

# Instructions and Explanations

Name\_\_\_\_\_ Date\_\_\_\_\_

1. Look at the text below and answer the following questions.

## How to boil an egg.

1. Fill a small saucepan with enough simmering water to cover the eggs by about 1/2 inch (1cm).
2. Quickly but gently lower the eggs into the water, one at a time, using a tablespoon.
3. Switch the timer on and give the eggs exactly 1 minute's simmering time.
4. Remove the pan from the heat, put a lid on it and set the timer again, giving the following timings:  
6 minutes will produce a soft, fairly liquid yolk and a white that is just set but still quite wobbly.  
7 minutes will produce a firmer, creamier yolk with a white that is completely set.



- a) How can you tell this is an **instructional** text?

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- b) What should you do **before** you switch the timer on?

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Name\_\_\_\_\_ Date\_\_\_\_\_



## ***What are vaccines?***

Vaccinations protect you from specific diseases that can make you very sick, disable or even kill you. They boost your body's own defence system, which is also called the immune system.

Vaccines create immunity that protects you from an infection without causing the suffering of the disease itself. Sometimes vaccines are called **immunizations, needles** or **shots**.

## ***How do they work?***

Vaccines work by stimulating our immune system to produce antibodies without actually infecting us with the disease.

Vaccines trigger the immune system to produce its own antibodies against disease, as though the body has been infected with it. This is called "active immunity". If the vaccinated person then comes into contact with the disease itself, their immune system will recognise it and immediately produce the antibodies they need to fight it.

## ***How are vaccines made?***

The first step is to make the organism (called the pathogen) that produces the disease. The pathogen is a virus or a bacterium. Viruses and bacteria can be mass produced in the laboratory by infecting cells grown in tissue culture.

The pathogen must then be altered to ensure that it doesn't trigger the disease itself. This can be done by:

- weakening, or "attenuating", it by growing it repeatedly to select a strain that's less dangerous – MMR vaccines are attenuated.
- taking out the part of the pathogen that causes the immune response and using this in the vaccine – the Hib vaccine is made in this way.
- using the toxin that the pathogen makes and inactivating it – the tetanus vaccine is produced in this way.

The treated pathogen is then combined with other ingredients, such as stabilisers and preservatives, to produce a dose of vaccine.

a) What **features** tell you that this text is an explanation?

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b) In your **own words**, what are vaccines?

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# Instructions and Explanations

Name\_\_\_\_\_ Date\_\_\_\_\_



3. Look at the following text and answer the questions.

Instructions	
1.	<div>Lay</div> out a towel nearby.
2.	<div>Fill</div> the bath with lukewarm water, the temperature should be close to body temperature. Put your elbow in the water to check it's not too hot or cold.
3.	<div>Hold</div> Your baby in your arms, and <div>lower</div> into the water.
4.	<div>Support</div> your baby's head so that it stays above the water.
5.	<div>Wash</div> your baby gently.
6.	<div>Lift</div> out of the bath and onto the towel.
7.	<div>Wrap</div> your baby up so as not to get cold.

a) Certain words in the text are highlighted. What type of words are they?

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b) What do the numbers in this text tell you?

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## 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/>

**Entry 3 Reading skill standard:** Read and understand the purpose and content of straightforward texts that explain, inform and recount information ✓

### Coverage and range statements

- a) Understand the main points of texts
- b) Obtain specific information through detailed reading
- c) Use organisational features to locate information
- d) Read and understand texts in different formats using strategies and techniques appropriate to task ✓

**Level 1 Reading skill standard:** Read and understand a range of straightforward texts

### 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 2 Reading skill standard:** 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 ✓

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

Sources (vaccine text):

<http://www.phac-aspc.gc.ca/im/vs-sv/vs-faq01-eng.php>  
<http://www.nhs.uk/Conditions/vaccinations/Pages/How-vaccines-work.aspx?tabname=Children%20and%20teens>