EDEXCEL FUNCTIONAL SKILLS PILOT

English Level 1

Section B Widen your reading skills

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EDEXCEL FUNCTIONAL SKILLS: INTERIM SUPPORT MATERIAL

English Level 1

Geoff Barton, Clare Constant, Kim Richardson, Keith Washington

Section B: Widen your reading skills

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	B1 Finding main points and ideas B2 Noticing how main points and ideas are presented
	2.2 Read and understand texts in detail	B3 Understanding texts in detail
	2.3 Utilise information contained in texts	B4 Reading a text and taking appropriate action
	2.4 Identify suitable responses to texts	

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.

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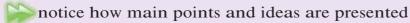
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Pilot material only - see introduction before use

Functional English Level 1 • Section B

B Widen your reading skills

By the end of this section you should be able to read and understand a range of texts and find their main points and ideas. You will learn to:



understand texts in detail

read and understand a text and take appropriate action.

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

1 Finding main points and ideas

Learn the skill

Skim the text thoroughly, quickly reading:

- titles and any subheadings
- the first paragraph
- the first sentence of each paragraph
- the final paragraph.

Look quickly at any pictures and captions to see what they are showing you.

Keep pausing and asking yourself: 'What is this part of the text about?'

Try the skill

- 1 Skim Text A on page 3. Then decide whether these statements about the main points are true or false.
 - A This is a food safety report for Papa John's restaurant in Leicester.
 - **B** Overall it has highly unsatisfactory management and enforcement action is likely.
 - C The inspectors' findings show they were happy with the way the staff handle food at Papa John's.
 - D Papa John's needs to be a lot cleaner.
 - E Papa John's has only just improved its standards.
 - F The report is issued by the Environmental Health Team.

TEXT

Food Safety Report

Name of business:

Address:

Papa John's

64 Narborough Road

Food business operator:

Leicester LE3 OBR

Mr G S Khag

SmileSafe Rating

Inspection date: 20 Sep 2006

Food hygiene practices

- Food handling
- Temperature control
- Personal hygiene of staff

SmileSafe rating:



Structure

- Cleanliness
- Maintenance and repair
- Facilities





Confidence in management

- Food safety procedures
- Track record of business
- Food hygiene training





- High standards of food hygiene
- Satisfactory standards, some issues raised
- Unsatisfactory standards, some major problems
- Highly unsatisfactory standards, enforcement action likely

The SmileSafe rating is the poorest of the food hygiene practices, structure and confidence in management ratings.

Summary of Inspection Findings

Food hygiene practices were generally very good temperatures were monitored, all staff were trained in food hygiene and all staff wear clean protective clothing.

The structure was very clean and in good repair and a cleaning schedule is followed.

The premises have a good track record and procedures and documentation were generally good and all staff are suitably trained in food hygiene. The premises are also subject to regular internal audits of hygiene standards by head office.

Inspector: Glenn Blacker

Signature:

Leicester City Council, Food Safety Team,

New Walk Centre (A4), Welford Place, Leicester, LE1 6ZG

Tel: 0116 2527001

www.leicester.gov.uk/food E-mail: food@leicester.gov.uk



- Now try the skill with the advertisement (Text F) on page 9. Decide which of these statements are main points in the advertisement.
 - A Anyone over 16 who lives near Birmingham can apply.
 - B The jobs are to be photographed or to make minor TV appearances.
 - C They want people of all races but especially black, Asian and oriental people.
 - D The agency is trying to gather people with different body shapes.

Draft for Pilot

2

Noticing how main points and ideas are presented

Learn the skill

When you find the main points and ideas, ask yourself the following questions to work out what the writer has done to make them stand out.

Where is it on the page? Is it:

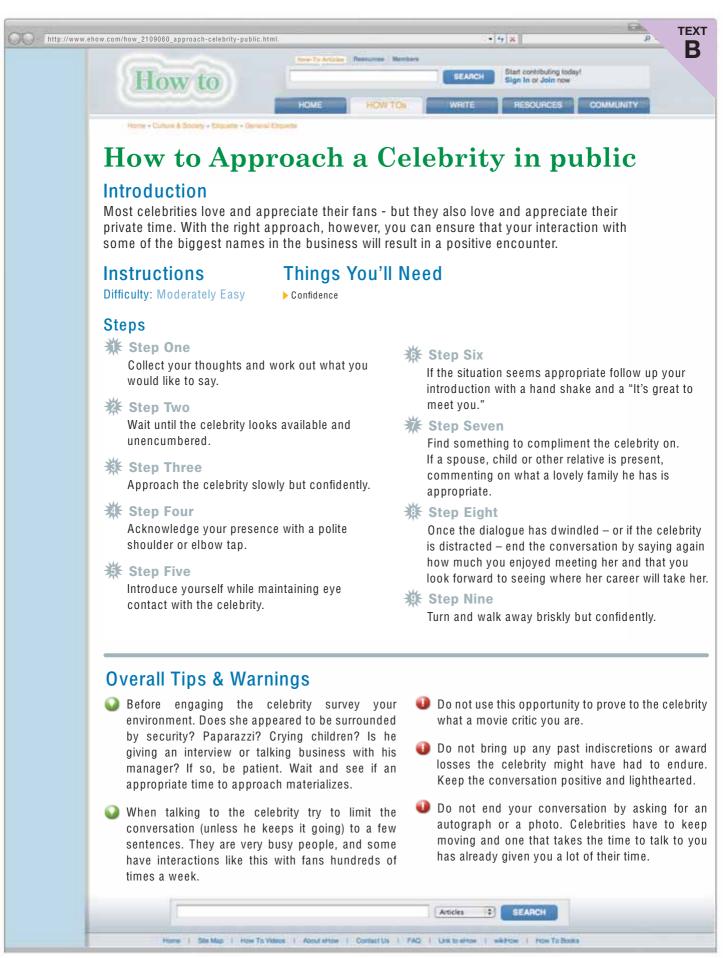
- at the top where it will be seen first
- at the bottom where it will be remembered
- surrounded by white space so it stands out
- in a box to draw attention to it?

What does it look like? Is it:

- a bullet or numbered point
- in bold or italic print
- in colour
- in a different font
- in larger or smaller sized print
- <u>underlined</u> or <u>highlighted</u>?

Try the skill

- 1 Skim Text B 'How to approach a celebrity in public' to find the main points and ideas. Then answer the questions below.
 - a) How has the writer made the tips and warnings easy to find?
 - b) What has the writer done to make sure each step stands out?
 - c) How has the writer used different sizes of print to make ideas stand out?
- 2 Look back at Text A on page 3 and decide whether these statements are true or false.
 - A Main headings are put in boxes to help readers find the different sections of the report.
 - B Bold print is used to make all the worrying features of the report stand out.
 - C The smiley faces show that the restaurant is badly run and unsafe to eat at.
 - D Information about the restaurant's name and location is placed at the top of the report.



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3 Understanding texts in detail

Learn the skill

Once you've skimmed a text and worked out its main ideas and points, then read it slowly, thoroughly and carefully.

- Read each sentence of the text carefully. Then ask yourself: 'What did that tell me?'
- At the end of a paragraph stop and ask yourself: 'What did that tell me?'
- If you don't understand a word, sentence or paragraph, read through that part of the text again slowly and carefully. Use the sentences that come before and after to help you work out what it means.
- When you want to search for a detail, try this. Scan the text by zigzagging your eyes across the page looking for a key word that will tell you where the detail you want is.

🣂 Try the skill

- 1 Read Text C carefully and answer the following questions.
 - a) How often does a ringtone play on your mobile phone?
 - b) What number do you text to receive your ringtone?
 - c) What are the **three** problems which often put people off getting a new ringtone?
 - d) What can you do to hear the tune before you buy?
- 2 Choose five tune titles. Swap your list of tunes with a partner. Find the code you would need to receive each tune as a poly ringtone.
- 3 Where do you need to look to find out which ringtones your mobile can play?
 - A the front page of the leaflet
 - B your mobile phone instructions
 - c on the website
 - D the back page of the leaflet.

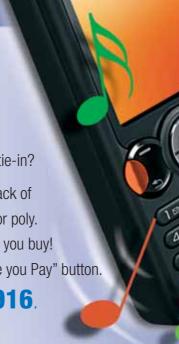


Ringtones are the tunes your mobile plays every single time you get a call. Are you getting bored with yours?

Perhaps you'd like to change your ringtone but thought it was too hard? Or you can't find a ringtone that you like? Or you're worried that you might get caught up in a hidden tie-in?

Well, you don't need to worry any more! Just look on the back of this leaflet to see what tones your mobile can play – mono or poly. It's even easier on our website – there you can listen before you buy! Just go to www.easitunes.co.uk and click the "Play before you Pay" button.

When you're ready, text your choice to 870916. Just follow the easy instructions below:





Find the tune vou want



Look up the tune code



Enter the tune code as text



Send the code to 870916

only



That's it! Your tune will soon arrive

www.easitunes.co.uk

TUNE TITLE
Homer Simpson
Mission Impossible
Borat
Classic phone ring
Leona Lewis
Take That
Dalek
Exploding phone
Transformers
Great Escape
Yoda

CONTENT
pick up the phone! doh!
theme tune
wonderful call on phone
ring-ring
Bleeding Love
Rule the World
take the call - immediately
ring-ring then explosion
transformer tune
theme tune
you have a call, yes

		LLIJU
MONO CODE		POLY CODE
homer mono	♪	homer poly 🎶
mi mono)	mi poly 🎎
borat mono	♪	borat poly 🍌
phone mono)	phone poly 🎶
bl mono		bl poly
rtw mono)	rtw poly
dalek mono)	dalek poly 🏄
ep mono)	ep poly 🍑
tr mono	♪	tr poly
ge mono	>	ge poly
voda mono	Ь	voda poly



4 Reading a text and taking appropriate action

Learn the skill

Most writers want their readers to respond to what they are writing. Make sure you read a text carefully and:

- Work out what the writer's **purpose** is. Are they advertising? Instructing you? Trying to argue you into agreeing with them?
- Search for any instructions in the text that tell you exactly what you have to do, e.g. apply by email, send two coupons and a proof of purchase.
- Find any hints in the text that give you clues about the best way to respond, e.g. a letter is written in very formal English so you should reply in the same way.
- Plan the best way to respond to the text, e.g. if it's a letter asking for information then go through it and underline all the details you need to include in your reply.

📂 Try the skill

- 1 Read each of the texts on page 9.
 - a) Which of the people in the picture should reply to each advertisement? (Hint: each person can reply to more than one advertisement if they are suitable.)
 - b) How should each person reply to the advertisement? (e.g. in writing, with a phone call, email, etc.)
 - c) What information should each person give when they respond to make sure they get what they want?

I want to do something different, meet new people and earn some money.



My brother never gets out of bed till lunchtime, and then all he does is wander round Manchester with his mates doing street dancing. He needs a job.



Pilot material only – see introduction before use

I'm a fashion designer.
I want to see if I can
get some coverage for
my designs.



- 2 Which statement is **not** telling you information relevant to applying to be on New Star TV?
 - A Make sure you respond within a month.
 - B You need to be aged between 16-27.
 - C You must be resident in Europe.

