

Adjectives – E2 Functional English

Name _____ Date _____



Write an adjective in each gap.

1. Chris is very _____.



2. _____ clouds in the sky can often mean rain.



3. Nawaz walked along the bank of the _____ river.



4. Samina has got _____, _____ hair.



5. The _____, _____ frog sat on the lily pad.



6. The _____ bees buzzed around the _____ flowers.



7. The _____ class were giving their teacher a _____ headache.



8. Anita was not allowed to wear her _____ jeans to school.



9. The weather was _____ and sunny.



10. We spent all of our time on the _____ beach.

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11. The _____ jumper kept Pat warm during the _____ winter days.



12. The _____ car sped down the _____ road.



13. The melon looked very _____ and _____.



14. He baked _____ cupcakes.



Now write four sentences of your own using adjectives.

You can use a dictionary.

1.

2.

3.

4.

Entry Level 2 – Writing Composition E2.20: Use adjectives and simple linking words in the appropriate way.

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Detailed curriculum mapping

Subject content – Reformed FUNCTIONAL SKILLS ENGLISH Reading	
<p>✓ = content covered although this will vary with the student group and how the resource is used by the teacher (✓✓ = key learning objective). → or ← = not the main objective but annotated to show progression across levels. <i>Content (and *scope of study) at each level subsumes and builds upon that at lower levels.</i> Consult the DfE Subject Content document for more information and a full list of descriptors at all levels (including Speaking, Listening & Communication). Source: <i>Subject content functional skills: English. DfE (Feb 2018),</i> https://www.gov.uk/government/publications/functional-skills-subject-content-english</p>	
Entry Level 1 (E1)	Entry Level 2
<p>E1.8 Read correctly words designated for Entry Level 1 ✓ E1.9 Read simple sentences containing one clause ✓ E1.10 Understand a short piece of text on a simple subject</p>	<p>E2.7 Read correctly words designated for E2 ✓ E2.8 Understand the main points in texts E2.9 Understand organisational markers in short, straightforward texts E2.10 Use effective strategies to find the meaning of words and check their spelling (e.g., a simple dictionary, spell-checker) E2.11 Read and understand sentences with more than one clause E2.12 Use illustrations, images and captions to locate information</p>
<p>*Scope of study – learners should read:</p>	
<p>short, simple texts that inform, describe and narrate.</p>	<p>short, straightforward texts that instruct, inform, describe and narrate.</p>

Subject content – Reformed FUNCTIONAL SKILLS ENGLISH Writing	
Entry Level 1	Entry Level 2
<p>Spelling, punctuation and grammar E1.11 Punctuate simple sentences with a capital letter and a full stop E1.12 Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns E1.13 Use lower-case letters when there is no reason to use capital letters E1.14 Write the letters of the alphabet in sequence and in both upper and lower case E1.15 Spell correctly words designated for Entry Level 1 Writing composition E1.16 Communicate information in words, phrases & simple sentences →</p>	<p>Spelling, punctuation and grammar E2.13 Use basic punctuation correctly (e.g., full stops, capital letters, question and exclamation marks) E2.14 Form regular plurals E2.15 Use the first and second letters to sequence words in alphabetical order E2.16 Spell correctly words designated for Entry Level 2 Writing composition E2.17 Communicate information using words and phrases appropriate to audience and purpose E2.18 Complete a form asking for personal information (e.g., first name, surname, address, postcode, age, date of birth) E2.19 Write in compound sentences, using common conjunctions (e.g., or, and, but) to connect clauses E2.20 Use adjectives and simple linking words in the appropriate way ✓✓</p>
<p>*Scope of study – learners should write:</p>	
<p>short simple texts such as messages and notes.</p>	<p>short, straightforward texts such as letters, e-mails and simple narratives.</p>