

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.



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".

With celebrations under way, the total he has raised for NHS Charities Together topped £32m.

Captain Tom is due to spend the majority of the day self-isolating with his daughter Hannah Ingram-Moore and her family at his home in Marston Moretaine, Bedfordshire.

"Reaching 100 is quite something. Reaching 100 with such interest in me and huge generosity from the public is very overwhelming," 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."

Captain Tom, who was recently treated for a broken hip and skin cancer, initially aimed to raise £1,000 and said he set about raising the money "for the sake of the nurses and the NHS we have, because they are doing such a magnificent job".

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

Prime Minister Boris Johnson recorded a special message in which he said the veteran was "a point of light in all our lives". He went on to say, "Your heroic efforts have lifted the spirits of the entire nation. You've created a channel to enable millions to say a heartfelt thank you to the remarkable men and women in our NHS who have all been doing the most outstanding job."

Captain Tom was informed of his promotion to honorary colonel in a letter presented by Lieutenant Colonel Thomas Miller, commanding officer of the 1st Battalion The Yorkshire Regiment, at his home. The Army said Captain Tom's "mature wisdom, no-nonsense attitude and humour in adversity make him an inspirational role model to generations".

Captain Tom – L1 reading, writing & discussion tasks

Name _____ Date _____

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

The birthday has also been marked by a [flypast](#) of a Spitfire and a Hurricane from the RAF Battle of Britain Memorial Flight, based at RAF Coningsby, which made three passes of his house. Captain Tom said it was "fantastic" to see them, that he remembered the planes flying "in anger" and "fortunately today they were flying peacefully".



Captain Tom is also celebrating his birthday as a chart-topper. His duet of You'll Never Walk Alone [took the top spot last week](#), making him the oldest person ever to achieve a number one single in the UK.

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".

Other ways Captain Tom's 100th birthday is being marked:

- The Royal Mail has unveiled a special postbox in Captain Tom's honour in Bedford Road, close to where he lives.
- He was made an honorary England cricketer by former captain Michael Vaughan.
- The Great Western Railway intercity express train 800025 named after the veteran goes into service on Thursday. GB Railfreight said a 129-tonne, Class 66 freight locomotive would be named Captain Tom Moore, with the added inscription "A true British inspiration".
- Aircraft from the Biggin Hill Heritage Hangar will fly on a circuit around Biggin Hill Airfield, near Croydon, during the evening to coincide with the weekly Clap for Carers event.
- He has been awarded the Freedom of the City of London in recognition of his charity work.



Captain Tom Moore receives England cap from Michael Vaughan on BBC Breakfast

Captain Tom – L1 reading tasks

Name _____ Date _____

- Read the article on pages 1-2 and answer questions 1 to 18. Maximum marks = 32

1) The main purpose of the text is to:

a	explain that Captain Tom has been made an honorary colonel.	<input type="checkbox"/>
b	describe his birthday and the range of celebrations for it.	<input type="checkbox"/>
c	describe the RAF flypast.	<input type="checkbox"/>
d	persuade the reader to donate to NHS Charities Together.	<input type="checkbox"/>

Tick (✓) the correct answer. (L1.16, 1 mark)

2) List **four** organisational or visual features that make the text easier to read.

_____ (L1.14, 4 marks)

3) In the second paragraph (starting Captain Tom), the word **extraordinary** has “ ” on each side of it. What are these called and what do they indicate?

_____ (L1.18, 2 marks)

4) a. How much money did Captain Tom want to raise initially? _____

b. How much money did he raise altogether? _____ (L1.9, 2 marks)

5) What advice does Captain Tom give in the paragraph starting “Reaching 100 is ...”?

_____ (L1.9, 1 mark)

6) What two medical issues has Captain Tom experienced recently?

_____ (L1.9, 2 marks)

7) In the quotation from the Prime Minister, find one adjective that describes what he feels about Captain Tom and two adjectives that describe the NHS and the people who work there. NHS and people: _____

Captain Tom: _____ (L1.12, 3 marks)

Captain Tom – L1 reading tasks

Name _____ Date _____



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

(a) You've created a channel to **enable** millions to say a heartfelt thank you.

Replace 'enable' with a word or phrase that keeps the meaning the same.

(b) Captain Tom's "mature wisdom, no-nonsense attitude and humour in **adversity** make him an inspirational role model to generations".

Replace 'adversity' with a word or phrase that keeps the meaning the same.

(L1.13, 2 marks)

9) Which two language features are used in paragraph 9? (The last paragraph on page 1)

a	direct address	<input type="checkbox"/>
b	rule of three	<input type="checkbox"/>
c	statistics	<input type="checkbox"/>
d	quotation	<input type="checkbox"/>
e	exclamation	<input type="checkbox"/>

Tick (✓) two answers. (L1.12, 2 marks)

10) Captain Tom is described as "an inspirational role model to generations".

What does this mean? _____

(L1.11, 1 mark)

11) **You've created a channel to enable millions to say a heartfelt thank you.**

Explain the use of the apostrophe in this sentence.

(L1.18, 1 mark)

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

(L1.9, 2 marks)

Captain Tom – L1 reading tasks

Name _____ Date _____

- 13) Captain Tom compares his experience of these planes in the past and the present.

What does he say about the past compared to now?

(L1.9, 2 marks)

- 14) According to the article, the Royal Mail has commemorated Captain Tom's birthday in two ways. What are they?

(L1.9, 2 marks)

- 15) The country of Myanmar used to be called _____.

(Complete the sentence. L1.18, 1 mark)

- 16) The large photograph at the bottom of page 2 relates to which sport?
What else does it tell you about Captain Tom? (Give one fact).

_____ (L1.15, 2 marks)

- 17) According to the text, which sentence about Captain Tom is **not true**?

a	He lives in Bedford Road.	<input type="checkbox"/>
b	He is the oldest person to achieve a number one single in the UK.	<input type="checkbox"/>
c	His birthday is on April 30 th .	<input type="checkbox"/>
d	Two trains have been named after him.	<input type="checkbox"/>

Tick (✓) the correct answer. (L1.9, 1 mark)

- 18) Which word below best describes the text?

a	instructional	<input type="checkbox"/>
b	narrative	<input type="checkbox"/>
c	advisory	<input type="checkbox"/>
d	informal	<input type="checkbox"/>

Tick (✓) the correct answer. (L1.16, 1 mark)

Captain Tom – L1 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 peers for help.

Transport:

- _____
- _____
- _____

Communication:

- _____
- _____
- _____

Entertainment:

- _____
- _____
- _____

Food and cooking:

- _____
- _____
- _____

Health:

- _____
- _____
- _____

Shopping:

- _____
- _____
- _____

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

These tasks loosely follow the method used by Pearson for Level 1 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 (AO) may assess slightly differently but all cover the same criteria. In formal SLC assessment, at Levels 1 and 2, talks and discussions are **not** ‘tutor facilitated’. This means the teacher / assessor sets up the tasks but must not participate.

Task 1 - Short talk and question & answer session

In groups of three or four.

Take turns to give a short talk (about 4 minutes) about the differences between life in the 1920s and now. Learners can do web or library research. Ideally, they should focus on just 2 or 3 of the bullet points they made on page 6 so that there is not too much overlap between each learner’s talk. The learner then answers questions about his or her talk.

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

Boris introduces the topic of food and cooking in the 1920s and explains how he thinks it is different to what we do today. He talks for 3-4 minutes (during this time Amelia and Cora may find it helpful to jot down notes or possible questions). Boris then invites Amelia and Cora to ask questions. Amelia and Cora must ask a minimum of 2 questions each.

Amelia then introduces the topic of entertainment and gives her short talk, followed by a question and answer session. Repeat the same process for Cora.

Task 2 – Formal discussion

In groups of three to five.

Would you have enjoyed living in the 1920s?

The learners 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*]. If learners wish, they can refer to their notes on page 6 but, unlike Task 1, there is no requirement for them to plan in advance.

Writing tasks (see pp 8-11 for the learner task sheets)

These tasks loosely follow the method used by Edexcel-Pearson for Level 1 (L1) writing assessments. Visit the Pearson Functional Skills site to find L1 writing mark sheets.

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

Other AOs may assess and mark slightly differently but all cover the same criteria.

Alternatively, refer to the detailed marking guidance on page 14 of this resource (only available to Skillsworkshop resource contributors).

Captain Tom – Writing task 1

Name _____ Date _____



A series of 19 horizontal lines for writing.

L1.19	L1.20	L1.21	L1.22	L1.23	L1.24	L1.25
3	3	3	12			
Detailed marking guidance on page 14 (skillsworkshop contributors only).						

Captain Tom – Writing task 2

Name _____ Date _____



Writing Task 2

Captain Tom has inspired you to raise money for charity.
You have some ideas about how you can raise the money.

Write an email to a friend. Your friend's email address is **chris2002@college.ac.uk**

Tell your friend about:

- a **health-related** charity you want to help
- **two** of your fund-raising ideas

Ask your friend:

- which idea they like the best
- if they will help you organise the event

Use appropriate content, format, structure and language. (9 marks)

You will also be assessed on your spelling, punctuation and grammar. (6 marks)

Write about **180 words**. Use at least 3 **paragraphs**

From: _____

To: _____

Subject: _____

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 (i) 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 13-17 of this resource (**answer sheet, marking guidance for writing tasks and detailed curriculum links**) are only available to skillsworkshop contributors. If you are contributor, or would like to become one, 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> June 2020. Kindly contributed by Laura Bell. Search for Laura on www.skillsworkshop.org. L1 Reformed Functional English reading. For related links (including an Entry Level 3 version of this resource) visit the download page for this resource on skillsworkshop.