

How we remember – Entry Functional English tasks

Name _____ Date _____



Text A: Entry Levels 1 & 2 – reading questions

 Answer the questions about Text A.

1. Write your answer on the line below.

E1(1)

What is Text A?

2. Write your answer on the line below.

E2(1)

What event is happening on October 11th 2018?

3. Write your answer on the line below.

E1(1)

On what day of the week is the event?

4. Put a tick in the correct box.

E2(1)

The event is being held in:

A	a cathedral	<input type="checkbox"/>
B	a field	<input type="checkbox"/>

5. Write your answer on the line below.

E1(1)

You put the postcode in your sat nav. What is the postcode?

6. Write your answer on the line below.

E2(1)

How much does it cost to go to the event?

Text A: Entry Level 3 – reading questions

 **Answer the questions about Text A.**

7. Put a tick in the correct box.

E3(1)

The main purpose of Text A is to:

A	remember the centenary of the Armistice.	
B	sell an event.	
C	provide information and evidence.	

8. Put a tick in the correct box.

E3(1)

You must get to the event by exactly 8pm.

True		False	
-------------	--	--------------	--

9. Write your answers on the lines below.

E3(2)

Name two presentation features which help to clearly convey the information.

10. Write your answer on the line below.

E3(1)

Use a dictionary to find the meaning of the word **canon** as it is used in Text A.

11. Write your answer on the line below.

Find a noun in Text A that means 100th anniversary. _____ E3(1)

12. Write your answer in the box. You can use a dictionary if you wish.

E3(1)

Find a replacement word for the adjective below

superb	
--------	--

13. Write your answer on the line below.

E3(1)

In your own words explain what the word **window** means in Text A.

How we remember – Entry Functional English tasks

Name _____ Date _____



Text A: Entry Levels 1, 2 & 3 – spelling strategies

Entry Level 1

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

a	Thursday	your	for	the
and	there	time(d)	free	entry
display	ticket(s)	sound	light	poppy
at	church	of	from	window

Entry Level 2

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


field	marking	minute	strict	dean	October
-------	---------	--------	--------	------	---------

Entry Level 3

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

admission	cathedral	allocated	centenary	superb
-----------	-----------	-----------	-----------	--------

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>field field field field field</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 H E R E c h u r c h m o n t h
Sound out letters in a funny way to help you remember		centEnary fi e ld
Split words into syllables.		cen / ten / a / ry
Look for words within words.		display superb allocated
Highlight the tricky bits.		Th <u>u</u> r <u>s</u> day <u>fi</u> eld <u>al</u> located
Make the word in plasticine or using scrabble letters, cards or magnets.		M I N U T E S T R I C T

Text A: Entry Level 2 – spelling rules

Making plurals.

Plural means **more than one**. The opposite word to plural is **singular**.
The normal way to make a plural is to add **-s** or **-es** to the end of the singular word.

Adding -s to make a plural

This is the most common way to make a plural.

cathedral + s = cathedrals

sound + s = sounds

field + s = fields

window + s = windows

Adding -es to make a plural

You add **-es** to words ending in hissing sound¹ (-s -ss -ch -sh -x).

church + es = churches


dish + es = dishes

patch + es = patches

dress + es = dresses

fox + es = foxes

bus + es = buses

 **Rewrite each sentence.** Make the underlined nouns plural. You will need to make other changes so that the sentence still makes sense. One has been done for you.

I donated a box of food and a bag of household items.

I donated **two boxes** of food and a **couple of bags** of household items.

I bought a ticket for the Armistice centenary event.

E2(3)

The rockpool on the beach in Devon was wonderful.

E2(3)

Could I have a glass of water, a sandwich and a cupcake please?

E2(4)

Chris bought a new nail varnish and a bottle of shampoo.

E2(3)

Text A: Entry Level 3 – spelling rules

Making plurals.

Plurals of words ending in a single -f or -fe

Usually, you change the **f** or **fe** to a **v** and then add **es**.

~~leaf~~ + **v** + **es** = **leaves** ~~knife~~ + **v** + **es** = **knives**

~~calf~~ + **v** + **es** = **calves** ~~thief~~ + **v** + **es** = **thieves**

Not all words follow the rules and some words have two possible plurals!

Exceptions include:

roof – roofs

proof – proofs

chief - chiefs

hoof – hoofs or hooves **scarf – scarfs or scarves** **wharf – wharfs or wharves**

If a word **ends in ff** just add an **s**.

cuff + s = cuffs



Write your own sentences using the **plural** of the noun.

(12)

shelf	
loaf	
cliff	
roof	
wife	
scarf	

Text A: Entry Levels 1-3 spelling checks

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

 **Spelling check 1**

E1

Your teacher will read out two sentences. *

Fill in the missing words.

(6)

I bought a _____ from the volunteer outside the _____.

The _____ and _____ is on _____.

 **Spelling check 2**

E1

Write all the days of the week in order. Start with the first day of the working week.

(9)

1	5
2	6
3	7
4	

 **Spelling check 3**

E2

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

(4)

There is a _____ 15 _____ window.

In _____ the _____ are ready to plough.

 **Spelling check 4**

E3

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

(4)

The _____ event in the _____ is _____.

You can find your _____ entry time on the ticket.

*See page 8


Text A: Entry Level 3 – writing skills

Format and structure


At Entry Level 3 you are expected to communicate information clearly and logically. This means you must use **appropriate format** and **structure** when writing. For example:

Letters have a basic structure with the address and date at the top, a greeting, the main content arranged in paragraphs, a closing phrase and a name and/or signature.

Reports are arranged in sections and use headings and subheadings that are often in a bold or enlarged font. They may also use bullet points to clarify key information and graphs or charts to support the facts in the text.

 **Use arrows to label and explain the formatting and structure used in Text A.** (8)
One arrow has been done for you. Add at least 3 more arrows.

Poppy Field Thursday, 11 October 2018 Christ Church Cathedral Free Admission - £0.00 CRM: I-ZH54-ABWL Order ID: 40-KD-EC45	The Dean and Canons of Christ Church Poppy Field A superb sound and light display marking the centenary of the Armistice Thursday, 11 October 2018 at: Christ Church Cathedral St Aldate's Oxford OX1 1DP	Timed Entry: 8:00 PM <i>There is a strict 15 minute window for admission from your allocated entry time.</i>
	Free Admission - £0.00	TO TICKETS OXFORD 01865 305305 www.ticketsoxford.com

 Capital letters are used to make the name of the ticket company stand out.

Text A - Teaching notes

This resource was written in October 2018 and is based on the revised Functional Skills English content (2018)². 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, reading, writing skills and sentence structure.

This set of tasks are based on 'Text A', just one of seven 'How we Remember' Armistice Centenary texts available on skillsworkshop.org in a separate PDF. The 7 texts cover Entry Level 1 (E1) to Level 2.

In *this* resource, tasks are differentiated for E1, Entry Level 2 (E2) and Entry Level 3 (E3), but are designed so that one task builds upon another. For example, 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. Most E3 exercises are on separate pages, giving you the option of using them alone. E1, E2 & E3 dictated spelling tasks are all on page 5 because many learners will benefit from revising the expected spellings from lower levels.

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.

Transcripts for dictation tasks (p6)

E1: I bought a **poppy** from the volunteer outside the **church**. The **sound** and **light display** is on **Thursday**.

E2: There is a **strict 15 minute** window. In **October** the **fields** are ready to plough.

E3: The **centenary** event in the **cathedral** is **superb**. You can find your **allocated** entry time on the ticket.

Brief teaching notes

Explain to learners that information is in shaded boxes (peach, if printed in colour) and that 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 is a mix of E1 and E2 questions. In addition to comprehension questions, it also provides practice with reading and following simple instructions.

Page 2 – this introduces purpose of text, vocabulary and dictionary work (synonyms, although this term is not used), presentation features (see also p7 – where such features are referred to as **format** – it is not 100% clear in the new content² how these terms are defined). Check that learners understand the terms **convey** and **noun** ('noun' also occurs in the 'plurals' tasks on pp4-5).

Page 3 – 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 4 & 5 covers regular and irregular plurals. The former are expected at E2. Other regular (predictable) spelling rules (such as donkey - donkeys, and but jelly- jellies) will be covered separately in a future resource. Irregular plurals (p5) are expected at E3. Both pages also include marks for correct sentence structure and grammar (e.g. subject-verb agreement). I have opted for this approach due to the increased emphasis (50-70% marks) on SPaG at Entry Level in the revised Functional Skills content.²

Page 6 – spelling checks 1,3 and 4 focus on the words students will have practised by carrying out the task on page 2. Spelling check 2 covers spelling (and sequencing) the days of the week so you may want to practise this in advance.

Page 7 – a gentle introduction to the effects of formatting and structure. Ask learners what the ticket would look like if there was no formatting or structure (i.e. a solid block of plain text in a single size in a single font in a single colour, etc.). Point out there is only one complete sentence on the ticket. A nice writing extension task would be to ask learners to make their own tickets to an event of their choice.

Marking (if using for formal assessment)
Full guidance on how to mark will be given in the document mentioned below.

Page	E1	E2	E1&2	E3	E12&3
1	3	3	6	-	6
2	-	-	-	8	8
4	-	13	13	-	13
5	-	-	-	12	12
6	15	4	19	4	23
7	-	-	-	8	8
Total	18	20	38	32	70

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. 😊

- Words ending in z are omitted as they are rare and don't always follow the rules (e.g. fez-fezes and buzz-buzzes but quiz-quizzes)
- Subject content functional skills: English. DfE (Feb 2018) <https://www.gov.uk/government/publications/functional-skills-subject-content-english>