

English Level 2

Section B

Widen your reading skills

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English Level 2

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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 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
2 Reading (written language) Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	In three or more texts	
	2.1 Select and use different types of texts to obtain and utilise relevant information	B1 Selecting relevant information
	2.2 Read and summarise, succinctly, information/ideas from different sources	B2 Summarising information and ideas
	2.3 Identify the purposes of texts and comment on how meaning is conveyed	B3 Understanding the purpose of a text B6 Commenting on how effectively a text is written
	2.4 Detect point of view, implicit meaning and/or bias	B4 Understanding meanings that are hinted at or suggested B5 Recognising points of view and bias
	2.5 Analyse texts in relation to audience needs and consider suitable responses	B7 Reading and responding to different 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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B Widen your reading skills

By the end of this section you should be able to:

-  choose and use different types of texts to find relevant information
-  read and briefly summarise information and ideas from different places
-  understand the purpose of a text
-  understand meanings that are hinted at or suggested
-  recognise points of view and bias
-  comment on how effectively a text is written
-  read and respond to different texts.

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

1 Selecting relevant information

Learn the skill

- Step 1** Decide what you need to find out.
- Step 2** Choose texts which look as if they have got the right kind of information in them.
- Step 3** Search those texts, scanning them for key words and phrases.
- Step 4** Work out whether the information you have found is relevant.

At the end of reading a section of text, ask yourself: 'Did that tell me what I needed to know?'

Try the skill

- 1 What could your class do to support the children's charity Starlight? Read Text A, which consists of information from the Starlight website. Then visit the website for other ideas on how you could support them. Use the steps above to help you find the information you need.
- 2 Now try the skill with Texts E and F (about smacking) on page 11. Search the texts to answer the following question.
Which of these opinions are present in both texts?
 - A Smacking should never be used by a childminder.
 - B Some people think physical punishment is a helpful strategy.
 - C You should never smack your child when you are angry.
 - D Smacking children is a cruel form of punishment.




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Your support really counts! When the charity began in 1987, Starlight helped just 4 children. Today, we help over 500,000 children every year. Starlight receives neither Government nor Lottery funding and relies entirely on public generosity. We spend over 90p in every £1 raised on our seriously and terminally ill children. **Any support you can give would be much appreciated.**

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NEW WISHES this week

NEW WISHES – NEW WISHES – NEW WISHES – NEW WISHES – NEW WISHES – NEW WISHES – NEW WISHES

Help us to grant wishes! Donate today and help make the dreams of very ill children come true.

- Imaan is 6 years old and she suffers from cerebral palsy and epilepsy. Her wish is to have a tricycle.




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The Starlight Challenge

The Starlight Challenge is a great way to fundraise for Starlight if you are a fitness enthusiast. Fun, sponsored fitness events are organised all over the UK. Check with your local gym to find out whether the instructors are already holding an event. If not, we can help you or the gym with the organisation of a new event.

Brightening the lives of seriously and terminally ill children



Donate-A-Disc Appeal

DO YOU HAVE STACKS OF UNWATCHED DVDs & CONSOLE GAMES GATHERING DUST AT HOME?

The SUN **Donate-A-Disc Appeal** for Starlight is raising money to grant wishes to seriously and terminally ill children across the UK by recycling and reselling your old DVDs and console games.

We hope that this exciting and unique appeal will help Starlight grant wishes to 1,000 very sick children.

YOU DONATE THE DISCS, WE CREATE THE DREAMS

2 Summarising information and ideas

Learn the skill

Step 1 Search different places to find all the relevant information you need.

Step 2 Compare the information found in different places.

Ask yourself: 'What have I found out in each place?' 'What is the same?' 'What is different?'

Step 3 Summarise the information.

Write a short version of what you found out which includes only the most important information.

How?

- Include only relevant, essential information.
- Don't repeat things.
- Collapse lists into broader categories, e.g. sum up a whole list which tells you different achievements of famous footballers as: 'lots of famous footballers' achievements'.
- Find a paragraph's topic sentence to help you sum up that paragraph.
- Pick out and use key words and phrases in your writing.

Keep trimming and improving your summary until you are sure it is as tight as possible.

Try the skill

- 1 Read Text B on page 5. Then use questions to help you pick out the main information from each section: Who? What? When? Where? How? Why? Write a summary of the different ways football has been played in a maximum of 50 words.
- 2 Now try the skill with Text C (NHS leaflet) on page 7. Which of the following statements best sums up the information given in the text?
 - A You need to make sure your doctor can understand what you are going to say.
 - B Your doctor doesn't know what to tell you so you need to ask lots of questions.
 - C It's a good idea to take a notebook and a friend with you to every appointment.
 - D Make the most of your appointment by being prepared to ask questions and give useful information.
 - E Don't be afraid to ask your doctor questions or to ask the doctor to explain things to you.

Home Page | Search

Football history network



CHANNELS:

- Community Football
- Football News
- Football Fun and Games
- Key Football Organisations
- History of Football
- Search
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The American Indians and Pasuckuakohowog

It's a mouthful isn't it?

Records show the Native American Indians played football or Pasuckuakohowog from approximately 1620. Although it is highly likely that they were actually playing football earlier. The word Pasuckuakohowog actually means '... they gather to play ball with the foot ...'



These games were not very nice and incredibly violent. It was quite often that players would retire with broken bones and other serious injuries. In fact the game was almost a war with up to 500 players on each side.

The players understood the violent nature of the game as they would often disguise themselves with lots of war paint and ornaments to avoid retribution after the game. The game was normally played on a pitch that was often a mile long with goals at either end. The game could last for hours and often carried on from one day to the next.

At the end of the match both sides would meet for a celebratory feast. (Hence the need for a disguise during the game!)

Home Page | Search

Football history network



CHANNELS:

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- Search
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- Sponsors Info

The Inuit and Aqsaqtuk

No one knows for sure how long the Inuit have been playing their specific style of football called Aqsaqtuk, which literally means soccer on ice. However the game has been mentioned in the myths and legends of the Inuit for hundreds of years. One belief of the Inuit is that the spirits of the dead travel to the northern lights where they play an eternal game of football using the head of a walrus as the ball!

The game of Aqsaqtuk is played between two teams (of varying numbers) who line up to face each other at kick off. The ball is kicked between the lines until it crosses one line of players ... then all the players rush to kick the ball into their opponent's goal.

The length of the pitch can vary dramatically – there is a legend which tells of a game between two villages that had goals 10 miles apart! The football is made of animal hide and whale bones. It is stuffed with hair, moss, feathers and wood shavings.

The two teams were normally named after birds. In most cases it was the ptarmigans (an arctic bird similar to a grouse) versus the long-tails. In summer, the two teams would play a game with the long-tails playing towards the water and the ptarmigans playing towards land, their favoured habitat. The two sides would also engage in song battles, with the players trying to outdo each other and embarrass the other team.

After the game, celebrations would be held in a large communal igloo called qaggi.

3 Understanding the purpose of a text



Learn the skill

To understand a text's purpose fully you will need to work out what sort of text it is, what the writer hopes to achieve through it and who it is meant to be read by.

- **Look** at the whole text and the way it is laid out. What kind of text do you think it is? For example, two addresses and formal letter layout suggest a business letter; text in columns and a photograph with a caption suggest an article.
- **Read** the text and ask: What does the writer want the reader to do? For example, learn how to ride a motorbike – it looks like an instruction text; buy this product – it looks like a persuasive text.
- **Search** for the kind of features you expect that type of text to have. If you can't find what you are expecting, think again. For example, instructions usually start with verbs that are commands: 'Make a list of places you can buy tickets.'
- **Decide** who the text has been written for. The kind of words used and the way the writer addresses the reader should help you work this out. For example, trendy words and phrases may suggest a teenage audience; more formal vocabulary and longer, complex sentences may suggest an adult audience.



Try the skill

- 1 Work in pairs. Revisit the texts on pages 3 and 5 (Texts A and B) and decide on their purposes. Sum up the purpose of each text in a single sentence.
- 2 Work with another pair and compare your summaries. Do you agree? If not, discuss why you disagree and then work together to write a sentence you can all agree on.
- 3 Work out the purpose of Text C on page 7. Then decide which of these statements best describes it:
 - A It is persuading adults to make sure they are really prepared for a doctor's appointment.
 - B It is giving advice to adults to make sure they know what to do and what to ask their doctor when they have an appointment.
 - C It is written for adults to argue that they should ask their doctors more questions during an appointment.
 - D It's a list of instructions for people to follow when they want to get the best treatment for their illness.

Top tips



Before your appointment



- Write down your two or three most important questions.
- List or bring all your medicines and pills – including vitamins and supplements.
- Write down details of your symptoms, including when they started and what makes them better or worse.
- Ask your hospital or surgery for an interpreter or communication support if needed.
- Ask a friend or family member to come with you, if you like.

During your appointment

- Don't be afraid to ask if you don't understand. For example, 'Can you say that again? I still don't understand.'
- If you don't understand any words, ask for them to be written down and explained.
- Write things down, or ask a family member or friend to take notes.

Before you leave your appointment



- **Check that:**
 - you've covered everything on your list
 - you understand, for example 'Can I just check I understood what you said?'
 - you know what should happen next – and when. Write it down.
- **Ask:**
 - who to contact if you have any more problems or questions
 - about support groups and where to go for reliable information, and
 - for copies of letters written about you – you are entitled to see these.

After your appointment, don't forget the following



- Write down what you discussed and what happens next. Keep your notes.
- Book any tests that you can and put the dates in your diary.
- **Ask:**
 - 'what's happening if I'm not sent my appointment details,' and
 - 'can I have the results of any tests?' (If you don't get the results when you expect – ask for them.) Ask what the results mean.

4 Understanding meanings that are hinted at or suggested

Learn the skill

Sometimes writers say things in a straightforward way, e.g. 'Go to Malaysia on holiday', but they may also hint at or suggest things.

Bear in mind the writer's purpose in writing the text. Then read a sentence carefully and ask yourself, 'Why is the writer telling the reader this? Why has the writer chosen this word? Look at this extract from a tourist website:

Malaysia has superb golden beaches, lush vegetation, mountains and fabulous shopping allied to some magnificent hotels.

The underlined phrase suggests that the shops might charge higher prices because the hotels may own them or charge high rates – maybe it's a hint that there aren't any quality shopping malls to go to away from the hotels?

Try the skill

- 1 Which sentences in the text hint or suggest these ideas about Malaysia?
 - a) Malaysia is the best place to visit in South-East Asia.
 - b) Once you reach Malaysia you don't need to spend lots of money.
 - c) Don't go to the east coast of Malaysia from October to February if you don't want to get wet.
 - d) Expect to eat lots of rice while you are in Malaysia.
 - e) There's not a huge variety of different things to eat as a main dish.
- 2 Which of the following statements **best** sums up what a wise reader might think about Malaysia after reading the first sentence?
 - A Malaysia has lovely countryside and some modern hotels but there are no good towns to shop in as there are in the UK.
 - B Malaysia has sandy beaches, beautiful green countryside, mountains to climb, and you can stay in lovely hotels which own shops that will appeal to Westerners – so expect to pay high prices for anything you buy there.
 - C Malaysia has rocky beaches and is difficult to travel around because of the jungles and roads, so stay in your hotel.
 - D Malaysia has lots of beautiful countryside to enjoy but its towns don't have the kind of shops that Westerners are used to, so the hotels often have those kinds of shops attached to cater for you.

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Malaysia

Malaysia has superb golden beaches, lush vegetation, mountains and fabulous shopping allied to some magnificent hotels. This has made the country the fastest growing destination in South East Asia. The mix of the ancient and the ultra-modern make Malaysia a fascinating place to visit, while the low cost of living and huge visitor choice makes it the ideal holiday location. **5**



The country offers a fascinating cultural mix with colourful festivals, unique arts and crafts, architecture, food and a rich array of dance forms.

When to visit

Malaysia is hot and humid all year round, with temperatures usually in the low 30s and humidity 90%. The region has a monsoonal climate but only the east coast of Peninsula Malaysia has a real rainy season (October to February). **10**

Eating Out

Malaysian chefs have drawn on their multi-ethnic heritage for centuries with the result being a unique blend of Malay, Chinese, Indian, Thai and Eurasian cooking methods and ingredients. But, while the staple ingredients may resemble those used by their Asian neighbours, the extras are what make Malay food so original. Tropical fruits and seafood are added to various dishes, coconut milk is added to almost everything and rice serves as the basis for every meal. And, while the ingredients may not vary largely from dish to dish, the cooking method and accompaniments are what make each dish so special. **15**

There are several extremely popular traditional Malaysian dishes, some of which you should try to sample during your stay. Satay is probably the most popular of all and contains small pieces of beef, lamb or chicken which are marinated in spices, skewered on bamboo strips and barbecued over a charcoal fire. They are served with rice cakes, a salad consisting of cucumber, pineapple and onion and a peanut sauce. Another favourite is 'rendang' which is another meat dish and also includes coconut milk, onion, chillies, cinnamon, cloves and coriander. **20**

25

5 Recognising points of view and bias



Learn the skill

- Someone's point of view includes their opinions, thoughts and feelings about a topic.
- Writers may back up their ideas using facts, arguments, evidence, etc.
- Writers can give a balanced view of a topic, giving different points of view about an issue.
- If writers only give one side of the argument they are showing bias.

You can work out a writer's point of view by finding words that reveal their:

- feelings (e.g. I feel, I love, it's terrible, it's unacceptable)
- beliefs (e.g. should, ought, must, have to)
- thoughts (e.g. I think, in my opinion, I agree with... I disagree...).



Try the skill

- 1 Read Text E on page 11.
 - a) Pick out words and phrases that reveal the writer's point of view.
 - b) Which of these statements best sums up the writer's point of view?
 - A Parents who smack their children are using an unnatural punishment.
 - B Children who are never smacked are always able to develop self-control and behave well in school.
 - C Smacking your child to help them learn wrong from right is fine if you don't do it when you are angry and you always show them lots of love.
 - D Badly behaved children have either been smacked too much or not shown enough love.
- 2 Read Text F on page 11.
 - a) Pick out the words and phrases that reveal the writer's point of view in lines 10–17. Then sum up this point of view in 20 words.
 - b) Pick out the words and phrases that reveal the point of view in lines 15–17. Then sum up this point of view in as few words as you can.
- 3 Think about both texts you have read. Which text:
 - a) presents a balanced point of view
 - b) has bias?

TEXT
E

SIR – Rebecca Abrams (Weekend, Sept. 8) makes some unacceptable generalisations about smacking.

Children under the age of three learn a lot of things simply by making mistakes and getting hurt, 5 such as walking into furniture and putting hands too close to things. Smacking is only applying that natural form of learning to less concrete concepts.

I have worked with children as a teacher in a variety of situations – comprehensives, social 10 services assessment centres and specialist schools abroad catering for mission, business and diplomats' children abroad. The ones whose behaviour was most difficult to control were those had either been smacked irrespective of behaviour 15 or not touched at all. Almost without exception, the most balanced children I have had to teach are those whose parents have used physical punishment judiciously (and therefore sparingly), but within the

context of love. In many cases the smack had been 20 administered a long time before tempers were lost, in 'cold blood' and therefore before a relationship was damaged.

For the world-renowned American child psychologist Dr James Dobson, this is the crux of 25 the issue.

Punishment should never be administered in the heat of anger. At the same time, it must be administered within the context of a stable and loving relationship. A short, sharp smack early in 30 the process works far better than any prolonged reasoning process that comes to a loss of temper.

Rather than banning this natural form of discipline, parents and other childcarers need to be taught to use it properly. 35

Andy Bowdler

Dinas, Powys

TEXT
F


childalert.co.uk

first for child safety and wellbeing

Parenting News

[email your stories/press enquiries](#)

90% of parents appear to back smacking

A recent survey conducted by Daily Mail website femail.co.uk reveals that some 60% of participating parents said 'an occasional smack' is justified. Almost another 30% appeared to be going on their own experience when they said, 'It never did me any harm'. Only 11% said there was 'no justification for smacking whatsoever'. 5

The findings would appear to be at odds with the current move towards publicly banning any physical form of punishment. There have been several high profile cases of late of worthy and well-respected childminders hauled over the coals for reprimanding their charges with a light smack. While the UK has yet to make it officially illegal, eight other EU countries have already done so. 10

Femail.co.uk is concerned at the apparent contradiction between public outcry and personal feelings and calls for the issue to be discussed 'honestly and openly'. Their views are reinforced by the National Family and Parenting Institute who say, 'There is a taboo about discussing smacking. People are reticent about admitting to it and yet the survey bears out what other surveys have found, which is that most parents have done it at some point or 15 other. In our experience it tends to be a last resort and parents usually regret it afterwards. Our feeling is that the subject should be brought out into the open and discussed openly so that parents can learn about alternative strategies for dealing with their children.'

The survey was published during the same week that Britain's top military commander, Sir Michael Boyce, went on record as saying young people needed a 'clip round the ear' to 20 restore respect for their elders.

6 Commenting on how effectively a text is written



Learn the skill

Answer these three questions to help you decide how effectively a text is written:

- 1 What is the purpose of the text?
- 2 How is the text written? Look at the following features.
 - **How it is organised on the page** (e.g. how headings, bullet points, etc. are used to help readers find information).
 - **What it tells readers** What facts, opinions, evidence, advice, etc. are included? Does it tell the readers everything they need to know?
 - **The words and phrases the writer uses** Do they suit the audience and the situation, e.g. Is it too informal? Should the writer have used more technical vocabulary?
- 3 How well does the way the text is written help the writer achieve the purpose?



Try the skill

- 1 Work in a group and study Text G on page 13 using the three questions above to help you decide how effectively it is written. Then choose the statement that **best** describes what the writer has done.
 - A The writer gives a simple, clear description of what a twig toothbrush looks like.
 - B The writer gives soldiers clear instructions about how to clean their teeth without a toothbrush and what to do if they have a hole in a tooth.
 - C The writer lists all the different ingredients soldiers should use to look after their teeth.
 - D The writer uses headings to help readers find different chunks of information easily.
- 2 Work as a group. How could you improve the text to make it easier for readers to find the different information and to know what to do? Make a list of changes (e.g. Add a subheading).

Keep Your Teeth Clean

Thoroughly clean your mouth and teeth with a toothbrush at least once each day. If you don't have a toothbrush, make a chewing stick. Find a twig about 20 centimeters long and 1 centimeter wide. Chew one end of the stick to separate the fibers. Now brush your teeth thoroughly. Another way is to wrap a clean strip of cloth around your fingers and rub your teeth with it to wipe away food particles. You can also brush your teeth with small amounts of sand, baking soda, salt, or soap. Then rinse your mouth with water, salt water, or willow bark tea. Also, flossing your teeth with string or fiber helps oral hygiene.

If you have cavities, you can make temporary fillings by placing candle wax, tobacco, aspirin, hot pepper, tooth paste or powder, or portions of a ginger root into the cavity. Make sure you clean the cavity by rinsing or picking the particles out of the cavity before placing a filling in the cavity.



US ARMY SURVIVAL MANUAL

- 3 Look back at the letter about smacking (Text E on page 11). What is the writer's purpose?
- 4 The writer tried to make his argument effective by including evidence to back up his point of view. Copy and complete the chart below to show how well you think the writer did this.

Paragraph	Point	Evidence	How well does the writer support his argument?
1	The original article in the newspaper made lots of generalisations.	None provided	
2	Toddlers naturally learn not to do something if it hurts – so smacking can be used to help them learn not to do things.	'walking into furniture and putting hands too close to hot things.'	
3			
4			
5			

- 5 Suggest one way in which the writer could improve the letter so that it achieves its purpose better.

7 Reading and responding to different texts

Learn the skill

Very often writers want readers to do something in response to what they have written.

Read such texts very carefully to find out:

- what you need to do (e.g. write a letter of application for a job)
- how you are meant to do it (e.g. you need to write a formal letter of application).

Plan your response carefully to make sure:

- you are giving the writer exactly what they want
- you are going to include enough detail.

Try the skill

- 1 Read Text H on page 15 and work out:
 - a) what the advertisement hints is the purpose of the show
 - b) the kind of things someone would be likely to have to do while on the show.
- 2 Which of these people are **least** likely to get picked to go on a Flame TV show?
 - A A shy person who wants to buy a new car
 - B Someone who likes a bargain
 - C Someone who's easily confused
 - D A millionaire who hates wasting money
- 3 What facts about yourself should you mention that would make you sound ideal? What information should you avoid mentioning?
- 4 Make notes on how you would respond to the advertisement. Include in your notes:
 - the type of text – will it be a letter, an email?
 - what you want to do
 - all the information that will make you sound like an ideal contestant
 - any information they have requested.

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Apply now telling a bit about yourself with a contact number and we will get back to you as soon as possible.

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Email to a friend

TEXT
H

- 5 Now try the skill in a different context. Imagine you had an allergic reaction after eating a cheese sandwich and you are going to see the doctor about it. Read the 'Before your appointment' section in Text C on page 7 to help you prepare for your appointment.
 - a) Make a note of two questions you will need to ask the doctor.
 - b) List all the information that you need to gather to be ready for the appointment.
- 6 Work with a partner and role play the appointment with the doctor using your information.
- 7 Look back at the leaflet on page 7. After the patient in your role play has had the appointment with the doctor, which of the things suggested in the leaflet should the patient do? Why?