Introduction

The *Functional Skills English in Context: Health and Social Care E3-L2 Workbook* is designed to support teaching and learning. It provides a range of activities based on sources that will be relevant and interesting to your students.

There are two types of material in the workbook:

- **Sources**, which focus on a text that is used as a springboard for learning activities
- **'Focus on' worksheets**, which address a specific skill such as using apostrophes or writing an email.

The workbook is suitable for learners from Entry 3 to level 2.

Each Source is based on some stimulus material. In many cases they come from a published article or report; others have been specifically written for the workbook. Sources have been selected to interest and engage students studying health and social care, not to deliver part of the vocational qualification. Each Source is followed by a range of teaching and learning activities that involve all three components of functional English – reading, writing and speaking, listening and communication. The aim is to provide a framework for a varied lesson that includes a range of activities.

Some of the Sources cover generic areas and will therefore lend themselves to be used with groups from mixed vocational areas. They will also help students practice for their functional English assessment, which will be set in a generic context. The generic themes are:

- **Memory**
- **Time on your hands**
- **Working in a team**
- **Communicating with colleagues**
- **A good impression**
- **Employment rights of young workers**.
The Sources do not have to be delivered in the sequence in which they appear in the workbook: feel free to use them in any order you choose, taking into account your specific learners.

The Sources and Focus on worksheets can be used in conjunction with each other. If you notice that students have a problem with a functional English skill you may like to address this with the appropriate Focus on worksheet.

**Adapting to different levels**

Your students may be at different levels in functional English. You can adapt the activities in the workbook in a number of ways.

*For students closer to Entry 3:*

- You could read the Source to them yourself, or you could ask students to read it aloud, each taking turns to read one paragraph. You could also provide an overview of the Source or summarise the main points.
- Many Sources have specific vocabulary activities; however you can always ask the group if there were any words they didn't understand and deal with those verbally.
- Questions can also be tackled orally, with students writing the answers down afterwards. This will also allow you to focus on spelling.

*For students closer to level 2:*

- You could ask students at this level to write more in response to activities, or to answer comprehension questions in full sentences, using accurate spelling, punctuation and grammar.
- You may well wish to choose Sources with level 2-type activities, such as distinguishing fact from opinion and persuasive writing (e.g. ‘What a scam!’ or ‘Equity release’), or those that call for more extensive writing (e.g. ‘Communication difficulties’ or ‘Compare the care’).

The speaking and listening activities can be used flexibly. Some could be adapted as writing activities. Or you can use whole group, small group and pair discussion depending on the size and composition of your class.

**Extending the material**

You can create additional questions to reinforce learning or give more practice. You could also encourage students to find more information about the Source, using the internet, newspapers or magazines. Material from these information sources will also provide greater opportunity to look at how layout, format and illustrations are used to add impact.
Developing and securing skills

The workbook should form part of your overall functional English provision. It is based on an approach through which the skills are first developed in relevant and familiar contexts. Once learners have practised and mastered their skills, they can then move on to apply them in unfamiliar contexts, as they will need to for the assessment.

An example source: The power of speech

Here are more detailed suggestions on how you can support one of the Sources in this workbook: The power of speech (p119).

This Source was chosen because it could be relevant to anyone involved in health and social care and is an area that few students may already know about. The Source has been specially written for the workbook.

After reading the Source, you may want to ask students if there are any words that they didn’t understand. You could also discuss the layout and the photograph of Stephen Hawking, and how they add to the text.

Activity A

Many of the Sources have activities based on the more complex vocabulary in the text, as in Activity A. Students could do this individually or in pairs, or alternatively they could tackle it as a group discussion.

The activity could be extended by asking students to either write a sentence or to come up with an oral statement using each word.

Activity B

Comprehension activities are included for all Sources, with a range of formats including full questions (as in Activity B), true/false statements and multiple-choice questions (as in Activity G). Activity B asks five comprehension questions about the text.

Students do not have to answer the questions in full sentences but, if you have a mixed ability group, you may decide to ask those closer to level 2 to write their answers in complete sentences using accurate spelling, punctuation and grammar. You could provide an example of a full answer, either verbally, or on the whiteboard or flipchart.

Activity C

All Sources also have speaking and listening activities, and Activity C allows groups to share experiences and ideas about assistive technology.
The activities do not have to be tackled in the order they appear in the workbook. With some groups it could work well to start with this activity.

If you wanted to extend the discussion, you could focus on the question, 'Do you think that people tend to treat individuals with speech impairments as if they are stupid?' This could lead to further discussion about inclusion, prejudice, discrimination etc.

**Activity D**

Several Sources have gap-filling exercises. In Activity D, students have to come up with their own word to fill each gap – for other Sources they may need to choose from a list of words, and you could always give a list of words if this is more appropriate for your students. Alternatively, you can point out that appropriate words can often be found in the text. Ask them to make sure they copy the spelling correctly if they need to. Point out that, when they do their functional English assessment, they will often find the words they need for the writing questions in the reading text. This can help them to use accurate spelling.

**Activity E**

You could introduce Activity E with an explanation of what a prefix is and give examples of other prefixes. The most likely term that students will come up with in response to this question is 'dyslexia.' It may help if you have already prepared other words beginning with 'dys' such as dyspraxic/dyspraxia, dysfunction and dysentery. Girls may not know that dysmenorrhea is the medical term for period pains! You could give a definition of the words and ask them to say the word.

The explanations of the conditions affecting speech could form the basis for a discussion. Some students may have experience of working with clients with one of these impairments.

**Activity F**

You could extend Activity F in two ways:

- by asking the group for other words that begin with 'dis'
- by asking them to write these in a sentence of their own.

**Activity G**

Activity G is an example of a multiple-choice comprehension activity.

**Activity H**

All Sources have writing activities. You could introduce this one by asking students to reflect on the points made during the discussion in Activity C.
For students closer to Entry 3, you could simplify the task by asking them to write a checklist of bullet points.

For students closer to Level 2, you could ask for a longer piece of writing, or adapt the task by asking them to write guidance on communicating with people with impaired speech for a specific audience, such as a new recruit to the workplace.

Feedback
Feedback to activities can be given in a number of ways;
• by sharing answers orally after each activity
• by providing answers so students can self mark
• by peer marking.

An example Focus on worksheet: 
**Focus on commas**

*Here are suggestions on supporting the worksheet Focus on commas (p43).*

The Focus on worksheets provide more detailed guidance on specific skills called for in Source activities. In this case, some of the Sources have activities for which students are asked to add commas to sentences. Similarly, other activities ask students to use other punctuation, write paragraphs, draft emails, etc.

If you find that they struggle with one of the activities using commas, it may be an appropriate time to turn to this Focus on.

Accurate punctuation is required for functional English at levels 1 and 2 and students at Entry 3 level should be learning how to use commas.

You can use this focus on worksheet in several ways:
• As a framework for a taught lesson on commas. Below is an example of how you might do this.
• As the basis for work with an individual student who has difficulties using commas correctly.
• As an extension to an activity in a topic where you feel the group would benefit from further teaching and practice with the skill.

All teaching of skills should be constantly reinforced when giving feedback on a student’s work. Helping them to recognise and correct any errors is the best way for them to improve their use of punctuation. When you see a piece of writing with missing or inappropriately used commas, remind them of the uses of commas in this Focus on.
Example lesson based on the worksheet *Focus on commas*

1. Start by asking students how confident they feel about using commas accurately.
2. Explain that the purpose of commas is to make sentences easier to understand by creating pauses between elements that need to be separated. Then move on to explain the three ways in which commas are used.
3. You might like to give students a piece of text that contains commas. This could be from their vocational area, or something like a newspaper article. Ask them to spot the commas and say whether their purpose is to separate items in a list, to separate two parts of a sentence or to replace brackets. This can be done at this stage, or at the end of the session on commas.
4. The first form of usage, commas in a list, is probably the easiest for students to grasp. You could ask them to follow up the activity by writing a sentence of their own that uses commas in this way.
5. The next place where commas should be used is in compound sentences where two independent clauses are joined by a conjunction. If students know what a conjunction is, point out that the comma will always come before the conjunction. However, care should be taken not to confuse them with too many grammatical terms.
6. The final example of how commas are used is perhaps the most complex for students to understand. It concerns ‘nonessential elements’ in a sentence. These are words, phrases or clauses that add detail to a sentence but could be removed without making the sentence incomplete. Students need to understand this use of commas for reading, as well as for writing. However, they are only rarely likely to construct this type of sentence in their own writing.
7. Emphasise the importance of ‘hearing’ where a comma is needed. Reading aloud something they have written can help students to recognise where there is a pause that requires a comma.