EDEXCEL FUNCTIONAL SKILLS PILOT

English Level 1
Teacher's Notes

Section A
Build your reading skills base

English Level 1

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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** 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

(Learner materials: Level 1, Section A, pages 1–19)

Skill Standard	Coverage and Range	Learner Unit
L1.2 Read and understand a range of texts.	**In a range of texts including reports, instructional, explanatory and persuasive texts on paper and on screen:**	
	L1.2.1 Identify the main points and ideas and how they are presented in different 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

Approaches to teaching

Section A sets out to review and consolidate underpinning reading skills that learners will need to develop the skills outlined in the QCA Functional Skills Standards for English for Level 1.

Three important concepts will need to be reviewed and consolidated in this section:

- different reading skills are used for different purposes
- writers organise their texts in various ways to help the reader
- information can be presented in different ways, e.g. in tables or charts.

In each unit you will find questions that simulate the kind of questions learners are likely to face in the exam. The unit-by-unit teacher notes include the answers and **Make the skills your own**, a short task that provides real-life scenarios for learners to practise and consolidate skills learned in a unit. The ideas for these tasks can be adapted to meet the interests of specific groups of learners if necessary.

Preparing learners for reading tasks

When you set a reading task, encourage learners to read the headings and subheadings of the text first, then to read the questions, before they start to read the whole text. This will mean their reading has a purpose – to answer specific questions. It is very difficult to read a text if you do not know why you are reading it.

Helping learners to engage with the texts

It is also important to teach the learners how to read a text *actively*. Encourage learners to get used to reading texts with a pen, and annotate the text while they are reading. This will help them *engage* with the text, in contrast to reading it passively.

As the learners become more confident readers they should be able to annotate:

- **words or phrases** that might answer the questions;
- **words** they do not know, which may need thought when answering questions;
- **topic sentences** that define the subject of a paragraph and help to identify the main points of a text;
- **connectives**, i.e. words or phrases that link ideas together, such as *next, then, finally*. Identifying these features helps learners to see the relationship between ideas in a text.

Modelling reading skills

Another important technique you can use to help learners is to **model reading skills** in front of them. You can do this with individuals or with the whole class by using an overhead projector or a digital projector. Choose one of the texts and talk about your thought processes as you read it. Explain how you skim and scan, and how these skills are different. Talk about how headings and subheadings can be used to organise writing. Demonstrate how you find information in a table. Above all, show that you sometimes have problems answering questions, but that you can engage with the text in order to work things out.

1 *Scanning for key words*

Answers

2 vegetarian, onion, pepper, mushroom, sweetcorn, pineapple, chilli, tomato, olive.

3 chicken, tuna, beef, pepperoni, ham.

4 Cheese and Tomato, Vegetarian, Veggie Deluxe, Four Cheeses.

5 a) Tasty Chicken, BBQ Chicken, Italian Burnout and Feel the Heat; b) Cheese and Tomato, Four Cheeses; c) Meat Mountain, Italian Burnout, Feel the Heat.

Make the skills your own

Ask learners to list situations where it's appropriate to scan a document quickly to get the information they need, e.g. the contents page of a first-aid book can be scanned to find out which pages tell you how to deal with a burn, the *TV Times* can be scanned to see what time a programme starts, etc. Encourage learners to share lists.

2 *Skimming to find out what a text is about*

Answers

1 C

2 C

3 Tickets wanted! E; Corn on the cob D; Be there! F.

Make the skills your own

Ask learners to skim a notice board. It could be a notice board at a college or workplace, a drop-in/youth centre, a local newsagent's or supermarket. Ask them to skim the different documents quickly and list the kinds of information they find. At the next class allow time for learners to report back.

3 *Reading carefully for detailed understanding*

Answers

1 C Website text: 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?; D Website text: Do you love nothing better than a good argument? Do you want to be part of the most talked about TV show of 2006?

2 B

Make the skills your own

Ask learners to choose an issue that they feel strongly about, e.g. recycling, climate change, etc. Ask them to find a website or an article that deals with this issue and to download or cut out the article. Ask them to skim the page to get an idea what the writer is saying and then read it very carefully to pick out the writer's main ideas and opinions on the issue.

4 *Identifying the main point*

Answers

1 B

2 C

3 A 4; B 1; C 3; D 2.

Make the skills your own

1 Ask learners to find a short article on a topic of interest in an online newspaper or magazine. They should skim the article to work out what it is about. Then they should read each paragraph carefully, underlining the words that sum up the main point.

2 In pairs or groups, learners take turns to explain the main points and what they found interesting about the article.

5 *Identifying a specific detail*

Answers

3 29th May

4 a) six seasons; b) Shay Given and Stephen Harper; c) Simon Smith Goalkeeping; d) between 8 and 18.

5 B

6 a) By calling 0191 2526950 or visiting the website at www.simonsmithgoalkeeping.com; b) the location of the course.

Make the skills your own

Ask learners to choose one of the following activities: taking up a new sport or hobby, getting fit, doing a training course. They should then list what they need

to find out to do the activity and where they could find this information. At the next class learners can report on the information they found, where they found it, and show some of the documents they have looked at.

Answers

1 a) Text A: advert; Text C: memo; Text D: instruction; Text E: letter; Text F: chart.

b)

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.	✓	✓				✓

7 *Understanding headings, subheadings and points*

Answers

For tasks 1 and 3 show the answers by giving out labelled photocopies of the texts or using an overhead projector or whiteboard.

2 3 <u>Festive gifts</u>

  a Rosh to distribute presents on 21 December:

   • *Senior Management* will get blue and gold packages.

   • *Supervisors* will get red and green packages.

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

Make the skills your own

Ask learners to bring in a leaflet or work document which they think makes good use of text features such as headings, subheadings bullets, etc. At the next class learners can work in small groups to share their documents and take turns to explain how the writer has made the information easy to find and understand.

8 *Finding information in charts or tables*

Answers

1 b) Comic Relief; c) February; d) Evie Parts 1, 2 and 3; e) McFly, Tony Christie featuring Peter Kay.

2 B, D and E.

3 b) 13.20; c) 12.43.

4 a) She could catch the 12.35 train but it might be better to take the earlier one at 12.05 as she doesn't like being late; b) His train gets in at 13.43 so he could ask his friends to be at the station between 1.45 and 1.50; c) The interview is very important so it would be wise to catch the 12.35, which will get him to Goban at 12.50. That will give him time to get to the interview.

5 a) 6p; b) 12p; c) 12p; d) 15p per minute; e) 10p per minute.

6 False A and B; True C.

Make the skills your own

Ask learners to bring in one or two charts/tables that they use in their daily or work life. At the next class, allow time for learners to set a quiz of 3 or 4 questions for one of their charts or tables. Then in pairs they can exchange charts/tables and take turns to try each other's quiz.