

Leaving gift

Functional English writing task

Name _____ Date _____



Part 1

A colleague at work is retiring. You have been asked to organise a collection for a leaving gift, and to get people to sign a card.

Write an email to your workmates to let them know about this.

You should mention:

- who is retiring
- why you are sending the email
- how people can give money and by when
- how they can sign the card.

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Name _____ Date _____

Plan (5 minutes maximum)

Make a PACT to remember:

Purpose
Audience
Content
Tone

Now turn over.

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Name _____ Date _____

Rough draft (5 minutes maximum)

Write a draft below

A large grey rectangular area containing horizontal lines for writing a rough draft.

Check your work carefully. Use a dictionary if you need to.

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Name _____ Date _____

Final version (10 minutes)

Write your finished email below.

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www.argos.co.uk



Part 2

The collection for your colleague has raised £90.00. Using the Argos web site or catalogue, choose a suitable gift for them. (They enjoy gardening, DIY and they like gadgets).

Make a note of the gift here.

Send a follow on email to the same workmates letting them know.

You should include:

- thanks for their contributions
- how much was raised
- what gift you have chosen
- when the presentation will be made.

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Name _____ Date _____

Plan (5 minutes maximum)

Make a PACT to remember:

Purpose
Audience
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Tone

Now turn over.

Leaving gift

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Name _____ Date _____

Rough draft (5 minutes maximum)

Write a draft below

A large rectangular area with a light gray background, containing 20 horizontal lines for writing a draft.

Check your work carefully. Use a dictionary if you need to.

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Name _____ Date _____

Final version (10 minutes)

Write your finished email below.

Functional Skills English mapping

Coverage and range statements provide an indication of the type of content candidates are expected to apply in functional contexts. **Note that each level subsumes previous levels so do not ignore the skills in lower levels.**

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 2 Skill standard

Writing

Write short texts with some awareness of the intended audience

Entry 2 Coverage and range Ofqual (2009)

- Use written words and phrases to record and present information ✓
- Construct compound sentences using common conjunctions ✓
- Punctuate correctly, using upper and lower case, full stops and question marks ✓
- Spell correctly all high frequency words and words with common spelling patterns ✓

Entry 3 Skill standard

Writing

Write texts with some adaptation to the intended audience

Entry 3 Coverage and range Ofqual (2009)

- Plan, draft and organise writing ✓
- Sequence writing logically and clearly ✓
- Use basic grammar including appropriate verb-tense and subject-verb agreement ✓
- Check work for accuracy, including spelling ✓

Level 1 Skill standard

Writing

Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience

Level 1 Coverage and range Ofqual (2009)

- Write clearly and coherently, including an appropriate level of detail ✓
- Present information in a logical sequence ✓
- Use language, format and structure suitable for purpose and audience ✓
- Use correct grammar, including correct and consistent use of tense ✓
- Ensure written work includes generally accurate punctuation and spelling and that meaning is clear ✓



Skillsworkshop tips and extension ideas.

If you have further ideas please share them by leaving a comment on the download page for this resource at

www.skillsworkshop.org

Students will need previous experience and discussion about emails. As a group, look at example emails from newspapers, etc.

What information (and how much) should you include? What text features and layout could you use? Why? Will your email be formal or informal? What type of language?

Discuss use of paragraphs. Allow learners time to check and proofread their work – swapping work with a partner often works well.

This resource also covers many **adult literacy curriculum** <http://www.excellencegateway.org.uk/sflcurriculum> elements.