

# English Level 1

## Section B

### Widen your reading skills

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

#### Picture Credits

The publisher would like to thank the following for their kind permission to reproduce their photographs:

(Key: b-bottom; c-centre; l-left; r-right; t-top)

BrandXPictures 8bc; iStockphoto: 8bl, 8br

All other images © Pearson Education

Picture Research by: Kevin Brown

Every effort has been made to trace the copyright holders and we apologise in advance for any unintentional omissions. We would be pleased to insert the appropriate acknowledgement in any subsequent edition of this publication.

We are grateful to the following for permission to reproduce copyright material:

eHow, Inc for the article "How to approach a celebrity in public" published on [www.ehow.com](http://www.ehow.com) copyright © 1999–2007 eHow, Inc Article reprinted with the permission of eHow, Inc., [www.ehow.com](http://www.ehow.com); Leicester City Council and Papa John's Pizza for the "Food Safety Report" for Papa John's Pizza, Leicester dated 22 September 2006, published on [Leicester.gov.uk](http://Leicester.gov.uk) copyright © Leicester City Council 2006; and SMH Interactive Ltd and JumpOff TV for extracts adapted from the casting adverts "JumpOff TV needs you", "National street teams required to promote hiphop artist launching in the UK" and "'Real People' required for Midlands Agency" published on [www.starnow.co.uk](http://www.starnow.co.uk) copyright © 2007 SMH Interactive Ltd; elderly woman – iStockphoto/Patricia Nelson; teen boy – Punchstock Royalty Free Images/BrandxPictures; teen girl.

Although we have tried to trace and contact copyright holders before publication, in some cases this has not been possible. Permission is still being sought and we would appreciate any information that would enable us to contact those who we have been unable to contact. We will be pleased to rectify any errors or omissions at the earliest opportunity.

# 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
<b>2</b> Reading (written language) Read and understand a range of straightforward texts	In more than one type of text	
	<b>2.1</b> Identify the main points and ideas and how they are presented in a variety of texts	<b>B1</b> Finding main points and ideas <b>B2</b> Noticing how main points and ideas are presented
	<b>2.2</b> Read and understand texts in detail	<b>B3</b> Understanding texts in detail
	<b>2.3</b> Utilise information contained in texts	<b>B4</b> Reading a text and taking appropriate action
	<b>2.4</b> 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

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:

-  notice how main points and ideas are presented
-  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.

# Food Safety Report

**Name of business:**

Papa John's

**Address:**64 Narborough Road  
Leicester  
LE3 0BR**Food business operator:**

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



Unsatisfactory standards, some major problems



Satisfactory standards, some issues raised



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 6ZGTel: 0116 2527001  
www.leicester.gov.uk/food  
E-mail: food@leicester.gov.ukLeicester  
City Council

**2** 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.

## 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
- underlined or **highlighted**?



### 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.

http://www.ehow.com/how\_2109060\_approach-celebrity-public.html

How to Articles Resources Members

SEARCH Start contributing today! Sign In or Join now

HOME HOW TOs WRITE RESOURCES COMMUNITY

Home • Culture & Society • Etiquette • General Etiquette

## How to Approach a Celebrity in public

### Introduction

Most celebrities love and appreciate their fans - but they also love and appreciate their private time. With the right approach, however, you can ensure that your interaction with some of the biggest names in the business will result in a positive encounter.

### Instructions

Difficulty: Moderately Easy

### Things You'll Need

► Confidence

### Steps

- Step One**  
Collect your thoughts and work out what you would like to say.
- Step Two**  
Wait until the celebrity looks available and unencumbered.
- Step Three**  
Approach the celebrity slowly but confidently.
- Step Four**  
Acknowledge your presence with a polite shoulder or elbow tap.
- Step Five**  
Introduce yourself while maintaining eye contact with the celebrity.
- Step Six**  
If the situation seems appropriate follow up your introduction with a hand shake and a "It's great to meet you."
- Step Seven**  
Find something to compliment the celebrity on. If a spouse, child or other relative is present, commenting on what a lovely family he has is appropriate.
- Step Eight**  
Once the dialogue has dwindled – or if the celebrity is distracted – end the conversation by saying again how much you enjoyed meeting her and that you look forward to seeing where her career will take her.
- Step Nine**  
Turn and walk away briskly but confidently.

### Overall Tips & Warnings

- 1** Before engaging the celebrity survey your environment. Does she appear to be surrounded by security? Paparazzi? Crying children? Is he giving an interview or talking business with his manager? If so, be patient. Wait and see if an appropriate time to approach materializes.
- 1** Do not use this opportunity to prove to the celebrity what a movie critic you are.
- 1** Do not bring up any past indiscretions or award losses the celebrity might have had to endure. Keep the conversation positive and lighthearted.
- 1** Do not end your conversation by asking for an autograph or a photo. Celebrities have to keep moving and one that takes the time to talk to you has already given you a lot of their time.

Articles SEARCH

Home | Site Map | How To Videos | About eHow | Contact Us | FAQ | Link to eHow | wikiHow | How To Books

# 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.

# Have more fun with your mobile!

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](http://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:**



**1**  
Find the tune  
you want



**2**  
Look up the  
tune code



**3**  
Enter the tune  
code as text



**4**  
Send the code to  
870916



**5**  
That's it! Your tune  
will soon arrive

[www.easitunes.co.uk](http://www.easitunes.co.uk)

only  
£2.50

only  
£2.95

TUNE TITLE	CONTENT	MONO CODE	POLY CODE
Homer Simpson	pick up the phone! doh!	homer mono	homer poly
Mission Impossible	theme tune	mi mono	mi poly
Borat	wonderful call on phone	borat mono	borat poly
Classic phone ring	ring-ring	phone mono	phone poly
Leona Lewis	Bleeding Love	bl mono	bl poly
Take That	Rule the World	rtw mono	rtw poly
Dalek	take the call - immediately	dalek mono	dalek poly
Exploding phone	ring-ring then explosion	ep mono	ep poly
Transformers	transformer tune	tr mono	tr poly
Great Escape	theme tune	ge mono	ge poly
Yoda	you have a call, yes	yoda mono	yoda 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.



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.

**Connect 4 You** Home Jobs & Casting Models wanted Television & Music video auditions **TEXT D**

**NEW STAR TV IS BACK!**

We are looking for singers, street dance crews, fashion designers, booty shakers, pillow fighters, comedians, producers, MCs, presenters, 5-a-side footballers, graffiti artists, hip hop, karaoke and food eating contest participants with the chance to win prize money.

Please ring 0207 123 0893 now to take part or for more information.

Payment details: We pay good rates for the best people.

**Created:** 1 January 2008  
Applications accepted in January  
**Application criteria:** Males & females aged 16 to 27 from UK, USA

Email to a friend

**Connect 4 You** Home Models wanted Television & Music video auditions **TEXT E**

**Wanted:**

**Street team promoters for US hip hop artist**

Street team required for hip hop artist launching in the UK. Your hours will be afternoons and evenings and you will be promoting the artist with give-a-ways, leaflets, etc.

**Wanted:**  
Males and females aged 16–30

**Location:**  
All major cities in UK

Interested? Call Jake on 02984 536822

**Connect 4 You** Home Jobs & Casting Models wanted Television & Music video auditions **TEXT F**

**“Real People”** required for Midlands Agency

**Jason Johnson Agency Ltd:** “Real People” Division are now recruiting artists within a 60 mile commuting radius of Birmingham.

**For photographic and television bookings:** Featured, Background & Extras.

*We welcome applications regardless of age (min 16 yrs) shape, sex, appearance or background.*

*Characters and all nationalities especially black, Asian and oriental.*

**Please apply now to take part or for more information.**

**Payment details: TV:**  
Pact/Equity rates apply. Photographic – excellent rates.

**Applications accepted until:**  
31 January 2008

**Application criteria:**  
Males & females aged 16 to 99 from UK

Apply now Email to a friend