

# Guidance for Delivery

**Functional Skills English Reading**

**Level 1 and 2 (4748)**

**4748-110 and -113 (e-volve)**

**4748-210 and -213 (Paper-based)**

Version 3.0

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## Document revision history

Version	Changed by	Summary of change	Approval date
2.0	Assessment	New template to replace 1.1 on the website	31-January-2023
3.0	Assessment	Document updated for start of 2023-2024 academic year to include additional examples and sample activities.	01-September 2023

# Contents

<b>Introduction.....</b>	<b>3</b>
<b>1. Functional Skills English Reading Level 1 .....</b>	<b>4</b>
<b>2. Functional Skills English Reading Level 2 .....</b>	<b>22</b>
<b>3. Sample activities to support Reading Level 1.....</b>	<b>40</b>
<b>4. Sample activities to support Reading Level 2.....</b>	<b>46</b>
<b>5. Glossary of language techniques / textual devices .....</b>	<b>53</b>

## Introduction

This guide has been produced in order to help centres understand and prepare candidates for the Reformed Functional Skills English Writing examinations provided by City & Guilds.

The examinations have been designed to reflect the changes made to the subject content of Functional Skills English produced by the Department for Education in 2018, found [here](#). The subject content is also incorporated into City & Guilds' Functional Skills English handbook.

Whilst there are some differences in the Functional Skills English subject content, the examinations will look familiar to centres as many of the previous approaches to assessment design have remained the same.

It is important to stress that the revised Department for Education Functional Skills English subject content is different from the previous Ofqual Functional Skills subject criteria. For more information on the differences, City & Guilds has produced a useful mapping guide to help centres understand some of the changes and is available on City & Guilds' [Functional Skills qualification documents webpage](#).

All Functional Skills qualifications are assessed summatively, and the Writing component of Functional Skills English should only be attempted by candidates once they have completed a period of learning and have successfully completed practice papers or centre-devised exercises that replicate the demands and rigours of the live examination materials. A range of sample papers is available on City & Guilds [Functional Skills qualification documents webpage](#).

# 1. Functional Skills English Reading Level 1

A Level 1 Reading paper will always:

- address all subject content statements
- consist of 20 questions
- have a variety of questions, including multiple choice questions, fixed short answer questions and short open response questions (see later for examples of typical questions)
- present learners with realistic scenarios
- have two source documents with a combined word count of approximately 800 words
- have varied types of source document
- have a balanced spread of questions across both source documents
- have at least two questions that require learners to compare information in both documents.

## Source documents

Types of source document will include magazine and newspaper articles, web pages, letters, report extracts, instructions, emails, adverts, manuals, book extracts, information leaflets, marketing material, display posters, forum discussion pages and other types of common texts.

**Please note: spelling, punctuation and grammar are not assessed in Functional Skills English Reading exams, and responses do not have to be in complete sentences. Learners are encouraged to be succinct in their responses.**

The number of marks against each subject content statement (SCS) is as follows:

Duration 1 hour		
Total marks 30		
Scope of Study	Subject Content Statement (SCS) - 100% coverage of numbered statements	Marks per SCS
Text types: this should include a range of straightforward texts on a range of topics and of varying lengths that instruct, describe, explain and persuade	9. Identify and understand the main points, ideas and details in texts	6
	10. Compare information, ideas and opinions in different texts	6
	11. Identify meanings in texts and distinguish between fact and opinion	2-4
	12. Recognise that language and other textual features can be varied to suit different audiences and purposes	2-4
	13. Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words	1-4
	14. Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts	2-4
	15. Infer from images meanings not explicit in the accompanying text	2-4
	16. Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive)	1-2
	17. Read and understand a range of specialist words in context	2-4
18. Use knowledge of punctuation to aid understanding of straightforward texts	2-4	
		<b>30 marks total</b>

## Subject Content Statements

9 ***Identify and understand the main points, ideas and details in texts***

6 marks

Questions will require learners to be able to read and understand the main points within a single text, or the ideas that underpin what is being presented, or the specific details.

10 ***Compare information, ideas and opinions in different texts***

6 marks

Questions will require learners to explicitly compare and/or contrast information, ideas or opinions from both source documents.

11 ***Identify meanings in texts and distinguish between fact and opinion***

2-4 marks

Learners will be asked to identify what a certain phrase or idea means in a text, or to identify facts or opinions within a passage or paragraph, or to provide evidence from the text that backs up a statement given in the question.

12 ***Recognise that language and other textual features can be varied to suit different audiences and purposes***

2-4 marks

Learners will be required to identify specific phrases or language techniques from the source document that have been used by the author to best reflect the document's purpose, to more successfully convey meaning, or to better engage the intended audience.

- 13 ***Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words***

1-4 marks

Learners will be required to understand certain clues in the text that will direct them to other areas of the text in order to obtain further information, eg, though the use of asterisks, footnotes, tables, charts, captions and diagrams.

- 14 ***Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts***

2-4 marks

Learners will be required to identify information in the source document based on their abilities to understand organisational and structural features, eg, paragraphs, subheadings, tables, charts, lists etc.

- 15 ***Infer from images meanings not explicit in the accompanying text***

2-4 marks

Learners will be asked to identify additional information that is not explicitly mentioned in the text, through careful examination of an image in the source document.

- 16 ***Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive)***

1-2 marks

Learners will be tested on their abilities to either identify specific phrases typically representative of the document type, or to identify the purpose of the document based on the language used.



17 ***Read and understand a range of specialist words in context***

2-4 marks

Learners will be asked to identify the meaning of specialist words in the source document relevant to the topic; if read in context, the meaning will be apparent.

18 ***Use knowledge of punctuation to aid understanding of straightforward texts***

2-4 marks

Learners will be asked to identify reasons why specific punctuation marks have been used, or to identify the punctuation marks that give a particular meaning or facilitate a device (eg, speech, a question, exclamation, a list etc), or to understand what is being intended by the author in using specific punctuation marks.

The table below provides example questions that reflect questions that may be used to test each subject content statement.

Subject Content Statement	Explanation	Examples of functional questions
<p>9 - Identify and understand the main points, ideas and details in texts</p>	<p>Skills learners need to use in order to do this include skimming, scanning and reading the source document in detail.</p>	<p>What is the main point the author is trying to get across?</p> <p>What is the main argument against the building of the road?</p> <p>Where and when is the meeting being held?</p> <p>Why is the meeting being held?</p> <p>What are the aims of the protesters?</p> <p>Who in the organisation is responsible for ordering new stock?</p> <p>What are two activities that allow people to test their leadership skills?</p> <p>Give two pieces of evidence that show that fruit is good for you.</p> <p>Look at the second paragraph. What is one suggestion given about online shopping?</p> <p>Where should the response be sent?</p> <p>What is the main form of money discussed in Document 2?</p> <p>Which two subheadings summarise the positive aspects of farming?</p>

Subject Content Statement	Explanation	Examples of functional questions
		<p>What is the exact number you need to quote when contacting Customer Services?</p> <p>What is the main idea discussed in Document 1?</p> <p>a) sailing</p> <p>b) water sports</p> <p>c) leisure time</p> <p>d) a ship's facilities</p>
<p>10 - Compare information, ideas and opinions in different texts</p>	<p>Typically, learners will be asked to identify information that is common to the two source documents, or whether a specific piece of information is covered in one or both source documents, or to identify the differences in the information presented about the same topic.</p>	<p>Tick the appropriate boxes to show whether the following views are found in document 1, document 2, or both documents.</p> <p>What are two things documents 1 and 2 agree on about the causes of stress?</p> <p>Write down a phrase from each document that shows the authors' views differ regarding the need for a new sports centre.</p> <p>What two pieces of advice about dieting given in Document 1 are repeated in Document 2?</p> <p>Document 1 says '<i>Cars are vital in today's world.</i>' Give two pieces of evidence from Document 2 that disagree with this statement.</p> <p>What are two things that Document 1 and Document 2 agree on regarding saving money?</p>

Subject Content Statement	Explanation	Examples of functional questions
		<p>Select the boxes to show whether the following opinions are found in Document 1, Document 2 or both documents.</p> <p>What are two skills that Document 1 and Document 2 agree are needed for boat repairers.</p>
<p>11 - Identify meanings in texts and distinguish between fact and opinion</p>	<p>Questions will either ask learners to identify meanings OR to distinguish between fact and opinion. Learners will typically be asked to identify a number of phrases from a selected passage that are either facts or opinions.</p>	<p>What are two things the author says that show he enjoyed the experience?</p> <p>Give two quotes that show they thought the product was good value for money.</p> <p>What is meant by the phrase “<i>a diamond in the rough</i>”?</p> <p>Which of the following could replace the phrase ‘<i>Bitten off more than he can chew</i>’?</p> <p>a) he took too big a bite  b) his mouth was not big enough  c) he has more work than he can do  d) he didn’t like the food</p> <p>Which phrase in paragraph 1 means taking the first step is the most important part of the journey?</p> <p>Distinguish between fact and opinion:</p> <p>Identify two facts from paragraph 2.</p>

Subject Content Statement	Explanation	Examples of functional questions
		<p>Tick the boxes to show whether the following statements are facts or opinions.</p> <p>Which two of the following statements are opinions?</p> <p>Identify two facts from the <i>Have the right equipment</i> section.</p>
<p>12 - Recognise that language and other textual features can be varied to suit different audiences and purposes</p>	<p>Learners will be asked about their understanding of why specific language and other textual features have been chosen, and how they link to the purpose of the document and the intended audience.</p>	<p>From the last section of Document 1, identify one word or phrase used to make sending a parcel to the charity sound easy.</p> <p>Look at the section headed <i>Why take part?</i> What are two words or phrases used in this section to persuade the reader that taking part would be rewarding?</p> <p>Why does the author use the word 'we' throughout the document?</p> <p>a to persuade the reader</p> <p>b to make the reader feel involved</p> <p>c because there is more than one author</p> <p>d because there is more than one reader</p> <p>From paragraph one, identify two words that show this article is intended for a young audience.</p> <p>How is the reader made to feel involved in the campaign?</p>

Subject Content Statement	Explanation	Examples of functional questions
		<p>What are two language techniques used by the author that make these instructions easy to read?</p> <p>Give three examples of persuasive statements in the second paragraph.</p> <p>Which one of the following language techniques is used to make the reader want to take part?</p> <p>a) persuasion b) criticism c) anger d) neutrality</p> <p>Identify one language technique used in the title of Document 1 and a different technique used in the title of Document 2.</p> <p>Give three quotations that show the purpose of Document 1 is to instruct.</p> <p>What are three phrases used in the second paragraph that suggest the audience for the document is mainly teenagers?</p>
<p>13 - Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words</p>	<p>Questions will require learners to understand the use of various referencing techniques in documents, such as footnote markers (1,2 etc), asterisks, keys,</p>	<p>C Riley's first book was called 'How to cook simply'. * In what year was it published?</p> <p>'...will result in the loss of jobs.'<sup>1</sup></p> <p>Where is this quote taken from?</p>

Subject Content Statement	Explanation	Examples of functional questions
	<p>symbols or other means through which readers are directed to other areas of the documents.</p>	<p>‘... a supply teacher, a full-time teacher, a peripatetic teacher or a classroom assistant – see table for definitions.’</p> <p>What is a peripatetic teacher?</p> <p>What is the name of the study mentioned in paragraph 2?</p> <p>What do the letters BBC stand for?</p> <p>On what day of the week is traffic the busiest?</p> <p>What is the fourth step in the recipe?</p> <p>What was the worlds’ population in 2014, according to the diagram?</p> <p>What do the words <i>vice versa</i> mean?</p>
<p>14 - Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts</p>	<p>Learners are required to understand the use of sub-headings, paragraphs, captions, columns and other layout features in helping to organise information on a page. Questions will test learners’ abilities to locate information using these organisational structures.</p>	<p>Under which tab are you likely to find further information regarding the rules?</p> <p>How could you find out more about the rules regarding entry?</p> <p>What could be clicked on to find out more about the rules?</p> <p>What layout feature has the author used to summarise his points?</p> <p>Apart from paragraphs, give one layout feature that helps the reader to follow the instructions.</p> <p>Under which subheading are you likely to find information about athletics?</p>

Subject Content Statement	Explanation	Examples of functional questions
		<p>What does the caption tell the reader about the town of Upford?</p> <p>Give two layout features that help the reader find out about the product guarantee.</p> <p>Which one of the following is the phrase <i>All aboard</i> as it appears in Document 1?</p> <p>a) a caption b) a title c) a subheading d) a footnote</p> <p>Name two layout features that have been used so the opening times stand out.</p> <p>According to the table in Document 2, when was the book first published?</p> <p>Which subheading is likely to be before information about the departure times of the boat?</p>
15 - Infer from images meanings not explicit in the accompanying text	Learners will be asked to identify additional information not explicitly mentioned in the accompanying text that can be inferred from images. Images will take a variety of forms, such as photographs,	<p>Look at the image. The image suggests players must:</p> <p>a – wear shoulder pads b – work as a team c – walk, not run d – wave their arms</p>



Subject Content Statement	Explanation	Examples of functional questions
	drawings, logos, pictures, cartoon characters etc.	<p>What does the image suggest about the service offered by Quick Response?</p> <p>What does the photograph reveal about the conditions of the workers?</p> <p>What is one piece of equipment the image suggests is needed by all employees?</p> <p>What does the image reveal about the flag that is not mentioned in the text?</p> <p>Which two of the following statements do the pictures suggest about the waterfall?</p> <p>a – it is isolated</p> <p>b – it is fenced off</p> <p>c – it is dangerous</p> <p>d – it is very popular</p> <p>e – it is closed today</p> <p>f – it is in a waterpark</p> <p>What extra motoring tips are suggested by the image?</p> <p>Which two of the following statements are suggested by the image?</p> <p>a) it is not open to the public</p> <p>b) public can enter with a ticket</p> <p>c) no large groups are allowed</p> <p>d) this is not the main entrance</p> <p>e) tickets can be bought here</p>

Subject Content Statement	Explanation	Examples of functional questions
<p>16 - Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive)</p>	<p>Learners need to identify the purpose of the text and then be able to recognise that vocabulary is specifically chosen by the author to more effectively achieve the purpose.</p>	<p>The document has been written to:</p> <ul style="list-style-type: none"> <li>a - persuade</li> <li>b - entertain</li> <li>c - criticize</li> <li>d - explain</li> </ul> <p>The main type of language used in Document 1 is:</p> <ul style="list-style-type: none"> <li>a - funny</li> <li>b - instructional</li> <li>c - formal</li> <li>d – chatty</li> </ul> <p>Identify two words or phrases from the introduction that show this is a formal letter.</p> <p>What is the main purpose of Document 2?</p> <p>List three words from the second paragraph of Document 2 that show the text is informal.</p> <p>What do the words ‘firstly’, ‘secondly’ and ‘thirdly’ suggest about the purpose of the text?</p> <p>What two phrases in the second paragraph show that the text is persuasive?</p>

Subject Content Statement	Explanation	Examples of functional questions
<p>17 - Read and understand a range of specialist words in context</p>	<p>Learners will be required to explain the meaning of specialist words that are appropriate to the topic being covered in the source document. The source documents will use the words in context, and the meaning will be able to be deduced from reading the sentences around the word itself. All topics will be generic and accessible, but by necessity will include some specialist words.</p>	<p>What does 'belay' mean?</p> <p>What is an 'Ollie north'?</p> <p>Which one of the following words could best replace the word 'portal'?</p> <p>a – carry</p> <p>b – home</p> <p>c – gateway</p> <p>d - wine</p> <p>What does the word 'oration' mean?</p> <p>Which part of the body is associated with 'cerebral activity'?"</p> <p>Which word in the third paragraph has a similar meaning to 'unusual'?</p> <p>Which one of the following words could replace the word 'liable' in the second paragraph?</p> <p>a – untruthful</p> <p>b – responsible</p> <p>c – trustworthy</p> <p>d – fallen</p>
<p>18 - Use knowledge of punctuation to aid understanding of straightforward texts</p>	<p>Questions will test learners' abilities to recognise why certain punctuation has been used or what effect it</p>	<p>What are the exact words used by Jenny to describe her experience?</p>

Subject Content Statement	Explanation	Examples of functional questions
	has on a sentence or phrase.	<p>The exclamation mark has been used to make the sentence seem:</p> <p>a - an order</p> <p>b - urgent</p> <p>c - a joke</p> <p>d – angry</p> <p>Look at the final sentence in paragraph 2. Why has the author used commas here?</p> <p>Why does the word 'Portland' begin with a capital letter?</p> <p>Which of the following explains why brackets have been used in paragraph 1?</p> <p>a – to provide extra information</p> <p>b – for emphasis</p> <p>c – the information is not important</p> <p>d – to persuade the reader</p> <p>What does the apostrophe tell you about the painting?</p> <p>Why has the word 'now' been written in capital letters?</p> <p>What words are said by Benjamin?</p>

Subject Content Statement	Explanation	Examples of functional questions
		<p>Why have the words 'James Associates' been started with capital letters?</p> <p>What punctuation mark tells us this was something Phillip said?</p>

These examples are by no means exhaustive, and it is important that centres understand questions will vary across papers.

### What's different?

The following Subject Content Statements from Level 1 Functional Skills English Reading represent the areas that were either previously present at Level 2 only, or are entirely new to Functional Skills English Reading:

10. Compare information, ideas and opinions in different texts
11. Identify meanings in texts and distinguish between fact and opinion
12. Recognise that language and other textual features can be varied to suit different audiences and purposes
13. Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words
15. Infer from images meanings not explicit in the accompanying text
16. Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive)
17. Read and understand a range of specialist words in context
18. Use knowledge of punctuation to aid understanding of straightforward texts

### Common reasons for losing marks:

- Lack of adequate preparation before sitting exam.
- Lack of familiarity with the types of questions being asked before summative assessment.

- Unfamiliarity with common exam techniques. Learners often lose marks through failing to provide sufficient responses or sufficiently detailed responses to particular questions.
- Only referring to the content of one source document when question asks for comparison or contrast between two source documents, or only listing the content from each document but not explicitly comparing or contrasting the information.
- Ticking only one option in a multiple-choice question when the question specifies that two answers are required.
- Misreading the questions.
- Not understanding the differences between a fact and an opinion.
- Unfamiliarity with common language techniques or language features – see list at the end of this document.
- Writing out entire sentences or paragraphs when a single word or phrase has been asked for.
- Being unfamiliar with organisational features such as footnotes, superscript numbers, asterisks, explanatory text boxes, captions etc.
- Not recognising or being able to identify vocabulary typically associated with specific types and purposes of texts.

## 2. Functional Skills English Reading Level 2

A Level 2 Reading paper will always:

- address all subject content statements
- consist of 15 questions
- have a variety of questions, including multiple choice questions, fixed short answer questions and short open response questions (see later for examples of typical questions)
- present learners with realistic scenarios
- have two source documents with a combined word count of approximately 1000 words
- have varied types of source document
- have a balanced spread of questions across both source documents
- have at least two questions that require learners to compare information in both documents.

### Source documents

Types of source document will include magazine and newspaper articles, web pages, letters, report extracts, instructions, emails, adverts, manuals, book extracts, information leaflets, marketing material, discussion forum pages and other types of common texts.

**Please note: spelling, punctuation and grammar are not assessed in Functional Skills English Reading exams, and responses do not have to be in complete sentences. Learners are encouraged to be succinct in their responses.**

The number of marks against each subject content statement (SCS) is as follows:

<b>Duration 1 hour</b>		
<b>Total marks 30</b>		
<b>Scope of Study</b>	<b>Subject Content Statement (SCS) – 100% coverage of numbered statements</b>	<b>Marks per SCS</b>
Text types: this should include a range of straightforward and complex texts on a range of topics and of varying lengths that instruct, describe, explain and persuade.	11. Identify the different situations when the main points are sufficient and when it is important to have specific details	1-2
	12. Compare information, ideas and opinions in different texts, including how they are conveyed	4-6
	13. Identify implicit and inferred meaning in texts	4-6
	14. Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes	2-4
	15. Use a range of reference materials and appropriate resources (e.g. glossaries, legends/keys) for different purposes, including to find the meanings of words in straightforward and complex sources	1-2
	16. Understand organisational features and systems and use them to locate relevant information in a range of straightforward and complex sources	1-2
	17. Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias	2-4
	18. Follow an argument, identifying different points of view and distinguishing fact from opinion	4-6
	19. Identify different styles of writing and writer's voice	4-6
		<b>30 marks total</b>



## Subject Content Statements

**11. *Identify the different situations when the main points are sufficient and when it is important to have specific details***

1-2 marks

Learners will have to judge, based on careful reading of the question, whether the response requires detailed information or the main points or ideas.

**12. *Compare information, ideas and opinions in different texts, including how they are conveyed***

4-6 marks

Questions will require learners to explicitly compare and/or contrast information, ideas or opinions from both source documents or to explicitly compare and/or contrast how the author has chosen to convey the information.

**13. *Identify implicit and inferred meaning in texts***

4-6 marks

Learners will have to identify implicit and inferred meanings in the source documents.

**14. *Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes***

2-4 marks

Learners will be asked to demonstrate their understanding of how textual devices, such as different language techniques, are relevant to the document type, and how they can be used to shape meaning for different audiences and purposes.

- 15. Use a range of reference materials and appropriate resources (e.g. glossaries, legends/keys) for different purposes, including to find the meanings of words in straightforward and complex sources**

1-2 marks

Certain clues in the text will direct learners to other areas of the text in order to obtain further information, eg, through the use of asterisks, footnotes, tables and diagrams.

- 16. Understand organisational features and systems and use them to locate relevant information in a range of straightforward and complex sources**

1-2 marks

Learners will be required to identify organisational features, eg, paragraphs, subheadings, tables, charts, lists, links, icons. They may also be asked to identify information in the source document based on their abilities to understand the organisational and structural features.

- 17. Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias**

2-4 marks

Learners may be asked to identify biased, formal or informal phrases, or to identify why a viewpoint, comment or commentator can be seen as biased. On other occasions, they may be asked to identify certain vocabulary associated with a specific type of text or purpose.

- 18. Follow an argument, identifying different points of view and distinguishing between fact and opinion**

4-6 marks

Learners will be asked to differentiate between fact and opinion, and to identify different points of view. They will also be asked to follow an argument within a passage and to prove their understanding of that argument.

**19. *Identify different styles of writing and writer's voice***

4-6 marks

Learners will be asked to identify the voice or tone that underpins a document or passage, or to identify specific phrases or words that epitomise or reflect the writer's voice.

The table below provides example questions that reflect questions that may be used to test each subject content statement.

Subject Content Statement	Explanation	Examples of functional questions
<p>11. Identify the different situations when the main points are sufficient and when it is important to have specific details</p>	<p>Learners will need to be able to determine whether the response to the question requires specific details or if the main points are sufficient.</p>	<p>What information do you need if you want to lodge a complaint?</p> <p>What were the three causes of the damage to the engine?</p> <p>Which of the following statements is the best summary of the arguments against lowering the age to vote:</p> <p>a – we don't need more people to vote</p> <p>b – young people are not to be trusted</p> <p>c – young people are not engaged in politics</p> <p>d – young people do not know how to vote</p> <p>What evidence is there that shows the camping site was unfit for purpose?</p> <p>What is the average cost of a flight to South Africa?</p> <p>What phrase has been used to sum up the negative aspects of using a house sitter when you are away?</p>

<b>Subject Content Statement</b>	<b>Explanation</b>	<b>Examples of functional questions</b>
		<p>Which one of the following would be the best alternative to the headline?</p> <p>a) The fight for the hospital goes on  b) Council change of heart  c) Local hospital closes  d) Derelict land to be sold</p> <p>What is the average amount of rainfall in September in Cornwall?</p> <p>What are two adjectives used in the third paragraph to describe the scenery?</p>
<p>12. Compare information, ideas and opinions in different texts, including how they are conveyed</p>	<p>Learners must explicitly compare and/or contrast information from two source documents or compare and/or contrast how the information is conveyed in two source documents.</p>	<p>Compare views in Document 1 with Jenny Cooper’s views in Document 2 on how the new building will affect people’s lives.</p> <p>What are two pieces of evidence from Document 2 that show Phil’s complaint in Document 1 is not valid?</p> <p>Compare views in Documents 1 and 2 on the effects of swimming on a person’s stamina.</p> <p>Describe and compare the language used in the sub-headings of Documents 1 and 2.</p> <p>Compare the language techniques used in the first subheadings in each source document.</p> <p>Compare the language techniques the authors of Document 1 and Document 2 use to get their messages across.</p> <p>What two pieces of advice about roller skating are present in both documents?</p>

Subject Content Statement	Explanation	Examples of functional questions
		<p>Document 1 contains the following statement: <i>Practice makes perfect</i>. Give two pieces of evidence from Document 2 that dispute this claim.</p> <p>Compare what the authors of Document 1 and Document 2 think about the council's plans.</p> <p>What two pieces of advice about running are repeated in both documents?</p> <p>Problems with the local park are covered in Document 1. Which two of these problems are also covered in Document 2?</p>
<p>13. Identify implicit and inferred meaning in texts</p>	<p>Learners will be asked to identify implied or inferred meanings not explicitly mentioned in the texts.</p>	<p>What is implied by the use of the phrase 'fairy tale' in paragraph 1?</p> <ul style="list-style-type: none"> <li>a – it is wishful thinking</li> <li>b – it is a children's story</li> <li>c – it has a happy ending</li> <li>d – it's not meant for adults</li> </ul> <p>Look at section 3 of Document 2. What is meant by the phrase 'dog's breakfast'?</p> <p>Give three pieces of evidence from the text that suggest the company does not have an effective complaints procedure.</p> <p>Paragraph 2 contains two phrases that mean the opposite of what they actually say. What are those phrases?</p>

<b>Subject Content Statement</b>	<b>Explanation</b>	<b>Examples of functional questions</b>
		<p>What are two reasons for the closure of the building implied by Steve RV's comments?</p> <p>Grace and Sangit use different phrases that suggest people should take care when canoeing. What are those phrases?</p> <p>What are two things said by Deena that imply she works for a competitor?</p> <p>The author uses two phrases that have a similar meaning to 'there is no possibility'. What are those phrases?</p> <p>Which three words in the second paragraph have a similar meaning to 'dangerous'?</p>
<p>14. Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes</p>	<p>Different texts will have unique features and will use devices to achieve their purpose and reach their intended audience. Learners will need to be able to identify these devices and provide examples from the texts.</p>	<p>What are two language techniques used to convince the reader that the club is worth joining? Give an example from the text to support each answer.</p> <p>Identify two language techniques used in this paragraph to help convince the reader of the writer's points. Give an example from the text for each technique.</p> <p>Identify two main purposes of Document 2.</p> <p>Persuasive language has been used in paragraph 3 of Document 2. Give two examples from the paragraph.</p> <p>Give two examples of sarcastic language used by the author that are aimed to convince the reader.</p>

Subject Content Statement	Explanation	Examples of functional questions
		<p>Not including bias, what are two language techniques used that aim to prove the product is not worth the money.</p> <p>Not including bias, identify two language features that have been used to convince the reader the camp site is unique.</p> <p>Give two examples of repetition used in Document 2.</p> <p>Which of the following language techniques are used in the second paragraph?</p> <ul style="list-style-type: none"> <li>a) bias</li> <li>b) sarcasm</li> <li>c) rhyme</li> <li>d) alliteration</li> </ul> <p>Identify two metaphors used in paragraph 3.</p> <p>Identify one language technique the author has used to help convey their message to the reader. Give an example of the identified technique being used in the paragraph.</p>
<p>15. Use a range of reference materials and appropriate resources (e.g. glossaries, legends/keys) for different purposes, including to find the meanings of</p>	<p>Questions will require learners to understand the use of various referencing techniques in documents, such as footnote markers (1,2 etc), asterisks, keys, symbols or other means through</p>	<p>What legislation is being referred to in the following passage? - ‘We have a duty to ensure the safety of all people on our premises<sup>1</sup>, and all employees must wear safety goggles when using the machinery.’</p> <p>‘2015 – 2018 showed a great variance in sales figures (see table below).’ In what year were peak sales achieved?</p> <p>What does ‘metamorphosis’ mean (paragraph 3, Document 2)?</p>



<b>Subject Content Statement</b>	<b>Explanation</b>	<b>Examples of functional questions</b>
words in straightforward and complex sources	which learners are directed to other areas of the documents.	<p>The second paragraph asks the reader to refer to the graph. What is the title of the graph?</p> <p>Which accommodation allows pets?</p> <p>Whose is the most popular post on the forum?</p> <p>Who published the statistic given in paragraph 1?</p> <p>What statistic was provided by The World Health Organisation?</p> <p>What is the name of the website the article was published on?</p> <p>There is an image in Document 2. Who provided the image?</p>
16. Understand organisational features and systems and use them to locate relevant information in a range of straightforward and complex sources	Learners are required to understand the use of sub-headings, tabs, paragraphs, captions, columns and other layout features in helping to organise information on a page. Questions will test learners' abilities to locate information using these organisational structures.	<p>Where in Document 2 could a reader look to find contact information for the publishers?</p> <p>What would a reader click on to donate money to the charity?</p> <p>What layout features has the author used that allow a reader to quickly find specific information?</p> <p>Where is the castle that is shown in the picture?</p> <p>The source document has three columns. What does the third column contain that the other two columns do not contain?</p> <p>Name two organisational features that break up the text.</p>

Subject Content Statement	Explanation	Examples of functional questions
		<p>Look at the table in Document 2. In which geological period did the dinosaurs exist?</p> <p>Columns are used in Document 2 to break up the text. Name two other organisational features that do this.</p> <p>What is one organisational feature used to highlight important facts?</p> <p>Whose is the most popular post on the discussion forum?</p> <p>Which link would take you to a discussion about the topic?</p> <p>The phrase “Help is always at hand’ appears in Document 2. What is the name given to this organisational feature?</p> <p>What is the strapline of the company?</p>
<p>17. Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias</p>	<p>Learners will need to be able to identify and understand why certain vocabulary has been used and be able to recognise bias and levels of formality within a source document.</p>	<p>Fred Gee says, “Let’s just get it done!” Why might he be biased in this view?</p> <p>Look at the paragraph beginning “We don’t need that.” Identify three biased statements from this paragraph.</p> <p>Identify three phrases that show the writing is informal.</p> <p>Paragraph 2 starts with the following: <i>In general, cats and dogs do not get along with each other due to inherited behaviours and primal instincts.</i> Identify the informal phrase in this sentence.</p> <p>Which two of the following options can be best described as using instructional language?</p>

<b>Subject Content Statement</b>	<b>Explanation</b>	<b>Examples of functional questions</b>
		<p>Identify three phrases in the second paragraph that mean the same as being critical of someone.</p> <p>Identify the colloquial phrase used in paragraph 4.</p> <p>Identify two similes in the third paragraph.</p> <p>Tick two of the options below that contain metaphors.</p> <p>What are two adjectives used to describe the playing field?</p> <p>Which two of the following phrases from Document 1 use hyperbole?</p> <p>What are the two commands in the fourth paragraph?</p> <p>The language in paragraph 2 can be best described as which one of the following?</p> <p>a) sarcastic.</p> <p>b) imperative.</p> <p>c) instructional.</p> <p>d) metaphorical.</p>
<p>18. Follow an argument, identifying different points of view and distinguishing fact from opinion</p>	<p>Learners will need to be able to follow and understand an argument or point of view and distinguish between fact and opinion in doing so.</p>	<p>The writer of Document 2 thinks the main advantage of membership is that:</p> <p>a - you meet other people</p> <p>b - you have your work read by others</p> <p>c - you save a lot of money</p> <p>d - you receive a monthly bonus book</p>

Subject Content Statement	Explanation	Examples of functional questions
		<p>Look at the paragraph beginning ‘Time is well spent...’ Write out three phrases from this paragraph that are opinions.</p> <p>Tick the appropriate boxes to indicate whether each statement is a fact or an opinion.</p> <p>Identify three facts in paragraph 2.</p> <p>What are two reasons Joel gives for not wanting to participate in the event?</p> <p>The following sentence is from the second paragraph: <i>In 1989, the population of the village of Hartstone declined rapidly.</i></p> <p>What are the two reasons given for this?</p> <p>Which contributors to the discussion have a negative point of view?</p> <p>Identify two people who think that the new shopping centre will lead to a rise in local unemployment.</p> <p>Who else in the discussion forum does Sarman25 agree with?</p> <p>Which one of the following sums up Jason’s belief?</p> <p>a) Everyone should have one.  b) No one should have one.  c) They are impossible to own.  d) They are worthless.</p>

Subject Content Statement	Explanation	Examples of functional questions
		<p>Give one opposing view from the discussion forum to Henry's point of view.</p> <p>According to Seal46, the increase in traffic is caused by what?</p> <p>Give one fact and one opinion from the first paragraph of Document 1.</p> <p>Select one fact from the following statements:</p> <ul style="list-style-type: none"> <li>a) It's probably one hundred years old</li> <li>b) It is a very fine object</li> <li>c) It was used for cooking</li> <li>d) The food must have tasted great.</li> </ul> <p>What are two phrases that are opinions in Janey's comment?</p>
<p>19. Identify different styles of writing and writer's voice</p>	<p>Learners will need to be able to identify different styles of writing and the associated writer's voice.</p>	<p>Which of the following best describes the writer's tone in Document 2?</p> <ul style="list-style-type: none"> <li>a – neutral</li> <li>b – critical</li> <li>c – supportive</li> <li>d – enthusiastic</li> </ul> <p>The style of writing in Document 1 is:</p> <ul style="list-style-type: none"> <li>a – neutral</li> <li>b – critical</li> </ul>

Subject Content Statement	Explanation	Examples of functional questions
		<p>c – supportive</p> <p>d – enthusiastic</p> <p>Give two quotes from forum members that have a sarcastic tone.</p> <p>Which forum contributor’s tone could be best described as critical?</p> <p>Which two of the following best describe the writer’s style:</p> <p>a) joyous</p> <p>b) alarmed</p> <p>c) urgent</p> <p>d) sarcastic</p> <p>e) angry</p> <p>f) serious</p> <p>Only one forum member discusses the issue with a balanced style. Who is it?</p> <p>Give two examples of apologetic phrases from Document 2.</p> <p>Which contributor has an encouraging voice?</p> <p>Give two quotes from Document 2 that are dismissive.</p>

<b>Subject Content Statement</b>	<b>Explanation</b>	<b>Examples of functional questions</b>
		Which contributor to the forum is optimistic about the future?

These examples are by no means exhaustive, and it is important that centres realise questions will vary across papers.

### **What's different?**

The following Subject Content Statements from Level 2 Functional Skills English Reading represent the areas that were not explicitly tested in the legacy version of Functional Skills English Reading (3748):

11. Identify the different situations when the main points are sufficient and when it is important to have specific details
15. Use a range of reference materials and appropriate resources (e.g. glossaries, legends/keys) for different purposes, including to find the meanings of words in straightforward and complex sources
18. Follow an argument, identifying different points of view and distinguishing fact from opinion
19. Identify different styles of writing and writer's voice

### **Common reasons for losing marks:**

- Lack of adequate preparation before sitting exam.
- Lack of familiarity with the types of questions being asked before summative assessment.
- Unfamiliarity with common exam techniques. Learners often lose marks through failing to provide sufficient responses or sufficiently detailed responses to particular questions.
- Not being able to recognise biased statements.
- Not being able to distinguish between fact and opinion.

- Only referring to the content of one source document when question asks for comparison or contrast between two source documents, or only listing the content from each document but not explicitly comparing or contrasting the information.
- Ticking only one option in a multiple-choice question when the question specifies that two answers are required.
- Misreading the questions.
- Not understanding the differences between a fact and an opinion.
- Unfamiliarity with common language techniques or language features – see list at the end this document.
- Writing out entire sentences or paragraphs when a single word or phrase has been asked for.
- Being unfamiliar with organisational features such as footnotes, superscript numbers, asterisks, explanatory text boxes, captions etc.
- Not recognising or being able to identify vocabulary and language techniques within a given sentence or paragraph.



### **3. Sample activities to support Reading Level 1**

In addition to the ideas provided below, our SmartScreen English resources are mapped to each of the subject content statements at level 1 Reading and provide a wide range of activities to support teaching and learning.

#### **9 *Identify and understand the main points, ideas and details in texts***

1. As a group, read several types of text and make notes and/or discuss various techniques employed by the writers that help establish what the main points are and how they are presented within each text.
2. Devise and ask questions based on source material that should be answered with the main points, as opposed to detail, and other questions that need to be answered with fine detail from the text.
3. Integrate reading and writing activities by asking learners to compose various types of text with one or more main messages, suitable to particular audiences.
4. Present a group with unformatted text and discuss ways in which layout could be altered to make the text suitable for different audiences or purposes.
5. Lead group discussions about the methods used by writers to quickly inform readers of the main points and ideas.
6. Discuss what layout features can be used in order to convey main messages to an intended audience.
7. Discuss how a combination of language and layout features can be used to enhance communication of main messages.
8. With a suitable source document, devise questions whose answers require a focus on reading and understanding main layout features, such as titles, subheadings, bullet points, bold writing, underlined writing, words in capital letters, etc.
9. Devise multiple-choice questions whose answers require a specific detail. Distractors would be answers that focus on the main points.

#### **10 *Compare information, ideas and opinions in different texts***

1. Obtain two different texts about a particular product and ask learners to summarise the positive and negative points, either in writing or in a discussion or presentation.
2. Compare and contrast different texts' viewpoints about a particular subject.
3. Use two source documents that take different views on a certain subject and ask learners to highlight any similarities and differences using differently coloured highlighters, or other methods of recording, such as Venn diagrams.
4. Focus on ensuring explicit comparison between different viewpoints through using discourse markers such as 'on the one hand', 'in direct contrast', 'similarly', 'whereas', 'in summary', 'despite', 'however', etc.

5. Practice comparing familiar objects using appropriate discourse markers.
6. Discuss the difference in effect and meaning when using or not using explicit discourse markers.
7. Using two source documents with opposing views about the same subject, identify a specific argument in one document and then look for opposing evidence in the second document.
8. Ask learners to come up with as many different words or phrases as possible that create a comparison, eg, similarly, likewise, equally, also, comparably etc.
9. Ask learners to come up with as many different words or phrases as possible that create a contrast, eg, however, despite, although, but, contrastingly etc.
10. Ask learners to compare or contrast resources in the classroom, hairstyles, bags, phones or anything else readily available, focusing on the use of discourse markers.

## **11 Identify meanings in texts and distinguish between fact and opinion**

1. Explore how sentence structure and word order can be used to work out meanings.
2. Explore how meaning is conveyed through word choice.
3. Use advertising material to learn how to distinguish between fact and opinion.
4. Examine the advertising material, discussing word choice and the effects on the reader.
5. Explore product reviews and distinguish between fact and opinion.
6. Explore how opinions are often presented as fact in documents.
7. Explore the relationship between explicit and implied meaning in texts.
8. Discuss the use of tone in texts, and how tone can alter meaning, eg sarcasm.
9. Devise multiple-choice questions that consist of four facts and two opinions (and vice versa), asking learners to identify facts or opinions as appropriate.
10. Take a specific idea and ask learners to convey that idea in a series of single sentences, varying the word choice each time. Explore the effects of varying the word choice.
11. Explore how meaning can be deduced from context.
12. Devise worksheets that use common idioms and surrounding sentences that help candidates deduce meaning.
13. Look for idioms in articles and other resources and discuss what their meaning is.
14. Discuss common metaphors and similes and ask learners to use them in an appropriate context.

**12     *Recognise that language and other textual features can be varied to suit different audiences and purposes***

1. Provide learners with a range of texts and discuss how language has been selected and used to match the document's purpose and audience, eg, recipes, other instructions, newspaper articles, promotional material, advertising, formal reports.
2. Ask learners to write about the same topic from different viewpoints.
3. Ask learners to write about the same topic from a neutral standpoint and a persuasive standpoint.
4. Allow learners to discuss how to effectively write different types of documents, such as explanations, instructions, advertising, formal texts.
5. Discuss how choice of language can affect the reader.
6. Discuss how choice of language can reveal the author's beliefs about a subject.
7. Use several source documents, each with a different purpose and audience, and discuss how the language varies in each document.
8. Identify specific language techniques used in a variety of source documents, eg alliteration, persuasive writing, direct address, inclusive language, humour, jargon, etc. Discuss why each is appropriate for the document type and intended audience.
9. Analyse the language used in the reporting of the same sports match in a local paper associated with each team.
10. Compare the language choice in newspapers aimed at different ages.
11. Explore many different tones and ask learners to write a sentence or a paragraph in different tones.
12. Take one paragraph and ask learners to re-write the paragraph in various tones.
13. Ask learners to write a narrative aimed at different audiences, eg, children and adults.
14. Ask learners to turn a biased piece of reporting into a neutral report.
15. Ask learners to devise headlines for a topic based on their beliefs.
16. Ask learners to change the wording in a heading, subtitle, sentence or paragraph to address different audiences and purposes.

**13     *Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words***

1. Discuss the various ways in which different document types direct readers to further information regarding the topic, eg, superscript reference numbers, footnotes, asterisks, tables, charts, diagrams, links.

2. Use source documents whose content includes superscript reference numbers, footnotes, asterisks, tables, charts, diagrams, links and other means of referencing additional information to facilitate learning.

**14 *Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts***

1. Discuss common structural features between different text types and how they allow readers to locate information.
2. Discuss how different texts use organisational features to better achieve their purpose and aid the intended audience.
3. Present a group with unformatted text and discuss ways in which layout could be altered to make the text suitable for different audiences or purposes.
4. Discuss how different layout features can be used to convey main messages to an intended audience.
5. Discuss how a combination of language and layout features can be used to enhance communication of main messages.
6. Specifically compare layout features in two or more different document types, eg, a set of instructions, an advertising leaflet and a report.
7. Discuss how different layout features can be changed to convey messages to different audiences, eg children and adults.
8. Use the following list of organisational features and ask learners to use as many as possible in a written document and discuss the merits and appropriateness of each: headings, subheadings, straplines, bullet point lists, captions, display boxes, side bars, tables, footnotes, indexes, links, icons, emojis, bold, italics, capital letters etc.

**15 *Infer from images meanings not explicit in the accompanying text***

1. Discuss how images in newspapers and magazines add to the story being told.
2. Look at various images associated with a text and then locate relevant parts of the text that relate to the image, discussing the differences between the text and the images, and how they both work in contributing to understanding.
3. Look at company logos and discuss what messages they convey.
4. Ask the learners to come up with images that portray aspirational qualities for a company, eg, speed, efficiency, trust, honesty, reliability etc.
5. Devise multiple-choice questions relating to specific images.
6. Present learners with a text and ask them to discuss how an image would enhance the communication. Discuss various possible images, and the pros and cons of each.

7. Source different images about the same topic and discuss the effect of swapping the images in a suitable text.
8. Discuss any and all possible inferences from an image and discuss the accuracy and relevance of the inferences to the subject matter of the text.

**16 *Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive)***

1. Discuss the language used in specific text types, recognising that authors choose language based on the intended audience and purpose.
2. Examine texts and identify how language is used to create different effects.
3. Contrast documents on the same topic but written in different styles, eg, a holiday brochure and a client review.
4. Ask learners to write a piece about their hometown for different purposes, eg, to inform the council about issues or to persuade people to visit.
5. Highlight the differences in language and sentence construction in a set of instructions and an explanatory text.
6. Isolate only the text from various documents and ask learners to identify the purpose of the text through careful examination of the language used.
7. Present learners with an informal text and ask them to re-write it using formal language.
8. Present learners with different text types, each with a different intended audience, and ask them to recreate the texts for a new audience.
9. Ask learners to construct lists of words that would typically be used in each text type.
10. Ask learners to describe a product, with one group tasked with selling the product, the other tasked with explaining the product in neutral terms.
11. Record a discussion between friends and ask the learners to identify and change informal language into formal language.

### **17 Read and understand a range of specialist words in context**

1. Ask learners to underline specialist vocabulary associated with various topics, eg, computers, sports, health and well-being, health and safety, specific work roles etc.
2. Ask learners to work out the meanings of unfamiliar words using a range of strategies, eg, context or word structure.
3. Devise a sentence(s) that contains a specialist word, the meaning of which can be deduced from the context provided by surrounding sentences.
4. Devise multiple-choice questions based on a paragraph that contains specialist words, asking learners to identify the correct meaning.
5. Ask learners to create sentences that provide clues to the meaning of given specialist words.

### **18 Use knowledge of punctuation to aid understanding of straightforward texts**

1. Discuss the various ways punctuation is used to aid understanding.
2. Present learners with unpunctuated text, asking them to punctuate the text so it is understood.
3. Use audio recordings of sentences with different intonation, asking learners to correctly punctuate the end of the sentence.
4. Present learners with unpunctuated complex sentences, asking them to insert the correct punctuation.
5. Present learners with sentences whose meaning can vary depending on the placement of commas or other punctuation, asking them to explore the effect of placing punctuation in different places or omitting it all together.
6. Discuss the effect of an exclamation mark, and the purposes for which it can be used, eg, to express surprise, a command, humour, emphasis).
7. Ask learners to identify what they can tell about a sentence from specific punctuation marks, eg, commas in a list, speech marks, capital letters, exclamation marks, question marks, etc.
8. Have 'focus on' sessions that cover all the different uses of a comma, for example.
9. Have learners write a paragraph about a topic and then swap the writing with a peer to proof-read and discuss the punctuation use.

## 4. Sample activities to support Reading Level 2

In addition to the ideas provided below, our SmartScreen English resources are mapped to each of the subject content statements at level 2 Reading and provide a wide range of activities to support teaching and learning.

### **11 *Identify the different situations when the main points are sufficient and when it is important to have specific details***

1. Use various texts to allow learners to distinguish between the main points and the details.
2. Explore how various texts highlight the main points through use of structural and organisational devices.
3. Formulate questions regarding different text types that require learners to answer with the main points or the details.
4. Provide detail about topics and ask learners to summarise the detail by devising headlines or subheadings.

### **12 *Compare information, ideas and opinions in different texts, including how they are conveyed***

1. Obtain two different texts about a particular product and ask learners to summarise the positive and negative points, either in writing or in a discussion or presentation.
2. Compare and contrast different texts' viewpoints about a particular subject. Discuss how the presentation of the information differs.
3. Use two source documents that take different views on a certain subject and ask learners to highlight any similarities and differences using differently coloured highlighters, or other methods of recording, such as Venn diagrams.
4. Focus on ensuring explicit comparison between different viewpoints through using discourse markers such as 'on the one hand', 'in direct contrast', 'similarly', 'whereas', 'in summary', 'despite', 'however', etc.
5. Contrast a formal report and a campaign leaflet on the same topic, focusing on both the language and the layout.
6. As a group, select and read some persuasive texts (e.g. an advertising leaflet, a promotional brochure for a theme park, a blurb on a book cover). Discuss the authors' intentions and whether or not the authors have been successful in their persuasive intentions.
7. Use unformatted texts and ask different groups to re-write the texts for different audiences. Discuss the resulting differences in language and layout.
8. Compare articles on the same subject in tabloid and broadsheet newspapers.

9. Compare the language used in different article titles, discussing the effects on the reader.
10. Practice comparing familiar objects using discourse markers that explicitly compare objects.
11. Discuss the difference in effect and meaning when using or not using explicit discourse markers.
12. Using two source documents with opposing views about the same subject, identify a specific argument in one document and then look for opposing evidence in the second document.
13. Discuss various language techniques that can be used by authors to effectively convey meaning and/or to engage their intended audiences.
14. Ask learners to re-write phrases, sentences, paragraphs or whole pieces using different language techniques.
15. Ask learners to come up with as many different words or phrases as possible that create a comparison, eg, similarly, likewise, equally, also, comparably etc.
16. Ask learners to come up with as many different words or phrases as possible that create a contrast, eg, however, despite, although, but, contrastingly etc.
17. Ask learners to compare or contrast resources in the classroom, hairstyles, bags, phones or anything else readily available, focusing on the use of discourse markers.
18. Ask learners to adopt different viewpoints about a subject and to write a short presentation on the subject. Discuss as a group how each argument could be improved through different word selection.
19. Focus on titles and subheadings in reports and articles and discuss the language features of each, and whether their effects could be enhanced or diminished through different word selection.

### **13 Identify implicit and inferred meaning in texts**

1. Examine phrases within a text and discuss the possible meanings and intentions of the authors in using the phrases.
2. Examine the use of tone or register in changing meaning, eg, the use of sarcasm, irony or humour.
3. Discuss learners' reactions to texts, focusing on what they rightly or wrongly infer from their reading.
4. Read a persuasive text and discuss the inferences that can be made by the reader.
5. Examine promotional material and contrast the explicit messages with the probable truth.
6. Explore how idioms, clichés, metaphors and similes can be used to convey implied information.
7. Discuss how images in newspapers and magazines add to the story being told.



8. Look at various images associated with a text and then locate relevant parts of the text that relate to the image, discussing the differences between the text and the images, and how they both work in contributing to understanding.
9. Look at company logos and discuss what messages they convey.
10. Ask learners to come up with images that portray aspirational qualities for a company, eg, speed, efficiency, trust, honesty, reliability etc.
11. Explore different ways of expressing the same idea. Discuss which ways are more explicit and which are more subtle and/or involve inference or implied meaning.

**14 *Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes***

1. Read varied documents to identify textual devices such as alliteration, bias, imperative language, persuasive language, hyperbole, metaphors, similes, idioms, questions – see glossary at end for further common examples.
2. Discuss how different language techniques can be employed by writers for many different purposes.
3. Select and read some persuasive texts (e.g. an advertising leaflet, a promotional brochure for a theme park, a blurb on a book cover). Discuss the authors' intentions and whether or not the authors have been successful in their persuasive intentions.
4. As a group or individuals, select various texts (e.g. newspaper articles, business reports, children's literature) and discuss the particular techniques each piece of writing contains that are an aid (or hindrance) to conveying the authors' intentions.
5. Use unformatted texts and ask different groups to re-write the texts for different audiences. Discuss the resulting differences in language and layout.
6. Obtain different types of texts and analyse how each has been written and formatted in order to address its particular audience(s).
7. Ask a group to write a newspaper article or a promotional leaflet for different age groups and discuss the differences.
8. Provide learners with a range of texts and discuss how language has been selected and used to match the document's purpose and audience, eg, recipes, other instructions, newspaper articles, promotional material, advertising, formal reports.
9. Ask learners to write about the same topic from different viewpoints.
10. Ask learners to write about the same topic from a neutral standpoint and a persuasive standpoint.
11. Allow learners to discuss how to effectively write different types of documents, such as explanations, instructions, advertising, formal texts.
12. Discuss how choice of language can affect the reader.
13. Discuss how choice of language can reveal the author's beliefs about a subject.

14. Ask learners to re-write sentences using different language techniques. Explore which would be more effective for certain audiences.
15. Ask learners to re-write sentences for different audiences.
16. Compare the language used in match reports on the websites of two teams who have just played each other.
17. Explore many different tones and ask learners to write a sentence or a paragraph in different tones.
18. Take one paragraph and ask learners to re-write the paragraph in various tones.
19. Ask learners to write a narrative aimed at different audiences, eg, children and adults.
20. Ask learners to turn a biased piece of reporting into a neutral report.
21. Ask learners to devise headlines for a topic based on their beliefs.
22. Ask learners to change the wording in a heading, subtitle, sentence or paragraph to address different audiences and purposes.
23. Ask learners to describe a product, with one group tasked with selling the product, the other tasked with explaining the product in neutral terms.

**15 Use a range of reference materials and appropriate resources (e.g. glossaries, legends/keys) for different purposes, including to find the meanings of words in straightforward and complex sources**

1. Discuss the various ways in which different document types direct readers to further information regarding the topic, eg, superscript reference numbers, footnotes, asterisks, tables, charts, diagrams.
2. Use source documents whose content includes superscript reference numbers, footnotes, asterisks, tables, charts, diagrams and other means of referencing additional information to facilitate learning.
3. Use various websites to explore how they make use of icons, symbols and links to convey meaning.
4. Use other websites, such as discussion forums, to understand the use of icons, emojis, date stamps, etc.
5. Use graphs, charts, tables, diagrams and other images to familiarise learners with the titling and labelling conventions.

**16 *Understand organisational features and systems and use them to locate relevant information in a range of straightforward and complex sources***

1. Discuss common structural features in different text types and how they allow readers to locate information.
2. Discuss how different texts use organisational features to better achieve their purpose and aid the intended audience.
3. Present a group with unformatted text and discuss ways in which layout could be altered to make the text suitable for different audiences or purposes.
4. Discuss layout features that can be used in order to convey main messages to an intended audience.
5. Discuss how a combination of language and layout features can be used to enhance communication of main messages.
6. Specifically compare layout features in two or more different document types, eg, a set of instructions, an advertising leaflet and a report.
7. Isolate subheadings from a document and ask learners to identify under which subheading certain information is likely to have been placed.
8. Ask learners to identify and label various organisational features within a given text.
9. Analyse any similarities or differences between how digital and non-digital information is presented.
10. Discuss how different layout features can be changed to convey messages to different audiences, eg children and adults.
11. Use the following list of organisational features and ask learners to use as many as possible in a written document and discuss the merits and appropriateness of each: headings, subheadings, straplines, bullet point lists, captions, display boxes, side bars, tables, footnotes, indexes, links, icons, emojis, bold, italics, capital letters etc.

**17 *Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias***

1. Obtain several texts written from a biased standpoint and ask learners to identify and discuss specific examples of bias within the writing.
2. Obtain at least two different articles about the same subject and discuss the ways in which each article presents the subject matter (e.g. two articles about a particular sporting event written by the local papers of the teams involved; a complimentary and a non-complimentary review of a film or other event).
3. Discuss the differences between objective fact and points of view and opinion.
4. Discuss the characteristics of written argument. Ask learners to read texts and identify the facts on one hand, and the opinions on the other.
5. Obtain a neutral text and discuss ways to alter it to produce a biased text.

6. Discuss how different texts use different vocabulary to achieve different aims, eg, to persuade, to inform, to describe, to review, to criticize.
7. Ask learners to identify examples of formal/informal language in isolated sentences or paragraphs.
8. Ask learners to identify examples of biased language in isolated sentences or paragraphs.
9. Use texts with a specific purpose or audience and ask learners to discuss and/or amend the text to facilitate a different purpose or to engage a different audience.
10. Ask learners to construct lists of words that would typically be used in different text types.
11. Ask learners to describe a product, with one group tasked with selling the product, the other tasked with explaining the product in neutral terms.
12. Record a discussion between friends and ask the learners to identify and change informal language into formal language.

**18 *Follow an argument, identifying different points of view and distinguishing fact from opinion***

1. Compare and contrast two authors' ideas, looking for similarities and differences in opinion.
2. Use advertising material to learn how to distinguish between fact and opinion.
3. Explore product reviews and distinguish between fact and opinion.
4. Explore how opinions are often presented as fact in documents.
5. Explore the relationship between explicit and implied meaning in texts.
6. Use discussion forums and identify which contributors hold similar opinions.
7. Summarise an argument for or against a particular issue.
8. Explore the characteristics of written arguments.
9. Explore the use of discourse markers in linking or contrasting opinions and facts.
10. Read various articles from different publications about the same event and discuss the various viewpoints of the authors, exploring how they report the events and communicate their opinions.
11. Ask learners to look at summary statements in a piece and identify the arguments presented beforehand that lead the author to that summary.
12. Ask learners to identify relevant information that supports a point of view, both preceding and after the point of view expressed.
13. Present learners with a list of opinions and ask them to identify what makes the statement an opinion, and then ask them to turn the statement into a fact. Reverse the process, asking learners to turn facts into opinions.

## **19 Identify different styles of writing and writer's voice**

1. Discuss how language in a text has been used in relation to its audience.
2. Discuss the language used in specific text types, recognising that authors choose language based on the intended audience and purpose.
3. Examine texts and identify how language is used to create different effects.
4. Contrast documents on the same topic but written in different styles, eg, a holiday brochure and a client review.
5. Ask learners to write a piece about their hometown for different purposes, eg, to inform the council about issues or to persuade people to visit.
6. Highlight the differences in language and sentence construction in a set of instructions and an explanatory text.
7. Use multiple choice questions to allow learners to identify the writer's voice in a text.
8. Ask learners to read various types of text and to identify the underlying register.
9. Ask learners to identify specific examples of a style of writing, eg, sarcasm, bias, neutrality, criticism, doubt, urgency, anger, playfulness, alarm, etc.
10. Ask learners to re-write a short paragraph using different styles and writer's voice, for example from neutral to biased, believing or non-believing (in the arguments put forward), critical to promotional etc.

## 5. Glossary of language techniques / textual devices

This glossary has been produced to enable centres to focus their teaching on some of the more common language techniques used in the source material for Functional Skills English Reading papers. However, it is useful to note that many of these techniques should be taught with a view to learners incorporating them in their Functional Skills English Writing and Functional Skills English Speaking and Listening exams.

Two lists have been devised: the first representing the techniques a competent learner should be able to identify, and the second representing a list of, arguably, more advanced techniques that could be taught, if time permits.

Additional or advanced language techniques from the second list on page 33 may be identified in any reading material, including the Functional Skills English Reading source materials; therefore, although it is not a requirement that these are taught, if learners identify more advanced techniques, marks would be awarded accordingly.

### Common Language Techniques / Textual Devices

**Alliteration** - repeating the same letter or consonant sound at the beginning of adjacent or closely connected words for specific effect

**Bias** – writing that favours one point of view; unbalanced argument in favour of one thing over another

**Cliché** - an over-used, common expression

**Colloquial / informal language / slang** – writing in the style of informal or familiar speech; a conversational style

**Contrast** – contrasting opinions, for example, for specific effect, typically to highlight one point of view

**Direct address to the reader** – writing in the second person narrative

**Emotive language** - words that stir the readers' emotions for specific effect, often to persuade

**Formal language** - language following strict, established grammatical conventions, typically used for serious or official communication

**Humour** - used to lighten the overall tone through exaggeration, irony, puns etc

**Hyperbole** – exaggeration used to evoke strong feelings or create an impression which is not meant to be taken literally

**Idiom** – a phrase not to be taken literally; a phrase whose meaning cannot be deduced from the individual words

**Imagery** - similes, metaphors and personification; comparing something 'real' with something 'imagined'

**Imperative** – a command; demanding attention or action

**Instruction** – succinct use of the imperative to produce a step by step guide, for example

**Jargon / technical language** - the vocabulary peculiar to a particular trade, profession, or group

**Metaphor** - a word or phrase used to imply figurative, not literal or 'actual', resemblance

**Rhetorical question** – a question that doesn't demand an answer, often used to engage the reader

**Repetition** - the repetition of a word or phrase to achieve a particular effect

**Persuasive language** – language designed to change the reader's point of view or to prompt an action

**Positive language** – the choice of specific words to consciously or unconsciously influence the reader

**Rule of three** - a writing principle that suggests that things that come in threes are funnier, more satisfying, or more effective than other numbers of things, and readers are more likely to remember the information

**Simile** - a phrase which establishes similarity between two things to emphasise the point being made. This usually involves the words 'like' or 'as'

**Strapline** - short phrase conveying the essence of a brand or organisation

**Tone /register** - the writer's tone or voice or atmosphere or feeling that pervades the text, such as formality, informality, sadness, gloom, celebration, joy, anxiety, dissatisfaction, regret or anger.

## Less Common Language Techniques / Features

**Active voice** – to reduce formality or give emphasis to the subject

**Ambiguity** - a type of uncertainty of meaning in which several interpretations are plausible

**Analogy** - helps to establish a relationship based on similarities between two concepts or ideas

**Argument** – a reason or series of reasons put forward to prove a point or to persuade the reader

**Chronological narrative** – recounting of events in the order they occurred

**Comparative** – highlighting the similarity or dissimilarity between one thing and another

**Contradiction** - a combination of statements, ideas, or features which are opposed to one another

**Creating suspense** - a state or condition of mental uncertainty or excitement

**Direct appeal** – directly addressing the reader, often using pronouns such as *you* or *we*, for example

**Explicit meaning** - fully and clearly expressed or demonstrated; leaving nothing merely implied

**Factual** – using facts or statistics to lend credibility to an argument

**Implied meaning** - indicated, or suggested without being directly or explicitly stated

**Irony** – words used to convey the opposite of the literal meaning, often in a humorous way

**Juxtaposition** – placing together two contrasting objects, images, or ideas so that the differences between them are emphasized

**Mnemonic** – a word or code to help memorize something or to add effect

**Onomatopoeia** - words whose very sound is very close to the sound they are meant to depict

**Passive voice** – to add formality

**Personification** – giving inanimate objects human characteristics



**Pun** - the humorous use of a word or phrase so as to emphasize or suggest its different meanings, or the use of words that are alike or nearly alike in sound but different in meaning; a play on words

**Sarcasm** – the use of irony to convey the opposite of what has been said, or to mock or convey contempt

**Satire** - the use of humour, irony, exaggeration, or ridicule to expose and criticize people's stupidity or vices, particularly in the context of contemporary politics and other topical issues.

**Sentence length** – short, snappy sentences for effect, eg, to excite, command or add urgency

**Summary** - condensing writing into a shorter form, often in conclusion

**Superlative** – an exaggerated expression of praise. An expression of the highest possible degree

**Tautology** – the use of unnecessary or redundant words

**This list is not exhaustive, and correct identification of other features of language will be awarded marks.**

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