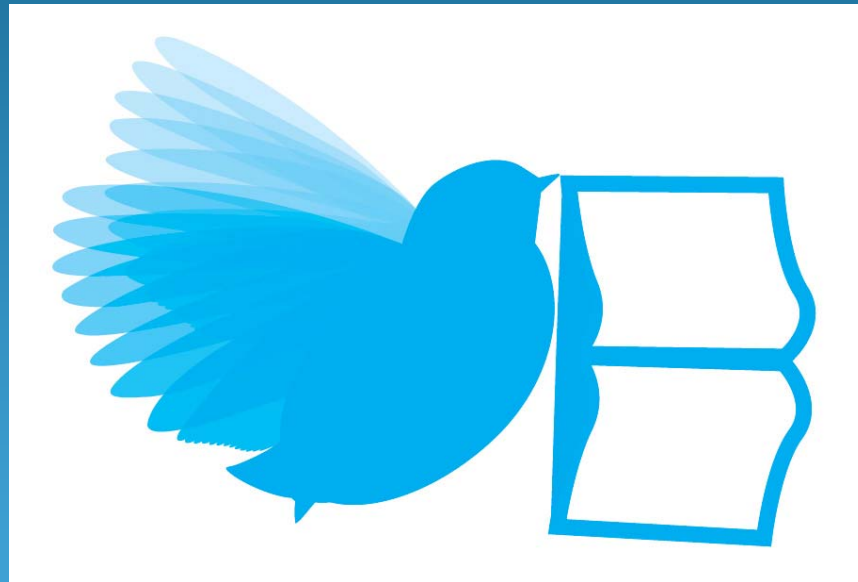


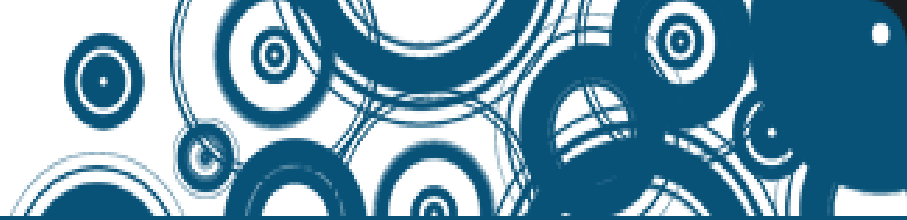
Available in September 2011

Support for all 5 levels of
3748 Functional Skills in English



What is FS English (Plus)?

- We have taken on board your suggestions and feedback from our free FS resources, and have created a new simple package to support your teaching & learning needs for all **five** levels of FS English
- It covers: Entry 1, Entry 2, Entry 3, Level 1 & Level 2



What you get for every level of FS English (Plus):

Lesson plans	<ul style="list-style-type: none">• with tips on how to deliver the content and extra activities to cover the Speaking, listening and communication and Reading elements
Tutor notes	<ul style="list-style-type: none">• learning outcomes map activities to every FS criteria• differentiation (how to extend/deal with those struggling)• key vocabulary and vocational scenarios• detailed underpinning knowledge to help you revise English skills• sample assessments and more practice activities for learners!
Activities	<ul style="list-style-type: none">• 25 activities that cover the Writing element, with common themes across all levels• activity sheets with problem solving and skills checks• sample answers






What you get for FS English (Plus) as a whole:

Projects	<ul style="list-style-type: none">• 5 projects to choose from• build on learners' problem solving skills• learners will have to complete one or more tasks to meet the coverage and range criteria based on a scenario
Resources	<ul style="list-style-type: none">• list of useful websites or books specific to teaching FS English

Sample: Tutor notes

Tutor notes 2: Reading

Learning outcomes	<p>Coverage and range:</p> <ul style="list-style-type: none"> Read and understand simple regular words and sentences Understand short texts on familiar topics and experiences <p>Skills standards:</p> <ul style="list-style-type: none"> Read and understand short, simple texts that explain or recount information <p>NB – using two source documents – one list/table and one text.</p>
Differentiation	<p>Supporting those who are struggling:</p> <ul style="list-style-type: none"> Guidance is most likely to be required during the discussion of different types of text (different purposes, audience, tone etc) Some learners may require additional reading practice Some Entry 1 learners <u>will need</u> help to work through the tasks and activities. <p>Supporting those who need extending:</p> <ul style="list-style-type: none"> Learners could read and summarise various texts eg from newspapers, magazines, websites etc. Learners could collect samples of different texts and make up questions about them and then answer these.

Underpinning knowledge	<p>Reading forms</p> <p>Point out that it's really important to read the whole form before starting to fill it out and work out what goes where. Make sure you know what all the words mean. Check whether you have to use a black pen, capital letters, tick or cross boxes, delete etc. It's also a good idea to fill out forms in pencil first so you can erase any errors.</p> <p>Reading to understand</p> <p>Explain to learners that it is important to <u>decide what sort of text</u> you are reading – eg is it formal or informal? Is it fact or fiction/ opinion or fact? Who is the audience? What is the purpose? It would be useful for learners to look at lots of different sorts of simple texts and decide the <u>type, audience and purpose</u> of each. This also helps with writing. It is helpful to do this before looking for specific information in texts they are reading. The following are two examples of how to teach learners to approach different texts: First read the four short texts.</p>			
	<table border="1"> <tr> <td style="vertical-align: top;"> <p>A</p>  <p>EuroAir Citybreaks</p> <p>Prices from only £99</p> <p>3-7 days in Paris or Rome!</p> <p>Prices £99-£175, including</p> <ul style="list-style-type: none"> Flight Three Star Hotel <p>Holiday Prices Include Flight And Accommodation</p> </td> <td style="vertical-align: top;"> <p>B</p> <p>Dear Ms Naps</p> <p>Thank you for your cheque for £150. Your booking is for Hotel Ampere. The flight to Paris leaves on 28 January at 13:00 hrs. Please be at the airport at 11:00 hrs.</p> <p>Yours sincerely,</p> <p>EUROAIR.CITYBREAKS</p> <p>H Clark Manager</p> </td> </tr> <tr> <td style="vertical-align: top;"> <p>C</p> <p>BOARDING PASS</p> <p>Name – Ede Naps</p> <p>Flying to: Paris</p> <p>Flight – BA 123</p> <p>Time – 13:00 hrs</p> </td> <td style="vertical-align: top;"> <p>D</p> <p>Dear Peter</p> <p>In Paris for a week. It's lovely and sunny! Lots to see too!</p> <p>Love</p> <p>Ede</p> </td> </tr> </table>	<p>A</p>  <p>EuroAir Citybreaks</p> <p>Prices from only £99</p> <p>3-7 days in Paris or Rome!</p> <p>Prices £99-£175, including</p> <ul style="list-style-type: none"> Flight Three Star Hotel <p>Holiday Prices Include Flight And Accommodation</p>	<p>B</p> <p>Dear Ms Naps</p> <p>Thank you for your cheque for £150. Your booking is for Hotel Ampere. The flight to Paris leaves on 28 January at 13:00 hrs. Please be at the airport at 11:00 hrs.</p> <p>Yours sincerely,</p> <p>EUROAIR.CITYBREAKS</p> <p>H Clark Manager</p>	<p>C</p> <p>BOARDING PASS</p> <p>Name – Ede Naps</p> <p>Flying to: Paris</p> <p>Flight – BA 123</p> <p>Time – 13:00 hrs</p>
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Sample: Activity (worksheets)

SmartScore 1
Functional Skills Qualification 1: English

Entry 2 Activity 3

Activity 3: Write a letter

Information: Use written words and phrases, punctuate correctly, spell correctly

Activity

A customer asks you to send a letter which says how to get from the train station to your place of work. You also need to know when (day and time) they will arrive. What will you write?

Your task is to:

Write the letter.



SmartScore 1
Functional Skills Qualification 1: English

Entry 2 Activity 3

Activity 3: Write a letter

Problem solving: Use written words and phrases, punctuate correctly, spell correctly

Activity

A customer asks you to send a letter which says how to get from the train station to your place of work. You also need to know when (day and time) they will arrive. What will you write?



What will your letter look like? (How will it start and end?)

What do you have to put in the letter?



Sample: Lesson plan

Small Screen
Functional Skills Qualifications in English

Entry 3 Lesson plan

Activity 1: Write an ad

Lesson plan: Introduction to speaking, listening, communicating, reading and writing
Individual, pair and group work

Course n°: _____ Course title: Functional Skills English – Entry 3

Tutor's name: _____ Date: _____ Time: _____ Lesson length: 1.5 hours Room: _____

Lesson topic: Language in advertising and media

Aims:	Learning outcome 6: to enable learners to
<ol style="list-style-type: none"> Respond appropriately to others and make some extended contributions in similar formal and informal discussions and exchanges Read and understand the purpose and content of straightforward texts that explain, inform and recount information Write texts with some adaptation to the intended audience 	<ol style="list-style-type: none"> Follow the main points of discussions Use techniques to clarify and confirm understanding Give own point of view and respond appropriately to others' points of view Use appropriate language in formal discussions/exchanges Make relevant contributions, allowing for and responding to others' input Understand the main points of texts Obtain specific information through detailed reading Use organisational features to locate information Read and understand texts in different formats using strategies/techniques appropriate to the task Plan, draft and organise writing Sequence writing logically and clearly Use basic grammar including appropriate verb-tense and subject-verb agreement Check work for accuracy, including spelling

Small Screen
Functional Skills Qualifications in English

Entry 3 Lesson plan



Timing (min.)	Work to be covered	Teaching activities/assessment	Learner activity	Resource
5	Register learners at the start of the session Introduction	Brief introduction to Entry 3 English – involves SLT, Reading and Writing Q&A	Brief discussion/Q&A about Entry 3 English	Whiteboard Pens and paper
5	Different types of text	Encourage learners to think about different types of text eg adverts, recipes, formal business letters, notes, articles, personal letters, blogs etc. Encourage them to suggest these out loud to the group. Write each type on the board	Learners suggest different types of text	Whiteboard Tutor notes 1: Speaking, listening and communication Tutor notes 2: Reading
5	Purpose and audience	Help learners (in pairs). One to write a list of each text form and the other to proofread it. Then help pairs discuss the purpose and audience of each and add these to their list	Learners (in pairs) write a list of each text form and proofread it then add purpose and audience of each to their list	Pens and paper Tutor notes 1: Speaking, listening and communication Tutor notes 2: Reading Tutor notes 3: Writing
5	Group discussion	Help learners participate in group discussion to agree their lists – add agreed purposes and	Learners, as a group, agree their lists	Whiteboard Tutor notes 1: Speaking,

Sample: Interactive activity

Entry 1 Project: Organise a school trip

SmartScreen

Restart

Undo

Ask your tutor

Your tutor says you can go any afternoon. Your tutor says you can use the centre minibus. Your tutor gives you some leaflets. Your tutor wants your group of ten learners to choose one of them. None of you have much money. What will you do?

Go! Read the leaflets

Go! Have a group discussion and make a decision

Go! Pick one without looking at them or talking about it



For costs or more info, please contact:
directsales@smartscreen.co.uk