

# English Level 2

## Teacher's Notes

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# English Level 2

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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 2.

### 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
<b>2 Reading (written language)</b> Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	In three or more texts	
	<b>2.1</b> Select and use different types of texts to obtain and utilise relevant information	1 Skimming, scanning and close reading 2 Finding main points and details 4 How information texts are organised 5 Understanding tables with words and numbers
	<b>2.2</b> Read and summarise, succinctly, information/ideas from different sources	3 Comparing two 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**.

## A

## Build your reading skills base

(Learner materials: Level 2, Section A, pages 1–17)

Skill Standard	Coverage and Range	Learner Unit
L2.2 Compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions.	Using a wide range of texts for different purposes, on paper and on screen:	
	L2.2.1 Select and use different types of texts to obtain relevant information.	1 Skimming, scanning and close reading
		2 Finding main points and details
		4 How information texts are organised
		5 Understanding tables with words and numbers
	L2.2.2 Read and summarise succinctly information/ideas from different sources.	3 Comparing two texts

## 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 2.

In this section you will need to review and consolidate three important concepts:

- different reading skills are used for different purposes
- writers organise their texts 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. As necessary, the ideas for these tasks can be adapted to meet the interests of specific groups of learners.

## Deciding which reading skill to use

Encourage learners to decide which reading skill they need to use to answer a particular question. For example, a question may best be answered by skimming or scanning the text, and close reading may not be necessary.

## Helping learners to engage with the texts

It is important to teach the learners how to read a text **actively**. Encourage learners to get used to reading texts with a pencil, and to 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 test 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 *however*, *secondly*, *in addition*. Identifying connectives helps students to see the relationship between ideas in a text.

## Modelling reading skills

Another important thing you can do is to model reading skills in front of learners. You can do this with individuals or with the whole class by using an overhead or digital projector:

- Choose one of the tasks, and talk about your thought processes as you read it.

- Explain how you skim and scan, and how these skills are different.
- Explain how you make sense of difficult words.
- Above all, show that you sometimes have problems answering questions, but that you can engage with the text in order to work things out.

## Understanding how texts are organised

Learners need to understand the conventional language features and presentational features associated with different text types. With knowledge of these conventional language and presentational features, learners can explore a range of text types and their purposes. Writers will use language and presentational features deliberately for effect. These features collectively influence the message of the text.

When studying different texts encourage learners to ask questions such as:

- What effect do the colours of the advertisement have?
- Why has the writer used so many adjectives and adverbs?
- Do the bullet points help to structure the information?
- In what way does the caption define the content of the photograph?

## Understanding tables

Learners are faced with three key problems when they have to read tables:

- There is so much abstract text, weak learners can be overwhelmed and give in.
- Information can be presented in a deliberately misleading way.
- The learners are not actually sure which information they need to answer a question.

Encourage learners to approach a table in the following way:

- Read the title above the table to find out what the table represents.
- Read the label underneath the table to find out what the table represents.
- Read the titles given to all rows and all columns.
- Read any footnotes that are provided.
- Find out what any symbols represent.

## Preparing for the test

When preparing learners for the test, teach them to read the questions before they start to read the 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.

## 1 Skimming, scanning and close reading

### Answers

- 1 a) C; b) left-arm; c) my role model and the best batsman in the world; d) Mohammad Kaif, Rahul Dravid; e) first match.
- 2 a) C; b) B; c) D; d) A; e) B.

### Make the skills your own

Ask learners to bring in a leaflet or a short report in a newspaper on a local or national issue, an accident report from their workplace or a leaflet about a new sports centre. Ask learners to work in pairs and prepare a quiz of 6–8 questions about their chosen text, devising questions that can be best answered by skimming, scanning and close reading. Pairs swap articles and try out each other's texts, making a note of the reading skill required.

## 2 Finding main points and details

### Answers

- 1 a) **Main point:** On attending at a fire, the firefighters have to make a very quick assessment of the situation. As materials used in homes and factories change so does the way a fire is tackled.  
**Detail:** A house fire may require two appliances whereas a commercial or factory fire may involve several appliances as well as requiring thousands of litres of water and foam, plus the use of specialist equipment.  
**Main point:** There is also the hazard of toxic fumes and heavy smoke which can be generated from the modern materials.  
**Detail:** for example foam-filled furniture.  
**Main point:** This makes tackling a fire that much more difficult and firefighters always go fully protected with equipment.  
**Detail:** such as breathing apparatus as well as personal radio sets to keep them in contact with their colleagues at the scene, or back at brigade headquarters.  
b) A; d) C; e) A; f) D.
- 2 a) He has had a long and distinguished competition career, with many national and international titles to his credit. b) A; d) Captain; e) D; f) fast and effective, lightning-fast; g) A.

**Make the skills your own**

Ask learners to choose an article from a magazine or newspaper about someone or something that has been in the news recently, e.g. a TV or sports personality or recent local event. They should make notes about the main points from the article and some details that other members of the class will find interesting or surprising. At the next class learners can work in small groups and take turns to summarise their articles.

**3 Comparing two texts**

**Answers**

1 a) The Salvation Army. b) Sarah left home because of her violent husband; Laura left home because she was driven out by her mother's boyfriend. c) Neither had anywhere to live. Laura was sleeping on the street. d) Sarah was given a place at a women's refuge and then helped to find a flat, and she was given food and toys at Christmas. Laura was given a hot meal, a bed for a night at a Salvation Army centre, and access to medical help. e) The charity has helped them both escape from frightening situations where they were being abused and enabled them to build a safer, new life. Sarah has a home with her daughter; Laura has come off drugs and is on a catering course.

2 **Similarities:** Both women were badly treated by men, became homeless, and were offered practical help by the Salvation Army in the form of somewhere safe to stay and food. The Salvation Army helped them both to have a better future.

**Differences:** Sarah came to the Salvation Army herself; Laura was found by an officer. Sarah is married and a mother; Laura is single and on her own. The Salvation Army cared for Sarah and her child; they cared for Laura on her own. Sarah's husband treated her badly; Laura's mother's boyfriend drove her out. Sarah was not on drugs; Laura was on drugs and turned to crime and begging. Sarah was placed at a refuge and helped to find a new flat; Laura was given a bed for the night, a hot meal and access to medical help. Laura has come off drugs and is in college; we don't know if Sarah is doing any work. Sarah said: 'You've given Jenny the first happy Christmas of her life and helped us to be a proper family again.' Laura said 'That night you saved my life and gave me a future.'

3 B

**Make the skills your own**

- 1 Ask learners to find two advertisements for a job or course they would like to do. (The advertisements need to be for similar kinds of jobs or courses.) Their task is to read the advertisements carefully, making a note of similarities and differences in order to choose one of them. At the next class learners can work in groups to take turns to explain their choice of job or course.
- 2 Discuss stories that are in the news. Ask learners to pick one of them and then find two articles about the story from different magazines, newspapers or websites. At the next class they can work in pairs to prepare a short summary, highlighting the similarities and differences in how the story is reported.

**4 How information texts are organised**

**Answers**

- 1 B Text type: email (From, To, Cc, Subject, informal greeting and sign-off); C Text type: newspaper (headline, paragraphs, description of story); D Text type: memo (Date, To, From, Subject, bullet points, request for something to be done); E Text type: letter (address, date, Dear, Yours sincerely, writing to complain); F Text type: report or essay (main heading, subheadings, bullet points, numbering, instructive/explanatory content).
- 2 Main heading: report, news article  
Sub-heading: report  
Numbering: report  
Bullet points: report  
Paragraphs: report, news article, letter, memo, e-mail  
Bold or italic: report, memo  
Persuasive language: letter, memo  
Salutation: letter, memo, e-mail
- 3 a) report; b) The points need to be followed in that order; c) The points do not need to be followed in any specific order; d) B.

**Make the skills your own**

Ask learners to bring in a selection of different types of texts they have to read in their daily or work life, e.g. accident reports, e-mails, memos, leaflets. Working in pairs, ask them to categorise them using a chart like the one below.

Text type, e.g. newspaper article, e-mail, report	Example, e.g. report about an accident at work, an e-mail arranging to see a friend	Language features, e.g. simple sentences, persuasive language, technical language	Presentational features, e.g. bold or italics, salutations, subheadings

## 5 *Understanding tables with words and numbers*

### Answers

1 a) Wellington; Royal Horseguards b) Royal Horseguards; c) £182.85; d) B; e) B; f) C.

### Make the skills your own

Ask learners to bring in a table or chart from a book they use in their studies or at work. Their task is to discuss what it shows with a partner and then to devise a quiz with questions that focus on the key information that the chart is presenting. They can then try out their quiz with other pairs.