

# Days of the Week

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



## Task A

Fill in the missing <b>vowels</b>
M _ n d _ y
T _ _ s d _ y
W _ d n _ s d _ y
T h _ r s d _ y
F r _ d _ y
S _ t _ r d _ y
S _ n d _ y
y _ s t _ r d _ y
t _ m _ r r _ w
t _ d _ y

Fill in the missing <b>consonants</b>
_ o _ _ a _
_ u e _ _ a _
_ e _ _ e _ _ a _
_ _ u _ _ _ a _
_ _ i _ a _
_ a _ u _ _ a _
_ u _ _ a _
_ e _ _ e _ _ a _
_ o _ o _ _ o _
_ o _ a _

## Task B

1. Tim goes to the shops every two days. Complete the list of days that he goes shopping.

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2. Siria wants to go swimming at the weekend. Which two days can she go swimming?

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3. Irene picks up her grandchildren from school every weekday. Complete this list of days that she picks them up:

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4. If today is Monday, what will the day after tomorrow be? \_\_\_\_\_

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## Task C

Complete the calendar.

- First, write in the names of the days.
- Then add at least three words to each day. Say what you might do on that day.

For example:

Monday Feed that cat.
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M _ _ _ _ _	T _ _ _ _ _	W _ _ _ _ _
T _ _ _ _ _	F _ _ _ _ _	S _ _ _ _ _
S _ _ _ _ _		

## Extension task

Rewrite each of these as a longer sentence, starting with (for example):

On Monday I ... Tuesday is the day ...

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### Entry Level 1-2 Functional Skills English mapping

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 and/or in the suggested extension ideas and tips. 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/>

Entry 1 Skill standard	Entry 1 Coverage and range Ofqual (2009), p9.
<p><b>Speaking, listening and communication</b> Participate in and understand the main points of simple discussions/exchanges about familiar topics with another person in a familiar situation</p> <p><b>Reading</b> Read and understand short, simple texts that explain or recount information</p>	<ul style="list-style-type: none"> <li>• Understand the main points of short explanations</li> <li>• Understand and follow instructions</li> <li>• Respond appropriately to comments and requests</li> <li>• Make contributions to be understood</li> <li>• Ask simple questions to obtain specific information</li> <li>• Read and understand simple regular words and sentences ✓</li> <li>• Understand short texts on familiar topics and experiences</li> </ul>
<p><b>Writing</b> Write short, simple sentences</p>	<ul style="list-style-type: none"> <li>• Use written words and phrases to present information ✓</li> <li>• Construct simple sentences using full stops ✓</li> <li>• Spell correctly some personal or very familiar words ✓</li> </ul>
Entry 2 Skill standard	Entry 2 Coverage and range Ofqual (2009), p7.
<p><b>Speaking, listening and communication</b> Participate in discussions/exchanges about familiar topics, making active contributions, with one or more people in familiar situations</p> <p><b>Reading</b> Read and understand straightforward texts that explain, inform or recount information</p> <p><b>Writing</b> Write short texts with some awareness of the intended audience</p>	<ul style="list-style-type: none"> <li>• Identify the main points of short explanations and instructions</li> <li>• Make appropriate contributions that are clearly understood</li> <li>• Express simply feelings or opinions and understand those expressed by others</li> <li>• Communicate information so that the meaning is clear</li> <li>• Ask and respond to straightforward questions</li> <li>• Follow the gist of discussions</li> <li>• Understand the main events in chronological texts</li> <li>• Read and understand simple instructions &amp; directions ✓</li> <li>• Read / understand high frequency words &amp; words with common spelling patterns ✓</li> <li>• Use knowledge of alphabetical order to locate information</li> <li>• Use written words and phrases to record and present information ✓</li> <li>• Construct compound sentences using common conjunctions</li> <li>• Punctuate correctly, using upper and lower case, full stops and question marks ✓</li> <li>• Spell correctly all high frequency words and words with common spelling patterns ✓</li> </ul>

\*\* This resource also covers many adult literacy <http://www.excellencegateway.org.uk/content/etf1286> and adult ESOL <http://www.excellencegateway.org.uk/content/etf1194> curriculum elements.