

Grow with

NOVUS

FOUNDATIONS FOR CHANGE®

You can do it. We can help.



English

Entry Level 3, Book 9

GLH 3

**Using Bullet Points, Writing Reports
and Using Layout Features
to Find Information**

Name	
Number	
Location	
Date Issued	

E3

➤ Introduction

This booklet is part of your learning programme.

Remember to read carefully and try your best. Don't worry if you get stuck, make a note on the booklet and move on to the next task. Try coming back to it later, see if you can work it out then.

If you are still stuck, remember to make a note at the end of the booklet.

Throughout the booklet, you will see that some words have been printed **blue and bold**. You will find more detailed explanations of each of these words in the 'Glossary' at the back of the booklet.



Glossary is a list of often difficult or specialised words with their definitions, placed at the back of a book. You may also know this as a word bank.

In this booklet, you will develop your writing skill further using bullet points and headings. You will demonstrate your understanding of these layout features by producing a report in the correct format and finding information in a text.

What Do the Symbols in this Booklet Mean?



Where you see this symbol, there is a skills practice or activity for you to complete.



Information, explanations and case studies are shown with this icon.



This shows you there is a glossary or word bank with the meaning and correct spelling of key words.



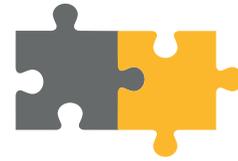
This icon shows where to write comments for your tutor to read.



This symbol lets you know there are some key points to remember.



The Big Picture



You are studying Entry Level 3 English, which is taught over 55 Guided Learning Hours (GLH).

The programme covers the units listed below. The unit that you're working on today is ticked.

Booklet		GLH	
1	Spelling		
2	Punctuation		
3	Commas, Compound Sentences and Writing Detailed and Longer Texts		
4	Spelling with Prefixes, Suffixes and Homophones		
5	Finding the Meaning of Words		
6	Plurals and Grammar		
7	Use Appropriate Language for Purpose and Audience		
8	Logical Order, Paragraphs, Subheadings and Narrative Writing		
9	Using Bullet Points, Writing Reports and Using Layout Features to Find Information	3	✓
10	Text and Purpose		
11	Reading to Identify and Extract Main Points and Ideas		
12	Recap and Summary		

Outcomes

These are the outcomes you can achieve by completing the learning activities in this booklet.

1

Use bullet points to create clear lists and break down information.

2

Use the correct layout features for a formal report.

3

Use layout features to find information in texts.



Recap



A **recap** is an effective way of helping you to remember and apply what you have learnt. If this is your first booklet, it may help you to think about what you know already about this subject. Can you answer the following questions?



What was the last booklet you completed?



Can you remember what you learnt about?



Can you remember three key points from the booklet?

1

2

3

Recap

Logical order means that information is arranged in an order that makes sense to the reader.



Task
1

The sentence below has been removed from the paragraph underneath it.

'Otherwise, any exposed skin may have become frostbitten.'

Sentences must be in a logical order. Put a tick in the box to show where the sentence fits in the paragraph below.

Despite the cold weather, we were all nice and warm in our thick clothing. The temperature was below zero. We had to make sure we had hats and gloves on at all times. The sun shining had no impact on the freezing temperatures.



A **paragraph** is a group of sentences that share similar/related information about a subject.

Put a // where you think a new paragraph should start.



Task
2

Unlike other resorts, when you arrive you will be asked to put all your phones, tablets and laptops into our care. There is no WIFI or television to disturb you here. Instead, there is a beautiful lake and woodland walks for you to enjoy. Every guest will have access to a free bike loan. Our lodges have two or three bedrooms. They are located around the lake and positioned within the trees to provide you with the privacy you need whilst being close to our activity centre. Each lodge has a hot-tub and barbeque.



Recap



Subheadings are short **phrases** or words that tell you what a paragraph or section of writing is about.

Give this paragraph a relevant **subheading**.



Task
3

Reducing how much water we use is not only good for the environment, it will also help us save money. We waste a lot of water at home. However, there are lots of easy ways we can start saving water every day. For example, by having a shower instead of a bath we can save 45 gallons of water per day! Another easy way to save water is by turning the tap off whilst you brush your teeth.

Layout Features



Task 4

Layout features are the things that break up blocks of writing, making it easier to read. They also help you to choose what you want or need to read.

Have you read a newspaper or magazine recently? What about a poster on the wing noticeboard?

What did you notice that helped you to select which parts, if any, you wanted to read?

List them below:

Check over the page for a list of possible answers.



Layout Features



Task
5

Features of text include:

1. Title

.....

2. Sub-title

.....

3. Headings

.....

4. Images / pictures / graphics

.....

5. Bullet points

.....

6. Numbered lists

.....

7. Bold text

.....

8. Italics

.....

9. Font size

.....

10.Strap line

.....

If you are not sure about any of these terms, use a dictionary if you have one to find the meaning and write it beside the word. If not, make a note and your tutor can help to explain them to you.

Bullet Points for Lists



Bullet points are a very useful **layout feature** to use in your writing. We use them to create lists, make things easier to read and to break up complicated information.

Look at this example, which shows how bullet points can be used to create lists.

Completing the form

It is important that the form is filled in properly. If it is not, it will be returned. This will cost you time and money.

You need to:

- write in **black ink**
- write in CAPITAL LETTERS
- fill in all the boxes on the form
- sign and date the form

What next?

You will need to:

- post the form to the Post Office
- include 2 pieces of proof of your identity and 2 passport-sized photographs

The bullet points are these small circles. Sometimes other shapes such as arrow heads are used.

We add a **colon** before lists containing bullet points. A colon looks like this :

Can you see the text that is highlighted? This is the start of the sentence. Each bullet point completes a sentence. Read each bullet point along with the highlighted words and you will see that they make a complete sentence.

In the box on the right, you can see how the above box would have looked if it had been written without bullet points.

Completing the form

It is important that forms are filled in properly. If it is not, it will be returned. This will cost you time and money. You need to: write in **black ink**. You will also need to write in CAPITAL LETTERS. You will also need to fill in all the boxes on the form. You will also need to sign and date the form.



By using bullet points, the writer has not had to repeat the phrase 'you need to' and 'you will need' over and over again. It also helps the information to be found and read easily.





Bullet Points for Lists

The paragraph below could contain bullet points for a list. Re-write it so that it is easier to read by using bullet points. There should be 3. Don't forget to use a colon before the list.



Task
6

Join us next Friday at Our Save Water Conference. Everyone who turns up will get a free information pack. They will also get a free shower timer. Everyone will also get money saving vouchers.

Now, try and create your own bullet points that would make sense with this paragraph. One bullet point has been done for you.



Task
7

Tips to save

Saving up enough money to buy a house can be very difficult for some people. There are a few ways in which people can start saving small amounts of money each week. These include:

- ...walk or cycle to work.....
-
-
-

Bullet Points for Lists

So, now that we know how to use lists, let's put it into practice.



Task
8

You work for a charity and are creating an advert for an upcoming fun day. The advert needs to be short, and it needs to tell the reader what activities will be taking place.



Task
9

You are going on holiday for a week. Write a note for your house sitter to remind them which jobs need doing on which days.



Bullet Points to Break Down Information

Another effective way of using bullet points is to use them to break down more complicated information.

Similar to how you've just used bullet points to create clearer lists, we can use bullet points to shorten and **simplify** paragraphs.

Save Water

In the home
We waste a lot of water at home. Follow our simple tips to save money and water.

- Turn off taps while brushing your teeth and washing your face.
- Take a quick shower instead of running a bath.
- Use a bowl of water for rinsing dishes and then use the same water for watering plants.
- Make sure you have a full load before you use a washing machine or dishwasher.

In the garden
Collect rainwater in a barrel and use it for watering the garden. Water can also be collected from the drainpipes.
When you wash your car, use a bucket and sponge instead of a hosepipe.

You can help
Join one of our teams of volunteers. Our teams go into Schools to talk to children about saving water. They demonstrate water-saving gadgets at open days and events.
If you want to join our friendly team of volunteers you can call in to pick up an application form or visit our website at www.savewater.org

Information leaflet

This section has used bullet points.

This section has not used bullet points.



The bullet points used in the first section have been used to break down the information being shared. This makes it easier to read and understand.

Bullet Points to Break Down Information

Below is a paragraph about CVs. Bullet points could be used to make this paragraph easier for people to understand.

Break this paragraph down into simple bullet points – do not just copy the paragraph word-for-word. You may want to remove some words and **punctuation**.



Task
10

What is a CV?

CV is short for Curriculum Vitae, which is an outline of a person's educational and professional history. It is usually prepared for job applications and should be designed to present you in the best light. A CV will highlight relevant skills a person has to offer for a specific job.



Skills Check

Before we move on, let's have a quick skills check.



Task
11

1. Name 3 different features of text?
 - a.
 - b.
 - c.

2. What is the name of the punctuation mark that goes between the first part of a sentence and the bullet points?

3. Name 2 types of texts where you might use bullet points.
 - a.
 - b.

Notes





Let's keep going

ROW



WWW (What Went Well)

EBI (Even Better If)

Next steps

Learner feedback (Please provide some feedback for your tutor following the comments that you have just made on your work.)

Writing a Report

In this section of the booklet, you will learn how to write a report.

To write a report you will need to learn how layout features are used and how to use them yourself.



A report is a **formal** piece of writing with the purpose of giving information. This information is usually factual, e.g. the results of an experiment/survey.

You should write reports using specific layout features.

Reports should:

- start with a title
- be organised into paragraphs
- use subheadings
- contain bullet points

Example:

Healthy lifestyles ← This is the title. It tells us what the report is about.

This report is about healthy lifestyles. It will explain the different ways people maintain good health through their diets and exercising. ← This first **paragraph** helps to introduce the report before the two main paragraphs.

Eating healthy ← **Subheadings** are used before these paragraphs so the reader can find information quickly.

It is important to have a diet that is balanced. This means that people eat a variety of food, which provides them with enough protein, fat and vitamins.

Exercising ← The **bullet points** have been used in the final paragraph to make a list.

People should aim to get between 30 and 60 minutes of exercise per day to maintain muscle and burn excess calories to avoid weight gain. Attending aerobic classes or a gym can be helpful for some; however there are many other ways you can exercise. They includes:

- running
- walking
- playing sports

Report Titles

In a previous booklet, you may have covered titles for texts. A title needs to let the reader know the **subject** of the text that they are about to read.



Task
12

Look at the titles below and decide which one goes with each piece of text.

Flab to Fit

Last Orders

You Are What You Eat

Boom and Bust

1. There has been a marked increase in the number of men choosing plastic surgery, making it a booming business. The choice of surgeries is wide, from rhinoplasty (nose reshaping) to pectoral (bust) and gluteal augmentation (buttock implants)...
2. Have you tried to find a traditional public house lately? It is nearly impossible. Whilst there are innumerable pub restaurants and cocktail bars, large-chain fast-food style watering holes for the masses, the traditional pub has all but disappeared...
3. It is a sad fact of life that, once you pass the 40 barrier, your body heads into a steep decline. Where once there was muscle you find a soft and malleable mound spilling over the top of your jeans. There are ways to beat this. Exercise has proved to be...
4. During a lifetime, the average person will spend four and a half years eating. Whilst this might not sound too bad, it is what you eat in those four and a half years that has the long-term impact on your physical and mental health...



Paragraphs



What is a paragraph? In short, it is a self-contained piece of thought or conversation in writing, dealing with a particular point or idea. A paragraph usually has more than one sentence.

When do we start a new paragraph? **TiPToP** is a way of remembering when and why.

- **Ti** - stands for **Time**, so start a new paragraph for a different time period e.g. Later that day...
- **P** - stands for **Place**, so start a new paragraph for each new place e.g. Leeds is unlike any other city in England...
- **To** - stands for **Topic**, so start a new paragraph for each new topic, idea or subject e.g. Saturday nights are possibly the most interesting time to view Manchester's waterways...
- **P** - stands for **Person**, so start a new paragraph for each new person or change of speaker in a dialogue e.g.

"I hate you!" Mary screamed at her brother.

"Not as much as I hate you!" he spat back in anger.

Read the following text and put // at the end of each sentence where you think a new paragraph should begin.



Task
13

A new day is a fresh start: that is what my mother always said. Obviously she didn't have a clue. Up at six. Out of the house by seven. Lined up outside the factory gates by seven thirty. Any later than that and you had no chance of any work that day. It hadn't always been like this. Once upon a time, this was a thriving industrial town. We had shops and markets and parks. Everywhere was busy. Now it was dead. All the factories bar this one had closed down. Anyone that could had moved on. Now all that was left was a ghost town. Frank hadn't been down at the working man's club for over a week. He was usually there every night, hunched over his one pint of brown. "Mary love, any sign of Frank tonight?" "No Pat. Sorry love." "I am getting worried. Any chance you could drop by Sally's and see if she knows anything?"

Subheadings



Subheadings are helpful hints at the start of a section of writing that give you a hint about what each part is about before you start to read it. They break the information into chunks to help you find the section you want or need.

Where would we use them?

Magazines and newspapers use them to help you find the information you are most interested in. Manuals for cars, TVs and computers use them to help you locate the relevant material when you don't have time to read the whole thing.

Legal documents often contain subheadings to help the reader to break up the large amounts of text and find the parts that are most relevant to them.



The following excerpt has been taken from a first aid website.

Use the document to answer the questions on the next page.

10 Basic First Aid Training Tips & Procedures for Any Emergency

Injuries are practically inevitable in emergency situations. There's a chance you can get hurt by whatever's causing the emergency. Injuries are also sustained during the panic that ensues in an emergency. In the rush to get away from danger, you could sprain your ankle or suffer an open wound.

1. The "Three P's"

The "Three P's" are the primary goals of first aid. They are:

- Preserve life
- Prevent further injury
- Promote recovery

The excerpt is continued on the next page.



Subheadings

These goals might seem overly simple, but they're simple on purpose. When someone is injured, it's all-too-easy to panic and forget what you need to do to provide assistance. The Three P's remind you of the very basics: do what you can to save the person's life; do what you can to keep them from sustaining further injuries; do what you can to help them heal.

2. Check the Scene for Danger

Before you provide help to an injured person, it's important that you check the scene for danger. You don't want to get yourself injured, too. This isn't a cowardly precaution. The fact of the matter is this: if you get injured, you won't be able to help someone else who's injured. So, before you rush to help someone, take a moment to analyse the area and spot anything that could injure you.

3. Treating Cuts and Scrapes

Blood is a vital component of our bodies. When someone is bleeding, you want to **prevent as much blood from leaving their body as possible. Try to find a clean cloth or bandage. Then:**

- Apply gentle pressure for 20 to 30 minutes.
- Clean the wound by gently running **clean water** over it. Avoid using soap on an open wound.
- Apply antibiotic to the wound, like Neosporin.
- Cover the wound with a bandage.



If someone has a nosebleed, have the person lean forward. Press a cloth against the nostrils until the blood flow stops.

Deeper wounds may require medical attention. With deep wounds:

- Apply pressure.
- Don't apply ointments. Cover the area with loose cloth to prevent contaminants from infecting the wound.
- Seek medical attention as soon as possible.

Subheadings



Task
14

Now answer the questions:

1. Give 1 reason why it is important to check for danger.
2. Name 1 thing you should not do when treating deep wounds.
3. Name 2 of the 3 goals of first aid.
4. What features of text have you used to find the information?

Writing a Report about a Community Centre

You have been invited to review a local community centre. You have been asked to write a report to share some information about the new centre.

You are writing about your opinions and experiences. You should include information about:

- the centre's **accessibility**
- the food available
- the activities offered
- services it offers

You will be writing formally (the professional way that you would speak to your managers, tutors or customers).

Use this space to plan each paragraph.



Task
15

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

Writing a Report about a Community Centre

Don't forget a title for your report and use paragraphs, subheadings and a list of bullet points.



Task
15

Proofread Check

It is good to get into the habit of reading your own work back to yourself once it is complete – you may notice some mistakes you want to fix! Use this checklist to help you **proofread**.



Task
16

Have you...	Yes	No
used capital letters to start each sentence?		
used capital letters for all proper nouns (including the name of the community centre?)		
used full stops and commas?		
used at least two compound sentences ?		
checked for spelling mistakes?		
used good grammar throughout (subject-verb agreement, tense, definite and indefinite articles)?		
written in a logical order?		
used at least three paragraphs?		
used paragraphs and subheadings that make sense?		
used bullet points?		
included a title at the top of your report which tells the reader what the report is about?		



Task
17

Don't worry if you are unsure of some of these skills. Explain below which ones you don't know the meaning of. This will be helpful for your tutor to know when planning your learning!

Using Layout Features to Find Information

When completing reading tasks, you can use layout features to help you to find the information you need to answer questions. To answer the questions on the next page, you should look at how the writer has used layout features.

This text has been adapted from the Metro online newspaper.

METRO

NEWS... BUT NOT AS YOU KNOW IT

NEWS SPORT ENTERTAINMENT PUZZLES SOAPS LIFESTYLE PLATFORM VIDEO MORE ▾

🔍

Top Eating Challenges in London



It's no secret that there are many people out there that love a food challenge. With the popularity of shows like 'Man Vs Food' it was only a matter of time until people in London started wanting to seek out similar challenges. Below are four of London's best eating challenges.

The Double Knuckle Challenge at Lumberjack's

For £20, this challenge includes:

- two slow roasted pork knuckles
- chips
- Sauerkraut

All you need to do is clear your plate; there is no time limit on this one. If you manage it, you get a free stein glass to take home with you. You'll also get your face on the wall of fame.

The Burger at Blacks

An enormous burger that weighs 14lb and contains a pretty amazing 15,000 calories. If you eat it all it's free and you get a free T-shirt that reads 'I Devoured the Beast', however it's an expensive failure at £40 if you don't finish it.

The article is continued on the next page.

Using Layout Features to Find Information

The Breakfast Blow Out Challenge at Porky's

A whooping 4,500 calorie breakfast that is surely ideal for any hangover. There is a time limit of one hour on this breakfast, but you are required to sign a health disclaimer. That's a lot of heart attack on a plate. But if you are fit and healthy and want to give it a go then the breakfast contains a whole packet of bacon, two jumbo sausages, 1lb of chips, two eggs, two tomatoes, a tin of baked beans, mushrooms and a fried slice. If you make it, it's free, if you don't, it's still a bargain at £7.75.

Bulls Head Steak at Gillrays

Although there is no official prizes or offers if you order and finish this 1kg steak, you will have the trophy of self-satisfaction as you remember that you are one of only approximately 16 people to finish it. Since opening, only 60 have bravely purchased the £80 portion.

Read the text carefully and answer the questions below. Make sure you pay close attention to the use of bold writing, subheadings, paragraphs and bullet points.



Task
18

1. How many food challenges does The Metro include in the article?

1 mark

2. Which city can you find these challenges in?

1 mark

3. How many calories are there in the burger from Black's?

1 mark

Using Layout Features to Find Information



Task
18

4. What will you find on your plate at Lumberjack's?

3 marks

5. Which challenge is the least expensive?

1 mark

6. Which challenges do not provide a prize for completing?

2 marks

7. Which layout features did you use to find the information from the article?

4 marks

Recap

Before you complete this booklet, let's recap on some of the Functional Skills English topics you have covered so far.



Task
19

1. Can you state one way of using bullet points?
2. What types of layout features might you expect to see in a formal report? Name three.
3. Can you organise these words into alphabetical order by their first letter?

reference

application

interview

4. Now by their third letter?



WWW (What Went Well)

EBI (Even Better If)

Next steps

Learner feedback (please provide some feedback for your tutor following the comment and improvements that you have just made on your work):



Accessibility	Refers to the design of products, devices, services, or environments to be usable by people with disabilities.
Colon	A colon is a piece of punctuation that introduces a list, a quote or extra information to support the sentence. It looks like this :
Compound sentences	A compound sentence connects two independent clauses, usually with a coordinating conjunction like, and, or, but.
Definite article	The definite article (the) is used before a noun to indicate that the identity of the noun is known to the reader.
Formal	This word can be used in many different ways, however it has been used here to describe a style of writing that is serious and organised in a way that is appropriate for a professional to view.
Indefinite article	The word 'a' or 'an' used in English to refer to a person or thing that is not identified or specified.
Layout Features	Layout features is the name given to the different ways we arrange a text. Layout features include bold writing, paragraphs, titles, subheadings, different fonts, images etc. By using layout features, we can arrange information on a page so that it is more interesting to look at.
Paragraph	A piece of writing, that consists of more than one sentence, which is about a related or similar topic.
Phrase	A group of words that has meaning but is not necessarily a complete sentence.
Proofread	The act of re-reading your own writing to check for mistakes and make corrections.
Punctuation	Symbols used in writing, such as full stops, question marks, exclamation marks and commas, which help sentences to make sense.
Recap	Sum up, restate or state again; to repeat the main points of an explanation or a description.

Next Steps

Now you have completed Booklet 9, please return this to your tutor/trainer.

Your tutor/trainer will mark the work and provide you with some feedback showing what you have done well and suggestions on improvements.

The next booklet will be provided to you.



Have Your Say



We would be interested in your opinion of this booklet.

1. **Was there anything you found easy in this workbook?** Yes No
If you answered yes, what did you find easy?

2. **Was there anything you found hard?** Yes No
If you answered yes, what did you find hard?

3. **Is there anything that you would like your tutor to go over again?** Yes No
If you answered yes, what is this?

4. **If your tutor provided learning aids, did you use them?** Yes No
If you answered yes, how were they useful?

5. **Would you like more support?** Yes No
If you answered yes, one of our Support Staff will get in touch with you.

6. **Do you have any questions?**

7. **What have you learnt from this booklet?**

Notes





Notes

