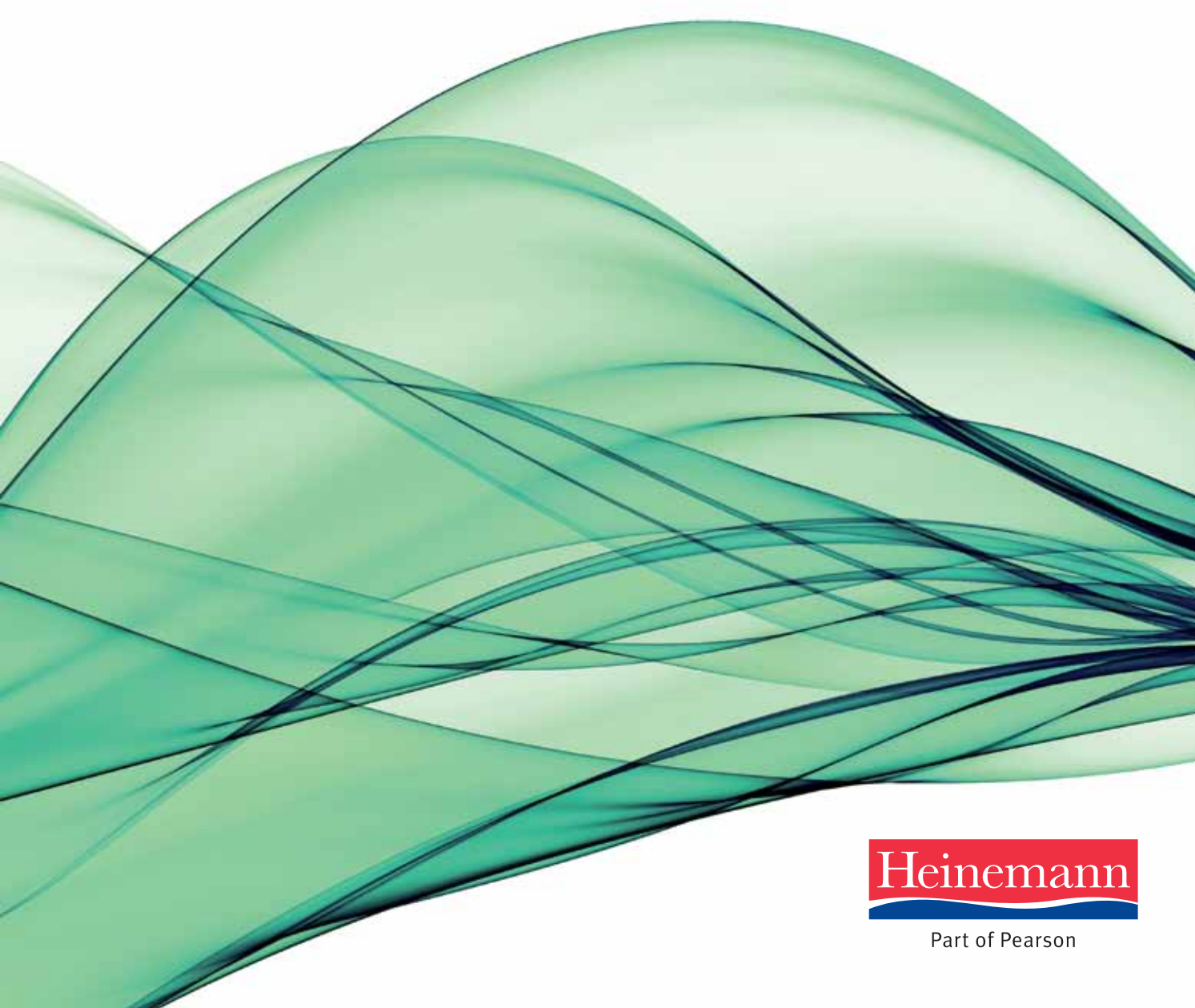


For vocational learners, adults and apprentices

Entry 3, Level 1 and Level 2

Functional Skills in English and Mathematics

Resource Guide



Heinemann

Part of Pearson

Functional Skills

Teaching and Learning Disks

Practical resources to support your post-16 learners

Heinemann provides all the support, ideas and practical activities you need to deliver the new Functional Skills qualifications, with comprehensive resources written specifically for vocational learners, adults and apprentices.

Our new Functional Skills Teaching and Learning Disks help you to:

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

A perfect complement to Sure Skills!



Our new 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.

We are updating Sure Skills to ensure that it is fully mapped to the new Functional Skills qualifications.

See page 18 for further details.

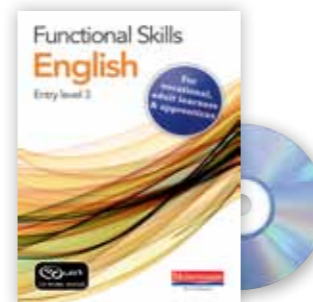
Three steps to easy evaluation of our new Functional Skills materials:

- Step 1:** Take a look at the advanced sample material* in this pack and see how well 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 18 for more details.

*All the materials in this Resource Guide are draft samples and are subject to corrections before publication.

Course structure

Functional Skills English Teaching and Learning Disks



Entry 3
978 0 435048 63 1
£300.00* (+VAT)
June 2011

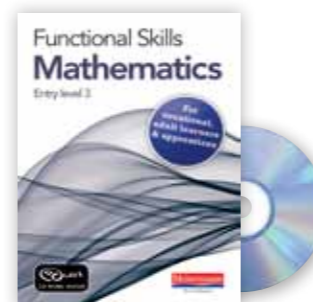


Level 1
978 0 435048 64 8
£300.00* (+VAT)
June 2011

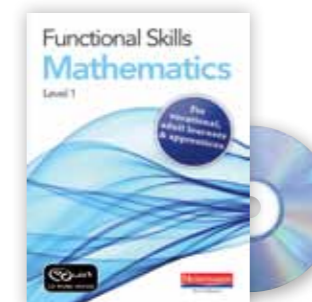


Level 2
978 0 435048 65 5
£300.00* (+VAT)
May 2011

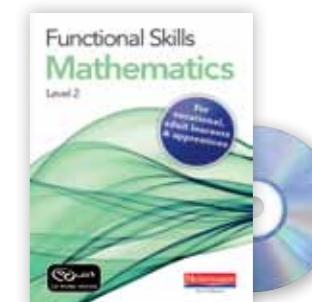
Functional Skills Mathematics Teaching and Learning Disks



Entry 3
978 0 435048 66 2
£300.00* (+VAT)
May 2011



Level 1
978 0 435048 67 9
£300.00* (+VAT)
June 2011



Level 2
978 0 435048 68 6
£300.00* (+VAT)
June 2011

Also, for the complete solution: Sure Skills

Sure Skills is available for the following levels:

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

See page 18 for further information about Sure Skills as well as details of how to contact your local Sales Consultant.



*Prices are provisional until publication.

Entry 3, Level 1 and Level 2

Functional Skills in English and Mathematics

These resources give practical support and activities to help learners develop the English and maths skills they need for study, work and everyday life. The resources are provided on disk for easy delivery and adaptation.

Help develop learners' problem-solving skills

- Task-based activities give you total support and can be used with all post-16 learners, whether they are following an Apprenticeship, NVQ, vocational course or taking Functional Skills as a standalone qualification.
- Teaching notes support you in embedding a practical process to develop learners' English and maths problem-solving skills and apply them to everyday scenarios.

Offer a flexible solution

- Cover all the Functional Skills standards, with guidance on:
 - ▶ helping learners to apply problem-solving skills
 - ▶ assessing learners' underpinning English and maths
 - ▶ working with groups and individual learners
 - ▶ preparing for assessment.
- Can be used with Sure Skills: a key resource to secure learners' underpinning English and maths skills.

Provide interactive learning

- E-activities are integrated into the core resources and add depth and breadth to learning.
- Activities help learners to make decisions and solve everyday problems using their English and maths skills.

Prepare learners for assessment

- Each disk includes a whole section on preparing for assessment, with practice questions and an e-activity to familiarise learners with a Functional Skills assessment.

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 independent learning.
- Provide ideas to help you contextualise the learning to different sectors.

Flexible delivery

- All the material is provided on a CD, which can be uploaded to a VLE at a click of a button, providing you with flexibility of delivery and use.
- A Resource Browser version is also available to suit the needs of smaller training providers.

Authors

English

The author team comprises experienced Functional Skills teachers and trainers.

Entry 3: Jane Langford

Level 1: Jenny Phillips

Level 2: Pauline Davidson and Barbara Mason

Mathematics

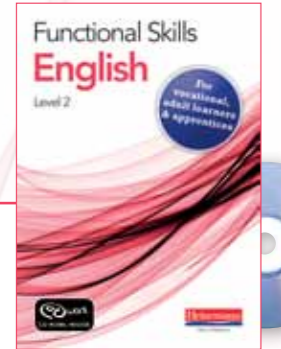
Entry 3: Judy Maguire

Level 1: Tina Lawton

Level 2: Alison Brierley



Turn the page to see sample material.



Contents

Each Teaching Resource Disk covers the Functional Skills standards and includes:

- 15 extended tasks, each with 4–5 activities
- answers with guidance on key concepts or misconceptions
- 7–8 e-activities with a focus on problem-solving
- a dedicated Preparation for Assessment section, with an integrated e-activity, typical questions and model answers.

| | Speaking and listening | Reading | Writing | Preparation for assessment (per level) |
|--|---|--|---|---|
| Functional Skills in English, 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 | <ul style="list-style-type: none"> ● Guidance on preparing learners for the appropriate level Functional Skills in English assessment; ● 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 |
| <p><i>At Entry 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></p> | | | | |
| Functional Skills in English, Level 1 | Task 1: Town twinning Task 2: Making a pitch Task 3: Do you know the way to San Jose? Task 4: What am I? Task 5: Chinese whispers | Task 6: Keeping control of your money Task 7: Finding somewhere to live Task 8: What if this happened to me? Task 9: Here are the headlines Task 10: Look who's coming to stay | Task 11: Right words, right time, right place Task 12: Water works Task 13: The road to your career Task 14: Dotting the eyes and crossing the tees Task 15: Volunteering | |
| Functional Skills in English, Level 2 | Task 1: Day tripper Task 2: Customer complaints Task 3: What a waste Task 4: You're hired! Task 5: Switch your mobile on! | Task 6: Home energy check Task 7: Online investigation Task 8: Email essentials Task 9: Healthy eating Task 10: Flexible working | Task 11: Nice work Task 12: The main event Task 13: I want to make a complaint Task 14: Recycle and re-use Task 15: Write all about it! | |

Draft content: task titles may change.

Task 1 Home energy check

Functional Skills English Level 2, Reading

OVERVIEW

Functional skills focus

selecting and using different types of texts to obtain and utilise relevant information, reading and summarising information, identifying the purposes of texts

Suggested time

2 × 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.

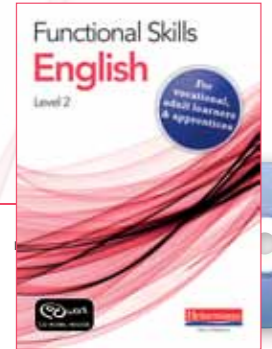
Learners may also use these skills when undertaking independent research into other topics such as job opportunities. These skills will help them critically evaluate different texts in order to make decisions about their purpose and usefulness for their task.

Teaching notes help teachers to plan and deliver tasks and activities, with a focus on the 'functional' aspect of English.

1

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



Functional Skills English

Level 2 Reading

Prepare your strategy

A4 E2 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 first of all want to talk to an expert who will guide them to relevant sources.

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

This activity has additional e-learning content. E2 is a spider gram activity. Learners will approach the activity in the same manner as above but instead they will write their answers in the boxes on the screen.

Notes

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

The spider diagram may be too restrictive for some learners – they may prefer a mind map approach. The activity can be completed in groups using flip chart 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 they could share this expertise with others.

Tackle the task

A5 Research and summary of findings

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 within 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.

Teaching notes help to save you valuable preparation time and make it easy for you to select the appropriate material you need to both motivate and inspire your learners to do the best they can in applying their skills.

English tools

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

4

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

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 support learners in applying 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

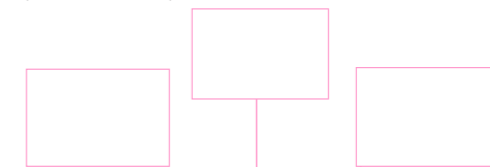
ACTIVITY 4 PLANNING YOUR RESEARCH USING A SPIDER DIAGRAM

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

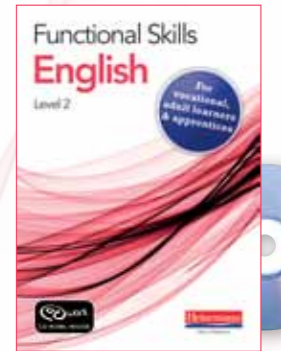
Instructions

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



Integrated e-activities

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


Functional Skills English Level 2 Reading Home energy check

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 |

Functional Skills English Level 2

Alan wants to make his home more energy efficient and reduce his bills over a long-term period. He has read the following on an energy-saving website but can't decide which option is best.

Which should Alan choose?



'Without proper loft insulation, 25 per cent of your heat is lost through your roof. Insulating your loft is a simple and effective way to use less energy and reduce your heating bills.'

option a

'Turning your thermostat down by 1 degree could cut your heating bills by 10 per cent, thus saving you money. It will also reduce your carbon footprint.'

option b

help reset play stop summary

E-activities support learners in applying their skills. They can be used for whole-class teaching or can be used independently to allow learners to work at their own pace.

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

Functional Skills English Level 2 Reading Home energy check

Name _____ Date _____

Prepare your strategy

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

Interactive quizzes can be used at any point to check understanding and come in a variety of question types, including multiple choice, drag and drop and fill in the blanks.

Functional Skills English Level 2

Match these energy-related terms with the correct definitions.

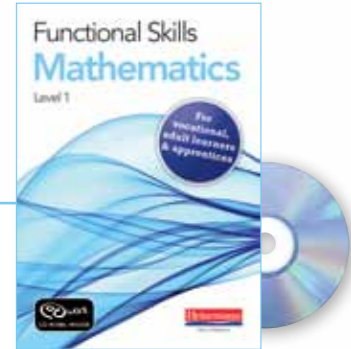
Click and drag the points to match the items and then click Submit.

| Energy term | Definition |
|------------------|--|
| Carbon footprint | Materials which prevent or reduce energy loss |
| Insulation | A greenhouse gas which impacts on the earth's environment |
| Thermostat | A device for controlling the temperature of a system |
| Fossil fuels | The amount of CO ₂ produced by an individual, group or organisation |
| CO ₂ | Fuels formed from dead plants or animals |

Attempt : 0 / 2 Show Answer Try again Reset Submit

Map Flag Finish 2 of 10

Sample screens from Levels 1 and 2 Functional Skills English Teaching and Learning Disks – e-activities



Contents

Each Teaching Resource Disk covers the Functional Skills standards and includes:

- 15 extended tasks, each with 4–5 activities
- answers with guidance on key concepts or misconceptions
- 7–8 e-activities with a focus on problem-solving
- a dedicated Preparation for Assessment section, with an integrated e-activity, typical questions and model answers.

| | Number | Common Measures | Shape and Space | Data handling | Preparation for assessment (per level) |
|---|--|---|---|--|---|
| Functional Skills in Mathematics, Entry Level 3 | Task 1: Income and outgoings Task 2: Pizza parties Task 3: Visiting relatives Task 4: Getting to a music festival | Task 5: Growing in a greenhouse Task 6: Which car should I buy? Task 7: Measuring out a drink's recipe Task 8: Do special offers really save you money? Task 9: Charity fun run distances | Task 10: Street signs Task 11: Recycling waste | Task 12: Healthy food charts Task 13: Comparing phone information - lists, tables and charts Task 14: TV habits - lists, tables and charts Task 15: Comparing price | <ul style="list-style-type: none"> • Guidance on preparing learners for the appropriate level Functional Skills in mathematics assessment; • 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 |
| Functional Skills in Mathematics, Level 1 | Task 1: Playing the game Task 2: Saving for the future Task 3: Back from the brink Task 4: Fun with fund raising Task 5: A refreshing change Task 6: How much does it cost? | Task 7: How green is my journey? Task 8: The food pyramid Task 9: Quiz night temperatures Task 10: Safe storage Task 11: Get netting | Task 12: Blooming flowers Task 13: FAQ probability Task 14: Re-use, recycle and re-process Task 15: Radio rules! | | |
| Functional Skills in Mathematics, Level 2 | Task 1: Let it snow Task 2: Ifs and Butts Task 3: Which job? Task 4: Where am I? Task 5: Drink up! Task 6: The Italian Job | Task 7: Kitchen Planning Task 8: Tourist Wrap Task 9: Metric and metric/imperial conversion - Task 10: Speed Task 11: Packing and stacking? | Task 12: Water use data collection Task 13: The office do? Task 14: Blonds have more fun Task 15: How Likely? | | |

Task 1 How green is my journey?

Functional Skills Mathematics Level 1, Common measures

OVERVIEW

Functional skills focus

solving 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 from a range of options.

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:

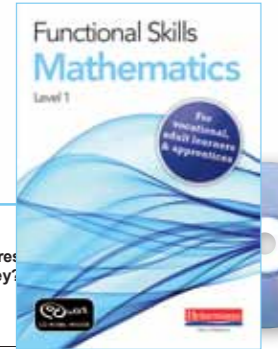
- understand and use whole numbers and understand negative numbers in practical contexts
- add, subtract, multiply and divide whole numbers using a range of strategies
- add and subtract decimals up to two decimal places
- extract and interpret information from tables, diagrams, charts and graphs.

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. These skills may also be useful in making decisions about saving for the future, for example investments and pensions.

Teaching notes help teachers to plan and deliver tasks and activities, with a focus on the 'functional' aspect of Mathematics.

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



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 | |
| Prepare your strategy | A3 Spider diagram | E1 Spider diagram |
| Tackle the task | A4 Travel and transport information A5 Working out your journey options A6 Making the decision | |
| Check and evaluate | | |

TEACHING NOTES

Weigh up the task

Using the **activity pack** for **Task 1: How green is my journey? (Common measures)**, introduce the task scenario to the learners, followed by the relevant activity. (See below for further explanation of each activity.) Each task includes a mix of printable and e-learning activities that are suitable for independent learning and group work. Discuss with learners the functional skills they will be engaging and the process that you will be following.

Before you start any task, it's a good idea to establish ground rules for group discussions, as it is important that learners feel confident to make mistakes in front of the group.

A1 Modes of transport

If you are working with a group, attach three sheets of flip chart 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 headings. 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' 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 place the cards in order, starting with the card representing the highest CO₂ emissions in kg and ending with the lowest emission.

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2

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

Teaching notes help to save you valuable preparation time and make it easy for you to select the appropriate material you need to both motivate and inspire your learners to do the best they can in applying their skills.

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

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

| | |
|---|--|
| Small car with 1 passenger 41.0 kg CO ₂ | Small car with 2 passengers 20.5 kg CO ₂ |
| Large car with 1 passenger 82.8 kg CO ₂ | Large car with 3 passengers 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 passengers 16.6 kg CO ₂ |
| Boat (per person) 86.0 kg CO ₂ | |

Activity sheets support learners in applying their skills. They can be used for whole-class teaching or can be used independently to allow learners to work at their own pace.

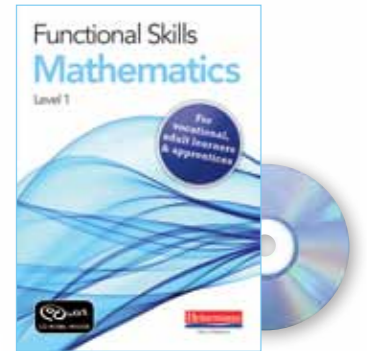
Instructions

1. Cut up the cards. 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.
2. 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.

Solving problems requiring calculation, with common measures, including money, time, length, weight, capacity and temperature
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2

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



Integrated e-activities

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

E-activities support learners in applying 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 Mathematics Level 1

Which factors would you consider if you were planning a cost-effective journey, an environmentally-friendly journey and a sight-seeing journey?

Drag and drop each label into the correct container and then click Submit.

Cost effective

Travel sale offers

Off-peak travel offers

Environmentally friendly

Sight seeing

Places of interest

Sustainable tourism

Attempt : 0 / 2 Show Answer Try again Reset Submit

? Map Flag Finish 3 of 10

Interactive quizzes can be used at any point to check understanding and come in a variety of question types, including multiple choice, drag and drop and fill in the blanks.

Functional Skills Mathematics Level 1

Place the CO₂ emissions in kilograms for a 200-mile journey in order, starting with the highest.

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

Large car with five passengers (per person) 16.6 kg CO₂

Plane (per person) 55.0 kg CO₂

Boat (per person) 86.0 kg CO₂

Coach (per person) 9.7 kg CO₂

Small car with one passenger (per person) 41.0 kg CO₂

Attempt : 0 / 2 Show Answer Try again Reset Submit

? Map Flag Finish 1 of 10

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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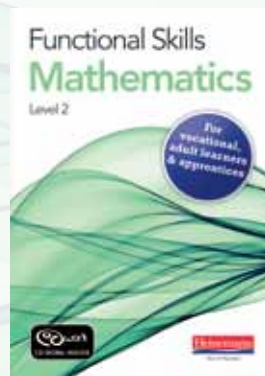
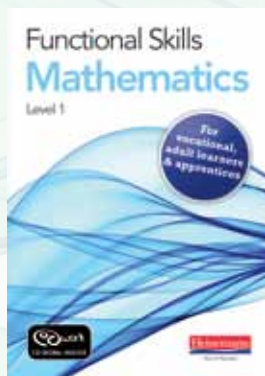
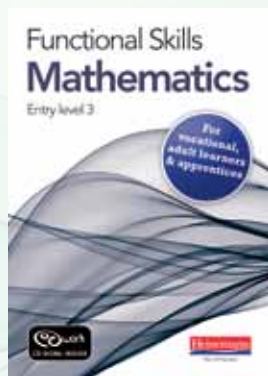
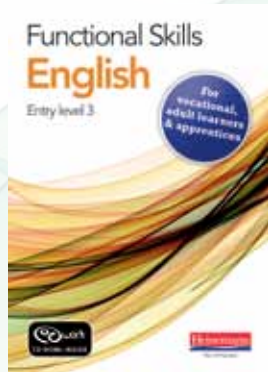
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