

Captain Tom – E3 reading, writing & discussion tasks

Name _____ Date _____

Adapted from <https://www.bbc.co.uk/news/uk-england-beds-bucks-herts-52472132>

Captain Tom Moore given colonel title on 100th birthday

Captain Tom Moore, the war veteran who raised millions for the NHS by walking laps of his garden, has been made an honorary colonel on his 100th birthday.



Captain Tom Moore, the war veteran who raised millions for the NHS by walking laps of his garden, has been made an honorary colonel on his 100th birthday.

The occasion was also marked with an RAF flypast and birthday greetings from the Queen and prime minister.

Captain Tom said it was "extraordinary" to be turning 100, especially with "this many well-wishers".

The total he has raised for NHS Charities Together has topped £32m. Captain Tom, who was recently treated for a broken hip and skin cancer, initially wanted to raise £1,000.

Captain Tom will spend the day self-isolating with his daughter and her family at his home in Marston Moretaine, Bedfordshire.

"Reaching 100 is quite something," he said. "People keep saying what I have done is remarkable. However, it's actually what you have done for me which is remarkable. Please always remember, tomorrow will be a good day."



Among the thousands of birthday greetings was a personalised card from the Queen.

The birthday has also been marked by a [flypast](#) of a Spitfire and a Hurricane, based at RAF Coningsby, which made three passes of his house. Captain Tom said it was "fantastic" to see them.

Volunteers had to be called in [to open tens of thousands of cards](#) sent to Captain Tom, who served in India and Burma (now Myanmar) during World War Two. An estimated 140,000 cards have been received. Many of the envelopes of the cards will be stamped with a [special Royal Mail postmark](#). All stamped post up until Friday was being marked with: "Happy 100th Birthday Captain Thomas Moore NHS fundraising hero 30th April 2020".

Captain Tom – E3 reading tasks

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- Read the text on page 1 and answer questions 1 to 12. Maximum marks = 16
- You do not need to write in complete sentences

1) The main purpose of the text is to:

a	persuade you to raise money for charity.	
b	tell you about Captain Tom's 100 th birthday.	
c	describe what it is like to be 100.	
d	tell you about an RAF flypast.	

Tick (✓) the correct answer. (E3.10, 1 mark)

2) What word does Captain Tom use to describe what it feels like to be turning 100?

_____ (E3.9, 1 mark)

3) a. How much money did Captain Tom want to raise at first?

_____ (E3.9, 1 mark)

b. How much money has he raised now?

_____ (E3.9, 1 mark)

4) What two medical problems has Captain Tom experienced recently?

_____ (E3.9, 2 marks)

5) What two planes took part in the fly-past?

_____ (E3.9, 2 marks)

6) In the paragraph above the flypast photo, what does Tom say you should remember?

_____ (E3.12, 1 mark)

Captain Tom – E3 reading tasks

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7) Who opened his birthday cards?

_____ (E3.9, 1 mark)

8) 'An estimated 140,000 cards' means:

a	more than 140,000 cards.	<input type="checkbox"/>
b	less than 140,000 cards.	<input type="checkbox"/>
c	exactly 140,000 cards.	<input type="checkbox"/>
d	approximately 140,000 cards.	<input type="checkbox"/>

Tick (✓) the correct answer. (E3.11, 1 mark)

9) Explain why some parts of the text are underlined. How does this help the reader?

_____ (E3.12, 2 marks)

10) **You may use a dictionary to answer this question.**

'initially wanted to raise £1,000'.

What does **initially** mean?

a	to begin with	<input type="checkbox"/>
b	to sign something	<input type="checkbox"/>
c	mostly	<input type="checkbox"/>
d	clearly	<input type="checkbox"/>

Tick (✓) the correct answer. (E3.11, 1 mark)

11) The country of Myanmar used to be called _____.

(Complete the sentence E3.9, 1 mark)

12) Use a paper dictionary to look up the meaning of **honorary**.

_____ Page number of dictionary: _____

(Complete the sentence E3.11, 1 mark)

Captain Tom – E3 writing and SL&C task

Name _____ Date _____



Captain Tom Moore was born in Keighley, Yorkshire, on 30th April 1920.

What do you think would be the main differences between life then and now?

Write 3 points for each heading. You can do research on the web or ask your friends for help.

Transport:

- _____
- _____
- _____

Communication:

- _____
- _____
- _____

Entertainment:

- _____
- _____
- _____

Food and cooking:

- _____
- _____
- _____

Health:

- _____
- _____
- _____

Shopping:

- _____
- _____
- _____

Speaking, listening & communication (SLC) practice or mock assessment

These tasks follow the method used by Edexcel-Pearson for Entry Level 3 SLC assessments. Visit the Pearson Functional Skills site to download assessment record sheets and further guidance.

<https://qualifications.pearson.com/en/qualifications/edexcel-functional-skills/english-2019.coursematerials.html>

Other awarding organisations may assess slightly differently but all cover the same criteria.

Task 1 - Short talk and question & answer session

In groups of two or three.

Activity 1 - Take turns to give a short talk about one of the topics on page 4. Learners use the bullet points they made on page 4 to help them plan what they are going to say. They then answer questions from their peers about the talk.

Example (a group of three learners: Amelia, Boris and Cora)

Amelia introduces the topic of transport in the 1920s and explains how she thinks it is different to transport today. She talks for 1-2 minutes (during this time Boris and Cora may find it helpful to jot down notes or possible questions). Amelia then invites Boris and Cora to ask questions. Boris and Cora must ask a minimum of 2 questions each.

Boris then introduces the topic of communication and gives his short talk, followed by a question and answer session. Repeat the same process for Cora.

Activity 2 - If desired, the entire sequence can be repeated for the remaining three topics so that each learner gives two short talks.

Task 2 - Discussion

In groups of three to four.

Would you like to have lived in the 1920s?

The teacher should choose one participant to introduce the topic of the discussion. Each participant should introduce themselves at the start [*good practice for when assessments are video recorded as evidence for awarding organisations*].

At Entry Level 3 SLC tasks are 'tutor facilitated'. This means the assessor can participate in the tasks if need be but should encourage learner autonomy. If learners wish, they can refer to their notes on page 4 but, unlike Task 1, there is no requirement for them to plan in advance.

Writing tasks (see pp6-7 for the learner task sheets, p8 for the spelling words)

These tasks loosely follow the method used by Edexcel-Pearson for Entry Level 3 writing assessments. Other awarding organisations may assess slightly differently but all cover the same criteria. Visit the Pearson Functional Skills site to find E3 writing mark sheets.

<https://qualifications.pearson.com/en/qualifications/edexcel-functional-skills/english-2019.coursematerials.html>

Alternatively, use the detailed marking guidance on page 9 (skillsworkshop contributors only).

Captain Tom – E3 Writing task

Name _____ Date _____



Writing Task 1

Write an article for your college or work newsletter about life in the 1920s and how it is different today. Use the notes you made on page 4 to help you.

You must include:

- Some examples of life in the 1920s
- Things today that did not exist in the 1920s
- What you like about life in the 1920s
- What you do not like about life in the 1920s

Give your article a **heading**. Write at least **8 sentences**. At least **3 must be compound sentences** that use conjunctions. Use at least **2 paragraphs**. (15 marks)

Captain Tom – E3 Writing task

Name _____ Date _____



Writing Task 2

a) Put the words in the box into **alphabetical order** on the lines.

many	made	marked
minister	millions	mail

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

(2 marks)

b) **Spelling** - do **not** look at the text on page 1.

Listen to six words and write them down.

Your teacher will say the word and use the word in a sentence.

Your teacher will then say the word again before you write it down.

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

Write the **plural** of each word.

7. pass _____
8. charity _____
9. family _____

(9 marks)

REFORMED FUNCTIONAL SKILLS ENGLISH

Purpose and learning aims of Functional Skills English (all levels and all components)¹

Functional Skills English specifications enable students to develop confidence and fluency in, and a positive attitude towards, English. They should be able to demonstrate their competence by using English in real-world situations as well as demonstrating a sound grasp of basic English knowledge and skills. They need to provide assessment of students' underpinning knowledge (i.e. spelling) as well as their ability to apply this in different contexts.

Entry Levels: a qualification to demonstrate the ability at an appropriate level to read, write, speak, listen and communicate in English and provide the basis for further study at Levels 1 and 2. Students should, with some direction and guidance, be able to apply these (Entry Level) English functional skills to informal and some formal contexts, in familiar situations.

Levels 1 and 2: a qualification for work, study and life. Achievement of the qualification demonstrates the ability at an appropriate level to read, write, speak, listen and communicate in English, and apply these skills effectively to a range of purposes in the workplace and other real-life situations. Students should be able to communicate with confidence, effectiveness and an increasing level of independence, in a range of formal and informal contexts.

Functional English – Speaking, Listening and Communicating (SL&C)

'Speaking, listening and communicating' within Functional Skills English qualifications is non-written communication, normally conducted face-to-face, and can also include 'virtual' communication methods such as telephone or spoken web-based technologies. The terms 'speaking, listening and communicating' are intended to be interpreted in a broad, inclusive way and are not intended to create any unnecessary barriers to students with speech or hearing impairment.

Learning aims for speaking, listening and communicating

E1, 2 & 3 Listen, understand and respond to verbal communication in a range of familiar contexts. Acquire an understanding of everyday words and their uses and effects, and apply this understanding in different contexts.

L1-2 Listen, understand and make relevant contributions to discussions with others in a range of contexts. Apply their understanding of language to adapt delivery and content to suit audience and purpose.

Functional English - Reading

'Reading' within Functional Skills English qualifications is defined as the independent understanding of written language in specific contexts. Can be demonstrated through the use of texts on screen or on paper.

Learning aims for reading

E1, 2 & 3. Acquire an understanding of everyday words and their uses and effects, and apply this understanding in different contexts. Read with accuracy straightforward texts encountered in everyday life and work, and develop confidence to read more widely.

L1-2 Read a range of different text types confidently and fluently, applying their knowledge and understanding of texts to their own writing.

Functional English - Writing

'Writing' within Functional English qualifications is defined as the independent construction of written language to communicate in specific contexts. Text can be written on paper or electronically.

Learning aims for writing

E1,2 & 3. Write straightforward texts and documents with clarity and effectiveness, and demonstrate a sound grasp of spelling, punctuation and grammar.

L1-2 (i) Write texts of varying complexity, with accuracy, effectiveness, and correct spelling, punctuation and grammar
(ii) Understand the situations when, and audiences for which, planning, drafting and using formal language are important, and when they are less important.

Pages 9-13 of this resource (**answer sheet** and **detailed curriculum links**) are available to **skillsworkshop** contributors. If you are contributor, please contact Maggie using the site contact link.

Spelling - page 7 (dictated cloze exercises)

All words are taken from the relevant Entry Level spelling expectations listed in the appendix of the revised, 2018, Functional English content¹. See **yellow highlighting** on page 13 (the yellow box above explains how you can obtain an answer sheet.)

Say the word. Read the sentence out loud to the students. Then say the word again.

- 1 & 2. Captain Tom said it was "**extraordinary**" to be turning 100, **especially** with "this many well-wishers".
3. Captain Tom was **recently** treated for a broken hip and skin cancer.
4. People keep saying what I have done is **remarkable**.
5. Captain Tom will spend the day self-isolating with his **daughter** and her family.
6. An estimated 140,000 cards have been **received**.

¹ Subject content functional skills: English. DfE (Feb 2018) <https://www.gov.uk/government/publications/functional-skills-subject-content-english>
June 2020. Kindly contributed by Laura Bell. Search for Laura on www.skillsworkshop.org. E3 Reformed Functional English.
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