

Text C: Entry Levels 1 & 2 – reading questions

 **Answer the questions about Text C.**

Text C is from a poster. You must use Text C to answer the questions.

1. Write your answer on the line below. (1)

On what day do we have a 2 minute silence?

2. Write your answer on the line below. (1)

Why do we have a 2 minute silence?

3. Put a tick in the correct box. (1)

The two minute silence is held every 11th year.

True	<input type="checkbox"/>	False	<input type="checkbox"/>
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4. Write your answer on the line below. (1)

What is the title of Text C?

5. Put a tick in the correct box. (1)

How many paragraphs are in Text C?

A	1 paragraph	<input type="checkbox"/>
B	2 paragraphs	<input type="checkbox"/>
C	3 paragraphs	<input type="checkbox"/>

How we remember – Entry Functional English tasks

Name _____ Date _____



Text C: Entry Levels 1 & 2 – spelling strategies

Entry Level 1

You are expected to know all these spellings from Text C.

at	day	end	every	first
held	hold	in	is	it
of	on	the	this	two
we	world	year		

Entry Level 2

You are **also** expected to know all these spellings from Text C.

hour	mark	minute	month	November
silence	war			

Work with a friend.

Cross out the spellings you know. Practise the rest, and test each other. Use whichever spelling strategies you like. Here are some ideas. ✎ Tick the strategies you used.

Spelling strategy	✓	Examples
Write the word down lots of times.		<i>month month month</i>
Use 'Look Say Cover Write Check'. (LSCWC)		Ask your teacher to explain this.
Spell out loud. Say the sounds or the letter names - whichever works for you.		T W O 'th' 'i' 's' m o n t h
Sound out letters in a funny way to help you remember		minUte tWo
Split words into syllables.		No/ vem / ber
Look for words within words.		minute year hour hold every first
Highlight the tricky bits.		world war
Make the word in plasticine or using scrabble letters, cards or magnets.		M I N U T E S I L E N C E

Text C: Entry Level 1 – spelling rules

Adding -ed to a verb to make the past tense. ¹

If the **root word** ends in two consonants (the same or different) you normally just add **-ed**.

Root word ² of a verb that ends in <u>two consonants</u>	Present tense what is happening now.	Past tense what has already happened.
call	Paul calls Ali on his mobile phone.	Paul called Ali on his mobile phone.
jump	Gideon jumps from the diving board.	Gideon jumped from the diving board.
want	Children always want new toys.	The children wanted new toys.

 Rewrite these sentences in the **past tense**. (2)

The silence lasts for two minutes.

It marks the end of the First World War.

 Write your own sentences using the **past tense** of the verb. (10)

buzz	
earn	
hunt	
laugh	
park	

Text C: Entry Level 1 – phonics and spelling check

The sound of -ed

Read and complete the tasks on page 3 before you start this page.

When you add -ed to make the past tense, it can make three different sounds.

jump + ed = jumped (sounds like a 't')

want + ed = wanted (sounds like 'id')

buzz + ed = buzzed (sounds like 'd')

Complete the table.

(8)

Verb	Past tense	-ed sounds like:		
		t	id	d
call	<i>called</i>			✓
blind				
fold				
harm				
mash				
print				
work				
start				
turn				

Spelling check

(5)

Do not look at Text C or your previous work during this task.

Fill in the gaps with words from Text C. The first letter of each word is written for you.

Armistice D _____ marks the end of the F _____ World War.

There is a t _____ minute silence. It is h _____ each y _____

on the 11th hour of the 11th d _____ of the 11th month.

Text C: Entry Levels 1-2 spelling checks

Do not look at Text C or your previous work during these tasks.

 **Spelling check 1**

E2

Fill in the gaps using words you remember from Text C.

(5)

The first letter of the word is written for you.

Armistice Day is on N _____ 11th.

The two m _____ s _____ takes place at the 11th

h _____ of the 11th day of the 11th m _____ .

 **Spelling check 2**

E2

Your teacher will read out two sentences.* Fill in the missing words.

(4)

The First World _____ in 1918.

Armistice Day is _____ in many places around the _____.

 **Spelling check 3**

E1-2

Write all the months of the year in order. Start with the first month of the year.

(14)

1	7
2	8
3	9
4	10
5	11
6	12

*See page 8

Text C: Entry Level 2 – compound sentences

You make a compound sentence by joining two simple sentences with a coordinating conjunction. Both parts of a compound sentence are equally important. There are 7 coordinating conjunctions. The most common ones are:

and

or

but

 How many simple sentences are in Text C? _____ (1)

 Use a coordinating conjunction to join the pairs of simple sentences.

Use each conjunction above once. Check that:


- you have used capital letters where you need to
- you have used full stops and questions marks correctly
- your compound sentence makes sense (you may have to make other changes).

 Armistice Day can fall on any day of the week. (4)

Remembrance Day is always on a Sunday.

Would you like a normal red poppy? Would you like a special 1918-2018 gold poppy? (4)

Volunteers sell poppies. Volunteers collect donations. (4)

 Rewrite paragraph 1 of Text C. Use one coordinating conjunction to join two of the sentences together. You may have to make other changes. (3)

Text C - Teaching notes

This resource was written in October 2018 and is based on the revised Functional Skills English content (2018)¹. This content will be used by awarding organisations from September 2019. The resource does not aim to reproduce formal assessment (no one knows what those will look like yet!) but to assist non-specialist English teachers with underpinning skills such as spelling, phonics, reading, and sentence structure.

This set of tasks is based on 'Text C', just one of a set of seven Armistice Centenary texts that are available on skillsworkshop.org in a separate PDF file. The seven texts cover all levels from Entry Level 1 through to Level 2.

In *this* resource, tasks are differentiated for Entry 1 and Entry 2, but are linked and designed so that one task builds upon another. E2 learners can also work through the E1 tasks. This provides useful revision, builds confidence, and familiarises them with the text and the expected spellings. Equally, E1 learners, at the teacher's discretion, will benefit from the challenge of the E2 exercises.

However, it is not necessary and may not even be desirable to use all the tasks. Teachers should use professional judgement, and pick and choose to suit their learners.

Transcript for Entry Level 1-2, spelling check 2 (dictation)

The First World War ended in 1918. Amistice Day is **marked** in many places around the **world**.

Brief teaching notes

Explain to learners that information is in shaded boxes (peach, if printed in colour) and they will need to read this information in order to complete the tasks. Tasks requiring a written answer are indicated with a pencil.

Page 1 states "You must use Text C...". Explain to learners that they must find the answers in the text – not by using their general knowledge as this may result in the wrong answer. E.g. giving "Poppy Day" as an answer to Q1 is not acceptable. In addition to comprehension questions, this page provides a gentle introduction to text organisation and assumes previous knowledge of paragraphs and titles so you may want to go over this beforehand. It also provides practice with reading and following simple instructions.

Page 2 – you will probably want to discuss / explain various spelling strategies, especially LSCWC. Students could work alone but, depending on group, this task works better in pairs.

Pages 3-4 -ed past tense – these tasks are built around the E1 spelling guidance that learners should know how to spell past tense verbs where no change is made to the root. Note that the DfE guidance¹ also mentions two syllable verb roots such as 'open' but I have purposely restricted these tasks to single syllable roots ending in two consonants.

Page 5 – spelling checks 1 and 2 focus on the words students will have practised by carrying out the task on page 2. Spelling check 3 covers spelling (and sequencing) the months of the year so you may want to practise this in advance.

Page 6 – stress that marks here are awarded not only for using the correct conjunction but also for general sense, and the correct use of capital letters, full stops and question marks. I have opted for this approach due to the increased emphasis (50-70% marks) on SPaG at Entry Level in the new Functional Skills content¹.

Marking (if using for formal assessment) <i>Full guidance on how to mark will be given in the document mentioned below.</i>			
Page	Entry 1	Entry 2	E1&E2
1	5	5	5
3	12	-	12
4	13	-	13
5	14	23	23
6	-	16	16
Total	44	44	69

PLEASE NOTE: an editable Word version of this document is available, on a one to one exchange basis for your own resource contribution.

Answer sheets, marking guidance and detailed Functional Skills mapping will also be available (for resource contributors only) from mid November 2018. If you wish to become a registered contributor, please contact Maggie using the site contact link. Thank you. 😊

¹ Subject content functional skills: English. DfE (Feb 2018) <https://www.gov.uk/government/publications/functional-skills-subject-content-english>

² 'Entry Level 1 students are expected to read and spell words which have -ed for the past tense, when the root word remains unchanged (e.g. wanted, jumped, opened).'

² The root word of a verb is also known as its infinitive.