

# **English Level 2**

## **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 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
<b>2</b> Reading (written language) 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	<b>B1</b> Selecting relevant information
	<b>2.2</b> Read and summarise, succinctly, information/ideas from different sources	<b>B2</b> Summarising information and ideas
	<b>2.3</b> Identify the purposes of texts and comment on how meaning is conveyed	<b>B3</b> Understanding the purpose of a text <b>B6</b> Commenting on how effectively a text is written
	<b>2.4</b> Detect point of view, implicit meaning and/or bias	<b>B4</b> Understanding meanings that are hinted at or suggested <b>B5</b> Recognising points of view and bias
	<b>2.5</b> Analyse texts in relation to audience needs and consider suitable responses	<b>B7</b> Reading and responding to different 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**.

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# B

# Widen your reading skills

(Learner materials: Level 2, Section B, pages 1–15)

Skill Standard	Coverage and Range	Learner Unit
<b>L2.2</b> Compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions.	<b>In a wide range of texts for different purposes, on paper and on screen:</b>	
	<b>L2.2.1</b> Select and use different types of texts to obtain relevant information	<b>B1</b> Selecting relevant information
	<b>L2.2.2</b> Read and summarise succinctly information/ideas from different sources	<b>B2</b> Summarising information and ideas
	<b>L2.2.3</b> Identify the purposes of texts and comment on how effectively meaning is conveyed	<b>B3</b> Understanding the purpose of a text
		<b>B6</b> Commenting on how effectively a text is written
	<b>L2.2.4</b> Detect point of view, implicit meaning and/or bias	<b>B4</b> Understanding meanings that are hinted at or suggested
<b>B5</b> Recognising points of view and bias		
<b>L2.2.5</b> Read and actively respond to different texts.	<b>B7</b> Reading and responding to different texts	

## Approaches to teaching

Although each skill is initially developed through focussing on one particular text, all the texts in this section have been selected with the idea that they will be used to allow learners to practise and consolidate a range of the skills being taught. With this in mind it may be useful to assemble the whole of Section B as a booklet which learners have access to while learning the new skills. These skills will be revisited in a later section. Each unit ends with a question which simulates the kind of question learners are likely to face in their test. Further practice and tips on how best to approach these kinds of questions is provided in a test unit, which will follow.

The inclusion of the **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.

### 1 Selecting relevant information

When teaching the skill you may need to check learners understand the concept of relevancy. The emphasis should be on learners making their own decisions about what they need to search for in order to find out what they need to know. If it is possible for learners to have access to the internet they can search for information about the children's charity Starlight themselves.

**Answer**

2 B

### Make the skills your own

Ask learners to choose one of the following ideas and, using the internet and library, find out what information they need to know in order to do one of the following: become a film extra, visit a famous place in Britain, take up a new sport or hobby, persuade their local council to improve facilities for young people in your area.

### 2 Summarising information and ideas

Learners will need to draw on skimming and scanning skills for Step 1. They will find the task easier if you can provide copies of texts for them to highlight and annotate. You will need to model the skill of summarising, ensuring learners understand the concept of relevancy and how to decide what information is important/trivial, etc. Encourage learners to redraft, pare and rework their summaries. Learners may enjoy this more if they are able to use a computer for this exercise. Alternatively, ask learners to render the summary as a 150-character text message on a mobile phone.

**Answer**

2 D

### Make the skills your own

Ask learners to choose two newspaper articles. They use questions to help them find the important facts: Who? What? When? Where? How? Why? They then sum up each article in 50 words.

### 3 Understanding the purpose of a text

This unit enables learners to develop a much fuller understanding of a writer's purpose. This will inform their response to what has been achieved by writers, eliciting a more detailed analysis of what has been achieved/can be improved.

#### Answers

1 Text A provides information about the work the charity Starlight does and encourages people to donate and raise funds to support the charity's work; Text B is a web page that provides information about the history of football in different cultures in an entertaining way.

3 B

#### Make the skills your own

Ask learners to find two texts, each with very different purposes, and to bring them to the next lesson pasted onto separate sheets. Working in small groups, they should swap sheets and identify their purposes, comparing and discussing results.

### 4 Understanding meanings that are hinted at or suggested

#### Answers

1 a) lines 3–4; b) line 5; c) lines 11–12; d) line 19; e) line 20

2 B

#### Make the skills your own

Ask learners to find a magazine advertisement and to highlight words and phrases that hint or suggest ideas to the reader.

### 5 Recognising points of view and bias

To present a more balanced view of the topic you may wish to provide learners with the anti-smacking campaign material available from the NSPCC site, downloadable at: [www.nspcc.org.uk/documents/ebb\\_pdf\\_wdf36201.pdf](http://www.nspcc.org.uk/documents/ebb_pdf_wdf36201.pdf).

#### Answers

1 a) line 2 'unacceptable generalisations'; line 7 'Smacking... natural form of learning'; lines 13–14 and 16–17 'The ones...'; line 27 'Punishment should never be administered in the heat of anger'; line 30 'A short, sharp smack early...'; line 33 'Rather...'  
1 b) C

2 a) There needs to be open discussion because what people do and believe is different from the official view; b) Only one opinion belongs to the writer. It begins, 'Our feeling is that...'

3 a) Text F; b) Text E.

#### Make the skills your own

Ask learners to find two newspaper articles, one giving a biased view (often found in reader's letters or pieces written as editorials or by columnists), and one giving a balanced view. Paste each onto a larger sheet of

paper. Then highlight and label the places where points of view are expressed.

### 6 Commenting on how effectively a text is written

Learners need to draw on skills developed in B3, B4 and B5 for this unit.

#### Answers

1 B

2 Introduce paragraphs, headings and subheadings, bullet-pointed lists of useful materials and an illustration of how to fill your teeth or what the twig brush would look like.

3 The writer's purpose is to persuade readers that smacking is an acceptable form of discipline.

4 The writer provides evidence to support points made in the second, third and fifth paragraph but not points made in the first and fourth. The evidence he gives is mostly from personal observation, which the reader can't check, rather than from officially conducted research.

5 A quotation from James Dobson and the article writer he is criticising would improve his letter.

#### Make the skills your own

Provide/ask learners to find a set of instructions for a task, a game, a new purchase, a DIY project (e.g. Wickes catalogue), etc. and to comment on how helpful they are/how they could be improved.

### 7 Reading and responding to different texts

#### Answers

1 a) It suggests that the purpose of the show is to entertain viewers while informing them about ways of saving money or dealing with bureaucracy; b) Someone going on the show will have to compete in some way. They will have to be willing to be filmed buying goods and getting them for a good price.

2 A

3 As applicants, learners would need to show they enjoy shopping. They could either indicate that they aren't good at bargain-spotting (so the show will help them) or that they are very canny already. They would need to come across as fairly extrovert, fun-loving, etc.

4 Best notes will include: written as an email; asking to be on the (named) programme; describing themselves in ways which suggest they would come across to viewers well, be good at bargain hunting, etc. and giving their contact details, name and age (over 14).

#### Make the skills your own

Ask learners to find a letter/article in a local/national newspaper about an issue they feel strongly about and to write their response in a letter.