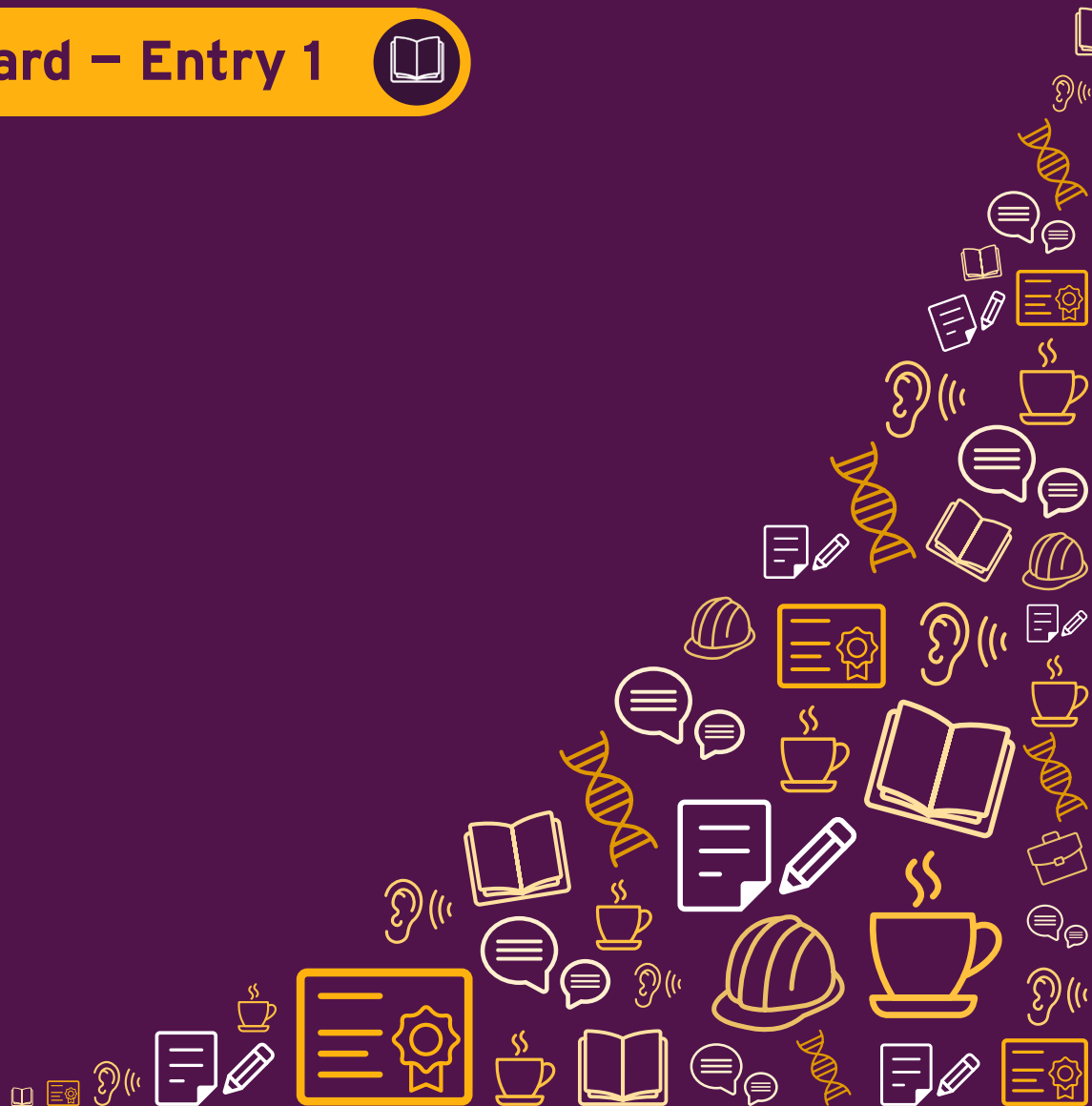


# How to prepare for ESOL Skills for Life

Reading Award – Entry 1



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# Trinity College London

## ESOL Skills for Life

ESOL Skills for Life courses and assessments play an important role in supporting adults who want to live, work and study in the UK because they reflect the real communication demands learners face every day. Trinity College London's ESOL Skills for Life qualifications are designed for a diverse test-taker population, including migrants, refugees, international workers and parents returning to education, many of whom need English not only for employment but also for accessing services, building social connections and participating confidently in their communities.

Preparing for these exams encourages learners to develop practical reading, writing, speaking and listening skills that are not only assessed in the qualification but also essential for everyday life in the UK, including healthcare, housing, education and workplace communication. In this way, ESOL Skills for Life supports learners' progression from basic survival English towards fuller participation in UK society, helping them develop the independence, confidence and language skills needed not only to live in the UK but to thrive there. Entry 1 emphasises confidence, recognition of basic written and visual information and essential survival tasks using highly supported texts.

This guide has been produced to support teachers preparing learners for the Entry 1 Reading award. It outlines the key reading skills and subskills assessed at this level and explains how they connect to real-life reading demands. The guide supports teachers in selecting and adapting classroom materials to practise these subskills effectively. It also provides structured activities linked to each of the three tasks in the Trinity ESOL Skills for Life test, helping teachers build learners' confidence, develop exam awareness and strengthen transferable reading skills.

### Framework for ESOL Skills for Life teaching and learning

The ESOL Skills for Life examination suite has five levels mapped to the Adult ESOL Core Curriculum (AECC): Entry 1, Entry 2, Entry 3, Level 1 and Level 2. These levels provide a developmental framework for teaching and learning progression from beginner to advanced levels of competency in English.

#### Reading subskills (from the Adult ESOL Core Curriculum)

- ▶ Text focus - Understanding the overall meaning of a text (gist), identifying key information (scanning) and understanding the main features of a range of text types
- ▶ Sentence focus - Detailed reading - factual (reading for detail), attitudinal (evaluation) and implicit information (inference) - as well as understanding syntax, sequencers, register and non-linguistic features (literacy)
- ▶ Word focus - Deducing meaning from context (language)

#### Literacy contexts (from the Adult Literacy Core Curriculum)

- ▶ Educational and training, in which a person is engaged in organised learning either in or outside an educational institution. This context can include all learning activities from academic studies to hobby courses.
- ▶ Domestic and everyday life, including a range of contexts a person can encounter in daily living, such as shopping or going to the dentist.

- ▶ Leisure, including socialising with friends, going to leisure facilities or attending organised events.
- ▶ Citizen and community, including participating in activities that are of interest to local communities, such as charity fundraising or expressing concern over council plans to reduce/remove services.
- ▶ Using ICT in social roles.
- ▶ Economic activity, including paid and unpaid work.

### How reading strategies develop across levels

Across the ESOL Skills for Life Reading exams, learners are not simply expected to read more difficult texts. They are expected to read in different ways, using different strategies for different purposes, and to combine strategies as texts become longer, denser and more evaluative.

At Entry 1 and Entry 2, reading focuses on recognition and basic understanding:

- ▶ recognising what a text is for
- ▶ finding simple information
- ▶ understanding very common words and symbols

By Entry 3, learners must begin to control their reading:

- ▶ choosing between gist, scanning and careful reading
- ▶ justifying answers with evidence
- ▶ starting to interpret implied meaning and attitude

At Level 1, reading becomes analytical and selective:

- ▶ learners must recognise text type, viewpoint and evaluation
- ▶ distinguish fact from opinion
- ▶ explain why an answer is correct, not just where it is

At Level 2, reading is integrated and critical:

- ▶ strategies are combined within a single task
- ▶ inference and evaluation are closely linked
- ▶ learners must interpret bias, assumptions and purpose across complex texts and visuals

This progression means that teaching needs to move from explicit, guided strategies to independent, flexible strategy use, while remaining grounded in real-world UK reading demands.

## Progression of reading strategies: Entry 1 to Level 2

Subskill	Entry 1	Entry 2	Entry 3	Level 1	Level 2
Gist	Who is it for? What is it about?	Purpose and main idea	Purpose, audience, paragraph function	Text type, viewpoint, stance	Purpose, viewpoint, development of ideas
Scanning	Find one name/place	Find prices, times, names	Scan paragraphs/short texts	Selective scanning in long texts	Strategic scanning in dense texts
Reading for detail	Times, routines, actions	Reasons, order, specific information	Reasons, steps, comparisons	Precise detail versus distractors	Complex detail in arguments
Inference	–	–	Simple implied reasons/feelings	Multiple clues across text(s)	Assumptions and implications
Evaluation	–	–	Simple opinions/feelings	Strength, balance, stance	Bias, effectiveness, viewpoint
Language	Very common words	Familiar words from context	Synonyms, common phrases	Evaluative/abstract vocab	Nuanced/technical language
Literacy	Capital letters, layout	Order and organisation	Linkers and cohesion	Reference and organisation	Register and structure
Visual literacy	Symbols and pictures	Simple maps and labels	Graphs and charts	Visuals and evaluation	Complex diagrams/maps
Numerical literacy	Numbers for meaning	–	–	–	–

# Classroom resources – Entry 1 Reading

## Authentic resources for classroom activities

- ▶ GP surgery notices (opening times, rules)
- ▶ TfL bus stop signs
- ▶ Appointment cards, simple timetables
- ▶ Menus, price labels, shop signs
- ▶ Maps with symbols (toilets, exits, bus stops)
- ▶ NHS Easy Read
- ▶ Mencap Easy Read
- ▶ Teacher-made photo packs (signs, forms, notices, supermarket aisles)
- ▶ Very short messages and emails

## Classroom-ready resources

(levels indicate the relevant section of the website for Entry 1)

- ▶ BBC Bitesize
- ▶ Skillsworkshop ESOL (Entry 1)
- ▶ Lingua (Level A1)
- ▶ ESOL Courses (Elementary)
- ▶ Fabulang stories (A1)
- ▶ ESL Lounge (Beginner, Elementary)
- ▶ ISL Collective (teacher-generated worksheets with visuals)
- ▶ English with Colin (graded reading texts from Beginner to Advanced)

## How to adapt authentic resources at Entry 1

- ▶ Keep texts very short, visual and familiar
- ▶ Focus on recognition, not explanation

**Useful question stems****Gist**

Who is this text for?

What is this about?

**Scanning**

Which X can you X on Friday?

Where is the X?

**Detail**

When can you...?

**Language**

Choose the word with the same meaning as...

**Literacy**

Why is this written in capital letters?

**Visual literacy**

Which picture shows...?

**Numerical literacy**

What is the bus number/telephone number/price of X?

**Tip for teachers**

If learners can point to the answer, the text is suitable.

# Glossary of reading subskills

## Gist

Gist is understanding the basic meaning and purpose of a very short text. This means recognising who a text is for, what it is about and what kind of text it is, without needing to understand details.

It answers questions like:

- ▶ Who is this text for?
- ▶ What is this about?
- ▶ What kind of text is this (for example, a notice, a message, an advert)?

### What it looks like in Entry 1 Reading:

Common gist question types at Entry 1 include identifying:

- ▶ the intended reader of a text (who it is for)
- ▶ the main topic of a short paragraph
- ▶ the text type of very short, familiar texts.

At this level:

- ▶ texts are very short
- ▶ language is simple and familiar
- ▶ gist questions rely on clear clues such as headings, repeated words, pictures or layout.

### Examples from the Entry 1 Reading sample test:

1. (Task 1) 'Who is this text for?' (identify the intended reader using simple clues such as vocabulary, context or pictures).
2. (Task 2) 'Choose the best title for each paragraph.' (select the title that best shows what the paragraph is mainly about).
3. (Task 3) 'What are the texts about?' (identify the overall topic across a small set of short texts, focusing on shared meaning rather than details).

### Classroom/practice suggestions:

1. Give learners very short texts and ask: 'Who is this for?' with picture or word options.
2. Ask learners to choose a title for a short paragraph using key words and pictures as clues.
3. Show different text types (for example, a poster, a message, a notice) and ask learners to match them to simple labels.

### Common learner difficulties:

- ▶ focusing on individual words instead of overall meaning
- ▶ trying to understand every word instead of using clues
- ▶ confusing topic with reader (for example, 'school' versus 'students')
- ▶ guessing based on pictures without checking the text

**UK life examples (authentic contexts):**

- ▶ reading simple notices in shops or buildings
- ▶ understanding who a message or poster is for
- ▶ recognising basic text types on noticeboards or phones
- ▶ reading short messages from schools, workplaces or services

**Why it matters for adult life in the UK:**

Gist reading helps adults understand whether a text is relevant to them so they know when to read further, respond or ignore it - an essential skill for navigating everyday written information in the UK.

**Scanning**

Scanning is reading quickly to find one clear piece of information without reading the whole text. It focuses on finding very simple, concrete information such as names and places.

It answers questions like:

- ▶ Which person?
- ▶ Where is it?
- ▶ When is it?

**What it looks like in Entry 1 Reading:**

Common scanning question types include finding:

- ▶ a name (for example, a doctor, a teacher, a contact person)
- ▶ a place (for example, a shop, an office, a room)
- ▶ simple information in short, clearly organised texts.

At this level:

- ▶ texts are very short
- ▶ answers are clearly stated
- ▶ scanning relies on recognising key words, not understanding full sentences.

**Examples from the Entry 1 Reading sample test:**

1. (Task 1) 'Which doctor can you see on Friday?' (scan the text to find a name linked to a day, focusing on key words rather than reading every sentence).
2. (Task 3) 'Where is the gift shop?' (scan a short text or map to locate a place, identifying the word or phrase that directly answers the question).

**Classroom/practice suggestions:**

1. Give learners short timetables or notices and ask Who? Where? When? questions.
2. Ask learners to underline the key word in the question (for example, 'Friday', 'gift shop') before scanning the text.
3. Use labelled pictures or maps and ask learners to find a specific place or person.

**Common learner difficulties:**

- ▶ reading word-by-word instead of searching for key information
- ▶ missing names or place words
- ▶ answering from memory instead of the text
- ▶ feeling unsure and reading too slowly

**UK life examples (authentic contexts):**

- ▶ finding a doctor's name on an appointment notice
- ▶ locating places in buildings or shops
- ▶ reading simple signs or notices
- ▶ checking short messages for key information

**Why it matters for adult life in the UK:**

Scanning helps adults find essential information quickly, supporting everyday tasks such as attending appointments, finding services and navigating public spaces.

**Reading for detail**

Reading for detail means reading carefully to understand simple information in a short text, especially when the answer depends on understanding the whole phrase or sentence, not just one word. This involves understanding basic actions, times or routines that are clearly stated in the text.

It answers questions like:

- ▶ When can you do something?
- ▶ What does a person do on a particular day?
- ▶ What happens at a certain time?

**What it looks like in Entry 1 Reading:**

Common reading-for-detail question types include:

- ▶ understanding times or days linked to an activity
- ▶ identifying simple actions or routines
- ▶ reading a short sentence or two to get the correct information.

**Examples from the Entry 1 Reading sample test:**

1. (Task 1) 'When can you see a doctor?' (read the sentence(s) carefully to identify the correct time or day, especially if more than one option is mentioned).
2. (Task 2) 'What does Ines do on Mondays?' (understand a simple routine, matching the correct activity to the correct day).

**Classroom/practice suggestions:**

1. Give learners short weekly schedules and ask questions like 'What does he/she do on Tuesdays?'
2. Ask learners to underline the day or time and the action in the sentence before answering.
3. Use simple sentences with two activities and ask learners to choose the correct one.

**Common learner difficulties:**

- ▶ treating detail questions like scanning questions and answering too quickly
- ▶ confusing days or times
- ▶ focusing on one word (for example, Monday) but missing the action
- ▶ answering from memory instead of the text

**UK life examples (authentic contexts):**

- ▶ understanding appointment times
- ▶ reading weekly timetables or rotas
- ▶ following simple schedules at college or at work
- ▶ reading short messages about availability

**Why it matters for adult life in the UK:**

Reading for detail helps adults understand simple schedules and routines accurately, supporting everyday tasks such as attending appointments, following timetables and managing daily activities.

## Language

Language focuses on understanding the meaning of very common, everyday words and recognising simple synonyms that learners are likely to meet in daily life. They should understand meaning in a very short, clear context.

It answers questions like:

- ▶ What does this word mean?
- ▶ Which word has the same meaning?
- ▶ Which word fits this sentence?

**What it looks like in Entry 1 Reading:**

Language questions typically involve:

- ▶ choosing a simple synonym for a common noun, verb or adjective
- ▶ understanding words related to everyday life (for example, places, people, activities)
- ▶ working with very short sentences and clear context.

**Examples from the Entry 1 Reading sample test:**

1. (Task 2) 'Choose the word with the same meaning as the word in **bold: university** (paragraph 2).' (recognise that university refers to a place of study and choose a word with the same basic meaning, using familiar context rather than detailed definition).

**Classroom/practice suggestions:**

1. Give learners short sentences with common words (for example, school, shop, doctor) and ask them to choose a word with the same meaning.
2. Use pictures to support meaning and ask learners to match words to images.
3. Ask learners to replace one word in a sentence with a simple synonym and check if the sentence still makes sense.

**Common learner difficulties:**

- ▶ choosing a word that looks similar but has a different meaning
- ▶ relying on guessing instead of checking the sentence
- ▶ confusing related places (for example, school versus college)
- ▶ not recognising the word because of unfamiliar spelling

**UK life examples (authentic contexts):**

- ▶ understanding place names in notices and messages
- ▶ recognising common words in forms and signs
- ▶ reading simple information about education, health or services
- ▶ understanding everyday written communication

**Why it matters for adult life in the UK:**

Language awareness helps adults recognise familiar words confidently, understand basic written information and navigate everyday texts such as signs, messages and simple forms.

**Literacy (text features)**

Literacy at Entry 1 focuses on understanding basic text features and how they help the reader understand meaning, importance and purpose. This includes recognising how writers use capital letters, layout and simple sentence structure to communicate clearly. Learners are not analysing grammar - they are noticing visual and structural cues that signal meaning.

It answers questions like:

- ▶ Why is this written in capital letters?
- ▶ What sentence best matches the text?
- ▶ How does layout or punctuation help the reader?

**What it looks like in Entry 1 Reading:**

Literacy questions typically involve:

- ▶ understanding the use of capital letters for sentence boundaries, proper nouns, emphasis, titles or importance
- ▶ recognising simple layout features (for example, headings, short notices)
- ▶ matching a sentence to the overall meaning of a short text.

**Examples from the Entry 1 Reading sample test:**

1. (Task 1) 'Why is '**SURGERY RULES**' written in capital letters?' (recognise that capital letters are used to show importance or rules, helping the reader notice key information quickly).
2. (Task 2) 'Which sentence about the text is correct?' (choose the sentence that best matches the overall meaning of a short text, using simple sentence-level understanding).
3. (Task 3) 'In Text 2, why does '**Congratulations!**' start with a capital letter?' (recognise that exclamatory words are sentences expressing a strong emotion).

**Classroom/practice suggestions:**

1. Show learners short notices and ask which words are written in capitals and why.
2. Give learners a short text and several sentences; ask them to choose the one that best matches the message.
3. Ask learners to rewrite a notice and choose which words should be in capital letters.

**Common learner difficulties:**

- ▶ thinking capital letters are only used at the start of sentences
- ▶ not noticing headings or emphasis
- ▶ focusing on individual words instead of the overall message
- ▶ confusing literacy features with grammar rules

**UK life examples (authentic contexts):**

- ▶ reading notices in GP surgeries or public buildings
- ▶ understanding rules and instructions
- ▶ reading simple emails or cards
- ▶ recognising emphasis in signs and warnings

**Why it matters for adult life in the UK:**

Understanding basic text features helps adults notice important information, follow rules and interpret everyday messages accurately in public, work and service settings.

## Visual literacy

Visual literacy focuses on understanding meaning carried by signs, symbols and simple visuals, often without written words. Learners should recognise visual clues such as icons, pictures and symbols to understand information.

It answers questions like:

- ▶ What does this symbol mean?
- ▶ Who or what does this picture represent?
- ▶ What information can I understand without reading the text?

**What it looks like in Entry 1 Reading:**

Visual literacy questions typically involve:

- ▶ recognising common symbols (for example, male/female, toilet signs, medical symbols)
- ▶ understanding information shown visually rather than through words
- ▶ linking a symbol or image to a basic piece of information.

**Examples from the Entry 1 Reading sample test:**

1. (Task 1) 'Which doctor is a woman?' (identify a gender symbol or image associated with a doctor and use that visual information to choose the correct answer, without relying on written text).

**Classroom/practice suggestions:**

1. Show learners common public signs (for example, toilets, exits, pharmacies) and ask what they mean.
2. Use menus or maps with symbols and ask learners to match symbols to meanings.
3. Give learners pictures of people with icons (for example, a doctor, a nurse, a man, a woman) and ask simple identification questions.

**Common learner difficulties:**

- ignoring visuals and searching for written words instead
- not recognising familiar symbols
- confusing similar symbols
- overthinking when the answer is visually clear

**UK life examples (authentic contexts):**

- recognising male/female signs in public places
- understanding symbols on menus or signs
- identifying services using icons (for example, a pharmacy, a hospital)
- navigating buildings using visual signs

**Why it matters for adult life in the UK:**

Visual literacy supports adults in navigating public spaces independently, understanding essential information quickly and accessing services even when written language is limited.

**Numerical literacy**

Numerical literacy focuses on understanding numbers used in texts and recognising why numerical information is included. This includes reading numbers correctly and using them to understand simple, practical information. Numerical literacy supports reading rather than calculation.

It answers questions like:

- What does this number tell me?
- Which number do I need?
- How does the number help me use the information?

**What it looks like in Entry 1 Reading:**

Numerical literacy questions typically involve:

- identifying simple numbers (for example, bus numbers, prices, times)
- understanding numbers used for identification or direction, not maths
- linking a number to its practical function in the text.

**Examples from the Entry 1 Reading sample test:**

1. (Task 3) 'In Text 3, what is the bus number?' (identify a number used to locate or identify a service, understanding that the number helps the reader take the correct bus rather than perform any calculation).

**Classroom/practice suggestions:**

1. Show learners short notices with numbers (for example, bus routes, room numbers, prices) and ask what each number is for.
2. Use simple timetables or maps and ask learners to find one key number.
3. Ask learners to match numbers to meanings (for example, bus 12 → town centre).

**Common learner difficulties:**

- ▮ confusing different numbers in the same text
- ▮ misreading numbers
- ▮ focusing on calculation instead of meaning
- ▮ ignoring numbers as unimportant details

**UK life examples (authentic contexts):**

- ▮ identifying bus routes and transport numbers
- ▮ reading prices in shops
- ▮ understanding appointment times
- ▮ finding room numbers in buildings

**Why it matters for adult life in the UK:**

Numerical literacy at Entry 1 helps adults use everyday information accurately, supporting independence with transport, shopping, appointments and basic services.

**General teaching strategies for Entry 1 Reading****Train learners to connect simple question types with simple reading actions:**

At Entry 1, learners are building basic confidence in reading and benefit from very clear, step-by-step guidance and lots of repetition:

- ▮ Gist → look at the title, pictures and first sentence to understand what the text is about and who it is for
- ▮ Scanning → look quickly for one key word (for example, a name, a place or a day); do not read everything
- ▮ Reading for detail → read the whole short sentence carefully; match the action to the correct time, day or person
- ▮ Language → use pictures or familiar words to understand meaning; choose the word that fits best
- ▮ Literacy → notice capital letters, headings and simple layout to understand what is important
- ▮ Visual literacy → use symbols and pictures to understand meaning without reading words
- ▮ Numerical literacy → notice numbers and understand what they are for (for example, bus numbers, prices, times)

**Always ask for evidence:**

Help learners develop the habit of checking the text or picture before answering.

Use simple prompts such as:

- ▶ 'Show me the word.'
- ▶ 'Point to the picture.'
- ▶ 'Where is the number?'

Support learners to:

- ▶ point to the answer
- ▶ circle or underline one key word or symbol
- ▶ check that the answer matches the question.

**Build familiarity with everyday UK reading:**

Use very short, realistic texts that learners meet every day in the UK, such as:

- ▶ appointment cards and simple timetables
- ▶ signs and notices in public places
- ▶ menus and price labels
- ▶ short messages and emails
- ▶ maps, symbols and forms with pictures

These help learners practise essential reading skills that support independence in daily life.

# Entry 1 Reading – Practice Set

## Task 1: Visual text (text and visual image)

### Materials (Sample Task 1 and Appendices)

- Text: Fairvale Surgery
- Sample questions 1-8
- Appendices A-E

**Time guide:** 45-55 minutes (activities) + 10-12 minutes (task)

**Assessment categories in Task 1:** gist • scanning • reading for detail • literacy • visual literacy

### Activity 1.1: Who is this text for? (gist)

**Aim:** Identify who the text is for

**Time:** 8-10 minutes

**Interaction:** pairs → whole class

#### Step 1: Look before reading

Learners look at the page (no reading yet).

Ask:

- Where is this place?
- What words can you see?
- Is this about school, shopping or health?

#### Step 2: Read quickly

Learners read the heading and first section only and answer the question using *Appendix A: Understanding who the text is for*.

#### Question and answer

Who is this text for?

- doctors
- nurses
- patients (correct)

Learners underline a word or phrase that helped them decide (for example, 'appointment', 'see a doctor').

#### Step 3: Complete the sentence

Learners complete the sentence:

This text is for \_\_\_\_\_ because it says \_\_\_\_\_.

#### Step 4: Extension

Ask learners:

- When would you read a text like this?
- Where can you see notices like this in real life?

## Activity 1.2: Find the doctor (scanning)

**Aim:** Find a name, day and room number

**Time:** 10-12 minutes

**Interaction:** pairs

### Step 1: Underline the key word

Write on the board: 'Which doctor can you see on Friday?'

Learners underline 'Friday' and the doctors' names.

Explain that they should look for the word 'Friday'. They do not need to read everything.

### Step 2: Scan and answer

Learners scan the text and using *Appendix B: Finding names and rooms*, answer the questions.

### Questions and answers

Which doctor can you see on Friday?

- a. Dr Ozel
- b. Dr Jobson (correct)
- c. Dr Ahmed

Which room does Dr Ozel work in?

- a. 1
- b. 2
- c. 3 (correct)

### Step 3: Show the answer

Learners point to:

- ▶ the day
- ▶ the name
- ▶ the room number

### Step 4: Quick challenge

Ask learners:

- ▶ Which doctors work on Mondays?
- ▶ Which room is Dr Ahmed in?

## Activity 1.3: Reading times carefully (reading for detail)

**Aim:** Understand opening hours and instructions

**Time:** 10 minutes

**Interaction:** small groups

**Step 1: Read the sentence carefully**

Learners read the opening hours for the surgery: 'Opening Hours: Monday-Friday from 9am to 5pm'.

Ask learners:

- ▶ Is 8am correct?
- ▶ Is 6pm correct?

Explain that this is not scanning, they must read the whole sentence for the information.

**Step 2: Answer the question**

Using *Appendix C: Understanding days and times*, learners underline the information in the text then answer the question.

**Question and answer**

When can you see a doctor?

- a. 8am
- b. 1pm (correct)
- c. 6pm

**Step 3: Why the others are wrong**

Discuss why 8am and 6pm are wrong (the times are outside the hours of 9am to 5pm).

Remind learners that reading for detail requires reading the whole sentence and checking the details carefully (in this case, time).

**Activity 1.4: Instructions and capital letters (literacy)**

**Aim:** Recognise instructions and understand capital letters

**Time:** 10-12 minutes

**Interaction:** pairs → whole class

**Step 1: Recognising instructions**

Ask learners which sentence tells people to do something ('Call 07885 615343 to see a doctor.'). Which word is the action word ('Call')? This is called an instruction.

Using *Appendix D: Notices, rules and instructions*, learners answer the question.

**Question and answer**

Which of the following from the text tells people to do something?

- a. Welcome to Fairvale Surgery
- b. Opening Hours: Monday-Friday from 9am to 5pm
- c. Call 07885 615343 to see a doctor. (correct)

**Step 2: Capital letters**

Ask learners why 'SURGERY RULES' is written in capital letters. Is this a normal sentence? Explain that all capital letters can be used to show importance or urgency.

Learners answer the question.

### Question and answer

Why is '**SURGERY RULES**' written in capital letters?

- a. It is important information. (correct)
- b. It is a website address.
- c. It is part of a form.

### Step 3: Mini literacy match

Learners match the phrase to the function:

- ▶ Opening Hours → information
- ▶ SURGERY RULES → important rules
- ▶ Call 07885... → instruction

### Activity 1.5: Understanding symbols (visual literacy)

**Aim:** Use pictures and symbols to understand meaning

**Time:** 10 minutes

**Interaction:** pairs

#### Step 1: Look at the symbols only

Ask learners to cover the text and only look at the pictures.

Ask what each picture means. Is it allowed or not allowed?

#### Step 2: Answer the question

Using *Appendix E: Reading signs and pictures*, learners answer the questions.

### Questions and answers

Which doctor is a woman?

- a. Dr Ozel
- b. Dr Jobson
- c. Dr Ahmed (correct)

What can you do at the surgery?

- a. smoke or vape
- b. bring a pet
- c. wash your hands (correct)

Ask learners if they needed to read everything. Explain that we do not always need to read every word; pictures and symbols are part of the text and can help us understand quickly.

**Activity 1.6: Bring it together - Sample Task 1 (Questions 1-8)**

Now learners complete the official task under light exam conditions.

**Instructions**

- ▶ Time: 10-12 minutes
- ▶ No dictionaries
- ▶ Learners circle answers

**Entry 1 Reading Task 1**





Read the text about Fairvale Surgery and answer questions 1-8.

# Welcome to Fairvale Surgery

**Opening Hours: Monday-Friday from 9am to 5pm**

**Call 07885 615343  
to see a doctor.**

**You should arrive 15 minutes before your appointment.**

		Working Days	Room
<b>Doctors</b>			
	<b>Dr Ozel</b>	<b>Monday-Wednesday</b>	<b>3</b>
	<b>Dr Jobson</b>	<b>Tuesday-Friday</b>	<b>5</b>
	<b>Dr Ahmed</b>	<b>Monday-Thursday</b>	<b>2</b>
<b>Nurses</b>			
		<b>Wednesday-Friday</b>	<b>1</b>

## SURGERY RULES



**Visit our website for more information:  
[www.fairvalesurgery.co.uk](http://www.fairvalesurgery.co.uk)**

**Questions 1-8**

Choose the correct answer.

1. Who is this text for?
  - a. doctors
  - b. nurses
  - c. patients
2. Which doctor can you see on Friday?
  - a. Dr Ozel
  - b. Dr Jobson
  - c. Dr Ahmed
3. Which room does Dr Ozel work in?
  - a. 1
  - b. 2
  - c. 3
4. When can you see a doctor?
  - a. 8am
  - b. 1pm
  - c. 6pm
5. Which of the following from the text tells people to do something?
  - a. Welcome to Fairvale Surgery
  - b. Opening Hours: Monday-Friday from 9am to 5pm
  - c. Call 07885 615343 to see a doctor.
6. Why is '**SURGERY RULES**' written in capital letters?
  - a. It is important information.
  - b. It is a website address.
  - c. It is part of a form.
7. Which doctor is a woman?
  - a. Dr Ozel
  - b. Dr Jobson
  - c. Dr Ahmed
8. What can you do at the surgery?
  - a. smoke or vape
  - b. bring a pet
  - c. wash your hands

**Teacher answer key (Q1-8):**

1. c
2. b
3. c
4. b
5. c
6. a
7. c
8. c

**Final reflection**

Ask learners:

1. Which question was easiest?
2. Which question was hardest?
3. Did you scan or read carefully?
4. Did pictures help you?

## Task 2: Single text

### Materials (Sample Task 2 + Appendices)

- ▶ Text: Ines
- ▶ Sample questions 9-16
- ▶ Appendices F-I

**Time guide:** 35-45 minutes (activities) + 10-12 minutes (task)

**Assessment categories in Task 2:** gist • reading for detail • literacy • language

### Activity 2.1: Matching paragraphs to titles (gist)

**Aim:** Choose the best title for a short paragraph

**Time:** 10-12 minutes

**Interaction:** pairs → whole class

#### Step 1: Read one paragraph at a time

Learners read paragraph 1 only.

Ask:

- ▶ Is this about her job, her family or her free time?
- ▶ What words tell you?

Write the key words on the board: teacher, school, Monday-Friday.

#### Step 2: Match the title

Using *Appendix F: Understanding the main idea*, learners choose the best title for each paragraph.

#### Paragraph title

a. Ines's job	Paragraph 1
b. Free time activities	Paragraph 3
c. Where Ines lives	Paragraph 2
d. Family information	Not used

Learners underline 1-2 key words in each paragraph.

#### Step 3: Why is one title not used?

Ask learners if the unused title is mentioned in any paragraph.

Learners complete the sentence:

We do not use \_\_\_\_\_ because this title is about family, but paragraph 2 is mainly about \_\_\_\_\_.

**Step 4: Strategy reminder**

Learners select what strategy they used to answer the question:

- Read every word slowly
- Look for the main idea
- Focus on small details only

**Activity 2.2: Reading for one clear fact (reading for detail)**

**Aim:** Read carefully to find one clear action

**Time:** 8-10 minutes

**Interaction:** pairs

**Step 1: Focus on the question**

Write the question on the board: 'What does Ines do on Mondays?'

Ask learners if this is about the weekend or a weekday.

**Step 2: Read carefully**

Learners read paragraph 1 and underline the sentence containing the phrase 'Monday to Friday'.

Using *Appendix G: Reading one fact carefully*, learners answer the question.

**Question and answer**

What does Ines do on Mondays?

- a. She goes to the shops.
- b. She works in a school. (correct)
- c. She meets her friends.

**Step 3: Check the other answers**

Ask learners why the other options are wrong

- ▶ a. (shopping = weekend)
- ▶ c. (meets friends = weekend)

Remind learners that reading for detail means to read the whole sentence carefully.

**Activity 2.3: Understanding meaning and capital letters (literacy)**

**Aim:** Understand meaning of sentences and why capitals are used

**Time:** 10-12 minutes

**Interaction:** pairs

**Step 1: Whole-text meaning**

Learners read the full text and underline the sentence that matches one of the options.

Ask where it says she teaches children. Using *Appendix H: Understanding sentences and capital letters*, learners answer the question.

**Question and answer**

Which sentence about the text is correct?

- a. Ines teaches children. (correct)
- b. Ines studies English.
- c. Children learn Spanish.

**Step 2: Capital letters**

Ask learners if Harton is a person or a place. What words in the text help them understand?

Learners answer the question.

**Question and answer**

In paragraph 2, why does '**Harton**' start with a capital letter?

- a. It is the name of a place. (correct)
- b. It is the name of a person.
- c. It is the name of a university.

**Step 3: Mini practice**

Ask learners why 'Spain' starts with a capital letter.

**Activity 2.4: Words with the same meaning (language)**

**Aim:** Understand simple words using context.

**Time:** 8-10 minutes

**Interaction:** pairs

**Step 1: Look at the sentence**

Learners read the sentence in paragraph 2 with the word 'university'.

Ask:

- Is this a garden?
- Is this a house?
- Is this a place to study?

Using *Appendix 1: Words with similar meanings*, learners answer the question.

**Question and answer**

**university** (paragraph 2)

- a. college (correct)
- b. garden
- c. house

**Step 2: Words in context**

Learners read the sentence in paragraph 3 with the word 'café'.

Ask:

- ▶ Do you eat in a café?
- ▶ Is it a shop?
- ▶ Is it a restaurant?

What word in the sentence helps them find the answer?

Learners answer the question.

**Question and answer**

**café** (paragraph 3)

- a. breakfast
- b. shop
- c. restaurant (correct)

**Step 3: Strategy**

Learners select what strategy they used to understand the word:

- Read the whole sentence
- Look at the words around it
- Guess without checking

**Activity 2.5: Bring it together - Sample Task 2 (Questions 9-16)**

Now learners complete the official task under light exam conditions.

**Instructions**

- ▶ Time: 10-12 minutes
- ▶ No dictionaries
- ▶ Learners circle answers

**Entry 1 Reading Task 2**

Read the text about Ines and answer questions 9-16.

**Paragraph 1**

My name is Ines. I'm from Spain. I'm an English teacher. I teach children in a school. I work from Monday to Friday.

**Paragraph 2**

I live with my family. We live in Harton. **Harton** is small. There is a **university** here and a park. The park is big.

**Paragraph 3**

At the weekend, I meet my friends Maria and Aisha. We love going shopping. Sometimes we have lunch in a **café**.

**Questions 9-11**

Choose the best title (a-d) for each paragraph. There is one title you don't need.

9. Paragraph 1 \_\_\_\_\_

10. Paragraph 2 \_\_\_\_\_

11. Paragraph 3 \_\_\_\_\_

- a. Ines's job
- b. Free time activities
- c. Where Ines lives
- d. Family information

**Questions 12-14 Choose the correct answer.**

Choose the correct answer.

12. What does Ines do on Mondays?

- a. She goes to the shops.
- b. She works in a school.
- c. She meets her friends.

13. Which sentence about the text is correct?

- a. Ines teaches children.
- b. Ines studies English.
- c. Children learn Spanish.

14. In paragraph 2, why does '**Harton**' start with a capital letter?

- a. It is the name of a place.
- b. It is the name of a person.
- c. It is the name of a university.

**Questions 15-16**

Choose the word with the same meaning as the word in **bold**.

15. **university** (paragraph 2)

- a. college
- b. garden
- c. house

16. **café** (paragraph 3)

- a. breakfast
- b. shop
- c. restaurant

**Teacher answer key (Q9-16):**

- 9.** a
- 10.** c
- 11.** b
- 12.** b
- 13.** a
- 14.** a
- 15.** a
- 16.** c

**Final reflection**

Ask learners:

- 1.** Which question was easiest? Why?
- 2.** Which question was hardest? Why?
- 3.** Which skill helped most: title, careful reading, capital letters, word meaning?
- 4.** Where would you use this skill in real life? (for example, at school, at work, when reading messages)?

## Task 3: Multi-text

### Materials (Sample Task 3 + Appendices)

- Five texts (a receipt, a greetings card, a bus ticket, a sign, a note)
- Sample questions 17-24
- Appendices J-N

**Time guide:** 35-45 minutes (activities) + 10-12 minutes (task)

**Assessment categories in Task 3:** gist • scanning • literacy • numerical literacy

### Activity 3.1: What type of text is it? (gist)

**Aim:** Identify simple text types using layout and key words

**Time:** 10-12 minutes

**Interaction:** pairs → whole class

#### Step 1: Look before reading

Learners look at Texts 1-3 only.

Ask:

- Which text has a price?
- Which text has '£'?
- Which text says 'Hi'?
- Which text says 'Valid on'?

Explain that for gist, we do not need to read every word.

#### Step 2: Match to text type

Using *Appendix J: Recognising different text types*, learners match the text to its text type.

#### Text type

a. a sign	Not used
b. a bus ticket	Text 3
c. a receipt	Text 1
d. a greetings card	Text 2

Learners underline:

'TOTAL £13.99' → a receipt

'Congratulations!' → a greetings card

'Bus 7', 'Valid on' → a bus ticket

**Step 3: Why is one not used?**

Ask if any of the three texts is a sign.

Learners complete the sentence:

We do not use \_\_\_\_\_ because none of these three texts is \_\_\_\_\_.

**Activity 3.2: What are the texts about? (gist)**

**Aim:** Identify shared topic across texts

**Time:** 8-10 minutes

**Interaction:** pairs → whole class

**Step 1: Find repeated words**

Ask learners to circle:

- ▶ hospital
- ▶ baby
- ▶ birth
- ▶ Mother and Baby Ward

**Step 2: Choose the best answer**

Using *Appendix K: Finding the main topic across texts*, learners answer the question.

**Question and answer**

What are the texts about?

- a. a supermarket visit
- b. a doctor's appointment
- c. a new baby (correct)

Ask which two texts clearly show this.

**Activity 3.3: Finding one detail (scanning)**

**Aim:** Scan for one clear location

**Time:** 8-10 minutes

**Interaction:** pairs

**Step 1: Underline key words**

Learners underline the key words in the question: 'Where is the gift shop?'

**Step 2: Find the correct text**

Ask learners which text mentions a gift shop.

Learners look through the texts to find 'gift shop'.

Learners underline the address in the text:

West Easedale Gift Shop

5 High Street, West Easedale

**Step 3: Find the information**

Using *Appendix L: Finding information in a short text*, learners answer the question.

**Question and answer**

Where is the gift shop?

- a. on Churchill Street
- b. in the hospital
- c. on High Street (correct)

**Activity 3.4: Capital letters (literacy)**

**Aim:** Understand why a word starts with a capital letter

**Time:** 8-10 minutes

**Interaction:** pairs → whole class

**Step 1: Look at Text 2**

Learners read the sentence: 'Congratulations!'

Ask:

- ▶ Is this a name?
- ▶ Is it a day?
- ▶ Is it a full sentence?

**Step 2: Choose the correct reason**

Using *Appendix M: Understanding capital letters*, learners answer the question.

**Question and answer**

In Text 2, why does '**Congratulations!**' start with a capital letter?

- a. It is a person's name.
- b. It is a short sentence. (correct)
- c. It is a day of the week.

Explain that even though it is only one word, it is a full sentence. It shows strong feelings.

**Step 3: Extension**

Ask learners if they can think of other examples of one-word sentences (for example, Where?, Stop!, Listen!, Go!, Wow!).

### Activity 3.5: Understanding numbers (numerical literacy)

**Aim:** Understand what numbers mean in short texts

**Time:** 10-12 minutes

**Interaction:** pairs

#### Step 1: Find prices

Ask which symbol in Text 1 means money (£). Learners scan the text and underline prices in the text (for example, Teddy £9.00).

Using *Appendix N: Reading numbers in short texts*, learners answer the question.

#### Question and answer

In Text 1, how much does a teddy cost?

- a. £3.00
- b. £1.99
- c. £9.00 (correct)

#### Step 2: Find the bus number

Ask learners to find the bus number in Text 3. Choose the correct answer.

#### Question and answer

In Text 3, what is the bus number?

- a. 7 (correct)
- b. 2
- c. 4

How do you know this is a bus number?

- It says 'Bus' before the number.
- It has a £ sign.
- It shows the total price.

### Activity 3.6: Bring it together - Sample Task 3 (Questions 17-24)

Now learners complete the official task under light exam conditions.

#### Instructions

- ▶ Time: 10-12 minutes
- ▶ No dictionaries
- ▶ Learners circle answers

**Entry 1 Reading Task 3**

Read the five texts and answer questions 17-24.

**Text 1**

**West Easedale Gift Shop**  
-----  
5 High Street,  
West Easedale  
-----

Greetings card ..... £1.99  
Teddy ..... £9.00  
Blue balloon ..... £3.00  
-----

**TOTAL..... £13.99**

**Text 2**

**It's a boy**



**Congratulations!**

**Text 3**

**West Easedale**  
**Bus 7**

Valid on  
Saturday 4 July

From  
Churchill Street

To  
West Easedale Hospital

**£2.00**

**Text 4**

**Welcome to**  
**West Easedale Hospital**

*Mother and Baby Ward*

**Visiting Hours**  
**6-8pm Monday to Sunday**

**Text 5**

Hi Zainab

Congratulations on the birth of your son Kamal.

We enjoyed visiting you in hospital today.

See you soon!

Afia

**Questions 17-19**

Match each text to its text type (a-d). There is one text type you don't need.

17. Text 1 \_\_\_\_\_

18. Text 2 \_\_\_\_\_

19. Text 3 \_\_\_\_\_

- a. a sign
- b. a bus ticket
- c. a receipt
- d. a greetings card

**Questions 20-24**

Choose the correct answer.

20. What are the texts about?

- a. a supermarket visit
- b. a doctor's appointment
- c. a new baby

21. Where is the gift shop?

- a. Churchill Street
- b. in the hospital
- c. High Street

22. In Text 2, why does '**Congratulations!**' start with a capital letter?

- a. It is a person's name.
- b. It is a short sentence.
- c. It is a day of the week.

23. In Text 1, how much does a teddy cost?

- a. £3.00
- b. £1.99
- c. £9.00

24. In Text 3, what is the bus number?

- a. 7
- b. 2
- c. 4

**Teacher answer key (Q17-24):**

- 17. c
- 18. d
- 19. b
- 20. c
- 21. c
- 22. b
- 23. c
- 24. a

## Final reflection

Ask learners:

1. Which question was easiest? Why?
2. Which question was hardest? Why?
3. Which skill helped most: matching text type, finding key words, looking at capital letters, checking numbers?
4. Where would you use this skill in real life? (bus ticket, receipt, card, hospital visit)

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## Appendix A: Understanding who the text is for | Activity 1.1

Look at the text about Fairvale Surgery.

Do not read every word. Look at:

- ▶ the title
- ▶ the big words
- ▶ the pictures

### Question 1

Who is this text for?

- a. doctors
- b. nurses
- c. patients

Answer: \_\_\_\_\_

Underline a word or phrase in the text that helped you.

Word: \_\_\_\_\_

Complete the sentence:

This text is for \_\_\_\_\_ because it says \_\_\_\_\_.

When would you read a text like this?

\_\_\_\_\_

## Appendix B: Finding names and rooms | Activity 1.2

Look at the table. Do not read everything.

### Question 2

Which doctor can you see on Friday?

- a. Dr Ozel
- b. Dr Jobson
- c. Dr Ahmed

Key words in the question: \_\_\_\_\_

In the table, underline:

- ▶ Friday
- ▶ the doctor's name

Answer: \_\_\_\_\_

### Question 3

Which room does Dr Ozel work in?

- a. 1
- b. 2
- c. 3

Key words in the question: \_\_\_\_\_

In the table, circle:

- ▶ Dr Ozel
- ▶ the room number

Answer: \_\_\_\_\_

Tick what you did:

- I read every word slowly.
- I looked for the key word first.
- I guessed.

## Appendix C: Understanding days and times | Activity 1.3

Read this sentence carefully: 'Opening Hours: Monday-Friday from 9am to 5pm'.

### Question 4

When can you see a doctor?

- a. 8am
- b. 1pm
- c. 6pm

Answer: \_\_\_\_\_

Underline the times in the text and write them here: \_\_\_\_\_

Why is 8am wrong? \_\_\_\_\_

Why is 6pm wrong? \_\_\_\_\_

Reading for detail means:

- Read the whole sentence carefully.
- Look at one word only.

## Appendix D: Notices, rules and instructions | Activity 1.4

Read the header carefully.

Which word shows action? \_\_\_\_\_

### Question 5

Which sentence tells people to do something?

- a. Welcome to Fairvale Surgery
- b. Opening Hours: Monday-Friday from 9am to 5pm
- c. Call 07885 615343 to see a doctor

Answer: \_\_\_\_\_

### Question 6

Why is '**SURGERY RULES**' written in capital letters?

- a. It is important information.
- b. It is a website address.
- c. It is part of a form.

Answer: \_\_\_\_\_

Why are capital letters sometimes used?

Choose the function of each phrase:

Opening Hours → \_\_\_\_\_

SURGERY RULES → \_\_\_\_\_

Call 07885... → \_\_\_\_\_

(important rules/information/instruction)

## Appendix E: Reading signs and pictures | Activity 1.5

Look at the pictures. Do not read the words first.

### Question 7

Which doctor is a woman?

- a. Dr Ozel
- b. Dr Jobson
- c. Dr Ahmed

Answer: \_\_\_\_\_

How do you know? \_\_\_\_\_

### Question 8

What can you do at the surgery?

- a. smoke or vape
- b. bring a pet
- c. wash your hands

Answer: \_\_\_\_\_

Which picture shows this? \_\_\_\_\_

Did you need to read every word to find the answer?

- Yes
- No

## Appendix F: Understanding the main idea | Activity 2.1

Read paragraph 1.

What is this paragraph mainly about?

- her job
- her family
- her weekend

Underline one word that helped you.

Word: \_\_\_\_\_

Now read paragraph 2.

What is this paragraph mainly about?

- her job
- where she lives
- shopping

Underline one word that helped you. Word: \_\_\_\_\_

Now read paragraph 3.

What is this paragraph mainly about?

- school
- free time
- university

Underline one word that helped you. Word: \_\_\_\_\_

Which title is NOT used?

- a.** Ines's job
- b.** Free time activities
- c.** Where Ines lives
- d.** Family information

Complete the sentence.

We do not use \_\_\_\_\_ because this title is about family, but paragraph 2 is mainly about

\_\_\_\_\_.

Strategy check:

- I read every word slowly.
- I looked for the main idea.
- I focused on small details only.

## Appendix G: Reading one fact carefully | Activity 2.2

Read paragraph 1 again and underline the sentence in the text.

### Question 12

What does Ines do on Mondays?

- a. She goes to the shops.
- b. She works in a school.
- c. She meets her friends.

Answer: \_\_\_\_\_

Write the words that helped you find the answer: \_\_\_\_\_

Why is **a** wrong? \_\_\_\_\_

Why is **c** wrong? \_\_\_\_\_

Reading carefully means:

- I read the whole sentence.
- I guess quickly.

## Appendix H: Understanding sentences and capital letters | Activity 2.3

Read paragraph 1 carefully and underline the sentence that matches one of the options.

### Question 13

Which sentence about the text is correct?

- a. Ines teaches children.
- b. Ines studies English.
- c. Children learn Spanish.

Answer: \_\_\_\_\_

Write the sentence that helped you: \_\_\_\_\_.

### Question 14

In paragraph 2, why does '**Harton**' start with a capital letter?

- a. It is the name of a place.
- b. It is the name of a person.
- c. It is the name of a university.

Answer: \_\_\_\_\_

What words in the text helped you understand? \_\_\_\_\_

Write one more word in the text that starts with a capital letter: \_\_\_\_\_

Why? \_\_\_\_\_

## Appendix I: Words with similar meaning | Activity 2.4

Choose the word with a similar meaning as the word in bold.

### Question 15

#### **university**

- a. college
- b. garden
- c. house

Answer: \_\_\_\_\_

Read the sentence again: 'There is a university here and a park.'

What kind of place is a university? \_\_\_\_\_

### Question 16

#### **café**

- a. breakfast
- b. shop
- c. restaurant

Answer: \_\_\_\_\_

Read the sentence again: 'Sometimes we have lunch in a café.'

What do people do in a café? \_\_\_\_\_

To understand a word:

- I read the whole sentence.
- I look at the words around it.
- I choose the word that fits best.

## Appendix J: Recognising different text types | Activity 3.1

Look at Texts 1-3. Do not read every word. Look at:

- ▶ prices (£)
- ▶ greetings ('Hi', 'Congratulations')
- ▶ travel words ('Bus', 'Valid on')

Match each text to its type. There is one text type you do not need.

\_\_\_\_\_

17. Text 1

\_\_\_\_\_

18. Text 2

\_\_\_\_\_

19. Text 3

Text types:

- a. a sign
- b. a bus ticket
- c. a receipt
- d. a greetings card

Write one word or phrase that helped you decide.

Text 1: \_\_\_\_\_

Text 2: \_\_\_\_\_

Text 3: \_\_\_\_\_

Which option is not used? \_\_\_\_\_

Complete the sentence:

We do not use \_\_\_\_\_ because none of these texts is a \_\_\_\_\_.

Strategy check:

- I looked for prices.
- I looked for greeting words.
- I read every word slowly.

## Appendix K: Finding the main topic across texts | Activity 3.2

Look at all five texts. Circle words you see more than once:

- ▶ hospital
- ▶ baby
- ▶ birth
- ▶ Mother and Baby Ward

### Question 20

What are the texts about?

- a. a supermarket visit
- b. a doctor's appointment
- c. a new baby

Answer: \_\_\_\_\_

Write one word from two different texts that helped you:

Text \_\_\_\_: \_\_\_\_\_

Text \_\_\_\_: \_\_\_\_\_

Did you need to read every word?

- Yes
- No

## Appendix L: Finding information in a short text | Activity 3.3

Read the question carefully and underline the key words.

Key words: \_\_\_\_\_

Which text mentions 'gift shop'? \_\_\_\_\_

Write the address here: \_\_\_\_\_

### Question 21

Where is the gift shop?

- a. on Churchill Street
- b. in the hospital
- c. on High Street

Answer: \_\_\_\_\_

Why are the other answers wrong?

**a** is wrong because \_\_\_\_\_.

**b** is wrong because \_\_\_\_\_.

## Appendix M: Understanding capital letters | Activity 3.4

Look at Text 2 and find the word 'Congratulations!'.

### Question 22

Why does '**Congratulations!**' start with a capital letter?

- a. It is a person's name.
- b. It is a short sentence.
- c. It is a day of the week.

Answer: \_\_\_\_\_

'Congratulations!' is a:

- a name
- a full sentence
- a place

Write one more example of a one-word sentence: \_\_\_\_\_

Strategy check:

- I noticed the capital letter.
- I noticed the punctuation (!).
- I guessed.

## Appendix N: Reading numbers in short texts | Activity 3.5

Look at Text 1 and find the price of the teddy. Underline the price in the text.

### Question 23

In Text 1, how much does a teddy cost?

- a. £3.00
- b. £1.99
- c. £9.00

Answer: \_\_\_\_\_

Look at Text 3 and find the bus number. Underline the bus number in the text.

### Question 24

In Text 3, what is the bus number?

- a. 7
- b. 2
- c. 4

Answer: \_\_\_\_\_

How do you know this is a bus number?

- It says 'Bus' before the number.
- It has a £ sign.
- It shows the total price.