

Functional Skillbuilders English



Our bestselling range of graded literacy teaching materials equips students with the necessary knowledge, skills and understanding to use and apply English in everyday life. *Functional Skillbuilders* ensures your students develop reading, writing and speaking and listening skills in a meaningful way and helps them to transfer these skills to other areas of learning.

Written by a Functional English Chief Examiner, the workplace contexts are key to this series' success. *Functional Skillbuilders* give your students the essential skills needed to pass the Functional Skills assessments and Functional Skills aspects of GCSEs.

WHY FUNCTIONAL SKILLBUILDERS ENGLISH?

Written by a chief examiner, this series ensures peace of mind with complete coverage of the Functional English standards. *Functional Skillbuilders* use real-life scenarios to develop Functional English skills so that your students gain confidence and familiarity with the requirements. Students must pass Reading, Writing and Speaking, Listening and Communication in order to gain the qualification. *Functional Skillbuilders* covers Entry Level 1 through to Levels 1 and 2 to suit a wide range of needs.

Speaking and Listening titles come complete with a multimedia CDROM to ensure Speaking and Listening skills are taught in a meaningful way. Teaching notes save you time and provide you with the support you need to deliver these brand new qualifications.

The workplace contexts in the series ensure activities are real, they are also suitable for preparation for working life. *Functional Skillbuilders* workplaces are a supermarket, hotel and a factory. *More Functional Skillbuilders* workplaces are a charity, a hospital and a health club.

WHAT TEACHERS SAY

"Functional Skillbuilders have proved extremely useful with our students. The books are easy to use by the teacher. My pupils enjoy the content and the variety of activities and appreciate the clear presentation. I recommend them wholeheartedly."

Mrs Adams
Literacy Co-ordinator/Curriculum Manager Years 10, 11 and 12, Oakvale School, Guernsey.

"With Functional Skillbuilders I am quite certain that my learners have the skills to successfully use reading, writing and speaking and listening skills in their new jobs, I thoroughly recommend them."

Maggie Perez de Salazar
Director of Studies, European Languages Centre, Liverpool.

WHAT DO I GET?

- 50 fully photocopiable worksheets per book to build, apply and develop mastery of Functional English skills.
- Answers, teaching notes, student checklists and curriculum mapping.
- A one-stop-shop that covers all of the Functional English standards.

WHO IS IT FOR?

- Functional Skills students from Entry Level 1 to Level 2.
- Foundation learning.
- Adult literacy students.
- Literacy support at KS3 and KS4.
- Students with SEN including SpLD, MLD, EBD, ADHD and ASD.

DIGITAL RESOURCES

- For an additional £5 per title get electronic versions of *Functional Skillbuilders* on CDROM.
- Use on interactive whiteboards.
- Copy to a network or VLE.
- Print and copy for students to make planning and preparation easy.

TRY IT NOW

Use the attached worksheets to see how the 15 *Functional Skillbuilders English* and 10 *More Functional Skillbuilders English* titles will motivate your students.

HOW TO ORDER

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Reading Entry Level 1, sample page 8 Reading a poster.

Worksheet

Explain the skills your learners are going to practise, then ask your learners to read the poster, either to themselves or aloud. If they have difficulties with any words prompt them by asking them to break the word down into syllables. Give your learners the word if they are struggling with it. Read the poster at least twice before you ask learners the questions. Ask each question in turn, allowing plenty of time for the learners to re-read the poster.

Group work

This poster is available as an overhead transparency template (OHT 1). Use it to conduct this exercise as a group activity. See notes for Worksheets 20 and 32 on page xi for teaching syllables.

Extension work

Help your learners interrogate the text by asking how they know where to find the answers. For example – the title, the name of the disco is in the biggest letters. Discussions such as this will help your learners become accustomed to conventions of print.

Reading Entry Level 2, sample page 9 Recognising the different purposes of texts.

Groundwork

Discuss the purposes of different texts with your learners. Present a selection of texts to your learners and ask them to sort them into categories of purpose – letters, bills, advertisements, order forms and so on.

Worksheet

Explain the skills your learners are going to practise, then ask them to look at the examples of text and match them to their descriptions. These three worksheets are similar activities contextualised to the hotel, supermarket and factory. You could use one worksheet to *teach*, one to *reinforce* and then one to *check* your learners' understanding of the purposes of different texts.

Groupwork

The selection of texts from Worksheets 17, 31 and 39 are available as OHT templates (OHTs 4, 5 and 6). Use them to conduct these exercises as group activities.

Reading Entry Level 3, sample page 10 Reading techniques, skimming and scanning.

Groundwork

Use the teaching notes on Worksheet 12 to discuss the different techniques of reading. You could put skimming, scanning and detailed reading as headings on a whiteboard and ask your students to provide examples of the sort of texts they would read using each method.

Worksheet

When you are sure that your learners understand the different reading techniques, ask them to carry out the tasks.

Groupwork

The job advert and disco poster from Worksheets 12 and 13 are available as OHT templates (OHTs 5 and 6). Use them to conduct these skimming and scanning tasks as group activities.

Reading Level 1, sample page 11 Use of images in text

Groundwork

Ask learners to provide you with examples of texts that are likely to be accompanied by images. Make a list of the types of text on a board.

Worksheet

Explain the skills your learners are going to practise, then ask them to complete the tasks.

Extension work

Gather a selection of texts with images. Use them for a variety of tasks:

- Compare the types of images used. Can learners categorise them into types – graphs, charts, tables, illustrations, maps and so on?
- Practise techniques of skimming, scanning and detailed reading.
- Use them to form the basis of comprehension activities.

Group work

Use overhead transparency (OHT) template 1 and a road atlas to conduct a map reading / following directions exercise as a group activity. Ask learners to

follow the route given – is it clear? How could the map be simplified?

Reading Level 2, sample pages 12 and 13 Compare information and opinions from different sources

Groundwork

Ask learners why information may be written from different angles. For example, the way one newspaper might report a story could vary greatly from the way another reports it. What are the reasons for this?

Worksheet

Explain the skills your learners are going to practise, then ask them to complete the tasks.

Extension work

Gather a selection of newspaper and magazine articles which cover the same stories. Ask learners to identify the language and other techniques used to demonstrate opinion or bias.

Writing Entry Level 1, sample page 14 Filling in forms.

Groundwork

Discuss the sort of information that learners need to write on forms. Write two lists to document your discussion – one of the information learners are likely to have to write and another of the situations in which they are likely to have to fill in forms.

Worksheet

Explain the skills your learners are going to practise and help them to read the instructions. Then ask them to complete the task.

Extension work

Bring in a selection of forms for your learners to complete.

Writing Entry Level 2, sample page 15 Using conjunctions

Groundwork

Discuss compound sentences with the group and provide examples. Write a list of conjunctions on the

board and ask your group to make up compound sentences using the conjunctions.

Worksheet

Explain the skills your learners are going to practise then ask them to carry out the tasks. These three worksheets are compound sentence activities contextualised to the hotel, supermarket and factory. You could use one worksheet to demonstrate *forming* compound sentences, one to *rehearse* the skills and the other to *check* that students have a good understanding of writing compound sentences.

Writing Entry Level 3, sample page 16 Writing reports

Groundwork

Your students are going to use the writing frame on the worksheet to summarise a discussion about the pros and cons of moving Blackwell's Supermarket from a town centre to an out of town site. You will have to facilitate the discussion. How you do this will depend on the skills and confidence of your group of learners.

You could run the discussion as a debate with your group split into opposing teams one for and one against the out of town site. Or you could let everyone make their own contributions. You might ask learners to work in small groups to brainstorm reasons why the supermarket should or shouldn't move and use this information as a crib sheet for the discussion. You could also ask your learners to do some research on the Internet or in a library to find out the pros and cons of various supermarket locations and then come back for the discussion.

Worksheet

The writing frame should scaffold your students write up of the discussion and help them put across their own point of view.

Extension work

Use this format for group discussions and reports on a huge variety of topics to suit your learners interests and needs.

Writing Level 1, sample page 17

Writing directions

Groundwork

Discuss the vocabulary required when giving and receiving directions. Make a list of key phrases and words on the board – *left, right, straight on, roundabout, traffic lights, exit, follow, turn, after* and so on. Discuss the need for clarity when writing instructions.

If students are unfamiliar with using maps, demonstrate how to give directions using a street atlas.

Worksheet

Explain the skills your learners are going to practise, then ask them to read and complete the tasks.

Groupwork

The maps on Worksheets 36 and 45 are available as OHT templates 3 and 4. Use them to conduct these exercises as group activities.

Extension work

Ask students to give directions to and from various venues, for example from home to school or college.

In pairs, ask students to give and receive directions to and from chosen towns and villages on a street map or road atlas.

Writing Level 2, sample page 18

Write notices. Use appropriate language

Groundwork

Ask learners what a notice is for. What does *notice* mean? They could look up the word in a variety of reference sources. Then use the teaching points to discuss the key features of notices. Ask learners to provide examples of notices – good and bad. Discuss the reasons why the notices are successful / unsuccessful.

Worksheets

Explain the skills your learners are going to practise, then ask them to read and complete the tasks.

Extension work

Ask learners to bring in examples of notices from work, or from around the school / college / learning environment. Constructively criticise them and ask learners to re-write them where necessary.

Speaking and Listening Entry Level 1, sample page 19

Listen and respond to requests for personal information

Groundwork

Ask your learners to give you examples of when they are asked to tell people their name, address and telephone number. Write a list of scenarios on the board. Then use the teaching point on Worksheet 14 to see how many of their own ideas match those in the book.

Worksheet

Ask your learners these questions. Alternatively you could prepare a list of questions and ask learners to work in pairs.

1. What is your name?
2. What is your address?
3. Can you tell me your postcode?
4. What is your telephone number?
5. Do you know the STD code?
6. What is your date of birth?
7. Could you repeat that please?
8. Can you tell me your name, giving your surname first please?

9. What are your initials?

10. What is your title?

Speaking and Listening Entry Level 2, sample page 20

Listen for the main points

Groundwork

Use the teaching point to introduce this topic. You should also ask your learners what strategies they use to listen for the main points.

Worksheet 4

Explain the skills your learners are going to practise. Read the scripts in such a way that the learners can't see your face to make the task more like a station announcement. Your learners must listen to you without making notes. When you have read the first script ask your learners to answer the questions. Carry out the same procedure for the remaining scripts.

Script 1

"The hotel alarm system is being tested this morning. The test period will run from 9 am until 10.30 am. All guests have been informed, but staff should reassure guests and ask them to ignore the alarms during this period. If an alarm sounds for more than 30 seconds, then it is genuine and you should carry out normal evacuation procedures."

Script 2

"The swimming pool will be closed for routine maintenance in 10 minutes' time. Would all guests please vacate the pool now. The pool will re-open in 40 minutes. In the meantime, you are welcome to make use of the Jacuzzi, steam room or sauna. Thank you for your co-operation. Please leave the swimming pool now."

Script 3

"Good afternoon customers. Today we have special offers in our bakery department. Home made fruit

pies are half price. Many special breads are 'buy one get one free'. There are also great bargains in our wine and spirits department. We have a special promotion on wines from Australia – all are 20% off for today only. Make the most of our daily special offers! Head for the bakery and the wine department for great savings! Shopping is better value at Blackwell's."

Script 4

"Production will stop an hour early today. All lines should be shut down at 4 pm. Production staff should then change and make their way to the board room for the IT training. Any staff unable to attend the training should report to the Personnel Department immediately."

Speaking and Listening Entry Level 3, sample page 21

Role play – follow and contribute to discussions. Listen to and express opinions

Worksheets

Explain the skills your learners are going to practise via these role plays and read any instructions or other terms to them as required. Then ask them to carry out the tasks. These worksheets are similar activities contextualised to the hotel, supermarket and factory. You could use Worksheets 22 and 23 to *teach*, Worksheets 35, 40 and 41 to *reinforce* and Worksheets 44 and 45 to *check* your learners' ability to contribute to discussions and to listen to and express opinions.

Extension work

Use this list of topics for learners to rehearse taking part in discussions.

- Do you think that all workers, (including doctors, nurses, teachers, the police, ambulance crews and fire fighters), should have the right to go on strike?
- Do you need more leisure time or more work time? What proportion of your time would you like to

spend in work?

- What jobs would you most and least like to do and why?
- What jobs have you had and what did you like and dislike about them?
- Some countries don't pay unemployment benefit. Do you think this is fair?
- Do you think that workers with big salaries should pay a much higher rate of tax than other workers?

Speaking and Listening Level 1, sample pages 22 and 23

Role play – give clear explanations, instructions and descriptions. Understand verbal explanations, instructions and descriptions

Groundwork

Explain the scenario to your learners. This may be a good opportunity to remind students about using appropriate language between managers and workers.

Worksheets

These pairs of worksheets are designed to be used for paired work. One worksheet is for one partner and the other is for the other partner. Explain the skills your learners are going to practise via these role plays and explain any instructions or other terms to them as required. You could go through both sets of teaching points to remind learners of the skills they are going to rehearse. Then ask them to carry out the tasks. Learners could then swap roles. These worksheets are similar giving and receiving instructions, presentations and descriptions activities contextualised to the hotel, supermarket and factory. You could use Worksheets 18 and 19 to *teach*, Worksheets 22, 23, 30, 31, 32, 33, 34, 35, 42, 43, 44 and 45 to *reinforce* and then Worksheets 46 and 47 to *check* your learners' ability to give and receive instructions, presentations and descriptions.

Learners will need a copy of the bus information on page 75 for the activities on Worksheets 32 and 33. Learners will need a copy of the map on page 79 for Worksheets 42 and 43.

Group work

Once learners have completed the tasks in pairs, sum up the activities and ask each pair to feedback to the group. Address any difficulties. Were any instructions or presentations difficult to understand? What were the problems?

Extension work

Use this list of scenarios for learners to role-play giving and receiving instructions, explanations and descriptions and/or use examples from their own experiences.

Hotel

- A guest has left a bag full of gym kit in the leisure club and has to describe the bag and contents to a member of staff to see if it has been found.
- A guest has an allergy to nuts and needs to make sure that the food s/he orders has no nut traces in it.
- The supervisor wants a chef to make a cheese and onion omelette for Room 4 and to deliver it at 10.30 pm with a bottle of house white wine.

Supermarket

- A customer asks for directions to the nearest chemist.
- The supermarket will be closing one hour early today for a thorough stock check. All staff are expected to stay and help with the stock check. They should report to their supervisor for details.
- A customer takes a packet of cereal back to the customer service desk, complaining that when s/he opened the bag it was less than one quarter full. The customer wants a refund.

Factory

- A production worker describes a new colleague to the supervisor well enough for the supervisor to identify the new worker in the factory.
- The general manager gives an explanation why Mo Salter is this month's recipient of the employee of the month award – she is never late, worked two double shifts to cover sick leave and noticed mistakes in the first run of fuel tanks which has probably saved the company over £30,000.
- A receptionist tells the Personnel Manager that there are three people in reception waiting to see him/her about three different job vacancies: Mandy from Extra Personnel about the secretarial job, Gavin Reid about the driving vacancy and Ali Khan about the production supervisor post.

Speaking and Listening Level 1, sample pages 24 and 24

Role play – asking for detailed information and responding to requests for detailed information

Worksheets

These worksheets are designed to be used for paired work. Explain the skills your learners are going to practise via these role plays and read any instructions or other terms to them as required. Then ask them to carry out the tasks. Learners could then swap roles. These worksheets are similar activities contextualised to the hotel, supermarket and factory. You could use Worksheets 19, 20 and 21 to *teach*, Worksheets 31, 32, and 33 to *reinforce* and then Worksheets 43, 44 and 45 to *check* your learners' ability to ask and respond to open questions. For Worksheet 19 learners will need copies of the information on page 67. For Worksheet 31 learners will need copies of the information on page 71. For Worksheet 43 learners will need a copy of the information on page 81.

Group work

Once learners have completed the tasks in pairs, sum up the activities and ask each pair to feedback to the group. Address any difficulties.

Were any questions difficult to ask or answer? What were the problems?

Extension work – appraisal interview

Use this list of scenarios for learners to role-play asking and answering questions in a job appraisal situation. Learners could also use examples from their own experiences.

Ask the person playing the role of the employee:

- What problems have you encountered this year?
- What have you done well this year? Be specific and give examples.
- What have you enjoyed and not enjoyed about your job this year?
- What training would help you to do your present job better?

Ask the person playing the role of the employer about:

- The possibility of promotion
- What training programmes the company offers staff.

Understand the purpose of text. Recognise features of posters and understand their content.

Read this poster and then answer the questions your tutor reads to you.



tutor questions

1. What is the purpose of this poster?
2. Where is the disco?
3. What date is it on?
4. What time does the disco start?
5. What time does the disco finish?
6. How much is it to get in?
7. What sort of music will there be?



Know that different types of information are designed for different purposes.

Look at these different examples of text. What type of text is each one? Draw a line from each piece of text to the word that best describes it.

Blackwell's

Checkout operator required

No experience needed, full training given.
Uniform provided, paid holidays, starting salary £5.10 per hour.
Telephone (01772) 453000 for application form.

Blackwell's

Dry cleaning service

1	Ladies 2 piece suit
1	Dress
2	Ties

Ready for collection on 7th July.
Pay on collection.

Blackwell's

11/10/06	17.24
FRESH MILK	0.57
SOUR CRM DIP	0.95
LGE BAKING POT	0.67
BOLOGNESE SAUCE	1.75
FRESH PASTA	0.99
ORANGE JCE 1L	0.95
FRESH EGGS X6	0.69
TOTAL	6.57
SWITCH	6.57
CHANGE DUE	0.00

GOODBYE
HOPE TO SEE YOU AGAIN SOON

Sign

Advert

Letter

Till receipt

Collection slip

Mrs I Ball
1 First Avenue
High Town
HT1 2XY
12th June 2006

Dear Sir,

I would like to complain about the ongoing problem of abandoned shopping trolleys in my area.
I would appreciate it if you could let me know how you propose to address this issue.

Yours faithfully
Irene Ball
Irene Ball

Blackwell's

Opening hours

Monday to Saturday	8 am – 10 pm
Sunday	10 am – 4 pm



Use the techniques of skimming and scanning to read.

Skim these two pieces of text and write a maximum of six words to give the *gist* of each one. If you need a recap on skimming and scanning see Worksheet 12.

Blackwell's

requires a

Checkout supervisor

38 hour week, rota includes every Saturday.
Must have sound retail experience in a supermarket.
£14,000 per year.
Pick up an application pack in store or call for one on
01772 453000

Leyland 1st Scouts – Bag Pack

Blackwell's

Towngate, Leyland

Saturday 16th April
5p per bag packed

Help us raise money for the British Heart Foundation.

Now scan the two notices and answer these questions. Either tell your tutor or partner the answers or write them on a separate sheet of paper using full sentences.

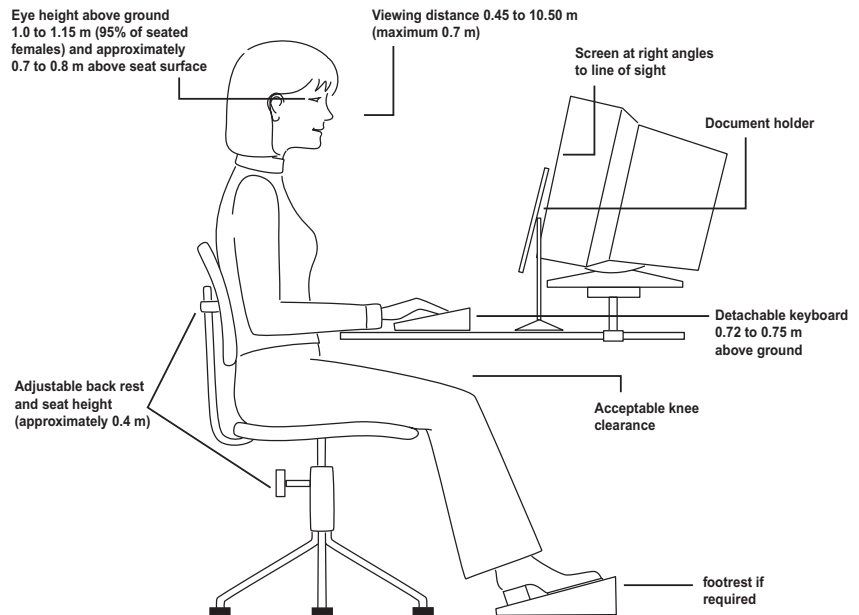
tutor questions

1. What job is being advertised?
2. When is the charity bag pack being held?
3. What is the rate of pay for the job?
4. How much will the scouts charge to pack your shopping?
5. What time will the bag pack start?
6. What time will the bag pack finish?
7. How many hours will the checkout supervisor work each week?
8. What should you do if you want more details about the job?
9. For which charity are the scouts raising funds?
10. What is the closing date for applications for the job?

Read these health and safety guidelines then answer the questions at the foot of the page. Use a dictionary to look up the meanings of any words you don't understand.

Make sure that your equipment is properly adjusted.

- Ensure that your lower back is well supported by adjusting the seat back height.
- Adjust your chair seat height so that your forearms are level when using the keyboard.
- Make sure that the leading edge of the keyboard is at least 5 cm away from the edge of the desk.
- If you use a mouse, have it far enough away from the edge of the desk so that your wrist is supported whilst you use it. If you can learn to use the mouse with either hand, so much the better.



- Do not have your screen positioned in such a way that there is a glare from the windows or room lights.
- Maintain good posture – do not slouch or lean to one side or the other.
- Take regular breaks away from the display screen work. The experts recommend that you should take at least 10 minutes off each hour.

1. What additional information is provided in the diagram?
2. What do the guidelines say about lighting?
3. What body position should VDU operators assume?
4. Why do you think the guidelines recommend that users learn to use a mouse with both hands?

Blackwell's Supermarket is trying to pressurise the local council to instigate a plastics recycling scheme. There has been a lot of publicity about it. Read the article below and the second one on Worksheet 29. Then answer the questions on Worksheet 29.

1. From the *Leyland Tribune*, 6th December 2005

Opinion – council ditch plastics plan

Householders in the South Ribble area have been let down today by a council decision to ditch a plastics recycling plan.

Councillor Mary Bennet maintains “By and large plastics recycling is environmentally undesirable and very expensive financially. The material has to be washed, sorted into up to 30 categories, crushed or chipped and then transported very long distances. Ultimately it would go to St Helens near Liverpool for processing. Because it is so lightweight each lorry carries only a small weight and so fuel and other environmental costs of transport are very high. More energy is used in these processes than can be recovered, so it just doesn't make sense.”

Local residents and Blackwell's Supermarket are bitterly disappointed:

“We have been sourcing environmentally friendly options for over three years. Our customers now have the choice of paper, recycled plastic or permanent calico bags to carry their shopping. The council has gone back on its word,” said Tom Owen, Blackwell's General Manager.

The council is baulking at paying the financial costs to recycle the plastic, which it claims costs around £600 per tonne to collect and process. Their

by Jo Young

tokenist advice is:

- a. participate in the recycling schemes that are available and
- b. minimise your production of all waste, including plastic waste.

Re-use plastic containers and bags. Don't buy milk or water or other drinks in plastic containers. Don't buy over-packaged fruit / veg / meat / etc. And don't take plastic bags from shops and supermarkets. Just say NO!

Best of all, we hear that this “advice” is going to be posted though all of our letterboxes in a leaflet. Will it be printed on recycled paper? I doubt it.

Come on, South Ribble! Get your act together. You know that your constituents want a plastic recycling scheme. Saying that you are “keeping the situation under constant review” is just fobbing us off.

Our town supermarket is doing more than its fair share to protect our environment. You need to do more.

2. From *South Ribble Council's Environment Report, December 2005*

The following is the up-to-date position on plastics recycling, agreed by the Borough Council, the County and our other partners in the joint waste strategy group. We believe in making our environment work for all of you.

By and large plastics recycling is environmentally undesirable and very expensive financially. The material has to be washed, sorted into up to 30 categories, crushed or chipped and then transported very long distances. Ultimately it would go to St Helens near Liverpool for processing. Because it is so lightweight each lorry carries only a small weight and so fuel and other environmental costs of transport are very high. More energy is used in these processes than can be recovered, so it just doesn't make sense.

The financial costs are very important too. It costs around £600 per tonne to collect and process plastic, for a return of at most £150, much less for mixed material. The net (costs less income from sales) cost of offering recycling of glass, cans, paper and compostable waste is much much lower, and these materials also make up a much higher proportion of total waste than plastic (plastic is around 7%, compostable waste alone around 30%). Because of the high tonnage collected in these materials, the income from recycling credits is higher and therefore the net cost to the Council is much lower. This means that we can offer more schemes, for example the Black Box scheme which is good for the public and good for the environment.

We are very aware of the public demand for plastic recycling and keep the situation under constant review. We know that some authorities in the area are offering plastic recycling, but

we believe these schemes are not viable and in some cases most of the material may end up in landfill. Across Europe only 2.5% of plastic bottles are recycled, so this is not our problem alone, but it is presumably why Denmark has banned drinks being sold in plastic bottles. Our policy is to do first things first, and these must be glass / cans / paper and compostable waste, including cardboard which we will be offering as part of the Green Bin scheme soon. We also need to do more on vehicle oil and batteries and probably textiles. Offering plastics recycling would be an expensive concession to perceived public opinion that would endanger the really important work that we are doing.

There is an important message which I would like to send to the public – at present the best things that you can do are:

- a. participate in the recycling schemes that are available and
- b. minimise your production of all waste, including plastic waste.

Re-use plastic containers and bags. Don't buy milk or water or other drinks in plastic containers. Don't buy over packaged fruit / veg / meat / etc. And don't take plastic bags from shops and supermarkets. Just say NO!

Jenny Feehan
Environmental Policies Co-ordinator

Answer these questions about the text on Worksheets 28 and 29.

1. Highlight any words you don't understand and use a dictionary to look up their meanings.
2. Which article is *for* plastics recycling? Give both general and specific examples that led you to your answer.
3. Which article is *against* plastics recycling? Give both general and specific examples that led you to your answer.
4. Which angle on the story does the *Leyland Tribune* take?
5. Which angle on the story does the *South Ribble Council Environment Report* take?
6. What do you think are the reasons for the differences in the treatment of this story?

Writing Entry Level 2 – Four into two will go!



Use conjunctions. Write longer sentences.

Each of these passages has four sentences. Use the joining words (conjunctions) from the box to join some of the sentences together. Re-write each passage to make two sentences.

and but then or so before if because

1. AutoParts used to shut for two weeks every August. We don't do that any more. Our products are used all over the world now. We have to be able to send them out every week of the year.

a. _____

b. _____

2. We have just got some new packing equipment. We send out so many parcels. The new gear will mean that we can get the parcels out quicker. It has taken a while to get used to using it.

a. _____

b. _____

3. My name is Mo. I work on the production line. I have only been working here for three months. I feel like I've been here for years.

a. _____

b. _____

4. I assemble parts on the line. I check that the right products are made. AutoParts is a great place to work. Everyone is really friendly.

a. _____

b. _____

Writing Entry Level 3 – Report it



Write a report. Express an opinion.

Blackwell's Supermarket is considering moving to an out of town site. After your discussion of the pros and cons of moving the supermarket use this writing frame to give your own opinion.

We have been discussing whether _____

Arguments for were _____

Arguments against were _____

After looking at the arguments I think that _____

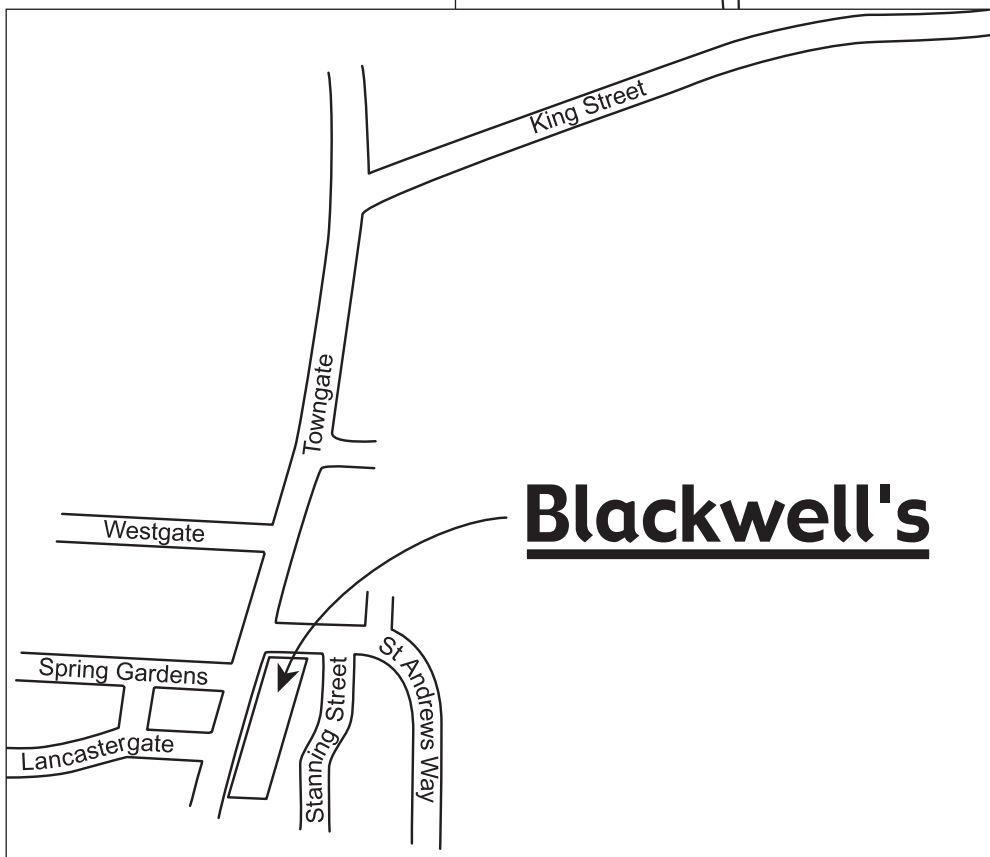
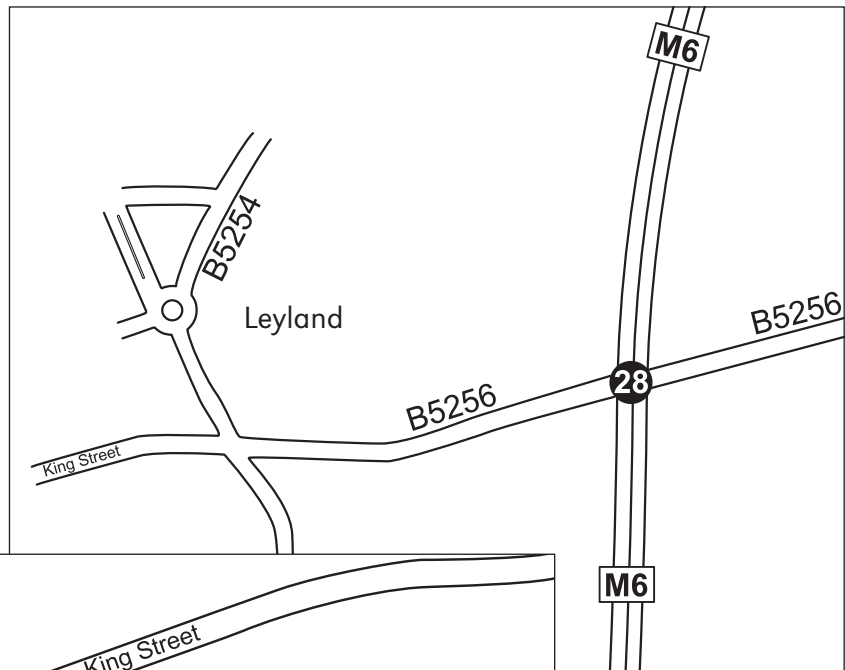
Because _____

Writing Level 1 – Supermarket – how to get here

skillbuilders

Use a map to write directions.

Use these maps to write directions to the supermarket from the M6.



Write a notice. Write succinctly.

You may think that writing notices is simple – just get a large piece of paper and write your message. It is important to remember that the purpose of a notice is to make people read it in order to pass on a message. Notices should give a clear, quick and straightforward message. Here are some guidelines to follow.

- Don't use long words if short ones will do.
- Use a large typeface to attract the reader's attention.
- Make it clear what you want people to do.
- Include all the relevant details.

AutoParts is training all production supervisors in team leader training. All supervisors will have to undergo the training. It is aimed to give staff the skills to deal with difficult situations with production staff and will include assertiveness training. Production supervisors were told about the training in a meeting last week. There have been some problems with dissent among production workers and management don't want to let them know that supervisors are being trained in assertiveness skills, which is why the course is billed as 'team leader training'.

Write a notice for the staff noticeboard reminding production supervisors that the first team leader training for day shift supervisors will take place from Thursday 24th July – Friday 25th July at the Jarvis Hotel in Cardiff city centre. A coach will leave AutoParts at 8.30 am and drop staff back at the factory at 5pm. Your notice should be longer than 100 words. If possible, wordprocess and print your final notice.

Speaking and Listening Entry Level 1 – Getting personal



Listen and respond to requests for personal information.

You will often be asked to give people information about yourself.

You will need to tell people your name if you:

- make an appointment
- introduce yourself.

You will need to tell people your name and address and telephone number if you:

- return goods to a shop
- book a hotel room.

Key words to listen out for are:

- title
- initials
- name
- first name
- surname
- address
- postcode
- telephone number
- STD code
- date of birth
- spell
- repeat.

Your tutor is going to ask you some questions. Listen carefully and respond.



Listen for the main points.

When you listen for the main points, you need to pay close attention to the person who is speaking and then decide which parts are more important than the rest. When people speak, they may give you clues to the main points by their particular tone of voice, or they may repeat the most important points.

You may find that you cannot listen for the main points without listening closely to the detail. This doesn't mean that you have to remember every single word that is said, but you should listen out for key words such as the names of people or places and costs, times and dates.

Your tutor is going to make some announcements. Listen carefully to each one and then answer the questions.

Script 1 1. What is the announcement about? _____

2. What are the main points? _____

Script 2 1. What is the announcement about? _____

2. What are the main points? _____

Script 3 1. What is the announcement about? _____

2. What are the main points? _____

Script 4 1. What is the announcement about? _____

2. What are the main points? _____

Speaking and Listening Entry Level 3

Factory – employee of the month 2



Follow discussions and make appropriate contributions.

AutoParts staff are trying to decide who should be 'Employee of the Month'. The winner of the award gets a £200 bonus and an allocated parking space for the month.

The candidates are:

Bob Jolly has worked at AutoParts for 8 years. Bob has shown willingness to take on tasks outside of his job description. Bob's high standards of customer service skills have made him a very popular member of staff with customers. Bob also trains new employees to NVQ level 3. Bob is typically modest about his work and isn't willing to take sole credit for the team's success.

Mandy Leaves has worked at AutoParts for two years. She started in the production department and moved to work in the personnel department last month. Throughout the past month Mandy has shown great determination to learn all the new skills needed to make a success of her new role within the personnel department. Mandy has done this and still maintained her high standard of work.

Asif Johal has been with the company for 15 years since joining as an apprentice at 16. During this time he has expanded his range of engineering skills. Asif's flexibility and willingness to do whatever it takes to get the job done makes a busy month much easier to cope with. Asif is always willing to help and always gives 100% and is a major part of the engineering team.

Your tutor is going to chair a discussion about the Employee of the Month. Use the information about the candidates to form your own ideas to put forward during the discussion. Who do you think should get the award and why?

When the discussion is over review your contributions – Complete the questionnaire on page 63.

Speaking and Listening Level 1

Supermarket – clocking-in 1



Give clear instructions. Respond to questions.

This role play is set in Blackwell's Supermarket. It is for two people. One will play the part of the personnel manager and the other will be a checkout supervisor. This sheet of information is for the personnel manager. As a manager you will need to:

- give clear instructions to your workers
- make sure that your staff understand what is expected of them
- listen carefully to any difficulties or problems staff may have
- treat staff well.

Read the scenario and then carry out the tasks.

Scenario *You are going to explain the new clocking-in procedures to the supervisor.*

- Tasks**
1. Read the information about the new clocking-in procedure and use the information to explain how the system works.
 2. Check that the supervisor has understood your explanation.
 3. Answer any questions appropriately.

Blackwell's

Clocking—in procedure

Blackwell's has been using a manual system for clocking-in where staff record their own start and finish times. Previously we had an inefficient system requiring personnel time and duplicate record keeping. The new system virtually eliminates paperwork and saves a significant number of man-hours.

The system records the employees' working hours via a magnetic swipe card. Each worker is issued with a credit card-sized swipe card which they must carry with them at all times. The card is swiped through a machine when workers clock in and out. It will be a disciplinary offence to use a swipe card belonging to someone else.

There are real strategic benefits to the system. It means that we can see who has clocked in to determine whether there is likely to be a manpower shortfall. The system also ensures that everyone covering an absence has the

correct skills and will not breach the Working Time regulations or company terms and conditions. The system can also be used to record who is in the building.

As well as displaying workers currently working, the system allows supervisors to link up skilled workers with skill requirements anywhere in the supermarket. Waste of both skills and time can be reduced to an absolute minimum.

The system will ensure that the management team has the right information to make the best use of our work force at all times and is able to set realistic targets for performance based on accurate information and analysis. The new system will be installed next Monday and all staff will be trained on how to use it next week. A list of training times will be placed on the staff noticeboard.

Speaking and Listening Level 1

Supermarket – clocking-in 2



Listen to instructions. Ask relevant questions.

This role play is set in Blackwell's Supermarket. It is for two people. One will play the part of the personnel manager and the other will be a checkout supervisor. This sheet of information is for the supervisor. As supervisor you will need to:

- listen carefully and follow instructions from the management team
- pass instructions clearly to your workers.

Read the scenario and then carry out the tasks.

Scenario *You are going to listen to the manager explain how the new clocking-in system will work.*

Task When the manager asks if you understood the explanation, ask the following questions:

- What are the main advantages of the system?
- How do you clock in?
- What will happen if you clock in for someone else?
- When does the new system start?



Ask and answer questions. Give constructive criticism.

This role play is set at AutoParts. The task is for two people. One will play the part of a personnel manager and the other will be a job applicant. This sheet of information is for the personnel manager. As a personnel manager you need to ask questions and judge candidates' answers to make sure you employ the most suitable person for the job. Using open questions will allow the candidate to give full answers.

Read the information and then carry out the tasks.

Scenario *You are interviewing a candidate for the job of clerical assistant.*

Tasks 1. Ask the candidate the following questions:

- What would you do if you realised you were unable to finish your workload to an important deadline?
- Can you give an example of a time when your boss was absent and you had to make an important decision?
- What are you looking for in a new job?
- Tell me about a situation where you acted on your own initiative.
- What do you dislike doing?
- What interests do you have outside work?
- Where do you see yourself in five years' time?
- What do you think makes a good employer?

2. Throughout the interview you should use appropriate body language. Try to engage the candidate and show that you are actively listening through your use of non-verbal communication.

3. Complete the checklist below and feedback your findings to the candidate. Suggest ways in which s/he could improve their performance.

1. Did the candidate make the most of the open questions? Why/why not?
2. Did the candidate maintain eye contact while you were speaking?
3. How would you describe the candidate's body language and facial expressions during the interview?
4. Did the candidate appear to be listening to you? How did s/he show this?
5. Would you have been likely to give this candidate the job? Why/why not?

Speaking and Listening Level 2

Factory – job interview 2



Ask and answer questions. Respond to criticism.

This role play is set at AutoParts. The task is for two people. One will play the part of a personnel manager and the other will be a job applicant. This sheet of information is for the job applicant. As a job applicant, you need to convince the interviewer that you are the best candidate for the job. During the interview you should respond to questions comprehensively but succinctly.

Read the information and then carry out the tasks. Ask your tutor if you need help reading any of the words.

Scenario *You are being interviewed for the job of clerical assistant in the accounts department at AutoParts.*

- Tasks**
- 1. Listen to the questions you are asked and answer them as fully as possible. The interview should feel like a structured conversation. If you are confused by the question, ask for further explanation. Don't be afraid to take your time before you answer the questions.**
 - 2. Throughout the interview you should use appropriate body language. Try to impress the interviewer with your enthusiasm and show your interest in the job through non-verbal communication.**
 - 3. Complete the checklist below and feedback your findings to the interviewer. The interviewer is going to comment on your performance. Listen and respond to their comments appropriately.**

1. Did the interviewer maintain eye contact while you were speaking?
2. Did you feel that the interviewer was genuinely interested in your answers? Why/why not?
3. How would you describe the interviewer's body language and facial expressions during the interview?
4. Did the interviewer appear to be listening to you? How did s/he show this?
5. Do you think the interviewer would offer the job? Why/why not?