

**Text B: Entry Level 2 – reading questions**

 **Answer the questions about Text B.**

**1. Write your answer on the line below.**

E2(1)

Where would you find Text B?

<b>A</b>	in a magazine	
<b>B</b>	in a shop window	
<b>C</b>	on the internet	

**2. Write your answer on the line below.**

E2(1)

On what date did World War 1 finish?

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**3. Write your answer on the line below.**

E2(1)

How does the Royal British Legion make money?

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**4. Put a tick  in the correct box.**

E2(1)

Remembrance Sunday is always on November 11th.

<b>True</b>	<input type="checkbox"/>	<b>False</b>	<input type="checkbox"/>
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**5. Put a tick  in the correct box.**

E2(1)

How many people sell poppies?

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**6. Write your answer on the line below.**

E2(2)

What does the Royal British Legion do with the money it makes?

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# How we remember – Entry Functional English tasks

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



## Text B: Entry Level 3 – reading questions

 Answer the questions about Text B.

7. Put a tick  in the correct box.

E3(1)

The main purpose of Text B is to:

<b>A</b>	give you information.	
<b>B</b>	sell you a poppy.	
<b>C</b>	tell you a story.	

8. Write your answers on the lines below.

E3(4)

List four features of Text B that tell you it is from a web site.

\_\_\_\_\_

\_\_\_\_\_

9. Put a tick  in the correct box.

E3(1)

The web site has more than one page.

<b>True</b>	<input type="checkbox"/>	<b>False</b>	<input type="checkbox"/>
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10. Write your answer on the line below.

E3(1)

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

\_\_\_\_\_

11. Write your answer on the line below.

Find a verb in Text B that means **to work for no payment**. \_\_\_\_\_ 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

customary	<input type="text"/>
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# How we remember – Entry Functional English tasks

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



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

### Entry Level 2

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


<b>Entry Level 1</b> <i>all one and two letter words in the text. E.g in, we, as, to, do.</i>							
every	more	than	falls	became	two	how	the
holding	Sunday	held	their	them	fund(s)	this	and
help(s)	member(s)	armed	time	same	that	year(s)	day
poppy	paper	end	world	sell	came	British	contact
<b>Entry Level 2</b>							
remember	November	war	since	minute	silence	people	donate
service(s)	always	royal	charity	force(s)	families	raise	

### Entry Level 3

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

remembrance	customary	legion	veteran	volunteer
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### 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>Charity charity charity charity</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.		<b>PEOPLE ROYAL them</b>
Sound out letters in a funny way to help you remember		<b>vetEran peOple</b>
Split words into syllables.		No / vem / ber
Look for words within words.		custo <b>M</b> ary <b>veteran</b>
Highlight the tricky bits.		volunte <u>er</u> legi <u>o</u> n
Make the word in plasticine or using scrabble letters, cards or magnets.		<b>E V E R Y R E M E M B R A N C E</b>

**Text B: Entry Levels 2-3 plurals and sentence structure**

**Making plurals of words that end in a y.**

Plural means **more than one**. The opposite word to plural is **singular**.

**Words that end in vowel-y**

Just add -s

**day** + s = days

**donkey** + s = donkeys

**tray** + s = trays


**trolley** + s = trolleys

**Words that end in consonant-y**

Change the y to an i and then add -es

**charity** + i + es = charities

**family** + i + es = families

 **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 read my son a story before he went to sleep.

I read my son a **couple of stories** before he went to sleep.

I bought a poppy from the volunteer standing outside the supermarket. E2(2)

\_\_\_\_\_

The chimney of the Victorian house needed repairing. E2(2)

\_\_\_\_\_

A turkey and a pony escaped from the farmyard. E2(3)

\_\_\_\_\_

What's your favourite city? E2(2)


\_\_\_\_\_

Could you get me a pasty and a Danish pastry from the shop please? E2(3)

\_\_\_\_\_

**Text B: Entry Levels 2-3 plurals and sentence structure**

**Making plurals of words that end in a y (continued)**

 Write your own simple sentences using the **plural** of both nouns. E2(12)

jelly raspberry	The <b>jellies</b> had <b>raspberries</b> in them.
army journey	
peony * daisy	
toy factory	

\*a type of flower

Write compound sentences that include the **plural** of both nouns. E3(12)

Underline the coordinating conjunction. You can use and or but so or yet

greenfly lily	There were <b>greenflies</b> all over the <b>lilies</b> <u>so</u> I threw them out.
memory baby	
pastry tray	
essay story	

**Text B: Entry Levels 1-3 spelling checks**

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

 **Spelling check 1**

E2

Your teacher will read out two sentences. \*

Write in the missing words.

(7)

Many \_\_\_\_\_ money to the \_\_\_\_\_ .

The money \_\_\_\_\_ helps support the armed \_\_\_\_\_ and

\_\_\_\_\_ .

 **Spelling check 2**

E2(14)

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

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

 **Spelling check 3**

E3(6)

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

It is \_\_\_\_\_ to wear a poppy on \_\_\_\_\_ Sunday.

Poppies are sold by \_\_\_\_\_ for the \_\_\_\_\_ British


\_\_\_\_\_ .

\*See page 8

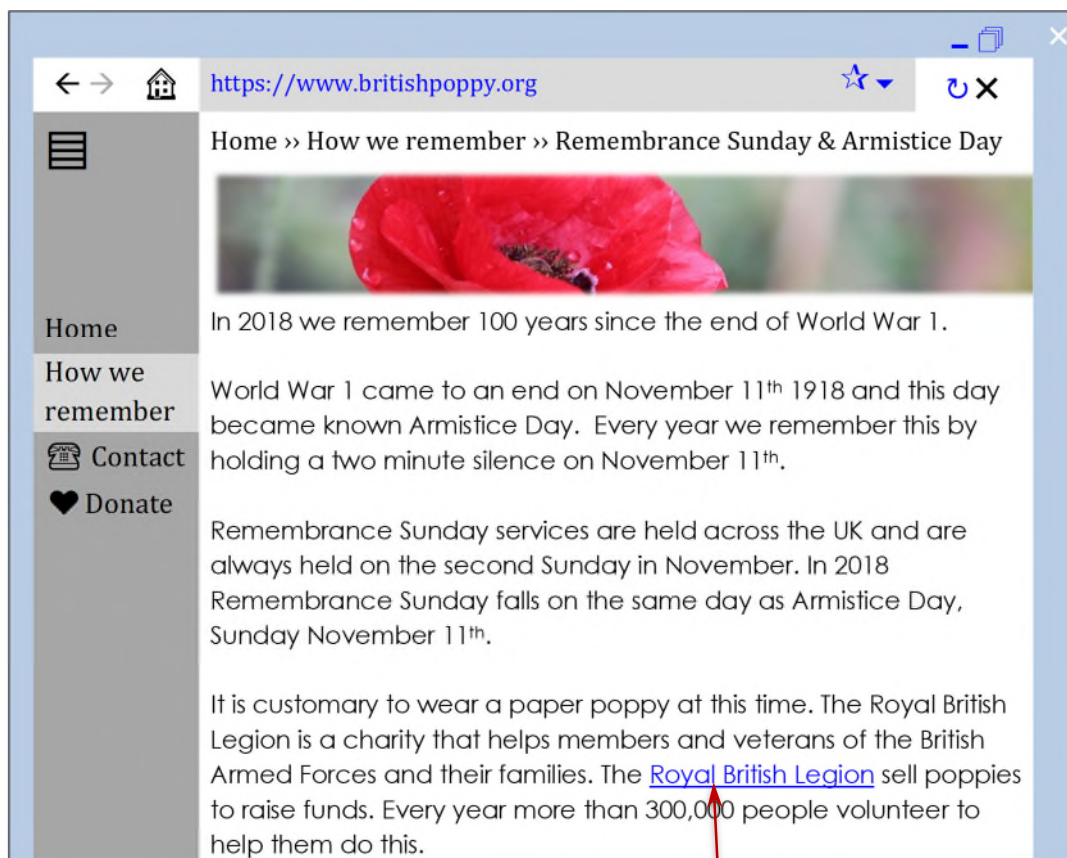
## Text B: Entry Level 3 – reading skills

### Organisational features of texts


At Entry Level 3 you are expected to recognise **organisational features** and use them to locate relevant information. For example: to find specific information in a book you might use the contents page or an index.

 **Use arrows to label the types of organisational features in Text A and the information they help you locate.** E3(8)

One arrow has been done for you. Add at least 3 more arrows.



Home » How we remember » Remembrance Sunday & Armistice Day



In 2018 we remember 100 years since the end of World War 1.

World War 1 came to an end on November 11<sup>th</sup> 1918 and this day became known Armistice Day. Every year we remember this by holding a two minute silence on November 11<sup>th</sup>.

Remembrance Sunday services are held across the UK and are always held on the second Sunday in November. In 2018 Remembrance Sunday falls on the same day as Armistice Day, Sunday November 11<sup>th</sup>.

It is customary to wear a paper poppy at this time. The Royal British Legion is a charity that helps members and veterans of the British Armed Forces and their families. The [Royal British Legion](#) sell poppies to raise funds. Every year more than 300,000 people volunteer to help them do this.

Hyperlink leads to more information about the Royal British Legion.

# How we remember – Entry Functional English tasks

## Text B - Teaching notes

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

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

In *this* resource, tasks are differentiated for Entry Level 2 (E2) and Entry Level 3 (E3) but designed so that one task builds upon another. For example, E3 learners can also work through the E2 tasks. This builds confidence, provides useful revision, and familiarises them with the text and the expected spellings. Equally, E1 learners, at the teacher's discretion, may benefit from the challenge of the E2 tasks. Most E2 and E3 exercises are on separate pages, giving you the option of using them alone. E2 & E3 dictated spelling tasks are all on p6 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)

E2: Many **people donate** money to the **charity**. The money **raised** helps support the armed **forces** and **their families**. *Note that 'their' and 'there' and 'they're' appear in the E1 spelling list but understanding their use as homophones is, somewhat bizarrely, not expected until E2.*

E3: It is **customary** to wear a poppy on **Remembrance** Sunday. Poppies are sold by **volunteers** for the **Royal British Legion**. *(The extra mark is for correct capitalisation of 'royal' and 'legion').*

### 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 set of E2 questions. In addition to comprehension questions, it also provides practice with reading and following simple instructions.

**Page 2** – these E3 questions introduce purpose and features of text, vocabulary and dictionary work (synonyms, although this term is not used). It is not clear in the new E3 content exactly where features of text are introduced. It is also unclear whether they are considered to be part of reading (organisational features) or writing skills (use appropriate format and structure). Check that learners understand the terms **verb** and **adjective** ('noun' occurs on pages 4-5 so you may want to discuss this term too).

**Page 3** – you will probably want to discuss / explain various spelling strategies, especially LSCWC. Students could work alone but, depending on the group, this task generally works better in pairs.

**Pages 4 & 5** covers regular (predictable) plurals and builds on the plural work covered in the How We Remember Text A tasks (adding -s and -es). The only exception to the rule is the obscure plural of money (monies not moneys) so I consider these spellings to be E2 (regular) rather than E3 (irregular). In addition to plurals, these pages also cover sentence structure. Although compound sentences are introduced at E2, combining them with the plurals increases the challenge so I have mapped the second set of tasks on p5 to E3. All sentences on p4-5 award 1 mark for each correct plural and 1 or 2 extra marks if the sentence is perfect (i.e. punctuation, grammar, sense, uses a coordinating conjunction, etc.). I have opted for this approach due to the increased emphasis (50-70% marks) on SPaG at Entry Level in the revised FS content.<sup>1</sup>

**Page 6** (see above for transcripts) - spelling checks 1 and 3 focus on the words students will have practised by carrying out the task on page 3. Spelling check 2 covers spelling (and sequencing) the months of the year so you may want to practise these spellings in advance. This is a repeat of the task previously used in How We Remember Text A exercises but I make no excuse for the repetition! The extra 2 marks are for perfect sequencing.

**Page 7** – a gentle introduction to organisational features. Ask learners what the web site would look like if there were no such features and how it would behave/operate (it would be non-functional!). Widen the discussion to other organisational features in traditional paper-based texts. The extra 2 marks are for learners that add and describe a fourth feature.

Page	E2	E3	E2&3
1	7	-	7
2	-	9	9
4	12	-	12
5	12	12	24
6	21	6	27
7	-	8	8
<b>Total</b>	<b>52</b>	<b>35</b>	<b>87</b>

**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 late 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>