

## Stop Education Cuts teaching materials E2/E3 ESOL, Literacy and Functional English

### Text A

#### Education - A Sorry Story

Education is under attack. The government said that education was important but colleges, like this one, will lose a lot of money. The Labour government said they wanted to make education better and to close the gap between rich and poor, but they have done the opposite! Millions of adults in Britain cannot read and write and in the last 10 years 1.5 million college places have disappeared.

What will education cuts mean for you? There will be fewer places, bigger classes, fewer course options and higher fees. There will also be job losses for your teachers.

However, the money is there. There is a recession but the government found money to give to the banks. They can also find the money for education. So what can we do?

Join the teachers in a campaign to fight the cuts and keep our jobs and courses. We can demonstrate against the government.

We all have the right to an education. Now is the time to defend that right.

### Text B

# HE in crisis

## Build the resistance

Last summer the news was all about the crisis of the banking sector. Now politicians of all major parties are shifting the debate to the need for public sector cuts.

Just before Christmas, Peter Mandelson announced further cuts in the budget for universities. This brings the cuts to £533m. He raised the prospect of more two-year degrees.

He also encouraged universities to maintain quality and continue expanding access to HE! This was not an April Fool's Day message, although that might have been a more suitable date for such an announcement.

Such a level of cuts can only mean a threat to academic standards, educational provision and jobs.

More universities will resort to compulsory redundancies. Already at least 6000 jobs in the sector are at risk. Such

drastic job losses will mean workloads for those staff left will go through the roof. More managers will be pressurised to maintain standards by pushing their staff to work well beyond contract. Meanwhile tuition fees will go up, if the cap is removed. Students will be justly indignant about being asked to pay higher fees while universities are cutting staffing and new building projects.

How will UCU members in HE respond to all this? No doubt some will accept privatisation and marketisation as the only means of making up the shortfall in public

spending. Some will just try to work even harder because they care about their students.

More will become ill with work-related stress. Some will seek early retirement. None of these understandable responses, however, will address the crisis facing the HE sector. The only realistic course of action is collective resistance. We need to build a public sector alliance to defend

education and public services. We need to involve students and their parents in the struggle for a decent public sector education service.


We need to take industrial action in defence of jobs and education. And we need an NEC which is prepared to lead the fight. This means it really matters who UCU members vote for this year when electing their NEC.

It is important that UCU members in the vote for HE NEC members prepared to lead a serious fight back in defence of education, jobs, pay and conditions and vote for Sean Vernell as FE Vice-President.

Liz Lawrence, NEC (pc)

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### Text C



**Your education is being cut!**

The government plans to cut £200 million from the national college budget and £900 million from universities.

**What does this mean for you?**


- fewer free courses and more unaffordable courses
- limited subject choices
- no more EMA bonus
- less access to university
- higher university fees
- bigger class sizes
- job losses for your teachers

**What can we do to fight this?**

If you stand together with your teachers, we can stop the destruction of our education.

**Join us in our protest:**

Saturday 20<sup>th</sup> March, 12.00pm  
King's College Strand Campus  
**March to Downing Street**  
**Protest against the cuts!**



**Make a stand on the Strand!**

Alternatively, meet at Hackney Community College at 10.45 to travel together

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### 1. Are these statements TRUE or FALSE?

	TRUE	FALSE
Text A is a speech	<input type="checkbox"/>	<input type="checkbox"/>
Text B is an advertisement	<input type="checkbox"/>	<input type="checkbox"/>
Text C is a newspaper article	<input type="checkbox"/>	<input type="checkbox"/>

### 2. The main purpose of text A is to: (tick ONE box)

- inform people about the education system
- persuade people to join a campaign
- give directions

### 3. The main purpose of text C is to: (tick ONE box)

- warn people about going to the Strand
- give directions to the Strand
- give people information about cuts

### 4. Read Text A carefully and answer these questions TRUE or FALSE:

	TRUE	FALSE
Colleges are getting more money	<input type="checkbox"/>	<input type="checkbox"/>
Education is still important to the government	<input type="checkbox"/>	<input type="checkbox"/>
There is more equality between rich and poor people	<input type="checkbox"/>	<input type="checkbox"/>
If cuts are made, life will be better for students	<input type="checkbox"/>	<input type="checkbox"/>
The writer thinks that the government shouldn't give money to the banks	<input type="checkbox"/>	<input type="checkbox"/>
Only the students will be affected, not the teachers.	<input type="checkbox"/>	<input type="checkbox"/>

### 5. Look at paragraph 1 of Text A. Which word means 'difference'?

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### 6. Look at Text C. Which TWO words mean the opposite of 'more'?

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### 7. Look at Text C. Which word means the same as 'walk'?

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## Entry 2 Writing Task: Write to your MP

Use the ideas below to write to your MP about the cuts to education.

When you have finished, go to this website. <http://www.theyworkforyou.com/>

Type in your postcode.

Click on **Send A Message**

Type in your letter and press preview and send.

Dear.....

I think Education is important because.....

.....

Now there are education cuts because.....

.....

.....

.....

In the future there will be.....

.....

.....

.....

In the future there won't be.....

.....

.....

.....

Yours .....



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### Functional English criteria (relevant areas are highlighted)

Entry 2 Skill standard	Entry 2 Coverage and range Ofqual (2009), p7.
<p><b>Speaking, listening and communication</b> Participate in discussions/exchanges about familiar topics, making active contributions, with one or more people in familiar situations</p>	<ul style="list-style-type: none"> <li>• Identify the main points of short explanations and instructions</li> <li>• Make appropriate contributions that are clearly understood</li> <li>• Express simply feelings or opinions and understand those expressed by others</li> <li>• Communicate information so that the meaning is clear</li> <li>• Ask and respond to straightforward questions</li> <li>• Follow the gist of discussions</li> </ul>
<p><b>Reading</b> Read and understand straightforward texts that explain, inform or recount information</p>	<ul style="list-style-type: none"> <li>• Understand the main events in chronological texts</li> <li>• Read and understand simple instructions and directions</li> <li>• Read and understand high frequency words and words with common spelling patterns</li> <li>• Use knowledge of alphabetical order to locate information</li> </ul>
<p><b>Writing</b> Write short texts with some awareness of the intended audience</p>	<ul style="list-style-type: none"> <li>• Use written words and phrases to record and present information</li> <li>• Construct compound sentences using common conjunctions</li> <li>• Punctuate correctly, using upper and lower case, full stops and question marks</li> <li>• Spell correctly all high frequency words and words with common spelling patterns</li> </ul>
Entry 3 Skill standard	Entry 3 Coverage and range Ofqual (2009), p9.
<p><b>Speaking, listening and communication</b> Respond appropriately to others and make some extended contributions in familiar formal and informal discussions and exchanges</p>	<ul style="list-style-type: none"> <li>• Follow the main points of discussions</li> <li>• Use techniques to clarify and confirm understanding</li> <li>• Give own point of view and respond appropriately to others' point of view</li> <li>• Use appropriate language in formal discussions/exchanges</li> <li>• Make relevant contributions, allowing for and responding to others' input</li> </ul>
<p><b>Reading</b> Read and understand the purpose and content of straightforward texts that explain, inform and recount information</p>	<ul style="list-style-type: none"> <li>• Understand the main points of texts</li> <li>• Obtain specific information through detailed reading</li> <li>• Use organisational features to locate information</li> <li>• Read and understand texts in different formats using strategies/techniques appropriate to the task</li> </ul>
<p><b>Writing</b> Write texts with some adaptation to the intended audience</p>	<ul style="list-style-type: none"> <li>• Plan, draft and organise writing</li> <li>• Sequence writing logically and clearly</li> <li>• Use basic grammar including appropriate verb-tense and subject-verb agreement</li> <li>• Check work for accuracy, including spelling</li> </ul>

### References

Ofqual (2009), *Functional Skills criteria for English: Entry 1, Entry 2, Entry 3, level 1 and level 2.*

<http://www.ofqual.gov.uk/files/2009-11-functional-skills-criteria-for-english.pdf>

Further functional skills documents available at <http://www.ofqual.gov.uk/2578.aspx>