

# English Level 1

## Section A

### Build your reading skills base

<b>1 Scanning for key words</b>	2
<b>2 Skimming to find out what a text is about</b>	4
<b>3 Reading carefully for detailed understanding</b>	6
<b>4 Identifying the main point</b>	8
<b>5 Identifying a specific detail</b>	10
<b>6 Recognising different features in texts</b>	12
<b>7 Understanding headings, subheadings and points</b>	14
<b>8 Finding information in charts or tables</b>	16

#### Picture Credits

The publisher would like to thank the following for their kind permission to reproduce their photographs:

(Key: b-bottom; c-centre; l-left; r-right; t-top)

Melvyn Longhurst 5b; Gabriela Schaufelberger 15t, 15b; [www.simplesolutions.pl](http://www.simplesolutions.pl) 3; DK Images: Steve Gorton 18;

All other images © Pearson Education

Picture Research by: Kevin Brown

Every effort has been made to trace the copyright holders and we apologise in advance for any unintentional omissions. We would be pleased to insert the appropriate acknowledgement in any subsequent edition of this publication.

We are grateful to the following for permission to reproduce copyright material:

Big Brother's Big Mouth, reprinted with the kind permission of Endemol, Channel 4, John Noel Management, Shelter and Teenage Cancer Trust; Gadgets.co.uk for details and a picture of 'Disco Ducks', reprinted with permission; Simon Smith Goalkeeping for an extract and photograph from [www.simonsmithgoalkeeping.com](http://www.simonsmithgoalkeeping.com) copyright © Simon Smith, reprinted with permission; Thames Valley & Chiltern Air Ambulance Trust for an extract, chart and photograph from [www.airambulancetvac.org](http://www.airambulancetvac.org) copyright © Thames Valley & Chiltern Air Ambulance, reprinted with permission; and The Wikipedia Foundation for extracts concerning Notable charity singles.

Although we have tried to trace and contact copyright holders before publication, in some cases this has not been possible. Permission is still being sought and we would appreciate any information that would enable us to contact those who we have been unable to contact. We will be pleased to rectify any errors or omissions at the earliest opportunity.

# English Level 1

Geoff Barton, Clare Constant, Kim Richardson, Keith Washington

## Section A: Build your reading skills base

### Use these free pilot resources to help build your learners' skill base

We are delighted to continue to make available our free pilot learner resources and teacher notes, to help teach the skills learners need to pass Edexcel FS English, Level 1.

### But use the accredited exam material and other resources to prepare them for the real assessment

We developed these materials for the pilot assessment and standards and have now matched them to the final specification in the table below. They'll be a useful interim measure to get you started but the assessment guidance should no longer be used and you should make sure you use the accredited assessments to prepare your learners for the actual assessment.

### New resources available for further support

We're also making available new learner and teacher resources that are completely matched to the final specification and assessment – and also providing access to banks of the actual live papers as these become available. We recommend that you switch to using these as they become available.

### Coverage of accredited specification and standards

The table below shows the match of the accredited specification to the unit of pilot resources. This table supersedes the pilot table within the teacher notes.

Skills Standard	Coverage and Range	Learner Unit
2 Reading (written language) Read and understand a range of straightforward texts	In more than one type of text	
	2.1 Identify the main points and ideas and how they are presented in a variety of texts	1 Scanning for key words 2 Skimming to find out what a text is about 3 Reading carefully for detailed understanding 4 Identifying the main point 5 Identifying a specific detail 6 Recognising different features in texts 7 Understanding headings, subheadings and points 8 Finding information in charts or tables







### Where to find the final specification, assessment and resource material

Visit our website [www.edexcel.com/fs](http://www.edexcel.com/fs) then:

- **for the specification and assessments:** under **Subjects**, click on **English (Levels 1–2)**
- **for information about resources:** under **Support**, click on **Published resources**.

# A Build your reading skills base

By the end of this section you should be able to read in different ways to obtain information from texts. You will also understand how writers use different formats and features in different kinds of texts. You will know how to:

-  scan for key words
-  skim for a general idea of what a text is about
-  read in detail for greater understanding
-  recognise different formats and their purposes, e.g. letters, e-mails, reports and charts
-  understand how features help to organise text
-  work out what kind of text you are reading and where you will find the information you need.

You will then test out your mastery of these skills at the end of the section.

## 1 Scanning for key words

### Learn the skill

You scan when you search for something you need to find out.

- Search for key words by moving your eyes quickly over the page.
- You don't need to read every word.

### Try the skill

- 1 *Before* you scan a text, decide which important words you need to search for (the key words). The table below lists three tasks. For each task, list three key words or phrases that you would search for. The first one has been done for you.

<b>A</b> Search a DVD cover to check if it is a funny film.	<i>crying with laughter funny hilarious</i>
<b>B</b> Search a CD cover to make sure it is your favourite music.	
<b>C</b> Search a pizza menu for your favourite pizza.	

2 **Circle** words in the box below that would help you to find a vegetarian pizza.

chicken vegetarian onion pepper tuna  
 beef mushroom sweetcorn pepperoni  
 pineapple chilli tomato ham olive



3 **Underline** words in the box above that would tell you that a pizza is not vegetarian.

4 Scan the menu below and find four vegetarian pizzas. **Underline** their names.

	MED	LARGE	MEGA
1 <b>CHEESE AND TOMATO</b> .....	£6.75	£8.95	£11.50
2 <b>SICILIAN</b> <i>Ham, anchovies, artichokes, garlic</i> .....	£6.75	£8.95	£11.50
3 <b>NAPOLITANA</b> <i>Pepperoni</i> .....	£6.75	£8.95	£11.50
4 <b>HAWAIIAN</b> <i>Ham and pineapple</i> <b>NEW!</b> .....	£6.75	£8.95	£11.50
5 <b>PERFECT PEPPERONI</b> <i>Pepperoni and mozzarella</i> .....	£6.75	£8.95	£11.50
6 <b>PEPPERONI FEAST</b> <i>Double pepperoni, red onion</i> .....	£6.75	£8.95	£11.50
7 <b>TASTY CHICKEN</b> <i>Mexican chicken, mushroom, sweetcorn</i> .....	£6.75	£8.95	£11.50
8 <b>BBQ CHICKEN</b> <i>Chicken, BBQ sauce, red onion, red peppers</i> .....	£6.75	£8.95	£11.50
9 <b>FRUITS OF THE SEA</b> <i>Tuna, anchovies, mussels, prawns</i> .....	£6.75	£8.95	£11.50
10 <b>MEAT MOUNTAIN</b> <i>Chilli beef, salami, meatballs, spicy pork</i> .....	£6.75	£8.95	£11.50
11 <b>ITALIAN BURNOUT</b> <i>Beef, red onion, chillies</i> .....	£6.75	£8.95	£11.50
12 <b>FEEL THE HEAT</b> <i>Tandoori chicken, green chillies, red onion</i> <b>NEW!</b> .....	£6.75	£8.95	£11.50
13 <b>BANANA CHICKEN</b> <i>Chicken, banana, mushroom</i> .....	£6.75	£8.95	£11.50
14 <b>VEGETARIAN</b> <i>Fresh tomatoes, green peppers, courgettes, red onion</i> .....	£6.75	£8.95	£11.50
15 <b>VEGGIE DELUXE</b> <i>Red onion, mushroom, sweetcorn, fresh tomatoes</i> .....	£6.75	£8.95	£11.50
16 <b>FOUR CHEESES</b> <i>Gorgonzola, parmesan, mozzarella, gruyere cheeses</i> .....	£6.75	£8.95	£11.50

5 You are organising a party and want to order some pizzas. Scan the menu above and list the pizzas you could order for people who:

- a) like meat but do not eat anything that has pork in it
- b) are vegetarian but have an allergic reaction to onions
- c) prefer pizzas that taste hot and spicy.

**Test tip**

Scan a text when a question asks you to look for particular information, such as a name, number or place.

# 2 Skimming to find out what a text is about

## Learn the skill

You skim a text when you need an overview of what it is about and what the writer is trying to do (e.g. persuade, explain or describe).

- Read the text quickly. You don't need to read every word.
- Keep pausing to ask yourself: *'What is this about?'*  
*'Why has it been written?'*

## Try the skill

1 Skim voucher A below. Then tick the statement that best sums up what the text is about.

- A Someone giving you money to buy a DVD.
- B Someone inviting you to watch a DVD with them.
- C Being able to rent as many DVDs as you like for a month.

**B** This voucher entitles you to 1 month of unlimited DVD rental delivered to your door from FilmFanatic.co.uk.

### How it works

- 1. Select**  
Choose online from the UK's best selection
- 2. Receive**  
Get your DVDs by 1st class post
- 3. Watch**  
Keep as long as you like – no late fees
- 4. Swap**  
Post back FREE & we'll send you more

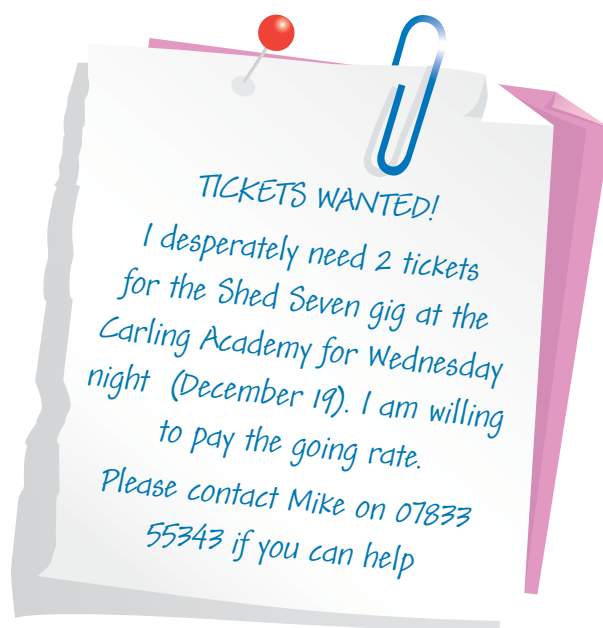
### How to claim

Visit [www.FilmFanatic.co.uk](http://www.FilmFanatic.co.uk) and enter gift code: **MG30**

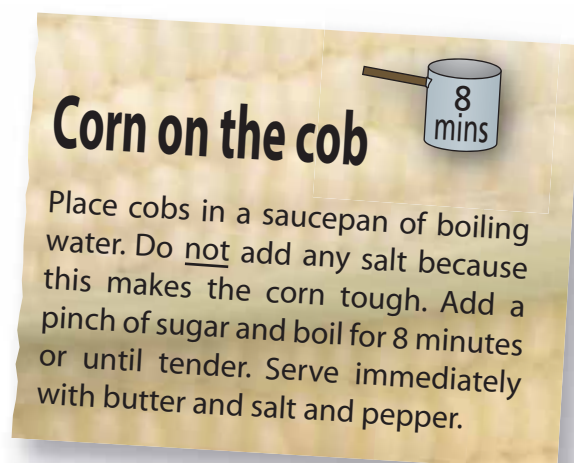
2 Skim voucher B. Then tick the statement that tells you what the writer wants you to do.

- A Visit a new DVD shop.
- B Buy DVDs online.
- C Visit the Film Fanatics website to get your free DVD rental.
- D Visit the Film Fanatics website to see if there are any DVDs you like.


- 3 Skim the texts below. Then read statements A to F. Draw a line to join up each text with the statement that best sums up what it is about.



- A** How to enter a competition to answer questions about football.  
**B** How to make sweetcorn soup.  
**C** If you need tickets to see Shed Seven, you should contact Mike.  
**D** How to cook cobs of corn.  
**E** Mike wants to know if you can sell him tickets to see Shed Seven.  
**F** How to enter a competition to win the chance to watch the FA Cup Final.



**Be there!**  
You could win tickets to watch the **FA Cup Final!** Simply text us or call with the answer to the following question:  
**Who scored the winning goal in the 2006 World Cup?**  
Text or phone your answer to 07098 456324.  
(All calls cost £1)



### Test tip

Be careful if you are answering a multiple-choice question using skimming. One answer will be right but the others might be *nearly* right. Carefully read and test out each possible answer before you make your choice.

# 3 Reading carefully for detailed understanding

## Learn the skill

Reading carefully gives you a detailed understanding of what a writer is saying in a text, or what several details in a text add up to.

- Decide what you need to find out. Next, skim the whole text, including headings, to gain an overview. Then scan to find the parts of the text you need to read carefully.
- Read every word in those sentences carefully. Stop at the end of each sentence and ask yourself: *'What did it tell me?'*
- If you don't understand what a word or detail means, reread the whole sentence again and try to work it out.

## Try the skill

- 1 Carefully read this website page. What kind of guests are the makers of the show looking for? Draw a line from each true statement below to the text in the website that tells you this.
  - A Confident people who like acting.
  - B People who enjoy discussing things calmly.
  - C People with strong views and who speak their mind.
  - D People who will get angry about things but don't mind being famous.

## News

### Big Brother: Big Brother's Big Mouth is Back



Thursday 18 May  
Day 1, 22:00

Fronted by Russell Brand, it's bigger, it's better and you can catch it on **E4** four nights a week.

Do you love nothing better than a good argument? Do you want the opportunity to enforce your opinions on the rest of the nation? Do you say what you like, and like what you say? Do you want to be part of the most talked about TV show of 2006? If your answer is Yes, apply to be on the show today!

→ [news home](#)

2 Read the text below. Answer the question: 'What is Big Brother doing to support charities in 2006 and who are they helping?' Put a tick in the box against the correct answer.

- A** Big Brother is giving 10p of every vote cast to two charities, Shelter and Teenage Cancer Trust.
- B** Big Brother is making a donation to charity which will be divided between Shelter (which helps people find and keep a home and campaigns for decent housing for all), Teenage Cancer Trust (which provides specialist units for teenagers) and a third charity to be chosen by the winner.
- C** Big Brother is giving 10p of every vote cast that will be divided between Shelter (which helps people find and keep a home and campaigns for decent housing for all), Teenage Cancer Trust (which provides specialist units for teenagers), and a third charity chosen by Channel 4.
- D** Big Brother is giving 10p of every vote cast that will be divided between Shelter (which helps people find and keep a home and campaigns for decent housing for all), Teenage Cancer Trust (which provides specialist units for teenagers), and a third charity chosen by voters.

### Test tip

Close reading is very important in the test. Using it will help you to understand properly what the question is asking. It will also help you to understand fully what you need to in the text, and be really sure that the answer you tick is right.

## Charities

### Raise Money for Charity During Big Brother 2006

This year, 10p of every vote cast during Big Brother will be divided between three charities: Shelter, Teenage Cancer Trust and a third to be chosen by the series winner.

### Shelter

#### Shelter

Shelter believes everyone should have a home. We help more than 170,000 people a year fight for their rights, get back on their feet, and find and keep a home. We also tackle the root causes of bad housing by campaigning for new laws, policies, and solutions...

[>more](#)



#### Teenage Cancer Trust

Each day in the UK, six teenagers will find out they have cancer. Teenage Cancer Trust focuses on the needs of teenagers and young adults with cancer by providing specialist teenage units in NHS hospitals, as well as UK-wide education and awareness to educate teenagers about the disease...

[>more](#)



# 4 Identifying the main point

## Learn the skill

When you need to know the main point of a paragraph, you work it out by skimming and close reading. This helps you to spot the big idea in the paragraph.

- Skim the whole text, including any headings, to work out what it is about.
- Read the paragraph in detail and ask yourself: *'What big idea is this text about?'*
- Sum up in a few words what the paragraph is about.

## Try the skill

1 Skim the e-mails below. Choose the statement that best sums up what they are about.

- A AJ and Gav are discussing different ways to use hairspray.
- B Gav wants to remove some graffiti and AJ tells him how.
- C Two friends are in touch about the trouble Jed has caused.

Mail Message

Send Save Attach file

Help, AJ!  
Jed's scribbled graffiti in red marker pen all over the back fence and now Mum says I can't go to the party tonight. How can I get the red off?  
Gav

Mail Message

Send Save Attach file

Hi Gav  
I checked on the internet and a website says spray the fence with loads of hairspray, leave it and then wipe it off. The site says hairspray can remove marker pen stains from fabric, or wooden or painted surfaces. Good luck – if your mum calms down, see you tonight.  
AJ

2 Read the second e-mail on page 8 in detail. Then tick the statement below which best sums up its main point.

- A** Hairspray can be used for other things apart from doing your hair.
- B** The internet says use a lot of hairspray so Gav can go to the party.
- C** A website says hairspray can be used to remove marker pen stains.

3 Read the text below. Work out the main point of each paragraph in turn. Then write the number of the paragraph next to the statement below that best sums it up.

- A** Graffiti can make small businesses leave an area. \_\_\_\_\_
- B** Graffiti can make an area feel depressing. \_\_\_\_\_
- C** Graffiti is expensive because it costs so much to remove it. \_\_\_\_\_
- D** Areas covered with graffiti are likely to become crime hot spots. \_\_\_\_\_

### Test tip

Work out the main point when a question asks you to choose a statement that best sums up what a paragraph or text is about. Remember that in a multiple-choice question all the answers *seem* possible but **only one is right**. Make sure you have thought carefully about whether each one is right before making your final choice.

## GRAFFITI

**1** Graffiti can spoil people's enjoyment of their local area. Many people find looking at walls that have graffiti and rude messages on them depressing. It is easy to feel that no one cares about the area or that it is 'a bit of a dump' because it looks so bad.

**2** Seeing graffiti can also make people feel worried that an area is unsafe. If many people choose not to use areas that have a lot of graffiti then these places end up being empty for much of the time. When someone does walk through them they will feel much more vulnerable, and in fact it is easy for such areas to become hot spots for muggings, vandalism and other anti-social behaviours.

**3** Local businesses and local authorities have to clean up graffiti. The problem is so great in some areas that local councils have to employ several people to remove it. Their wages and the materials used have to be paid for out of the Council Tax we all pay. This means that the money cannot be used on other things.

**4** Some businesses may choose to move out of an area if it gets a lot of graffiti. This is because firstly, it costs a lot to keep cleaning it up; secondly, customers and staff may feel unsafe in the area and thirdly, the local crime rate may go up. This means that there are fewer jobs for local people and fewer customers for local shops. Very quickly an area can go downhill, and all because of graffiti.

4 Work in pairs. Decide what the main point of the text above is. Then sum it up in a single sentence.

# 5 Identifying a specific detail

## Learn the skill

When you need to find a specific detail in a text, follow these three steps:

- **Decide** what you need to find out and **skim** the text to find the place where that information is likely to be.
- **Scan** the right part of the text for key words to find the sentence you need.
- **Search** each chunk of the sentence carefully for the detail you want.

## Try the skill

- 1 Skim the advertisement opposite. You need to find out when the course is running in Manchester. Put a cross against the part that tells you when courses run.
- 2 Now scan that chunk of the advertisement and underline the word 'Manchester'.
- 3 Read the line that the word 'Manchester' is on and put the date in this sentence:  
The course is running in Manchester on \_\_\_\_\_  
\_\_\_\_\_.
- 4 Read paragraphs 1 and 2 of the advertisement and circle these details in the text.
  - a) How long Simon has worked as a coach for Bobby Robson.
  - b) The names of the Republic of Ireland players Simon has worked with.
  - c) The name of the company that runs the goalkeeping tour.
  - d) The age that people must be to go on the course.

### Test tip

In the test, it's a good idea to read the right part of the text several times to check that you have noticed and understood everything that you need to find.

5 Read paragraph 4. Which of these skills will **not** be taught on the course?

A Warm ups and footwork.

B Tackling and scoring.

C Crossing and dealing with the back pass.

D Handling and shot stopping.

## Goalkeeping coaching

Simon Smith is one of the country's leading goalkeeping coaches. Simon spent six seasons as Sir Bobby Robson's Goalkeeping Coach at Newcastle United F.C., working with the Republic of Ireland's Shay Given and Stephen Harper before moving abroad to work as a consultant to the Canadian Soccer Association.



This is the sixth year Simon Smith Goalkeeping has run its national goalkeeping tour giving boys and girls between the ages of 8–18 the opportunity to train as the professionals do with coaches dedicated to improving techniques and skills and ultimately improving match day performance.

These courses allow you to learn and fine-tune all the techniques and skills you require to become a top class goalkeeper – the rest is up to you!

The course will cover the main techniques and skills of goalkeeping: goalkeeping specific warm ups, handling, footwork, diving, shot stopping, one v one crossing, dealing with the back pass, distribution; these topics will be covered in realistic match related practices giving you the edge when you return to the team.

### Course dates:

27th May (Saturday)	Coventry (Alan Higgs Sports Centre)
28th May (Sunday)	London (Metropolitan Police Club, Chigwell)
29th May (Monday)	Manchester (Egerton Youth Club, Knutsford)
30th May (Tuesday)	Newcastle (venue to be confirmed)

To find out more about these and other courses run by Simon Smith Goalkeeping or to request an application form, call 0191 2528750 or log on to:

[www.simonsmithgoalkeeping.com](http://www.simonsmithgoalkeeping.com)

6 You want to apply for the goalkeeping course in Newcastle. Read paragraphs 5 and 6 of the advertisement and answer the questions that follow.

a) How can you get an application form for the course?

b) What information about the course is to be confirmed?

# 6 Recognising different features in texts

## Learn the skill

When you first read a text:

- remember what different features a text can have
- skim the text so that you see how it is organised, what the features are and what the different parts are telling you.

This will help you to understand it better.

## Try the skill

- 1 Skim Texts A–F on page 13 and then do the tasks that follow.
  - a) Label each text with one of the text types from the list below. The first text has been done for you.
    - e-mail
    - letter
    - memo
    - instruction
    - chart
    - advert
  - b) Fill in the table below to show which features are in each of the texts. The first column has been done for you.

Feature	Tells readers	E-mail	Letter	Memo	Instruction	Chart	Advert
Main heading	This is the main idea of the whole text.	✓					
Subheading	This is the main point of this part of the text.						
Numbering	You need to understand the points in this order.						
Bullet points	These are different points.						
Paragraphs	The sentences in this part are all about the same idea.	✓					

**A** \_\_\_\_\_

**Set of 4 mini disco ducks**

Light up your bathtub with these super fun flashing disco ducks.



Turn off your bathroom lights for a groovy light show!

**C** \_\_\_\_\_

**Date:** 24 June 2007  
**To:** Midsummer Party Organiser  
**From:** Toby Fair  
**Subject:** How the Disco Duck Race will work

- Everyone will find a disco duck sitting on their chair at the dinner table.
- Each duck will be labelled with its owner's name.
- Races start at 21.30 on the river bank behind the marquee.
- We have some amazing prizes!

**E** \_\_\_\_\_

**Rainbow Trout Farm**

*Bait Lane, Seaford, Sussex SF1 3DR*

Acorn Electrics  
 Oak Road  
 Seaford  
 Sussex  
 SF1 2DS

23 June 2007

Dear Sir or Madam

We have found 169 flashing disco ducks on our fish farms over the last two days. I understand from the ducks' labels that they are the property of your company and so I am returning them to you.

Since the ducks' arrival we have had no problems with herons taking our fish. We are now thinking of buying disco ducks to act as 'trout farm scarecrows'.

Yours faithfully

**Ivor Catch**

**B** *E-mail* \_\_\_\_\_

Send Save Attach file

**From:** Toby Fair  
**To:** Rafiq Said  
**Cc:**  
**Subject:** You're quackers

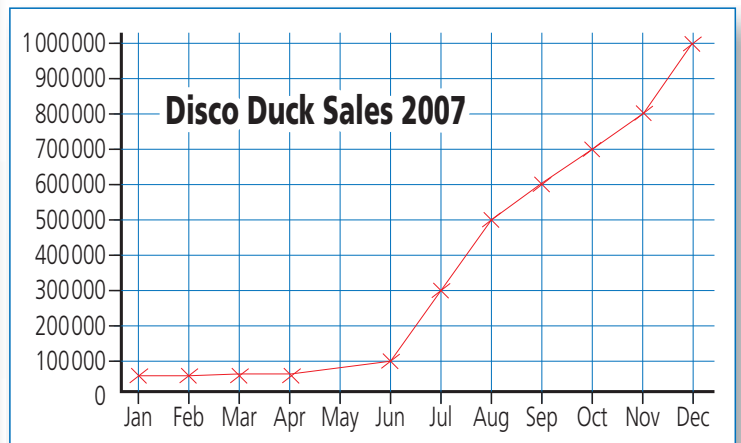
Hi mate,  
 Thanks for leaving all those disco ducks for me to find in my bath at two o'clock in the morning. I thought I was seeing things. I haven't laughed so much in ages.  
 It's given me a great idea for the office party. Just you wait!  
 Cheers,  
 Toby

**D** \_\_\_\_\_

**How to Hold a Disco Duck Race**

- 1 Place all ducks in the water and hold in place until the starter shouts 'Go!'.
- 2 Let go of your duck. (No pushing allowed.)
- 3 The first duck to reach the finishing line is the winner.

**F** \_\_\_\_\_



# 7 Understanding headings, subheadings and points

## Learn the skill

Writers often use headings, numbered points, bullet points and paragraphs to break up the text. These make it easier for readers to understand the text and find information.

When you read a text:

- 1 Study the main heading. Ask yourself: *'What big idea is the whole text about?'*
- 2 Study any subheadings. Ask yourself: *'What is this part of the text going to be about?'*
- 3 Study the points. Ask yourself: *'How are these organised?'*

## Try the skill

- 1 Read the text below. Draw lines to link each of the labels on the right to the relevant part of the text below.

### Meeting notes from 3 October 2007

Present: Jack Boon, Rosh Patel, Taylor Notts, Zara Smith

#### 1 The office party

- a Date: Friday 20 December or Saturday 21 December.
- b Zara to find suitable venue offering:
  - good meal – reasonably priced
  - band or disco
  - somewhere easy to get home from by bus.
- c Taylor to check whether people want to bring partners.

#### 2 Seasonal cards

- a No cards. Jack to make people aware of alternative: putting a message on the board and giving money to charity instead.
- b Organise central message board.
- c Collect donations.

#### Festive gifts

Rosh to distribute presents on December 21:

*Senior Management* will get blue and gold packages.

*Supervisors* will get red and green packages.

*All other staff* will get yellow and orange packages.

**Numbering** – points are numbered in the order in which topics were discussed.

**Letters** are used to show the order in which decisions were made.

**Bullet points** list what needs to be considered at that stage.

**Main heading** tells readers that the text is a record of what happened at this meeting.

**Subheading** tells readers what the subject of the chunk of text that follows is going to be about.

- 2 Add in the missing numbers, letters, bullets and underlining on the last part of the text on page 14.
- 3 The text below has been organised in a different way. Look at the list of features below, and draw a line to show where each feature is in the text.

subheading

heading

bullet point

first paragraph

second paragraph

points in time  
order

points in  
random order




# KARTING MORNING

We hope you are looking forward to our team-building day on Saturday. A map and travel details are attached to this letter.

Everyone needs to arrive on time so we can get the most out of the morning. There is a café on site so if you can stay on for lunch we could all eat there.

## Timetable

9.00 – 9.15 a.m.	Arrive and get dressed in helmets and padding
9.15 – 10.00	What is Kart racing?
10.00 – 10.20	How a Kart works
10.30 – 11.30	Practice runs
11.30 – 12.30	Races



### All members of the team should:

- wear old clothes
- bring £1 for the locker and money for lunch if you are staying
- be prepared to have fun!



# 8 Finding information in charts or tables

## Learn the skill

Information is sometimes presented in charts or tables. Some tables are text based and others contain numbers. When a table organises information into columns and rows:

- read the headings to find out how information is organised, e.g. the heading of each row and column in a table
- decide what you need to find out and where it will be, e.g. the right row or column to search along
- move your finger along or across the table and keep scanning until you find the right information.

## Try the skill

1 Tables can help organise information so that it is easier to find. Search the table below to find information on charity singles. The first question has been answered for you.

- Circle the artists who released the single called 'A Night to Remember'.
- Circle the charity that benefited from McFly's record.
- Circle the month when the One World Project released their single.
- Circle the song that benefited the most charities.
- Circle the two artists whose songs reached number 1 in the UK charts.

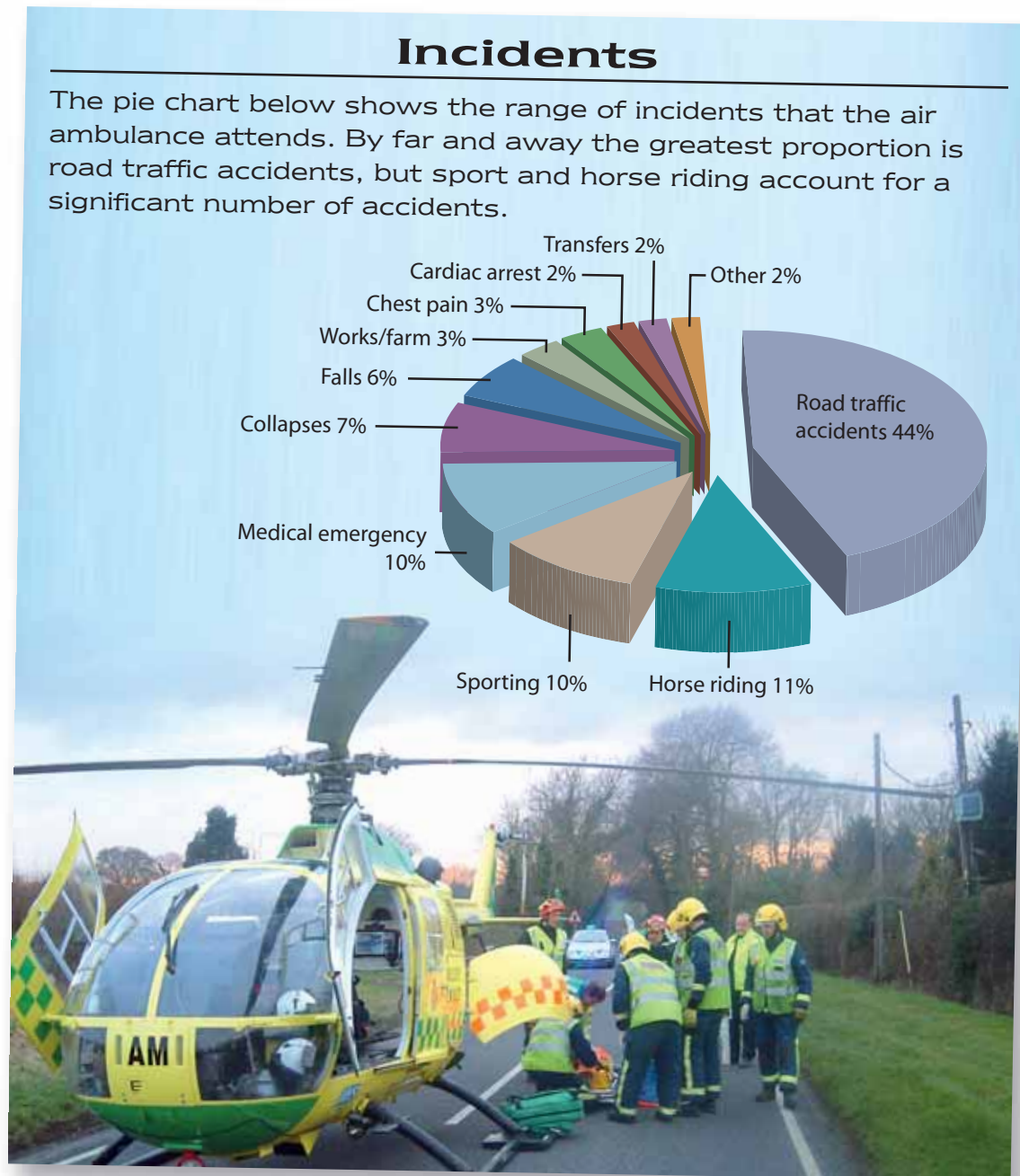
columns

rows

Release date	Title	Artists	Charity/Cause	Highest chart position
February 2005	Grief Never Grows Old	One World Project	2004 Asian Tsunami relief	4 (UK)
February 2005	Evie Parts 1, 2 and 3	The Wrights	Stevie Wright, The Salvation Army and 2004 Asian Tsunami relief	2 (Australia)
March 2005	All About You/You've Got A Friend	McFly	Comic Relief	1 (UK)
March 2005	Is This the Way to Amarillo?	Tony Christie featuring Peter Kay	Comic Relief	1 (UK)
November 2005	<u>A Night To Remember</u>	<u>Liberty X</u>	Children in Need	6 (UK)

(source: Wikipedia)

- 2 By making information more visual, pie charts can make it easier to understand and find the information you need. Using the pie chart, tick the statements below that are true.



- A** The air ambulance attends an equal number of collapses and falls.
- B** The air ambulance attends more medical emergencies than cardiac arrests.
- C** The air ambulance attends fewer falls than transfers.
- D** The air ambulance helps more people injured while horse riding than people injured at work or on a farm.
- E** The air ambulance is called out to road traffic accidents more than any other incident.

#### Test tip

- Remember, in a pie chart, the larger the 'slice', the bigger the number.
- Always look carefully when the 'slices' are of a similar size, and make sure you know what each 'slice' represents.

- 3 The timetable below shows that the 12.00 train from Eastgate arrives in Goban at 12.20. Use the timetable to find the information needed below. The first question has been answered for you.

Stations	Train times			
Eastgate	12.00	12.30	13.00	13.30
Transfold	12.05	12.35	13.05	13.35
Dirasley	12.13	12.43	13.13	13.43
Goban	12.20	12.50	13.20	13.50

### Test tip

It often helps to move your finger along the rows and down the columns of a timetable to find the information you need. Read the question very carefully and move your finger from the station or train time where you start to the station or time where you want to end up.

- a) Circle the time that a train leaves Transfold after 13.00.
- b) Circle the time that the train leaving Transfold at 13.05 arrives in Goban.
- c) Tick the time of the train from Dirasley that reaches Goban at 12.50.
- 4 Work in pairs. Use the timetable above to find train times for these people.
- a) Samira lives in Transfold. She has a hair appointment in Goban at 13.00 and the salon is just around the corner from the station but she hates being late. What train should she catch?
- b) Karl is going bowling with some friends who live in Dirasley. He's planning to catch the 13.30 from Eastgate. What time should he ask his friends to pick him up at Dirasley station?



5 Charts and tables can also help you to compare information. Search the table below to compare the costs of different mobile phones and answer the questions below.

- a) How much does one text cost with **Enjoy!** Super tariff? \_\_\_\_\_
- b) How much does a minute's call cost with Extra tariff? \_\_\_\_\_
- c) How much does one text cost with Standard tariff? \_\_\_\_\_
- d) How much does calling your favourite number cost with **Enjoy!** Super tariff? \_\_\_\_\_
- e) How much does calling your favourite number cost with Standard tariff? \_\_\_\_\_

**How much will your texts and calls cost you?**  
**Enjoy!** Mobile Pay as you go tariffs

	<b>Standard tariff</b> 3 favourite numbers half price	<b>Extra tariff</b> When you top-up £12 a month	<b>Enjoy! Super tariff</b> ALL calls and texts
<b>Calls</b> (any UK mobile or standard fixed line numbers)	20p (per minute)	12p (per minute)	15p (per minute)
<b>Text message</b> (any UK mobile)	12p (per text)	6p (per text)	6p (per text)
	<b>Your three favourite numbers</b>		
<b>Calls</b>	10p (per minute)	—	—
<b>Texts</b>	6p (per text)	—	—

6 The statements below are about information in the table above. Put a cross by any statements that are false. Tick any statements that are true.

- A Calls made to your favourite number on Standard tariff are more expensive than on **Enjoy!** Super tariff.
- B Texts made on Extra tariff are cheaper than on **Enjoy!** Super tariff.
- C Texts cost most on the Standard tariff.