

Name _____ Date _____



ALCOHOL ABUSE



One onlooker said: "She was wasted."

The night got weirder by the minute."

Functional Skills English Level 2 Learner Pack

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Where you see this notebook please write your answers clearly in the space provided.

TASK 1 Vocabulary and dictionaries

Look up these words in a dictionary.
Write their meanings in the boxes.



ambiguity	
behavioural	
chronological	
columnist	
etymology	
interim	
mnemonics	
overwhelming	
persuasive	
punctuation	

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TASK 1 Vocabulary and dictionaries

syllable	
vocabulary	
detoxification	
misuse	
surreptitiously	
voluntary	
utilised	
acceptable	
government	
definitely	

TASK 2 Spelling

These 20 words will be your spellings to learn for our next few sessions.

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TASK 3 Quiz



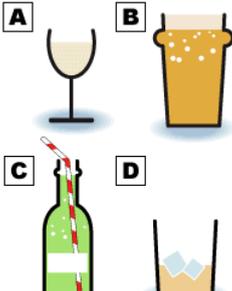
Try the quiz at this website <http://news.bbc.co.uk/1/hi/uk/2822013.stm>
or on paper.

Quiz: Are you drinking too much?

New figures have shown that at least six times as many Britons are hooked on booze than Class A drugs.

And every day 13 people die as a direct result of alcohol misuse.

Is the UK's drinking getting out of hand? How much do you know about what's safe to drink, what's not, and what impact it has?



Question 1

The guideline limits on safe drinking are between three and four units a day for men, and between two and three units for women. But which of the above drinks represents only one unit?

- A: Large glass of wine
- B: Pint of lager
- C: An alcopop
- D: A short

Question 2

In any given week of the year, what proportion of the population claim to have been abstaining?

Record your score here.

SCORE OUT OF 10

TASK 4 Reading comprehension and summarising

Read texts 1, 2 and 3 then answer the questions that follow.

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TASK 4 Text 1

'Raise drinking age to 21', says think tank.

Young people should be banned from drinking until they reach 21 or be forced to carry a card that records their alcohol intake, a think tank columnist claims today.

Binge drinking has become such an 'overwhelming' problem, argues the journal of the left-leaning Institute for Public Policy Research that policy makers need to practice 'tough love' and put drink out of the reach of youngsters.

In an article to be published this week columnist Jasper Gerard will say that the UK has 'lost the plot' over drinking laws.

He proposes raising the drinking age to 21 or requiring 18-year-olds to carry smart cards which record how much they have drunk each night and restricting them to three units of alcohol.

Binge drinking

Gerrard will also propose increasing the number of prosecutions and the level of fines on retailers selling alcohol to under-age drinkers and upping taxes on alcopops

He said: 'The adverse social effects of binge drinking are now so overwhelming that we need to practice tough love.'

'By raising the age threshold it is at least possible that those in their early and mid teens will not see drink as something they will soon be allowed to do so therefore they might as well start doing it surreptitiously now. Instead they might come to see it as it should be: forbidden.'

The number of under-18s taken to hospital with alcohol related diseases and injuries rose in 2005-2006 to 8,299, a jump of 40 per cent on figures three years ago.

A survey by charity Alcohol Concern found in 2005 that more than one in five 11-year-olds admitted to drinking. By the age of 12, drinkers start to outnumber non-drinkers.

Age limit

Frank Soodeen of Alcohol Concern said that the answer to cutting under-age drinking lay in using existing laws better rather than raising the age limit.

He said: 'If the current laws were better utilised that would go a long way to reducing alcohol related violence. For example a lot of people don't know that it is illegal to serve someone alcohol who is already very drunk.'

He said that a smart card to record the drinking of under-21s was, 'a very think tank idea' but added, 'there is definitely an argument for using technology to help people monitor their drinking.'

A Home Office spokesman said that there were no plans to raise the age limit to buy alcohol.

'The majority of people drink sensibly and responsibly and the government has no plans to raise the minimum drinking age. Instead, we are using a combination of effective education and tough enforcement to change the behaviour of the minority that don't.'

Adapted from: <http://www.independent.co.uk/life-style/health-and-families/health-news/raise-drinking-age-to-21-says-think-tank-444911.html>

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TASK 4 Text 1



1. What type of text is this?

.....

2. Name three key features that identify this type of text?

.....

.....

.....

3. Identify two reasons for raising the drinking age to 21?

.....

.....

4. Place a tick in the correct column for each of the six statements?

	FACT	OPINION
Young people should be banned from drinking until they reach 21.		
The charity Alcohol Concern found in 2005 that more than one in five 11-year-olds admitted to drinking.		
Binge drinking has become such an 'overwhelming' problem,		
The adverse social effects of binge drinking are now so overwhelming that we need to practice tough love.		
The number of under-18s taken to hospital with Alcohol related diseases and injuries rose in 2005-2006 to 8,299.		
The majority of people drink sensibly and responsibly and the government has no plans to raise the minimum drinking age.		
By raising the age threshold it is at least possible that those in their early and mid teens will not see drink as something they will soon be allowed to do so they might as well start doing it surreptitiously now		

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TASK 4 Text 2

The bigger picture **Alcohol services**

Figures in August 2006 show that while 3.5 million people used drugs in the last year, 8.2 million people have an alcohol disorder. Meanwhile, the government Information Centre for Health and Social Care revealed that alcohol-related illness has reached record levels. In-patient care for people with mental health or behavioural disorders resulting from alcohol misuse increased by 75 per cent from 1995 to 2005, and from 72,500 admissions to 126,300, it said. Numbers admitted to hospital with liver disease due to alcohol have more than doubled over the past 10 years.

No wonder then, that in January 2005 the government published its Drinking Responsibly consultation document aimed at curbing underage and binge drinking. And an independent charitable trust aimed at changing the UK's drinking culture is expected to be up and running in the next few months. The Drinkaware Trust will be voluntarily funded by the alcohol industry. It will bring together industry, charities, lobby groups, medical experts and professionals in the field to address alcohol misuse across the UK.

Licensing laws

Historically, though, tackling alcohol problems has always taken a back seat compared with the war on drugs being waged by the government. And there are fears that any progress could be scuppered by the new licensing laws introduced in England and Wales in November 2005 which offer the potential for pubs and clubs to stay open 24 hours a day, seven days a week. Greater availability of alcohol encourages increased consumption and those in the alcohol treatment sector fear it will lead to more people needing specialist support.

As it is, an average of just one in 18 problem drinkers in England can access the treatment services they need, according to Department of Health figures in February 2006. In the north east the proportion falls to less than one in 100. This prompted the charity Alcohol Concern to bemoan the 'shocking lack of services'.

Perhaps this is why, in September 2006, ministers announced that information about drug and alcohol abusers will be shared by the police, health and social services under new proposals to fight crime and help those most at risk.

The government first pledged to combat alcohol misuse in its white paper 'Saving Lives: Our Healthier Nation' in July 1999, following this with an undertaking in the NHS Plan that the Department of Health would implement a strategy for England by 2004.

But England was still bringing up the rear: in May 2000, the Tackling Substance Misuse in Wales strategy was produced; Northern Ireland published its Strategy for Reducing Alcohol Related Harm in September 2000; and Scotland announced its Plan for Action on Alcohol Problems in January 2002. Back in England, a Cabinet Office strategy unit was established in 2002 to review and analyse policy in England. In October 2002, the unit published a consultation document with the Department of Health called The National Alcohol Harm Reduction Strategy. Consultation ended in January 2003.

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TASK 4 Text 2

The strategy unit's interim analysis estimated that alcohol misuse was costing about £20 billion a year. This is made up of alcohol-related health disorders and disease, crime and anti-social behaviour, loss of productivity in the workplace, and problems for those who misuse alcohol and their families, including domestic violence.

It said that the annual cost includes:

- 1.2 million violent incidents.
- 360,000 incidents of domestic violence are linked to alcohol.
- Increased anti-social behaviour and fear of crime.
- £95 million on specialist alcohol treatment.
- Over 30,000 hospital admissions for alcohol dependence syndrome.
- Up to 22,000 premature deaths annually.
- At peak times, up to 70 per cent of all admissions to A&E departments.
- Up to 1,000 suicides.
- Up to 17 million working days lost.
- Between 780,000 and 1.3 million children affected by parental alcohol problems.
- Increased divorce.

The alcohol harm reduction strategy

But, after much anticipation, the alcohol harm reduction strategy was unveiled in March 2004. It set out a cross-government approach that relies on creating a partnership at national and local levels between government, the drinks industry, health and police services, and individuals and communities to tackle alcohol misuse.

It has four key aims:

- To improve the information available to individuals and start a process of change in the culture of drinking to get drunk: for example, providing alcohol education in schools; reviewing the code of practice for TV advertising to ensure that it does not target young drinkers or glamorise irresponsible behaviour.
- To better identify and treat alcohol misuse: for example, piloting schemes to see if earlier identification and treatment can improve health and also have longer-term savings; better help for vulnerable people, including homeless people, drug addicts, people with mental health problems and young people.
- To prevent and tackle alcohol-related crime and disorder and deliver improved services to victims and witnesses: for example, greater use of the new fixed penalty fines for anti-social behaviour.
- To work with the industry in tackling the harms caused by alcohol: for example, at national level there will be a social responsibility charter for drinks producers and at local level, a new code of good conduct scheme for retailers, pubs and clubs, led by the local authority. Initially, participation in these schemes will be voluntary.

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TASK 4 Text 2

Progress on the strategy will be measured regularly against indicators and the government will take stock of how things are going in 2007.

All these measures show that alcohol is now on the agenda. However, whether the government puts as much money into tackling alcohol misuse as it has into drug misuse is unlikely. For example, in December 2002, it announced it would be investing £1.5 billion to tackle drug misuse.

However, while the new alcohol strategy mentions funding for pilot schemes to find out whether earlier identification and treatment of those with alcohol problems can improve health and lead to longer-term savings - a move that many in the field feel is a waste of money anyway as the answer is obvious - it makes no mention of how much money the government is prepared to put into treatment services. And without the back-up of funding, the new strategy will make little difference.

Facts and figures

Researchers believe the first experiences of drinking begin at about 11-years-old, but can be as early as eight. About 1,000 under-15s are admitted to hospital every year with alcohol poisoning. One in 13 people are dependent on alcohol, that's twice the number dependent on drugs. According to the British Crime Survey 2000, alcohol misuse is implicated in 40 per cent of violent crimes.

In 2001, a survey by the European School Survey Project on Alcohol and Other Drugs (Espad) found that 15 to 16-year-olds in the UK drink more than their European counterparts. The Alcohol and Health Research Centre conducted the UK part of the survey. It found that 91 per cent of respondents had been drinking alcohol during the past 12 months. Over two-thirds of UK pupils had been drunk in the previous year, compared with a European average of 52 per cent.

And more recent figures show that alcohol-related deaths among young women have tripled in 20 years and an average of two young men and one young woman now die every day in England and Wales from the effects of alcohol. And the trend of people dying younger from alcohol-related causes is predicted to continue.

An estimated 920,000 children live in families where one or both parents have problems with alcohol. In August 2006, academics and 11 charities including Turning Point and Alcohol Concern, wrote to children's minister Beverley Hughes calling for urgent action to tackle the misery of 1.3 million children affected by parental alcohol abuse. They called on the government to launch a national inquiry into the impact of parental alcohol abuse and to develop new services for children and parents.

Research has also shown that heavy drinking can contribute to anxiety and depression, and accelerate or uncover a predisposition to a psychiatric disorder or psychosis.

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Visit www.communitycare.co.uk for more information.

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TASK 4 Text 2

Rewrite this text in your own words (max 100) using the key points and detail.

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TASK 4 Text 3



Alcohol abuse 'rife and ignored'.

Read text 3 on the BBC web site <http://news.bbc.co.uk/1/hi/health/2980824.stm> or ask your tutor for a hard copy. Then answer the questions.

1. How many people die each day as a result of alcohol misuse?
2. What is there 'an urgent need for the government to give as a high priority' to?
3. How many times more likely than non-dependent drinkers are dependent drinkers to appear in court?
4. What percentage of domestic violence victims say their attacker was under the influence of alcohol?
5. What illnesses do dependent drinkers run the risk of dying from?
6. When was this article published?

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TASK 5 Discussion

Class discussion: Raise the age of drinking to 21

Your tutor will tell you whether you are FOR or AGAINST.

Use Texts 1-3 or other information to inform your argument.
Choose at least three main points and prepare your argument.

- Make a plan showing the points you want to make.
- Pay particular attention to your audience
- Pay particular attention to your choice of language.



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TASK 6 Punctuation and paragraphs

Read Rick's story. The first five paragraphs are punctuated correctly.

The second section has missing punctuation and can be split into 3 paragraphs. Rewrite this section using the correct punctuation and paragraphing.

Rick's story of addiction

Rick works at a treatment centre where people go to recover from addiction. He sent his true story so that other people might avoid the pain he and his loved ones went through. If you or someone you know are on the road to addiction remember there are places you can go for help.

Do you know the damage alcohol abuse can do? Abusing alcohol can mess up your life. You can damage your body, ruin your relationships, and get into trouble. Rick was going down the dangerous road of alcohol abuse. Here's his story.

I'm 30 now. Ten years ago I went to alcohol and drug treatment after a week in the hospital for inflammation of a gland behind the stomach. It was the direct result of more than five years of excessive drinking.

The doctor said if I kept drinking I would become a diabetic. If I continued after that, I would likely die. I had flirted with death many, many times prior to being admitted to the hospital. But I was never confined to a bed for a week and confronted with the stark truth about what alcohol was doing to me.

Five car accidents, arrests, evictions from places I lived, rapidly declining grades in college, growing away from my family, and increased isolation from friends did not faze me.

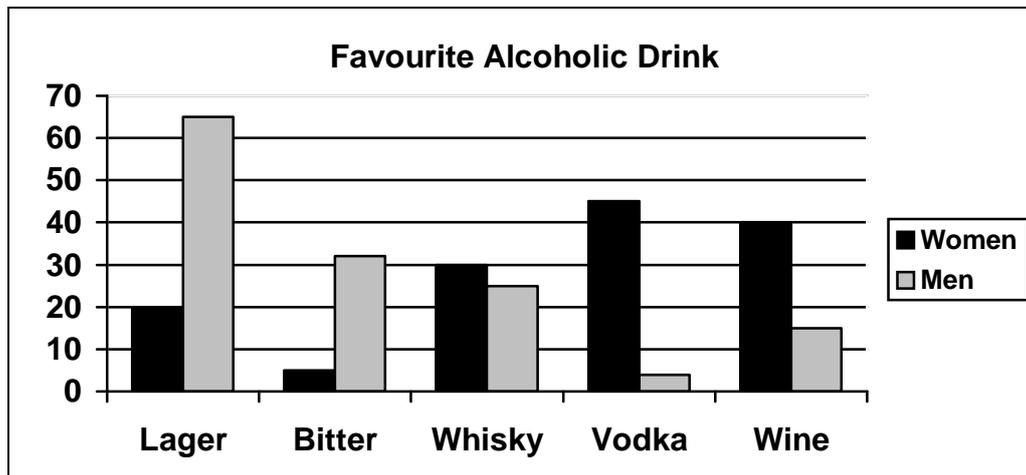
I told myself it was all bad luck. People drink and party especially young people I was determined from a very young age to be the leader of the pack. I wore my drinking and the trouble i got into like a badge of honor. after all this was me this was who I became the guy parents didn't want their kids around who could always get alcohol who always drove drunk and got away with it if you drink you risk having problems with alcohol or developing the disease alcohol and drugs cause you to do things you might not normally do for a while this can be fun and quite a thrill unfortunately once you get hooked and its your primary source of pleasure in life you're in trouble sometimes its too late things started off pretty good for me too nice home nice family no abuse great friends excellent high school achievement in sports and good grades I dont know why i became an alcoholic I do know today that i am an alcoholic and having one beer or drink is a useless proposition i wouldn't have all the great things in my life today if i had continued down the road i was on 10 years ago in fact id probably be dead.

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TASK 8 Graphical information

One hundred and forty men and one hundred and forty women were asked what their favourite alcoholic drink was. These are the results:



Use the chart to answer questions A to E.



A What % of men prefer lager?

.....

B What % of women prefer vodka?

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C How many women drank vodka?

.....

D What % of women prefer bitter?

.....

E What is the least favourite drink of the men?

.....

F What is your favourite drink?

.....

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TASK 9 Research and discussion

As a group, schedule an evening's television viewing. Keep a tally of every time you see alcohol on the screen during a programme and a separate tally for when it appears in adverts. Note whether you think alcohol is shown in a positive, negative or neutral light.

Decide which time slot you usually watch TV (4-6pm, 6-8pm, 8-10pm).



Watch the channel of your choice and complete the following chart.

PROGRAMME/ADVERT Note the channel	4-6pm	6-8pm	8-10pm	+VE -VE =
	TALLY	TALLY	TALLY	

Draw some conclusions from your research. Compare your results with those of the class.

Make notes on the next page.

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TASK 9 Research and discussion

**Use this space to make notes ready for a class discussion
on the topic of 'Alcohol on TV'.**

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TASK 10 Formal letter writing

You are concerned about the advertising and portrayal of alcohol in our society and think that the government should control the messages that are given to people of all ages.

Write a letter to your MP with your concerns and calling for solutions.

Plan your writing first and remember your tone, audience and language.

PLAN



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TASK 11 Poster

Working with a partner, design and make an A3 poster to warn 16-24 year olds of the dangers of excessive drinking. The use of felt pens, computers, magazines etc to enhance the presentation of your poster is acceptable.

TASK 12 Research

Do some research into drink driving. Start with the Brake website at www.brake.org.uk.

What conclusions do you reach on what would be most effective in reducing accidents due to drink driving? Are the penalties for drink driving severe enough?

TASK 13 Your opinion

Visit www.truthaboutbooze.com, a website for young people set up by the Drink Aware Trust. Is it effective? In your opinion, does it help young people to be more aware of the effects of drinking and how to drink responsibly?

What improvements would you make if you were contributing to the site?

Level 2 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/>

Speaking, Listening and Communication skill standard: Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations

- a) Consider complex information and give a relevant, cogent response in appropriate language ✓
- b) Present information and ideas clearly and persuasively to others ✓
- c) Adapt contributions to suit audience, purpose and situation ✓
- d) Make significant contributions to discussions, taking a range of roles and helping to move discussion forward

Writing skill standard: Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively NOre a-d 55-60% , e-f, 40-45% weighting

- a) Present information on complex subjects clearly and concisely ✓
- b) Present information/ideas concisely, logically, and persuasively ✓
- c) Use a range of writing styles for different purposes ✓
- d) Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively
- e) Punctuate written text using commas, apostrophes and inverted commas accurately ✓
- f) Ensure written work is fit for purpose and audience, with accurate spelling and grammar that supports clear meaning

Reading skill standard: Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions

- 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



Skillsworkshop tips

Be aware of the Coverage and Range statements at each level (see left) before using this resource.

Task 1 revise use of a dictionary (if needed), copying clearly and accurately, etc.

Task 2 revise a range of spelling strategies / spelling rules.

Task 4 stress need for different reading strategies: when to scan, skim or read in detail.

Task 5 to be done after the reading tasks

Task 6 recap on punctuation, paragraphing and writing legibly.

Task 7 & 10 look at examples of informal and formal language and the key features of each. Look at the formats of formal / informal letter writing and revise key features. Discuss types of text, show examples and note key features (particularly of persuasive texts).

Task 8 revise reading data from graphs

Task 11 provide examples first if possible; discuss layout and persuasive features.

Tasks 12 and 13 ideal for extension work and prompting further discussion.

Ensure you allow learners time to check and proofread their writing tasks. Swapping work with a partner often works well.

** This resource also covers many adult literacy curriculum <http://www.excellencegateway.org.uk/sflcurriculum> elements. Aspects of data handling (Functional Maths and Adult Numeracy are also covered).

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Curriculum mapping, answers and teaching notes



Sample answers. Task 4 - Text 3

1. How many people die each day as a result of alcohol misuse?

Each day 13 people die as a direct result of alcohol misuse.....

2. What is there 'an urgent need for the government to give as a high priority' to?

The government needs to give a high priority to tackling the problem of alcohol dependency.

3. How many times more likely than non-dependent drinkers are dependent drinkers to appear in court?

Dependent drinkers are eight times more likely than non dependent drinkers to appear in court.

4. What percentage of domestic violence victims say their attacker was under the influence of alcohol? 44% of victims of violence say that their attacker was under the influence of alcohol.

5. What illnesses do dependent drinkers run the risk of dying from? Dependent drinkers run the risk of dying from diseases such as strokes, cirrhosis of the liver, cancer and damage to the brain and nervous system.

6. When was this article published? 2003.

7. Read the article again carefully and write it in your own words.

Research by the charity Turning Point indicates that at least six times as many people are dependent on drink than Class A drugs. 3.8 million people are thought to be dependent on alcohol in England and Wales, approximately one dependent woman to every three dependent men.

The chances of recovery for these drinkers are hampered by a lack of government funding and priority. Once recognized, some drinkers may wait as long as 18 months for treatment despite research suggesting that treatment is more effective if it is received as early as possible.

Alcohol can lead to crime, violence, anti-social behavior, teenage pregnancy, accidents and long-term illness. With the cost to the NHS soaring and the strain on the criminal justice system this treatable illness needs to be addressed by the government. As Lord Victor Adebawale says, 'Society cannot afford to continue to neglect alcohol treatment'.
(145 words)

Task 6 – punctuation

I told myself it was all bad luck. People drink and party, especially young people. And I was determined from a very young age to be the leader of the pack. I wore my drinking and the trouble I got into like a badge of honor. After all, this was me, this was who I became: the guy parents didn't want their kids around, who could always get alcohol, who always drove drunk and 'got away with it.'

If you drink, you risk having problems with alcohol, or developing the disease. Alcohol and drugs cause you to do things you might not normally do. For a while this can be fun and quite a thrill. Unfortunately, once you get hooked and it's your primary source of pleasure in life, you're in trouble. Sometimes it's too late.

Things started off pretty good for me too: nice home, nice family, no abuse, great friends, excellent high school achievement in sports, and good grades. I don't know why I became an alcoholic. I do know today that I am an alcoholic, and having one beer or drink is a useless proposition. I wouldn't have all the great things in my life today if I had continued down the road I was on 10 years ago. In fact, I'd probably be dead.

Source: http://www.aboutthehealth.com/t_topicX.htm?topic=55

Alcohol abuse

Curriculum mapping, answers and teaching notes



Task 7A

Dear Auntie Jane,

Please can you help? I read your column every week and I know that you help lots of people.

It's my friend Jo. I know that she is always the life and soul of the party but I am worried about her. She usually drinks pints of cider when we go out and when she has too much she falls over or goes to sleep. I went around to her flat last week and we had a bottle of wine. I put the empty bottle in the recycling bin and noticed that there were two empty bottles of vodka in there already. This was on Wednesday and the bins were emptied on Monday. I didn't say anything but as Jo is a nurse and single-mum I am very worried.

What should I do? Please help.

Barbara

Task 7B

Dear Barbara,

You sound like a very caring friend. I get letters like your every week and heavy drinking amongst women seems to be very common.

I think you should talk to your friend and ask her if she's worried about anything. Suggest that she talks to her doctor about her health and gets a Well Woman check just to make sure that she hasn't done any damage to herself. You could leave the number of the local Alcoholics Anonymous around or any helplines you can find online.

Try to drink responsibly around her. Don't forget that she needs a friend like you.

Best Wishes

Auntie Jane

Teaching notes

The **BBC Quiz** <http://news.bbc.co.uk/1/hi/uk/2822013.stm> and article (Text 3) are both available is available as printable saved web page (mht files) on the download page for this resource at www.skillsworkshop.org