

# English Level 1

## Teacher's Notes

### Section B

## Widen your reading skills

<b>1 Finding main points and ideas</b>	<b>2</b>
<b>2 Noticing how main points and ideas are presented</b>	<b>4</b>
<b>3 Understanding texts in detail</b>	<b>6</b>
<b>4 Reading a text and taking appropriate action</b>	<b>8</b>

# English Level 1

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## 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](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**.

# B

# Widen your reading skills

(Learner materials: Level 1, Section B, pages 1–9)

Skill Standard	Coverage and Range	Unit Learner
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	B1 Finding main points and ideas B2 Noticing how main points and ideas are presented
	L1.2.2 Understand texts in detail	B3 Understanding texts in detail
	L1.2.3 Read and understand texts and take appropriate action.	B4 Reading a text and taking appropriate action

## Approaches to teaching

Although each skill is initially delivered through focussing on one particular text, all the texts in this section have been selected with the idea that they may be used to allow learners to practise and consolidate the full range of skills being taught. These skills will be revisited in a later section.

The inclusion of **Make the skills your own** in the Teacher's File aims to provide real-life scenarios for learners to practise and consolidate the skills learned in a unit. To make the most of them, talk through how the tasks require the use of the skill just learned and set a deadline by which learners will give you the evidence they have done the task(s) allocated to them. Ask your learners to suggest other real-life situations where the new skills may be useful.

### 1 Finding main points and ideas

Check learners know the terms for different features of a text, e.g. titles, captions, bullets, callout boxes, etc. Learners should practise skimming the text and discussing its main points and ideas before attempting task 1. Make sure learners are clear that a **main idea** is the big picture or the important concept explained in the text, e.g. that food hygiene is important. The main idea may be explained by the writer making several **main points**, e.g. the responsibilities of staff when handling food; how waste should be disposed of; what chemicals should be used to clean premises.

#### Answers

1 A True; B False; C True; D False; E False; F False.

For extra practice ask learners to skim Texts B and C, providing a chart like the one below to note each text's main ideas and points.

Text	Main points and ideas
How to approach a celebrity	
Ringtones leaflet	

As an alternative you could provide learners with copies of the two texts to highlight and annotate.

#### Make the skills your own

Ask learners to pick out a DVD, skim the back cover and make a note of the main points – what the film is about, who is in it, etc.

### 2 Noticing how main points and ideas are presented

If learners have already skimmed the text recently (e.g. for question 1 on page 2) then explain that this time they are using skimming: a) to refresh their memories about the content of a text; b) to help them notice and locate eye-catching design features. In addition to using the text on page 5 to explain the effects of bullet points, position of text, etc., you could link this to writing skills by providing learners with a plain-text version of the New Star TV job advertisement (Text D), with all the design features stripped out. Ask learners to annotate the text with ideas for design features that would make the different parts of the text stand out better.

#### Answers

- tips and warnings are written as bullet points;
  - Each step has a numbered heading which is in a different style to the text's main headings. Each step is begun as a new paragraph;
  - larger print is used for the main headings, smaller print for the subheadings.

2 a) True; b) False; c) False; d) True.

### Make the skills your own

Ask learners to: a) find an advertisement b) visit the web page for your favourite television programme. Note down how the writer draws your attention to the main points and ideas in these texts.

## 3 Understanding texts in detail

This is a skill that requires a lot of practice and patience from the learners so it is helpful to ask learners to think of real-life situations where this kind of reading can be very rewarding, e.g. in stopping you from getting caught out by a junk-mail scam or con-trick, realising what you are committing yourself to when signing a contract, etc.

### Answers

1 a) every time someone calls; b) 870916; c) it seems tricky, no ringtone you like, buying one can get you caught up in a hidden tie-in; d) go to the website and click 'Play before you Pay'.

3 D

### Make the skills your own

Ask learners to set each other a quiz of five difficult questions about the details in a magazine or newspaper article they bring in.

## 4 Reading a text and taking appropriate action

It may be useful to ask learners to brainstorm the different purposes texts can have. Ask them for examples of texts they have met which require a response, e.g. school/college letters, forms that need to be completed, etc.

### Answers

1 a) the elderly lady should respond to Text F; the teenager can suggest his brother responds to Texts D and E; the fashion designer should only respond to text D.

b) Texts D and E: telephone; Text F: using the website's 'Apply' button. The teenager should use the 'email a friend' button to tell his brother about the jobs.

c) Each person should state their age, nearness to the location, and the skills that suit them to that job, e.g. to apply for the job of street team promoter the brother should mention he lives in the city of Manchester, likes being out and about in the afternoon and evening and enjoys street dancing.

To apply for the job of photographic model the elderly lady should mention her age and nearness to Birmingham.

To apply for the job with New Star TV the fashion designer should mention her age and job, whereas the brother should mention his age and enjoyment of street dancing.

2 C

### Make the skills your own

Ask learners to scan the job pages of their local newspaper and pick two **very different** advertisements. What would each job's ideal applicant offer? Make notes on the best way for that person to reply to the advertisement. Learners' notes might read: *Write a letter... make sure they mention...*