

# How we remember – Functional English tasks

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



## Text D: Entry Level 3 – reading questions

 Answer the questions about Text D.

Questions 1-4. Write your answers on the line below each question.

1. In which town are the events happening? E3(1)

\_\_\_\_\_

2. Which organisation produced Text D? E3(1)

\_\_\_\_\_

3. Which event is raising money for the Royal British Legion? E3(1)

\_\_\_\_\_

4. On which day are the most events happening? E3(1)

\_\_\_\_\_

5. Complete the missing information in the table below. E3(12)

| Event                                      | Place                          | When                                  | Time                    |
|--|--------------------------------|---------------------------------------|-------------------------|
| Exhibition -<br>Role of the<br>Indian Army |                                |                                       | Museum<br>opening hours |
|  |                                | Saturday 10 <sup>th</sup><br>November | 2.00pm                  |
| Concert                                    |                                |                                       |                         |
|  | Guildhall to St Helen's Church | Sunday 11 <sup>th</sup> Nov           |                         |
|  |                                |                                       | 7.00pm                  |

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## Text D: Level 1 – reading questions

Answer the questions on page 1 before you start this page.

Questions 1-3. Put a tick  in the correct box.

1. The events in the completed table on page 1 are arranged: L1(1)

|                |                          |                            |                          |                                   |                          |
|----------------|--------------------------|----------------------------|--------------------------|-----------------------------------|--------------------------|
| alphabetically | <input type="checkbox"/> | chronologically<br>by date | <input type="checkbox"/> | chronologically<br>by time of day | <input type="checkbox"/> |
|----------------|--------------------------|----------------------------|--------------------------|-----------------------------------|--------------------------|

2. The main purpose of the text is to: L1(1)

|          |   |                          |
|----------|---|--------------------------|
| <b>A</b> | inform the reader about armistice centenary events. | <input type="checkbox"/> |
| <b>B</b> | persuade the reader to visit Abingdon-on-Thames.    | <input type="checkbox"/> |
| <b>C</b> | describe the exhibitions in the museum.             | <input type="checkbox"/> |

3. The phrase ‘those who did not return’ is a: L1(1)

|        |                          |          |                          |           |                          |
|--------|--------------------------|----------|--------------------------|-----------|--------------------------|
| simile | <input type="checkbox"/> | metaphor | <input type="checkbox"/> | euphemism | <input type="checkbox"/> |
|--------|--------------------------|----------|--------------------------|-----------|--------------------------|

Questions 4-8. Write your answers on the line below each question.

4. What unusual event takes place in the Market Place? L1(1)

\_\_\_\_\_

5. Explain the phrase ‘retiring collection’. L1(1)

\_\_\_\_\_

6. Describe the intended audience of Text D. L1(1)

\_\_\_\_\_

7. Use a dictionary to find the meaning of the word **conscript**. L1(1)

\_\_\_\_\_

8. Find a noun in Text D that means **biased information**. \_\_\_\_\_ L1(1)

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## Text D: E3-L1 spelling strategies

### Entry Level 3

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

**Entry Levels 1 & 2** All these types of words in Text D (unless listed in the E3 or L1 tables below):

- one-to-four-letter words e.g. by, in, war, free, year.
- one- and two-syllable words e.g. final, first, world, display, thrown, royal.
- words where the final -e of the root is dropped before adding a vowel suffix e.g. retiring
- compound words (made by joining two words) e.g. anyone, showcase, wartime.
- months of the year and days of the week.

### Entry Level 3


|              |         |           |             |             |             |
|--------------|---------|-----------|-------------|-------------|-------------|
| please       | Indian  | crowd     | historian   | traditional | procession  |
| conscription | appeal  | enquiries | organise(d) | assembled   | remembrance |
| county       | concert | explore   | collection  | exhibition  | fought      |

### Level 1

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

| Level 1   |         |            |           |               |
|-----------|---------|------------|-----------|---------------|
| guildhall | council | imagery    | centenary | commemorate   |
| legion    | honour  | propaganda | armistice | commemoration |

### Work with a friend.

Read Text D and 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.                                       |   | concert concert concert   |
| Use 'Look Say Cover Write Check'. (LSCWC)                                |   | Ask your teacher to explain this.                                   |
| Look for words with similar spellings and learn them in groups.          |   | trad <u>ition</u> exhib <u>ition</u>                                |
| Sound out letters in a funny way to help you remember                    |   | prop <b>A</b> ganda Indian  |
| Split words into syllables.  |   | com / mem / or / a / tion   |
| Look for words within words.   |   | <b>crowd</b> <b>imagery</b> <b>honour</b>                           |
| Highlight the tricky bits.   |   | <u>h</u> on <u>o</u> ur leg <u>i</u> on g <u>u</u> ild <u>h</u> all |
| Make the word in plasticine or using scrabble letters, cards or magnets. |   | C O U N C I L      F O U G H T                                      |

**Text D: Entry Level 3 spelling. Root words and suffixes.**

**Glossary**

|                  |  |
|------------------|--|
| <b>noun</b>      | a naming word. Nouns can name <ul style="list-style-type: none"><li>• things you can see or touch (car, John, station, television, politician)</li><li>• places or areas (England, Liverpool, Station Road, Sussex)</li><li>• feelings or ideas (hunger, anger, wealth, racism, kindness).</li></ul> |
| <b>prefix</b>    | a letter or group of letters added to the beginning of a word that changes the meaning of the word.  |
| <b>root word</b> | the main part of a word with no prefixes or suffixes attached.   |
| <b>suffix</b>    | a letter or group of letters added to the end of a word that changes the meaning or the grammatical sense of the word.   |
| <b>verb</b>      | a doing word. Verbs can describe <ul style="list-style-type: none"><li>• actions (to jump, to act, to collect, to prepare)</li><li>• states of being or existence (to be, to seem, to appear).</li></ul>   |

**Spelling words that end in a “shun” sound (ʃən)**

**There are 3 common ways to spell a ‘shun’ sound at the end of a word.**

The most common way to spell ‘shun’ is **-tion**.  
There are hundreds of words that end in **-tion**.

subscription      education      exhibition      collection      action

The next way to spell ‘shun’ is **-sion**.  
About 50 common words end in **-sion**.

procession      television      intrusion      mansion      collision

Another way to spell ‘shun’ is **-cian**.  
About 12 common words end in **-cian**.

electrician      politician      musician      magician

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## Text D: Entry Level 3 spelling. Root words and suffixes.

Complete this page before you do the spelling exercises on pages 6-7.

Read the information on page 4 very carefully. Then answer questions 1-4.

### Q1-3. Tick the correct answer.

1. Which suffix is found in about 50 common words? E3(1)

|       |       |        |
|-------|-------|--------|
| -sion | -cian | - tion |
|-------|-------|--------|

2. What is the most common way of spelling a 'shun' sound at the end of a word? E3(1)

|       |       |        |
|-------|-------|--------|
| -sion | -cian | - tion |
|-------|-------|--------|

3. All the examples of 'shun' words on page 4 are: E3(1)

|            |       |       |
|------------|-------|-------|
| adjectives | nouns | verbs |
|------------|-------|-------|

### Q4. Write your answer on the line.

4. What do you notice about all the examples of -cian words on page 4? E3(1)

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Complete the missing information below. Some examples have been done for you.

5. Find the related verbs for these -sion words. E3(7)

| verb          | noun       | verb           | noun        |
|---------------|------------|----------------|-------------|
|               | discussion |                | supervision |
|               | admission  | <i>proceed</i> | procession  |
| <i>decide</i> | decision   |                | collision   |
|               | persuasion |                | division    |
|               | omission   | <i>impress</i> | impression  |

6. Find the missing words. E3(6)

| root word       | -cian word        | root word    | -cian word      |
|-----------------|-------------------|--------------|-----------------|
| <i>politics</i> | <i>politician</i> |              | dietician       |
| optic           |                   | <i>music</i> | <i>musician</i> |
|                 | magician          | electric     |                 |
|                 | mathematician     | beauty       |                 |

## Text D: Entry Level 3 spelling. Root words and suffixes.

### Spelling words that end in -tion.

#### Tips

- If the root word ends in t just add -ion. react**t** → reaction
- Remove a final e before adding -tion. educate~~e~~ → education
- Sometimes you must add or remove a vowel before adding -tion.  
If you sound out the new word you may be able to work out the spelling:  
add → add**i**tion (add an i), regist~~e~~r → registr**a**tion (remove an e, add an a).
- Other changes are also possible. For example:  
evolve → evolution, satisfy → satisfaction, subscribe → subscription



**Read the tips above.** Then answer questions 7-8.

7. Change each verb to a noun that ends in -tion. Two have done for you. E3(10)

| verb     | noun             | verb      | noun                |
|----------|------------------|-----------|---------------------|
| educate  | <i>education</i> | subscribe | <i>subscription</i> |
| act      |                  | vary      |                     |
| collect  |                  | converse  |                     |
| adopt    |                  | operate   |                     |
| examine  |                  | erupt     |                     |
| multiply |                  | subtract  |                     |

8. Remove the suffix to make a related verb. Two have done for you. E3(10)

| noun          | verb           | noun            | verb          |
|---------------|----------------|-----------------|---------------|
| imitation     | <i>imitate</i> | selection       | <i>select</i> |
| relegation    |                | instruction     |               |
| addition      |                | integration     |               |
| edition       |                | congratulations |               |
| consideration |                | dedication      |               |
| reduction     |                | registration    |               |

**Text D: Entry Level 3 and Level 1 spelling checks**

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

**Spelling checks 1 & 3: Your teacher will read a list of 6 words. \* Write down the words.**

 **Spelling check 1**

E3(6)

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

 **Spelling check 2**

E3: Q1-4 (4), L1: Q5-8 (4)

**Add the correct 'shun' ending to the root words to make a new word. You may have to make other changes too. Write the new word in the gap.**

1. There are three set meal (opt) \_\_\_\_\_ on the dinner menu.
2. You need (permit) \_\_\_\_\_ to go inside the grounds of the castle.
3. The (technique) \_\_\_\_\_ said the electronics were faulty.
4. There is a large (extend) \_\_\_\_\_ at the back of our house.
5. The young girl was unwell and had to see a (pediatrics) \_\_\_\_\_ .
6. The newsreader had excellent (pronounce) \_\_\_\_\_ .
7. You must provide (verify) \_\_\_\_\_ of your address.
8. She lost all her (possess) \_\_\_\_\_ in a fire.

 **Spelling check 3**

L1(6)

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

\*See page 8

# How we remember – Functional English tasks

## Text D - 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, phonics, grammar and reading.

This set of tasks is based on 'Text D', 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 to Level 2 (L2).

In *this* resource, tasks are differentiated for Entry Level 3 (E3) and Level 1 (L1) but designed so that one task builds upon another. For example, L1 learners can also work through the E3 tasks. This builds confidence, provides useful revision, and familiarises them with the text and the expected spellings. Equally, E2 learners, at the teacher's discretion, may benefit from the challenge of the E3 tasks. Most E3 and L1 exercises are on separate pages, giving you the option of using them alone. E3 & L1 dictated spelling lists are all on page 7 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.

**Lists for spelling checks 1 & 3 (p7)** focus on the words students will have practised by carrying out the page 3 task but can easily be changed to suit your learner group.

E3: 1. crowd. 2. traditional. 3. procession. 4. conscription. 5. fought. 6. county.

L1: 1. guildhall. 2. council. 3. legion. 4. commemoration. 5. honour. 6. armistice.

### Brief teaching notes

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

**Page 1** is a set of E3 questions. The focus is on E3.12<sup>1</sup> (understand organisational features and use them to locate information) but questions also cover general comprehension and following straightforward instructions.

**Page 2** – these L1 questions introduce purpose and audience, language features, vocabulary and dictionary work. Check that learners understand the term **noun** or refer them to the glossary on page 4.

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

**Pages 4-6** cover the three most common ways of spelling words ending in 'shun' /ʃən/ sound (-tion, -sion, -cian). Common words with these suffixes or endings are expected to be read and spelt accurately at E3. Page 5 begins with questions to check that learners have read and absorbed the information on page 4. I have purposely opted to interweave spelling with parts of speech (specifically verbs and nouns). Page 6 has a particular focus on the most common -tion ending. Less common words and less common ways of spelling /ʃən/ are presumably expected at L1-2 (e.g. Asian, ocean, cushion, complexion) and will be covered in one of the upcoming higher-level armistice centenary resources.

**Page 7** (see above for suggested spelling lists) - Checks 1 & 3 focus on words students will have practised when carrying out the page 3 task. Spelling check 2 consolidates the earlier E3 work on /ʃən/ endings. Questions 1-4 are aimed at E3 whereas questions 5-8 focus on less common /ʃən/ words and/or those with particularly tricky spellings and are aimed at L1. Pay particular attention to the spelling of pronounce compared to pronunciation (second 'o' is removed); you might want to go over this spelling before L1 learners attempt this question.

| Page         | E3        | L1        | E3&L1     |
|--------------|-----------|-----------|-----------|
| 1            | 16        | -         | 16        |
| 2            | -         | 8         | 8         |
| 5            | 17        | -         | 17        |
| 6            | 20        | -         | 20        |
| 7            | 10        | 10        | 20        |
| <b>Total</b> | <b>63</b> | <b>18</b> | <b>81</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>