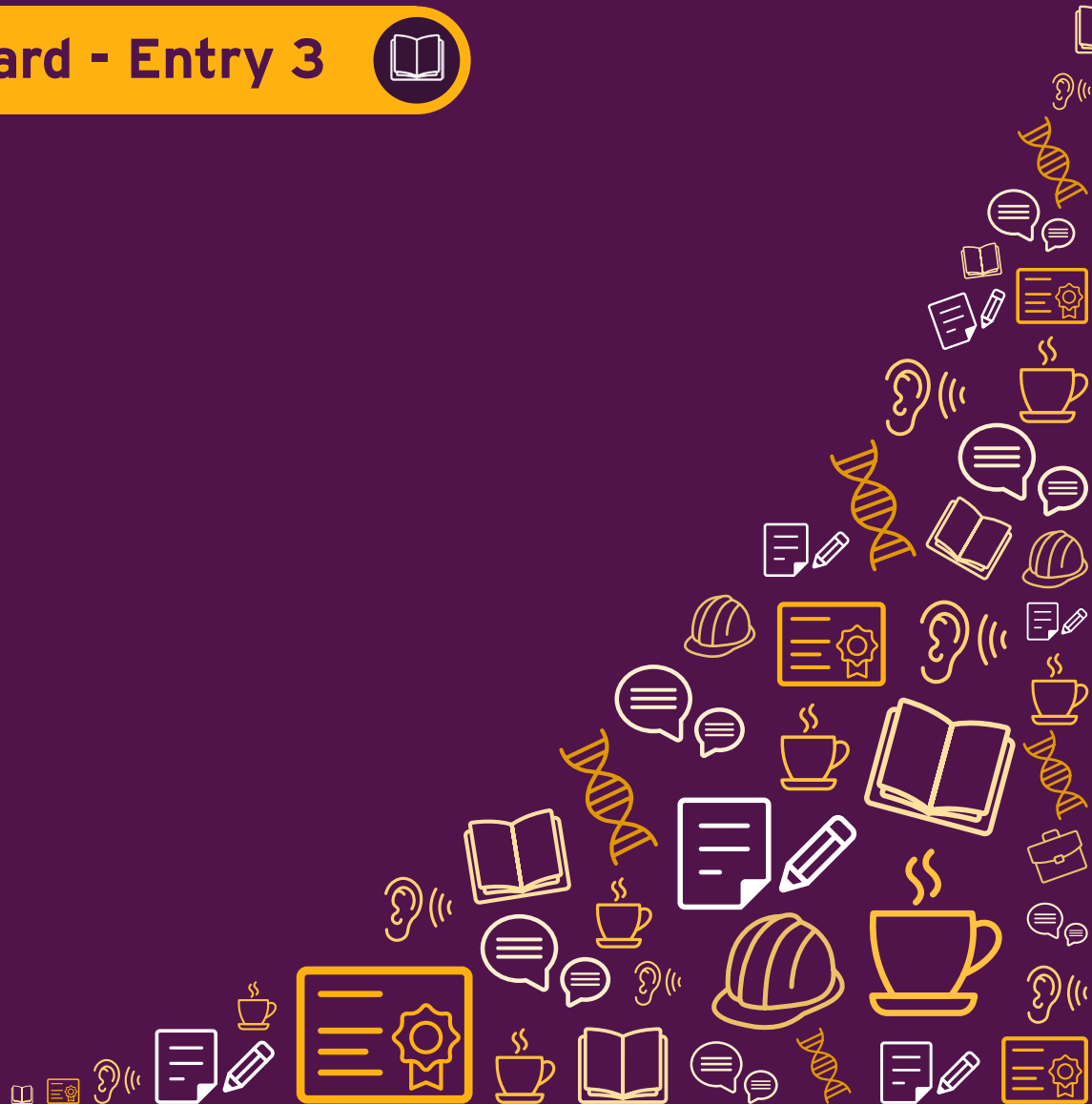


# How to prepare for ESOL Skills for Life

Reading Award - Entry 3



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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. The Entry 3 focus is on managing an increased range of everyday systems and moving towards entry into work and/or further education.

This guide has been produced to support teachers preparing learners for the Entry 3 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
<b>Gist</b>	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
<b>Scanning</b>	Find one name/place	Find prices, times, names	Scan paragraphs/ short texts	Selective scanning in long texts	Strategic scanning in dense texts
<b>Reading for detail</b>	Times, routines, actions	Reasons, order, specific information	Reasons, steps, comparisons	Precise detail versus distractors	Complex detail in arguments
<b>Inference</b>	–	–	Simple implied reasons/ feelings	Multiple clues across text(s)	Assumptions and implications
<b>Evaluation</b>	–	–	Simple opinions/ feelings	Strength, balance, stance	Bias, effectiveness, viewpoint
<b>Language</b>	Very common words	Familiar words from context	Synonyms, common phrases	Evaluative/ abstract vocab	Nuanced/ technical language
<b>Literacy</b>	Capital letters, layout	Order and organisation	Linkers and cohesion	Reference and organisation	Register and structure
<b>Visual literacy</b>	Symbols and pictures	Simple maps and labels	Graphs and charts	Visuals and evaluation	Complex diagrams/ maps
<b>Numerical literacy</b>	Numbers for meaning	–	–	–	–

# Classroom resources – Entry 3 Reading

## Authentic resources for classroom activities

- ▶ NHS/GP standard pages (appointments, services, forms)
- ▶ GOV.UK (guidance, 'how to' pages)
- ▶ Local council pages (bins, parking, housing, library notices)
- ▶ Transport websites and notices
- ▶ College enrolment and support pages
- ▶ Community/charity websites, posters and flyers
- ▶ Statista (graphs, charts)
- ▶ Our World in Data (graphs, charts, data)

## Classroom-ready resources

(levels indicate the relevant section of the website for Entry 3)

- ▶ BBC Bitesize
- ▶ Skillsworkshop ESOL (Entry 3)
- ▶ Lingua (Level B1)
- ▶ ESOL Courses (Pre-Intermediate, Intermediate)
- ▶ Linguapress (Intermediate B1)
- ▶ Fabulang stories (B1)
- ▶ ESL Lounge (Intermediate)
- ▶ ISL Collective (teacher generated worksheets with visuals)
- ▶ English with Colin (graded reading texts from Beginner to Advanced)

## How to adapt authentic resources at Entry 3

Texts should:

- ▶ have a clear purpose
- ▶ include detail (dates, reasons, conditions)
- ▶ sometimes include opinion or implied meaning.

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

What is the main purpose of this text?

Who is the text written for?

**Scanning**

According to paragraph 3, when...?

**Reading for detail**

Why did X happen?

What must you do before...?

**Evaluation**

How does the writer feel about...?

**Inference**

What is suggested by...?

**Language**

Which word has the same meaning as...?

**Literacy**

Why does the writer use while/however/...?

**Visual literacy**

According to the graph, which is the most popular...?

**Tip for teachers**

Ask learners to justify answers with evidence.

# Glossary of reading subskills

## Gist

Gist is understanding the overall meaning, topic and purpose of a text (or paragraph). It answers questions like:

- ▶ What is this mainly about?
- ▶ Why was this written?
- ▶ Who is it for?

### What it looks like in Entry 3 Reading:

Common question types include identifying:

- ▶ the purpose of a text (for example, to inform, to advise, to persuade, to invite)
- ▶ the purpose of a paragraph (for example, to introduce, to describe, to explain, to give an opinion)
- ▶ the intended audience (who it's for)

### Examples from the Entry 3 Reading sample test:

1. (Task 2) 'Choose the best first sentence for each paragraph.' (identify what the paragraph will mainly be about).
2. (Task 3) 'Match each text to its text purpose.' (understanding what each text is mainly about, for example, recognising an advert, an email, an information text, a personal account, in relation to other texts in the set).

### Classroom/practice suggestions:

1. Choose 6–8 short newspaper articles or community news items, number them, and pin them around the classroom. Give learners a 'Find an article about...' worksheet (for example, local event, problem in the community). Learners move around the room under a time limit and write the article number and its main topic (in 5–8 words). Review answers together and ask learners what key words helped them identify the gist.
2. Cut a short article into paragraphs and ask learners to write a 6–10 word heading for each paragraph to show the main idea.
3. Show two similar texts (for example, an advert and an information notice) and ask: 'Who is this for and how do you know?' (underline the clues).

### Common learner difficulties:

- ▶ getting stuck on unknown vocabulary and missing the overall message
- ▶ confusing topic with purpose (for example, 'It's about health' versus 'It advises people what to do')
- ▶ not recognising text types (an advice article versus a review)

### UK life examples (authentic contexts):

- ▶ a college email about enrolment: overall purpose = to tell you what to do next
- ▶ a GP practice message: overall purpose = to give instructions, to explain changes
- ▶ a workplace notice: overall purpose = to warn, to remind, to request action
- ▶ a community poster: overall purpose = to advertise an event

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

Gist reading helps adults quickly decide if the information is relevant, if they need to do something and when/if it is serious/official or informal.

This matters for navigating services (health, housing, education), work communications and everyday digital messages.

**Scanning**

Scanning is reading quickly to find a specific piece of information without reading everything (for example, a date, a time, a price, a name, a requirement).

**What it looks like in Entry 3 Reading:**

Common question types include finding specific information quickly in a text (often signalled by 'According to...'), such as:

- ▶ a time, a day, a date or a place
- ▶ a name, a role or a person
- ▶ a specific detail in one paragraph or in one of several short texts

**Examples from the Entry 3 Reading sample test:**

1. (Task 1) 'Match each paragraph to something it does.' (scan each paragraph quickly to identify its main function, without reading in detail).
2. (Task 2) 'According to paragraph 3, why did the friends have to queue?' (scan paragraph 3 for the reason).
3. (Task 3) 'In Text 3, when is the Summer Singing Festival?' (scan the event information for the time).

**Classroom/practice suggestions:**

1. Give learners a short notice/email and ask five 'find it fast' questions (for example, When? Where? How much? Who? What?) with a strict time limit.
2. Do a 'key word hunt'. Learners underline the key words in the question, then scan the text to find the same words or synonyms and circle the answer.
3. Use a set of mini-texts (posters/messages) and ask learners to match questions to the text number that contains the information (then underline the evidence).

**Common learner difficulties:**

- ▶ reading too slowly (word-by-word) instead of searching for key words/numbers/names
- ▶ misreading similar numbers (for example, 13 versus 30; 15:30 versus 5:30)
- ▶ matching the wrong paragraph because they spot one word but miss the full meaning

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

- ▶ finding the appointment time on a letter or text
- ▶ finding opening hours on a website or leaflet
- ▶ identifying the deadline date in a council or school message
- ▶ finding the room number or location in an email

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

Scanning supports everyday efficiency and accuracy, for example, understanding transport information, booking appointments and reading job advertisements, payslips, school notices, online instructions – especially when learners are under time pressure.

**Reading for detail**

Reading for detail means careful reading to understand specific information and how it connects (for example, reasons, conditions, steps, comparisons).

**What it looks like in Entry 3 Reading:**

Questions may ask about:

- ▶ reasons (Why did X happen?)
- ▶ steps/sequence (What happened first/next?)
- ▶ specific information from a stated paragraph (According to paragraph 2,...?)

**Examples from the Entry 3 Reading sample test:**

1. (Task 1) 'According to paragraph 4, what is the sports centre going to do differently next year? (requires careful reading of the stated paragraph for the exact detail).
2. (Task 2) 'According to paragraph 1, what did the writer do first?' (sequence/detail: identify the first action mentioned).
3. (Task 3) 'In Text 5, which type of songs did the choir sing at first?' (detail within one text in a set of texts).

**Classroom/practice suggestions:**

1. Reason and result: Give one short notice that includes a cause (for example, using because/so) and ask: 'Why...?' and 'What happened as a result?'
2. Steps/procedure: Give short instructions (3–5 steps) and ask: 'What must you do before/after...?'
3. True/False/Not given: Write 6–8 short statements about a text, and learners label each one T/F/NG and underline the evidence (or write 'no information').

**Common learner difficulties:**

- ▶ answering from general knowledge rather than the text
- ▶ missing small but important words (for example, must, might, only, except, before, after)
- ▶ confusing pronoun references (he/they/it) and losing track of who is being described

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

- ▶ workplace guidance (for example, rules and reasons)
- ▶ tenancy letters (for example, what you must do, consequences, dates)
- ▶ school letters (for example, giving permission, making payments, doing required actions)
- ▶ NHS information (for example, instructions and warnings)

## Why it matters for adult life in the UK

Reading for detail helps adults follow rules and instructions, understand terms and conditions, and avoid misunderstandings that can affect work, services and responsibilities.

## Evaluation

Evaluation is recognising the writer's opinions, attitudes or feelings and interpreting how they view something (positive, negative, uncertain). This is an emerging subskill for Entry 3 so there is just one question in Task 2. The frequency and complexity increase at Level 1 and Level 2.

### What it looks like in Entry 3 Reading:

Common questions include:

- ▶ 'How does the writer feel about...?'
- ▶ 'What is the writer's opinion of...?'

Evaluation questions are often found in texts like reviews and personal accounts (and these questions become more prominent at Level 1 and Level 2).

### Examples from the Entry 3 Reading sample test:

1. (Task 2) 'In paragraph 4, how did the writer's friend feel about the view?' (understanding the friend's attitude compared with the writer's).

### Classroom/practice suggestions:

1. Opinion spotting: Learners underline phrases that show attitude (for example, I was not disappointed..., I really recommend...) and label them as positive, negative or mixed.
2. Tone choice (multiple choice): The writer feels: (a) annoyed (b) pleased (c) frightened with one sentence of evidence from the text.
3. Strength of recommendation: Compare two short reviews (one strongly positive, one mixed) and ask which one recommends the place more strongly and why (underline the clue phrases).

### Common learner difficulties:

- ▶ confusing feelings with facts (in other words, treating an opinion as a fact)
- ▶ missing subtle evaluation (for example, 'not bad' = positive; 'could be better' = negative)
- ▶ not recognising hedging (for example, might, seems, probably) which softens opinions

### UK life examples (authentic contexts):

- ▶ interpreting tone in workplace messages (for example, firm, polite, urgent)
- ▶ reading reviews (for example, recommendation strength)
- ▶ understanding complaints, requests and implied dissatisfaction
- ▶ recognising bias in adverts or in social media posts

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

Evaluation supports critical reading and appropriate response, for example, understanding how serious a message is, recognising persuasion and interpreting workplace/service communication more accurately.

**Inference**

Inference is working out meaning that is not directly stated by using clues from the text (and sometimes from common real-world logic). This is an emerging subskill for Entry 3 so there is just one question each in Task 2 and Task 3. The frequency increases at Level 1 and Level 2 where Inference is more closely linked with Evaluation.

**What it looks like in Entry 3 Reading:**

Questions may ask learners to infer reasons, causes or feelings that are implied (not stated explicitly).

At Entry 3, inference is usually based on one clear clue and a simple, concrete context.

**Examples from the Entry 3 Reading sample test:**

1. (Task 2) 'In paragraph 3, why did the writer feel uncomfortable?' (implied reason: there was a huge crowd).
2. (Task 3) 'From your reading of all texts, where did Stacy live before moving to Ellerton?' (learners infer where Stacy used to live by linking details across texts about where Stacy currently lives and where Stacy refers to as home).

**Classroom/practice suggestions:**

1. Give learners a short real-world text (for example, an email or a message) and ask 2–3 inference questions such as: 'What will probably happen next?', 'Why is the writer contacting them?' or 'What does the writer want the reader to do?' Learners underline two clue phrases in the text to justify their answer.
2. Implied urgency: Give learners the text: 'Please respond today to confirm your place.' Ask: 'Why should the reader reply today?' (to avoid losing their place). Then learners write their own one-sentence message that implies urgency (for example, about an appointment or deadline) and swap with a partner to infer the meaning.
3. Implied feelings: Give learners the text: 'I finally found my wallet. What a relief!' Ask: How did the writer feel before finding the wallet?' (for example, worried/stressed).

**Common learner difficulties:**

- ▶ making inferences that are too imaginative (not supported by text clues)
- ▶ relying on personal experience that conflicts with the text
- ▶ missing clues in adverbs/adjectives (for example, finally, thankfully, unfortunately)

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

- ▶ indirect requests: 'It would be great if you could...!' (implies you should do it)
- ▶ service messages: 'Please resend your documents.' (implies something missing)
- ▶ workplace feedback: 'Let's revisit this.' (implies it's not acceptable yet)

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

Inference helps adults interpret real messages accurately, especially when institutions and workplaces communicate indirectly or assume background knowledge.

**Language**

Language focuses on understanding vocabulary and phrases, especially:

- ▶ deducing meaning from context
- ▶ recognising synonyms (same meaning)

**What it looks like in Entry 3 Reading:**

A common format is a synonym question:

- ▶ 'Choose the word or phrase with the same meaning as the word or phrase in bold.'

**Examples from the Entry 3 Reading sample test:**

1. (Task 2) 'Choose the word or phrase with the same meaning as the word in **bold: clear.**' (paragraph 4).'
2. (Task 3) 'Choose the word or phrase with the same meaning as the word in **bold: run.**' (Text 1).'

**Classroom/practice suggestions:**

1. Synonym selection: Text: 'The room was huge. About 100 people were there.' Question: massive means (A) big (B) tiny (C) empty.
2. Guess from context: Text: 'You must show proof of address, for example a recent bill.' Question: What does 'proof' mean?
3. Cloze/missing word practice: Give learners a short paragraph with 4–6 key words removed. Learners choose the best missing word from a small word bank (including distractors) and explain which words in the sentence helped them decide.

**Common learner difficulties**

- ▶ picking a synonym that 'sounds familiar' but doesn't match the meaning
- ▶ confusion with false friends or near-synonyms (for example, actually, eventually)
- ▶ limited awareness of phrasal verbs or multi-word phrases (for example, set up, look after)

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

- ▶ unfamiliar workplace vocabulary (for example, policy, rota, shift, induction)
- ▶ service vocabulary (for example, appointment, eligibility, evidence, deadline)
- ▶ everyday 'official' language (for example, to request, to provide, to confirm)

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

Adults can't stop to translate everything. Vocabulary strategies (for example, context clues, synonyms) support independence, confidence and access to services and work.

## Literacy (text features)

Literacy here focuses on understanding how text features and sentence choices create meaning, such as:

- ▶ punctuation choices
- ▶ sequencing and cohesion
- ▶ discourse markers and linking words

### What it looks like in Entry 3 Reading:

Questions may ask learners to understand how a text is organised and linked, for example:

- ▶ why the writer uses a particular linking word (for example, to contrast, to compare, to sequence in time)
- ▶ how ideas connect across sentences (tracking reference words like 'this', 'it' and 'they' to keep meaning clear).

### Examples from the Entry 3 Reading sample test:

1. (Task 1) 'Why does the writer use **'While'** in paragraph 3?' (recognising the function of 'while' to compare two pieces of information).

### Classroom/practice suggestions:

1. Discourse marker meaning: Give a sentence from a notice using 'however', 'although' or 'while', and learners choose the function (for example, to contrast, to give a reason, to sequence in time) and underline the two ideas being linked.
2. Sequencing: Cut short instructions into steps and learners reorder them using linkers like 'first', 'then' or 'finally' to show sequence.
3. Cohesion tracking: Learners underline 'this', 'it' or 'they' in a paragraph and draw arrows to show exactly what each one refers to.

### Common learner difficulties

- ▶ ignoring linking words and misreading relationships between ideas
- ▶ thinking punctuation is only used for grammatical reasons, not to express meaning (for example, exclamation marks, bullet points)
- ▶ losing track of reference words (for example, this, these, it)

### UK life examples (authentic contexts):

- ▶ recognising emphasis in notices (for example, capital letters used in 'IMPORTANT' or 'DO NOT')
- ▶ understanding linking words in official letters (for example, however, therefore, although)
- ▶ following sequences in instructions (for example, first, then, finally)

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

Understanding text organisation and linking supports accurate interpretation of instructions, arguments and workplace/service communication.

## Visual literacy

Visual literacy is understanding meaning from visual information that supports or carries information (for example, charts, labels, signs, diagrams).

### What it looks like in Entry 3 Reading:

Items may ask learners to interpret information from a visual, for example:

- ▶ a graph ('According to the graph,...')
- ▶ comparing values to identify the highest/lowest/same or most popular/least popular/equal

### Examples from the Entry 3 Reading sample test:

1. (Task 1) 'According to the graph, which was the most popular activity?'

### Classroom/practice suggestions:

1. Graph reading: Show a simple bar chart and ask: 'Which activity is most popular?' and 'How many more people chose X than Y?'
2. Poster interpretation: Give an event poster and learners answer: 'Where is it?', 'When is it?', 'How do you book it?', 'Is it free?' using layout clues.
3. Form layout scanning: Give a simple form and learners identify where to write information, such as 'name' and 'address', and what symbols mean (for example, required fields).

### Common learner difficulties:

- ▶ reading the text but ignoring the visual (or vice versa)
- ▶ confusion about axes/percentages (if present)
- ▶ missing key information in headings, legends, footnotes

### UK life examples:

- ▶ timetables, maps, signage, workplace posters
- ▶ school communications with icons
- ▶ charts in news, health leaflets, training materials

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

So much information today is delivered visually. Visual literacy supports independence with transport, services, workplaces and everyday public communication.

## General teaching strategies for Entry 3 Reading

### Train learners to match the question type to a specific reading strategy:

At Entry 3, learners are building awareness of different ways of reading and need clear, repeatable strategies:

- ▶ Gist → read first and last sentences, headings and notice overall tone
- ▶ Scanning → look for key words, numbers, names and dates; ignore most other text
- ▶ Reading for detail → slow down; read the sentence carefully; underline the exact words that answer the question
- ▶ Inference/Evaluation → locate clue words or phrases and explain answers using the text

- ▶ Language → use nearby words or examples to guess meaning; check the option fits the sentence
- ▶ Literacy → notice linking words (for example, however, because, while) and what they show about how ideas connect
- ▶ Visual literacy → read titles, labels and key features of graphs or visuals before looking at the text

**Always ask for evidence:**

A strong Entry 3 habit: 'Which words in the text show that?' (especially for inference/evaluation)

Encourage learners to:

- ▶ underline evidence
- ▶ point to the sentence it comes from
- ▶ avoid answering from memory or general knowledge.

**Build UK context familiarity:**

Use short, realistic formats learners meet weekly, such as:

- ▶ appointment messages and reminders
- ▶ workplace notices and rotas
- ▶ school and college emails
- ▶ council messages and leaflets
- ▶ simple reviews, timetables, posters and charts

# Entry 3 Reading – Practice Set

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

### Materials (Sample Task 1 and Appendices)

- ▶ Text: Clover Vale Sports Centre (4 paragraphs)
- ▶ Graph: Sessions booked at the sports centre (percentages)
- ▶ Sample questions 1–9
- ▶ Appendices A–C

**Time guide:** 35–50 minutes (activities) + 10–15 minutes (task)

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

### Activity 1.1: Paragraph purpose (scanning)

**Aim:** Build confidence matching paragraphs to purpose

**Time:** 10–15 minutes

**Interaction:** pairs → whole class

#### Step 1: Quick skim (no dictionaries)

Tell learners: Read quickly. Don't stop at new words. You only need the main idea.

#### Step 2: Match the paragraph to its purpose

Give learners the four paragraphs (or project them). Using *Appendix A: Paragraph purpose (scanning)*, learners work in pairs to match Paragraphs 1–3 to the correct purpose (and identify the extra option they don't need), mirroring the test format.

#### Paragraph purposes

a. It explains what the centre did well.	Paragraph A
b. It provides a website address.	Not used
c. It describes the graph.	Paragraph C
d. It gives information about the café.	Paragraph D

#### Step 3: Evidence check

After matching, ask which words helped them decide. Learners underline the proof (for example, 'visit our website...' = website; 'customers used to complain...' = café; percentages = graph description).

#### Step 4: Extension

Ask learners to write a 6–10 word heading for each paragraph to summarise its main purpose.

## Activity 1.2: Scan for facts (scanning and detail)

**Aim:** Practise finding specific information quickly, then confirming with evidence

**Time:** 10–15 minutes

**Interaction:** timed pairs

### Step 1: Teach scanning habits

- ▶ Look for key words from the question (for example, football, unhappy, next year)
- ▶ Look for numbers and time phrases (for example, next year, last year)

### Step 2: Find it fast mini race

Give learners *Appendix B: Scan for facts (scanning and detail)*. In pairs, learners should read the prompts and:

1. underline the answer in the text
2. write the short answer (not full sentences).

### Prompt set

1. Which sport can people play later in the day?	football
2. What did customers complain about in the past?	the food/the café
3. What new activity will the centre arrange next year?	Sunday morning walks (outside the centre)

### Step 3: Make it test-smart

Teach learners a simple routine: Find the line → underline → check options → choose

### Step 4: Extension

Find the exact sentence that contains each answer and underline the evidence (then explain your choice in one short sentence).

## Activity 1.3: Linkers and graph reading (literacy and visual literacy)

**Aim:** Practise two skills that often cause difficulty for learners:

- ▶ understanding a linker like 'while' (cohesion/contrast)
- ▶ accurately reading the bar chart and matching it to a question

**Time:** 15–20 minutes

**Interaction:** small groups

### Step 1: What does 'while' do in the sentence?

Give learners *Appendix C: Linkers and graph reading*.

Ask learners to choose what **While** is doing:

- a. comparing/contrasting two facts
- b. showing two actions at the same time
- c. showing a time period

Then ask learners: 'What two ideas are being contrasted?'

(Expected: only 5% versus increase from last year – low number but improving.)

### Step 2: Practise with linkers

Write these three sentences on the board and ask learners what the linker in each sentence means:

1. 'We improved the menu. However, some people still complained.'
2. 'Although it was raining, we went for a walk.'
3. 'We were busy, so we hired more staff.'

### Step 3: Read the chart like a pro

Give learners the chart and ask them to complete these three tasks on handout **Appendix C: Linkers and graph reading**:

1. Find the gym bar and write the percentage.
2. Circle the highest bar (most popular activity).
3. Say one full sentence: \_\_\_\_\_ was the most popular activity.

### Step 4: Real-world link

Ask learners to give some examples of where they have encountered graphs or charts in their daily lives (for example, training centre, workplace targets, school newsletters, public information). Have there been times they misunderstood the information?

### Step 5: Extension

Write two comparison sentences using 'while/whereas': one using the text and one using the graph.

## Activity 1.4: Bring it together – Sample Task 1 (Questions 1–9)

Now learners complete the official task under light exam conditions.

### Instructions

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

### Entry 3 Reading Task 1

Read the text about Clover Vale Sports Centre and answer questions 1–9.

#### Paragraph 1

It has been a great year at the Clover Vale Sports Centre here in East Yorkshire! The number of people visiting us this year went up by 25 per cent. We held two swimming competitions, improved the gym with new exercise bikes and put new lights around the football fields so that people can play evening games.

#### Paragraph 2

Our visitors told us that the centre's best feature is the wide choice of sports. They also liked the modern, clean facilities and the friendly sports coaches. Customers used to complain about the food. However, since we improved the menu with healthy, delicious meals, the Sunshine Café has become very busy.

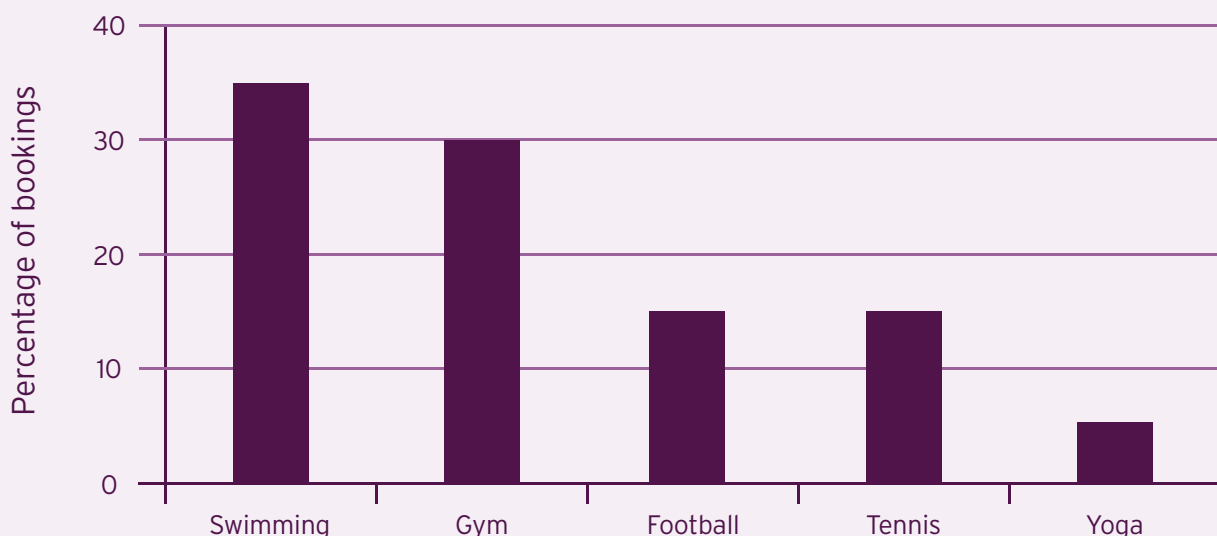
#### Paragraph 3

35 per cent of the sessions members booked last year were for the swimming pool, and they booked almost as many for the gym. 15 per cent of the sessions people booked were to play football and tennis. 1,000 people came to the different classes, and there is a waiting list for swimming lessons. **While** only five per cent of the sessions we sold were for yoga classes, this was an increase in sales from the previous year.

#### Paragraph 4

Next year, for the first time, we will arrange Sunday morning walks around the town and in the countryside. Please visit our website for more details: [www.clovertalesportscentre.co.uk](http://www.clovertalesportscentre.co.uk)

Sessions booked at the sports centre



**Questions 1–3**

Match each paragraph to something it does (a-d). There is one option you don't need.

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

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

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

- a. It explains what the centre did well.
- b. It provides a website address.
- c. It describes the graph.
- d. It gives information about the café.

**Questions 4–9**

Choose the correct answer.

4. According to the text, which sport can now be played later in the day?
- a. tennis
  - b. yoga
  - c. football
5. According to paragraph 2, what were customers unhappy with in the past?
- a. the coaches
  - b. the café
  - c. the sports
6. According to paragraph 4, what is the sports centre going to do differently next year?
- a. start an activity outside the centre
  - b. move the centre to another town
  - c. use a website to sell tickets
7. Why does the writer use '**While**' in paragraph 3?
- a. to compare two pieces of information
  - b. to show two activities at the same time
  - c. to show a period when something happened
8. According to the graph, what percentage of tickets sold were for the gym?
- a. 30%
  - b. 10%
  - c. 5%
9. According to the graph, which was the most popular activity?
- a. swimming
  - b. football
  - c. tennis

**Teacher answer key (Q1–9):**

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

**Final reflection**

Ask learners:

- a. Which question type was easiest: paragraph purpose (scanning), linkers, graph?
- b. What strategy helped you most today?

## Task 2: Single text

### Materials (Sample Task 2 and Appendices)

- ▶ Text: Visiting The Shard (5 paragraphs)
- ▶ Sample questions 10–18
- ▶ Appendices D–J

**Time guide:** 40–55 minutes (activities) + 15–20 minutes (task)

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

### Activity 2.1: Missing first sentences (gist)

**Aim:** Build confidence choosing the best first sentence for a paragraph

**Time:** 12–15 minutes

**Interaction:** pairs → whole class

#### Step 1: Quick skim (no dictionaries)

Give learners the text about visiting The Shard. Learners read paragraphs 3–5 with the first sentence removed.

#### Step 2: Choose the best first sentence

Using *Appendix D: Missing first sentences*, learners match A–D to paragraphs 3–5 (one not used), mirroring the test.

#### First sentence

a. There were visitors from all over the world.	Not used
b. I will never forget the wonderful view.	Paragraph 4
c. The next part of our visit was not so good.	Paragraph 3
d. We spent the rest of the afternoon in the café.	Paragraph 5

#### Step 3: Evidence check

Learners underline 1–2 phrases in the paragraph that prove their choice (for example, 'queue', 'safety checks' = 'not good'; 'view... see for miles' = 'wonderful view'; 'tea... cake... café' = 'afternoon in the café').

#### Step 4: Extension

Ask learners to write a 6–10 word heading for each paragraph to summarise its main purpose.

### Activity 2.2: Overall paragraph understanding (gist)

**Aim:** Practise quick 'main idea' decisions (prepares learners for gist thinking beyond sentence matching)

**Time:** 8–10 minutes

**Interaction:** small groups

**Step 1: One-paragraph, one-sentence summary**

Using *Appendix E: Paragraph gist quick check*, learners read paragraphs 1–5 and choose the best summary statement for each. (answers b, a, c, b, c).

**Step 2: Justify**

Learners underline the key phrase that supports their choice.

**Step 3: Extension**

In pairs, learners write one additional 'wrong but believable' summary option for one paragraph.

**Activity 2.3: Sequence and evidence (reading for detail)**

**Aim:** Practise careful reading to identify exact information (for example, what happened first, why something happened) and prove it with evidence

**Time:** 10–12 minutes

**Interaction:** pairs

**Step 1: Slow reading with 'evidence underline'**

Learners must underline the exact clause in the paragraph that provides the answer for these questions:

- ▶ 'According to paragraph 1, what did the writer do first?'
- ▶ 'According to paragraph 3, why did the friends have to queue?'

**Step 2: Write it in one sentence**

Using *Appendix F: Finding evidence*, learners write the evidence from the text then paraphrase it in their own words. 'Evidence: \_\_\_\_\_. Answer (in my own words): \_\_\_\_\_.'

**Step 3: Extension**

Learners write one new detail question from the text in the style 'According to paragraph \_\_\_\_ ...?' and swap with another pair.

**Activity 2.4: Eliminate distractors (reading for detail)**

**Aim:** Strengthen accuracy by checking meaning against distractors

**Time:** 10–12 minutes

**Interaction:** pairs → whole class

**Step 1: True/False/Not given**

Using *Appendix G: Eliminating distractors*, learners label answer options as True, False or Not given (based on the meaning of the paragraph).

**Questions and answers**

According to paragraph 1, what did the writer do first?

- a. paid for their journey to London
- b. looked at photos of The Shard
- c. got a great birthday present (correct)

According to paragraph 3, why did the friends have to queue?

- a. They arrived very late.
- b. They needed to get tickets.
- c. They had to go through security. (correct)

### Step 2: Evidence check

For the True and False statements, learners underline the evidence in the text.

### Step 3: Whole-class check (focus on small but important words)

The teacher highlights the small words that matter (for example, 'first', 'on the day', 'bought', 'return tickets', 'queue', 'safety checks').

### Step 4: Extension

Learners write one new plausible distractor for each question that is almost true but wrong. Swap questions with another pair and explain why it's wrong using the text.

## Activity 2.5: Writer attitude/opinion (evaluation)

**Aim:** Identify attitude and compare reactions

**Time:** 6–8 minutes

**Interaction:** small groups

### Step 1: Highlight attitude phrases

Learners highlight phrases that show feelings/opinion in paragraph 4 (for example, 'spectacular', 'wanted to stay there for hours', 'not quite the same').

### Step 2: Answer the evaluation question

Using *Appendix H: Attitudes and reactions*, in pairs learners answer the question: 'In paragraph 4, how did the writer's friend feel about the view?'

### Question and answer

In paragraph 4, how did the writer's friend feel about the view?

- a. The friend wanted to spend more time looking at the view.
- b. The friend was not as excited about the view as the writer. (correct)
- c. It was the friend's first time seeing the view from The Shard.

### Step 3: Extension

Learners write one sentence comparing the writer and the friend using 'more/less... than'.

## Activity 2.6: Implied reason/feeling (inference)

**Aim:** Practise 'reading between the lines' using text evidence

**Time:** 8–10 minutes

**Interaction:** pairs → whole class

### Step 1: Locate the clue words

Learners underline the phrases in the text that create the inference (for example, 'huge crowd', 'uncomfortable', 'much more spacious', 'feel much better').

**Step 2: Answer the inference question**

Using *Appendix I: Inference clues*, in pairs learners answer the question: 'In paragraph 3, why did the writer feel uncomfortable?'

**Question and answer**

In paragraph 3, why did the writer feel uncomfortable?

- a. The Shard was very unsafe.
- b. The Shard was very crowded. (correct)
- c. The Shard was very tall.

**Step 3: Extension**

Underline two clue phrases in paragraph 3 and write one sentence explaining how they lead to the inference using 'because...' or '...so' (for example, Because they had to go through safety checks, they queued outside. They had to go through safety checks, so they had to queue.)

**Activity 2.7: Synonyms (language)**

**Aim:** Answer synonym questions using context

**Time:** 6–8 minutes

**Interaction:** pairs

**Step 1: Replace the word**

Looking at the text first, learners read the sentences with bold words and try replacing them with their own synonym (no options yet).

**Step 2: Choose from options**

Using *Appendix J: Synonyms*, learners choose the correct synonym for:

- ▶ **'huge'** (paragraph 2)
- ▶ **'clear'** (paragraph 4)

**Questions and answers**

**huge** (paragraph 2)

- a. amazing
- b. attractive
- c. big (correct)

**clear** (paragraph 4)

- a. interesting
- b. lovely (correct)
- c. cloudy

**Step 3: Extension**

Learners create a new synonym multiple-choice item from the text (choose a word, write one correct and two distractors).

## Activity 2.8: Real-world link – Reading for detail

**Aim:** Identify real-life situations when careful attention to details in a text can help learners avoid problems or misunderstandings

**Time:** 4-5 minutes

**Interaction:** pairs → whole class

### Step 1: When details really matter

In everyday life in the UK, we often read messages quickly – but sometimes we must slow down.

Remind learners that details are facts we can find directly in a text (for example, date, time, place, price, what to bring, what to do first).

#### Examples:

- ▶ A GP message says: 'Bring photo ID and arrive 10 minutes early.' If you miss the details, you might not be seen.
- ▶ A college email says: 'Complete the form online before Friday.' If you miss the deadline, you may lose your place.

### Step 2: Personal experiences

Ask learners to think of two situations when they were required to read details carefully or when they missed important details in a message. What exact details mattered?

## Activity 2.9: Bring it together – Sample Task 2 (Questions 10–18)

Now learners complete the official task under light exam conditions.

Instructions

- ▶ Time: 15–18 minutes
- ▶ No dictionaries
- ▶ Learners circle answers

### Entry 3 Reading Task 2

Read the text about visiting The Shard and answer questions 10–18.

#### Paragraph 1

I have always liked interesting buildings. So, for my birthday, my friend bought us tickets online to visit The Shard in London. I then saw some pictures of this famous glass tower online, and I was excited about visiting it. On the day of our trip, we went to the train station, bought our return tickets to London and set off.

#### Paragraph 2

I was not disappointed when I first saw the building. It looked even better than the pictures. The Shard was **huge**. It was so tall I could hardly see the top. I just managed to get a photo of the whole tower as well as a selfie in front of it.

**Paragraph 3**

\_\_\_10\_\_\_ Although we arrived on time with our tickets, we still had to queue to get through the safety checks. There was such a huge crowd of people that I started feeling uncomfortable in the lift. Thankfully, when everyone got out on the 72nd floor, which was much more spacious, I started to feel much better.

**Paragraph 4**

\_\_\_11\_\_\_ It was such a **clear** day that we could see for miles. I thought London looked spectacular in the sunshine. I could see all the famous sites, such as St. Paul's Cathedral and the River Thames. I wanted to stay there for hours. My friend had been there a few times, so her reaction was not quite the same as mine.

**Paragraph 5**

\_\_\_12\_\_\_ Here, the view was still fantastic, and the service was great. We had tea, delicious cake and a long chat before taking the train home. I really recommend going to The Shard. It's an impressive building, and you will have a great time there.

**Questions 10–12**

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

10. Paragraph 3 \_\_\_\_\_

11. Paragraph 4 \_\_\_\_\_

12. Paragraph 5 \_\_\_\_\_

- a. There were visitors from all over the world.
- b. I will never forget the wonderful view.
- c. The next part of our visit was not so good.
- d. We spent the rest of the afternoon in the café.

**Questions 13–16**

Choose the correct answer.

13. According to paragraph 1, what did the writer do first?
- a. paid for their journey to London
  - b. looked at photos of The Shard
  - c. got a great birthday present
14. According to paragraph 3, why did the friends have to queue?
- a. They arrived very late.
  - b. They needed to get tickets.
  - c. They had to go through security.
15. In paragraph 4, how did the writer's friend feel about the view?
- a. The friend wanted to spend more time looking at the view.
  - b. The friend was not as excited about the view as the writer.
  - c. It was the friend's first time seeing the view from The Shard.

16. In paragraph 3, why did the writer feel uncomfortable?
- The Shard was very unsafe.
  - The Shard was very crowded.
  - The Shard was very tall.

### Questions 17–18

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

17. **huge** (paragraph 2)

- amazing
- attractive
- big

18. **clear** (paragraph 4)

- interesting
- lovely
- cloudy

### Teacher answer key (Q10–18):

10. c  
11. b  
12. d  
13. c  
14. c  
15. b  
16. b  
17. c  
18. b

### Final reflection

Ask learners:

- Which question type was easiest: missing sentences, detail, inference, evaluation, synonyms?
- What strategy helped you most: underline evidence, key word scan, paraphrase, compare reactions?

## Task 3: Multi-text

### Materials (Sample Task 3 and Appendices)

- Five texts (advert for volunteers, email, poster, college guidance, volunteering record)
- Sample questions 19–27
- Appendices K–O

**Time guide:** 35–55 minutes (activities) + 15–20 minutes (task)

**Assessment categories in Task 3:** gist • scanning • reading for detail • inference • language

### Activity 3.1: Text purpose (gist)

**Aim:** Identify the purpose of short real-world texts

**Time:** 10–12 minutes

**Interaction:** pairs → whole class

#### Step 1: Text type clues quick read

Learners look for surface clues (for example, headings, layout, email fields, bullet points).

#### Step 2: Match each text to its purpose

Using *Appendix K: Text purpose*, learners match Text 1, Text 4 and Text 5 to purposes A–D (one not used), mirroring the test.

#### Text purposes

a. to inform people of an event	Not used
b. to describe a recent experience	Text 5
c. to explain how to do something	Text 4
d. to advertise voluntary jobs	Text 1

#### Step 3: Evidence check

Learners underline one phrase that proves the purpose (for example, 'VOLUNTEERS NEEDED!' = advert; 'This is how you can...' = instructions; 'I volunteered...' = description of an experience).

#### Step 4: Extension

Write a 6–10 word heading for each of the three texts.

### Activity 3.2: Find specific information (scanning)

**Aim:** Practise locating specific information in a named text

**Time:** 8–10 minutes

**Interaction:** timed pairs

#### Step 1: Key word focus

Learners underline key words in the question (for example, 'Mondays', 'when', 'festival').

**Step 2: Find it fast mini race**

Using *Appendix L: Finding specific information*, learners answer:

- ▶ 'In Text 1, which class can people do on Mondays?'
- ▶ 'In Text 3, when is the Summer Singing Festival?'

**Questions and answers**

In Text 1, which class can people do on Mondays?

- a. Gardening
- b. Drumming
- c. Arts & Crafts (correct)

In Text 3, when is the Summer Singing Festival?

- a. in the morning
- b. in the evening
- c. in the afternoon (correct)

Learners must underline the exact words/numbers that give the answer.

**Step 3: Extension**

Learners write one new scanning question for Text 1 (day/time) and swap with another pair.

**Activity 3.3: Careful detail in one text (reading for detail)**

**Aim:** Read closely for an exact detail

**Time:** 8–10 minutes

**Interaction:** pairs

**Step 1: Detail hunt and evidence underline**

Using *Appendix M: Attention to detail*, learners answer:

- ▶ 'In Text 5, which type of songs did the choir sing at first?'

**Step 2: True/False/Not given (distractor check)**

Learners label the answer options as True, False or Not given and underline the evidence in the text (or write not given).

**Step 3: Justify the answer**

Learners explain one False statement using the stem:

This is false because the text says \_\_\_\_\_

**Step 4: Extension**

Learners rewrite the question as a short-answer question and answer in 6–10 words.

### Activity 3.4: Connect across texts (reading for detail and inference)

**Aim:** Use information from more than one text to work out an answer

**Time:** 10–12 minutes

**Interaction:** small groups

#### Step 1: Find the evidence in two places

Using *Appendix N: Reading for detail and inference*, groups locate and underline relevant information in at least two texts for each question.

#### Step 2: Answer inference questions

- ▶ 'From your reading of all texts, who is mainly responsible for teaching the choir?'
- ▶ 'From your reading of all texts, where did Stacy live before moving to Ellerton?'

#### Questions and answers

From your reading of all texts, who is mainly responsible for teaching the choir?

- a. Rachel
- b. Andy (correct)
- c. Stacy

From your reading of all texts, where did Stacy live before moving to Ellerton?

- a. Africa (correct)
- b. Bilton
- c. Wales

#### Step 3: Extension

Groups write one new 'across texts' question (starting 'From your reading of all texts...') and swap with another group.

### Activity 3.5: Synonyms (language)

**Aim:** Answer synonym questions using context

**Time:** 6–8 minutes

**Interaction:** pairs

#### Step 1: Replace the word

Looking at the text first, learners read the sentence with 'creativity' and write a synonym (no options yet).

#### Step 2: Choose from options

Using *Appendix O: Synonyms*, learners choose the correct synonym for:

- ▶ 'run' (Text 1)

**Question and answer**

run (Text 1)

- a. leave
- b. manage (correct)
- c. change

**Step 3: Extension**

Learners create a new synonym multiple-choice item from any text (one correct and two distractors).

**Activity 3.6: Real-world link – Inference**

**Aim:** Identify real-life situations when texts require reading between the lines and why that can be difficult

**Time:** 4-5 minutes

**Interaction:** pairs → whole class

**Step 1: When inference is needed**

Inference means understanding something the text does not say directly, using clues to understand what is not stated (for example, why something happens, what might happen next, how someone feels, what the writer really means).

**Examples:**

- ▶ A venue message says: 'There may be security checks, so please arrive early.' You can infer there could be delays or queues.
- ▶ A message says: 'Your place is only confirmed when we receive your reply.' You can infer that if you don't reply, you might lose the place.

**Step 2: Personal experiences**

Ask learners to think of two situations when they were required to infer meaning. Did they face any misunderstandings? What makes inference difficult (for example, polite indirect language, missing reasons, unfamiliar context)?

**Activity 3.7: Bring it together – Sample Task 3 (Questions 19–27)**

Now learners complete the official task under light exam conditions.

**Instructions**

- ▶ Time: 15–18 minutes
- ▶ No dictionaries
- ▶ Learners circle answers

**Entry 3 Reading Task 3**

Read the five texts and answer questions 19–27.

**Text 1**

## Creativity Matters

Develop artistic skills, be happy!

**VOLUNTEERS NEEDED!**

Can you help us **run** the following groups?

Group	Day	Time
Arts & Crafts	Mon	1–3pm
Gardening	Tues & Thurs	2-4pm
Drumming	Wed	1-3pm
Choir	Fri	10-11am

If you can help, please email our office manager Rachel Nair on [rachelnair@creativitymatters.org](mailto:rachelnair@creativitymatters.org)

Registered Charity: 223344

**Text 2**

To [rachelnair@creativitymatters.org](mailto:rachelnair@creativitymatters.org)  
 From [stacyegbe@bilton.college.ac](mailto:stacyegbe@bilton.college.ac)  
 Subject Volunteering

Dear Rachel

My name is Stacy. I'm new to the area. I'm studying to be a nurse at Bilton College. I'm free on Friday mornings. I would love to volunteer to help run the choir.

I would like some experience of working with people in the community.

The choir also sounds like great fun, and I love singing!

I'm happy to come for an interview this Friday.

Many thanks

Stacy

**Text 3**

## Creativity Matters

presents

### Summer Singing Festival

Come to our centre in Ellerton and listen to our amazing choir!

**Saturday 2 May 1–4pm**

Listen to traditional songs with African beats!

Hot drinks and refreshments available

**Text 4**

## Bilton College

Voluntary work helps you get experience of working with people. It is important to think about what you learnt. You can do this by recording your voluntary work.

This is how you can record your voluntary work:

- Go to MyVolunteering on the college website
- Give information about where you worked
- Say how many hours you worked
- Give details of the work you did
- Say what you learnt

**Text 5**

**Student Name:** Stacy Egbe

**Volunteer Organisation:** Creativity Matters **Volunteer Hours:** 10

**Voluntary Work Details**

I volunteered at a small charity in the centre of Ellerton offering classes to people in art, gardening and music.

I helped out with the choir on Friday mornings. When the group started, they wanted to sing modern songs. Everyone tried their best, but the choir didn't sound very good.

The group leader Andy and I worked hard to find some good songs and music. I chose some great African music I thought the choir might like, and Andy chose some traditional Welsh songs.

The choir loved the new songs, and Andy taught them to sing each part. We had a great time, and I got some good experience of working with people. The African music also reminded me of home. We have organised a singing festival next Saturday which I'm looking forward to.

**Questions 19–21**

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

19. Text 1 \_\_\_\_\_

20. Text 4 \_\_\_\_\_

21. Text 5 \_\_\_\_\_

- a. to inform people of an event
- b. to describe a recent experience
- c. to explain how to do something
- d. to advertise voluntary jobs

**Questions 22–26**

Choose the correct answer.

22. In Text 1, which class can people do on Mondays?

- a. Gardening
- b. Drumming
- c. Arts & Crafts

23. In Text 3, when is the Summer Singing Festival?

- a. in the morning
- b. in the evening
- c. in the afternoon

24. In Text 5, which type of songs did the choir sing at first?

- a. modern songs
- b. Welsh songs
- c. African songs

25. From your reading of all texts, who is mainly responsible for teaching the choir?

- a. Rachel
- b. Andy
- c. Stacy

26. From your reading of all texts, where did Stacy live before moving to Ellerton?

- a. Africa
- b. Bilton
- c. Wales

**Question 27**

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

27. **run** (Text 1)

- a. leave
- b. manage
- c. change

**Teacher answer key (Q19–27):**

**19.** d

**20.** c

**21.** b

**22.** c

**23.** c

**24.** a

**25.** b

**26.** a

**27.** b

**Final reflection**

Ask learners:

1. Which was easiest: purpose, finding info, detail, reading across texts, synonyms?
2. What strategy helped most: underline evidence, match text type, compare texts, paraphrase?

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Select the text, number or arrows to jump to section



## Appendix A: Paragraph purpose (scanning) | Activity 1.1

Read the text quickly. Do not use a dictionary.

Match each paragraph (1–3) to something it does (a–d). There is one option you don't need.

1. Paragraph 1

2. Paragraph 2

3. Paragraph 3

Options:

- a. It explains what the centre did well.
- b. It provides a website address.
- c. It describes the graph.
- d. It gives information about the café.

**Evidence check:** Underline 1–2 words or phrases in each paragraph that helped you choose.

## Appendix B: Scan for facts (scanning and detail) | Activity 1.2

Work in pairs. Find the answer in the text. Underline the words that give the answer.

### Question 4

Which sport can people play later in the day?

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

### Question 5

What did customers complain about in the past?

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

### Question 6

What new activity will the centre arrange next year?

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

Scanning tip: Look for key words from the question (for example, 'later', 'unhappy', 'next year') and for numbers/time phrases.

## Appendix C: Linkers and graph reading | Activity 1.3

**Part A:** Read the sentence. What is the purpose of **'While'** in this sentence?

### Question 7

Why does the writer use **'While'** in paragraph 3?

**'While'** only five per cent of the sessions we sold were for yoga classes, this was an increase in sales from the previous year.'

---

**a** It compares/contrasts two pieces of information.

---

**b** It shows two activities at the same time.

---

**c** It shows a period when something happened.

---

**Part B:** Use the graph and answer these questions:

1. What percentage of bookings were for the gym? \_\_\_\_\_
2. Which activity was the most popular? \_\_\_\_\_
3. Write one sentence: '\_\_\_\_\_ was the most popular activity.'

## Appendix D: Missing first sentences | Activity 2.1

Read the text quickly. Do not use a dictionary.

Match each paragraph (3-5) to something it does (a-d). There is one option you don't need.

\_\_\_\_\_

10. Paragraph 3

\_\_\_\_\_

11. Paragraph 4

\_\_\_\_\_

12. Paragraph 5

Options:

- a. There were visitors from all over the world.
- b. I will never forget the wonderful view.
- c. The next part of our visit was not good.
- d. We spent the rest of the afternoon in the café.

**Evidence check:** Underline 1-2 phrases in each paragraph that helped you choose.

**Extension:** Write a 6–10 word heading for each paragraph.

Paragraph 3: \_\_\_\_\_

Paragraph 4: \_\_\_\_\_

Paragraph 5: \_\_\_\_\_

## Appendix E: Paragraph gist quick check | Activity 2.2

Read paragraphs 1–5. For each paragraph, choose the best summary. Underline the words in the text that helped you choose.

### Paragraph 1 (choose one)

- a. The writer describes the view from the top floor.
- b. A friend buys tickets for a birthday trip to London.
- c. The writer eats cake in a café.

### Paragraph 2 (choose one)

- a. The writer takes photos and explains how tall the building is.
- b. The writer feels scared because the building is unsafe.
- c. The writer gets lost in London.

### Paragraph 3 (choose one)

- a. The friends buy food and drink for the journey.
- b. The writer watches a swimming competition.
- c. The visit begins with a long wait and the lift feels crowded.

### Paragraph 4 (choose one)

- a. The writer explains why the café is expensive.
- b. The writer describes the spectacular view on a lovely day.
- c. The writer misses the train home.

### Paragraph 5 (choose one)

- a. The friends decide not to go inside the building.
- b. The friends buy tickets because they forgot to book online.
- c. The friends spend time in the café and the writer recommends the visit.

**Extension:** Write one additional 'wrong but believable' summary option for any paragraph.

**Summary:** \_\_\_\_\_

## Appendix F: Finding evidence | Activity 2.3

Read each question carefully. Underline the exact words in the paragraph that prove your answer, then write it in your own words.

### Question 13

According to paragraph 1, what did the writer do first?

Evidence: \_\_\_\_\_

Answer (in my own words): \_\_\_\_\_

### Question 14

According to paragraph 3, why did the friends have to queue?

Evidence: \_\_\_\_\_

Answer (in my own words): \_\_\_\_\_

**Extension:** Write one new detail question from the text in the style 'According to paragraph \_\_\_ ...?' and swap with another pair.

Question: \_\_\_\_\_ ?

## Appendix G: Eliminating distractors | Activity 2.4

Label each answer choice as True, False or Not given. For the True and False answers, underline the evidence in the text.

### Question 13

According to paragraph 1, what did the writer do first?

- a. paid for their journey to London
- b. looked at photos of The Shard
- c. got a great birthday present

Correct answer letter: \_\_\_\_\_

Choose one False answer and complete this sentence:

This is false because the text says \_\_\_\_\_

If you chose Not given, complete this sentence:

This is not given because the text does not mention \_\_\_\_\_

### Question 14

According to paragraph 3, why did the friends have to queue?

- a. They arrived very late.
- b. They needed to get tickets.
- c. They had to go through security.

Correct answer letter: \_\_\_\_\_

Choose one False answer and complete this sentence:

This is false because the text says \_\_\_\_\_

If you chose Not given, complete this sentence:

This is not given because the text does not mention \_\_\_\_\_

**Extension:** Write one new plausible distractor for each question that is almost true but wrong. Swap questions with another pair and explain why it's wrong using the text.

Question 13: \_\_\_\_\_ ?

Question 14: \_\_\_\_\_ ?

## Appendix H: Attitudes and reactions | Activity 2.5

Read paragraph 4. Write the phrases from the text that show feelings or opinions.

### Question 15

In paragraph 4, how did the writer's friend feel about the view?

- a. The friend wanted to spend more time looking at the view.
- b. The friend was not as excited about the view as the writer.
- c. It was the friend's first time seeing the view from The Shard.

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

Words from the text: \_\_\_\_\_

Extension: Write one sentence comparing the writer and the friend using 'more/less... than'.

Sentence: \_\_\_\_\_ .

## Appendix I: Inference clues | Activity 2.6

Read paragraph 3. Write the words from the text that help you infer the answer.

### Question 16

In paragraph 3, why did the writer feel uncomfortable?

- a. The Shard was very unsafe.
- b. The Shard was very crowded.
- c. The Shard was very tall.

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

Words from the text: \_\_\_\_\_

**Extension:** Using two clue phrases in paragraph 3, write one sentence in your own words explaining how they lead to the inference using 'because' or 'so'.

Because \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_, so \_\_\_\_\_.

## Appendix J: Synonyms | Activity 2.7

Look at the text and write your own synonym for each word in bold. Then select the correct option from the choices.

### Question 17

**huge** (paragraph 2)

Your synonym: \_\_\_\_\_

- a. amazing
- b. attractive
- c. big

### Question 18

**clear** (paragraph 4)

Your synonym: \_\_\_\_\_

- a. interesting
- b. lovely
- c. cloudy

**Extension:** Choose one word from the text and write your own synonym multiple-choice item (one correct and two distractors).

Question: \_\_\_\_\_ ?

Answer choices: \_\_\_\_\_ .

## Appendix K: Text purpose | Activity 3.1

Read the text quickly. Do not use a dictionary.

Match each text (1, 4, 5) to its text purpose (a–d). There is one purpose you don't need.

\_\_\_\_\_

19. Text 1

\_\_\_\_\_

20. Text 4

\_\_\_\_\_

21. Text 5

**Options:**

- a. to inform people of an event
- b. to describe a recent experience
- c. to explain how to do something
- d. to advertise voluntary jobs

**Evidence check:** Underline one phrase in each text that proves the purpose.

**Extension:** Write a 6–10 word heading for each of the three texts.

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

Text 4: \_\_\_\_\_

Text 5: \_\_\_\_\_

## Appendix L: Finding specific information | Activity 3.2

Answer each question. Underline the exact words in the paragraph that give you the answer.

### Question 22

In Text 1, which class can people do on Mondays?

- a. Gardening
- b. Drumming
- c. Arts & Crafts

### Question 23

In Text 3, when is the Summer Singing Festival?

- a. in the morning
- b. in the evening
- c. in the afternoon

**Extension:** Write one new scanning question for Text 1 (day/time) and swap with another pair.

Question: \_\_\_\_\_ ?

## Appendix M: Attention to detail | Activity 3.3

Read the question carefully. Label each answer option as True, False or Not given.

### Question 24

In Text 5, which type of songs did the choir sing at first?

- a. modern songs
- b. Welsh songs
- c. African songs

Correct answer letter: \_\_\_\_\_

Underline the words in the text that prove the correct answer and complete this sentence:

This is true because \_\_\_\_\_

Underline the words in the text that prove one incorrect answer and complete this sentence:

This is false because \_\_\_\_\_

**Extension:** Rewrite the question as a short-answer question and write the answer in 6–10 words.

Question: \_\_\_\_\_ ?

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

## Appendix N: Reading for detail and inference across texts | Activity 3.4

For each question, underline evidence in at least two different texts.

### Question 25

From your reading of all texts, who is mainly responsible for teaching the choir?

- a. Rachel
- b. Andy
- c. Stacy

Answer: \_\_\_\_ Evidence (underline in two texts).

### Question 26

From your reading of all texts, where did Stacy live before moving to Ellerton?

- a. Africa
- b. Bilton
- c. Wales

Answer: \_\_\_\_ Evidence (underline in two texts).

**Extension:** Write one new question starting 'From your reading of all texts...' and swap with another group.

Question: \_\_\_\_\_ ?

## Appendix O: Synonyms | Activity 3.5

Look at the text and write your own synonym for the word in bold. Then select the correct option from the choices.

### Question 27

**run** (Text 1)

Your synonym: \_\_\_\_\_

- a. leave
- b. manage
- c. change

**Extension:** Create a new synonym multiple-choice item from any text (one correct and two distractors).

Question: \_\_\_\_\_ ?

Answer choices: \_\_\_\_\_ .