

It's Not All Bad....

Name _____ Date _____



- These questions are about the texts on pages 5-6.
- You do not need to write in complete sentences.

1. In what three areas have improvements led to a reduction in deaths from breast cancer?

..... (2)

2. These improvements have taken place over the “last three decades”. How many years is this?

..... (1)

3. The second paragraph of the Breast Cancer text contains a semi-colon (;). (1)

This could be replaced with:

a comma	<input type="checkbox"/>	a full stop	<input type="checkbox"/>
an apostrophe	<input type="checkbox"/>	a question mark	<input type="checkbox"/>

(1)

4. What three sources of energy make up “renewables” and how much of the overall power in the UK did these generate during part of 2019?

..... (4)

5. What is the name of the organisation which thinks wind might make up a third of the UK’s total power output by the end of the decade?

..... (1)

6. Explain in your own words what the “Stormzy Effect” is.

.....
.....
..... (1)

7. True or false? **Nowadays, almost 50% of students at Cambridge University are black.**

True / False Delete the incorrect answer. (1)

It's Not All Bad....

Name _____ Date _____



8. What was unique about Khadijah Mellah when she won the Magnolia Cup horse race?

..... (2)

9. Where and why did she learn to ride?

..... (2)

10. Explain the purpose of the **third** comma in this sentence.

The race was a charity event in support of Wellbeing of Women, and many seasoned jockeys competed, with people like professional event rider Sophie van der Merwe, Irish celebrity Vogue Williams and Olympian Victoria Pendleton taking part.

..... (1)

11. What does “many seasoned jockeys” mean?

..... (1)

12. Find a word or phrase in the second sentence of the Costa Rica article that means harmful.

..... (1)

13. These articles from The Happy Newspaper were written in 2019. What year did Russ Mantle start his cycling marathon?

..... (1)

If you wish, you may use a dictionary or thesaurus for question 14.

14. “Hitting this milestone is the **equivalent** of travelling to the moon and back twice or **circumnavigating** the Earth 40 times.”

Suggest a word or phrase to replace the word **equivalent** in the text.

..... (1)

Suggest a word or phrase to replace the word **circumnavigating** in the text.

..... (1)

It's Not All Bad....

Name _____ Date _____



15. What do you understand the word “**prosthetic**” to mean? (See “From Plastic Bottles to Plastic Limbs”). Try to work it out from the article before using a dictionary.

..... (1)

16. What two problems do De Montfort University engineers hope to tackle with their new technique?

..... (2)

17. What will be made from the recycled bottles? Describe in no more than 20 words the four stages of the process.

.....
.....
..... (5)

18. Explain why – **from £5,000 to just £10** – is placed between two dashes.

..... (1)

The dashes could be replaced by: (1)

brackets	<input type="checkbox"/>	quotation marks	<input type="checkbox"/>
apostrophes	<input type="checkbox"/>	full stops	<input type="checkbox"/>

19. In which country is Gothenburg?

..... (1)

20. What are scientists there planning to do?

..... (1)

21. Each article on page 6 contains at least one hyphen. Highlight all the hyphens. (2)

What is the function of a hyphen? Explain in your own words.

..... (1)

(No not confuse hyphens with dashes. Discuss this with your teacher).

It's Not All Bad....

Name _____ Date _____



Looking at the entire text (i.e. all the articles on pages 5-6):

22. The texts are predominantly:

Circle correct answer(s)

descriptive

informative

instructional

formal

conversational

argumentative

(2)

Give two examples from the texts to support your answer

.....
.....
.....

(2)

23. Find three presentation features and explain how these make the text easier to read:

.....
.....
.....
.....

(6)

24. Find two different language features that used to back up facts in the articles.

Provide two examples of each (from two different articles) to support your answers.

(6)

Feature 1

Example a

Example b

Feature 2

Example a

Example b

BREAST CANCER DEATH RATE CONTINUES TO FALL

Cancer Research UK have announced that more accurate and earlier diagnosis and testing, improved treatments and greater awareness of breast cancer have prevented around 130,000 deaths over the last three decades.

Deaths from the disease peaked in 1989 at 59.8 per 100,000, but this has fallen by 44% to 33.4 (2017). Survival rates have also improved; 87% of those diagnosed now survive for five years or more (compared to 71% in the late 80s).

This comes despite a slight fall in the take-up of screenings in the last decade - where 31% of diagnoses are made. Ongoing research is clearly providing results, but with nearly 11,400 deaths annually, there is still work to be done. Early detection is crucial to a patient's survival rate and women are encouraged to get to know their body and be aware of any changes such as lumps, pain, dimples and movements and report them to their doctor as soon as possible.

FIRST UK JOCKEY TO WEAR HIJAB WINS THE RACE

Khadijah Mellah, an 18-year-old from Peckham in south London, recently became the first ever jockey in Britain to race wearing a hijab - and won the Magnolia Cup at Goodwood whilst doing so.

The race was a charity event in support of Wellbeing of Women, and many seasoned jockeys competed, with people like professional event rider Sophie Van der Merwe, Irish celebrity Vogue Williams and Olympian Victoria Pendleton taking part. Most of the 12 riders had been riding since they could stand.

Khadijah however was the youngest on the field and only began riding as a teenager, after her mother saw an advertisement in their local mosque for the Ebony Horse Club in Brixton - a community riding centre that aims to "transform young lives through horses in south London's most disadvantaged communities".

RENEWABLE ELECTRICITY OVERTAKES FOSSIL FUELS IN THE UK FOR THE FIRST TIME

The third quarter of 2019 saw renewable energy sources provide more electricity than fossil fuel generated power, in the UK for the very first time. Renewables (wind, solar, biomass) made up 40% of the overall power mix. It's a remarkable milestone as only a decade ago, fossil fuels contributed 80% of the UK's power (ten times more than renewable sources at the time). Wind power now contributes 20% on its own and is set to grow further as the cost of new projects continues to fall - indeed, 'Renewable UK' estimate that wind could contribute over a third of the total power output by 2030.

Also, according to the previously sceptical International Energy Agency (IEA), offshore wind power alone, easily has the capacity to power the world going forward, with the potential to generate 11 times more power than actually required. Technological improvements and continuing reductions in cost will continue to increase the viability of wind power and they have predicted that generation from wind will increase 15-fold in the next two decades.

NUMBER OF BLACK CAMBRIDGE STUDENTS BOOSTED BY STORMZY



In August 2018, grime artist Stormzy started a scholarship to help more black students go to Cambridge University, vowing to pay all tuition and living costs for two students per year. Since this pledge, the number of black students admitted into Cambridge University has risen by almost 50%.

Cambridge University said that there had been "an increase in the number of black students taking part in outreach activities and inquiring about courses" since the scholarship was announced. This has been dubbed the "Stormzy effect".



GOSTA RICA DOUBLES FOREST COVER

In the 1940s, Costa Rica was three-quarters covered in tropical rainforest and other woodland - then a period of widespread and unrestricted logging slashed this by two thirds, with just a 26% coverage remaining by 1983. Thankfully, policymakers realised the detrimental effect this was having on wildlife habitats and the country's precious ecosystem, and they moved to protect and re-establish them. There followed a dedicated policy commitment to the environment. Logging permits were limited and a national forestry commission and fund were set up to help police forests, alleviate rural poverty and recognise the advantages of a healthy forest. Now, over half the country (52%) boasts tree cover. Funded by foreign investment and fossil fuel taxation revenues, the incentives for conservation efforts have helped create 18,000 jobs and supported a further 30,000; half of the country's gross domestic product is now ecotourism or adventure tourism related.

It is hoped that Costa Rica's successful example will provide a viable model for others to help combat the loss of tropical forests globally.

82-YEAR-OLD RUSS BECOMES FIRST IN UK TO CYCLE ONE MILLION MILES

Russ Mantle, from Hampshire in England, has become the first person in the UK to cycle one million miles. The 82-year-old has spent 68 years recording his cycling distances, which saw him average 14,700 miles a year. Hitting this milestone is the equivalent of travelling to the moon and back twice or circumnavigating the Earth 40 times.

Taken from The Happy News by Emily Coxhead: December 2019

FROM PLASTIC BOTTLES TO PLASTIC LIMBS

De Montfort University engineers, in collaboration with prosthetics experts in India and other UK universities, have developed a new technique which aims to help address two important issues: the high cost of prosthetic limbs and the problem of plastic pollution.

The process creates sockets for prostheses (to join them to the patient's body) from recycled plastic water bottles, dramatically cutting the cost of each unit - from £5,000 to just £10 - and has the potential to improve the lives of many of the 100 million amputees worldwide, while saving healthcare providers millions of pounds and reducing plastic waste.

It is thought that this is the first time recycled plastic has been used in this way. Initially ground down into granules, it is spun into polyester yarns before being heated to form a lightweight solid which is moulded to a shape tailored for each user.

Two prototypes were created, to be tested in India by two leg-amputee patients from the world's largest rehabilitation charity (Bhagwan Mahaveer Viklang Sahavata Samiti). Results were positive and they are now looking to undertake a further, larger study.

ENERGY BREAKTHROUGH COULD STORE SOLAR POWER FOR DECADES

In Sweden, a team of researchers say that they have found a way to cheaply store the sun's rays in windows and release that energy as heat.

The research scientists, from Chalmers University of Technology in Gothenburg, state that they have developed a way to convert windows into solar panels with heat storage built in. The heat storage will be achieved by a specially designed chemical - an energy-trapping molecule - which according to the scientists will be much more effective than commonly used lithium-ion batteries. Generally, lithium-ion batteries last for about a decade, whereas the team believe that their alternative will last several.

According to energy-reporters.com, lead researcher Kasper Moth-Poulsen also said that there was a "potential to convert the sun's rays to electricity rather than just heat".

It's not all bad....

Answers and curriculum mapping

Marks for Level 1 questions are in blue; Level 2 are purple (there will be some overlap).

Breast Cancer (4 marks)

1. In what 3 areas have improvements led to a reduction in deaths from breast cancer? *Diagnosis, treatment, awareness. 1-2 correct answers – 1 mark. 3 correct answers – 2 marks. (2)*
2. the “last three decades”. How many years is this? *30 (1)*
3. 2nd paragraph contains a semi-colon. This could be replaced with *a full stop. (1)*

Renewable Electricity (5 marks)

4. What three sources of energy make up “renewables” and how much of the overall power in the UK did these generate during part of 2019? *Wind, solar, biomass, 40% (4)*
5. What is the name of the organisation which thinks wind might make up a third of the UK’s total power output by the end of the decade? *Renewable UK (1)*

Black Cambridge Students (2 marks)

6. Explain in your own words what the “Stormzy Effect” is. *An increase in numbers of black students demonstrating an interest in applying to Cambridge university [or similar] (1)*
7. True or false. **Nowadays, almost 50% of students at Cambridge University are black.** *False. The numbers have risen by nearly half. They make up just over 3% of the total. (1)*

First UK Jockey to Wear Hijab (6 marks)

8. What was unique about Khadijah Mellah when she won the Magnolia Cup horse race? *Wearing a hijab, youngest in the race (NOT she had only been riding since she was a teenager, as it says “most” but not “all” the others had ridden since they were very young). (2)*
9. Where and why did she learn to ride? *Ebony Horse Club in Brixton, because her mother saw an advert in their mosque. (2)*
10. Purpose of 3rd comma in “... in support of Wellbeing of Women, and many seasoned jockeys competed, with people like professional event rider Sophie van der Merwe, Irish celebrity Vogue Williams and Olympian Victoria Pendleton taking part.” *To separate items in a list. (1)*
11. What does “many seasoned jockeys” mean? *Experienced (1)*

Costa Rica (1 mark)

12. A word or phrase in 2nd sentence of Costa Rica article that means harmful. *Detrimental (1)*

82-Year-Old Russ (3 marks)

13. What year did Russ Mantle start his cycling marathon? *1951 (1)*
14. “Hitting this milestone is the equivalent of travelling to the moon and back twice or circumnavigating the Earth 40 times.” Suggest words or phrases to replace equivalent and circumnavigating. *‘the same as’, travel all the way around something (or similar). (2)*

From plastic bottles to plastic limbs (10 marks)

15. What do you understand the word “prosthetic” to mean? (See “From Plastic Bottles to Plastic Limbs”) Try to work it out from the article before using a dictionary. *Artificial (1)*
16. What two problems to the university engineers hope to tackle with their new technique? *High cost of prosthetic limbs, plastic pollution (2)*
17. What will be made from the recycled bottles? Describe in no more than 20 words the four stages of the process (5 marks) *Sockets for prostheses. Grind into granules, spin into polyester yarns, heat to form a solid, mould to individual shape (or similar) (5)*
18. Explain why **from £5,000 to just £10** is placed between two dashes. *To separate out non-essential, extra information. The dashes could be replaced with brackets. (2)*

Energy breakthrough (5 marks)

19. In which country is Gothenburg? *Sweden (1)*
20. What are scientists there planning to do? *Convert windows to solar panels (with heat storage) (1)*

It's not all bad....

Answers and curriculum mapping

21. Each article on p6 contains at least one hyphen. Highlight all hyphens. *1 mark if at least 4 hyphens are highlighted. 2 marks if all hyphens (there are at least 10) are highlighted (and no dashes).* (2)
 What is the function of a hyphen? Explain in your own words. *To join two or more words together that are closely related [so that they behave as a single word]. Note the hyphen in the Costa Rica article has a different function (aids pronunciation) – you could award a bonus point for this!* (1-2)

Looking at all of the articles (16 marks)

22. The text is predominantly: *informative and formal. Any two relevant examples (note – almost any excerpt will fit both criteria)* (4)
23. Three ways in which the text is presented and explain how these help the reader: *Any three from: Images (add interest), headlines (clues to content / draw you in / help you locate information), paragraphs (breaks up text), different fonts / different sized fonts / block capitals (adds interest / highlights important information)* (6)
24. Find two different language features that are used to back up facts in the articles. Provide two examples of each (from two different articles) to support your answers.
- Feature 1 **Statistics**. *Any two relevant examples. E.g. Deaths from the disease peaked in 1989 at 59.8 per 100,00, but this has fallen by 44% to 33.4 (2017). ...the incentives for conservation efforts have helped create 18,000 jobs and supported a further 30,000;* (3)
- Feature 2 **Quotations**. *Any two relevant examples. E.g. “an increase in the number of black student taking part in outreach activities...”. Kasper Moth-Poulson also said that there was a “potential to convert the sun’s rays to electricity...”. (3)*

Maximum possible marks 52 (or 53 if you award a bonus point for Q20).

Suggested pass marks if using for formal assessment: Level 1 - 20/52. Level 2 – 40/52

FUNCTIONAL SKILLS ENGLISH 2018 (takes effect 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.

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.

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

→ or ← = not covered in this resource but included to show progression across levels. ✓ = **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). Greyed out descriptors are not assessed in this resource but are included for reference. Consult the DfE Subject Content document for more information and a full list of descriptors for speaking, listening and communicating; reading and writing. *Content (and *text types) at each level subsumes and builds upon that at lower levels.*

Reading content descriptors

Entry Level 3	Level 1	Level 2
<p>E3.8 Read correctly words designated for Entry Level 3 →</p> <p>E3.9 Identify, understand and extract the main points and ideas in and from texts →</p> <p>E3.10 Identify different purposes of straightforward texts →</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) →</p> <p>E3.12 Understand organisational features and use them to locate relevant information (e.g. contents, index, menus, tabs and links) →</p>	<p>L1.9 Identify and understand the main points, ideas and details in texts ✓✓ Q1 Q4 Q5 Q7 Q13 Q19</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 ✓ Q11</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 ✓ Q23</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, persuasive)</p> <p>L1.17 Read and understand a range of specialist words in context ✓ Q2 Q6 Q12</p> <p>L1.18 Use knowledge of punctuation to aid understanding of straightforward texts ✓✓ Q3 (L2), Q10, Q18, Q21 (L2).</p>	<p>L2.11 Identify the different situations when the main points are sufficient and when it is important to have specific details ✓✓ Q8 Q9 Q16 Q17 Q20</p> <p>L2.12 Compare information, ideas and opinions in different texts, including how they are conveyed</p> <p>L2.13 Identify implicit and inferred meaning in texts</p> <p>L2.14 Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes ✓ Q24</p> <p>L2.15 Use a range of reference materials and appropriate resources (e.g. glossaries, legends/keys) for different purposes, including to find the meanings of words in straightforward and complex sources ✓ Q14 Q15</p> <p>L2.16 Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources ←</p> <p>L2.17 Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias</p> <p>L2.18 Follow an argument, identifying different points of view and distinguishing fact from opinion</p> <p>L2.19 Identify different styles of writing and writer's voice ✓ Q22</p>
<p>Scope of study – learners should read *texts that include:</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>	<p>straightforward and complex texts on a range of topics and varying lengths that instruct, describe, explain & persuade. ✓</p>

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

Also covers many Adult Literacy Curriculum elements <http://www.excellencegateway.org.uk/content/etf1286>