities learners have had to make ground rules.

Task

- Read the text.
- Choose a scribe.
- Ask learners to make a set of rules for discussion.

Extension

- You may need to discuss the points offered in 'Rules for effective group discussion' and in particular, getting the group to decide whether having a chairperson is helpful.

Help

- Learners who have little experience of group tasks may need extra help.

Activity E *Writing*

Pre-task

- Check to ensure that everyone understands the ground rules that the learners have produced.

Task

- Read the task.
- Explain that the timing of the task will keep them focused.
- When the task ends, the learners need to complete the 'Ten most important...' table.

Extension

- Groups can feedback to other groups if appropriate.

Help

- If learners seem to be less successful with the task, stop!
- Check what is happening and start again.

Pages 4 and 5 Staff handbook

Materials

- Example of staff handbook
- Copies of the employee complaints procedure (Photocopy 1, page 79)
- Example of mind map

Rationale

- To use different methods to develop active reading skills, when tackling difficult texts

Activity A *Reading and writing*

Pre-task

- Discuss the highlighting strategy as a technique for reading and absorbing difficult texts.

Task

- Give out copies of the employee complaints procedure.
- Learners should read the text and aim to get an overall sense of what the document contains and, in particular, the most important ideas.
- Ensure learners understand what is expected of them. Let them work on the complaints procedure handout individually.
- Highlighted text should include:
 - who the complaints procedure is for
 - what it can be used for
 - who can help the employee lodge a complaint
 - what the three stages in the complaint procedure are
 - at what stage a complaint becomes 'formal'
 - who can give support to the employee in a formal complaint procedure.

Extension

- Follow up any discussion opportunities that the task presents.

Help

- Guide learners through the key points checklist. Ensure they have included most of the points in their highlighting exercise.

Activity B **Reading and writing**

Pre-task

- Ask learners if they have used mind maps before as a technique for reading and absorbing difficult texts.

Task

- Read the text and ask the learners to focus on the bullet points available while they create their mind maps.

Extension

- Learners can share their completed mind maps with each other if appropriate.
- Encourage learners to visit www.Mind-Map.com.

Help

- Before beginning, model the mind map example on the whiteboard if necessary.

Pages 6, 7 and 8 **Customer complaints**

Materials

- Audio clip 2

Rationale

- To encourage learners to analyse key points in spoken information
- To practise receiving criticism positively

Activity A

Listening and writing

Pre-task

- Talk about learners' work experience of situations in which they have had to pay particular attention to someone to get information from them.

Task

- Read the text.
- Listen to audio clip 2.
- Learners should take notes of the key words and phrases that the customer uses.

Extension

- Follow up any opportunities that the activity presents.

Help

- Ideally, learners should listen to the audio clip just once, but you may need to play it again.

Activity B

Writing

Pre-task

- Learners should give feedback on how difficult it was to follow the listening task.

Task

- Read the text and check learners understand the activity.
- Discuss with learners the key sentences that give clues to three problems that needed to be dealt with.
- Learners should summarise each of the three problems in the table.

Extension

- If some learners find the task relatively easy, ask them to make a summary of the three complaints that need dealing with **without** the help of the quotes provided.

Help

- If some learners find the task difficult, suggest that they refer to the audio script.

Activity C

Writing Help

Pre-task

- Ask learners if they have had any occasions to record spoken information in writing.
- Refer learners to the information box and ensure that they are confident to use direct and reported speech before they begin the task.

Task

- Read the text.
- Refer learners to the customer complaints form and ask them to write down in reported speech the complaint that has been made.

Extension

- Follow-up work may be done on direct and reported speech.

Help

- Model the rules for punctuating direct speech if learners have not come across it before.

Activity D Speaking and listening

Pre-task

- Go over what learners have written in the previous activity. Discuss the occasions where learners have had to accept criticism and their responses to it.
- Discuss the difference between being honest with friends and family and criticism in a work situation. Discuss as a group the importance of being able to accept constructive criticism with a positive attitude.
- Go through the tips box with learners.

Task

- Read the text.
- Ask learners to take turns to role-play. Learners should bear these points in mind as they role-play the conversation between the manager and the salesperson.
- Give learners the opportunity to take turns at both roles.

- You may need to take the role of the manager who gives constructive feedback.

Extension

- Ask learners to talk about how it felt to be criticised.
- Follow up any opportunities that arise for taking the discussion further.

Pages 9, 10, 11 and 12 Writing a leaflet

Materials

- A selection of advertisements from magazines (optional)

Rationale

- To develop persuasive writing and language skills

Activity A Reading and writing

Pre-task

- Ask learners what tactics advertisers use to sell products.
- Explain to learners that the task will involve reading, planning, drafting and editing.

Task

- Read the text together.
- Ask learners to discuss how an advertiser might try to make each fact sound appealing.
- The table helps learners to group the facts together.

Extension

- Learners can look through magazines for ideas about how factual information is presented in a persuasive way.

Help

- Completion of the table can be teacher-led if necessary.

Activity B **Reading and writing** **Help**

Pre-task

- If learners have not had a chance to view suitable advertisements before this activity, it would be helpful to do so now. Go through points 1–5 as scaffolding for the activity.

Task

- Read the text.
- Support learners to plan the sections of the leaflet by drafting the headings and the information that sits under each section.
- Learners can either use the table provided or work on a plan on paper. In the former, the first section has been completed as an example. However, it doesn't matter if they begin to design the leaflet at this stage, rather than completing comprehensive notes first.

Extension

- Although learners are only expected to produce the text of a leaflet, some may like to draw or to use computer programs to make the leaflet more visual.

Help

- Some learners may not be very imaginative at first and may need extra ideas.

Activity C **Reading and writing**

Pre-task

- Let the learners flick through magazines to find eye-catching expressions.
- Use the whiteboard to pool findings.

Task

- Read the text.
- Encourage learners to come up with expressions and words of their own.

Extension

- Learners who seem to be grasping the task easily can be encouraged to develop more sophisticated skills such as the use of alliteration and puns.

- Go back over the facts about the exerciser with learners who are struggling for ideas and match up some of the examples from Activity C with the facts to help them.

Activity D **Writing**

Pre-task

- Recap on all the points raised from Activities A–C and draw the task together.

Task

- Learners should now be ready to write a first draft of their leaflet.
- Check the first draft for learners and advise on how to re-draft an accurate, persuasive piece of text.
- Learners may need to spend time working at home to complete the task.

Extension

- Some learners will produce very wordy, detailed leaflets. They could be encouraged to edit and concentrate on the quality of the language.

Help

- Some learners may need to work on this task in small chunks.

Pages 13 and 14 **Grammar and punctuation**

Rationale

- To address an area of punctuation that always needs attention, through the teaching of grammar

Activity A **Reading and writing**

Pre-task

- Explain to learners that one of the most common punctuation mistakes in English is the misuse of the comma to end what are actually short sentences. Go through the grammar boxes with learners until they are confident to complete the tasks.

Task

- Read the text.
- Learners complete the exercises.

Extension

- Learners who complete Activities A–C quickly may write a more sustained account, as described in Activity C.

Help

- Some learners may need supplementary exercises.

Activity B *Reading and writing*

Pre-task

- Learners may discuss the situations in which bold, simple sentences may be used for effect.

Task

- Read the text.
- Learners complete the exercise.

Extension

- As in Activity A above.

Help

- Some learners may need supplementary exercises.

Activity C *Writing*

Pre-task

- Ensure that all learners have an experience to describe.

Task

- Using a range of simple and more complex sentences, direct learners to write a paragraph about an experience of work that was particularly memorable and to explain why.
- If learners have no experience of paid work, they may wish to concentrate on a work task performed at home or elsewhere.

Extension

- As described in Activity A. This task can form a sustained writing activity for some learners.

Help

- Some learners may need to be shown how to edit over-detailed accounts.

Pages 15 and 16 Spelling

Materials

- Dictionaries
- A list of words with suffixes

Rationale

- To recognise, use and be able to spell words that end in the suffix ‘-cian’
- To develop personal spelling strategies

Activities A and B

Task

- Write a list of words on the flipchart.
- Ask a volunteer to underline the suffixes, e.g. **progressive**, **supervisory**, **shortage**, **alternative**, **politician** etc.
- Explain to learners that one way of spelling ‘shun’ at the end of a word is ‘-cian’.
Remembering this spelling is straightforward, because all ‘-cian’ words have something important in common.
- Discuss these examples of ‘-cian’ words.

politician	musician	paediatrician
electrician	optician	statistician
magician	physician	obstetrician

- Explain that these words are nouns and describe a person in terms of the job or skill they perform.
- Explain that another feature of ‘-cian’ words is that they are all formed from nouns (the word they are formed from is called the base word). With other ‘shun’ endings, like ‘-tion’, the base word is often a verb.
- Read the top of page.

- Ask learners to work with another person to list as many '-cian' words as possible.
- Set a time limit then share the word lists as a whole group. Note on the board any examples offered that describe a person's job.
- In small groups or pairs, ask learners to write a definition that uses the base word.
- Feed back the answers to the whole group
- Discuss the spelling rule box and elicit some more examples from the group.
- Demonstrate to learners that one way of improving spelling is to concentrate on the meaning of words – semantics.
- On the board show how reducing a word to the base word makes it easier to spell.
- Highlight whole families of words by making links based on the meaning, for example: electric, electrical, electricity, electrician, electronic, electrocute.
- Ask learners to look at the '-cian' words in the table and to list as many related words as possible. Feed back and share the answers as a whole group.

Help

- Learners should use dictionaries as needed.

Pages 17 and 18 **Integrated skills**

Rationale

- To provide an opportunity to reflect upon and make a record of interpersonal, writing and reading skills for future use

Audit of skills

Pre-task

- Learners need to understand that it is very useful to have a record of their skills for application forms or letters for jobs or further courses.

Task

- Learners will be able to complete this task more easily if they have kept a record of the activities they have undertaken in the unit to date.
- Encourage learners to evaluate their own skills as objectively as possible.

Extension

- Some learners may quickly get onto Activity B and beyond to the final written task in the review section.

Help

- Learners may need you to help with the dates the activities were completed.

Self-evaluation

Pre-task

- It may be useful to model an example of the task on the whiteboard.

Task

- Learners can use the information on the right-hand side of the table to help them make notes on the skills that they have acquired during the unit.

Extension

- As above for Activity A.

Help

- Less-confident learners will need reassurance and encouragement to be positive about their achievements.

Page 19 **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.

Task

- Read the text.
- It should be clear that the skills are broken down to help the learners focus on the skills that are

required by employers and voluntary organisations. They are also the kinds of study skills required for more advanced courses available in further education.

Extension

- Some learners may have a specific use for this exercise and can be encouraged to work independently on a particular application form etc.

Help

- Some learners will need help with proof-reading for technical accuracy, an essential requirement for this task.

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.

Photocopiable resources

Photocopy 1 Employee complaints procedure

Introduction

Sport4All Inc. is committed to making sure all employees have a working environment that is free from harassment or other discriminatory behaviour. All employees have the right to be treated with fairness, dignity and respect whilst at work. This employee complaints procedure is intended to give employees a single, simple and fair means of resolving any work-related complaints.

Who is covered?

All Sport4All employees are covered by this procedure. The procedure can be used for all disputed work-related complaints, unless listed as an exception below.

Exceptions

This procedure cannot be used if:

- a) The complaint is outside the control of Sport4All, e.g. the result of an Act of Parliament.
- b) The complaint is covered under a separate policy or procedure, for example disciplinary procedure, poor performance procedure and staff sickness policy.
- c) A claim is in process for personal loss or damage.
- d) The complaint concerns an issue that does not directly concern the complainant.

How do I complain?

There are three stages of the procedure:

Stage 1 (informal)

Wherever possible you should raise your complaint verbally with your line manager within one week of the incident about which you are complaining. You must make your complaint clear and say what you would feel is an appropriate solution. (If you need help with this, you can get assistance from the personnel support officer). Your line manager must respond to you about the complaint within five working days. The response can be either verbal or in writing.

Most complaints can be resolved informally in stage 1. If not, stage 2 of the procedure begins.

Stage 2 (formal)

If you are not satisfied with the answer or solution you received from your line manager at stage 1, then you must put your complaint in writing to your line manager within one week of his / her response. This marks the start of the formal process of complaint.

If your line manager agrees that you have a legitimate complaint (i.e. that it is not covered under 'exceptions' above) then you will be invited to attend a meeting to discuss your complaint. The meeting must take place within two weeks of your written complaint. The meeting will be attended by your line manager and a representative from Head Office. You have a right to be accompanied by a friend, union representative or the personnel support officer.

You will be sent a full written report on the meeting within one week, including details of any agreements reached either at the meeting or as a consequence of the meeting.

Stage 3 (external)

If you are still dissatisfied with the decision made about your complaint, you have the right to start external procedures and lodge a claim with the employment tribunal office.

If you need any assistance at any stage, please contact the Personnel Support Officer.

01828 657657

All complaints and subsequent proceedings will be treated with strict confidentiality.