

Firework safety

Name _____ Date _____

Text A



Home > Housing and local services > Safety and the environment in your community

Fireworks: the law

You can't buy 'adult' fireworks if you're under 18, and it's against the law for anyone to set off fireworks between 11pm and 7am, except on certain occasions.

Adult fireworks are category 2 and 3 fireworks - they don't include things like party poppers.

! Category 4 fireworks can only be used by professionals.

The law says you must not set off or throw fireworks (including sparklers) in the street or other public places.

You must not set off fireworks between 11pm and 7am, except for:

- Bonfire Night, when the cut off is midnight
- New Year's Eve, Diwali and Chinese New Year, when the cut off is 1am

Check with [your council](#) to find out about any local rules for setting off fireworks.

Get information about firework safety from [The Royal Society for the Prevention of Accidents](#) and the [Health and Safety Executive](#).

Buying fireworks

You can only buy fireworks (including sparklers) from registered sellers for private use on these dates:

- 15 October to 10 November
- 26 to 31 December
- 3 days before Diwali and Chinese New Year

At other times you can only buy fireworks from licensed shops.

! You can be fined up to £5,000 and imprisoned for up to 6 months for selling or using fireworks illegally. You could also get an on-the-spot fine of £90.

Source: <https://www.gov.uk/fireworks-the-law>

Firework safety

Name _____ Date _____



Task 1 (spelling, alphabetical order and dictionaries)

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

poppers	society	professionals
prevention	services	sellers

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

(2 marks)

b) Change the following words to plurals.

Singular	Plural
child	
leaf	
society	
woman	

(4 marks)

c) Find the meaning of the word **environment** in a dictionary.

Write the meaning here and the page number of the dictionary.

(1 mark)

d) Find the meaning of the word **category** in a dictionary.

Write the meaning here and the page number of the dictionary.

(1 mark)

Firework safety

Name _____ Date _____



Task 1 (continued)

e) Spelling

Do **not** look at the text or any other pages of this resource.

Listen to ten 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. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

(10 marks)

Firework safety

Name _____ Date _____

Task 2 – purpose and features of text

Answer the questions about Text A (on page 1).

a) The most likely place to find this text is:

Tick (✓) the correct answer. (1 mark)

- A. in a magazine.
- B. on the internet.
- C. in an email.
- D. on a poster

b) What is the purpose of the text?

Tick (✓) the correct answer. (1 mark)

- A. To inform you about Bonfire Night events.
- B. To tell you the rules about buying and using fireworks.
- C. To give instructions on how to have a fireworks party.
- D. To persuade you not to buy fireworks

c) Text A is:

Tick (✓) the correct answer. (1 mark)

- A. a story.
- B. a calendar of events.
- C. an advertisement.
- D. a web page.

d) Describe **two** features that are used to show very important information.

(2 marks)

_____ and

e) Explain why some items in the text are underlined.

(1 mark)

Firework safety

Name _____ Date _____



Task 3 – understanding the words, and the main points of a text

Answer the questions about Text A (on page 1).

a) At Diwali you must **not** set off fireworks: Tick (✓) the correct answer. (1 mark)

- A. between 11pm and 7pm
- B. after midnight
- C. after 1am

b) You can use sparklers in the street. Tick (✓) the correct answer. (1 mark)

True	<input type="checkbox"/>	False	<input type="checkbox"/>
------	--------------------------	-------	--------------------------

c) Licensed shops sell fireworks all year round. Tick (✓) the correct answer. (1 mark)

True	<input type="checkbox"/>	False	<input type="checkbox"/>
------	--------------------------	-------	--------------------------

d) Name two times when you can buy fireworks from a registered seller. (2 marks)

e) You may use a dictionary to answer this question. Tick (✓) the correct answer. (1 mark)

‘At other times you can only buy fireworks from **licensed** shops’.

The word **licensed** could best be replaced with:

A	approved	<input type="checkbox"/>
B	large	<input type="checkbox"/>
C	off-licence	<input type="checkbox"/>
D	special	<input type="checkbox"/>

f) Name two things that could happen if you don’t use fireworks properly. (2 marks)

Firework safety tasks

Curriculum mapping, answers and teaching notes

Task 1 (18 marks)

- a) poppers, prevention, professionals, sellers, services, society (allow 1 mark if one error).
- b) children, leaves, societies, women
- c & d) any appropriate definition with correct page no. of whatever dictionary was used
- e) Spelling list - Teacher to say the word, say the word in the sentence and then say the word again. All words taken from the Entry 3 'Expectations for both spelling and reading': <https://www.gov.uk/government/publications/functional-skills-subject-content-english> (pp29-31) and also listed on page 10 of this resource.

1. **Weather.** The **weather** forecast for Bonfire Night was good.
2. **Information.** There is a lot of safety **information** about fireworks.
3. **Environment.** It is important to keep your local **environment** safe.
4. **Category.** Adult fireworks are **category** 2 and 3 fireworks.
5. **Professionals.** Category 4 fireworks can only be used by **professionals**.
6. **Occasions.** You can only set off fireworks after 11pm on certain **occasions**.
7. **Government.** The **government** has strict rules about selling and using fireworks.
8. **Changeable.** The weather forecast for New Year's Eve was **changeable**.
9. **Co-operate.** Most people **co-operate** with the firework laws.
10. **Except.** It's against the law to set off fireworks after 11pm, **except** on certain occasions.

Task 2 (6 marks)

- a) B – on the internet
- b) B – to tell you the rules about buying and using fireworks
- c) D – a web page
- d) Special bullets points / large exclamation marks and bold font
- e) Hyperlinks / links to other web pages / links to other information

Task 3 (8 marks)

- a) C – after 1am
- b) False
- c) False
- d) Any two from:
15 Oct – 10 Nov, 26 – 31 Dec, 3 days before Diwali, 3 days before Chinese New Year.
- e) Any two from: imprisonment/prison [for up to 6 months], fine [of up to £5000], on-the-spot [£90] fine.

Total marks: 32. Suggested pass mark (if using for formal assessment) 24/32.

An **editable Word version** of this resource is available, on a one to one exchange basis for your own resource contribution. If you wish to become a registered contributor, please contact Maggie using the site contact link. Thank you. 😊

Firework safety tasks

Curriculum mapping, answers and teaching notes

I wrote this resource to familiarise myself with the new Reformed Entry Level 3 reading and spelling content. As a revision or assessment tool it would be particularly useful around October half term time (i.e. just before Bonfire Night). It could also be used as a springboard for general discussion about fireworks and Bonfire Night.

Note that <https://www.gov.uk/> is a rich source of functional and practical documents. For example, if you teach Level 1-2 learners you might find this document useful:

<https://www.gov.uk/government/publications/celebrating-bonfire-night>

‘Celebrating with bonfires and fireworks - A community guide’.

Subject content - FUNCTIONAL SKILLS ENGLISH 2018 (effective from September 2019)

Purpose and learning aims of Functional Skills English

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.

✓ = **content** covered in this resource, although this will vary with the student group and how the resource is used by the teacher (✓✓ = key learning objective). → or ← = not covered in detail in this resource but annotated to show progression across levels. Consult the source below for a full list of descriptors at all levels. *Content at each level subsumes and builds upon that at lower levels.*

Source: *Subject content functional skills: English. DfE (Feb 2018),*

<https://www.gov.uk/government/publications/functional-skills-subject-content-english>

This resource also covers many Adult Literacy and Adult ESOL Curriculum elements

- <http://www.excellencegateway.org.uk/content/etf1286> (Adult Literacy)
- <http://www.excellencegateway.org.uk/content/etf1194> (Adult ESOL)

Firework safety tasks

Curriculum mapping, answers and teaching notes

Reading content descriptors

'Reading' within FS English qualifications is defined as the independent understanding of written language in specific contexts. This 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.

Entry Level 2 (E2)	Entry Level 3 (E3)	Level 1 (L1)
<p>E2.7 Read correctly words designated for E2 →</p> <p>E2.8 Understand the main points in texts →</p> <p>E2.9 Understand organisational markers in short, straightforward texts →</p> <p>E2.10 Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell-checker) →</p> <p>E2.11 Read and understand sentences with more than one clause ✓</p> <p>E2.12 Use illustrations, images and captions to locate information</p>	<p>E3.8 Read correctly words designated for E3 ✓✓ (all)</p> <p>E3.9 Identify, understand and extract the main points and ideas in and from texts ✓✓ T3a, 3b, 3c, 3d, 3f.</p> <p>E3.10 Identify different purposes of straightforward texts ✓✓ T2a, 2b, 2c.</p> <p>E3.11 Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context; using knowledge of different word types) ✓✓ T1c, 1d. T3e</p> <p>E3.12 Understand organisational features and use them to locate relevant information (e.g. contents, index, menus, tabs and links) ✓✓ T2d, 2e.</p>	<p>L1.9 Identify and understand the main points, ideas and details in texts ←</p> <p>L1.10 Compare information, ideas and opinions in different texts</p> <p>L1.11 Identify meanings in texts and distinguish between fact and opinion</p> <p>L1.12 Recognise that language and other textual features can be varied to suit different audiences and purposes</p> <p>L1.13 Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words ←</p> <p>L1.14 Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts ←</p> <p>L1.15 Infer from images meanings not explicit in the accompanying text</p> <p>L1.16 Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive)</p> <p>L1.17 Read and understand a range of specialist words in context</p> <p>L1.18 Use knowledge of punctuation to aid understanding of straightforward texts</p>
<p>Scope of study – learners should read texts that include:</p>		
<p>short, straightforward texts that instruct, inform, describe and narrate.</p>	<p>straightforward texts that instruct, describe, narrate and explain. ✓✓</p>	<p>straightforward texts on a range of topics and of varying lengths that instruct, describe, explain and persuade.</p>

Firework safety tasks

Curriculum mapping, answers and teaching notes

Writing content descriptors

'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 Entry Level 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.

Entry Level 2 (E2)	Entry Level 3 (E3)	Level 1 (L1)
<p>Spelling, punctuation & grammar</p> <p>E2.13 Use basic punctuation correctly (e.g. full stops, capital letters, question and exclamation marks)</p> <p>2.14 Form regular plurals →</p> <p>E2.15 Use the first and second letters to sequence words in alphabetical order</p> <p>2.16 Spell correctly words designated for E2 →</p> <p>Writing composition</p> <p>E2.17 Communicate information using words and phrases appropriate to audience and purpose</p> <p>E2.18 Complete a form asking for personal information (e.g. first name, surname, address, postcode, age, date of birth)</p> <p>E2.19 Write in compound sentences, using common conjunctions (e.g. or, and, but) to connect clauses</p> <p>E2.20 Use adjectives and simple linking words in the appropriate way</p>	<p>Spelling, punctuation & grammar</p> <p>E3.13 Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)</p> <p>3.14 Form irregular plurals ✓✓ T1b</p> <p>E3.15 Use mostly correct grammar (e.g. subject-verb agreement, consistent use of tense, definite and indefinite articles)</p> <p>E3.16 Use the first, second and third place letters to sequence words in alphabetical order ✓✓ T1a, 1c, 1d</p> <p>E3.17 Spell correctly words designated for E3 ✓✓ T1e</p> <p>Writing composition</p> <p>E3.18 Communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task)</p> <p>E3.19 Write text of an appropriate level of detail and of appropriate length (including where this is specified)</p> <p>E3.20 Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points</p> <p>E3.21 Write in compound sentences and paragraphs where appropriate</p> <p>E3.22 Use language appropriate for purpose and audience</p>	<p>Spelling, punctuation and grammar</p> <p>L1.19 Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes)</p> <p>L1.20 Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles)</p> <p>L1.21 Spell words used most often in work, study and daily life, including specialist words ←</p> <p>L1.22 Communicate information, ideas and opinions clearly, coherently and accurately</p> <p>Writing composition</p> <p>L1.22 Communicate information, ideas and opinions clearly, coherently and accurately</p> <p>L1.23 Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience</p> <p>L1.24 Use format, structure and language appropriate for audience and purpose</p> <p>L1.25 Write consistently and accurately in complex sentences, using paragraphs where appropriate</p>
<p>Scope of study – learners should write texts that include:</p>		
<p>short, straightforward texts such as letters, emails and simple narratives</p>	<p>straightforward narratives, instructions, explanations and reports ✓✓</p>	<p>straightforward narratives, instructions, explanations and reports of varying lengths</p>

Firework safety tasks

Curriculum mapping, answers and teaching notes

Functional Skills Entry Level 3 – Expectations for both reading and spelling

The words have been chosen because they build on Entry Level 2 by including more of the common words that are often misspelt.

Letters	Sound	Letters	Sound(s)
appear, opposite, apply	/p/	committee, achieve	/i:/
doubt, debt, attach, minute	/t/	average, equip, bargain	/ɪ/
scheme, occasion, according,	/k/	curiosity, qualify, qualification	/ɒ/
picture, actual	/tʃ/	island	/aɪ/
rough, tough, cough, enough	/f/	though, although,	/eʊ/
listen, fasten, whistle, criticise, receive, purpose, increase, recent, centre, exercise, medicine, experience	/s/	bought, brought, ought, therefore	/ɔ:/
especially, appreciate,	/f/	sugar, popular, particular, regular, centre	/ə/ or /ɜ:r/
guarantee	/g/	competition, correspond, determined, develop, frequently, explanation, dictionary, definite, thorough, borough, describe, experiment, purpose, opposite, suppose, famous, various, certain	/ə/
knowledge, college	/dʒ/	experience	/ɪe/
ease, criticise, position, cause	/z/	excellent	/ks/
measure, treasure, pleasure	/ʒ/	communicate, community, education	/ju:/
committee, bomb, thumb, crumb, climb, condemn, column, autumn	/m/	available	/el/
knot, knee, knife, knowledge	/n/		

In addition, Entry Level 3 students are expected to spell the words described below. Words in brackets are examples. Words and letters in bold are not examples; they are specific words or spellings that students are expected to both read and spell.

- common words with the following suffixes or endings
 - ion** (e.g., competition, discussion) [**professionals**]
 - ian** (e.g., electrician, politician)
 - cious, -tious** (e.g., suspicious, cautious)
 - cial, -tial** (e.g., artificial, essential)
 - ation, -ant, -ance** (e.g., observation, observant, observance) [**information**]
 - ent, -ency** (e.g., frequent, frequency)
 - able, -ably** (e.g., comfortable, comfortably)
 - able, -ably, after 'ge' and 'ce', where 'e' is not dropped before adding the suffix** (e.g., **changeable**, noticeably)
 - ible, -ibly** (e.g., possible, possibly)
- common words with hyphens to join a prefix to a root word, if the prefix ends in a vowel letter and the root word also begins with one (e.g., re-enter, **co-operate**)
- common words with letters representing sounds that are often not pronounced (e.g., desperate, separate, history, **category**, natural, business, favourite, **government, environment**)
- the following words that are homophones or near-homophones:

• who's, whose	• mail, male	• guessed, guest
• accept, except	• meat, meet	• led, lead
• berry, bury	• missed, mist	• past, passed
• brake, break	• peace, piece	• aloud, allowed
• fair, fare	• plain, plane	• desert, dessert
• groan, grown	• scene, seen	• steal, steel
• heel, he'll	• weather, whether	
• knot, not	• farther, father	

Source: Subject content functional skills: English. DfE (Feb 2018) <https://www.gov.uk/government/publications/functional-skills-subject-content-english>