

Help for Heroes

Name _____ Date _____



From: Alex West [awest@xmail.com]
To: Jack Jones [jackj@zmail.com]
Sent: Saturday, 18 June 2016, 16:47
Subject: Car boot

Hi Jack,

This is just a quick note to let you know that everything is fixed for the car boot sale tomorrow in the "Bull's Head" car park in Northfield. Fred, the pub manager, will be there at 8.30 am to make sure we have everything we need. He wants everything cleared away and all cars gone by midday.

I agree that £10 a car is too much so I have made it £5. I've asked Mr and Mrs Field to run a burger stand and to bring their bouncy castle for the kids. We will give all profits to Help for Heroes, as we agreed.

So, see you at 8.30 tomorrow. I hope the weather will be good!

Cheers

Alex

Task 1

- **Read** the email message.
- **Discuss** it with a friend to make sure you understand the information in it.
- **Design** a poster to advertise the event!
- **Remember** to put in **all** the information needed.
- Use page 2 or a blank sheet of paper for your poster.

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Task 2

Reading questions

Not all answers are in the text. Some questions ask you what you think.

Entry 1

- Answer questions 1-2 with complete sentences.

1. Who is Fred? _____

2. Where will Alex and Jack be at 8.30am? _____

3. How much per car at the boot sale? [Tick 1 answer.] **£5 | £8 | £8.30 | £10**

4. The car boot sale is in a **field | car park | pub | castle.** [Tick 1 answer.]

5. On what day and date is the car boot sale? _____

Entry 2

6. What type of text is this? [Tick 1 answer.] **Letter | Note | Email | Poster**

7. Extend these sentences by adding more words after the conjunction.

a) I hope the weather is good **but** _____

b) Fred wants everything cleared away by 12 **so** _____

8. There will be a burger stand **and** _____

9. Which charity are Alex and Jack supporting? _____

10. What can children do at the car boot sale? _____

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*. b

Entry Level 1 Functional Skills English

Speaking, listening and communication: Participate in and understand the main points of simple discussions/exchanges about familiar topics with another person in a familiar situation

- a) Understand the main points of short explanations
- b) Understand and follow instructions
- c) Respond appropriately to comments and requests ✓
- d) Make contributions to be understood ✓
- e) Ask simple questions to obtain specific information ✓

Reading skill standard: Read and understand short, simple texts that explain or recount information

- a) Read and understand simple regular words and sentences ✓
- b) Understand short texts on familiar topics and experiences ✓

Writing skill standard: Write short, simple sentences

- a) Use written words and phrases to present information ✓
- b) Construct simple sentences using full stops ✓
- c) Spell correctly some personal or very familiar words ✓

Entry Level 2 Functional Skills English

Speaking, listening and communication: Participate in discussions/exchanges about familiar topics, making active contributions, with one or more people in familiar situations

- a) Identify the main points of short explanations and instructions
- b) Make appropriate contributions that are clearly understood ✓
- c) Express simply feelings or opinions and understand those expressed by others ✓
- d) Communicate information so that the meaning is clear ✓
- e) Ask and respond to straightforward questions ✓
- f) Follow the gist of discussions

Reading skill standard: Read and understand straightforward texts that explain, inform or recount information

- a) Understand the main events in chronological texts ✓
- b) Read and understand simple instructions and directions ✓
- c) Read / understand high frequency words & words with common spelling patterns ✓
- d) Use knowledge of alphabetical order to locate information

Writing skill standard: Write short texts with some awareness of the intended audience

- a) Use written words and phrases to record and present information ✓
- b) Construct compound sentences using common conjunctions ✓
- c) Punctuate correctly, using upper and lower case, full stops and question marks ✓
- d) Spell correctly all high frequency words and words with common spelling patterns ✓

This resource also covers many adult literacy curriculum elements <http://www.excellencegateway.org.uk/content/etf1286>

Objectives:

- to develop word recognition and comprehension skills.
- to use information from reading for another purpose.
- to develop sentence writing skills.