

# Cooking verbs

Name \_\_\_\_\_ Date \_\_\_\_\_

## Task 1 (reading)

Write the correct word under each picture.



sift

stir

add

serve

season

drain

fry

grate

mix

heat

chop

pour

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## Task 2 (spelling and reading)

A. Fill in the missing letter then draw a line to the picture.

s t \_ r



h \_ a t

c h \_ p



a d \_

f r \_

s \_ f t



m \_ x

g r a t \_

d r a i \_

p \_ u r



B. Complete this recipe.

1. First, m \_\_\_\_\_ 2 eggs, flour and milk.
2. Next, h \_\_\_\_\_ some butter in a large frying pan
3. Then, p \_\_\_\_\_ a little of the egg mixture into a pan and f \_\_\_\_\_ on both sides.
4. Finally, s \_\_\_\_\_ with sugar and lemon juice.



What is the recipe for? \_\_\_\_\_

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Fold over and check later.

serve	fry	pour	mix	heat
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## Task 3 (spelling and reading)

A. Fill in the missing letters. Then write the word next to the picture.

s t \_ \_



h \_ \_ t

\_ \_ o p



\_ d d

f \_ y

s \_ \_ t



m \_ x

\_ \_ a t e

d r \_ \_ n



p \_ \_ r

B. Complete this recipe.

1. First, m \_\_\_\_\_ 2 eggs, flour and milk.
2. Next, h \_\_\_\_\_ some butter in a large frying pan
3. Then, p \_\_\_\_\_ a little of the egg mixture into a pan and f \_\_\_\_\_ on both sides.
4. Finally, s \_\_\_\_\_ with sugar and lemon juice.

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## Task 4 (listening, spelling and speaking)

### A. Spelling check.

Your teacher will read out some sentences.<sup>1</sup> Write the correct spelling in each gap.

#### 1. Revision of words on pages 1-3.

If you \_\_\_\_\_ red and yellow paint you get orange.

You can \_\_\_\_\_ more red paint to get a deeper shade of orange.

\_\_\_\_\_ the paint well and then \_\_\_\_\_ it into a suitable container.

#### 2. Extension work. These spellings are related to the words on pages 1-3.

I'm so happy that you can \_\_\_\_\_ my car.

Can I have \_\_\_\_\_ telephone number please.

I will get a \_\_\_\_\_ to work today.

My \_\_\_\_\_ tree is so tall. It looks as if it is touching the \_\_\_\_\_ !

I think it's because we've had so much \_\_\_\_\_ this year.

### B. Saying the letters of the alphabet

Your teacher will ask you to spell out 4, 5 or 6 words. Say each letter of the word clearly.

You can write them here first if you want to.

1. \_\_\_\_\_

4. \_\_\_\_\_

2. \_\_\_\_\_

5. \_\_\_\_\_

3. \_\_\_\_\_

6. \_\_\_\_\_

<sup>1</sup>See page 5

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## Curriculum mapping and teaching notes

### The importance of SPaG (spelling, punctuation and grammar) at Entry Level 1

There is a huge emphasis on spelling in the reformed Functional English content. The Functional Skills English Conditions and Requirements (Ofqual, June 2018) state that at Entry Level 50%-70% marks must be made available for the demonstration of SPaG (pp15-16).

<https://www.gov.uk/government/publications/functional-skills-english-conditions-and-requirements>

The 67% quoted on page 6 of this resource is taken from the recent Pearson Edexcel Entry Level 1 SAM (sampled assessment material) and may be slightly different for other Awarding Organisations. (At Entry Level 2 57% is allocated, and 56% at Entry Level 3).

### Task 4

#### A. Spelling checks (dictated cloze exercises)

Read the sentences, one or two at a time, out loud to the students. Repeat as necessary.

1. The first set of spellings revises the spellings from pages 1-3 but are set in a different context (mixing paint).

1. If you mix red and yellow paint you get orange.
2. You can add more red paint to get a deeper shade of orange.
3. Stir the paint well and then pour it into a suitable container.

2. The second set of spellings provides an opportunity for extension work on words that are (phonetically) closely related to the spellings from pages 1-3. [Related spelling in brackets].

1. I'm so happy that you can fix my car. [mix]
2. Can I have your telephone number please. [pour]
3. I will get a lift to work today. [sift]
4. My fir tree is so tall. It looks as if it is touching the sky! [fry]
5. I think it's because we've had so much rain this year. [drain]

#### B. Saying the letters of the alphabet

This task is designed to assess the new E1.1 SL&C content descriptor 'Say the names of the letters of the alphabet'.

TIP: Practise first by asking learners to spell out their names or parts of their addresses.

Choose four to six words from the resource. Ask the learner to spell out the words to you.

Select words to suit each individual learner but aim to include at least 10 different letters of the alphabet.

#### For example:

sift drain fry grate – 17 letters, 11 different letters (a, d, e, f, g, i, n, r, s, t, y)

serve pour heat mix fry – 19 letters, 15 different letters (a, e, f, h, i, m, o, p, r, s, t, u, v, x, y)

chop pour drain fry grate mix – 24 letters, 17 different letters (a, c, d, e, f, g, h, i, m, n, o, p, r, t, u, x, y)

The following letters are not covered: b, j, k, l, q, w, z.

### Subject content - FUNCTIONAL SKILLS ENGLISH 2018 (comes into effect September 2019)

✓ = **content** covered in this resource, although this will vary with the student group and how the resource is used by the teacher (✓✓ = key learning objective). The mapping is intended to assist non-specialist Functional Skills English tutors, but is not intended to be all-consuming.

**Source:** *Subject content functional skills: English. DfE (Feb 2018),*

<https://www.gov.uk/government/publications/functional-skills-subject-content-english>

### Definitions, purpose and learning aims (all Entry levels)

Purpose of Functional Skills (FS) English for Entry Levels: a qualification to demonstrate the ability at an appropriate level to read, write, speak, listen and communicate in English, and to apply this knowledge and these skills in **familiar** situations. Achievement can provide the basis for further study at Levels 1 and 2.

**'Reading'** within FS English qualifications is defined as the independent understanding of written language in specific contexts. This can be demonstrated through the use of texts on screen or on paper.

**Learning aims for reading at Entry Level:** Acquire an understanding of everyday words and their uses and effects, and apply this understanding in different contexts. Read with accuracy straightforward texts encountered in everyday life and work, and develop confidence to read more widely.

**'Writing'** within FS English qualifications is defined as the independent construction of written language to communicate in specific contexts. Text can be written on paper or electronically.

**Learning aims for writing at Entry Level:** Write straightforward texts and documents with clarity and effectiveness, and demonstrate a sound grasp of spelling, punctuation and grammar.

**'Speaking, listening and communicating'** within FS English qualifications is non-written communication, normally conducted face-to-face, and can also include 'virtual' communication methods such as telephone or spoken web-based technologies. The terms 'speaking, listening and communicating' are intended to be interpreted in a broad, inclusive way and are not intended to create any unnecessary barriers to students with speech or hearing impairment.

**Learning aims for speaking, listening and communicating**

**E1, 2 & 3** Listen, understand and respond to verbal communication in a range of familiar contexts. Acquire an understanding of everyday words and their uses and effects, and apply this understanding in different contexts.

### Entry Level 1 Content Descriptors

E1 reading	E1 writing	E1 SL&C
<p>E1.8 Read correctly words designated for Entry Level 1 ✓✓</p> <p>E1.9 Read simple sentences containing one clause ✓</p> <p>E1.10 Understand a short piece of text on a simple subject ✓</p>	<p><b>Spelling, punctuation &amp; grammar (*67% marks in formal assessment of which half are for a spelling test of 10 spellings)</b></p> <p>E1.11 Punctuate simple sentences with a capital letter &amp; full stop</p> <p>E1.12 Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns</p> <p>E1.13 Use lower-case letters when there is no reason to use capital letters</p> <p>E1.15 Spell correctly words designated for Entry Level 1 ✓✓</p> <p><b>Writing composition (33% marks)</b></p> <p>E1.16 Communicate information in words, phrases and simple sentences</p>	<p>E1.1 Say the names of the letters of the alphabet ✓✓</p> <p>E1.2 Identify and extract the main information from short statements and explanations</p> <p>E1.3 Follow single-step instructions, asking for them to be repeated if necessary</p> <p>E1.4 Make requests and ask straightforward questions using appropriate terms and registers</p> <p>E1.5 Respond to questions about specific information</p> <p>E1.6 Make clear statements about basic information and communicate feelings and opinions on straightforward topics</p> <p>E1.7 Understand and participate in simple discussions or exchanges with another person about a straightforward topic</p>

### Scope of study – learners should:

read texts that include short simple texts that inform, describe, narrate.	write simple texts such as messages and notes	experience straightforward narratives, accounts, explanations, discussions, instructions, information and descriptions.
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Name \_\_\_\_\_ Date \_\_\_\_\_

**Functional Skills Entry Level 1 – Expectations for reading & spelling** *Words have been chosen because they are common words.*

*Most key verbs in this resource are expected to be read and spelt at E1. They have been added, in red ink, to the most appropriate sections of this table.*

Letters	Sound	Letters	Sound(s)	
<u>can</u> , <u>act</u> , <u>look</u> , <u>back</u> , <u>school</u>	/k/	<u>put</u> , <u>push</u> , <u>pull</u> <u>would</u> , <u>could</u> , <u>should</u> , <u>full</u> , <u>look</u> , <u>good</u>	/ʊ/	<p>In addition, Entry Level 1 students are expected to spell the words described below. Words in brackets are examples. Words and letters in bold are not examples; they are specific words or spellings that students are expected to both read and spell correctly.</p> <ul style="list-style-type: none"> <li>all common words with one or two syllables, where the most probable correspondences between sounds and letters are the correct ones (e.g., it, nut, and, stop, rush, thing, himself). <b>mix add sift season chop pancake</b></li> <li>common two syllable words where /i:/ at the end is spelled with 'y' (e.g., twenty)</li> <li>common one or two syllable words with ay and oy, knowing that ay and oy usually correspond to /eɪ/ and /ɔɪ/ at the end of words (e.g., day, runway, boy)</li> <li>-ed for the past tense, when the root word remains unchanged (e.g., wanted, opened, jumped)</li> <li>the following contractions: <b>Mr, Mrs</b> <b>n't</b> (e.g., didn't) <b>'ll</b> (e.g., I'll) <b>'re</b> (e.g., we're) <b>'s</b> (e.g., it's)</li> </ul>
<u>off</u>	/f/	<u>do</u> , <u>to</u> , <u>into</u> , <u>who</u> , <u>too</u> , <u>you</u> , <u>group</u> , <u>two</u> , <u>room</u>	/u:/	
<u>miss</u> , <u>cross</u> , <u>house</u>	/s/	<u>day</u> , <u>say</u> , <u>way</u> , <u>made</u> , <u>make</u> , <u>take</u> , <u>came</u> , <u>same</u> , <u>late</u> , <u>they</u> , <b>grate</b> , <b>drain</b> [E2],	/eɪ/	
<u>who</u>	/h/	<u>high</u> , <u>right</u> , <u>might</u> , <u>find</u> , <u>mind</u> , <u>child</u> , <u>Friday</u> , <u>by</u> , <u>my</u> , <u>myself</u> , <u>reply</u> , <u>like</u> , <u>time</u> , <u>life</u> , <u>while</u> , <u>I</u> , <u>write</u> , <b>fry</b>	/aɪ/	
<u>write</u> , <u>wrote</u> , <u>wrong</u>	/r/	<u>out</u> , <u>about</u> , <u>without</u> , <u>around</u> , <u>now</u> , <u>how</u> , <u>down</u>	/aʊ/	
<u>will</u> , <u>well</u> , <u>tell</u> , <u>still</u> , <u>hello</u>	/l/	<u>own</u> , <u>follow</u> , <u>so</u> , <u>no</u> , <u>go</u> , <u>old</u> , <u>over</u> , <u>open</u> , <u>most</u> , <u>only</u> , <u>both</u> , <u>told</u> , <u>hold</u> , <u>don't</u> , <u>close</u> , <u>show</u>	/əʊ/	
<u>get</u> , <u>give</u>	/g/	<u>boy</u>	/ɔɪ/	
<u>change</u> , <u>large</u>	/dʒ/	<u>saw</u> , <u>draw</u> , <u>walk</u> , <u>all</u> , <u>call</u> , <u>small</u> , <u>also</u> , <u>water</u>	/ɔ:/	
<u>have</u> , <u>give</u> , <u>live</u> , <u>of</u>	/v/	<u>or</u> , <u>for</u> , <u>morning</u> , <u>door</u> , <u>floor</u> , <u>poor</u> , <u>more</u> , <u>before</u> , <u>warm</u> , <u>four</u> , <u>your</u> , <b>pour</b>	/ɔ:/ or /ɔ:r/	
<u>is</u> , <u>his</u> , <u>as</u> , <u>has</u> , <u>Wednesday</u>	/z/	<u>her</u> , <u>person</u> , <u>Thursday</u> , <u>Saturday</u> , <u>girl</u> , <u>first</u> , <u>work</u> , <u>word</u> , <u>world</u> , <u>were</u> , <b>stir</b> , <b>serve</b>	/ɜ:/ or /ɜ:r/	
<u>come</u> , <u>some</u>	/m/	<u>fast</u> , <u>last</u> , <u>past</u> , <u>plant</u> , <u>path</u> , <u>ask</u> , <u>after</u>	/æ/ or /a:/	
<u>know</u> , <u>done</u> , <u>one</u> , <u>gone</u>	/n/	<u>are</u> , <u>our</u>	/ɑ:/ or /ɑ:r/	
<u>think</u>	/ŋ/	<u>air</u> , <u>where</u> , <u>there</u> , <u>their</u>	/ɛə/ or /ɛər/	
<u>when</u> , <u>which</u> , <u>what</u> , <u>while</u> , <u>white</u>	/w/	<u>near</u> , <u>here</u> , <u>dear</u> , <u>year</u>	/ɪə/ or /ɪər/	
<u>see</u> , <u>seem</u> , <u>feel</u> , <u>meet</u> , <u>week</u> , <u>eat</u> , <u>real</u> , <u>be</u> , <u>he</u> , <u>me</u> , <u>we</u> , <u>she</u> , <u>even</u> , <u>every</u> , <b>heat</b>	/i:/	<u>the</u> , <u>between</u> , <u>until</u> , <u>today</u> , <u>together</u> , <u>number</u> , <u>other</u> , <u>after</u> , <u>never</u> , <u>under</u>	/ə/	
<u>enjoy</u>	/ɪ/	<u>Tuesday</u> , <u>use</u> , <u>new</u> , <u>few</u>	/ju:/	
<u>head</u> , <u>any</u> , <u>many</u> , <u>anyone</u> , <u>thank</u> , <u>said</u> , <u>again</u> , <u>says</u>	/e/	<u>little</u>	/əl/	
<u>come</u> , <u>done</u> , <u>some</u> , <u>other</u> , <u>brother</u> , <u>money</u> , <u>Monday</u> , <u>does</u>	/ʌ/	<u>one</u> , <u>someone</u> , <u>anyone</u>	/wʌ/	
<u>was</u> , <u>want</u> , <u>what</u> , <u>because</u>	/b/			

**Notes for table:** the correspondences between sounds and letters shown in the tables are not exact and should be interpreted flexibly, especially where there are differences due to regional accent. The letters underlined in the 'Letters' columns correspond to the 'Sound(s)' in the adjacent column. These letters may need special attention for spelling. The sounds are shown using the symbols of the International Phonetic Alphabet (IPA) for clarity. It is not necessary for those using the programme of study to understand the symbols, as the letters underlined in the word examples give the sounds represented by the symbols. Students are not expected to understand or use IPA symbols.

**Source:** *Subject content functional skills: English. DfE (Feb 2018)* <https://www.gov.uk/government/publications/functional-skills-subject-content-english>