

Educator support material



Collections 6: Second Time Lucky

This educator support material has possible learning activities for each of the texts in this collection, including suggested learning goals. Each suggested goal focuses on a particular reading progression, but the support material also refers to other progressions. For example, each set of goals will involve comprehension because making meaning from text is always the purpose for reading.

In addition to learning goals, this material also gives a suggested reading purpose for each text. The reading purpose focuses on an authentic reason for reading, such as the information, insights, or entertainment a reader can gain from the text. The learning goals focus on the skills and strategies that help a reader meet their reading purpose.

The support materials for Collections 1, 2, and 3 presented two or three “lesson guides” for each text. This support material presents one learning sequence for each text, consisting of learning activities before, during, and after reading. The activities follow a logical order, but you will need to select from and adapt the learning goals and activities according to your learners’ strengths, needs, and interests. As the learners read more of these texts, you will find many opportunities to make links to and build on their previous learning.

You will probably work on each text over several lessons, depending on the length of your lessons and your learners’ needs. This will allow for multiple readings of each text and give extensive opportunities for learners to develop their language skills through talk. Be guided by the responses of your learners and don’t “overdo” a text if you feel they are ready to move on.

This support material also provides lists of text features. The lists are not intended to be exhaustive but to indicate the kinds of supports, challenges, and learning opportunities that the text provides.

This support material includes links to [Learning Progressions for Adult Literacy](#) and to [Teaching Adults to Read with Understanding: Using the Learning Progressions](#).

Vocabulary

Most of the texts in *Second Time Lucky* include a glossary. The words and phrases in the glossaries are generally low frequency. These glossary items aren’t necessarily the most important vocabulary for your learners to focus on learning. The support material lists some suggested “key vocabulary” from the texts. The suggested key vocabulary is higher frequency and/or central to a specific topic. These words and phrases may be appropriate to focus on for teaching and learning. However, when selecting vocabulary for explicit instruction, you need to draw on your knowledge of your learners’ specific needs. You should also leave room for the learners to make their own decisions about words and phrases that are useful to them.

Remember to find ways to recycle and revisit vocabulary and to discuss strategies for learning vocabulary. (For more information about vocabulary learning, see [Learning Progressions for Adult Literacy](#), pages 34–36.)

Introducing the book

Make sure every learner has a copy of the book (Collections 6: *Second Time Lucky*). Tell them that the book is a collection of texts based on a theme. Ask the learners to examine the front cover and the contents page and then talk with a partner about what they think the theme is, and why they think so.

After reading each text (or before the group reads the next one), discuss how it connects with the overall theme.



Second Time Lucky

by Rachel Hayward

Overview

This is a narrative about Cathy and a job interview that does not go very well. Cathy learns from this and makes plans to ensure her next interview goes better.

The learning goals for this text focus on the following reading progressions: Decoding and Vocabulary, Language and Text Features, Reading Comprehension, and Reading Critically.

Share the learning goal or goals with your learners and display them during the lesson(s).

Features of the text

This text is a narrative, with an orientation, a main character, a complication, and a resolution. There is a numbered list and a glossary at the end of the story. Other features include:

- mostly simple and compound sentences with some complex sentences;
- direct speech and the conventions for writing direct speech, including the use of exclamation marks;

- features of oral language, for example, informal language such as “That’s me” and “pretty good”;
- a range of mostly past verb forms, except in the direct speech, for example, “buzzed”, “was already rushing”, “had forgotten”;
- vocabulary connected to job interviews, for example, “interview”, “candidate”, “strong points”;
- descriptive verbs, adverbs, and adjectives, for example “scrambled”, “threw on”, “nervously”, “crumpled”;
- some words with unusual spelling patterns, for example, “colleagues”, “measure”;
- many words with the -led spelling pattern, for example, “scrambled”, “crumpled”, “tangled”, “mumbled”, “smiled”.

Key vocabulary

interview, scrambled, splashed, bounced, nervously, frowned, candidate, colleagues, burst open, crumpled, tangled, panted, flopped, politely, noticed, tucked, receptionist, wondered, froze, mumbled, pretended, spat, Suddenly, confirm, quietly, avoid

Learning activities

Learning goals:

- to use decoding and vocabulary strategies to help me work out the words I don’t know in this text
- to recognise that the combination of the same letters can be pronounced in different ways
- to use language features to help me understand the effect the writer wants to create
- to make links to my own experience and prior knowledge to help me evaluate the character.

Before reading

Tell the learners they are going to read about a job interview and discuss the topic with them. You could ask questions such as “If you had a job interview tomorrow morning, how would you prepare for it?” and “How do you do a good interview?” After the discussion, point out that they have just used the strategy of making connections to their background knowledge to help them think about the ideas and words that might be in the text.

Create a mind map consisting of key vocabulary about interviews; for example, under the heading People, you could write “candidate” and “interviewer”. As a class, explore the spellings and meanings of unfamiliar words. Begin a vocabulary list for this text.

Tell the learners that there are many levels of “knowing a word” when they are reading, for example:

- recognising a word immediately and knowing what it means;
- decoding a word (working out what it is) and realising that you know what it means;
- decoding a word but not knowing what it means;
- not being able to decode a word or work out what it means.

Ask the learners what they do when they see a word they don’t know. Encourage them to share their strategies and talk about how well they work.

Discuss the strategies to decode words and/or work out their meanings that are listed below. Record these strategies on a chart. The learners can refer to this chart and add to it as they read new texts.

Decoding strategies: working out what the word is

1. Look for familiar parts of the word.
2. Break the word into smaller “chunks” or syllables (for example, “in-ter-view”, “can-di-date”).
3. Remember that some letters or combinations of letters can have more than one sound.
4. Look for root words and use knowledge of how suffixes and prefixes can affect the form or meaning of a word (for example, “nervous-ly”, “reception-ist”).
5. Think about what I know about spelling rules (for example, “grabbed”, “muddy”, “running”, “smiling”).
6. Think about how some words “belong together” (for example, “running late”, “job candidate”, “burst open”, “strong points”).
7. Think about what makes sense and what “fits” in the sentence.

Vocabulary strategies: working out what the word means

8. Think about the topic or the meaning of the text around the word.
9. Read on to the end of the sentence or paragraph or reread the previous sentence to look for clues.
10. Look for definitions or explanations (including those in other parts of the text, in footnotes or glossaries, and in visuals such as photos, illustrations, or diagrams).
11. Recognise figures of speech (where words or phrases mean something that is different from their usual meaning), for example, “got off to a bad start”.
12. Remember that some words can have more than one meaning and think about which meaning makes most sense.
13. Look up the word in a dictionary.
14. Identify root words.

During the reading

Introduce the story by explaining that it is about a girl called Cathy who has a job interview.

Remind the learners of the learning goals.

Together, set a purpose for reading the text.

For example, *We are reading the story to find out what happens at Cathy's interview.* Point out that their learning goals will help them achieve their reading purpose.

Draw the learners' attention to the glossary. Go through the words and definitions, linking them to your earlier discussions about interviews.

Ask the learners to read page 2 and then discuss it in pairs. Tell them to talk about whether Cathy had a good start to the day, how they know, and how they think the interview will go. Discuss the learners' ideas as a class. Prompt them to notice the effect of the short, staccato sentences and descriptive verbs. Ask how Cathy got out of bed and how “putting on” and “throwing on” clothes are different. Start adding words and phrases to your class vocabulary list.

Get your learners to identify and list the things that are already going wrong for Cathy. The list could be made individually or as a class. If they are making lists individually, encourage learners to make notes rather than write full sentences. Alternatively, learners could use comment codes and put a note beside the text when something goes wrong. For example, a **W** could indicate something that goes **w**rong for Cathy and an **R** could indicate Cathy doing or saying something **r**ight. You can decide on the codes as a class. Keep it to two or three codes at the most. (For more information, see Using ‘comment codes’, [Teaching Adults to Read with Understanding: Using the Learning Progressions](#), page 52.)

Have the learners read the rest of the text and identify the things that go wrong for Cathy. Depending on their ability, they could read the text individually or in small groups, or you could read it as a class through a shared reading.

Get them to record any unfamiliar vocabulary on sticky notes as they read. Remind them of the vocabulary strategies to decode unfamiliar words and work out their meanings. While the learners are reading, walk around the groups to see how they're managing, offering support and giving feedback as required and noting any further teaching points. Remind them to refer to the strategies chart for support.

When the learners have finished reading and making notes, have them compare their answers in small groups. Encourage them to discuss what was hard or easy about reading the story.

As a class, go over what went wrong for Cathy. Ask the learners to make a list of what they think Cathy did wrong. Some possible answers are provided below. Your learners may have some other ideas as well.

Things Cathy did wrong:

- didn't get up when alarm went off
- did not iron her clothes
- forgot to clean her teeth
- did not comb her hair
- ran through a muddy puddle and got dirty
- was late for her interview
- chewed gum
- burst into the interview room and didn't introduce herself
- said she didn't like her boss
- didn't turn off her cellphone
- answered her phone during the interview.

Discuss the things Cathy did or said that were wrong in an interview. You might like to highlight what she said about her boss – ask them “Do you think this was appropriate?” “What could she have said instead?” You could also talk about how she suddenly calmed down and wanted to start again because she'd had a reflective moment.

Exploring language choices

Remind the learners about the effect of the descriptive language on page 2. Tell them to look at the rest of the story in pairs and:

- talk about what impression the writer was creating about Cathy and her experience;
- talk about what vocabulary supports this impression;
- record key descriptive vocabulary in a chart like the one below.

Depending on the ability of the learners, either ask them to scan the whole story and record the descriptive vocabulary in pairs, or make each pair responsible for looking at one or two pages. Before they begin, ask them to identify a verb and put the example in the table. Explain that most adverbs in this text describe verbs and adjectives always describe nouns. Prompt the learners to identify an example of an adjective and an adverb in the text and add these examples to the table.

Page	Verbs	Adverbs	Adjectives
2	scrambled, threw, grabbed, ran, was rushing, splashed		muddy
3	bounced	nervously	
4	burst, rushed, panted, flopped, tucked	quickly	crumpled, muddy, nervous
5	froze, mumbled, hunted, spat	happily, well, Suddenly	
6		quietly	
7			muddy

When all of the pairs have finished, have them share their ideas as a class. Discuss the words. Talk about how they add to the *tone* of the narrative: they show us that Cathy was in a terrible rush and she had not planned things carefully beforehand.

As a class, evaluate Cathy’s list on page 7. Ask questions, such as “Do you think it’s a good list?,” “Is there anything missing?,” and “What would you add?” Encourage your learners to add to it and remind them that there can be different opinions and not just right and wrong answers.

After reading

Ask the learners for their response to the story: “What do you think of Cathy?” “Do you relate to her experience?”

Exploring simple past verb forms

Give the learners a list or set of cards with the following simple past verbs from the text. Ask them to create a table and write the word in the first column, the root word in the middle column, and any patterns they are noticing in the third column.

buzzed, hit, went, woke, had, scrambled, threw, was, grabbed, ran, splashed, tried, bounced, wished, popped, chewed, frowned, liked, turned, said, burst, rushed, panted, flopped, smiled, asked, noticed, tucked, wondered, added, froze, came, mumbled, hunted, found, pretended, spat, put, rang, answered, saw, looked, agreed, thought, made

Word	Root word (or words)	What I’m noticing

Have the learners compare their notes with a partner. As a class, discuss their ideas. Prompt them to notice the following patterns:

- Most of the verbs have “ed” added to show they are referring to the past (this is the general rule).
- When a verb ends in “e”, only “d” is added.
- When a verb ends in “y”, the “y” changes to an “i” and “ed” is added, for example, “tried”.
- When a verb ends with a vowel and then a consonant, the consonant is usually doubled (except when there is more than one syllable and the last syllable isn’t stressed, for example, “wondered”).
- Some verbs are irregular and don’t follow this pattern, for example, “hit”, “went”, “woke”, “had”, “threw”, and “was”.

If you think it is useful to your learners, you could explore the way the “ed” ending is spelt the same even though it has three different pronunciations (“t”, “d”, and “id”). Understanding this can help

ESOL learners with their oral language, decoding, and spelling. It may also help other learners with decoding and spelling. The key difference is between the “d” or “t” and the “id” endings.

If you think your learners can quickly identify the three sounds, ask them to work in pairs and put verbs into three groups according to the pronunciation of the ending. If they need more support, draw a table like the one below on the whiteboard, without the third row. Select three examples, sound out each word, and write it in the table. Ask the learners to work in pairs, sound out each regular verb, and place them in the table. Remember that the purpose of the exercise is to notice the relationship between the sounds and the letters rather than spend a lot of time deciding whether words belong to the “t” or the “d” group. If your learners find it difficult, you could simply supply the answers.

SOUND	“t”	“d”	“id”
EXAMPLES	splashed, bounced, wished, popped, liked, rushed, flopped, asked, noticed, tucked, looked	buzzed, scrambled, grabbed, chewed, frowned, turned, crumpled, smiled, wondered, mumbled, answered, agreed	panted, added, hunted, pretended
OCCURS AFTER	“sh”, “s”, “p”, “k”, “f”, “ch”, “th” (voiceless sounds)	“z”, “l”, “b”, “d”, “n”, “r”, “j”, “g”, “v”, vowels (voiced sounds – or everything that’s not in the other categories)	“t” and “d”

Check the answers as a class. Tell the learners the pronunciation of the ending is determined by the preceding sound (not the letter). If they are interested, you could add the rules to the table, but emphasise that they don’t need to memorise them. They just need to know that the pronunciation of the -ed ending varies and how it’s spelt.

Exploring word forms

Refer back to the table of descriptive language. Ask the learners if they notice any other patterns in the forms of the words. Prompt them to notice that the suffix “ly” can be added to make adverbs and the suffix “y” can be added to make adjectives. If necessary, remind them that adverbs often describe verbs and that adjectives always describe nouns.

If you want to explore word forms further, you could use the Word building activity, *Teaching Adults to Read with Understanding: Using the Learning Progressions*, page 30.

Using descriptive language and simple past verb forms

Ask the learners to work with a partner or in groups of three and talk about times when things went wrong or they had an embarrassing experience like Cathy’s. As they are talking, walk around the groups offering help (especially with vocabulary and word forms) and noting any difficulties for further teaching.

Tell them you want them to write and/or present a short recount of a job interview or an embarrassing moment. Encourage them to use descriptive language and simple past verb forms. Remind them to start with an orientation that gives the main character and the situation. You could have them present their recounts to the class or a group and/or share their writing by creating a class book, individual posters, blogs, or wikis.

Reflecting on the learning

Remind the learners of the learning goals. Ask them to talk with a partner about how well they have achieved their goals and what helped them.

Take some time yourself to reflect on the lesson. Ask yourself:

How successful was this lesson in helping my learners reach their goals?

What have I learned or noticed about my learners that will help me focus my teaching?

Follow-ups and further practice

You and your learners can select from the following activities according to their learning needs. You may want to include them as further practice before, during, or after reading or as follow-up activities.

Job interview checklist

Have the learners work in pairs or small groups to create checklists for job interviews. Before they begin, draw their attention to features of the checklist on page 7, including the use of numbers and imperative verb forms. Have them share and discuss their checklists as a class.

Job interview questions

As a class, construct a chart, like the example below, that shows typical interview questions and examples of good answers.

Interview questions	Example answers
Why do you want this job?	I want this job because I am ready for a new challenge.
What skills do you bring to this job?	
Tell us about a situation in which you solved a problem at work.	

If appropriate for your class, you could turn this into a role play. Learners could work in pairs, with one person being the interviewer and the other the interviewee. If your class enjoys role plays, you could have a panel of interviewers, and other learners could be interviewed in turn. The panel could select one person and explain why they chose them. (For a description of one way to organise a role play of job interviews, see *Collections 4: Educator Support Material*, page 21.)

In the story, Cathy was asked about her “strong points”. Learners could make a list of their own strong points.

Creating captions

You could ask your learners to write captions for the illustrations, using information and vocabulary they have gained from the text.

Further reading

You could read about someone getting into the workforce through volunteering in “Volunteer Work” in [Collections 4](#).



Working around the Clock

by Philippa Werry

Overview

In this article, Megan Whelan, a reporter for Radio New Zealand, talks to Philippa Werry about the shift work in her job. Megan discusses what she likes and doesn't like about shift work and how she manages her life around it.

The learning goals for this text focus on the following reading progressions: Language and Text Features, Reading Comprehension, and Reading Critically.

Share the learning goal or goals with your learners and display them during the lesson(s).

Features of the text

The main text is written in the first person. The article includes an introductory paragraph in the third person, a fact box with bulleted points, and a glossary. Other features include:

- a mix of simple, compound, and complex sentences;
- shifts between general and specific time frames, for example, “Usually, I work”, “Today I’m”, “On wet days”, “when I’m off in the afternoons”, “Before I go to bed tonight”;
- some complex phrases with adverbs and prepositions, for example, “very early in the morning”, “in front of a computer or a microphone”, “for a walk along the waterfront”, “in the sun at home with a book”;

- a lot of language expressing time and frequency, for example, “At 4.30”, “Usually”, “early in the morning”, “Sometimes”, “during the day”, “Some days”, “Other days”;
- lexical chains (chains of related vocabulary) that support cohesion within the text, for example:
 - “Usually”, “Sometimes”, “Some days”, “Other days”, “Today”, “On wet days”, “a fine day”
 - “reporter”, “Radio”, “broadcast”, “news”, “stories”, “read the news”, “listeners”, “reading”, “bulletin”, “on air”, “microphone”, “a news story”
 - “drawbacks”, “One big problem”, “another problem”, “hard”, “even harder”
- metaphorical language such as “Working around the Clock”, “The whole afternoon stretches in front of me”, “catches up with you”.

Key vocabulary

reporter, broadcast, mixture, shifts, during, listeners, computer, microphone, the early shift, stretches, catches up with you, shift work, traffic jams, queue, drawbacks, effort, exhausted, balance, social life, run down, night shifts, especially, manage, challenges, prefer, late shifts

Learning activities

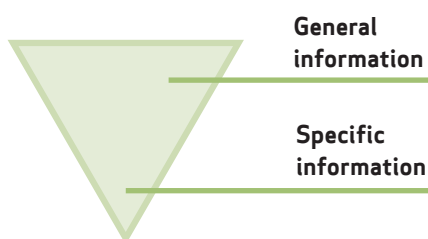
Learning goals:

- to ask and answer questions to help me understand the information in the text
- to use language and text features to identify main ideas in the text
- to make connections between different parts of the text and make inferences in order to evaluate the contributor's feelings.

Before reading

Read the introductory paragraph as a class, clarifying any unfamiliar vocabulary and beginning a class vocabulary list. Explain that

the information in this first paragraph starts more generally and ends more specifically. The first sentence tells the reader who Megan is and what she does. The second and third sentences give more details about her job, move into the topic of time, and describe when she works. The last part of the third sentence gives the specific topic of the article. Draw an upside-down triangle to demonstrate the way the introduction is structured. Tell the learners that this is a common pattern in non-fiction texts (not newspaper articles) and it’s useful to know because it helps you find the main topic.



Prompt the learners to recognise that the last sentence introduces the topic of shift work and clarify this term: “The text says Megan works early in the morning or late at night. What’s the term for working these kinds of hours?” As a class, discuss shift work. Ask questions like “What kinds of jobs involve shift work?”, “Do any of you do shift work?”, and “What are the advantages and disadvantages of shift work?” Record the learners’ ideas and key vocabulary on the whiteboard.

During the reading

Remind the learners of the learning goals. Together, set a purpose for reading the text. For example, *We are reading this text to find out about the shift work Megan Whelan, a reporter for Radio New Zealand, does.* Point out that their learning goals will help them achieve their reading purpose.

Asking questions

Tell the learners that asking questions about a text can help activate their prior knowledge and focus their reading. (For more information about Asking questions, see [Teaching Adults to Read with Understanding: Using the Learning Progressions](#), page 49.)

Ask them to write questions about what they would like to find out. Write the questions on the board. Some possible questions are:

- What does Megan do in her job?
- When does she work?
- What does she think is good about working shifts?
- What does she think is bad about working shifts?

Scanning

Explain scanning and its purpose to the learners. Tell them scanning is running your eyes over a text looking for specific information. Ask the learners to give examples of texts and purposes for scanning, for example, looking for relevant classified advertisements in a paper or selecting from search engine results. Explain that scanning is often used in combination with other types of reading. For example, to find answers to their questions in this text, they will scan for keywords and then read relevant sections more carefully.

As a class, identify useful keywords to look for in order to find the answers to their questions. Depending on the ability of the class, learners could then individually scan the article, making notes when they find answers. Alternatively, you could divide the class into small groups and allocate a question to each group. Set a time limit (for example, four or five minutes) so that they scan the text rather than read it. Remind them of the purpose of scanning: to identify specific details.

Circulate around the group giving prompts and feedback where appropriate.

Scanning helps learners to read more efficiently by getting a general idea of the text and of where to find relevant information in it. When scanning, a reader looks through a text for particular pieces of information, paying closer attention to sections where they expect to find the required information and looking out for words or images that relate to it. It is different from skim reading in that skim reading is a strategy for gaining general information about a whole text quickly. The reader “skims over the surface” of the text gaining a broad picture of the content, reading none of the parts in close detail. (For more information about skimming and scanning, see [Teaching Adults to Read with Understanding: Using the Learning Progressions, page 50.](#))

Share their answers as a class. Write the answers on the whiteboard under the questions. Identify where the learners found the information and ask them to explain what keywords helped them find it. Encourage them to discuss unfamiliar vocabulary or sentences that they find challenging.

Signal words and cohesion

Revisit the last sentence of the introductory paragraph and remind the learners that “Megan has to work early in the morning or late at night” gives the main idea. Prompt them to notice that because of this main idea, there is a lot of language that signals time and frequency. Refer back to language that was relevant to answering their questions. Ask questions to draw attention to words that signal time and frequency, for example, “When does Megan’s taxi arrive?,” and “When does she go to the movies?”

Have the learners work in pairs to highlight examples of time and frequency language. Compare their answers as a class.

Discuss how these words give information and also guide the reader and provide links between the sentences and paragraphs. The references to times of day and frequency are an example of

a lexical chain that provides cohesion and signals the topics of sentences and paragraphs: Usually → very early in the morning → very late at night → Sometimes → during the day → Some days → Other days → Today → early shift → On wet days → a fine day → Usually → in the afternoons → after work →

Ask the learners what’s different about the time frame in the first paragraph on page 9. Prompt them to notice that this is a specific day while most of the text talks more generally. Ask them to identify the other references to a specific day (the beginning of the first paragraph on page 10 and the final paragraph). Discuss the purpose of these references – to “hook” the reader into Megan’s personal experience.

Have the learners work in pairs to look for other lexical chains. Talk about their ideas as a class. Prompt them to notice the words about Megan’s job as a reporter and the words connected to advantages and disadvantages.

Creating subheadings

Discuss the structure of the paragraphs. In most cases, the first sentence signals the topic of the paragraph. For example, the paragraph beginning “Some days, I read the news” is about what Megan does in her job. The paragraph that begins with “There are lots of things I like about shift work” is about the positive aspects of shift work.

Ask your learners “What headings would you put in and where would you put them?” Have them read the text and use their earlier questions, the signal words, and the first sentences of the paragraphs to write some headings for the main part of the article (not the introductory paragraph or the information box).

Get them to record any tricky vocabulary on sticky notes as they read. Remind them of [decoding and vocabulary strategies](#) that they can use to help them decode unfamiliar words and understand their meanings (see page 3 of these notes). While they are reading, walk around, offering support and noting any further teaching points.

When they have finished, ask them to share their headings with a partner or in small groups, explaining why they chose each heading. Tell each pair or group to choose the best headings and prepare to explain their choices to the rest of the class. Give them enlarged copies of the article to write their headings on in order to present them to the other pairs or groups.

These are some suggested headings, but you and your learners may have some different ideas.

Paragraph one: Starting the day

Paragraph two: When I work

Paragraph three: What I do

Paragraph four: On the early shift

Paragraph five: Things I like about shift work

Paragraphs six and seven: Some disadvantages of shift work

Paragraph eight: Which shift I prefer

Paragraphs nine and ten: Managing the early shift

Draw the learners’ attention to the information box on page 12. Ask whether the box identifies any of the same issues that Megan does. Note that the last bullet point mentions managing the challenges of working shifts. Ask them “How does Megan manage the challenges?” “Do you have any other ideas for managing shift work?”

Reading critically

Learners could evaluate how Megan feels about being a shift worker, using evidence from the text. They could record their ideas on a chart like the one below.

Megan’s feelings about shift work	Evidence
She likes it	<ul style="list-style-type: none"> Not many people around when she finishes Doesn’t sit in traffic jams Doesn’t have to queue Shopping is easier Feels like she has free time
She doesn’t like it	<ul style="list-style-type: none"> Hard to catch up with friends Can’t do things in the evenings when she might have to get up early Can feel exhausted Getting up in the cold and dark

Have them compare their ideas in groups. As a class, discuss whether Megan likes or dislikes working shifts. Encourage debate as this means learners will need to draw on their knowledge of language and text features to explain their thinking.

After reading

Ask your learners what they think about shift work. Prompt discussion by asking questions such as “Would you work shifts?” and “Would you prefer to work early shifts or late shifts?”

You could also ask them if there is any more information that they would like to find out.

Allow time for learners to ask you about anything they are not sure about. If you haven’t already, work through some of the challenging vocabulary from the learners’ sticky notes and strategies to deal with it.

Reflecting on the learning

Remind the learners of the learning goals. Ask them to record the language and text features and comprehension strategies they can use with the next text they read.

Take some time yourself to reflect on the lesson. Ask yourself:

How successful was this lesson in helping my learners reach their goals?

What have I learned or noticed about my learners that will help me focus my teaching?

Follow-ups and further practice

You and your learners can select from the following activities according to their learning needs. You may want to include them as further practice before, during, or after reading or as follow-up activities.

Identifying root words

Give the learners a list or set of cards with some or all of the following words, or you can create your own list of words from the text. Ask the learners to create a table and write the word in the left column, the root word in the middle column, and patterns they are noticing in the right column, for example, the use of the “es” suffix for the verbs “stretches” and “catches”, and the doubling of the middle consonant when adding “ing” to “sit”, “shop”, and “get.”

clothes, shifts, bulletin, practise, reading, sitting, computer, microphone, idea, phone, whole, afternoon, stretches, movies, waterfront, waking, catches, traffic, queue, shopping, fewer, working, getting, exhausted, balance, social, challenges, especially, rainy, finished, netball, lights

Word	Root word (or words)	What I'm noticing

Alternatively, you could use the Word building activity, *Teaching Adults to Read with Understanding: Using the Learning Progressions*, page 30.

Contractions

The following contractions are in this article: I'm, it's, I'll, aren't, they're, don't, you've, doesn't

Learners could construct a chart of the contractions and their full forms:

Contraction	Full Form
I'm	I am
it's	it is
I'll	I will
aren't	are not
they're	they are
don't	do not
you've	you have
doesn't	does not
<i>Learners could add any other contractions they know.</i>	

Finding out more

The learners could research one of the jobs listed in the information box on page 12 and share their information with the class.

They could research Shiftwork Services and find out about their suggestions for managing the challenges of working shifts.

Survey

You could have the learners work in pairs or individually and survey ten people about what they think are the best working hours and why. Then have them share their findings as a class and perhaps create bar graphs to show the results of their survey.

Making connections between texts

Compare the themes of self-management and self-reflection in “Second Time Lucky” and “Working around the Clock”.



Fili's Fall by Feana Tu'akoi

Overview

This is a story about a workplace accident. Fili, who works as an industrial baker, slips and falls over. With the help of a colleague, Fili completes an accident report form and recommends changes to the workplace that will make it safer.

The learning goals for this text focus on the following reading progressions: Decoding and Vocabulary, Language and Text Features, and Reading Comprehension.

Share the learning goal or goals with your learners and display them during the lesson(s).

Features of the text

This text is a narrative, with an orientation, a main character, a complication, and a resolution. There is a numbered list and a glossary. Other features include:

- some complex and fairly long sentences, for example, “At the Health and Safety meeting last week, Fili had told Management that spills were making the floor wet and slippery”;

- direct speech and the conventions for writing direct speech;
- illustrations that show the context and the main events;
- mixed time frames;
- a range of past, present, and future verb forms in the direct speech;
- a range of past verb forms in the narrative, for example, “pushed”, “had told”, “had been done”, “would have given up”;
- descriptive verbs, especially those describing the accident, for example, “had dumped”, “jammed”, “yanked”, “shot out”, “skidded”, “scooped up”, “slopped”, “groaned”;
- some time and sequence language, for example, “last week”, “Half an hour later”, “Just then”, “as they took”, “at the next” (although most of the information about the sequence of events is carried in the verb forms and in the order the events occur in the narrative);
- language describing movement and location, for example, “towards the”, “rounded the corner”, “on the floor”, “right outside”, “up against”, “backwards”.

Key vocabulary

trolley, Health and Safety meeting, spills, slippery, slipped, rounded the corner, dumped, jammed, grip, yanked, backwards, shot out, skidded, bruise, take action, scooped up, slopped, fill out, accident form, groaned, determined, breath, wrinkled, details, warn, reports, horrified, paused, admitted, suggestions, immediately

Learning activities

Learning goals:

- to use language and text features to help me understand the sequence of events
- to identify the themes in the story
- to use decoding and vocabulary strategies to help me work out the words I don’t know in this text.

Before reading

Divide the class into groups of three or four. Give each group one or two illustrations from the story. Tell them to describe the illustrations and use them to make predictions about the context and the events in the story. Encourage them to make their descriptions as detailed as they can and to use descriptive language. Share the groups’ ideas as a class. Record their ideas and vocabulary on a whiteboard. Go over the spelling and pronunciation of unfamiliar words. Explore the vocabulary, showing word families, making connections between words, and/or discussing words with similar meanings.

Next, have the learners listen to the audio version of the story to put a complete set of the illustrations into the correct sequence. Encourage them to listen for some of the vocabulary and ideas they have generated. If you think it is more appropriate for your learners, you could skip the audio and have them look out for their ideas during their first reading.

Using the audio

You can use the audio versions of the text for focused listening before or after reading. Listening to the audio before reading can help learners whose oral language is at a higher level than their written to access the written text. Before reading, you can have the learners listen and sequence pictures or events, listen and note key vocabulary, listen for one main idea, or listen for the gist of the text.

Listening to the audio and following the written text after reading can help promote fluency (not reading word by word), recognition of sound and letter relationships, and pronunciation (especially for ESOL learners).

Using the audio before or after reading can support learners’ listening skills and vocabulary development. It also provides opportunities for repeated reading of the text and/or exposure to the language, which can help consolidate learning.

During the reading

Remind the learners of the learning goals. Together, set a purpose for reading the text. For example, *We are reading the story to find out exactly what happened to Fili and what he did.* Point out that their learning goals will help them achieve their reading purpose.

Have the learners read the story to find out exactly what happened to Fili. How you read as a class will depend on your learners’ ability. You could read the first two paragraphs aloud, modelling reading for meaning, using vocabulary strategies, using the pictures to help understand the text, and linking any descriptive words back to the initial brainstorm. Then have the learners read the next two paragraphs independently. Alternatively, you could share-read the whole story or you could have a guided reading lesson.

As the learners read the text, tell them to record (individually, in pairs, or in groups, depending on how you have organised the class) the descriptive language from the text. Add this vocabulary to the initial brainstorm and make connections to the words already generated.

Encourage the learners to record any challenging vocabulary on sticky notes. Remind them of the decoding and vocabulary strategies that they can use to help them decode unfamiliar words and understand their meanings (see page 3 of these notes). While the learners are reading, walk around the group to see how they’re managing, offering support as required and noting any further teaching points.

When they have read the text, compare the actual events with their earlier predictions. Talk about how this story fits the traditional structure of a narrative - including a complication and resolution. Get learners to identify the complication (the health and safety issue). Look at the illustrations and the text on pages 14, 15, and 16. Discuss some of the descriptive language. Ask questions such as “Why doesn’t the writer say ‘pulled it backwards?’”, “Why does she say ‘yanked?’”, “Can you explain or show me the difference between ‘yanked’ and ‘pulled?’”, and “Why does the writer use ‘scooped’ and ‘slopped’ on page 16?”

Time and sequence

Have the learners reread the text and complete a timeline like the one below. Create spaces for them to fill in as they read. Choose which and how many spaces to leave, according to the strengths and needs of your learners. You may have different versions for individuals or for groups if appropriate for your class. Have a mixture of time and sequence words and events. Before they begin, remind them that you want them to put the events into the order they happened, not the order they occur in the story. Talk about how time and sequence relationships are signalled in the text, for example, by adverbial phrases (“Just then”), adjectives (“last week”), subordinators (“as they took”), verb forms (“had dumped”), and the order

that events are written in (“He got a good grip on his trolley and yanked it backwards”).

Time and sequence signal words (where relevant)	Event
used to be	Reading and writing used to be hard going for Jess.
were making	Spills were making the floor wet and slippery.
At the Health and Safety meeting last week	Fili had told Management
at last week’s meeting	Fili tried to tell Management
had dumped	Someone had dumped some pie crates on the floor.
-----	Fili fell over with his trolley.
-----	Fili and Marty talked about the accident.
-----	Marty told Fili to go and fill in the accident form.
-----	Fili tried to fill in the form by himself.
-----	Fili asked Jess for help, and they filled the form in together.
As they took the form to the manager’s office	Jess laughed and talked about the reading group.
now	Jess loves reading and writing.
At the next Health and Safety meeting	The manager told everyone about Fili’s suggestions, promised to get started on them, and gave Fili some non-slip shoes.

Complete the timeline as a class, noting the different ways time and sequence are signalled. Point out that “spills were making” and “used to be hard” describe things happening over a period of time, and that “now I love them both” refers to the present in general, not just at that moment.

Themes

Discuss the idea that Fili had tried to do something about the situation before the accident happened. Prompt discussion by asking your learners questions like “Why do you think nothing had been done?”, “What had to happen for Management to do something about it?”, and “What issues did this create for Fili?” Give the learners time to find evidence in the text. This exercise could be completed as a chart like the one below.

Question	Evidence
Why do you think nothing had been done about the slippery floor?	No one had had an accident or got hurt. No one had filled in a form – put the problem in writing.
What had to happen for management to take action?	There was an accident. Fili had to fill in an accident form – put it in writing.
What issues did Fili face when he had to fill in the accident form?	Couldn’t read all that well. Wasn’t much of a speller. Fili asked for help.

Prompt the learners to notice that the incident had to be put in writing. Also note that Fili had lots of ideas for making things safer in the future, but that because of the official processes, he needed to communicate these in writing. Help the learners notice that a theme of the story is the importance of literacy and that getting things to happen involves being able to read and write. Ask the learners what they think of this theme. Do they agree or disagree?

After reading

You could discuss issues your learners have faced in their workplaces. Ask “Has anyone ever had some kind of issue at work?” “How did you resolve it?” (An option is to START with this kind of discussion before reading, rather than starting with the sequencing exercise. Use your judgment and knowledge of your learners to decide on the best way to begin.)

Practising vocabulary strategies

Make sure your learners have access to the [numbered list of decoding and vocabulary strategies](#) (page 3). Ask them to create a table like the one below. Then ask them to reread or skim the text and write any words they’re not sure about in the first column. (Alternatively, you could ask them to do this with the short descriptions you give them in the next exercise.) Encourage them to record their predictions about the meaning of each word in the middle column and to use one or more of the listed strategies. Encourage them to talk about the strategies they’re using and write the number(s) of the strategies in the third column.

Unknown words	What I think the word means	The strategies I used

Talk with your learners as they’re working, providing help as necessary. Ask them to think about their learning and how successful their strategy use is by asking themselves these questions:

What strategies am I using the most? (The numbers in the third column will show this.)

Are the strategies working? Are there any words or strategies I need help with?

Descriptive verbs

Provide a collection of pictures and descriptions and ask the learners to match them. Depending on the ability of your learners, the vocabulary could be quite specific, technical, or subtle. To prompt the learners to focus on the vocabulary, ask them how they know the picture matches the description. You could have pictures that show subtle differences (for example, a picture of a person tripping up and a picture of someone falling over).

Provide pictures from newspapers, magazines, or calendars and get groups of learners to describe what is happening, being as descriptive as possible. If they need support, you could provide a list of descriptive verbs for them to use.

Filling in forms

The learners could practise filling in a form, for example, a workplace accident form. You could ask them to pretend they are Fili. Another form that could be useful is an insurance claim form for a car accident.

Reflecting on the learning

Remind the learners of the learning goals. Ask them to write in their notebooks three strategies they can use that will help them with the next text they read.

Take some time yourself to reflect on the lesson. Ask yourself:

How successful was this lesson in helping my learners reach their goals?

What have I learned or noticed about my learners that will help me focus my teaching?

Follow-ups and further practice

You and your learners can select from the following activities according to their learning needs. You may want to include them as further practice before, during, or after reading or as follow-up activities.

Identifying root words

Give the learners a list or set of cards with some of the following words, or create your own list from the text. Ask them to create a table and write the word in the first column; the root word in the middle column; and any patterns they are noticing in the third column, such as the use of the same suffix (“ly”) or inflected ending (“s”, “ed”, “ing”). Support your learners as necessary and encourage them to share their discoveries, for example, the root word “bake” loses its “e” when adding “ing”.

pushed, trolley, towards, baking, walked, slowly, carefully, spills, making, slippery, slipped, rounded, stopped, crash, dumped, crates, jammed, sighed, yanked, backwards, suddenly, shot, tried, skidded, rolled, rubbing, bruise, shrugged, worried, management, firmly, scooped, slopped, accident, groaned, bent, determined, took, breath, details, workers, coming, horrified, laughed, reading, writing, pointed, quickly, thought, admitted, immediately, hopefully, grinned

Word	Root word (or words)	What I’m noticing

Alternatively, you could use the Word building activity, [Teaching Adults to Read with Understanding: Using the Learning Progressions](#), page 30.

Exploring word meanings

Choose four key words from the text, for example, “slippery”, “skidded”, “bruise”, and “groaned”, and use the Concept circle activity, [Teaching Adults to Read with Understanding: Using the Learning Progressions](#), page 39.

You could also use the Word maps activity on page 31.

Creating captions

You could ask your learners to write captions for the illustrations, using information and vocabulary from the text.

Responding to ideas

Use the Using ‘comment codes’ activity, *Teaching Adults to Read with Understanding: Using the Learning Progressions*, page 52, to encourage the learners to think more deeply about the main ideas in this text.

Finding out more

The learners could use the Internet to find out more about Health and Safety requirements in various workplaces and share their information in class.

create meaning. Features include:

- speech bubbles and narrative boxes;
- features of informal spoken language, including idiomatic language and incomplete sentences, for example, “Steady on”, and “You mean Frank? Nothing – why?”;
- some dialogue in Samoan, with English translations given in boxes at the bottom of the frame;
- mostly short simple or compound sentences;
- high-frequency vocabulary;
- facial expressions of characters showing reactions that are not stated.

Key vocabulary

grumpy, blame, spare, extra, shift

Learning activities

Learning goals:

- to use visual features to make inferences and create meaning
- to use my prior knowledge to make predictions to help me understand the themes of the text and identify the writer’s purpose
- to extend my range of language to describe emotions.

Before reading

Talk about issues that can cause conflict in a workplace. Ask “What sorts of conflict can occur between co-workers or between management and workers?” Learners may have examples from their own experiences.

Look at page 20. Ask your learners “Who are these people?”, “Where are they?”, “What do they do?”, and “How can you tell?”

Next, look at the first frame on page 21. Ask your learners what they think Frank is feeling. (He is annoyed. Discuss the visual features that indicate this, for example, his eyes and body language.) Start a list of emotions on the board,



Mixing It Up

by Rachel Hayward

Overview

This graphic story shows a misunderstanding between two factory workers. Frank takes exception to Simi speaking in his first language, thinking that he is talking about him. The situation is resolved with help from another factory worker.

The learning goals for this text focus on the following reading progressions: Language and Text Features, Reading Comprehension, and Reading Critically.

Share the learning goal or goals with your learners and display them during the lesson(s).

Features of the text

This graphic story has a classic narrative pattern, with an orientation, a main character, a complication, and a resolution. It relies heavily on visual features (the layout and illustrations) to

which learners will add to as they read. Get them to make predictions about what they think might be causing Frank’s annoyance. Encourage them to come up with ideas about the age and culture of the characters.

During the reading

Remind the learners of the learning goals. Together, set a purpose for reading the text. For example, *We are reading the story to find out how a workplace issue gets resolved.* Point out that their learning goals will help them achieve their reading purpose.

Depending on the ability of the class, get them to read up to the end of page 23. They may do this individually or in pairs. You may also need to explain *how* to read a graphic novel – the speech bubbles are read from left to right, there is a difference between the speech bubbles and the boxes, and you also “read” the pictures because they are central to the story. If anyone can read and speak Samoan, you might like to get them to read the parts in Samoan aloud so the others can hear the language.

Although there are few words, encourage the learners to record any tricky vocabulary on sticky notes. Remind them of the [decoding and vocabulary strategies](#) (page 3) that will help them decode unfamiliar words and understand their meanings.

Once learners have read to the bottom of page 23, stop reading and clarify what the problem is. (Frank is bothered that Simi speaks in Samoan a lot. He thinks it is rude.) Check this against their earlier predictions. Brainstorm ideas about how they think the issue will be resolved. Focus on using the illustrations as well as the words to inform and confirm their predictions.

Have the learners use the illustrations to make inferences. Prompt them with questions like “How is Frank feeling?”, “What does his wife think about it?”, and “What does Simi feel?” Add the learners’

answers to the emotions list. (Vocabulary could include “bewildered”, “frustrated”, “confused”, “angry”, “defensive”, and “mad”.)

Next tell your learners to read to the end of page 24. Construct a chart to show what each character is thinking and feeling. Some suggested answers are given below. You and your learners may come up with different ideas.

Character	Thinks	Feels
Frank	Simi is rude. I’m being talked about and laughed at.	Angry Upset Threatened
Tavita	Simi and Frank don’t understand each other.	Keen to put things right by explaining things to Frank
Simi	Frank doesn’t like me. I don’t understand what the problem is.	Confused Bewildered

Lastly, the learners can read to the end of the story. Discuss how the problem is resolved. Did the resolution match their predictions?

After reading

Ask your learners what they thought of the characters.

- Do you relate to how Frank felt?
- Do you relate to how Simi felt?
- Do you think the story is realistic?
- What could have happened at the beginning to sort out the situation?
- What could have happened if it wasn’t resolved?
- What would have made this situation worse?

Ask the learners what was positive about the way the situation was handled. Make a list as a class or in pairs.

The learners may come up with ideas like:

- Tavita doesn't take sides.
- Tavita doesn't get angry at Frank – he stays calm.
- Tavita explains the situation to Frank.
- Tavita understands how Frank feels.
- Tavita is prepared to sort out a compromise.

Tavita highlights that there are positive ways of resolving issues. Prompt the learners to identify the writer's purpose – to show that compromise and respect are needed to resolve conflicts in positive ways.

Give the learners (in pairs or small groups) some workplace conflict scenarios. (Alternatively, you could broaden the topic and think of other common conflict situations.) Have the learners come up with emotions that the individuals would be feeling in the situations and also suggestions of ways to resolve the conflicts.

Some possible ideas could include:

- A worker is late for work because they had to take their children to school. Their manager is angry at their lateness.
- A worker likes to listen to their MP3 player very loudly while they work. This annoys their workmate.
- A manager thinks the worker isn't completing their tasks quickly enough. The worker thinks the manager doesn't give them enough time to do the tasks.

Reflecting on the learning

Remind the learners of the learning goals. Ask them to reflect on how successfully they achieved their goals and how they can use the strategies to help them with the next text they read.

Take some time yourself to reflect on the lesson. Ask yourself:

How successful was this lesson in helping my learners reach their goals?

What have I learned or noticed about my learners that will help me focus my teaching?

Follow-ups and further practice

You and your learners can select from the following activities according to their learning needs. You may want to include them as further practice before, during, or after reading or as follow-up activities.

Identifying main ideas

Use the activity Identifying main ideas, *Teaching Adults to Read with Understanding: Using the Learning Progressions*, page 51. Write frame headings on cards and ask the learners to match the headings to the appropriate frames as they read. Suggested headings are provided below. The numbers refer to the frames. (There doesn't necessarily have to be a heading for every frame).

Suggested heading	Frame number
A day at work	1 (page 20)
Frank is annoyed	2 (page 21)
Simi is confused	3 (page 21)
Tavita defends Frank	4 (page 21)
Frank complains	5, 6, and 7 (page 22)
A misunderstanding	8, 9, and 10 (page 23)
Tavita explains	11 (page 24)
Tavita sorts things out	13, 14, 15, and 16 (pages 25 and 26)
A compromise is reached	17, 18 (page 27)
Friends again	19, 20 (page 28)

Alternatively, you could have the learners write the headings.

When they’ve matched all the headings, have them talk with a partner about what strategies they used to make their decisions.

Identifying root words

Give the learners a list or set of cards with some or all of the following words, or create your own list from the text. Ask them to create a table and write the word in the first column; the root word in the middle column; and any patterns they are noticing in the third column, such as the use of the same suffix (“y”) or inflected ending (“s,” “ing”). Support your learners as necessary and encourage them to share their discoveries, for example, the root word “bake” loses its “e” when adding “ing”.

getting, grumpy, Samoan, lunch, lunch room, baking, laughing, telling, funny, shift, joking, yakking, talking, spoke, speaking, jokes

Word	Root word (or words)	What I’m noticing

Alternatively, you could use the Word building activity, *Teaching Adults to Read with Understanding: Using the Learning Progressions*, page 30.

The language of conversation

Discuss some of the features of informal conversation.

Colloquial language

- guy
- bloke
- grumpy
- Steady on
- mate
- yakking away

Contractions

- It’s
- what’s
- doesn’t
- He’s
- You’ve
- There’s
- Don’t
- can’t
- weren’t
- we’re
- I’ve
- Simi’s
- let’s

You could have some fun transforming some of the dialogue into more formal language with a similar meaning, either within a formal oral language context as in the example below or into formal written language. You could give pairs parts of the original dialogue, then give them a context and ask them to change the language to suit the context. Then have each pair share their new dialogue with the class.

“Mixing It Up”	Senior managers’ meeting in an accounting firm
Steady on, Frank. I was just telling Simi about your cooking.	Please calm down, Frank. I didn’t mean to offend you.

Comparing texts

Ask the learners to refer to “Fili’s Fall” and “Mixing It Up” and to compare the themes of dealing with issues in the workplace.

As a class, decide on the important elements of resolving conflicts positively, according to these two texts. Ask the learners to add their own ideas.

You could write a procedure or flow chart for resolving issues and then use this procedure to resolve some scenarios.

Writing graphic stories

You could ask the learners to transform another narrative text (for example, “Second Time Lucky” or “Fili’s Fall”) into a graphic story. Have the learners work in groups and assign parts of the text to each member. Then have them work together to complete their graphic story and present it to the rest of the class.

Dramatisation

Have the learners work in groups, acting out “Mixing It Up” or the graphic stories they have produced. (This is a way of both building comprehension and increasing fluency.) Encourage them to try and do it without the books. Tell them it doesn’t matter if their words are not exactly the same. Have each group perform their dramatisation for the rest of the class.

Alternatively, the learners could make up their own play about conflict. This could be based on actual experience or completely fictional.

The illustrations on page 1 are by Jono Smith (top left) and Rebecca Kereopa (middle left). The photographs on page 1 are by Mark Coote. The illustrations on page 2 are by Rebecca Kereopa. The photographs on page 8 are by Mark Coote. The illustrations on page 13 are by Jono Smith. The illustrations on page 18 are by Vaughan Flanagan.

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