

International talk like a pirate day

Reading task

Name _____ Date _____

International talk like a pirate day.



September 19th

Yes..., this is a real day!

1. Log on to the following website and find your pirate name. Answer the questions as **truthfully** as you can.

www.piratequiz.com/

2. Write your pirate name.

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3.

The pirate flag

The pirate flag was designed to strike terror into innocent sea faring men and encourage a rapid surrender. In contrast, the black Jolly Roger, usually associated with pirates, was not as dreaded as the red flag. The fearsome red flag injected fear into the victims as its implication meant that no compassion or pity would be shown in battle.

Press gangs, were governed by the Royal Navy, and would be on the lookout in the streets of maritime ports like Portsmouth. Their job was to search for possible drunken seafarers who could be press ganged into the navy. If they weren't intoxicated enough, they'd likely be beaten unconscious, dragged aboard and would wake the next morning finding themselves at sea.

Due to extremely deprived conditions, low pay and the obligation of a lifetime service, conscription was tough. Therefore, groups of 'press-gangs' would circulate through pubs on the coast of Britain, abducting men and forcing them into lifetime service. Anyone found in possession of the "King's shilling" was believed to be a loyal subject, therefore a contender for the Royal Navy.

The press-gangs would socialise and drink with the regulars in the local pubs and then drop 'shillings' into the tankards of the unsuspecting men. When the men reached the bottom of their ale, they would discover the 'King's shilling'. Once the shilling was in their possession, the press-gang would be waiting for them outside to forcibly drag them off.

Some pubs designed a glass bottomed beer mug so that their customers would know if there was a 'King's shilling' in the bottom, and therefore be able to reject the drink.



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Read the text on page 2 and answer the questions.



a) What is the difference between the red Jolly Roger and the black Jolly Roger?

b) In the second line, what is meant by the word surrender?

c) Why do you think press-gangs would circulate the Portsmouth area in particular?

d) What is meant by the King's shilling?

e) What was invented as a preventative measure to avoid possessing the King's shilling?

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4. After having a drink with some friends in the Lord Nelson Tavern in Portsmouth, you are suddenly serving a reluctant lifetime commitment on board a pirate ship.

Write a letter home, explaining the events that led to your shocking unexpected new life as a sailor.

You may wish to include:

- Where you were and who you were drinking with.
- The name of the ship you are now serving aboard.
- Your pirate name.
- An account of your daily routine.
- Conditions on board.
- Your shipmates.

The link below offers some pirate word and phrases that you may wish to include in your work. <http://reference.yourdictionary.com/resources/pirate-terms-phrases.html>

Plan your letter here.

Functional Skills English mapping

Coverage and range statements provide an indication of the type of content candidates are expected to apply in functional contexts. Relevant content can also be drawn from equivalent (school) National Curriculum levels and the Adult Literacy standards.

✓ indicates the main coverage and range skills that are (or can be) covered in this resource. However, these will vary with the student group and how the resource is used by the teacher. **Reference:** Ofqual (2009), *Functional Skills criteria for English: Entry 1, Entry 2, Entry 3, level 1 and level 2.*

<http://www.ofqual.gov.uk/>

Level 1 Reading Read and understand a range of straightforward texts

skill standard:

Coverage and range statements

- a) Identify the main points and ideas and how they are presented in a variety of texts
- b) Read and understand texts in detail ✓
- c) Utilise information contained in texts ✓
- d) Identify suitable responses to texts

Level 1 Writing Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience

- a) Write clearly and coherently, including an appropriate level of detail ✓
- b) Present information in a logical sequence ✓
- c) Use language, format and structure suitable for purpose and audience ✓
- d) Use correct grammar, including correct and consistent use of tense ✓
- e) Ensure written work includes generally accurate punctuation / spelling & that meaning is clear ✓

Level 2 Reading Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions

Coverage and range statements

- a) Select and use different types of texts to obtain and utilise relevant information ✓
- b) Read and summarise, succinctly, information/ideas from different sources ✓
- c) Identify the purposes of texts and comment on how meaning is conveyed
- d) Detect point of view, implicit meaning and/or bias
- e) Analyse texts in relation to audience needs and consider suitable responses

Level 2 Writing Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively

- a) Present information on complex subjects clearly and concisely ✓
- b) Present information/ideas concisely, logically, and persuasively ✓
- c) Use a range of writing styles for different purposes ✓
- d) Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively ✓
- e) Punctuate written text using commas, apostrophes and inverted commas accurately ✓
- f) Ensure written work is fit for purpose & audience, with accurate spelling & grammar that supports clear meaning ✓

* This resource also covers many adult literacy curriculum <http://www.excellencegateway.org.uk/content/etf1286> elements.