

Saint Patrick's Day

Name _____ Date _____

Source: <https://www.timeout.com/london/st-patricks-day-in-london>

Image : <https://londonist.com/london/things-to-do/st-patrick-s-day-events-parties-things-to-do-london>

Text A

← → ↻ 🏠 🔒 [timeout.com/london/st-patricks-day-in-london](https://www.timeout.com/london/st-patricks-day-in-london)

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St Patrick's Day in London

By Things To Do Editors and [Katie McCabe](#)



You don't have to go to Ireland to enjoy the party atmosphere of St Patrick's Day, there's plenty going on right here in London.



The Irish really know how to celebrate, so when it comes to St Patrick's Day in London the city's Irish community have no problem showing us how it's done. A day to celebrate the patron saint of Ireland, the occasion is always one big welcoming bash. Expect lots of dancing, hearty traditional dishes, a huge parade and as many pints as you can handle.

The official holiday lands annually on **March 17**, but this year the main London celebrations take place in Trafalgar Square on **March 13-17**.

At this year's three-day shindig, more than 50,000 revellers are expected to descend on [Trafalgar Square](#) for a lively parade of music and ceilidh dancing, plus plenty of [things to do with the kids](#), from an [Irish folk show](#) and [film festival](#) to Irish walking tours. Feeling peckish? Fill up on traditional grub from the Irish Street Food Market.

Heading 1

It's always March 17 but, in true Irish fashion, St Patrick's Day sessions usually run throughout Paddy's weekend.

Heading 2

The date marks the death of St Patrick, who travelled to Ireland in the fifth century to convince Irish pagans that Christianity is where it's at.

Do you associate Ireland with shamrocks? That's down to him too: the story goes that St Patrick used the three-leaved clover to describe the Holy Trinity to non-believers. Oh, and legend says he banished snakes from the country by chasing them into the sea.

Heading 3

[London's St Patrick's Day parade](#) lines the streets from Piccadilly to Trafalgar Square and cheers on a stream of leprechaun floats, traditional musicians and squads of Irish dancers. The main stage at Trafalgar Square will be surrounded by a street food market and a 'tea tent'. Basically, it's a big, rip-roaring one-day festival, only the pints are a shade of Gaelic green.

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A. Purpose and organisational features

1) The most likely place to find Text A is:

a	in a magazine.	<input type="checkbox"/>
b	on the internet.	<input type="checkbox"/>
c	in an email.	<input type="checkbox"/>
d	in a printed newspaper.	<input type="checkbox"/>

Tick (✓) the correct answer. (E3.12R, 1 mark)

2) List 2 organisational features that helped you decide on your answer to 1) above.

Explain why each feature has been used.

E3.12R(2), L1.14R(2), 4 marks

3) What is the **main** purpose of the text?

a	To inform you about St Patrick's Day events across the UK.	<input type="checkbox"/>
b	To describe the history of Saint Patrick.	<input type="checkbox"/>
c	To advertise various St Patrick's Day events in London.	<input type="checkbox"/>
d	To persuade you to visit Ireland on St Patrick's Day.	<input type="checkbox"/>

Tick (✓) the correct answer. (L1.16R, 1 mark)

4) Explain why some items in the text are underlined.

E3.12R, 1 mark

5) Three headings are missing in Text A. Write in the correct numbers below.

Heading ___ is	Where is the London St Patrick's Day Parade?
Heading ___ is	When is St Patrick's Day?
Heading ___ is	What is St Patrick's Day?

L1.14R, 2 marks

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B. Style and tone

1) Which two quotations from the text are examples of informal language?

a	the occasion is always one big welcoming bash	
b	legend says he banished snakes from the country	
c	the Irish really know how to celebrate	
d	to convince Irish pagans that Christianity is where it's at	

L1.16R, 2 marks

2) Which **two** words best describe the style of the text?

a	conversational	
b	technical	
c	informative	
d	instructive	

L2.19R, 2 marks

3) Explain why you chose the two answers to question 2) above.

L2.19R, 2 marks

4) Which word best describes the writer's tone?

a	impersonal	
b	chatty	
c	critical	
d	serious	

L2.19R, 1 mark

5) Provide **two** quotations from Text A that helped you decide on your answer to 4).

L2.19R, 2 marks

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C. Using punctuation

- 1) There is a punctuation error in the first paragraph of the text. (The one that starts with "You don't have ..."). Find the error and write a correct version of the paragraph.

(L1.18R, 2 marks)

- 2) **"The official holiday lands annually on March 17, but this year the main London celebrations take place in Trafalgar Square on March 13-17."**

The comma in the quotation above is separating:

items in a list	<input type="checkbox"/>	two clauses	<input type="checkbox"/>
unimportant information	<input type="checkbox"/>	two sentences	<input type="checkbox"/>

Tick one answer. (L1.18R, 1 mark)

- 3) There are three apostrophes in this sentence:
The Irish really know how to celebrate, so when it comes to St Patrick's Day in London the city's Irish community have no problem showing us how it's done.

Which apostrophe is representing a missing letter?

the first apostrophe	<input type="checkbox"/>	the second	<input type="checkbox"/>	the third	<input type="checkbox"/>
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Tick one answer. (L1.18R, 1 mark)

- 4) **That's down to him too: the story goes that St Patrick used the three-leaved clover to describe the Holy Trinity to non-believers.**

The colon in the sentence above is introducing:

a list	<input type="checkbox"/>	an explanation	<input type="checkbox"/>
a quotation	<input type="checkbox"/>	someone's words	<input type="checkbox"/>

Tick one answer. (L1.18R, 1 mark)

- 5) **It's always March 17 but, in true Irish fashion, St Patrick's Day sessions usually run throughout Paddy's weekend.**

The commas in the sentence above could be replaced with:

dashes	<input type="checkbox"/>	quotation marks	<input type="checkbox"/>
apostrophes	<input type="checkbox"/>	full stops	<input type="checkbox"/>

Tick one answer. (L1.18R, 1 mark)

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D. Using images

- 1) Give one reason why the image has been used in Text A.

(L1.15R, 1 mark)



- 2) What extra information does the image suggest to the reader? Suggest two points.

L1.15R, 2 marks

E. Facts, opinions and bias

- 1) Write an F (fact) or an O (opinion) next to each quotation from the text.

The Irish really know how to celebrate	<input type="checkbox"/>
The official holiday lands annually on March 17	<input type="checkbox"/>
the occasion is always one big welcoming bash	<input type="checkbox"/>

L1.11R, 3 marks

- 2) Find one more fact in the text.

L2.18R, 1 mark

- 3) Which of the following is an example of bias?

You don't have to go to Ireland to enjoy the party atmosphere	<input type="checkbox"/>
Do you associate Ireland with Shamrocks?	<input type="checkbox"/>
legend says he banished snakes from the country	<input type="checkbox"/>

L2.17R, 1 mark

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F. Language and textual features

- 1) In the text, find four **adjectives** that are used in a positive way.

E2.20W, L1.12R, 4 marks

- 2) **The parade lines the streets from Piccadilly to Trafalgar Square and cheers on a stream of leprechaun floats, traditional musicians and squads of Irish dancers.**

a. The text above includes an example of what language feature?

L1.12R, 1 mark

b. Explain the effect this feature has on the reader.

L2.14R, 1 mark

- 3) Draw lines to match each quotation to the most appropriate language feature.

You don't have to go to Ireland
a shade of Gaelic green
Feeling peckish?

rhetorical question
direct address
alliteration

L1.12R, 2 marks

- 4) **Name** one other language feature used in text, **give a quotation** from the text and **explain its effect** on the reader.

L1.12R (1), L2.14R (2), 3 marks.

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G. Alphabetical order, plurals and dictionaries

a) Put the words in the box into alphabetical order on the lines.

celebrate	ceilidh	century
community	country	clover

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

E3.16W, 2 marks

b) Change the following words to plurals.

Singular	Plural
country	
century	
leprechaun	
bash	
fifth	

E2.14W, E3.14W, 5 marks

c) Find the meaning of the word **banish** in a dictionary.

Write the meaning here and the page number of the dictionary.

E3.11R, 1 mark

d) Find the meaning of the word **ceilidh** in a dictionary.

Write the meaning here and the page number of the dictionary.

E3.11R, 1 mark

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H. Spelling

Do **not** look at the text or any other pages of this resource.

a. Listen to ten words and write them down.

Your teacher will say the word and use the word in a sentence.

Your teacher will then say the word again before you write it down.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

E2.16W, E3.17W, 10 marks

b. What do all the spellings have in common?

_____ (1 mark)

c. Use your answer to b. to help you check your spellings before handing them in.

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I. Detailed reading

a) Which statement is **not** true about the London St Patrick's Day parade?

A	It takes place on the streets, from Piccadilly to Trafalgar Square.	<input type="checkbox"/>
B	It only happens on March 17.	<input type="checkbox"/>
C	It includes dancing and music.	<input type="checkbox"/>
D	Food is available.	<input type="checkbox"/>

(L1.9R, 1 mark)

b) Find three details about St Patrick.

(L2.11R, 3 marks)

J. Working out word meanings

If you wish, you may use a dictionary, thesaurus or other reference materials for these questions.

a) 'stream of leprechaun floats' means that people dressed up as leprechauns are:

walking in the parade.	<input type="checkbox"/>	suspended from wires or ropes	<input type="checkbox"/>
floating in pools or rivers	<input type="checkbox"/>	carried along on the back of trucks	<input type="checkbox"/>

(E3.11R, L1.13R, 1 mark)

b) 'At this year's three-day shindig, more than 50,000 revellers are expected'

Which word would best replace the word **shindig** in the text?

feast	<input type="checkbox"/>	concert	<input type="checkbox"/>
funfair	<input type="checkbox"/>	party	<input type="checkbox"/>

(L1.13R, 1 mark)

c) Suggest a word or phrase to replace the word **revellers** in the text.

(L1.13R, 1 mark)

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Curriculum mapping, answers and teaching notes

Original Text Note the original online text really did have a punctuation error in paragraph 1. I've corrected it here so that tutors can use the entire text (including headings) for other tasks if they wish.

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When is St Patrick's Day?

It's always March 17 but, in true Irish fashion, St Patrick's Day sessions usually run throughout Paddy's weekend.

What is St Patrick's Day?

The date marks the death of St Patrick, who travelled to Ireland in the fifth century to convince Irish pagans that Christianity is where it's at.

Do you associate Ireland with shamrocks? That's down to him too: the story goes that St Patrick used the three-leaved clover to describe the Holy Trinity to non-believers. Oh, and legend says he banished snakes from the country by chasing them into the sea.

Where is the London St Patrick's Day Parade?

[London's St Patrick's Day parade](#) lines the streets from Piccadilly to Trafalgar Square and cheers on a stream of leprechaun floats, traditional musicians and squads of Irish dancers. The main stage at Trafalgar Square will be surrounded by a street food market and a 'tea tent'. Basically, it's a big, rip-roaring one-day festival, only the pints are a shade of Gaelic green.

St Patrick's Day

Curriculum mapping, answers and teaching notes

Background

I've been aware for many years that skillsworkshop had no St Patrick's Day resources so I wrote this in haste a few days before St Patrick's Day. Sadly, the London 2020 St Patrick's Day parade was later cancelled due to the Covid-19 outbreak. (I have removed some dates from the text so it can be used in future years – or indeed at any time of year!).

Aimed at Level 1 (L1) and Level 2 (L2) Reformed Functional Skills (FS) English learners but includes some Entry Level questions. There is no answer sheet – one *might* appear later for skillsworkshop contributors – but see below for general marking guidance. If you are stuck, please ask for help via Twitter @skillsworkshop <https://twitter.com/skillsworkshop> or Facebook <https://www.facebook.com/skillsworkshop.org/>.

Purpose

Some questions are deliberately challenging and slightly beyond the curriculum: I hope they prompt discussion. The resource is not intended to emulate formal exams. Unlike formal assessment papers, questions are arranged by curriculum area. Teachers can pick and choose the areas they want; the headings help learners focus on the relevant topic.

Learners do not necessarily need to work through every page. However, I do recommend that all learners attempt the spelling questions. Remember that each FS level subsumes lower levels so L1/L2 learners should be getting close to 100% in this check. I also recommend that the teacher thoroughly introduces the task, finding out what learners already know about St Patrick's Day and discussing any local events.

Levels

There is also no detailed mapping page – except for spelling. However, most questions include relevant content descriptors in a grey font, along with suggested marks. E.g. Question C1 on page 4: *L1.18R = Level 1 Reading descriptor 18: Use knowledge of punctuation to aid understanding of straightforward texts.*

For full details of the Reformed Functional Skills English content, please refer to:

<https://www.gov.uk/government/publications/functional-skills-subject-content-english>

An **editable Word version** of this resource is available, on a one to one exchange basis for your own resource contribution. If you wish to become a registered contributor, please contact Maggie using the site contact link. Thank you. 😊

Marking guidance

Marks (in grey) are suggestions only but do give learners an idea of the detail required in answers. Some questions are mapped to more than level – in these cases the number of marks you award may depend on the detail in the answer and/or the level of the learner.

A: Purpose and organisational features	E3/L1	9 marks
B: Style and tone	L1/L2	9 marks
C: Using punctuation	L1	6 marks
D: Using images	L1	3 marks
E: Facts, opinions and bias	L1/L2	5 marks
F: Language and textual features	E2/L1/L2	11 marks
G: Alphabetical order, plurals, dictionaries	E2/E3	9 marks
H: Spelling	E2/E3	11 marks
I: Detailed reading	L1/L2	4 marks
J: Working out word meanings	E3/L1	3 marks

Maximum possible marks = 70.

Suggested pass marks (if using for formal assessment): E3 14/70, L1 – 40/70, L2 – 55/70.

Spelling Task H (11 marks)

All words occur in the text and **include a set of double letters** (two sets in annually).

Teacher to say the word, say the word in the sentence and then say the word again.

Words are based on those in Entry Level 2/3 'Expectations for both spelling and reading':

<https://www.gov.uk/government/publications/functional-skills-subject-content-english> (pp26-31) and also listed on pages 13-14 of this resource.

1. **Travelled.** St Patrick travelled to Ireland.
2. **Occasion.** The occasion is always one big welcoming bash.
3. **Official.** The official holiday is on March 17th.
4. **Annually.** The official holiday lands annually on March 17th.
5. **Reveller.** More than 50, 000 revellers are expected.
6. **Sessions.** The sessions usually run throughout the weekend.
7. **Surrounded.** The main stage is surrounded by a food market.
8. **Basically.** Basically, it's a big rip-roaring one-day festival.
9. **Usually.** The sessions usually run throughout the weekend.
10. **Community.** The Irish community show us how it's done.

Remember that each FS level subsumes lower levels so L1/L2 learners should be getting close to 100% for spelling.

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Functional Skills Entry Level 2 – Expectations for both reading and spelling

The words have been chosen because they are common words that are not straightforward to spell.

Letters	Sound(s)	Letters	Sound(s)
letter, better	/t/	woman	/ʊ/
differ, different, difficult,	/f/	move, blue, blew, truly, fruit, group, through	/u:/
address, promise, city, circle, decide, notice, since, sentence, once, answer,	/s/	eight, eighteen, eighty, weigh, weight, daily, great, break, obey, straight	/ei/
sure, sugar, pressure, machine, special	/ʃ/	find, behind, quiet, quite, eye, height,	/ai/
whole	/h/	thought, caught, naughty, cause, always	/ɔ:/
arrive, carry	/r/	forward(s), forty, fourteen, quarter, therefore	/ɔ:/ or /ɔ:r/
add, address	/d/	perhaps, thirteen, thirty, surprise, year, early, heard, learn, earth	/ɜ:/ or /ɜ:r/
guard, guide	/g/	remember, grammar, calendar, surname, pressure, forward	/ə/ or /ɜ:r/
age, page, strange,	/dʒ/	half	/ɑ:/ or /æ/
breathe	/ð/	care, bear, bare,	/cə/ or /cɜ:/
position, possess, potatoes, cause	/z/	our, hour	/aʊə/ or /aʊr/
imagine	/n/	seven, decide, address, arrive, important, probably, woman, second, difficult	/ə/
mean, people, believe, complete, extreme, everything, everybody	/i:/	idea, material	/iə/
busy, business, minute, build, women, pretty	/ɪ/	six, next	/ks/
friend, anything	/e/	music, beautiful, computer	/ju:/
won, son, among, young, touch, double, trouble, country, something, month	/ʌ/	possible, example, animal	/əl/
watch, knowledge	/ɒ/		

In addition, Entry Level 2 students are expected to spell the words described below. Words in brackets are examples. Words and letters in bold are not examples; they are specific words or spellings that students are expected to both read and spell.

- words with prefixes where the root word remains unchanged (e.g., unsure, disappoint, mistake, return, subject, interact, supermarket, autograph) **[sur/round]**
- words with prefixes where in-, changes to il-, im-, ir-, before root words that begin with 'l', 'm', 'p', 'r' (e.g., illegal, immoral, impossible, irregular)
- words with suffixes where the root word remains unchanged (e.g., payment, witness, careful, careless, partly) **[basic(ally)]**
- words with suffixes where the last 'e' in a root word is dropped before adding a suffix beginning with a vowel (e.g., hoping, liked, safer)
- words with suffixes where a root word ends with a short vowel sound and a single consonant letter, and the single consonant letter at the end of the root word is doubled before adding a suffix beginning with a vowel or 'y' (e.g., chopped, winner, getting, sunny) **[reveller, travelled]**
- words with suffixes where 'y' at the end of the root word is changed to 'i' before adding a suffix beginning with a vowel (e.g., ladies, replied, happier, happiest), but not before '-ing' to avoid 'ii' (e.g., replying)
- Words with suffixes ending in '-tion' (e.g., mention, question, position, action)
- common words with letters corresponding to sounds that are often not pronounced (e.g., February, library, often, every, everything, interest, ordinary) **[usual(ly)]**
- the following homophones: **there, their, they're; here, hear; one, won; to, too, two.**

Words highlighted in yellow are used in spelling check (p8). Those in *[italic]* added by skillworkshop.org as further examples found in St Patrick's Day text.

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Curriculum mapping, answers and teaching notes

Functional Skills Entry Level 3 – Expectations for both reading and spelling

The words have been chosen because they build on Entry Level 2 by including more of the common words that are often misspelt.

Letters	Sound	Letters	Sound(s)
appear, opposite, apply	/p/	committee, achieve	/i:/
doubt, debt, attach, minute	/t/	average, equip, bargain	/ɪ/
scheme, occasion, according,	/k/	curiosity, qualify, qualification	/ɒ/
picture, actual	/tʃ/	island	/aɪ/
rough, tough, cough, enough	/f/	though, although,	/eʊ/
listen, fasten, whistle, criticise, receive, purpose, increase, recent, centre, exercise, medicine, experience	/s/	bought, brought, ought, therefore	/ɔ:/
especially, appreciate,	/f/	sugar, popular, particular, regular, centre	/ə/ or /ɜ:r/
guarantee	/g/	competition, correspond, determined, develop, frequently, explanation, dictionary, definite, thorough, borough, describe, experiment, purpose, opposite, suppose, famous, various, certain	/ə/
knowledge, college	/dʒ/	experience	/ɪe/
ease, criticise, position, cause	/z/	excellent	/ks/
measure, treasure, pleasure	/ʒ/	communicate, community, education	/ju:/
committee, bomb, thumb, crumb, climb, condemn, column, autumn	/m/	available	/eɪ/
knot, knee, knife, knowledge	/n/		

In addition, Entry Level 3 students are expected to spell the words described below. Words in brackets are examples. Words and letters in bold are not examples; they are specific words or spellings that students are expected to both read and spell.

- common words with the following suffixes or endings
 - ion (e.g., competition, discussion) **[session(s)]**
 - ian (e.g., electrician, politician)
 - cious, -tious (e.g., suspicious, cautious)
 - cial, -tial (e.g., artificial, essential) **[official(ly)]**
 - ation, -ant, -ance (e.g., observation, observant, observance)
 - ent, -ency (e.g., frequent, frequency)
 - able, -ably (e.g., comfortable, comfortably)
 - able, -ably, after 'ge' and 'ce', where 'e' is not dropped before adding the suffix (e.g., changeable, noticeably)
 - ible, '-ibly (e.g., possible, possibly)
- common words with hyphens to join a prefix to a root word, if the prefix ends in a vowel letter and the root word also begins with one (e.g., re-enter, co-operate)
- common words with letters representing sounds that are often not pronounced (e.g., desperate, separate, history, category, natural, business, favourite, government, environment) **[annual(ly)]**
- the following words that are homophones or near-homophones:

•who's, whose	•mail, male	•guessed, guest
•accept, except	•meat, meet	•led, lead
•berry, bury	•missed, mist	•past, passed
•brake, break	•peace, piece	•aloud, allowed
•fair, fare	•plain, plane	•desert, dessert
•groan, grown	•scene, seen	•steal, steel
•heel, he'll	•weather, whether	
•knot, not	•farther, father	

Source: Subject content functional skills: English. DfE (Feb 2018) <https://www.gov.uk/government/publications/functional-skills-subject-content-english>

Words highlighted in yellow are used in spelling check (p8). Those in *italics* added by skillworkshop.org as further examples found in St Patrick's Day text (I have used a best fit method – some could have been added to several categories).