More Functional Skillbuilders English is a range of graded literacy teaching materials that will equip your students with the necessary knowledge, skills and understanding to use and apply English in everyday life.

More Functional Skillbuilders follows on from the best-selling Functional Skillbuilders series and introduces three brand new workplace contexts - a charity, hospital and health club. The wide variety of activities ensure your students develop reading and writing skills in a meaningful way and helps them to transfer these skills to other areas of learning.

Written by a Functional English Chief Examiner, the workplace contexts are key to this series’ success. More Functional Skillbuilders give your students the essential skills needed to pass the Functional Skills assessments and Functional Skills aspects of GCSEs.

More Functional Skillbuilders use real-life scenarios to develop Functional English skills so that your students gain confidence and familiarity with the requirements.

More Functional Skillbuilders covers Entry Level 1 through to Levels 1 and 2 to suit a wide range of needs.

The exciting new workplace contexts in the series ensure activities are real, they are also suitable for preparation for working life.

What teachers say

“Functional Skillbuilders have proved extremely useful with our students. The books are easy to use by the teacher. My pupils enjoy the content and the variety of activities and appreciate the clear presentation. I recommend them wholeheartedly.”

Mrs Adams
Literacy Co-ordinator/Curriculum Manager Years 10, 11 and 12, Oakvale School, Guernsey.

“With Functional Skillbuilders I am quite certain that my learners have the skills to successfully use reading, writing and speaking and listening skills in their new jobs, I thoroughly recommend them.”

Maggie Perez de Salazar
Director of Studies, European Languages Centre, Liverpool.

WHAT DO I GET?

- 50 fully photocopiable worksheets per book to build, apply and develop mastery of Functional English skills.
- Answers, teaching notes, student checklist and curriculum mapping.

WHO IS IT FOR?

- Functional Skills students from Entry Level 1 to Level 2.
- Foundation learning.
- Adult literacy students.
- Literacy support at KS3 and KS4.
- Students with SEN including SpLD, MLD, EBD, ADHD and ASD.

DIGITAL RESOURCES

- For an additional £5 per title get electronic versions of More Functional Skillbuilders on CDROM.
- Use on interactive whiteboards.
- Copy to a network or VLE.
- Print and copy for students to make planning and preparation easy.

HOW TO ORDER

More Functional Skillbuilders are only £39.95 per title.
To order call: 0800 389 7129
or buy online at: www.axiseducation.co.uk.

MORE RESOURCES

Preview every book online and download more FREE resources at:
www.axiseducation.co.uk.
Look at these pictures. Write a sentence to describe what each sign is telling you.

1. [Image of washing hands with soap and water]

2. [Image of hands scrubbing with soap]

3. [Image of hands rinsing with water]

4. [Image of hands covering her mouth and nose]

5. [Image of hands drying with a towel]

6. [Image of hands wiping with a cloth]

7. [Image of hands dipping in a bowl of water]
An adjective is a word used to describe a noun. It tells you more about the noun. For example:
“The water was cold.”
In this sentence ‘water’ is the noun and ‘cold’ is the adjective.

1. Red Lake have come up with a poster to try and persuade people to join the gym in the new year. Read the poster and highlight all the adjectives.

**New year, new you ... at**

**Red Lake HEALTH CLUB**

We have a fantastic offer for you this year that will make you look great and feel great.

Join our superb gym for just £25.00 a month and you could be feeling fabulous.

Friendly staff will help you to get fit and have you looking amazing in no time.

A synonym is a different word which has the same meaning or nearly the same meaning as another word. For example:
cold ➔ chilly ➔ freezing ➔ arctic

2. Now try to come up with two synonyms for every word you highlighted in the poster.
Plan and draft a brief questionnaire. Plan and draft a short report.

Source want to find out some information about the general public and their feelings about charities. They want to find out:

- how often people give to charity
- the last time they donated to charity
- how much they donate
- the kind of work their chosen charity does
- the countries in which their chosen charity works
- the ways in which people donate money

Use this information to write a one-page questionnaire. Show the draft to your teacher and then proofread it before writing it in the final format.

Conduct your questionnaire with ten different people and write a short report to summarise your findings.
This key information will help you to write a succinct, well-structured report.

- All reports should have a title.
- Some reports summarise the findings in a very short paragraph at the beginning.
- Information in a report should be presented in a logical order - you can use subheadings to help with this.
- Recommendations go at the end of a report. The information given in the body of the report should provide enough evidence to back up the recommendations.

There has been some debate among health club management about customer satisfaction surveys and how effective they are. You believe that this kind of survey could be very useful in highlighting areas where the club could improve and respond to customer needs.

Use the information below to prepare a short report in support of using customer satisfaction surveys.

Your recommendation is that Red Lake Health Club carries out a customer satisfaction survey every year. This year was the first time the club carried out such a survey and you believe that the results will help the management team to identify any areas where the club could improve, and will indicate the most and least popular facilities in the club.

In total, 452 people filled in the survey. They were asked to indicate how often they attended the health club. The most popular answer to this question was 2–3 times per week, with 191 people ticking this box. Respondents were also asked which facilities they used the most. The top three facilities were the swimming pool, gym and tennis courts. The three least popular were the crèche, café and sunbeds.

You believe that by adding more questions to the survey, such as how customers rate the range of activities available, the helpfulness of the staff and if they think the health club offers value for money, then next year the survey could provide even more useful information for the management team to use.
Staff at the hospital produce fact sheets for patients explaining the details of a variety of illnesses and medical procedures. Some of the fact sheets need updating. Your task is to research a medical condition and prepare two fact sheets.

One fact sheet is for children who are about to have grommets inserted to treat glue ear. The second fact sheet is for their parents.

Between the two fact sheets you need to cover the following information, as necessary, for each target audience:

- outline the causes of glue ear
- the symptoms
- the varying treatments
- define grommets
- explain the procedure
- address any potential complications and aftercare.

A medical encyclopaedia would be a good starting point for your research, as will careful selection of information from the internet. You will find these websites useful starting points:

www.bbc.co.uk/health
www.netdoctor.co.uk
www.nhsdirect.nhs.uk

This time, you will have to think very carefully about your two target audiences. Children will need very clear, simple explanations, without overwhelming them with technical information.

Parents will need to be fully briefed on what to expect, but again, you should take heed of the advice on Worksheet 31.
5. Health club – social sight signs

Recognise and understand social sight signs.

Match these signs to their meanings using an arrow.

- No eating
- Women’s toilets
- Baby changing
- No drinking
- Fire extinguisher
- First Aid
- Not drinking water
- Men’s toilets
Look at these different examples of text. What should you do in each case? Write the number of the text next to the correct instruction.

1. Tickets on sale now for **Sourcejam @ Bar Gain**
   Call 020 881 4125 with credit card details.

2. If you would like to join a **Source** group in your area, please send an email to:
   events@source.co.uk

3. **Source**
   **Volunteer festival assistant**
   The post will run from late May to early September. One to two days per week.
   To request an application form write to Event at Source, Hendon House, The Grove, Finchley, N3 4DP

4. **Source**
   Join our mailing list. Simply fill in your name and email address in the boxes below and we will send you information about Source.
   Name:
   Email:

<table>
<thead>
<tr>
<th>Instruction</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Send an email</td>
<td></td>
</tr>
<tr>
<td>Write a letter asking for an application form</td>
<td></td>
</tr>
<tr>
<td>Fill in your name and email address</td>
<td></td>
</tr>
<tr>
<td>Call the number to buy a ticket with credit card details</td>
<td></td>
</tr>
</tbody>
</table>
These are some staff profiles that are going on the noticeboards at Kenton Hospital. Read the statements, then answer the questions.

“Hi, my name is Anna Lo. I am a receptionist at Kenton Hospital. I greet patients as they arrive and check them in. I also make appointments for patients to see doctors at the hospital. My job can sometimes be hard, because some people are nervous about coming into hospital.”

“My name is Stacie. I am a domestic assistant. I do all the sweeping and cleaning on the wards and in clinical rooms. I serve tea and water. I also have to keep up stock levels of tea, cleaning products and equipment like brooms and mops.”

“Hi, my name is Josh and I am a porter. I move frail and very ill patients to and from different wards in the hospital. I sometimes have to deliver medical equipment or move patients’ luggage too.”

1. Explain to your tutor what type of text this is.

2. Summarise the role of each staff member.

Anna

Stacie

Josh
Read this information about how to lift a patient using a patient lifter. Use a dictionary to look up the meaning of any words you don’t understand.

**Transferring a patient from a hospital bed**

Before using a patient lift, you must make sure that you know what every part of the device does and that you explain the process of manoeuvre to the patient, to ensure that they know exactly what to expect.

Begin by ensuring that the patient is well supported and that the bed is raised to its highest level. This will make it easier for the person transferring the patient to manoeuvre him or her without damaging themselves. You should then draw the sling around the patient and bring the leg support straps up and between the legs of the patient. Next you need to attach both sides of the sling to the cradle of the lifter.

To raise the patient, you must ensure that the base of the lift is at its widest to make sure that the machine is stable. You need to pump the hydraulic handle up and down to lift the patient into the air. You should use the steering bar to steady the transport sling.

In order to lower the patient back down, you need to begin by applying the caster brake; then open the hydraulic pressure-release knob on the patient lifter. This is located next to the hand pendant on the lifter.

After the patient has been lowered, you need to push down on the boom to slacken the straps and release the sling.

1. What additional information does the diagram give?
2. What must you ensure is at its widest before raising a patient?
3. Why do you think the instructions recommend that the caster brake is applied before lowering a patient back down?
4. What do the instructions recommend you do before using the patient lifter?
Read an argument and identify points of view.

Read this article, which continues on Worksheet 41, about the trade versus aid argument, then answer the questions on Worksheet 41.

Trade versus aid – will the debate ever end?

Should the developed world focus on enabling trade or donating aid as a way to help the developing world? Arguments on this topic have raged for decades. Both trade and aid can benefit and harm developing countries. Simon Peters talks to people supporting each side of the argument.

Ellie Salmon, a representative of the charity Source, is definitely pro-aid. She believes that without essential aid, many countries would be facing crisis point:

“I acknowledge the point that blindly handing out wads of cash is not a productive way of helping those most in need. It is also clear that in the past, some aid efforts were compromised with issues of corruption. However, these days aid agencies have adapted the way in which aid is provided in every country they work in to ensure corruption cannot take place.

“Trade does not exist in a vacuum. It needs a wider infrastructure to support it; without roads, railways, ports, education and so on, a country cannot trade. In many cases, this kind of support network is impossible to achieve without foreign aid. Aid is not always in the form of money – it may also be given through expert advisors who help countries prepare for the challenges of globalisation. Many charities’ main focus is on providing training and education with the aim of helping people improve their own lives, rather than sitting waiting for handouts. And let’s not forget that some countries are unable to trade successfully because they do not have the raw resources or materials in quantities that make their exports viable.”

When asked about why she believes trade is not the only answer, Ellie goes on to say:

“Trade can be very limited in the amount of people it helps. Trade is often confined to small groups of people within a country, rather than benefiting a large proportion of people at a time.

“Exposing flimsy developing economies to free trade is dangerous. There is a genuine danger that a flood of imports could ruin local industries that are unable to compete fairly. In the longer term economies may become dangerously dependent upon ‘cash crops’ or other commodities produced solely for export (such as coffee, cocoa, rubber and copper), rather than becoming self-sufficient. Swings in international commodity markets mean that these economies can quickly be ruined when supply and demand change.”

Meanwhile those that support the argument that trade is the answer to helping some of the world’s poorest countries believe that aid is, at present, the biggest problem. Economic guru and anti-poverty campaigner James Barnes has worked with governments in Africa, South America and Eastern Europe on ways to reform the economy, reduce poverty, control diseases and reduce the amount of debt in poor countries. He believes that aid often only helps a handful of people, and ignores the bigger problems.
“Trade is a long-term arrangement for international co-operation. This allows for a flow of cash or goods into the developing country, largely independently of whether the developed country is doing well or badly economically at a given moment. If you contrast this to flow of aid, you can see that aid is less predictable, both because it is manipulated for political reasons and because it can be quite short-lived. If the developed country goes through a bad economic time, the aid budget is an easy target for spending cuts.”

James goes further: “Aid is patronising. Trade is empowering. With trade, developing countries have dignity. With aid, one party has the upper hand. With trade, there is a more equal footing – countries gain the benefits of inward investment and payment without many of the negative aspects associated with an aid programme.

“If developing countries trade with developed nations, they set up a basis for their own improvement. As well as developing their own economy and their manufacturing or service sectors, they may need to build infrastructure in other ways, which can include good governance, a mainly stable currency and internal security. These changes not only directly benefit trade; they also impact on the whole country.”

These are positive pro-trade arguments, says James, but on the negative side, he claims that even when handled honestly, aid money is often misspent. “When solutions are imposed externally, it is often centralised, large-scale projects that are put in place. These sorts of project may not be appropriate. What’s more, there is sometimes a question mark over who is really benefiting. With lucrative contracts on offer, some first-world companies reap large economic rewards as a direct result of aid. With trade, profits trickle down to the whole population; this empowers people to spend additional income in the way they choose for themselves.”

James claims that it is only natural for people to want to trade with each other. “It is wrong to limit trade. Restrictive rules hamper trade. It is in developing and developed countries’ economic interests to remove barriers to trade. Putting the emphasis on trade rather than aid redirects attention to what developing countries can and should do for themselves, away from what developed states should or could be doing for the developing world.”

Having listened to these arguments, I think both have their merits. Clearly aid plays an important role in helping to promote social and economic development in many developing countries. When properly managed, aid does a huge amount of good. However, with a fairer trade system third-world countries would benefit greatly. Aid complements trade, and with carefully thought-out projects and plans, aid can be much more useful to the third-world economy. But the very poorest countries aren’t in a position to trade and can only rely on aid. A careful balance of the two is probably best.

1. What reasons does Ellie Salmon give for being pro-aid?
2. What reasons does James Barnes give for being pro-trade?
3. What is your opinion of the writer’s summation?
4. Do you think that Ellie’s argument is biased? Give reasons for your answer.
5. Which argument do you find more convincing, and why?