

Text E: Level 1 – reading questions

 **Answer the questions about Text E.**

1. The main purpose of the text is to:

L1(1)

A	inform the general public about the People’s Procession.	
B	advise participants about the schedule for the procession.	
C	encourage people to enter the public ballot.	
D	describe the route of the procession.	

2. Paragraphs are one of the features used to present information in Text E.

L1(2)

Name two other features that help present information in the text.

3. Name two items that participants can bring to the procession.

L1(2)

4a. Look up the meaning of the word **cenotaph** in a dictionary.

L1(1)

4b. Explain why cenotaph is used as a proper noun (capitalised) in the text.

L1(1)

5. What is happening directly before the People’s Procession?

L1(1)

6. Suggest another word or phrase with a similar meaning to ‘assembly area’.

L1(1)

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Text E: Level 2 – reading questions

 Answer the questions about Text E.

1. Tick the option that best describes the style of Text E. L2(1)

A	opinionated and informal	<input type="checkbox"/>
B	explanatory and reassuring	<input type="checkbox"/>
C	formal and persuasive	<input type="checkbox"/>
D	descriptive and entertaining	<input type="checkbox"/>

2. The sentence that starts “You can let us know about...” is an example of what type of language device? L2(1)

3. Tick the statement that is correct. L2(1)

A	Participants must march.	<input type="checkbox"/>
B	Participants only need to walk a short distance.	<input type="checkbox"/>
C	Participants will be sent further information in an email.	<input type="checkbox"/>
D	All participants will be able to sit down before the event.	<input type="checkbox"/>

4. What does the quotation below imply about the ticket checks? L2(1)
“Once through the ticket checks required for an event of this size and scale,”

5. The text is written almost entirely in the L2(1)

A	first person.	<input type="checkbox"/>
B	second person.	<input type="checkbox"/>
C	third person.	<input type="checkbox"/>

6. Look at the position of the apostrophe in the quotation. What does it tell you? L2(1)

“After the Royal British Legion Veterans’ March Past,”

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Text E: L1-2 spelling strategies

Most of the words in Text E are Entry Level spellings. The tables below list the L1 and L2 spellings that you are expected to know, along with some of the trickier Entry 3 words.

You can find related spellings below each word in the lighter shaded rows. You may find it helpful to learn or revise these at the same time.

Tricky Entry Level 3 spellings.

disabilities	guest	unassisted	remembrance	procession
disability	guessed	assist	remember	process
				processional
facilities	legion	unique	receive	procedure
facility	region	antique	deceive	proceed (L1)

Level 1

applicant	participant	remembrance	legion	approximately
significant	occupant	remember (E2)	region	approximate

Level 2

cenotaph	route	accommodate	ancestor	wreath
epitaph	router	accommodation	protestor	wreathe

Work with a friend.

Read Text E and highlight any words that you are unsure of. Practise spelling these, and then 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>cenotaph cenotaph cenotaph</i>
Use 'Look Say Cover Write Check'. (LSCWC)		Ask your teacher to explain this.
Look for words with similar spellings and learn them in groups.		<u>disabilities</u> <u>facilities</u>
Sound out letters in a funny way to help you remember		part icipant leg ion
Split words into syllables.		par / tic / i / pant
Look for words within words.		part icipant leg ion
Highlight the tricky bits.		<u>ce</u> no <u>ta</u> ph <u>leg</u> io <u>n</u>
Make the word in plasticine or using scrabble letters, cards or magnets.		A N C E S T O R G U E S T

Text E: Level 1-2 spelling checks

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

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

 **Spelling check 1**

E3(3),L1(2)

The _____ was delighted when he _____ his
_____ ticket.

The burglar _____ the code correctly and _____
to open the safe.

 **Spelling check 2**

L1(2),L2(4)

Many of the _____ carried _____ of poppies as they
marched past the _____ in Whitehall, London. Others wore their
_____ medals.

Your teacher will read out four words. Write them below.

 **Spelling check 3**

L2(4)

1. _____
2. _____
3. _____
4. _____

 **Spelling check 4**

E3(5),L1(1)

**Add the correct suffix and/or prefix 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. Large bags are not (permit) _____ on the (process) _____.
2. The document (summary) _____ the information you need.
3. Consider whether you can cover the distance (assist) _____.
4. The (remember) _____ Day silence started at 11am.

*See page 5

Text E - Teaching notes

This resource was written in November 2018 and is based on the revised Functional Skills (FS) English content (2018)¹ 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, punctuation, and vocabulary.

This set of tasks is based on Text E, 'A Nation's Thank You', one of seven 'How we Remember' Armistice Centenary texts available on skillsworkshop.org in a separate PDF. The 7 texts cover Entry Level 1 to Level 2.

In *this* resource, tasks are differentiated for Level 1 (L1) and Level 2 (L2) but designed so that one task builds upon another. For example, L2 learners can also work through the L1 tasks. This builds confidence, provides useful revision, and familiarises them with the text and the expected spellings. Equally, E3 learners, at the teacher's discretion, may benefit from the challenge of the L1 tasks. The L1 and L2 reading exercises are on separate pages, giving you the option of using them alone. The spelling tasks on page 4 are mixed 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.

Spelling checks 1-3 (page 4) focus on the words students will have practised when carrying out the tasks on page 3 but can easily be changed to suit your learner group.

1. The **applicant** was delighted when he **received** his **guest** ticket.

The burglar **guessed** the code correctly and **proceeded** to open the safe. (5 marks)

2. Many **participants** carried **wreaths** of poppies as they marched past the **Cenotaph** in Whitehall, London. Others wore their **ancestors'** medals. *The extra 2 marks are for correct capitalisation of the word cenotaph and the correct position of the apostrophe in the word ancestors. Both points should be discussed with learners during the reading tasks.* (6 marks)

3. **accommodation. route. epitaph. wreathe** (*stress that it's the related verb to wreath*). (4 marks)

Brief teaching notes

Explain that important information is in shaded (peach) boxes and that learners 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 L1 questions that cover L1.9, L1.13, L1.14, L1.16, L1.17 and L1.18¹.

Page 2 – these L2 questions cover L2.13 (infer meaning), L2.14 (textual features & devices) and L2.19 (style & writer's voice) in addition to reinforcing L1 content such as L1.18 (use knowledge of punctuation to aid understanding).

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.

Page 4 (see above for spelling lists and information about Spelling Checks 1-3.) *Spelling Check 4* uses words from the text to consolidate Entry Level 2 and 3 expectations for spelling words with common suffixes / endings, along with more challenging spellings such as remembrance. The extra point is for the correct capitalisation of the word remembrance.

Page	Entry	L1	L2	E2-L2
1	-	9	-	9
2	-	-	6	6
4	8	5	8	21
Total	8	14	14	36

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 December 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>