

## The UK has welcomed in 2019 with a flurry of new year fireworks.

In London, Big Ben's customary chimes marked midnight, cheered on by an estimated gathering of 100,000 people.

The words "London is open" were spoken in seven languages - Spanish, Polish, French, Romanian, German, Italian and then in English - during the display, which London mayor Sadiq Khan said sent a message that its EU citizens were Londoners and would always be welcome.

He added that the sold-out display would show Europe that the capital will remain "open-minded" and "outward looking" post-Brexit.

In Edinburgh, the city's street party was a 60,000 sell-out, with Franz Ferdinand the headline musical act.

BBC One's New Year's Eve concert at Central Hall Westminster - either side of the fireworks - featured ska-pop legends Madness and was presented by this year's Strictly Come Dancing champion Stacey Dooley and finalist Joe Sugg.

Meanwhile, cities around the world had already enjoyed sparkling events for the start of 2019.

Samoa was the first country to ring in the New Year, celebrating the start of 2019, 14 hours ahead of the UK.

Sydney, Australia, celebrated the New Year with huge fireworks taking place across the harbour.

Drenching rain couldn't keep crowds of up to a million people from packing Times Square in New York for the traditional festivities and a string of star performances. The celebration took place under tight security. Partygoers were checked for weapons and then herded into pens, ringed by metal barricades, where they waited for the stroke of midnight. The weather forced police to scrap plans to fly a drone to help keep watch over the crowd.

The London Ambulance Service (LAS) tweeted a plea to those who intend to party the night away tonight to drink sensibly. LAS reported that on New Year's Eve 2017 they received up to 400 calls per hour. The usual average is 220.

Adapted from: <https://www.bbc.co.uk/news/uk-politics-46725268>

<https://www.express.co.uk/news/world/1065303/New-Years-Eve-2019>

<https://www.telegraph.co.uk/news/2018/12/31/new-years-eve-celebrations-watch-fireworks-world-welcomes-2019/>



# New Year 2019

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



Answer these Level 1 questions as briefly and accurately as you can.

1. What happened at midnight in London?

..... (1)

2. What words did the London mayor repeat seven times? Give two reasons why he did this.

.....  
.....  
..... (3)

3. What does "post-Brexit" mean?

..... (1)

4. How many more people attended the official gathering in London than in Edinburgh?

..... (1)

5. Where could you have seen the band Madness perform on New Year's Eve?

..... (1)

6. What time was it in the UK when Samoa celebrated the start of 2019?

..... (1)

7. How did people in Sydney celebrate the New Year?

..... (1)

8. Describe the security measures planned for the Times Square festivities.

.....  
.....  
..... (3)

9. What did the London Ambulance Service ask party goers to do? How many more calls did they think they might receive on New Year's Eve compared to an average night?

..... (2)

10. The text is based on a) facts b) opinions or c) an equal mix of facts and opinions.

..... (1)

11. Find a word or phrase in paragraph 2 that means **willing to consider new ideas**.

..... (1)

12. The BBC concert at Westminster Hall started after the fireworks. True or false?

..... (1)

How many presenters were there at the BBC concert? ..... (1)

## The UK has welcomed in 2019 with a flurry of new year fireworks.



In London, Big Ben's chimes marked midnight, cheered on by a crowd of 100,000 people.

London mayor Sadiq Khan spoke the words "London is open" in seven languages - Spanish, Polish, French, Romanian, German, Italian and then in English - during the display. He wanted to send a message that London's EU citizens would always be welcome there even after Brexit.

In Edinburgh, the city's street party was a 60,000 sell-out.

Meanwhile, cities around the world had already enjoyed sparkling events for the start of 2019.

Samoa was the first country to ring in the New Year, celebrating the start of 2019, 14 hours ahead of the UK.

Sydney, Australia, celebrated the New Year with huge fireworks taking place across the harbour.

Up to a million people packed Times Square in New York for the traditional party. The celebration took place under tight security. Partygoers were checked for weapons and herded into pens.

Adapted from: <https://www.bbc.co.uk/news/uk-politics-46725268>  
<https://www.express.co.uk/news/world/1065303/New-Years-Eve-2019>  
<https://www.telegraph.co.uk/news/2018/12/31/new-years-eve-celebrations-watch-fireworks-world-welcomes-2019/>

Answer these Entry Level 3 questions as briefly and accurately as you can.

1. What happened in London at midnight? (1)

.....

2. What is the name of London's mayor? (1)

.....

3. What words did he repeat seven times? Why did he do this? (2)

.....

4. How many people went to Edinburgh's street party? Write your answer in words. (1)

.....

5. Which was the first country in the world to celebrate New Year 2019? (1)

.....

6. What country is Sydney in? What happened there at New Year? (2)

.....

7. Write in numbers how many people went to the festivities in Times Square. (1)

.....

8. What security measures were put in place? (2)

.....

9. The main purpose of the text is to: (1)

|          |   |  |
|----------|---|--|
| <b>A</b> | inform the reader about New Year events across the world. |  |
| <b>B</b> | persuade the reader to go to New Year events in London.   |  |
| <b>C</b> | describe the security arrangements in New York.           |  |

10. Use a dictionary to find the meaning of the verb herded as it is used in the text. (1)

.....

11. Find an adjective in the text that means **extremely large**. (1)

.....

# New Year 2019

## Answers and curriculum mapping

### L1 Questions

1. What happened at midnight in London? *Big Ben chimed*
2. What words did the London mayor repeat 7 times? Give 2 reasons why he did this. *"London is open". To show that: 1. EU citizens were Londoners and would always be welcome; 2. London would remain open minded /outward looking.*
3. What does "post-Brexit" mean? *after Brexit*
4. How many more people attended the gathering in London than in Edinburgh?  $100,000 - 60,000 = 40,000$
5. Where could you have seen the band Madness perform on New Year's Eve? *Central Hall Westminster*
6. What time was it in the UK when Samoa celebrated the start of 2019? *10.00am (midnight minus 14 hrs)*
7. How did people in Sydney celebrate the New Year? *Fireworks across the harbour*
8. Describe the security measures planned for the Times Square festivities. *People checked for weapons, herded into pens, drone planned to keep a watch over the crowd but weather prevented it from flying.*
9. What did the London Ambulance Service ask party goers to do? How many more calls did they think they might receive on New Year's Eve compared to an average night? *Drink sensibly.  $400 - 220 = 180$ .*
10. The text is based on *a) facts.*
11. Find a word or phrase in paragraph 2 that means willing to consider new ideas. *open-minded*
12. The BBC concert at Westminster Hall started after the fireworks. *False.*  
How many presenters were there at the BBC concert? *Two*

### E3 Questions

1. What happened in London at midnight? *Big Ben chimed.*
2. What is the name of London's mayor? *Sadiq Khan*
3. What words did he repeat seven times? Why did he do this? *"London is open". To make London's EU citizens feel welcome after Brexit.*
4. How many people went to Edinburgh's street party? *Sixty thousand (60,000)*
5. Which was the first country in the world to celebrate New Year 2019? *Samoa*
6. What country is Sydney in? What happened there at New Year? *Australia. Fireworks across the harbour.*
7. Write in numbers how many people went to the festivities in Times Square. *1,000,000*
8. What security measures were put in place? *Checked for weapons, herded into pen.*
9. The main purpose of the text is to: *A inform the reader about New Year events across the world.*
10. Use a dictionary to find the meaning of the verb **herded** (to herd) as it is used in the text. *To gather or drive together as a group (or any other suitable description but it must be taken from a dictionary and not created by the learner).*
11. Find an adjective in the text that means extremely large. *Huge (in paragraph 6).*

## 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.*

**Embedded maths questions (at various levels): E3 Q4, Q7; L1 Q4, Q6, Q9b.**

**Reading content descriptors**

| Entry Level 3   | Level 1  | Level 2   |
|---|--|---|
| <p>E3.8 Read correctly words designated for Entry Level 3 (see appendix of source <sup>1</sup> (below) ✓</p> <p>E3.9 Identify, understand and extract the main points and ideas in and from texts ✓✓ <b>Q1-8</b></p> <p>E3.10 Identify different purposes of straightforward texts ✓ <b>Q9</b></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) ✓ <b>Q10,11.</b></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 ✓✓ <b>Q1-2, 4-10.</b></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 ✓ <b>Q3, Q10.</b></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 ✓ <b>Q11</b></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</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 and persuasive)</p> <p>L1.17 Read and understand a range of specialist words in context ✓ <b>Q3</b></p> <p>L1.18 Use knowledge of punctuation to aid understanding of straightforward texts ✓ <b>Q12a</b></p> | <p>L2.11 Identify the different situations when the main points are sufficient and when it is important to have specific details</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 ✓ <b>Q12b</b></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</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 ←</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</p> |
| <p><b>Scope of study – learners should read *texts that include:</b></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 &amp; persuade. ✓</p>  |

**Source:** DfE (Feb 2018), *Subject content functional skills:* <https://www.gov.uk/government/publications/functional-skills-subject-content-english> <sup>1</sup>

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