

# A Special Occasion

(focusing on past tense verbs and instructions)

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

## Task A

Work in **pairs**. **Ask and answer**:

1. Do you know anyone who is over 100 years old?
2. How would you celebrate **your** 100<sup>th</sup> birthday?
3. What has changed since you were born?
4. Do you know anyone who has never been on a train? A plane?

**Listen** to your partner and **make notes** of their answers.

**Make notes here:**

**Tell** your **group** about your **partner's** answers.

## Task B

You are going to watch a short film about a 100-year-old man.

First, **read** these questions:

1. Where is Raymond Kendall from? \_\_\_\_\_
2. Where did he go to celebrate his birthday? \_\_\_\_\_
3. What was happening the last time he went there? \_\_\_\_\_
4. Who organised the birthday trip? \_\_\_\_\_
5. What special things happened on the train journey? \_\_\_\_\_
6. What did he see for the first time? \_\_\_\_\_
7. How did he feel at the end of the day? \_\_\_\_\_

Now **watch** the film. **Write** short answers to the questions above.

**Check** your answers with your group.

<https://www.bbc.co.uk/news/av/uk-england-bristol-44977804/man-visits-london-for-100th-birthday>

# A Special Occasion

(focusing on past tense verbs and instructions)

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



## Task C

Now **read** the text.

### Man visits London for 100th birthday

A man from Bristol has made his first visit to London in more than 70 years to mark his 100th birthday. The last time Raymond Kendall visited the capital, World War Two was taking place and he travelled by steam train.

It's a very special day for Raymond's 100<sup>th</sup> birthday. His family arranged for his first trip to London since World War Two. The last time he was on a train, it was powered by steam. Things have changed a bit since then.

<Train driver>: "Now that's the horn – did you want to blow the horn?"

Being the 100<sup>th</sup> birthday boy does come with some perks.

<Steward>: "Any refreshments, sir?"

<Raymond>: "Yes, a double whisky please"

<Steward>: "Yeah, I said that. I knew you'd want one."

<Raymond's son>: "We've been waiting for the day we can present the Queen's card to Dad."

<Raymond's son, reading>: "Best wishes to you on such a special occasion, Elizabeth R."

The fun didn't stop when they got to London. Ray went to see the sights in a special taxi tour of the capital. This was his first time seeing Buckingham Palace. It was surely a day Raymond won't forget in a hurry.

So what did the birthday boy think of his big day out?

<Raymond>: "Oh, it's been wonderful."

<Raymond's son>: "Guess we can have half an hour's kip now Dad!"

<Raymond>: "Aye, yeah. Go and have a nice cup of tea. That's what I should like now."

# A Special Occasion

(focusing on past tense verbs and instructions)

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



## Task D

### 1. Vocabulary.

**Match** each verb from the questions (in Task A) to a verb from the text, with the same meaning.

celebrate	
was happening	
organised	

Look at these sentences from the video. What does the word **in bold** mean?

Being the 100<sup>th</sup> birthday boy does come with some **perks**.

“perks” means \_\_\_\_\_

Guess we can have half an hour’s **kip** now Dad

“kip” means \_\_\_\_\_

**Discuss** with your group. What kind of words are “perks” and “kip”?

**Share** your ideas with your teacher.

### 2. Grammar.

**Find** three different **past** tenses in the text. **Underline** them.

**Check** with your teacher. Write the sentences here:

---

---

This is a \_\_\_\_\_ verb.

---

---

This is a \_\_\_\_\_ verb.

---

---

This is a \_\_\_\_\_ verb.

# A Special Occasion

(focusing on past tense verbs and instructions)

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



## Task E (Plenary)

**Classroom activity instructions.** Your teacher will ask you for examples of instructions from this worksheet.

**Make notes here:**

# A Special Occasion

(focusing on past tense verbs and instructions)

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



## Homework

1. Write a paragraph about Ray's birthday trip. Write 3-5 sentences.

---

---

---

---

---

---

---

---

2. Now write about a celebration in your life. Use three past tense verbs, two adjectives, one negative verb.

---

---

---

---

---

---

---

---

---

---

# A Special Occasion

## Answers, teaching notes and curriculum mapping

Put the learners in groups of 4. Divide each group into two pairs.  
Tell the learners that there are a lot of instructions in this text. Ask them to make a note of every instruction they see (use A as an example).

### Task A

Work in **pairs**. **Ask** and **answer**:

1. Do you know anyone who is over 100 years old?
2. How would you celebrate **your** 100<sup>th</sup> birthday?
3. What has changed since you were born?
4. Do you know anyone who has never been on a train? A plane?

**Listen** to your partner and **make notes** of their answers.

**Monitor for listening and note-taking** – remind learners they will need to report the answers to the group.

**Tell** your **group** about your **partner's** answers.

### Task B

You are going to watch a short film about a 100-year-old man. First, **read** these questions:

**Give the learners time to read the questions. Encourage quiet reading. Make sure they don't try to answer the questions until they have seen the video.**

- |   |  |
|---|--|
| 1. Where is Raymond Kendall from?                     | Bristol  |
| 2. Where did he go to celebrate his birthday?         | London   |
| 3. What was happening the last time he went there?    | World War Two  |
| 4. Who organised the birthday trip?                   | his family   |
| 5. What special things happened on the train journey? | he blew the horn / visited the driver's cab / read a card from the Queen |
| 6. What did he see for the first time?                | Buckingham Palace  |
| 7. How did he feel at the end of the day?             | wonderful / happy / tired / ready for a cup of tea                       |

Now **watch** the film. **Write short** answers to the questions.

**Check** your answers with your group.

**Play the film three times**

1– watch only. 2 – pause to allow time to answer (all answers are in the captions – allow learners time to read); if necessary, model short answers, not full sentences. 3 – check.

### Task C

Now **read** the text.

Learners read quietly, then share reading aloud – whole class.

Once the learners have read the text, play the video one more time, if appropriate.

### Task D

1. **Vocabulary. Match** each verb from the questions to a verb from the text, with the same meaning.

celebrate	mark
was happening	was taking place
organised	arranged

# A Special Occasion

## Answers, teaching notes and curriculum mapping

Look at these sentences from the video. What does the word **in bold** mean?

Being the 100<sup>th</sup> birthday boy does come with some **perks**.

“perks” means **something special / extras / bonuses / advantages**

Guess we can have half an hour’s **kip** now Dad

“kip” means **sleep / short sleep / nap**

**Discuss** with your group. What kind of words are “perks” and “kip”? **Share** your ideas with your teacher. **Encourage learners to identify grammar and vocabulary aspects – they are nouns, both are informal / slang words.**

- 2. Grammar. Find** three different **past** tenses in the text. **Underline** them. Check with your teacher. Write the sentences here:

There are simple past (**visited, travelled, arranged, didn’t stop, got, went, was, did...think?**), present perfect (**has made, have changed**), past continuous (**was taking place**) and present perfect continuous (**have been waiting**) tenses. There is also a simple past passive verb (**was powered**).

### Task E

**Plenary classroom activity instructions.** Your teacher will ask you for examples of instructions from this worksheet. **Make notes** here:

Plenary – instruction words. Elicit from learners:

“in pairs”, “ask”, “answer”, “tell”, “group”, “partner”, “watch”, “write”, “check”, “read”, “match”, “in bold”, “discuss”, “share”, “find”, “underline”, “make notes”.

Scribe e.g. for classroom display / identify verbs / speaking instructions / reading instructions / writing instructions

### Homework.

- Write a paragraph about Ray’s birthday trip. Write 3-5 sentences.  
**For learners who need scaffolding / support, encourage them to use the answers to the questions in Task B but to write full sentences.**
- Now write about a celebration in your life. Use three past tense verbs, two adjectives, one negative verb.  
**Assessment / marking in next class: use the criteria listed above (3 past tense verbs, etc.) as a checklist for self-evaluation / peer evaluation. Ask the learners to identify one sentence from their homework text to share with the class. Scribe onto whiteboard.**

### Curriculum mapping

This resource was written for ESOL learners and covers many aspects of the Adult ESOL curriculum. Please refer to the download page of this resource on [skillsworkshop.org](http://www.skillsworkshop.org) for a detailed list of ESOL links.

Adult ESOL curriculum <http://www.excellencegateway.org.uk/content/etf1194>

Many tasks (possibly not Task D2) are also suitable and very useful for Entry Functional Skills English (see pages 8-10). Source: *Subject content functional skills: English. DfE (Feb 2018)*, <https://www.gov.uk/government/publications/functional-skills-subject-content-english>

# A Special Occasion

## Answers, teaching notes and curriculum mapping

### 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). → or ← = not covered in detail in this resource but annotated to show progression across levels. *Content at each level subsumes and builds upon that at lower levels.* **Source:** *Subject content functional skills: English. DfE (Feb 2018), <https://www.gov.uk/government/publications/functional-skills-subject-content-english>*

### Speaking, Listening and Communicating content descriptors

‘Speaking, listening and communicating’ within Functional Skills 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.

**L1-2** Listen, understand and make relevant contributions to discussions with others in a range of contexts. Apply their understanding of language to adapt delivery and content to suit audience and purpose.

Entry Level 1 (E1)	Entry Level 2 (E2)	Entry Level 3 (E3)
E1.1 Say the names of the letters of the alphabet	E2.1 Identify and extract the main information and detail from short explanations ✓✓	E3.1 Identify and extract relevant information and detail in straightforward explanations ✓✓
E1.2 Identify and extract the main information from short statements and explanations ✓✓	E2.2 Make requests and ask clear questions appropriately in different contexts ✓✓	E3.2 Make requests and ask concise questions using appropriate language in different contexts ←
E1.3 Follow single-step instructions, asking for them to be repeated if necessary	E2.3 Respond appropriately to straightforward questions ✓✓	E3.3 Communicate information and opinions clearly on a range of topics
E1.4 Make requests and ask straightforward questions using appropriate terms and registers ✓✓	E2.4 Follow the gist of discussions	E3.4 Respond appropriately to questions on a range of straightforward topics ✓✓
E1.5 Respond to questions about specific information ✓✓	E2.5 Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics	E3.5 Follow and understand the main points of discussions
E1.6 Make clear statements about basic information and communicate feelings and opinions on straightforward topics	E2.6 Make appropriate contributions to simple group discussions with others about a straightforward topic	E3.6 Make relevant contributions to group discussions about straightforward topics
E1.7 Understand and participate in simple discussions or exchanges with another person about a straightforward topic		E3.7 Listen to and respond appropriately to other points of view, respecting conventions of turn-taking
<b>Scope of study should include:</b>		
simple narratives, information & instructions, and short statements, explanations, discussions, questions, exchanges.	short narratives and explanations and instructions, discussions and straightforward information and instructions. ✓	include straightforward narratives, accounts, explanations, discussions, instructions, information and descriptions.



# A Special Occasion

## Answers, teaching notes and curriculum mapping

Writing content descriptors		
<p>Writing' within Functional English qualifications is defined as the independent construction of written language to communicate in specific contexts. Text can be written on paper or electronically.</p> <p><b>Learning aims for writing</b></p> <p><b>E1,2 &amp; 3</b> Write straightforward texts and documents with clarity and effectiveness, and demonstrate a sound grasp of spelling, punctuation and grammar.</p> <p><b>L1-2</b> (i) Write texts of varying complexity, with accuracy, effectiveness, and correct spelling, punctuation and grammar (ii) Understand the situations when, and audiences for which, planning, drafting and using formal language are important, and when they are less important.</p>		
Entry Level 1 (E1)	Entry Level 2 (E2)	Entry Level 3 (E3)
<p><b>Spelling, punctuation &amp; grammar</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</b></p> <p>E1.16 Communicate information in words, phrases and simple sentences →</p>	<p><b>Spelling, punctuation &amp; grammar</b></p> <p>E2.13 Use basic punctuation correctly (e.g. full stops, capital letters, question and exclamation marks) ✓</p> <p>E2.14 Form regular plurals</p> <p>E2.15 Use the first and second letters to sequence words in alphabetical order</p> <p>2.16 Spell correctly words designated for E2 ✓</p> <p><b>Writing composition</b></p> <p>E2.17 Communicate information using words and phrases appropriate to audience and purpose ✓✓</p> <p>E2.18 Complete a form asking for personal information (e.g. first name, surname, address, postcode, age, date of birth)</p> <p>E2.19 Write in compound sentences, using common conjunctions (e.g. or, and, but) to connect clauses</p> <p>E2.20 Use adjectives and simple linking words in the appropriate way ✓</p>	<p><b>Spelling, punctuation &amp; grammar</b></p> <p>E3.13 Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas) ✓</p> <p>E3.14 Form irregular plurals</p> <p>E3.15 Use mostly correct grammar (e.g. subject-verb agreement, consistent use of tense, definite and indefinite articles) ✓✓</p> <p>E3.16 Use the first, second and third place letters to sequence words in alphabetical order</p> <p>E3.17 Spell correctly words designated for E3 ✓</p> <p><b>Writing composition</b></p> <p>3.18 Communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task) ✓✓</p> <p>E3.19 Write text of an appropriate level of detail and of appropriate length (including where this is specified) ✓✓</p> <p>E3.20 Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points</p> <p>E3.21 Write in compound sentences and paragraphs where appropriate</p> <p>E3.22 Use language appropriate for purpose and audience</p>
<p><b>Scope of study – learners should write texts that include:</b></p>		
<p>short simple texts such as messages and notes</p>	<p>short, straightforward texts such as letters, e-mails and simple narratives ✓</p>	<p>straightforward narratives, instructions, explanations and reports</p>

# A Special Occasion

## Answers, teaching notes and curriculum mapping

Reading content descriptors		
<p>'Reading' within Functional Skills English qualifications is defined as the independent understanding of written language in specific contexts. Can be demonstrated through the use of texts on screen or on paper.</p> <p><b>Learning aims for reading</b></p> <p><b>E1, 2 &amp; 3</b> 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.</p> <p><b>L1-2</b> Apply their understanding of language to adapt delivery and content to suit audience and purpose. Read a range of different text types confidently and fluently, applying their knowledge and understanding of texts to their own writing.</p>		
Entry Level 1 (E1)	Entry Level 2 (E2)	Entry Level 3 (E3)
<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>E2.7 Read correctly words designated for E2 ✓</p> <p>E2.8 Understand the main points in texts ✓✓</p> <p>E2.9 Understand organisational markers in short, straightforward texts ✓</p> <p>E2.10 Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell-checker) ✓</p> <p>E2.11 Read and understand sentences with more than one clause ✓</p> <p>E2.12 Use illustrations, images and captions to locate information</p>	<p>E3.8 Read correctly words designated for E3 ✓</p> <p>E3.9 Identify, understand and extract the main points and ideas in and from texts ✓</p> <p>E3.10 Identify different purposes of straightforward texts ✓</p> <p>E3.11 Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context; using knowledge of different word types) ✓</p> <p>E3.12 Understand organisational features and use them to locate relevant information (e.g. contents, index, menus, tabs and links) ←</p>
<p><b>Scope of study – learners should read texts that include:</b></p>		
<p>short simple texts that inform, describe, narrate.</p>	<p>short, straightforward texts that instruct, inform, describe and narrate ✓</p>	<p>straightforward texts that instruct, describe, narrate and explain</p>

Also covers many Adult literacy curriculum elements

<http://www.excellencegateway.org.uk/content/etf1286>