

Fitness and lifestyle advice

Name _____ Date _____

Give the following people some fitness and lifestyle advice to improve their health.

Take their circumstances into account and try to remain tactful and considerate.

You must write in Standard English and check your spelling, punctuation and grammar. Remember to use paragraphs.



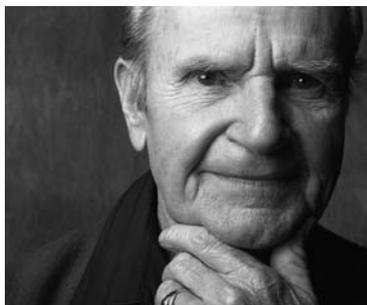
Tony has been unemployed for six months after being made redundant from his job as a truck driver. He is on jobseekers allowance and lives alone in a flat. Tony would like some advice on how to improve his general health as he feels tired all the time.



Julie is a busy mum of two who says she doesn't have time to exercise. Her husband works Monday to Friday in an office and plays golf most Saturdays. The whole family visit grandparents on a Sunday. Julie wants advice as she wants to lose weight for a holiday in 12 months' time.

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Bill is a retired postman who is also a widower. He would like to take some exercise and make new friends at the same time. He has limited movement in one side due to a stroke a few years ago.



James is hoping to join the army soon but he feels like he isn't fit or strong enough. He lives on a farm about 30 miles from the nearest gym and doesn't drive. He doesn't have a job.



Fiona is a 55 year old comic book fan and wants to join some classes in order to lose weight and gain confidence. She is a bit conscious of her size and has never been to a gym before.

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Mapping and teaching notes

Use as a worksheet, or as laminated cards to prompt small group or class discussion. Learners can discuss the advice they would give and then write it down in full sentences using correct spelling and punctuation. It also helps them to start thinking about being tactful! Discussion can also lead into individual or paired research and further written responses. I've also used the cards to prompt email and letter writing, using writing frames for lower level learners. Inspired by **Carrie Bray's "Hairstyle and make-up - giving advice"**.

Entry 3 and Level 1-2 Functional Skills English

Coverage and range statements provide an indication of the type of content candidates are expected to apply in functional contexts. Relevant content can also be drawn from equivalent (school) National Curriculum levels and the Adult Literacy standards. ✓ indicates the main coverage and range skills that are (or can be) covered in this resource. However, these will vary with the student group and how the resource is used by the teacher. **Reference:** Ofqual (2009), *Functional Skills criteria for English: Entry 1, Entry 2, Entry 3, level 1 and level 2*. <http://www.ofqual.gov.uk/>

Speaking, listening and communication

Level 2 skill standard: Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations

- a) Consider complex information and give a relevant, cogent response in appropriate language
- b) Present information and ideas clearly and persuasively to others
- c) Adapt contributions to suit audience, purpose and situation
- d) Make significant contributions to discussions, taking a range of roles and helping to move discussion forward ✓

Level 1 skill standard: Take full part in formal and informal discussions and exchanges that include unfamiliar subjects

- e) Make relevant and extended contributions to discussions, allowing for and responding to others' input ✓
- f) Prepare for and contribute to the formal discussion of ideas and opinions ✓
- g) Make different kinds of contributions to discussions
- h) Present information / points of view clearly and in appropriate language ✓

Entry Level 3 skill standard: Respond appropriately to others and make some extended contributions in familiar formal and informal discussions and exchanges

- a) Follow the main points of discussions ✓
- b) Use techniques to clarify and confirm understanding ✓
- c) Give own point of view and respond appropriately to others' point of view ✓
- d) Use appropriate language in formal discussions/exchanges ✓

Make relevant contributions, allowing for and responding to others' input ✓

Writing

Level 2 skill standard: Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively.

- a) Present information on complex subjects clearly and concisely
- b) Present information/ideas concisely, logically, and persuasively
- c) Use a range of writing styles for different purposes ✓
- d) Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively ✓
- e) Punctuate written text using commas, apostrophes and inverted commas accurately ✓
- f) Ensure written work is fit for purpose and audience, with accurate spelling and grammar that supports clear meaning ✓

Level 1 skill standard: Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience

- a) Write clearly and coherently, including an appropriate level of detail ✓
- b) Present information in a logical sequence ✓
- c) Use language, format and structure suitable for purpose and audience ✓
- d) Use correct grammar, including correct and consistent use of tense ✓
- e) Ensure written work includes generally accurate punctuation and spelling and that meaning is clear ✓

Entry Level 3 skill standard: Write texts with some adaptation to the intended audience

- a) Plan, draft and organise writing ✓
- b) Sequence writing logically and clearly ✓
- c) Use basic grammar including appropriate verb-tense and subject-verb agreement ✓
- d) Check work for accuracy, including spelling ✓