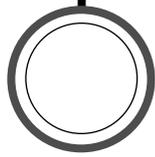


# Contents

Introduction	v
1 My big day	1
2 Entertainment and leisure	17
3 The issue	31
4 Safety on the streets	43
5 Find that job!	57

All text in the learner's material is to be mediated by teachers. The materials are *not* written to support learners working independently.



# Introduction

## *Suggestions for teaching strategies*

Good direct teaching offers the learner a lively and stimulating experience. The teacher must take the lead in providing clear instruction, using effective questioning techniques and making good use of learners' responses. High quality teaching is oral, interactive and animated.

- It is useful for both teacher and learner to keep a record of learning on a wall display. The display is made up of any words, comments and ideas that are recorded during the lesson. The teacher does not have to worry about making this display 'pretty'. Its function is to record the ideas and essence of the work from day-to-day learning. A4 paper, 'Post-it' notes, paper speech bubbles, pictures and plans can all be included. This will allow the learner to refer back to what has happened in earlier lessons and give the teacher a focus for reviewing and linking work from session to session.
- Allowing learners to use a small whiteboard encourages them to practise spelling and plan writing – from simple sentences to rough writing templates.
- Creating large landscape 'mindmaps' (ideas) on flipchart paper can also help learners, especially those who have a visual learning style.
- Breaking up texts into smaller chunks using an OHP, PowerPoint or A3 sheets draws learners' attention to specific words, sentences and texts.
- Effective and correct use of questioning words (Who? What? Where? When? How? Why?) can help learners to elicit information.
- Using photographs as a stimulus to open discussions and ask questions can add clues to text-based material.

By using the methods outlined above, learners can be enabled to use their learning as a transferable set of skills. This is especially useful when approaching material for the first time.

## *The teacher's role*

The teacher's role involves the following tasks:

- directing:
  - sharing teaching objectives with the class
  - ensuring that the group know what to do
  - drawing attention to points over which they should take particular care
- instructing:
  - giving information
  - structuring information and teaching points into a step-by-step framework for the learner to follow
- demonstrating:
  - showing the learning point
  - describing the rationale behind the objective
  - modelling – practical demonstrations on 'this is how to do it', using appropriate resources and visual displays
- explaining and illustrating:
  - giving accurate, well-paced explanations
  - referring to previous work or methods
  - basing sessions on real-life situations that are highly relevant to the learning group

- questioning and discussing:
  - questioning in ways which match the direction and pace of the lesson and ensuring that all participate
  - listening carefully to responses and responding constructively in order to take learning forward
  - using open and closed questions, skilfully framed, adjusted and targeted to make sure that learners of all abilities are involved and contribute to discussions
  - allowing learners time to think through answers before inviting a response
- consolidating:
  - maximising opportunities to reinforce and develop what has been taught, through a variety of activities in class and well-focused tasks to do at home
  - asking the learner either with a peer or as a group, to reflect on and talk through a process
  - inviting groups to expand their ideas and reasoning, or to compare and then refine their methods and ways of recording their work
  - encouraging learners to think of different ways of approaching a problem
  - asking learners to generalise or give examples that match a general statement
- evaluating learners' responses:
  - identifying mistakes, using them as positive teaching points by talking about them and discussing any misconceptions that led to them
  - discussing learners' responses
  - evaluating the presentation of learners' work as a group
  - giving oral feedback on their written work
  - setting targets
- summarising:
  - reviewing (during and towards the end of each session and unit) what has been taught and what learners have learned
  - identifying and correcting misunderstandings
  - inviting learners to present their work
  - picking out key points and ideas
  - making links to other work
  - giving an insight into the next stage of their learning.

## *The value of ICT*

Information and communication technology provides teachers with opportunities to cater more effectively for the needs, abilities and learning styles of all learners. Used effectively and appropriately, ICT has the potential to:

- increase motivation and engagement
- improve concentration for all learners including those with special needs
- provide opportunities to 'keep on improving' through drafting and redrafting (constant assessment review and target planning)
- raise learners' self-esteem because of the 'equality and quality of output'
- support independent learning
- develop skills to help the learner cope effectively in a technological environment and extend skills for employability.

Wherever possible and depending on the level of the teacher's ICT skills, it is recommended that a teacher accesses and employs ICT for teaching these units. The advantages are many.

- Materials are visual.
- Texts are on audio clips as well as on the written page.
- Instructions are clearly signposted for the learner.
- All learning styles are covered, including the kinaesthetic, and there is provision for learners to learn as a group or to choose ways that suit an individual learning style assisted by technology.
- There are opportunities for learners to get the most out of group work and have each individual's contribution recorded and valued.
- The learner is also encouraged to take responsibility for his or her own learning.

By using high quality ICT resources, learners and teachers are offered a choice in their learning programmes. This can be of great assistance to those learners who 'fear the pen', or have no confidence in their capability to write fluently during their first few lessons. Teachers are able to offer constructive feedback to build up a 'can do' atmosphere for learning. In this way, learners are able to participate without being made to stand out or fail.

Teachers can develop learners' understanding by using all available senses and experiences, ICT and visual materials to increase knowledge of the wider world.

There are many benefits to using ICT to teach literacy.

- It allows the teacher to produce and modify resources quickly and easily.
- It allows access to a wide range of information in different formats. The learner can engage directly with the area of literacy he or she is focusing on.

The number of activities and resources is vast.

Teachers need to be able to make judgements about when and why they should use ICT, as it is not always appropriate. ICT should only be used if it allows teachers or learners to do something they would not otherwise have been able to do, or if it improves teaching or learning.

For literacy, this means:

- Learners can engage with text in ways not possible with paper-based materials.
- Learners can experience the interrelated nature of different areas of language – speaking and listening, and writing and reading.
- Learners can focus on the content at different levels – word, sentence and text.
- The development of reading and writing can be enhanced through simulations, e-mail, fax, the Internet, interactive books etc.
- Learners can make links between writer and audience – they are able to adapt the presentation and organisation of their writing to meet the needs of different audiences. They can prepare websites and multimedia presentations.
- There is flexibility in that the same piece of work can be used for different learners in different ways.
- Teachers can respond to different stages in learners' writing. With some programmes, summative and diagnostic information can be provided. A saved or printed version of the work can be kept as a record.
- ICT can support and enhance the study of literary texts, for example, by using a split screen to look at different texts or using grammar checks to analyse texts.

## *Suggestions for ICT*

- By using a large screen or overhead projector, the teacher can focus learners' attention on different aspects of the text.
- By using an interactive whiteboard, teachers can demonstrate, explore or explain work effectively.
- Teachers and learners can gain access to a wide range of information: CD-ROMs, the Internet, contacting experts outside the classroom and the community etc.
- There are also a wide range of ways in which ICT can be used to present information, e.g. PowerPoint presentations, which provide an excellent tool for teacher and learner to make presentations to a group.
- Assignments completed on a word processor can be changed easily and all work can be saved at different stages allowing a record to be kept.
- Learners can explore areas that would otherwise not be available to them.
- Learners can communicate with others and present information effectively in different ways and for different audiences. They can get responses and feedback quickly.
- Teachers can use the following fonts – *comic sans* / *coronet* / *hfw cursive* / *ITC* / *Zapf Chancery* / *Lucida Handwriting* to demonstrate correct letter formation.
- Wordbars or clickers (lists of words linked to a text that sit at the bottom of a screen) can be used to sequence a sentence or to do a cloze exercise.
- Teacher and learner can highlight specified words, sentences or texts to develop an understanding of a key objective (e.g. spelling patterns or parts of speech).
- Learners can use a speech facility to help them check their work.
- Errors in a draft can be corrected in a prepared passage.
- Writing frames can be created as a template to develop writing skills.
- Information can be presented in a range of ways.
- Use of a spell checker or thesaurus can encourage good spelling.

## ***Differentiation***

In literacy, some topics are inherently more difficult than others at the same level (e.g. grammar and spelling work). Additionally, where the text is more complex or particular words are more difficult to decode and where learners have to analyse the methodology for an activity, this may be more difficult for a significant proportion of learners. The activities in these categories have been marked  in the teacher's notes. Activities that are felt to be less challenging for a significant proportion of learners are marked  in the teacher's notes. An activity is not marked as less challenging if there is a lengthy pre-task activity introducing a new grammar concept. These two indicators are in addition to the differentiation categories of 'Help' and 'Extension' that aim to support or extend the learner throughout these units.

In the main, the perception of the level of difficulty for each task will be different for individual learners. The indicators are a guide; the teacher will decide with respect to individual learner's needs which activities will be easier, or more challenging, for the learner.

## Coverage of core curriculum elements

### *Listening and speaking*

<b>Skill</b>	<b>Skill code</b>	<b>Unit / page</b>
Listen for and follow the gist of explanations, instructions and narratives	SLlr/E2.1	Unit 1 / pages 2, 7 Unit 2 / pages 10, 15 Unit 3 / pages 6, 7
Listen for detail in short explanations, instructions and narratives	SLlr/E2.2	Unit 1 / page 2 Unit 3 / pages 6, 7 Unit 5 / pages 2, 3, 10
Listen for and identify the main points of short explanations and presentations	SLlr/E2.3	Unit 2 / pages 2, 15
Listen to and follow short, straightforward explanations and instructions	SLlr/E2.4	Unit 4 / page 6
Listen to and identify simply expressed feelings and opinions	SLlr/E2.5	Unit 1 / pages 2, 7 Unit 3 / pages 6, 7 Unit 4 / pages 2, 3, 16
Respond to straightforward questions	SLlr/E2.6	Unit 5 / pages 10, 11
Speak clearly to be heard and understood in straightforward exchanges	SLc/E2.1	Unit 5 / pages 10, 11
Make requests and ask questions to obtain information in everyday contexts	SLc/E2.2	Unit 2 / pages 8, 9, 15 Unit 3 / pages 4, 5 Unit 5 / pages 10, 11
Express clearly statements of fact and short accounts and descriptions	SLc/E2.3	Unit 1 / page 16 Unit 4 / pages 4, 6, 16
Ask questions to clarify understanding	SLc/E2.4	Unit 3 / pages 4, 5 Unit 5 / pages 10, 11
Follow the gist of discussions	SLd/E2.1	Unit 4 / pages 8, 9, 16
Follow the main points and make appropriate contributions to the discussion	SLd/E2.2	Unit 4 / pages 8, 9, 16

### *Reading and writing*

<b>Skill</b>	<b>Skill code</b>	<b>Unit / page</b>
Trace and understand the main events of chronological and instructional texts	Rt/E2.1	Unit 1 / pages 3, 5, 15, 16 Unit 3 / pages 2, 3, 15 Unit 4 / pages 3, 4, 5, 6, 7, 16
Recognise the different purposes of text at this level	Rt/E2.2	Unit 3 / pages 10, 11, 15
Identify common sources of information	Rt/E2.3	Unit 2 / pages 4, 5, 6, 7, 15 Unit 5 / pages 8, 16
Use illustrations and captions to locate information	Rt/E2.4	Unit 1 / page 5 Unit 2 / pages 6, 7, 15 Unit 3 / page 2
Use written words and phrases to record or present information	Wt/E2.1	Unit 1 / pages 4, 5, 6, 10, 16, 17 Unit 2 / pages 3, 4, 5, 9, 10, 11, 15 Unit 3 / pages 11, 12, 13, 15 Unit 5 / pages 7, 12, 13, 16

Read and understand linking words and adverbials in instructions and directions	Rs/E2.1	Unit 2 / pages 10, 11, 15 Unit 4 / pages 6, 7, 16
Use knowledge of simple sentence structure and word order to help decipher unfamiliar words and predict meaning	Rs/E2.2	Unit 3 / pages 6, 7, 9, 13 Unit 5 / pages 2, 3, 6, 7, 8, 16
Apply own life experience and knowledge to check out plausible meanings of a sentence as a whole when decoding unfamiliar words	Rs/E2.3	Unit 1 / pages 7, 8, 9 Unit 3 / page 9
Use punctuation and capitalisation to aid understanding	Rs/E2.4	Unit 1 / page 11 Unit 3 / page 8
Construct simple and compound sentences, using common conjunctions to connect two clauses	Ws/E2.1	Unit 5 / pages 12, 13
Use adjectives	Ws/E2.2	Unit 1 / pages 9, 10 Unit 4 / pages 2, 3, 4, 8, 16 Unit 5 / pages 4, 5
Use punctuation correctly	Ws/E2.3	Unit 1 / pages 11, 12, 16 Unit 3 / pages 4, 5, 8, 11, 13, 15 Unit 5 / page 9
Use a capital letter for proper nouns	Ws/E2.4	Unit 1, page 12
Read and understand words on forms related to personal information	Rw/E2.1	Unit 4 / pages 10, 11
Recognise high-frequency words and words with common spelling patterns	Rw/E2.2	Unit 1 / pages 2, 3, 13, 14, 15 Unit 5 / pages 2, 3, 4, 6, 14, 15, 16
Use phonic and graphic knowledge to decode words	Rw/E2.3	Unit 1 / pages 2, 3 Unit 5 / pages 8, 9
Use a simplified dictionary to find the meaning of unfamiliar words	Rw/E2.4	Unit 2 / pages 13, 15 Unit 3 / page 9 Unit 5 / pages 4, 5
Use initial letters to find and sequence words in alphabetical order	Rw/E2.5	Unit 2 / pages 12, 13, 15
Spell correctly the majority of personal details and familiar common words	Ww/E2.1	Unit 4 / page 10 Unit 5 / pages 12, 13
Use knowledge of sound/symbol relationships and phonological patterns to help work out correct spellings	Ww/E2.2	Unit 1 / pages 13, 14, 15, 16 Unit 2 / page 14 Unit 3 / page 14 Unit 4 / pages 12, 13, 14, 15 Unit 5 / pages 14, 15
Produce legible text	Ww/E2.3	Unit 1 / pages 13, 14, 15, 16 Unit 3 / pages 12, 13, 15 Unit 4 / pages 8, 9, 10, 11, 16 Unit 5 / pages 7, 12, 13, 16