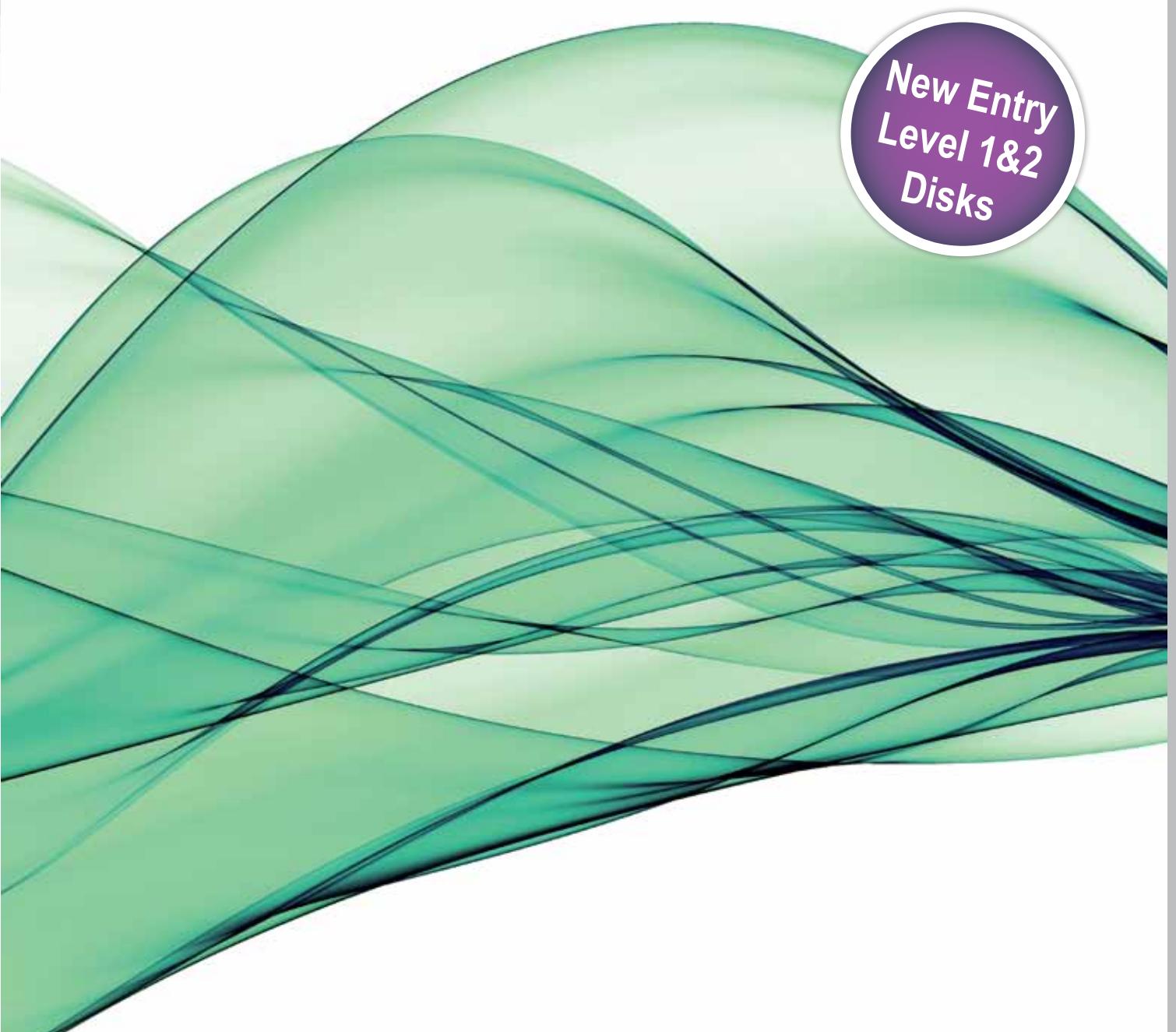


Entry 1–3, Level 1 and Level 2

Functional Skills in English and Mathematics

Resource Guide



New Entry
Level 1&2
Disks

Functional Skills Teaching and Learning Disks

Practical resources to support your learners

With these Disks, Pearson provides all the teaching support, ideas and practical activities you need to deliver functional skills, with comprehensive resources written for vocational learners of all ages, including adults and apprentices.

Our Functional Skills Teaching and Learning Disks help you to:

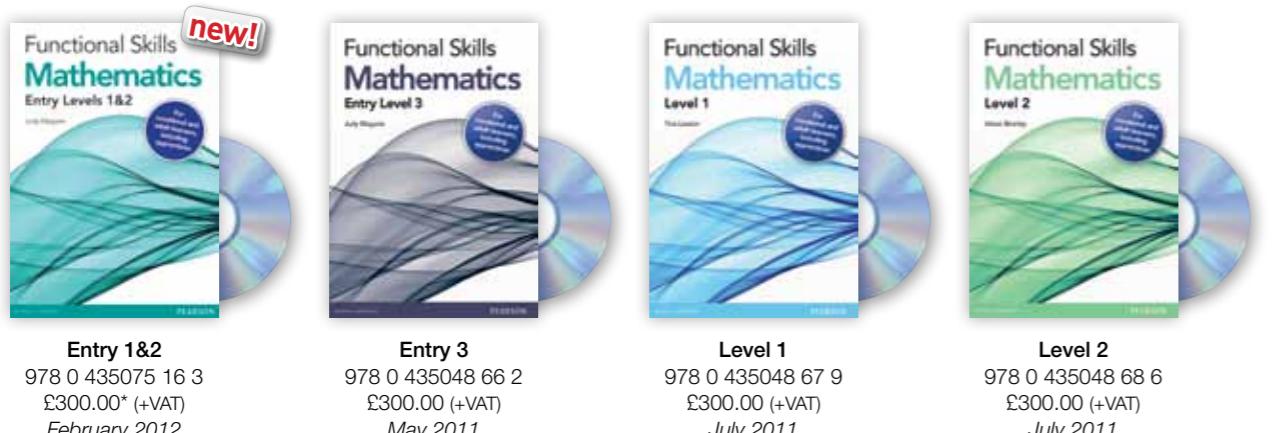
- ensure that learners are able to apply and transfer their functional English and maths skills
- make the change from Key Skills/Skills for Life qualifications to the functional skills qualifications
- develop new teaching tools and delivery methods to help learners with the application of their skills.

Our complete range

Functional Skills English Teaching and Learning Disks



Functional Skills Mathematics Teaching and Learning Disks



Three easy steps to evaluate our materials:

Step 1: Take a look at the sample material* in this Resource Guide and see how it will work for you and your candidates.

Step 2: Visit www.pearsonfe.co.uk/fs to view and download additional sample material.

Step 3: If you still want to know more, then why not set up a visit from one of our sales consultants? See page 26 for more details.

For the complete solution



Sure Skills

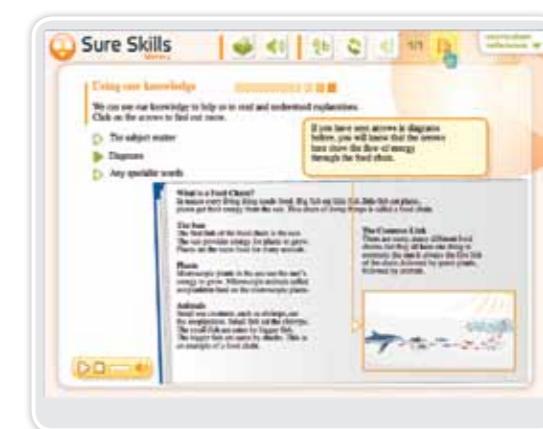
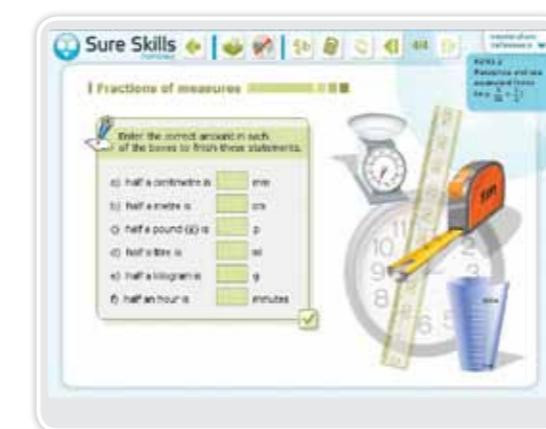
For the complete solution, our functional skills resources can be used alongside Sure Skills, our suite of fully interactive e-courses which help learners to develop their literacy and numeracy skills at the level and rate that suits them.

Sure Skills is fully mapped to the functional skills qualifications.

We offer the following Sure Skills products:

Interactive e-courses

- Literacy Entry Level 3
- Numeracy Entry Level 3
- Literacy Level 1
- Numeracy Level 1
- Literacy Level 2
- Numeracy Level 2



See page 26 for further information about Sure Skills as well as details of how to contact your local Sales Consultant.

Functional Skills Teaching and Learning Disks English and Mathematics

Entry 1–3, Level 1 and Level 2

These resources help learners develop the English and maths skills they need for study, work and everyday life.

Help develop learners' problem-solving skills

- Scenario-based activities and e-activities give you total support and can be used with all learners, whether they are following an Apprenticeship, NVQ or vocational course, or taking functional skills as a standalone qualification.
- Teaching notes support you in assisting learners to apply their English and maths problem-solving and decision-making skills to everyday scenarios.

A complete solution

- Each disk covers all the functional skills standards, with guidance on:
 - ▶ helping learners to apply problem-solving skills
 - ▶ assessing learners' underpinning English and maths skills
 - ▶ working with groups and individual learners
 - ▶ helping learners prepare for assessment.
- Can be used with **Sure Skills**; fully interactive e-courses that focus on securing learners' underpinning English and maths skills.

Provide interactive learning

- Engaging e-activities help learners to make decisions and solve everyday problems using their English and maths skills in a fun and interactive way.

Prepare learners for assessment

- Each disk includes a section on preparing for assessment, with practice questions to familiarise learners with a functional skills assessment. At Entry Level 3 through to Level 2 an e-activity is also provided.

Can be personalised for your own needs

- The resources can be customised and tailored to suit your learners' particular needs, and are perfect for all learning situations – in the classroom, small groups or for individual learning.
- Provide ideas to help you contextualise the learning to different sectors for vocational learners, and to different situations for 14–16 year old learners.

Flexible delivery

- A VLE-compatible CD provides flexibility of delivery and use, enabling you to fully customise activity materials, and use the interactive e-activities across different groups of learners.
- A resource browser version is also provided to suit the needs of smaller training providers.

Build up activities - for Entry Levels 1 & 2

- Basic build ups to help your learners secure underpinning English and maths skills.
- Scenario-led activities and e-activities to help learners apply their skills to everyday situations.

Authors

The author team comprises experienced functional skills teachers and trainers.

English

Entry 1 & 2: Jane Langford

Entry 3: Jane Langford

Level 1: Jenny Phillips

Level 2: Pauline Davidson and Barbara Mason



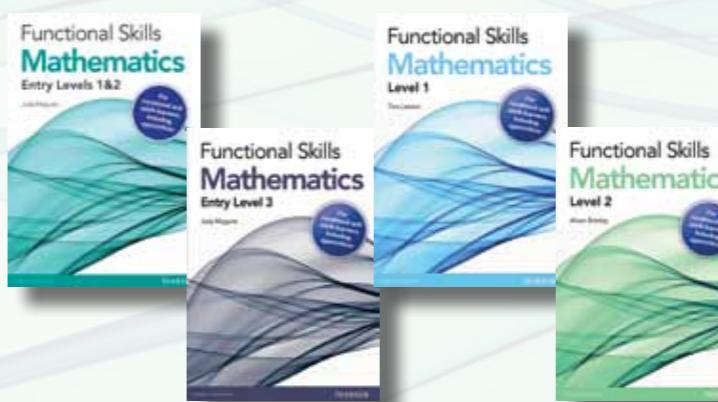
Mathematics

Entry 1 & 2: Judy Maguire

Entry 3: Judy Maguire

Level 1: Tina Lawton

Level 2: Alison Brierley



Functional Skills

Contents

Each Teaching and Learning Disk covers the functional skills standards and includes:

- **teaching notes:** outline the preparation required and the suggested delivery methods for each task
- **activity sheets:** 12-15 scenario-based tasks
 - each task at Entry Levels 1 & 2 contains 2 build ups and 4-5 main activities
 - each task at Entry Level 3 through to Level 2 includes 4-5 activities
- **answer sheets:** provide guidance on key concepts and common misconceptions
- **e-activities:** focus on problem-solving
- **a preparation for assessment section:** with typical questions and model answers. At Entry Level 3 through to Level 2 an integrated e-activity is also provided.

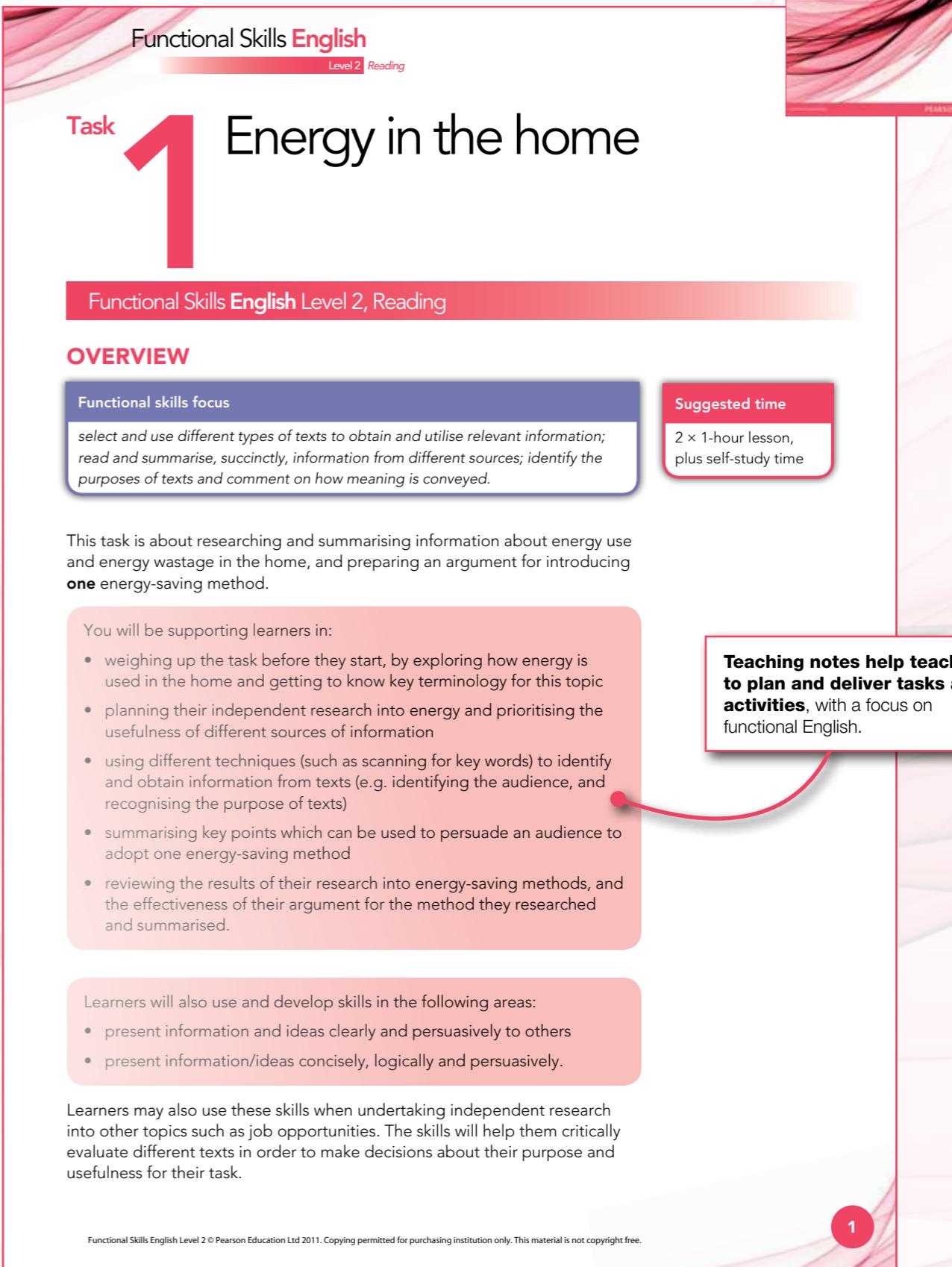
Tasks

	Speaking, Listening & Communication	Reading	Writing	Preparation for Assessment (per level)
Entry Levels 1 & 2	Task 1: Food focus 1 Task 2: Charity fair 1 Task 3: Polytunnel project 1 Task 4: New notebook 1	Task 5: Food focus 2 Task 6: Charity fair 2 Task 7: Polytunnel project 2 Task 8: New notebook 2	Task 9: Food focus 3 Task 10: Charity fair 3 Task 11: Polytunnel project 3 Task 12: New notebook 3	Guidance on preparing learners for a functional skills assessment in English at the appropriate level: <ul style="list-style-type: none">● 3 sample papers at each level, covering all the strands● Exemplar answers
<i>At Entry Levels 1 & 2, the same scenarios are used for tasks within each of the curriculum strands. This means that you can deliver them holistically, or focus on a particular strand. There are common themes between some scenarios in the English and maths Disks at this level, to enable links to be made between the subjects.</i>				
Entry Level 3	Task 1: Getting fit together Task 2: Helping hands Task 3: Fix it! Task 4: Interview me now! Task 5: Have your say!	Task 6: Getting fit together Task 7: Helping hands Task 8: Fix it! Task 9: Interview me now! Task 10: Have your say!	Task 11: Getting fit together Task 12: Helping hands Task 13: Fix it! Task 14: Interview me now! Task 15: Have your say!	● Guidance on preparing learners for the appropriate level functional skills in English assessment <ul style="list-style-type: none">● 3 sample papers, covering the functional skills standards and the types of questions learners may encounter● Exemplar answers and guidance● Integrated preparation for assessment e-activity
<i>At Entry Level 3, the same scenarios are used for tasks within each of the curriculum strands. This means that you can deliver them holistically, or focus on a particular strand.</i>				
Level 1	Task 1: Managing your money Task 2: Finding somewhere to live Task 3: Look who's coming to dinner Task 4: An outbreak at college Task 5: A local issue	Task 6: Town twinning Task 7: Making a pitch Task 8: Finding your way around Task 9: Describing the world around you Task 10: Going for a job interview	Task 11: Right words, right time, right place Task 12: The importance of water Task 13: The road to your career Task 14: Dotting the 'i's and crossing the 't's Task 15: Volunteering	
Level 2	Task 1: Energy in the home Task 2: Online investigation Task 3: Email essentials Task 4: Healthy eating Task 5: Flexible working	Task 6: Day tripper Task 7: Customer complaints Task 8: What a waste Task 9: You're hired! Task 10: Switch your mobile on	Task 11: Get that job Task 12: The main event Task 13: I want to make a complaint Task 14: Recycle and reuse Task 15: Write all about it!	

*Draft content: task titles may change.

Teaching Notes

Functional Skills English
Level 2
Pauline Davy and
Suzanne Weller



Task 1 Energy in the home

Functional Skills English Level 2, Reading

OVERVIEW

Functional skills focus

select and use different types of texts to obtain and utilise relevant information; read and summarise, succinctly, information from different sources; identify the purposes of texts and comment on how meaning is conveyed.

Suggested time

2 x 1-hour lesson, plus self-study time

This task is about researching and summarising information about energy use and energy wastage in the home, and preparing an argument for introducing **one** energy-saving method.

You will be supporting learners in:

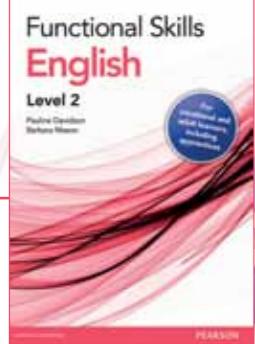
- weighing up the task before they start, by exploring how energy is used in the home and getting to know key terminology for this topic
- planning their independent research into energy and prioritising the usefulness of different sources of information
- using different techniques (such as scanning for key words) to identify and obtain information from texts (e.g. identifying the audience, and recognising the purpose of texts)
- summarising key points which can be used to persuade an audience to adopt one energy-saving method
- reviewing the results of their research into energy-saving methods, and the effectiveness of their argument for the method they researched and summarised.

Learners will also use and develop skills in the following areas:

- present information and ideas clearly and persuasively to others
- present information/ideas concisely, logically and persuasively.

Learners may also use these skills when undertaking independent research into other topics such as job opportunities. The skills will help them critically evaluate different texts in order to make decisions about their purpose and usefulness for their task.

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Functional Skills

Functional Skills English
Level 2 Reading

Prepare your strategy

A4 Spider diagram

Learners will now need to decide on the focus of their independent research, and plan it using the spider diagram.

Ask learners to use the spider diagram to note down their research topic and potential sources of information. Remind them that there is more to research than using the internet! Learners can add additional boxes to the spider diagram.

When they have completed the spider diagram ask them to number each box in priority order, with 1 being the most important, to identify which source they consider will be the most useful.

Suggest that they may want to talk to an expert first, who will guide them to relevant sources.

If working with a group of learners, they can share information about different sources.

Notes

Learners may need help with identifying different sources of information. If working with a group of learners, you could first talk about possible sources.

The spider diagram may be too restrictive for some learners – they may prefer a freer mind map approach. The activity can be completed in groups using flipchart paper and coloured pens.

Stress to learners that when trying to solve a problem (their problem is identifying the best way of undertaking the research) it is important to develop a strategy. However, the strategy can always be adapted along the way.

Differentiation

Learners who are familiar with researching information using different sources may prefer to work independently on this task. Some learners may be skilled at using the internet, so could share this expertise with others.

Tackle the task

A5 Researching and summarising information

This activity requires learners to undertake independent research and summarise key points from each source on the table in **Activity 5**. They are also asked to evaluate the relevance of each source to the task by rating it on a scale of 0 to 5.

Model this activity by completing one line of the table, using one of the Internet sources listed at the end of this document. An example is provided on **Activity 5**.

In the classroom you may want group learners according to the topic they have chosen (e.g. energy-saving light bulbs, insulation, installing an energy meter). They can then work together to undertake the research, allocating different roles. However, it is important to ensure that learners undertake some research independently and make decisions about their findings.

When learners have completed their research they should list the key points which make the case for adopting their chosen energy-saving method.

English tools

- Skimming and scanning text.
- Spelling key words accurately.
- Reading for understanding.
- Summarising information.
- Recognising persuasive language.
- Identifying purpose and audience.

There is an e-activity that supports this activity. Refer to the 'Task resources' box on page 2 for further details.

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Sample page from Level 2 Functional Skills English Teaching and Learning Disk – Teaching notes

English

Activity Sheets

Functional Skills English
Level 2 Reading

ACTIVITY 1 WHERE DOES ALL THE ENERGY GO?

Energy is used in every room of the house, by a number of different energy sources

Instructions

1. Look at the image of a house below. Think about how energy is used in a home and how it is wasted. Fill in the table below and write in (under the correct column heading) how energy is used and how energy is wasted in a house. Here are some hints: electrical appliances, heating, lighting and different forms of insulation.



How is energy used?	How is energy wasted?

Activity sheets

Activity sheets help learners develop the abilities to apply their skills. They can be used for whole-class teaching or can be used independently to allow learners to work at their own pace.

Functional Skills English
Level 2 Reading

Reading Home energy check

Name _____ Date _____

Prepare your strategy

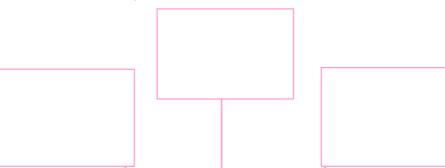
ACTIVITY 4 PLANNING YOUR RESEARCH USING A SPIDER DIAGRAM

You now need to decide which energy saving method you are going to research further.

Instructions

1. Use the spider diagram below to plan your research by listing the sources you are going to use. Aim for at least five different sources of information. Remember that the internet is not the only source!

- Write the energy saving method in the centre.
- Note possible sources of information in the other boxes.
- Number your sources in priority order to identify which you think will be the most useful. (1 is the most useful.)



Sample pages from Level 2 Functional Skills English Teaching and Learning Disk – Activity sheets

Functional Skills

Answer Sheets

Functional Skills English
Level 2 Reading

ACTIVITY 1 WHERE DOES ALL THE ENERGY GO? (ANSWER SHEET)

Energy is used in every room of the house, by a number of different energy sources

Instructions

1. Look at the image of a house below. Think about how energy is used in a home and how it is wasted. Fill in the table below and write in (under the correct column heading) how energy is used and how energy is wasted in a house. Here are some hints: electrical appliances, heating, lighting and different forms of insulation.



How is energy used?	How is energy wasted?
Central heating	Single-glazed windows
Lighting	Inadequate insulation (such as loft or cavity wall)
Hot water	Leaving electrical appliances switched on or on standby when not in use
Electrical appliances, such as a kettle, cooker, television, iron, computer	Boiling a kettle full of water when only half is needed
An open fire	Having a bath rather than a shower
	Not installing energy light bulbs

Reading
Home energy check

Functional Skills English
Level 2 Reading

ACTIVITY 4 PLANNING YOUR RESEARCH USING A SPIDER DIAGRAM (ANSWER SHEET)

You now need to decide which energy saving method you are going to research further.

ANSWER: There are any number of sources you could choose from and there are examples that you might have thought of. The below examples have been prioritised according to potential usefulness.

Internet sources, such as:

- Energy websites (eg <http://www.eon-uk.com>)
- DirectGov website (<http://www.direct.gov.uk>)
- Energy Saving Trust (<http://www.energysavingtrust.org.uk>)
- Young People's Trust for the environment (<http://www.ypte.org.uk>)
- Local Authority websites

Other sources:

- Conversations with experts (such as a health and safety officer).
- Manufacturers' websites (e.g. of low energy light bulbs).
- Leaflets (e.g. from the Local Authority)
- Newspaper articles.
- Product advertisements.

Sample pages from Level 2 Functional Skills English Teaching and Learning Disk – Answer sheets

English

Integrated e-activities

e-activities support many of the printable activities and can be used for teacher-mediated or individual learning.

Pearson
Functional Skills English Level 2

Read the article on energy usage in the home. Answer the question at the bottom of the screen and click Submit. Do this for each question by clicking on both question tabs.

Question 1 Question 2

Is your home energy efficient?

Over a quarter of all UK emissions of carbon dioxide comes from the energy we consume in our homes. Making energy-saving changes in a home can deliver long-term financial rewards. It will also help meet the UK target of reducing carbon dioxide emissions by 34 per cent below 1990 levels by 2020 and an 80 per cent reduction in emissions by 2050.

Applying energy-saving improvements in your home will not only make it more comfortable, but can also bring long-term financial benefits. Permanently lower energy bills will more than make up for the higher cost of installing energy efficient appliances and improvements. Energy efficiency might also help when selling a home; many home-buyers

What is the main purpose of the article?

To inform you about energy suppliers
 To persuade you to make changes to your energy use
 To advertise different energy-saving methods

Submit

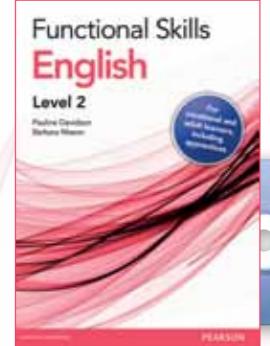
Pearson
Functional Skills English Level 2

Which of these statements are an employee's rights and which are their responsibilities? Click and drop each phrase into the correct container, then click Submit.

Rights	Responsibilities
Be provided with the right sort of protective clothing for my job	Follow health and safety procedures to make sure I don't put others at risk
Have a written contract of employment	Arrive and leave on time
Make a request for flexible working	

Treat people as I would like to be treated myself

Submit



e-activities help learners to develop the ability to apply their skills. They can be used for whole-class teaching or can be used independently to allow learners to work at their own pace.

Functional Skills

NEW Entry Levels 1 & 2 Disk

Our new Entry Levels 1 & 2 Teaching and Learning Disk for English includes a range of activities and e-activities suitable for learners at Entry 1 & 2. The adaptable lessons with level-differentiated activities enable co-teaching a group which spans both levels, providing clear opportunities for progression to higher levels.

This disk covers the functional skills standards and includes:

- **teaching notes:** outline the preparation required and the suggested delivery methods for each task. They also explain how to encourage learners to apply their skills in a functional way and provide suggestions for alternative scenarios
- **scenario sheets:** the same scenarios are used across different curriculum strands to facilitate holistic teaching
- **build ups and activity sheets:** 12 extended tasks, each with 2 build ups and 4-5 main activities. Level-differentiated activities support and encourage learners to progress to higher levels
- **e-activities:** 12 e-activities give learners more opportunities to practice their skills
- **answer sheets**
- **a preparation for assessment section.**

Teaching Notes

Functional Skills English
Entry Levels 1 & 2 Reading

Task 5
Food focus 2

Activity 4: Can you follow the instructions (2)?

This activity is an extension activity for Entry Level 2 learners. It asks learners to read the recipe in detail and to answer a series of short answer questions to check their understanding of what they have read.

- Divide the learners into pairs.
- Ask them to read through the recipe in their pairs.
- Ask learners to work individually to complete the multiple choice questions.
- When they have completed the questions, learners should share their answers in their pairs and discuss the answers they have given and any discrepancies.

Notes for delivery

This is an extension activity for Entry Level 2 learners. They should be encouraged to provide their answers as full sentences with correct use of punctuation.

Activity 5: How did you do?

Encourage learners to complete the Understand – Plan – Do – Review problem-solving process. Having undertaken the previous activities, this activity asks the learner to consider whether they have completed the task successfully by asking them to reflect on their reading skills. Did they identify the different elements and types of words correctly? Are they confident that they understood the recipe?

- Briefly recap the reading skills that the learners have used in the activities.
- Ask the learners to assess their performance by completing the table in Question 1.

Teaching notes help you to plan and deliver tasks and activities, saving you valuable preparation time.

Sample page from *Entry Levels 1 & 2 Functional Skills English Teaching and Learning Disk - Teaching notes*

Scenario Sheets

English

Entry 1 & 2

Functional Skills English
Entry Level 1 & 2 Reading

Task 5: Food focus 2

Scenario: Following a recipe

You are helping out at a family barbecue. There are lots of things to prepare.

Your task is to make the kebabs. You will need to read the recipe and understand the instructions.

To do this you will:

- work out the meaning of the words you don't know
- read and understand linking words
- understand punctuation
- read and understand the recipe.

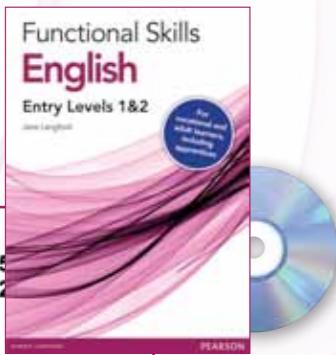
The following words will help you.

Word bank	
Key words	water, put, in, on, the, push, red, yellow
Joining words	first, then, next, finally
Topic words	cut, add, peel, cook, grill, ingredients, sauce, recipe

E1 Read and understand simple regular words and sentences; Understand short texts on familiar topics and experiences
E2 Understand the main events in chronological texts; Read and understand simple instructions and directions; Read and understand high frequency words and words with common spelling patterns; Use knowledge of alphabetical order to locate information
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1

Sample page from *Entry Levels 1 & 2 Functional Skills English Teaching and Learning Disk - Scenario sheet*



Functional Skills

Build ups

Functional Skills English
Entry Level 1 & 2 Reading

Task 5
Food focus 2

Name: _____ **Date:** _____

Build up 2: Recognising action words

Recipes use action words to describe what you need to do.

1. Match each action to the correct picture. Write the number of the picture under each word.

Chop	Cut	Peel	Stir
_____	_____	_____	_____



1



2



3



4

E1 Read and understand simple regular words and sentences; Understand short texts on familiar topics and experiences
E2 Understand the main events in chronological texts; Read and understand simple instructions and directions; Read and understand high frequency words and words with common spelling patterns; Use knowledge of alphabetical order to locate information
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Sample page from *Entry Levels 1 & 2 Functional Skills English Teaching and Learning Disk – Build up activity*

Activity Sheets

English

Entry 1 & 2

Functional Skills English
Entry Level 1 & 2 Reading

Task 5
Food focus 2

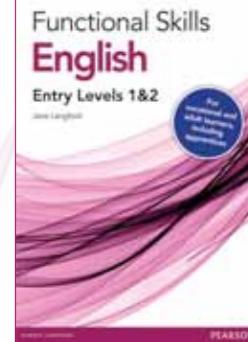
Name: _____ **Date:** _____

Activity 5: How did you do?

When you followed the recipe, you used your reading skills.
How well did you do?

1. Do you agree with the statements in the table below? Put a tick in column 1 if you agree. Put a tick in column 2 if you disagree.

	Yes	No
I worked out the words I didn't know		
I used a dictionary		
I found the linking words		
I found the action words		
I understood the recipe		
I know how to make kebabs		



Activity sheets help learners to apply their skills within a contextualised task.

Integrated e-activities

Pearson

Functional Skills English Entry Levels 1 & 2

Answer the question at the bottom of the screen and click Submit. Do this for each question by clicking on the different question tabs.

Question 1 Question 2 Question 3

Mr J Mehra
5 Station Close
Exeter

What is missing from the addressed envelope?

The house number
 The postcode
 The town

Sample page from *Entry Levels 1 & 2 Functional Skills English Teaching and Learning Disk – Activity sheet*

Sample screen from *Entry Levels 1 & 2 Functional Skills English Teaching and Learning Disk – e-activities*

Don't forget! You can download more material from these resources at www.pearsonfe.co.uk/fs

Functional Skills

Contents

Each Teaching and Learning Disk covers the functional skills standards and includes:

- teaching notes:** outline the preparation required and the suggested delivery methods for each task
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 - each task at Entry Levels 1 & 2 contains 3-4 build ups and 3 main activities
 - each task at Entry Level 3 through to Level 2 includes 4-5 activities
- answer sheets:** provide guidance on key concepts and common misconceptions
- e-activities:** focus on problem-solving
- a preparation for assessment section:** with typical questions and model answers.

At Entry Level 3 through to Level 2 an integrated e-activity is also provided.

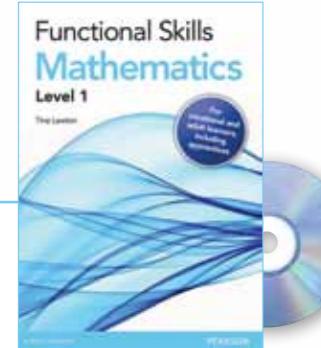
Tasks

	Number	Common Measures	Shape and Space	Data Handling	Preparation for Assessment (per level)
Entry Levels 1 & 2	Task 1: Healthy lunches 1 Task 2: Car wash 1 Task 3: Polytunnel project 1 Task 4: Getting fit 1	Task 5: Healthy lunches 2 Task 6: Car wash 2 Task 7: Polytunnel project 2 Task 8: Getting fit 2		Task 9: Healthy lunches 3 Task 10: Car wash 3 Task 11: Polytunnel project 3 Task 12: Getting fit 3	Guidance on preparing learners for a functional skills assessment in maths at the appropriate level: <ul style="list-style-type: none"> 3 sample papers at each level, covering all the strands Exemplar answers
	<p><i>At Entry Levels 1 & 2, the same scenarios are used for tasks within each of the curriculum strands. This means that you can deliver them holistically, or focus on a particular strand.</i></p> <p><i>There are common themes between some scenarios in the English and maths Disks at this level, to enable links to be made between the subjects.</i></p>				
Entry Level 3	Task 1: Income and outgoings Task 2: Pizza parties Task 3: Visiting relatives Task 4: Getting into a music festival	Task 5: Growing in a greenhouse Task 6: Which car should I buy? Task 7: Measuring out a recipe Task 8: Do special offers really save you money? Task 9: Charity fun run	Task 10: Street signs Task 11: Recycling waste	Task 12: Eating out healthily Task 13: Changing your mobile phone contract Task 14: Watching my favourite television programmes Task 15: A visit to an animal park	Guidance on preparing learners for the appropriate level functional skills in mathematics assessment <ul style="list-style-type: none"> 3 sample papers, covering the functional skills standards and the types of questions learners may encounter Exemplar answers and guidance Integrated preparation for assessment e-activity
Level 1	Task 1: Planet Peril Task 2: Savings and investments Task 3: Birds of prey Task 4: Fun with fund raising Task 5: Serving a piece of the pie Task 6: Paying the price for new technology	Task 7: How green is my journey? Task 8: The food pyramid Task 9: Raising quiz night temperatures Task 10: Garden storage solutions	Task 11: Patterns and nets	Task 12: Cheaper by the dozen Task 13: Probability is child's play Task 14: Reuse, recycle and reprocess Task 15: Who rules the radio waves?	
Level 2	Task 1: Financing a ski holiday Task 2: Testing the water Task 3: Which job? Task 4: The great nature escape Task 5: How much is too much? Task 6: Gardener's world	Task 7: Kitchen planning Task 8: Tourist wrap Task 9: Storage solutions Task 10: Speed Task 11: Foreign exchange		Task 12: Down the drain Task 13: Gender bias Task 14: A hair-raising experiment Task 15: Is winning the lottery just luck?	

*Draft content: task titles may change.

Mathematics

Teaching Notes



Task 7 How green is my journey?

Functional Skills Mathematics Level 1, Common measures

Overview

Functional skills focus

solve problems requiring calculation, with common measures, including money, time, length, weight, capacity and temperature

Suggested time

2 x 1-hour lesson, plus self-study time

This task is about working out the most cost-effective and environmentally friendly way to travel.

You will be supporting learners in:

- understanding how to weigh up the task before they start, for example, by asking what the CO₂ emissions might be for different forms of transport and what impact this might have on the decisions about methods of travel
- knowing how to work out their strategy to complete the task, by planning where to get the information and what type of calculations are required
- using the appropriate mathematics tools from their toolbox (e.g. using their skills and knowledge to interpret the information about CO₂ emissions and cost comparisons)
- reviewing what the results of the activity suggest, for example, by working out whether they can travel in an environmentally friendly way that is also financially affordable.

Learners will also use and develop skills in the following areas:

- understand and use whole numbers and understand negative numbers in practical contexts
- add, subtract, multiply and divide whole numbers using a range of strategies
- add and subtract decimals up to two decimal places
- extract and interpret information from tables, diagrams, charts and graphs.

Learners may also use these skills when making decisions about spending on other items that use energy, such as a car, a phone or a television. The skills may also be useful in making decisions about saving for the future, for example, in investments and pensions.

Teaching notes help teachers to plan and deliver tasks and activities, with a focus on functional mathematics.

Functional Skills

Functional Skills Mathematics

Level 1 Common measures

Task resources

The following resources are provided to support the delivery of this task.

	Printable activities	E-activities
Weigh up the task	A1 Modes of transport A2 Transport and CO ₂ emissions cards	
Prepare your strategy	A3 Spider diagram	
Tackle the task	A4 Travel and transport information A5 Working out your journey options	
Check and evaluate	See page 5	

Teaching notes

Using the **scenario sheet for Task 7: How green is my journey? (Common measures)**, introduce the task to the learners and explain that all the activities in the task are on the same theme. See below for further explanation of each activity. Some of the tasks include a mix of printable and e-learning activities, and all the activities are suitable for independent learners and group work. Discuss with learners the functional skills they will be engaging and the process that you will be following.

Weigh up the task

A1 Modes of transport

If you are working with a group, attach three sheets of flipchart paper to a wall and give each sheet one of the following headings: Home, Work/College and Leisure. Ask learners to add one or two examples of their current mode of transport under the relevant heading(s). For example, how do they travel to college or to the supermarket? How do they travel at the weekend or to out-of-town shopping centres or when away for weekend trips? Ask learners to review the completed sheets and comment.

Ask learners for any other comments or suggestions, and then summarise the group's findings.

A2 Transport and CO₂ emissions cards

Discuss CO₂ emissions and why they need to be reduced. Use any video clips, posters or information leaflets that might be relevant to provide learners with any additional information and background to the activity. (See 'Other resources' at the end of this task for useful suggestions.)

This activity can be done as an independent learner or as a group activity. If you're working with a group, ask learners to put the cards in order, starting with the card representing the highest CO₂ emissions in kg and ending with the lowest emission.

1. Hand out all the cards to the group.
2. Hang a washing line across the classroom (or something similar) and define one end as high CO₂ emissions in kg, and the other end as low emissions in kg.

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Sample page from Level 1 Functional Skills Mathematics Teaching and Learning Disk – Teaching notes

Task 7

Teaching notes help to save you valuable preparation time
and make it easy for you to select the appropriate material to motivate and inspire your learners.

2

Mathematics

Activity Sheets

Functional Skills Mathematics

Level 1 Common measures

Common measures
How green is my journey?

Name: _____ Date: _____

W ACTIVITY 2 – TRANSPORT AND CO₂ EMISSIONS CARDS

All motor vehicles cause damage to the environment. The main cause of pollution is CO₂ emissions. To travel in a more environmentally friendly way, you need to consider CO₂ emissions for different methods of transport.

Instructions

The cards below show the CO₂ emissions in kilograms for different methods of transport over a 200-mile journey.

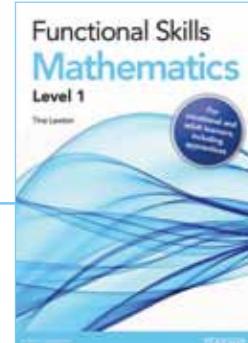
1. Place the cards in order, starting with the highest CO₂ emissions in kg and ending with the lowest CO₂ emissions in kg. You can number the cards or cut them up and place them in order. Explain why you have ordered the cards in the way you have.

If you wanted to re-order the cards by cost, what changes would you make? Don't worry if you don't know the exact cost – it's OK to estimate.

Small car with 1 person (per person) 41.0 kg CO ₂	Small car with 2 people (per person) 20.5 kg CO ₂
Large car with 1 person (per person) 82.8 kg CO ₂	Large car with 3 people (per person) 27.6 kg CO ₂
Train (per person) 18.6 kg CO ₂	Coach (per person) 9.7 kg CO ₂
Plane (per person) 55.0 kg CO ₂	Large car with 5 people (per person) 16.6 kg CO ₂
Boat (per person) 86.0 kg CO ₂	

Activity sheets help learners to develop the ability to apply their skills. They can be used for whole-class teaching or can be used independently to allow learners to work at their own pace.

Sample page from Level 1 Functional Skills Mathematics Teaching and Learning Disk – Activity sheet



Functional Skills

Answer Sheets

Functional Skills Mathematics
Level 1 Common measures

Common measures
How green is my journey?

Name		Date	
------	--	------	--

Weigh up the task

ACTIVITY 2 TRANSPORT AND CO₂ EMISSIONS CARDS (ANSWER SHEET)

Here are the cards ordered by CO₂ emissions, starting with the highest emissions

Boat (per person) 86.0 kg CO ₂	Large car with 1 passenger 82.8 kg CO ₂	Plane (per person) 55.0 kg CO ₂
Small car with 1 passenger 41.0 kg CO ₂	Large car with 3 passengers 27.6 kg CO ₂	Small car with 2 passengers 20.5 kg CO ₂
Train (per person) 18.6 kg CO ₂	Large car with 5 passengers 16.6 kg CO ₂	Coach (per person) 9.7 kg CO ₂

Knowledge check

- The amounts of CO₂ for both the small car and the large car are in proportion to the number of passengers i.e. double the number of passengers and the CO₂ per person is halved.
- Where would a card with the large car and 2 passengers fit?
- The highest CO₂ emissions are from the boat and are nearly twice that of a plane.
- Despite the fact that the coach will run on similar fuels to the car, it is very low in emissions per person. Why?
- A train will carry a lot more people than a coach but it still has almost double the amount of emissions. Why?
- Even though the plane can carry hundreds of people, it still has emissions that are nearly three times as high as a train.

Answer sheets help learners to check their understanding and show them how they can improve their results.

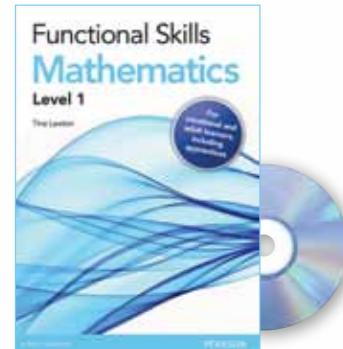
Solving problems requiring calculation, with common measures, including money, time, length, weight, capacity and temperature
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Sample page from Level 1 Functional Skills Mathematics Teaching and Learning Disk – Answer sheet

Mathematics

Integrated e-activities

e-activities support many of the printable activities and can be used for teacher-mediated or individual learning.



PEARSON
Functional Skills Mathematics Level 1

Match each statement with the correct ratio. Look at the information on the right and then click the number that matches it.

Description
There is five times as much gold as silver.

e-activities help learners to develop the ability to apply their skills. They can be used for whole-class teaching or can be used independently to allow learners to work at their own pace.

Quiz
Functional Skills Mathematics Level 1

Equivalences

Order these decimals, from smallest to largest. Put the smallest decimal at the top.

Drag and drop the items into the correct order and then click Submit.

1.5
4.010
0.432
4.100
0.056
99.9

Attempt : 0 / 2 Show Answer Try again Reset Submit

Map Flag Finish 1 of 10

Sample screens from Level 1 Functional Skills Mathematics Teaching and Learning Disk – e-activities

Functional Skills

NEW Entry Levels 1 & 2 Disk

Our new Entry Levels 1 & 2 Teaching and Learning Disk for mathematics includes a range of activities and e-activities suitable for Entry 1 & 2 learners. The adaptable lessons with level-differentiated activities facilitate co-teaching across both levels, providing clear opportunities for progression to higher levels.

This disk covers the functional skills standards and includes:

- **teaching notes:** outline the preparation required and the suggested delivery methods for each task. They also explain how to encourage learners to apply their skills in a functional way and provide suggestions for alternative scenarios
- **scenario sheets:** the same scenarios are used across different curriculum strands to facilitate holistic teaching
- **build ups and activity sheets:** 12 extended tasks, each with 3-4 build ups and 3 main activities. Level-differentiated activities support and encourage learners to progress to higher levels
- resource sheets are provided where cards are required for certain activities
- **e-activities:** 12 e-activities give learners more opportunities to practice their skills
- **answer sheets**
- **a preparation for assessment section.**

Teaching Notes

Functional Skills Mathematics
Entry Levels 1 & 2 Number

Task 2
Car wash 1

Activity 1: How much equipment do you have?
The first step in tackling the task is to find out how much equipment is available for the car wash already.
The Activity requires learners to demonstrate their ability to count up to 10 and for Entry Level 2 learners to double and halve.

- Use Resource 1 to create a set of cards per learner or per pair. Ensure there is sufficient space for each learner to spread the cards on a flat surface and move them around.
- Ask learners to sort the cards and count the different items.
- Ask learners to identify all the safety items and count these.
- Ask Entry Level 2 learners to double the number of aprons and share equipment between the two teams.

Notes for delivery
If the learners are happy to talk together, this Activity could be undertaken in pairs, if possible pair an Entry Level 1 learner with an Entry Level 2 learner.
To lead on to the next activity, you could facilitate discussion about why certain items of equipment are essential for safety and which items are essential when cleaning a car.

Activity 2: Which items are essential?
At Entry Levels 1 & 2 learners need to prepare for the car washing scenario by considering what is essential kit.

- Ask learners to select four items that they think are essential when planning to wash cars.
- Learners may consider different items essential, but guide them to consider that items like the bucket and sponge are essential to complete the task.
- Ask Entry Level 2 learners to give a reason for their answer.

Sample page from Entry Levels 1 & 2 Functional Skills Mathematics Teaching and Learning Disk - Teaching notes

Mathematics

Scenario Sheets

Entry 1 & 2

Functional Skills Mathematics
Entry Levels 1 & 2 Number

Task 2
Car wash 1

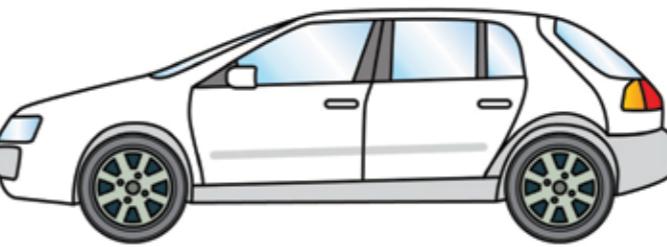
Scenario: Gathering car wash equipment
Your tutor will give you a set of cards with different items. They show you what equipment you will need for your charity car wash.

You will work in 2 teams of 2 to wash cars.

You need to make sure the car wash runs smoothly.

To do this you will:

- find out how much equipment you already have
- choose some essential items
- decide whether you have enough equipment and what else you need to get

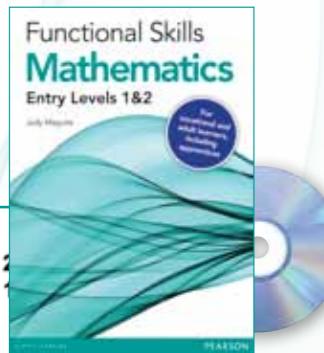


E1 Understand and use whole numbers with one significant figure in practical contexts. E2 Understand and use whole numbers with up to two significant figures; Understand and use addition and subtraction in practical situations; Use doubling and halving in practical situations

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1

Sample page from Entry Levels 1 & 2 Functional Skills Mathematics Teaching and Learning Disk – Scenario sheet



Don't forget! You can download more material from these resources at www.pearsonfe.co.uk/fs

Functional Skills

Build ups

Functional Skills Mathematics
Entry Levels 1 and 2 Number

Task 2
Car wash 1

Name: _____ **Date:** _____

Build up 3: Spotting numbers

Count the items to help you answer the questions below.



Build ups help learners to strengthen their basic maths skills in the context of familiar situations and experiences.

1. Three people need to wear gloves. Are there enough gloves?
2. Four people need to wear an apron. Are there enough aprons?
3. Six people need to wear safety boots. How many more pairs of safety boots do you need?
4. You need twice as many aprons. Is this double or half?

Now try the questions below.

4

E1 Understand and use whole numbers with one significant figure in practical contexts. E2 Understand and use whole numbers with up to two significant figures; Understand and use addition and subtraction in practical situations; Use doubling and halving in practical situations
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Sample page from *Entry Levels 1 & 2 Functional Skills Mathematics Teaching and Learning Disk – Build up activity*

Mathematics

Entry 1 & 2

Activity Sheets

Functional Skills Mathematics
Entry Levels 1 & 2 Number

Task 2
Car wash 1

Name: _____ **Date:** _____

Activity 2: Which items are essential?

Look at the items below.

1. Circle four items you think are essential for the car wash.



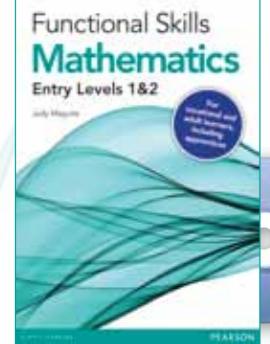
Brush **Bucket** **Car shampoo**
Sponge **Gloves** **Apron**

Now try the questions below.

You work in 2 teams of 2 people to wash the cars.

You will share some items with the other person on your team.

2. Which items can you share with the other person?
3. How many items will you need to have?



Activity sheets
help learners to check their progress and understanding of the task set.

Integrated e-activities

Pearson
Functional Skills Mathematics Entry Levels 1 & 2

Look at each set of coins. Answer the question at the bottom of the screen and click Submit.

Question 1 Question 2 Question 3

2

E1 Understand and use whole numbers with one significant figure in practical contexts. E2 Understand and use whole numbers with up to two significant figures; Understand and use addition and subtraction in practical situations; Use doubling and halving in practical situations
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Sample page from *Entry Levels 1 & 2 Functional Skills Mathematics Teaching and Learning Disk – Activity sheet*

e-activities can be used to test learners' understanding and help in applying their skills.

A car wash costs £5. Which set of coins would you use to pay for the car wash?
A: 1 £1 coin, 1 50p coin, 2 20p coins, 1 10p coin, 5 1p coins
B: 1 £1 coin, 1 50p coin, 1 20p coin, 1 10p coin, 5 1p coins
C: 1 £1 coin, 1 50p coin, 1 20p coin, 1 10p coin, 1 5p coin

Submit

7 Reset

Sample screen from *Entry Levels 1 & 2 Functional Skills Mathematics Teaching and Learning Disk – e-activities*

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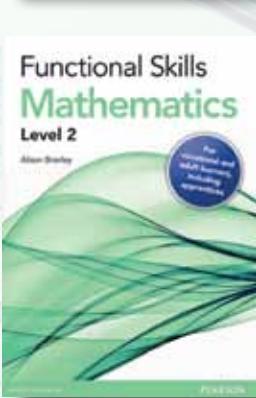
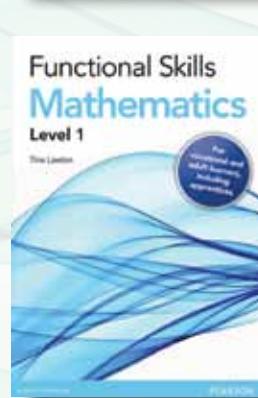
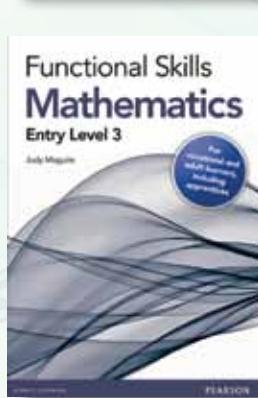
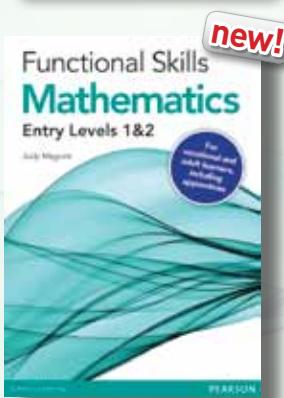
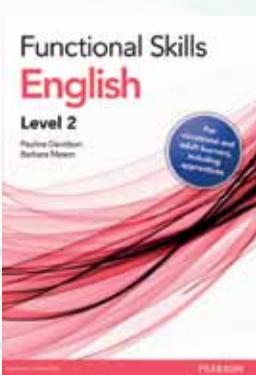
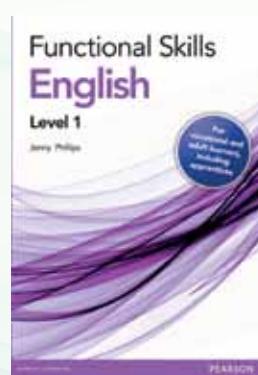
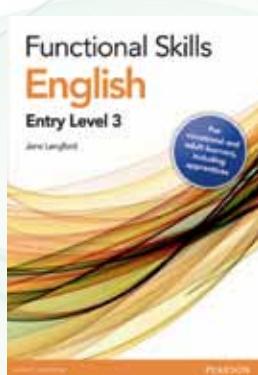
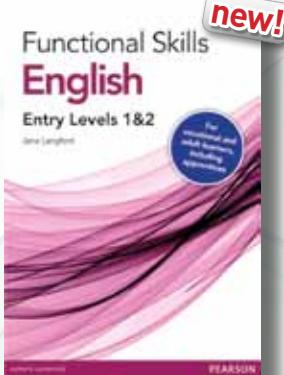
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