

# Scheme of work: Functional English for BTEC Sport

<b>Course: BTEC National Certificate in Sport – yr1</b>	<b>Day: Friday</b>
<b>Subject: Functional Skills: English E3-L2</b>	<b>Room/s: B203</b>
<b>Class: Year 1</b>	<b>Time/s: 11.45-12.45</b>
<b>Specification/Awarding Body: Edexcel</b>	<b>Lecturer: Zoë MacGechan</b>
<p><b>Differentiation Strategies used</b></p> <p>Differentiation will depend on the session and the students. Where appropriate, different resources will be provided for students. This will either provide them with different outcomes or resources to work with throughout the session. Stronger students will be expected to produce work at a higher level in terms of sophistication of thought, length and language used, as well as complexity and unfamiliarity of topic. Extension activities will also be provided where possible.</p> <p>Support for lower level learners will include one-to-one support where possible, simplified written, aural and demonstrated instructions, grouping with students of similar and/or different abilities.</p>	
<p><b>Equal Opportunities</b></p> <p>Difference and diversity will be valued. Images and materials will be reviewed to avoid stereotyping and a range of positive role models and exemplars used. Be proactive in using the text to encourage understanding in relation to gender, race, class, poverty, sexuality, disability and age. To ensure the provision of facilities and adapted materials to enable full participation for those with a disability. Constructively challenge any remarks or actions that may be offensive to others. To allow different perspectives of the text from differing cultures. Set a culture where students can learn to the best of their ability and reach their potential. The cultural diversity of our groups is in itself enriching and, whenever possible, we draw on the students’ experience and knowledge of other cultures.</p>	
<p><b>Main Learning Outcomes of each Section of the specification covered (cross reference below)</b></p> <ul style="list-style-type: none"> <li>To be able to listen and respond.</li> <li>To be able to speak to communicate effectively.</li> <li>To be able to engage in discussion.</li> <li>To be able to read for information.</li> <li>To understand how different text features are determined by purpose.</li> <li>To develop vocabulary and be able to use reference materials in order to do so.</li> <li>To be able to draft texts suitable for purpose.</li> <li>To be able to use grammar, punctuation and spelling correctly.</li> </ul>	

# Scheme of work: Functional English for BTEC Sport

Date	Subject Area / Topic / Theme	Activities	Resources / Use of ILT	Learning Outcomes (including LLNIT and Transferable Skills) Students will be able to:	Formative / Summative Assessment
Friday 11/09/09	Introductions and ground rules	Students agree ground rules in small groups, then read introductory formal letter from tutor, before questions and then reply in formal letter format themselves. Less able students write shorter letters.	A3 paper, markers, suggested ground rules, introductory letter.	To take part in a group discussion.  E3 Respond appropriately to others and make more extended contributions in familiar formal and informal. discussions/exchanges. L1 Take full part in formal and informal discussions/exchanges. L2 Make a range of contributions to discussions and make effective presentations in a wide range of contexts.	Tutor observes discussion, peer assessment of discussion, tutor assessment of finished product.  Formative.
Friday 18/09/09	Diagnostic assessments	Students complete BKSb diagnostic assessments online to ascertain which level resources and future exams should be pitched at.	PCs / LRC <a href="http://bksb.oaklands.ac.uk/">http://bksb.oaklands.ac.uk/</a>	To complete diagnostic assessment.  E3 Independently read and understand straightforward texts for a purpose. L1 Read and understand a range of texts. L2 Compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions.	Tutor assessment of finished product.  Formative.
Friday 25/09/09	Students' use of written English.	Students discuss own use of written English, analyse sample questions (closed/open questions, multiple choice questions, ratings statements, etc.) and then develop questionnaires to research others' use.	Sample questionnaires	To produce sample written questions.  E3 Write documents with some adaptation to the intended audience. L1 Write documents to communicate information, ideas and opinions using formats and styles suitable for their	Peer assessment of discussion, tutor observation of discussion, tutor assessment of finished product.  Formative.

# Scheme of work: Functional English for BTEC Sport

Date	Subject Area / Topic / Theme	Activities	Resources / Use of ILT	Learning Outcomes (including LLNIT and Transferable Skills) Students will be able to:	Formative / Summative Assessment
				purpose and audience. L2 Write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively.	
Friday 02/10/09	Skimming and scanning	Students find information from poster to answer questions, students then skim-read text to answer questions on broader information. Stronger students complete more questions.	Posters, handouts.	To develop reading strategies to gain information from texts.  E3 Independently read and understand straightforward texts for a purpose. L1 Read and understand a range of texts. L2 Compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions.	Tutor observation of activity, tutor assessment through Q & A and finished product.  Formative.
Friday 09/10/09	Types of texts.	Students match types of texts to headings. Students then match examples of texts to headings. Students identify form, purpose and audience of several types of texts. Students discuss different features of different texts. Then produce a variety of own short texts. Stronger students produce a greater number of texts and texts of greater complexity.	Laminates of text headings and types, examples of texts, handouts.	To identify key features of different text types. To reproduce key features in samples of texts.  E3 Write documents with some adaptation to the intended audience. L1 Write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience. L2 Write documents, including extended writing pieces,	Self-assessment, tutor assessment by Q & A, tutor observation, tutor assessment of finished product.  Formative.

# Scheme of work: Functional English for BTEC Sport

Date	Subject Area / Topic / Theme	Activities	Resources / Use of ILT	Learning Outcomes (including LLNIT and Transferable Skills) Students will be able to:	Formative / Summative Assessment
				communicating information, ideas and opinions, effectively and persuasively.	
Friday 16/10/09	Mock exams	Students complete mock papers to ascertain level for final exam.	Practice papers, rulers, pens.	To complete mock exam.  E3 Write documents with some adaptation to the intended audience. L1 Write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience. L2 Write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively.	Tutor assessment of finished product.  Summative.
Friday 23/10/09	Mark mock exams	Students review own work (and that of others, if possible) against marking scheme and discuss strategies to improve in actual exam.	Used practice papers, Functional Skills English marking schemes.	To develop awareness of marking scheme. To identify areas for development highlighted by mock exams. To take part in a discussion.  E3 Write documents with some adaptation to the intended audience. L1 Write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience. L2 Write documents, including extended writing pieces, communicating.	Self-assessment, tutor observation.  Formative.

# Scheme of work: Functional English for BTEC Sport

Date	Subject Area / Topic / Theme	Activities	Resources / Use of ILT	Learning Outcomes (including LLNIT and Transferable Skills) Students will be able to:	Formative / Summative Assessment
Friday 06/11/09	Premier League activity	Alone, students predict who they think will win/be relegated from the Premier League. Higher level students provide more explanation as to why. Students discuss credit crunch/transfer fees in small groups. Stronger students produce written opinions using quotes and examples from newspapers. In groups, students discuss, then justify how they would spend the money themselves. One member of each group presents to class. Students identify fact and opinion in text. Feedback as group onto board. Stronger students then draft 'how will football / sport will change the world', weaker students complete comprehension questions on football table.	Handouts, coloured pens, markers, newspapers, dictionaries.	To recognize the subject and verb of a sentence. To be able to correct sentences, so subjects and verbs agree.  E3 Write documents with some adaptation to the intended audience. L1 Write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience. L2 Write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively.	Tutor observation, tutor assessment of finished product, peer assessment during pair work, discussion and presentations.  Formative.
Friday 13/11/09	Formal vs. Informal language	Elicit from students situations when formal and informal language should be used and examples of differences. Students then group examples of diction in pairs or small groups. Group feedback. In groups, students use thesauruses to produce synonyms and decide if these are formal or informal. Students proof-read letters for inaccuracy of spelling, punctuation,	Formal and informal word laminates, letters for proof-reading, texts to be re-drafted, thesauruses.	To be able to recognize and use formal and informal language in appropriate contexts.  E3 Write documents with some adaptation to the intended audience. L1 Write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience. L2 Write documents, including	Tutor observation, peer assessment during pair work, tutor assessment of finished product.  Formative.

# Scheme of work: Functional English for BTEC Sport

Date	Subject Area / Topic / Theme	Activities	Resources / Use of ILT	Learning Outcomes (including LLNIT and Transferable Skills) Students will be able to:	Formative / Summative Assessment
		<p>grammar and language tone. Students change formal text to informal and informal text to formal text. Stronger students work on longer and more complex texts.</p>		<p>extended writing pieces, communicating information, ideas and opinions, effectively and persuasively.</p>	
<p>Friday 20/11/09</p>	<p>Job applications</p>	<p>Students complete wordsearch of 'job' adjectives. Teacher elicits definition of adjective from group and puts onto board. Highlight adjectives in job ads. Complete personality questionnaires and put additional adjectives onto board. Elicit further adjectives for 4 occupations on board as group. Review and discuss sample cover letter. Students choose job to apply for (weaker students can use one of four on board) and produce own cover letter for job application using adjectives where appropriate.</p>	<p>Wordsearch, job adverts, job application letter sample, highlighters, questionnaires, occupation suggestions.</p>	<p>To produce job application letter using correct format, spelling, punctuation and grammar.</p> <p>E3 Write documents with some adaptation to the intended audience. L1 Write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience. L2 Write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively.</p>	<p>Tutor observation, self-assessment, peer assessment during discussion, tutor assessment of finished product.</p> <p>Formative.</p>
<p>Friday 27/11/09</p>	<p>Commas for lists and phrases and giving advice.</p>	<p>Elicit purpose of commas from students, demonstrate brief review on board. Students match laminated sentences to pictures, showing how commas can affect meaning. Discuss impact of commas as a group. Complete ABC worksheets on commas for lists and phrases. In groups complete 'Dear Jack' text, adding all necessary punctuation.</p>	<p>Pictures and matching sentences laminates, Dear Jack laminates, dry-wipe pens, ABC commas handouts, copies of problem page, dictionaries, problems handouts.</p>	<p>To be able to use commas for lists and phrases correctly. To participate in a group polite group discussion. To give brief, written advice.</p> <p>E3 Write documents with some adaptation to the intended audience. L1 Write documents to communicate information, ideas and opinions using formats and styles suitable for their</p>	<p>Tutor observation, tutor assessment of finished product, peer assessment during discussion.</p> <p>Formative.</p>

# Scheme of work: Functional English for BTEC Sport

Date	Subject Area / Topic / Theme	Activities	Resources / Use of ILT	Learning Outcomes (including LLNIT and Transferable Skills) Students will be able to:	Formative / Summative Assessment
		Students then read short advice column from magazine and discuss answers, highlighting any unfamiliar words. Students then read through problems in pairs and discuss possible advice to give to writers. Students individually draft advice, using commas correctly. Stronger students answer more dilemmas.		purpose and audience. L2 Write documents, including extended writing pieces, communicating	
Friday 04/12/09	Adjectives for creative writing	Students complete adjectives crossword on board in two teams. Teacher elicits/defines adjectives on board, along with examples onto board. Students read text and highlight adjectives in text in mixed ability pairs. List adjectives onto board. Discuss text as a group. Students then use adjectives to describe painting as a group. Students choose own picture to describe using elicited adjectives and others. Stronger students describe more than one postcard.	Handouts, highlighters, dictionaries, thesauruses, painting, postcard.	To produce written description(s) of postcard(s).  E3 Write documents with some adaptation to the intended audience. L1 Write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience. L2 Write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively.	Tutor observation, tutor assessment of finished product, peer assessment of team game, pair work and discussion.  Formative.
Friday 11/12/09	UCAS Personal Statements	General workshop session. Students hoping to apply to university work in groups or individually to discuss key points to include. Draft descriptions of each other to help with own statements. Other students begin with	PCs, thesauruses, dictionaries.	To use formal language to draft personal statements. To research topics for presentations.  E3 Write documents with some adaptation to the intended audience. L1 Write documents to communicate	Tutor observation, tutor assessment of finished product, peer assessment as appropriate.  Formative.

# Scheme of work: Functional English for BTEC Sport

Date	Subject Area / Topic / Theme	Activities	Resources / Use of ILT	Learning Outcomes (including LLNIT and Transferable Skills) Students will be able to:	Formative / Summative Assessment
		presentations.		information, ideas and opinions using formats and styles suitable for their purpose and audience. L2 Write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively.	
Friday 18/12/09	Presentations	Students use computers to research and begin to prepare 4 minutes presentations for following session.	LRC, PCs.	To research topics for presentations.  E3 Independently read and understand straightforward texts for a purpose. L1 Read and understand a range of texts. L2 Compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions.	Tutor observation.  Formative.
Friday 08/01/10	Presentations	Students give presentations to group and take notes and give constructive feedback on other presentations.	PCs, whiteboard, feedback templates.	To take part in a group discussion.  E3 Respond appropriately to others and make more extended contributions in familiar formal and informal. discussions/exchanges. L1 Take full part in formal and informal discussions/exchanges. L2 Make a range of contributions to discussions and make effective presentations in a wide range of contexts.	Self-assessment, peer assessment of presentations, tutor observation.



# Scheme of work: Functional English for BTEC Sport

Date	Subject Area / Topic / Theme	Activities	Resources / Use of ILT	Learning Outcomes (including LLNIT and Transferable Skills) Students will be able to:	Formative / Summative Assessment
Friday 15/01/10	Writing a news report	Students read through news story and identify key features in small groups. List features on board. Demonstrate passive tense and students complete short exercises practising passive tense. Students highlight passive form within text in mixed ability pairs. Review key features of news articles. Students then draft own version of news story based on events in text. Stronger students produce longer text.	Handouts, news stories, dictionaries, highlighters.	To identify key features of news article. To recognise passive tense.  E3 Write documents with some adaptation to the intended audience. L1 Write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience. L2 Write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively.	Tutor observation, tutor assessment of finished product  Formative.
Friday 22/01/10	Letters of complaint	Students highlight and discuss common features of a range of letters of complaint. Proof-read letters with errors checking spelling, punctuation, grammar and tone. Students produce own letters of complaint. Weaker students given scenario and various points to include, stronger students asked to create problem for peer to respond to and produce written response to another student's scenario.	Range of letters of complaint, letter to proof read, dictionaries, etc.	To produce written letter of complaint.  E3 Write documents with some adaptation to the intended audience. L1 Write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience. L2 Write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively.	Peer assessment of discussion, tutor observation of discussion, tutor-directed assessment of proof-reading, tutor assessment of finished product.
Friday 29/01/10	Individualised revision session	Students revise own areas of weakness ahead of exam.	PCs, textbooks, handouts, etc.	To prepare for mock exam.	Peer and tutor assessment.

# Scheme of work: Functional English for BTEC Sport

Date	Subject Area / Topic / Theme	Activities	Resources / Use of ILT	Learning Outcomes (including LLNIT and Transferable Skills) Students will be able to:	Formative / Summative Assessment
				E3 Independently read and understand straightforward texts for a purpose. L1 Read and understand a range of texts. L2 Compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions.	Formative.
Friday 05/02/10	Mock exams	Students complete mock papers to ascertain level for final exam.	Practice papers, rulers, pens.	To complete mock exam.  E3 Write documents with some adaptation to the intended audience. L1 Write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience. L2 Write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively.	Summative.
Friday 12/02/10	Mock exams	Students complete mock papers to ascertain level for final exam.	Practice papers, rulers, pens.	To complete mock exam.  E3 Write documents with some adaptation to the intended audience. L1 Write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience. L2 Write documents, including	Summative.

# Scheme of work: Functional English for BTEC Sport

Date	Subject Area / Topic / Theme	Activities	Resources / Use of ILT	Learning Outcomes (including LLNIT and Transferable Skills) Students will be able to:	Formative / Summative Assessment
				extended writing pieces, communicating information, ideas and opinions, effectively and persuasively.	
Friday 26/02/10	Using apostrophes	Students complete spelling test using commonly misspelt words and words required for course. Elicit possible uses for apostrophes onto board. Students follow PowerPoint presentation on apostrophes and complete interactive quizzes. Students play 'Pin The Apostrophe On The Donkey' in teams. Students complete worksheets according to level.	Spelling list, PowerPoint presentation, donkey, sentences, laminated apostrophes, blindfolds, Blu-Tak, graded worksheets.	E3 Write documents with some adaptation to the intended audience. L1 Write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience. L2 Write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively.	Self-assessment of spelling test, peer and tutor assessment of quiz, peer assessment of game, tutor assessment of worksheets.  Formative.
Friday 05/03/10	Creating a CV	Students complete spelling test using commonly misspelt words and words required for course. Students discuss work experience and ambitions. Students follow PowerPoint presentation on CVs. Students review CVs in pairs and note common features (headings, etc). As group, suggest examples for each given heading on board. In groups, review language used on sample CVs and previous work on formal language. Students produce own CVs, stronger students assist weaker students where necessary.	PowerPoint, sample CVs, CV templates, dictionaries, PCs where possible.	To produce an effective persuasive CV.  E3 Write documents with some adaptation to the intended audience. L1 Write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience. L2 Write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively.	Self-assessment of spelling test, peer assessment of discussion, tutor observation of discussion, tutor-directed assessment of finished product.

# Scheme of work: Functional English for BTEC Sport

Date	Subject Area / Topic / Theme	Activities	Resources / Use of ILT	Learning Outcomes (including LLNIT and Transferable Skills) Students will be able to:	Formative / Summative Assessment
		If time allows, a discussion on interview tips can follow.			
Friday 12/03/10	Recommending an item (book, film, event) to a friend	Students complete spelling test using commonly misspelt words and words required for course. Students choose first chapter of book from selection and read. Find unfamiliar words in text in dictionary. Re-read if necessary. Make notes on character, plot, language, etc. Students write recommendation to a friend, giving own opinion on book. Weaker students use template for notes and, if necessary, drafting.	Selection of first chapters, templates, dictionaries, thesauruses.	To give written opinion. To read for gist.  E3 Write documents with some adaptation to the intended audience. L1 Write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience. L2 Write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively.	Self-assessment of spelling test, tutor assessment of finished product.  Formative.
19/03/10	Producing promotional materials for a charity.  <b>Note: a separate lesson plan is available for this week on <a href="http://www.skillsworkshop.org">www.skillsworkshop.org</a></b>	Teacher introduces topic of Sport Relief/charity fund raising. Pre-teach vocabulary. Predictive reading. Students read and order text. Students watch video and answer questions. Students discuss approaches to fund raising and promotion. Students produce promotional texts.	To take part in a discussion. To use persuasive text and/or images to promote a charity.	To take part in a discussion. To write a persuasive text.  E3 Write documents with some adaptation to the intended audience. L1 Write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience. L2 Write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively.	Self and group assessment of predictive reading. Tutor observation, peer and self assessment of materials. Tutor assessment of finished product.  Formative.

# Scheme of work: Functional English for BTEC Sport

Date	Subject Area / Topic / Theme	Activities	Resources / Use of ILT	Learning Outcomes (including LLNIT and Transferable Skills) Students will be able to:	Formative / Summative Assessment
Friday 26/03/10	Writing a film review	Students watch film and take notes (those who need it have a note-taking template to follow). Discuss film in small groups. Compare film reviews and discuss language used for giving opinion. Mind map own opinions on plot, characters, etc. Draft and proof-read film reviews. Stronger students produce longer text using more complex structures and language.	DVD, TV, note-taking templates, thesauruses.	To take part in a discussion. To give a written opinion on a film.  E3 Write documents with some adaptation to the intended audience. L1 Write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience. L2 Write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively.	Tutor observation, tutor assessment of finished product, self-assessment.  Formative.
Friday 23/04/10	Amir Khan biography.	Students briefly discuss favourite sports stars. Students read through text and highlight unfamiliar words. Students answer questions in groups before preparing press releases on Khan's next big fight, including facts used to answer comprehensions questions. Students to be grouped in mixed ability groups to ensure all weaker students get support from stronger students.	Handouts, sample press releases, highlighters, dictionaries.	To produce a press release about Amir Khan.  E3 Write documents with some adaptation to the intended audience. L1 Write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience. L2 Write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively.	Tutor observation, tutor assessment of finished product, peer assessment discussions and press releases.  Formative.
Friday 30/04/10	OCR sport problem solving	Students review spelling and punctuation in small groups by	Handouts, dictionaries,	To produce home page for sports club.	Tutor observation, Q & A, tutor assessment of

# Scheme of work: Functional English for BTEC Sport

Date	Subject Area / Topic / Theme	Activities	Resources / Use of ILT	Learning Outcomes (including LLNIT and Transferable Skills) Students will be able to:	Formative / Summative Assessment
	session.	completing BKSB handouts. In different pairs, students review letter and web page and answer questions. Group feedback. Students then produce a home page for sports club. Weaker students work in pairs, stronger students work alone.	thesauruses, PCs.	E3 Write documents with some adaptation to the intended audience. L1 Write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience. L2 Write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively.	finished product, peer assessment of discussion.  Formative.
Friday 07/05/10	College newsletter	Students complete spelling test using commonly misspelt words and words required for course. Students discuss what is a newsletter. When is it used, etc. Compare and discuss sample newsletters in groups. In groups, design own newsletter about course/college/social or sporting group.	Sample newsletters, information about college events and services, thesauruses, dictionaries.	To write informative text.  E3 Write documents with some adaptation to the intended audience. L1 Write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience. L2 Write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively.	Self-assessment of spelling test, tutor observation, Q & A, tutor assessment of finished product, peer assessment of discussion.  Formative.
Friday 14/05/10	Writing an incident report	Students complete spelling test using commonly misspelt words and words required for course. Students discuss purpose of incident reports and language used. Clarify fact vs. opinion.	Crash DVD, thesauruses, note-taking and report templates.	To write an incident report.  E3 Write documents with some adaptation to the intended audience. L1 Write documents to communicate information, ideas and opinions using	Self-assessment of spelling test, tutor observation, Q & A, tutor assessment of finished product, peer assessment of

# Scheme of work: Functional English for BTEC Sport

Date	Subject Area / Topic / Theme	Activities	Resources / Use of ILT	Learning Outcomes (including LLNIT and Transferable Skills) Students will be able to:	Formative / Summative Assessment
		<p>Teacher demonstrates note-taking to group. Group watch stairs scene of Crash and take notes. Weaker students follow templates. Draft brief report and peer assess others' reports. List samples of good work/phrases on board for later use. Students watch crash scene from Crash and take notes. Draft second report incorporating previous sample phrases where possible.</p>		<p>formats and styles suitable for their purpose and audience. L2 Write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively.</p>	<p>discussion and suggested words.  Formative.</p>
Friday 21/05/10	Plan an event	<p>Students complete spelling test using commonly misspelt words and words required for course. Students discuss what is involved in planning an event in small groups. Compare and discuss flyers for events and note down information listed on flyer. Students arrange a hypothetical end of term party, choosing venue, entertainment, etc. Students produce flyers for event. Stronger students also have to produce letters requesting quotes/reserving booking for one element of party.</p>	Event flyers, coloured pens, paper, dictionaries.	<p>To take part in a group discussion.  E3 Respond appropriately to others and make more extended contributions in familiar formal and informal. discussions/exchanges. L1 Take full part in formal and informal discussions/exchanges. L2 Make a range of contributions to discussions and make effective presentations in a wide range of contexts.</p>	<p>Self-assessment of spelling test, tutor observation, Q &amp; A, tutor assessment of finished product, peer assessment of flyers and discussion.  Formative.</p>
Friday 28/05/10	Balloon debate and magazine article.	<p>Students complete spelling test using commonly misspelt words and words required for course. Students discuss various historical</p>	Biographies of historical characters, outlines of notably	<p>To take part in a group discussion.  E3 Respond appropriately to others and make more extended</p>	<p>Self-assessment of spelling test, tutor observation, Q &amp; A, tutor assessment of</p>

# Scheme of work: Functional English for BTEC Sport

Date	Subject Area / Topic / Theme	Activities	Resources / Use of ILT	Learning Outcomes (including LLNIT and Transferable Skills) Students will be able to:	Formative / Summative Assessment
		<p>figures that they consider to be significant. Also discuss what qualities might make a person invaluable to society. Students choose from a list of roles/historical characters and spend time preparing notes for debate. Participate in balloon debate. Teacher then elicits key elements of magazine article. Students produce magazine article on their figure.</p>	<p>valuable/well-known roles, dictionary, thesauruses.</p>	<p>contributions in familiar formal and informal. discussions/exchanges.            L1 Take full part in formal and informal discussions/exchanges.            L2 Make a range of contributions to discussions and make effective presentations in a wide range of contexts.</p>	<p>finished product, peer assessment of debate.             Formative.</p>
<p>Friday 11/06/10</p>	<p>Report writing.</p>	<p>Students complete spelling test using commonly misspelt words and words required for course. Students review past tenses (past simple and past continuous) on board. Complete practice exercises in small groups. Students identify examples of tenses in vocational reports in groups. According to ability, students produce own reports using statistics and past tenses. More able students work alone and with more complex data.</p>	<p>Grammar sheets, vocational data reports, report templates (graded).</p>	<p>To produce a report including or based upon statistics.             E3 Write documents with some adaptation to the intended audience.            L1 Write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience.            L2 Write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively.</p>	<p>Self-assessment of spelling test, tutor observation, Q &amp; A, tutor assessment of finished product, peer assessment.             Formative.</p>
<p>Friday 18/06/10</p>	<p>Punctuation Poster</p>	<p>Students complete spelling test using commonly misspelt words and words required for course. In small groups or pairs, students choose a punctuation mark to</p>	<p>Textbooks, poster paper, coloured pens and pencils, PCs where possible.</p>	<p>To create poster giving guidance on how to use a punctuation mark.             E3 Write documents with some adaptation to the intended audience.</p>	<p>Self-assessment of spelling test, observation, Q &amp; A, assessment of finished product, peer</p>



# Scheme of work: Functional English for BTEC Sport

Date	Subject Area / Topic / Theme	Activities	Resources / Use of ILT	Learning Outcomes (including LLNIT and Transferable Skills) Students will be able to:	Formative / Summative Assessment
		produce an educational poster for. The students research their chosen punctuation mark in various textbooks or online. Posters must explain simple rules of use for each mark and be understood by the rest of the group. Stronger students encourage to produce posters using more complex punctuation marks (e.g. apostrophes, colons, semi-colons).		L1 Write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience. L2 Write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively.	assessment.  Formative.
Friday 25/06/10	Setting up a business	Students complete spelling test using commonly misspelt words and words required for course. In groups, students must set up their own business. Firstly, they must decide on industry, then outline a brief business plan and then apply to the bank for a loan. Stronger students can produce more detailed business plans with rationale, marketing ideas, future projections, etc and also produce flyers, etc.	Brief business plan template, formal letter templates, example flyers.	To plan a new business and write formal letter to bank.  E3 Write documents with some adaptation to the intended audience. L1 Write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience. L2 Write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively.	Self-assessment of spelling test, observation, Q & A, assessment of finished product, peer assessment.  Formative.
Friday 02/07/10	Problem solving	Students complete spelling test using commonly misspelt words and words required for course. Students are given a scenario of having either: Having been incorrectly charged by	Dictionaries, thesauruses, PCs where appropriate.	To solve a set problem.  E3 Write documents with some adaptation to the intended audience. L1 Write documents to communicate information, ideas and opinions using	Self-assessment of spelling test, observation, Q & A, assessment of finished product, peer assessment.

# Scheme of work: Functional English for BTEC Sport

Date	Subject Area / Topic / Theme	Activities	Resources / Use of ILT	Learning Outcomes (including LLNIT and Transferable Skills) Students will be able to:	Formative / Summative Assessment
		<p>their college for an exam entry re-take, they must politely reclaim the money. Their peers will assess whether or not their request is granted.</p> <p>Having ordered a DVD player online, it arrives and is not the advertised model and is also scratched and shows signs that it has already been used. Put your complaint into writing.</p> <p>They are responsible for an elderly relative who needs to go into care. The students must plan a letter to go to a number of care homes enquiring after their prices and facilities.</p> <p>Some students may attempt more than one scenario.</p>		<p>formats and styles suitable for their purpose and audience.</p> <p>L2 Write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively.</p>	<p>Formative.</p>
<p>Friday 09/07/10</p>	<p>Revision/exam practice</p>	<p>Students complete spelling test using commonly misspelt words and words required for course. Students complete practice papers, revision worksheets and other exercises as necessary.</p>	<p>Worksheets, grammar books, practice papers, PCs, etc.</p>	<p>To prepare for exam.</p> <p>E3 Independently read and understand straightforward texts for a purpose.</p> <p>L1 Read and understand a range of texts.</p> <p>L2 Compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions.</p>	<p>Self-assessment of spelling test, tutor observation of various activities, peer assessment where appropriate.</p> <p>Formative.</p>