

Misbehave and you'll lose your mp3 player

The government has announced plans to replace ASBOs by confiscating gadgets like MP3 players instead.

The Government thinks that the anti-social behaviour orders aren't taken seriously by offenders. So they're scrapping ASBOs and replacing them with



criminal behaviour orders. The punishment for being given one of these will vary from being banned from hanging around the town centre, to having a gadget, like your iPod, taken away.

The Home Office, which is bringing in this change in the law, thinks that taking away prized belongings will really affect young people and so make them want to behave in future. Other punishments include being made to pick up litter or wash off graffiti.

Functional English E3 reading practice



Name _____ Date _____

Questions

1. What kind of text do you think this is? Tick the right one.

instructions	recipe
newspaper report	email

2. Name two key features that help you know what kind of text this is.

.....
.....

3. Find the word that means taking something away as a punishment.

.....

4. What do the letters ASBO stand for?

.....

5. Why does the government think ASBOs are not working?

.....

6. What is the new punishment going to be called?

.....

7. List two punishments people could get under this new law.

.....
.....

8. Working with another person – list 10 things that might get this kind of punishment i.e. the kind of things we call anti-social behaviour.

Functional English E3 reading practice

Source:

<http://www.firstnews.co.uk/news/government-to-scrap-asbos-in-favour-of-confiscating-mp3-players-i3533>

Functional Skills English mapping	
Coverage and range statements provide an indication of the type of content candidates is expected to apply in functional contexts. Relevant content can also be drawn from equivalent (school) National Curriculum levels and the Adult Literacy standards. <i>Highlighting 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:</i> Ofqual (2009), <i>Functional Skills criteria for English: Entry 1, Entry 2, Entry 3, level 1 and level 2.</i> http://www.ofqual.gov.uk/	
Entry Level 3 READING	 Skillsworkshop tips ✓ = tip that works particularly well with this resource
Coverage and Range statements	Skill Standard Read and understand the purpose and content of straightforward texts that explain, inform and recount information
a) Understand the main points of texts	a) Encourage learners to look at the layout and format of a text before they begin to read it. This gives them clues to its content.
b) Obtain specific information through detailed reading	In pairs, students read a short newspaper or magazine article together and then summarise its purpose and contents (in their own words) to the rest of the group. ✓
c) Use organisational features to locate information	The text in this resource was found at http://www.firstnews.co.uk/news/government-to-scrap-asbos-in-favour-of-confiscating-mp3-players-i3533 but use any suitable online newspaper or cuttings from a real newspaper.
d) Read and understand texts in different formats using strategies and techniques appropriate to task	b) Learners to highlight and discuss any words they cannot read or do not understand. Encourage and model how to use the context for clues. ✓ Learners can look up unfamiliar words in a printed (not online) dictionary and create their own glossaries.
	c) and d) Look at use of headlines, introduction / first paragraph, other paragraphs, illustrations and captions in a selection of newspaper articles.

** This resource also covers many **adult literacy curriculum** <http://www.excellencegateway.org.uk/sflcurriculum> E3 elements.