

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

## Sharing a problem

Read this text.



Dear Anne,

I am a 15 year old girl and I have a big problem. I am very fat. I feel shy and sad because I can't wear pretty clothes. When I feel sad I eat a lot of chocolate and sweets.

At school I do not want to do PE because I do not want to wear shorts. My mum writes me a note to say I can't do PE class.

I want to lose weight. What should I do?

Best wishes,

Mandy

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

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## General Questions

1. What type of text is it? .....

2. What's the problem? .....

.....

## More Detailed Questions

1. Who is writing the letter? .....

2. Who is the letter to? .....

3. How old is Mandy? .....

4. Why is she sad? .....

5. Why doesn't she do PE? .....

6. What does she want? .....

7. Do you think Mandy has a lot of friends? .....

.....

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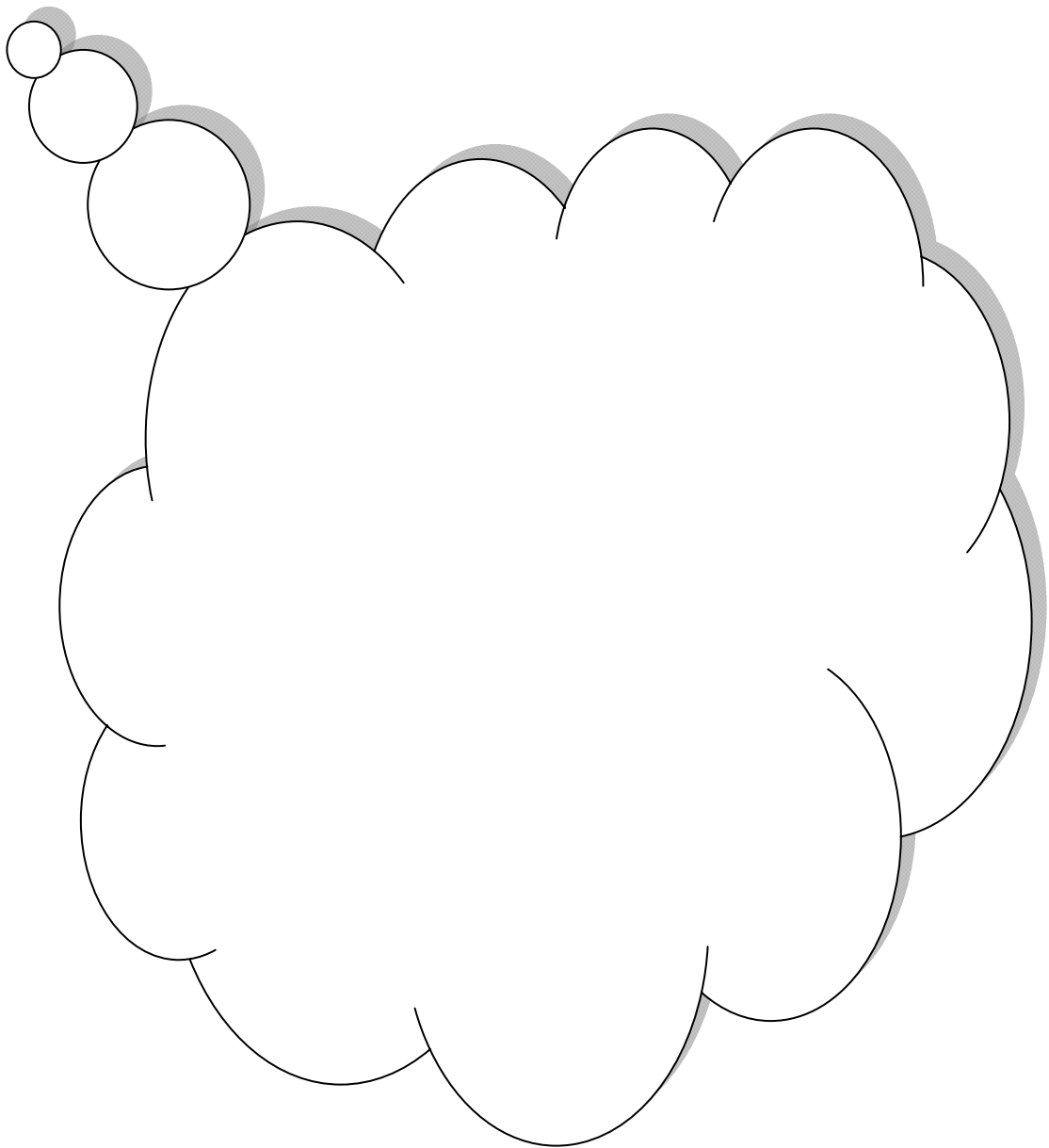
### Discussion

What do you think about Mandy's problem?

### Writing

Now write a letter to Mandy.

Write your ideas below.



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

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Write a rough copy here.

A large rectangular box with a thin black border, intended for writing a rough copy. It contains several horizontal lines for writing. The lines are spaced out, with a larger gap at the top right and bottom left corners, and a smaller gap in the middle left corner. The lines are evenly spaced and extend across most of the width of the box.

Use a blank sheet of paper for your final copy

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## Teaching notes

This resource is designed to be used in an embedded context such as healthy eating, or helping people with problems.

### Functional English criteria (relevant areas are highlighted)

Entry 2 Skill standard	Entry 2 Coverage and range Ofqual (2009), p7.
<b>Speaking, listening and communication</b> Participate in discussions/exchanges about familiar topics, making active contributions, with one or more people in familiar situations	<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> </ul>
<b>Reading</b> Read and understand straightforward texts that explain, inform or recount information	<ul style="list-style-type: none"> <li>Understand the main events in chronological texts</li> <li>Read and understand simple instructions and directions</li> <li>Read and understand high frequency words and words with common spelling patterns</li> <li>Use knowledge of alphabetical order to locate information</li> </ul>
<b>Writing</b> Write short texts with some awareness of the intended audience	<ul style="list-style-type: none"> <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>
Entry 1 Skill standard	Entry 1 Coverage and range Ofqual (2009), p9.
<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	<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> </ul>
<b>Reading</b> Read and understand short, simple texts that explain or recount information	<ul style="list-style-type: none"> <li>Read and understand simple regular words and sentences</li> <li>Understand short texts on familiar topics and experiences</li> </ul>
<b>Writing</b> Write short, simple sentences	<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>

### Reference

Ofqual (2009), *Functional Skills criteria for English: Entry 1, Entry 2, Entry 3, level 1 and level 2*.  
<http://www.ofqual.gov.uk/qualification-and-assessment-framework/89-articles/238-functional-skills-criteria>

**To obtain an editable Word version of this resource simply send a resource you would like to share to [maggie@skillsworkshop.org](mailto:maggie@skillsworkshop.org)**  
**THANK YOU**