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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 as they settle into life 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 teachers and 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. Level 2 emphasises participation, evaluation, workplace/college communication and critical reading.

This guide has been produced to support teachers preparing learners for the Level 2 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 SfL 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 – Level 2 Reading

## Authentic resources for classroom activities

- ▶ Long-form articles and reports
- ▶ Advanced GOV.UK policy or guidance pages
- ▶ NHS.UK appointments, symptoms, services, medication advice
- ▶ Reviews with mixed or critical viewpoints
- ▶ Academic-style informational texts
- ▶ Maps and diagrams that require interpretation
- ▶ National Geographic
- ▶ BBC News, BBC Future (local news, opinion/background)
- ▶ The Guardian (lifestyle, environment, culture and opinion)
- ▶ Statista (graphs, charts)
- ▶ Our World in Data (graphs, charts, data)
- ▶ Tableau Public (data visualisation)

## Classroom-ready resources

(levels indicate the relevant section of the website for Level 2)

- ▶ BBC Bitesize (Level 2)
- ▶ Skillsworkshop ESOL (Level 2)
- ▶ Lingua (Level C1)
- ▶ ESOL Courses (Advanced)
- ▶ Linguapress (Advanced)
- ▶ Fabulang stories (C1)
- ▶ ESL Lounge (Upper Intermediate)

## How to adapt authentic resources at Level 2

Texts should:

- ▶ include assumptions and implied reasoning
- ▶ require integration of skills
- ▶ support critical evaluation.

**Useful question stems**

<b>Gist</b>	How does the writer develop their argument?
<b>Scanning</b>	Where in the text is... mentioned?
<b>Reading for detail</b>	According to paragraph..., what is the primary reason for...?
<b>Evaluation</b>	How effective or convincing is the writer?
<b>Inference</b>	What is implied about...?
<b>Language</b>	What does X suggest about the writer's attitude?
<b>Literacy</b>	Why is this text written in a formal register?
<b>Visual literacy</b>	How does the visual information support the text's purpose?

**Tip for teachers**

Expect learners to explain how they reached their answer, not just what it is.

# Glossary of reading subskills

## Gist

Gist is understanding the overall meaning, topic, purpose and viewpoint of a text (or section of text). At Level 2, gist often includes recognising how a writer is developing an argument or explanation (for example, moving from background → evidence → conclusion), not only 'what it's about'.

It answers questions like:

- ▶ What is this text mainly about?
- ▶ Why was it written (for example, to explain, to argue, to promote, to persuade)?
- ▶ What kind of text is it (for example, a report, a review, a formal email, a promotional copy, a contract)?
- ▶ What is the writer's overall viewpoint or message?

### What it looks like in Level 2 Reading:

Common gist demands include:

- ▶ identifying the overall purpose of a longer, denser text
- ▶ identifying the main idea of a paragraph/section (and predicting what will come next)
- ▶ recognising the function of a paragraph in the text's structure (for example, giving background, giving examples, developing, concluding)
- ▶ identifying the purpose of different texts in a multi-text set (and comparing them).

At Level 2, gist questions often require learners to process more text, track how ideas develop and separate information from stance (what the writer is doing with the information). They must also recognise that texts can have two purposes.

### Examples from the Level 2 Reading sample test:

1. (Task 1) 'What is the overall purpose of this text?' (read the text as a whole and decide the writer's main communicative purpose, not details).
2. (Task 2) 'Choose the best first sentence for each paragraph.' (Choose a sentence that matches the paragraph's main focus and fits logically with what follows).
3. (Task 3) 'Match each text to its text purpose.' (Recognise text type and communicative purpose across a set and match each to its purpose).

### Classroom/practice suggestions:

1. Give learners one longer, advanced-level text (for example, from National Geographic or BBC News) and four 'overall purpose' options; they choose the best one and underline 2-3 phrases that show what the writer is trying to do (for example, to explain, to argue, to persuade).
2. Do paragraph-function labelling: learners match each paragraph to a role (for example, giving background, giving examples, developing, concluding) and justify with one clue phrase.
3. Use a mini 'text set' (for example, a forum post, a formal email and a promotional paragraph on the same topic) and ask learners to identify both the obvious purpose and the real/secondary purpose (for example, a discussion versus persuasion/advertising), underlining one clue phrase that reveals the writer's underlying intention.

**Common learner difficulties:**

- ▶ getting pulled into interesting details and missing the writer's main purpose
- ▶ confusing topic (for example, coins) with purpose (for example, explains how the organisation developed over time)
- ▶ choosing an option that is 'true' but too narrow or too broad
- ▶ missing structural signals (for example, therefore, however, for example) that show what the paragraph is doing

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

- ▶ reading a GOV.UK guidance page to understand whether it is explaining rules, telling you what to do or warning about consequences
- ▶ interpreting longer workplace messages where the purpose is not just to give information but also to justify a decision or persuade staff to accept a change
- ▶ reading mixed online sources (for example, reviews, forums, promotional pages) and recognising the purpose before trusting the content (for example, genuine advice vs hidden promotion)
- ▶ understanding formal texts (for example, contracts, official emails) where structure and purpose matter as much as vocabulary

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

Gist reading helps adults decide what a text is for (and how seriously to take it) so they can respond appropriately and efficiently - especially when texts are long, dense and contain opinion, persuasion or institutional language. It matters for navigating services, work communication and everyday digital information where people must quickly judge relevance, reliability and intended action.

**Scanning**

Scanning is reading quickly and selectively to locate a specific piece of explicitly stated information in a text, without reading everything in detail. With longer, denser and more information-rich texts at Level 2, learners need to ignore large amounts of irrelevant detail efficiently.

It answers questions like:

- ▶ Where in the text is this information?
- ▶ Which sentence contains the fact I need?
- ▶ Which paragraph should I focus on – and which can I ignore?

**What it looks like in Level 2 Reading:**

At Level 2, scanning typically involves:

- ▶ locating specific factual information in a long, continuous text
- ▶ using paragraph references to narrow the search
- ▶ identifying dates, actions or factual events that are explicitly stated
- ▶ avoiding interpretation, inference or evaluation.

Although the texts are more complex than at Level 1, scanning questions at Level 2 still require learners to find clearly stated information, not implied meaning.

### Examples from the Level 2 Reading sample test:

1. (Task 1) 'According to paragraph 2, when did people first come to live on Tristan da Cunha?' (scan the specified paragraph to locate a date or time reference that is explicitly stated, without analysing reasons or consequences).
2. (Task 1) 'According to paragraph 3, what did William Glass do for the island?' (scan the paragraph to identify a specific action or contribution mentioned in the text, selecting the information that directly answers the question).

### Classroom/practice suggestions:

1. Give learners a long factual text and paragraph numbers, then ask several time-limited 'According to paragraph...' questions that require locating stated information only.
2. Ask learners to underline key words in the question and then circle the exact phrase in the text that contains the answer.
3. Use one dense text and ask learners to match factual questions to paragraph numbers before answering them.

### Common learner difficulties:

- ▶ reading too carefully instead of scanning efficiently
- ▶ being distracted by background details or explanations
- ▶ answering with inferred or general knowledge rather than stated facts
- ▶ misreading dates, names or sequences in dense historical texts

### UK life examples (authentic contexts):

- ▶ locating dates, eligibility criteria or key actions on GOV.UK pages
- ▶ finding specific facts in long background or history sections
- ▶ scanning policy documents for one relevant requirement
- ▶ checking factual details quickly before making decisions

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

Scanning allows adults to handle long, information-heavy texts efficiently, saving time and reducing cognitive load when only specific factual information is needed – a common requirement in public services, workplaces and official digital communication.

## Reading for detail

Reading for detail means careful, precise reading to understand specific information and how it is explained or framed, including causes, conditions, definitions and relationships between ideas. This often involves technical or abstract information, longer sentences and the need to distinguish between closely related details.

It answers questions like:

- ▶ What exactly does the text say about this?
- ▶ Which detail best answers the question and why?
- ▶ How is this idea explained or defined in the text?

### **What it looks like in Level 2 Reading:**

Reading for detail may require learners to:

- ▶ identify precise information embedded in dense paragraphs
- ▶ understand definitions or key measures explained in the text
- ▶ distinguish between main details and supporting information
- ▶ track information across complex sentence structures.

Unlike scanning, learners cannot simply locate a word or date; they must read and interpret the full sentence or section carefully.

### **Examples from the Level 2 Reading sample test:**

1. (Task 1) 'In paragraph 5, what is the primary measure of the marine protection zone?' (read the paragraph carefully to identify the main protective measure, distinguishing it from background information or secondary actions mentioned in the text).
2. (Task 2) 'According to paragraph 2, who set up the first mints in Great Britain?' (locate and understand the specific factual detail, often embedded in historical explanation, and avoid confusing it with later developments or related figures).
3. (Task 3) 'According to Text 4, what can festivalgoers expect Nick Manders to play?' (identify a precise description of content, selecting the detail that best answers the question when several features of Nick Manders' music are mentioned).

### **Classroom/practice suggestions:**

1. Give learners a dense paragraph and one focused detail question, then ask them to underline the exact sentence or clause that provides the answer.
2. Ask learners to answer a reading for detail question and then explain why two other plausible details are not correct using wording from the text.
3. Use short academic-style texts and ask learners to identify key definitions or main measures, distinguishing them from examples or explanations.

### **Common learner difficulties:**

- ▶ confusing scanning questions with reading for detail questions and answering too quickly
- ▶ selecting a detail that is relevant but not the primary or defining one
- ▶ being misled by complex sentence structure or embedded clauses
- ▶ relying on background knowledge instead of the text itself

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

- ▶ reading detailed explanations on GOV.UK pages (for example, environmental, financial or legal guidance)
- ▶ understanding definitions and conditions in workplace policies
- ▶ interpreting technical or cultural descriptions in reviews or programme notes
- ▶ following detailed information in reports, proposals or public consultations

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

Reading for detail enables adults to understand complex information accurately, follow explanations and conditions, and make informed decisions when dealing with official guidance, professional documents and detailed public information.

**Reading for detail and Inference: How they are related**

At Level 2, reading for detail and inference are closely connected because learners often need to understand complex explanations before interpreting what they imply. In both cases, careful attention to wording, sentence structure and context is essential.

The key distinction remains the status of the information:

- ▶ Reading for detail focuses on understanding information that is explicitly explained or defined in the text, even when it is dense or technical.
- ▶ Inference focuses on understanding what is assumed, suggested or implied, including consequences, significance or likely outcomes that are not directly stated.

At Level 2, this extra layer of interpretation becomes a core reading demand, as learners are expected to identify assumptions, implications and underlying significance across extended texts.

**Evaluation**

Evaluation is recognising and judging the writer's stance, attitude, and rhetorical choices, including how information is selected, framed and presented to influence the reader. Evaluation goes beyond identifying opinion to include judgements of usefulness, emphasis, bias, effectiveness and tone.

It answers questions such as:

- ▶ How does the writer feel about this issue and how strongly?
- ▶ How effectively is information presented for a particular purpose?
- ▶ What kind of language is being used and why?
- ▶ How does the writer position the reader to respond?

**What it looks like in Level 2 Reading:**

At Level 2, evaluation questions typically require learners to:

- ▶ judge the usefulness or relevance of different parts of a text
- ▶ interpret the writer's attitude towards future developments or outcomes
- ▶ analyse language choice (for example, neutral, persuasive, emotive, promotional)
- ▶ consider why information is presented in a particular way, not just what is said.

Learners often need to:

- ▶ infer assumptions or implications first
- ▶ then evaluate how successfully the text achieves its purpose.

**Examples from the Level 2 Reading sample test:**

1. (Task 1) 'Which paragraph is most useful for understanding the size of the protection zone?' (evaluate relevance and usefulness, deciding which paragraph best supports a specific understanding, rather than simply locating where the topic is mentioned).

2. (Task 2) 'At the end of paragraph 7, how does the writer feel about the future of The Royal Mint?' (evaluate the writer's attitude and outlook, interpreting tone and evaluative language to judge whether the stance is optimistic, cautious or uncertain).
3. (Task 3) 'What type of language is used in Text 4, paragraph 2?' (evaluate the rhetorical nature of the language (for example, formal, persuasive, emotive), recognising how word choice and style support the text's purpose).

### Classroom/practice suggestions:

1. Ask learners to identify which paragraph in a text is most useful for a given purpose and justify their choice with two textual reasons.
2. Give learners a paragraph and ask them to label the writer's stance (optimistic, cautious, critical), underlining phrases that signal this.
3. Compare two short paragraphs on the same topic and ask which uses more persuasive or emotive language and why.

### Common learner difficulties:

- ▮ confusing evaluation with inference (explaining implication rather than making a judgement)
- ▮ focusing on topic rather than usefulness or effectiveness
- ▮ identifying language features without linking them to purpose
- ▮ relying on personal opinion instead of textual evidence

### UK life examples (authentic contexts):

- ▮ deciding which section of a long guidance page best answers a practical question
- ▮ interpreting tone and outlook in organisational announcements or policy updates
- ▮ recognising persuasive or promotional language in public information
- ▮ judging credibility and emphasis in media or institutional texts

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

Evaluation enables adults to judge relevance, credibility and intent, helping them respond appropriately to complex information in public services, workplaces, media and digital environments where texts are designed to inform, persuade or justify decisions.

## Inference

Inference is understanding meaning that is not directly stated by interpreting clues in the text and considering their significance, implications or likely consequences. Inference is a core reading demand, requiring learners to work with assumptions, implications and underlying meaning across longer and more complex texts.

Inference often involves interpreting:

- ▮ what a detail suggests rather than states
- ▮ what a fact implies about importance, quality or outcome
- ▮ what a description reveals about ability, impact or significance.

**What it looks like in Level 2 Reading:**

At Level 2, inference questions typically require learners to:

- ▶ identify relevant clues (for example, descriptive language, examples, comparisons)
- ▶ interpret the significance of those clues, not just their surface meaning
- ▶ connect information across sentences or ideas to reach a conclusion
- ▶ exclude literal or overly narrow interpretations that repeat what is stated rather than what is implied.

Learners must often decide:

- ▶ Why has the writer included this detail?
- ▶ What does this example suggest about importance, impact or quality?
- ▶ What conclusion can reasonably be drawn from the information given?

**Examples from the Level 2 Reading sample test:**

1. (Task 1) 'In paragraph 4, what can we infer about the creatures around the seamounts?' (interpret descriptive details about the environment to infer characteristics of the creatures (for example, diversity, adaptation, abundance), rather than restating what is explicitly said).
2. (Task 2) 'In paragraph 7, what is inferred by The Royal Mint producing medals for the Olympics and Paralympics?' (interpret the significance of this information, inferring what it suggests about The Royal Mint's status, expertise or reputation, not simply identifying the action itself).
3. (Task 3) 'In Text 2, what is inferred about Cathy's violin playing?' (infer ability or quality from indirect evidence (for example, reactions, outcomes, comparisons), rather than relying on a direct evaluative statement).

**Classroom/practice suggestions:**

1. Give learners a paragraph and ask them to underline two clues, then complete the sentence 'This suggests that...', explaining the logical link.
2. Ask learners to distinguish between what the text says and what it implies, writing one sentence for each.
3. Use short biographical or review-style texts and ask learners to infer significance or quality from achievements, examples or outcomes.

**Common learner difficulties:**

- ▶ repeating explicit information instead of interpreting its implication
- ▶ making inferences that are too speculative or not supported by the text
- ▶ focusing on one detail without considering its wider context
- ▶ confusing inference with evaluation (judging attitude rather than implied meaning)

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

- ▶ interpreting what achievements imply about expertise or credibility
- ▶ understanding implied importance in institutional or promotional texts
- ▶ reading between the lines in references or professional profiles
- ▶ inferring likely outcomes from policy or service updates

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

Inference enables adults to understand what texts are really suggesting, not just what they state, which is essential when interpreting institutional communication, professional information and cultural or evaluative texts where meaning is often indirect or assumed.

**Inference and Evaluation: How they are related**

Inference and evaluation remain closely connected at Level 2 because both require learners to go beyond surface meaning and interpret what is assumed, suggested or implied in a text. In both cases, learners must pay close attention to word choice, tone, examples and context, and consider why information has been selected and presented in a particular way.

The key difference continues to be what is being interpreted:

- ▶ Inference focuses on working out unstated meaning, such as implications, assumptions, likely outcomes, or what details suggest about significance or quality.
- ▶ Evaluation focuses on interpreting and judging the writer's stance, including attitude, bias, strength of opinion, and how effectively the text positions the reader to agree or respond.

At Level 2, these skills are often integrated rather than sequential. Learners may need to infer assumptions or implications in order to evaluate credibility, bias or effectiveness, and evaluation questions may require sustained interpretation across a whole text or across multiple texts.

**Language**

Language focuses on understanding low-frequency, technical, abstract or academic vocabulary and interpreting meaning precisely in context. Learners are expected to recognise meaning even when words are unfamiliar, specialist or not easily paraphrased by everyday synonyms.

Language questions at this level test whether learners can:

- ▶ use context, topic and text type to deduce meaning
- ▶ recognise discipline-specific or culturally loaded vocabulary
- ▶ select the most accurate paraphrase, not just a general one.

**What it looks like in Level 2 Reading:**

At Level 2, language questions typically require learners to:

- ▶ deduce the meaning of technical or subject-specific vocabulary and formal/academic language in context
- ▶ interpret idiomatic and figurative language (for example, similes, metaphors, clichés) and understand how it affects meaning
- ▶ recognise borrowed words or phrases from other languages and infer meaning from context or word structure
- ▶ distinguish between near-synonyms and shades of meaning, including differences in tone, register and implied attitude.

Unlike Entry 3 or Level 1, learners cannot rely on:

- ▶ familiar everyday vocabulary
- ▶ word shape recognition
- ▶ simple positive/negative connotation.

### Examples from the Level 2 Reading sample test:

1. (Task 2) 'Choose the word or phrase with the same meaning as the word or phrase in **bold: numismatist** (paragraph 1).' (use context and topic knowledge to identify that the word refers to a specialist role (someone who studies or collects coins), even if the term itself is unfamiliar).
2. (Task 3) 'Choose the word or phrase with the same meaning as the word or phrase in **bold: eponymous** (Text 1).' (interpret an abstract, academic adjective, selecting a paraphrase that accurately reflects the relationship described (for example, named after) rather than a vague or partial synonym).

### Classroom/practice suggestions:

1. Give learners a paragraph with one low-frequency word and ask them to underline context clues that help narrow down its meaning.
2. Ask learners to rank several paraphrase options from closest to weakest, explaining why only one fully matches the meaning.
3. Use short, subject-specific texts (for example, historical, cultural, scientific) and ask learners to identify which unfamiliar words are essential to understanding the text and which are not.

### Common learner difficulties:

- ▶ choosing a paraphrase that is generally related but not precise enough
- ▶ being misled by word form or resemblance to familiar words
- ▶ relying on partial understanding of the sentence rather than the wider context
- ▶ avoiding unfamiliar words instead of analysing them

### UK life examples (authentic contexts):

- ▶ understanding specialist terms on GOV.UK pages (for example, finance, heritage, law, environment)
- ▶ interpreting academic or professional language in workplace documents
- ▶ reading cultural reviews, exhibitions or programme notes
- ▶ coping with abstract vocabulary in media, policy or public debate

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

Language awareness at Level 2 enables adults to access complex information independently, understand specialist or academic vocabulary, and participate confidently in professional, civic and cultural contexts where meaning is often carried by precise word choice.

## Literacy (text features)

Literacy focuses on understanding how text features, grammatical choices and register are used to organise information, shape meaning and position the reader. This includes recognising why particular forms or styles are chosen, not just what they do at sentence level.

It answers questions like:

- ▶ Why has the writer chosen this word or structure here?
- ▶ How does register affect meaning and appropriacy?
- ▶ How do grammatical or discourse choices support the text's purpose?

### What it looks like in Level 2 Reading:

At Level 2, literacy questions may require learners to:

- ▶ interpret the function of a grammatical item or linking word within a complex sentence
- ▶ recognise and explain register choice (formal, neutral, informal) and its effect
- ▶ understand how style and organisation match audience and purpose
- ▶ evaluate how text-level choices support meaning across a whole text.

Compared with Level 1, literacy at Level 2:

- ▶ focuses more on why choices are made
- ▶ involves greater abstraction (register, tone, style)
- ▶ requires awareness of audience and institutional context.

### Examples from the Level 2 Reading sample test:

1. (Task 1) 'In paragraph 5, what is the purpose of **'with'**?' (analyse the grammatical function of 'with' in context (for example, to introduce additional information or clarify meaning), understanding how it contributes to sentence cohesion rather than its dictionary meaning).
2. (Task 3) 'Why is Text 5 written in a formal register?' (recognise the relationship between register, audience and purpose, evaluating why a formal style is appropriate for this text type and communicative situation).

### Classroom/practice suggestions (Level 2):

1. Give learners a paragraph and ask them to explain why a particular structure or linker is used, not just what it means.
2. Show two versions of the same message (formal versus informal) and ask learners to identify how register changes tone, authority and appropriacy.
3. Ask learners to label sections of a text according to function and style (for example, factual explanation, a formal request, justification).

### Common learner difficulties:

- ▶ focusing on grammar rules instead of meaning or purpose
- ▶ identifying register without explaining why it is used
- ▶ confusing vocabulary difficulty with formality
- ▶ missing how small grammatical choices affect overall tone

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

- understanding formal register in official letters and emails
- interpreting tone and authority in institutional communication
- recognising appropriate style for complaints, applications or requests
- reading public or legal documents where register signals seriousness and responsibility

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

Understanding text features and register helps adults interpret authority, intent and appropriacy, and respond effectively to formal communication in workplaces, public services and civic contexts.

**Visual literacy**

Visual literacy is understanding meaning from visual information (for example, images, photographs or illustrations) and interpreting how it supports, clarifies or extends the written text. This may involve identifying who or what is represented and understanding the informational role of the visual, rather than interpreting persuasive intent.

It answers questions like:

- What information does the image communicate?
- How does the image clarify or identify something mentioned in the text?
- What can be understood from the image that is not stated explicitly in words?

**What it looks like in Level 2 Reading:**

Visual literacy questions may require learners to:

- interpret a single visual image linked to the text
- identify who or what is shown, based on visual clues
- connect visual information to written references in the text
- avoid inference or evaluation beyond what the image clearly shows.

Compared with Level 1, Level 2 visual literacy:

- is less about persuasion
- is more about accurate identification and interpretation
- requires careful alignment between visual and textual information.

**Example from the Level 2 Reading sample test:**

(Task 3) 'According to the visual image, what is McNish?' (interpret a map-style visual of features in a protected marine environment and identify what McNish refers to, relying on visual information rather than written description).

**Classroom/practice suggestions:**

1. Show learners a photograph linked to a text and ask them to identify what role or identity the image shows, using visual clues only.
2. Ask learners to match short descriptions to images, explaining which visual details support their choice.
3. Use one image and ask learners to list three facts that can be identified visually, without guessing or interpreting opinion.

**Common learner difficulties**

- ▶ over-interpreting the image and adding unsupported inference
- ▶ ignoring visual clues and relying only on the text
- ▶ confusing visual identification with evaluation or opinion
- ▶ missing small but significant visual details

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

- ▶ identifying roles or people from images in news articles
- ▶ interpreting photographs in public information or reports
- ▶ understanding who is being referred to in media or online content
- ▶ linking images to explanatory or informational texts

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

Visual literacy helps adults interpret images accurately and responsibly, ensuring they understand who or what is being represented in informational texts without misinterpretation or assumption.

**General teaching strategies for Level 2 Reading****Train learners to select, prioritise and integrate reading strategies:**

Learners must actively manage their reading, deciding which strategy to use, when to shift strategy and how much attention each part of the text requires:

- ▶ Gist → identify overall purpose, argument and viewpoint; recognise how ideas are structured and developed across the text
- ▶ Scanning (Task 1 only) → locate explicitly stated information efficiently in long, information-dense texts; resist interpreting significance
- ▶ Reading for detail → track precise explanations, definitions, conditions and relationships across complex sentences
- ▶ Inference → interpret implications, assumptions and significance by connecting multiple clues across the text
- ▶ Evaluation → judge usefulness, stance, bias, tone and effectiveness, often by integrating inference with overall purpose
- ▶ Language → interpret low-frequency, technical or abstract vocabulary accurately using context and topic knowledge
- ▶ Literacy/Visual literacy → analyse why organisational, grammatical, register or visual choices are made and how they support meaning

**Expect justification, not just evidence:**

At Level 2, move beyond 'Where is the evidence?' to:

- ▶ 'Why does this evidence matter?'
- ▶ 'How does this detail support the writer's purpose or stance?'

Encourage learners to:

- ▶ locate evidence precisely
- ▶ explain its significance, not just its presence
- ▶ evaluate why alternative interpretations are weaker or less accurate.

**Build familiarity with real UK reading demands:**

Use extended, authentic texts that reflect the wide range of reading adults might encounter in the UK such as:

- ▶ detailed GOV.UK guidance with background and justification
- ▶ policy explanations and public consultations
- ▶ long-form journalism and cultural commentary
- ▶ professional or institutional communication with formal register
- ▶ informational texts combining text, visuals and structured layout

# Level 2 Reading - Practice Set

## Task 1: Visual text

### Materials (Sample Task 1 and Appendices)

- Text: Tristan da Cunha
- Visual: Marine Protection Zone map
- Sample questions 1-10
- Appendices A-F

**Time guide:** 50-65 minutes (activities) + 15-20 minutes (task)

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

### Activity 1.1: Overall purpose and scope (gist)

**Aim:** Identify the writer's purpose and justify it using evidence

**Time:** 12-15 minutes

**Interaction:** pairs → whole class

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

Learners skim the title, subheadings and first/last sentences of paragraphs 1-6.

They answer:

- What is the topic?
- What is the writer mainly doing (for example, explaining, describing, arguing, warning)?

#### Step 2: Choose purpose

Using *Appendix A: Purpose and scope*, learners answer the question: 'What is the overall purpose of this text?'

They must underline:

- one phrase that supports the correct answer
- one phrase that clearly rules out one incorrect option.

#### Question and answer

What is the overall purpose of this text?

- to compare islands in the Atlantic Ocean
- to explain an environmental project (correct)
- to criticise the management of an island

#### Step 3: Purpose versus content check

In pairs, learners discuss which option sounds plausible but is too narrow and which option is true but not the main purpose.

Learners complete the sentence:

The text includes \_\_\_\_\_, but its main purpose is \_\_\_\_\_ because \_\_\_\_\_.

**Step 4: Extension**

Learners identify one paragraph that is:

- ▶ mainly factual/descriptive
- ▶ mainly persuasive/evaluative.

Discuss how the tone shifts between factual description and evaluation.

**Activity 1.2: Embedded fact location (scanning)**

**Aim:** Locate precise factual information quickly in dense text

**Time:** 10-12 minutes

**Interaction:** pairs

**Step 1: Key word targeting**

Learners underline key scanning words in the questions (for example, dates, names, actions).

Then they predict which paragraph contains the answer and what kind of information they are looking for (for example, number, event, action).

**Step 2: Scan and confirm**

Learners answer the questions using *Appendix B: Precise scanning in dense text*. They must underline the number/date and the clause containing the matching information.

**Question and answer**

According to paragraph 2, when did people first come to live on Tristan da Cunha?

- a. 1506
- b. 1643
- c. 1810 (correct)

According to paragraph 3, what did William Glass do for the island?

- a. recorded its unique dialect
- b. devised its political system (correct)
- c. developed its transport links

**Step 3: Distractor awareness**

Learners check:

- ▶ Are there competing facts that could cause confusion?
- ▶ Are there other names that could distract?

They complete the sentence:

I chose option \_\_\_\_ because the text states \_\_\_\_\_.

Option \_\_\_\_ is wrong because it refers to \_\_\_\_\_ instead.

**Step 4: Extension**

The teacher gives 3-4 new factual prompts not used in the exam questions. Learners have 60-90 seconds to quickly scan and find the sentence containing the answer.

Sample prompts:

- ▶ Find the name of one island other than Tristan da Cunha.
- ▶ Find the phrase that indicates how the protection zone is measured.
- ▶ Find the term used to describe scientific importance.
- ▶ Find the word that signals a cause/effect relationship.

As a follow-up question, ask learners how they decided where to look first.

### Activity 1.3: Close analysis of competing details (reading for detail)

**Aim:** Strengthen ability to choose the most precise detail when multiple related ideas appear

**Time:** 12-15 minutes

**Interaction:** pairs

#### Step 1: Slow reading and paraphrase

Using *Appendix C: Choosing the most precise answer*, learners read paragraphs 4, 5 and 6 and answer the questions. Before choosing an option, they paraphrase the question in simpler words:

This question is asking me about \_\_\_\_\_.

#### Step 2: Answer and evidence

Learners select the correct option. They must underline the exact evidence phrase in the paragraph.

#### Questions and answers

According to paragraph 4, which island is especially known for a bird that cannot fly?

- a. Tristan da Cunha
- b. Gough Island
- c. Inaccessible Island (correct)

In paragraph 5, what is the primary measure of the marine protection zone?

- a. fewer tourist visits
- b. restricted fishing hauls (correct)
- c. control of invasive species

In paragraph 6, what notable change has the internet brought to the island?

- a. new links to environmental organisations (correct)
- b. an increase in tourism to the island
- c. a change in the way islanders speak

#### Step 3: Eliminate distractors

For one question, learners label the options as True, False, Not given, Partly true but irrelevant. Then complete this sentence stem for incorrect options:

This option is incorrect because the paragraph says \_\_\_\_\_, which means \_\_\_\_\_.

**Step 4: Extension**

With the class, discuss the difference between:

- ▶ the main measure (what action is taken, what policy is introduced)
- ▶ the evidence of impact (what change shows the measure is working)
- ▶ an implied wider benefit (what else this might lead to, even if not stated).

So learners can separate:

- ▶ what they did (the protection zone, fishing restrictions)
- ▶ what happened as a result (blue sharks increased)
- ▶ what we can reasonably infer (the ecosystem may be recovering, biodiversity may improve).

**Activity 1.4: Evaluating usefulness (evaluation)**

**Aim:** Judge which paragraph best answers a relevance-based question

**Time:** 12-15 minutes

**Interaction:** pairs → whole class

**Step 1: Clarify the focus of the question**

Write the question on the board: 'Which paragraph is most useful for understanding the size of the protection zone?'

Ask learners what 'most useful' means here. Does the paragraph simply need to mention the protection zone or does it need to help the reader understand its size clearly?

Learners read the relevant paragraphs (3, 4 and 5). Using *Appendix D: Evaluating relevance and usefulness*, they work in pairs to complete a short comparison table:

<b>Paragraph</b>	<b>Mentions the protection zone?</b>	<b>Helps explain its size?</b>	<b>How?</b>
<b>3</b>			
<b>4</b>			
<b>5</b>			

They should underline:

- ▶ measurements
- ▶ comparisons
- ▶ descriptive details that show scale
- ▶ any information that quantifies or contextualises the size.

Highlight that this is an evaluation question - learners must judge the relevance and depth of the information, not just find a reference.

**Step 2: Paragraph comparison task**

Learners answer the question and write a short justification:

Paragraph \_\_\_ is most useful because it explains \_\_\_\_\_.

**Question and answer**

Which paragraph is most useful for understanding the size of the protection zone?

- a. paragraph 3
- b. paragraph 4
- c. paragraph 5 (correct)

**Step 3: Reject two options**

Learners must also explain why the other paragraphs are less useful:

Paragraph \_\_\_ mentions \_\_\_\_\_, but it does not explain the size because \_\_\_\_\_.

**Step 4: Extension**

Learners discuss:

If you were writing a summary of the zone's size, which one sentence would you quote?

They choose one sentence from the best paragraph and explain why it is the strongest evidence.

Highlight the distinction between:

- ▶ surface reference
- ▶ explanatory depth
- ▶ evaluative judgement.

**Activity 1.5: Inference and implied information (inference)**

**Aim:** Identify and justify implied meaning from textual clues

**Time:** 12-15 minutes

**Interaction:** pairs → whole class

**Step 1: Find the clue phrases**

Learners read paragraph 4 and answer the question using *Appendix E: Evidence-based inference*. Before choosing, they underline two clue phrases linked to:

- ▶ unknown information
- ▶ discovery/science/species.

**Question and answer**

In paragraph 4, what can we infer about the creatures around the seamounts?

- a. Scientists do not know about all of them. (correct)
- b. Their numbers have decreased rapidly.
- c. They have adapted to nearby humans.

**Step 2: Make the inference explicit**

Learners identify:

- ▶ Which option is supported by the clues?
- ▶ Which option introduces new information not supported by the text?
- ▶ Which option exaggerates or distorts the meaning?

For the correct answer, learners complete the reasoning chain:

The text says \_\_\_\_\_. This suggests \_\_\_\_\_. Therefore, we can infer \_\_\_\_\_.

Highlight that at Level 2, distractors often sound logical and use related vocabulary but often extend beyond what the text supports.

### Step 3: 'Inference boundary' check

In pairs, learners discuss:

- ▶ What is definitely supported?
- ▶ What is possible but not supported?

Remind learners that inference is not imagination - it must be evidence-based. At Level 2, inference often requires:

- ▶ identifying limits of knowledge
- ▶ noticing hedging language
- ▶ interpreting scientific phrasing.

### Step 4: Extension

Learners write a one-sentence inference question for paragraph 6 using a more nuanced stem, for example,

'What does this suggest about...?' or 'What can be concluded about...?'

## Activity 1.6: Language and visual meaning (language, visual literacy)

**Aim:** Interpret information through lexical choice and visual framing

**Time:** 12-15 minutes

**Interaction:** pairs → whole class

### Step 1: Vocabulary in context (language focus)

Learners answer the question using *Appendix F: Meaning from words and images*

#### Question and answer

In paragraph 5, what is the purpose of 'with'?

- a. introduces a contrast
- b. introduces an example
- c. introduces an explanation (correct)

Learners must:

- ▶ select the correct answer
- ▶ underline the exact phrase in the paragraph that shows how 'with' functions.

### Step 2: Micro-analysis of function

#### Ask learners:

- ▶ If we remove the word 'with', what changes?
- ▶ Does it simply add information or does it help define the protection zone more precisely?

As a class, discuss that at Level 2, language questions often test whether learners understand how grammar shapes meaning, not just what words mean.

**Step 3: Visual meaning (visual literacy focus)**

Learners look at the visual and answer the question, then discuss:

- ▶ What kind of visual is it (for example, a map, a diagram, a scientific representation)?
- ▶ What knowledge is assumed (for example, knowing how maps label features)?

**Question and answer**

According to the visual image, what is McNish?

- a. an island
- b. a seamount (correct)
- c. a no-take zone

Emphasise that at Level 2, visuals are not decorative - they convey additional information.

**Step 4: Integration**

Ask learners how the visual framing influences the reader's perception of scale and authority.

It makes the zone seem \_\_\_\_\_ because \_\_\_\_\_.

**Activity 1.7: Bring it together (Sample Task 1 Questions 1-10)**

Now learners complete the official task under light exam conditions.

**Instructions**

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

## Level 2 Reading Task 1

Read the text about Tristan da Cunha and answer questions 1-10.

### Paragraph 1

Tristan da Cunha lies deep in the South Atlantic Ocean, midway between South America and Africa. It is a part of the Saint Helena, Ascension Island and Tristan da Cunha territory, a UK Overseas Territory. Yet it is 2,000 km away even from its nearest neighbour, Saint Helena, making it the world's remotest inhabited island.

### Paragraph 2

First sighted by the Portuguese explorer Tristão da Cunha in 1506, who due to rough seas could not land, the island was first visited by a Dutch ship in 1643 and eventually settled by the British in 1810. While temperatures are mild all year round, the terrain is forbidding: the small circular island is dominated by highlands surrounding a giant volcanic cone at the centre, skirted by a few low-lying coastal plains.

### Paragraph 3

Most islanders are the descendants of the people who arrived from Britain, Europe and America in the 19th century. They speak an idiosyncratic variety of English whose oddities have resulted from its speakers' isolation from the rest of the English-speaking world, most strikingly referring to bread as 'cake'. Locals participate in the fascinating system of community governance introduced by William Glass in 1817 that endures to the present day: land is shared and farmed equally, with all Tristanians involved, from the youngest child to the oldest pensioner. Additional sources of income include fishing, the selling of Tristanian stamps and coins, and a small but lucrative tourist trade, though with the island having no airstrip, visitors to the island must take a six-day boat trip from South Africa.

### Paragraph 4

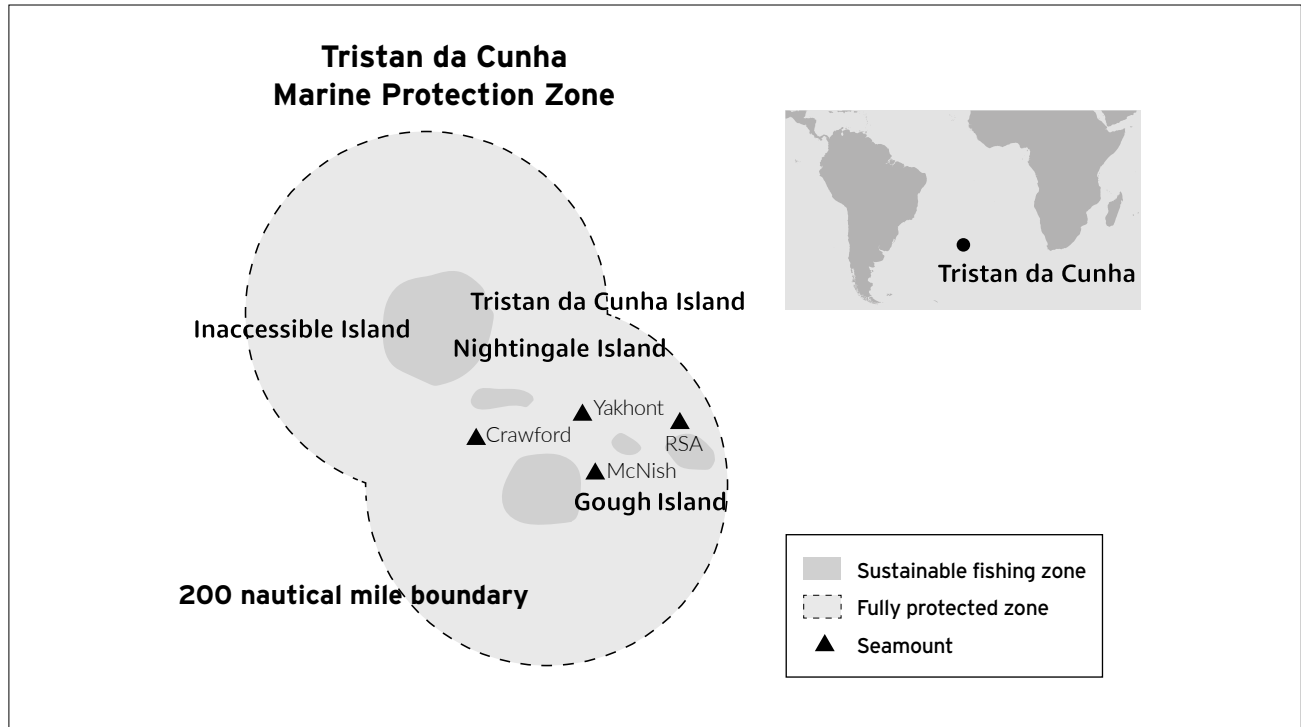
Tristan da Cunha and its neighbouring archipelago of largely inaccessible isles (one actually called Inaccessible Island) are home to a host of notable avian and marine species. The rockier islets, and especially Gough Island, provide breeding grounds for hundreds of thousands of seabirds, including formidably large albatrosses and rare species of petrels. Some birds are unique to the island chain, such as the Inaccessible Island rail, the smallest flightless bird in the world, and the melodious Tristan thrush. The shores and surrounding seas, meanwhile, are home to rockhopper penguins, fur seals, dolphins, sharks and whales; while the seamounts beneath the surface of the waters are home to innumerable crustaceans. The RSPB (Royal Society for the Protection of Birds) has called the area one of the most pristine marine environments on the planet; many of its depths remain unexplored and its denizens unrecorded.

### Paragraph 5

To preserve this remarkable natural heritage, the waters around Tristan da Cunha have been designated a marine protection zone. The Tristan da Cunha Marine Protection Zone is one of the biggest such areas on the planet, spanning a vast territory of some 687,000 square kilometres around the island. Aside from a 10% area set aside for the islanders' own fishing needs, the protected area is a no-take zone, meaning that fishermen, foreign or domestic, cannot operate there. Recent data obtained from deep sea dives and satellite observation has revealed that the project is bearing fruit: foremost in their report was the fact that migratory blue sharks, elsewhere zealously fished, have found a safe haven in the region, **with** more of these apex predators found here than any other zone monitored.

**Paragraph 6**

While the island remains as geographically isolated as ever, the internet has enabled islanders to communicate more with the outside world. This has allowed them to coordinate more with organisations interested in the natural world and win funding for conservation projects. In 2024, the island was awarded the coveted Blue Park Award in recognition of its efforts to safeguard and foster biodiversity.



**Questions 1-10**

Choose the correct answer.

1. What is the overall purpose of this text?
  - a. to compare islands in the Atlantic Ocean
  - b. to explain an environmental project
  - c. to criticise the management of an island
2. According to paragraph 2, when did people first come to live on Tristan da Cunha?
  - a. 1506
  - b. 1643
  - c. 1810
3. According to paragraph 3, what did William Glass do for the island?
  - a. recorded its unique dialect
  - b. devised its political system
  - c. developed its transport links

4. According to paragraph 4, which island is especially known for a bird that cannot fly?
  - a. Tristan da Cunha
  - b. Gough Island
  - c. Inaccessible Island
5. In paragraph 5, what is the primary measure of the marine protection zone?
  - a. fewer tourist visits
  - b. restricted fishing hauls
  - c. control of invasive species
6. In paragraph 6, what notable change has the internet brought to the island?
  - a. new links to environmental organisations
  - b. an increase in tourism to the island
  - c. a change in the way islanders speak
7. Which paragraph is most useful for understanding the size of the protection zone?
  - a. paragraph 3
  - b. paragraph 4
  - c. paragraph 5
8. In paragraph 4, what can we infer about the creatures around the seamounts?
  - a. Scientists do not know about all of them.
  - b. Their numbers have decreased rapidly.
  - c. They have adapted to nearby humans.
9. In paragraph 5, what is the purpose of 'with'?
  - a. introduces a contrast
  - b. introduces an example
  - c. introduces an explanation
10. According to the visual image, what is McNish?
  - a. an island
  - b. a seamount
  - c. a no-take zone

**Teacher answer key (Q1-10):**

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

**Final reflection**

Ask learners:

1. Which question was hardest and what strategy helped most?
2. Which distractor was most convincing and why?
3. Where would you use these skills in real life in the UK and what could go wrong if you misread?

## Task 2: Single text

### Materials (Sample Task 2 and Appendices)

- ▶ Text: The Royal Mint
- ▶ Sample questions 11-20
- ▶ Appendices G-M

**Time guide:** 55-70 minutes (activities) + 15-20 minutes (task)

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

### Activity 2.1: Paragraph linking and overall flow (gist)

**Aim:** Identify how paragraphs connect through purpose, topic shift and cohesion

**Time:** 12-15 minutes

**Interaction:** pairs → whole class

#### Step 1: Predict the function of the missing sentence

Explain that in Level 2, missing-sentence questions test:

- ▶ logical flow
- ▶ paragraph purpose
- ▶ reference tracking (for example, this, it, therefore, however).

Learners read paragraphs 3, 4 and 6 without the missing first sentences.

In pairs, they complete the table:

Paragraph	What is the paragraph mainly about?	What kind of first sentence is needed? (summary, time shift, example, contrast)
3	How the Mint operated at the Tower of London and why production pressures increased.	A summary sentence referring back to the Tower of London location and introducing its long-term operation there.
4	Construction of a new mint at Tower Hill in the early 1800s and its later limitations.	A time shift introducing the new location and construction.
6	How the Mint has diversified to offset declining cash demand.	A summary sentence introducing business evolution or diversification.

#### Step 2: Match the correct first sentences

Using *Appendix G: Missing sentences: paragraph cohesion*, learners match the first sentence options for paragraphs 3, 4 and 6.

**First sentence**

a. Over the last 20 years, The Royal Mint has been evolving its business to help offset declining cash use.	Paragraph 6
b. For more than 500 years, the operation continued to be based in the Tower of London: a secure, safe place to produce and store money.	Paragraph 3
c. The Royal Mint is an important part of British culture for a number of reasons.	Not used
d. In 1805, construction started on a new purpose-built mint on Tower Hill, opposite the Tower of London.	Paragraph 4

Ask learners to underline the 'hook word' that proves the link (for example, however, therefore, for example, in 1805).

**Step 3: Justify why the unused option does not fit**

Learners choose the unused sentence and explain:

This sentence does not fit because the paragraph continues with \_\_\_\_\_, but the sentence introduces \_\_\_\_\_.

**Step 4: Extension**

Ask learners:

- ▶ Which option is too general to fit any paragraph?
- ▶ Which option fits by topic, but fails because the paragraph develops a different focus?

**Activity 2.2: Chronology and precision reading (reading for detail)**

**Aim:** Track historical detail accurately across dense chronological writing

**Time:** 12-15 minutes

**Interaction:** pairs

**Step 1: Timeline skim**

Using *Appendix H: Chronology and distractor control*, learners quickly scan paragraph 2 and underline all dates/time markers:

- ▶ second century BC
- ▶ 43 AD
- ▶ sixth, seventh centuries
- ▶ 650 AD
- ▶ 1279

Ask: Is this paragraph mainly describing events or explaining causes?

**Step 2: Answer detail question**

Learners answer the question: 'According to paragraph 2, who set up the first mints in Great Britain?'

Underline the exact phrase proving the answer.

**Question and answer**

According to paragraph 2, who set up the first mints in Great Britain?

- a. the Celts
- b. the Romans (correct)
- c. the English

**Step 3: Distractor analysis (why the wrong answers are tempting)**

Learners explain why each wrong option is wrong:

- ▶ Celts = introduced coins, but did not set up mints
- ▶ English = later development, not the first

Sentence stem:

Option \_\_\_ is mentioned, but it does not answer the question because \_\_\_\_\_.

**Step 4: Extension**

Ask learners to write one extra detail question from paragraph 2 in this format:

- ▶ According to paragraph 2, when...?
- ▶ According to paragraph 2, what happened after...?

**Activity 2.3: Cause-and-effect reading (reading for detail)**

**Aim:** Identify the precise cause of a decision in a complex paragraph

**Time:** 12-15 minutes

**Interaction:** pairs

**Step 1: Question focus check**

Write the question on the board: 'Why did The Royal Mint move to a new location?'

Ask learners to discuss:

- ▶ the key concept = 'move'
- ▶ the required type of answer = reason/cause

**Step 2: Answer the question and evidence chain**

Using *Appendix I: Tracking cause and consequence*, learners answer the question.

They must underline:

- ▶ the problem
- ▶ the trigger event
- ▶ the consequence.

**Question and answer**

According to paragraph 3, why did The Royal Mint move to a new location?

- a. to improve the working environment
- b. to accommodate new mint technology
- c. to produce currency for England and Scotland (correct)

**Step 3: Reasoning chain**

Learners complete the sentence:

The paragraph explains that \_\_\_\_\_. This created \_\_\_\_\_. As a result, they decided to \_\_\_\_\_.

**Step 4: Extension**

Ask learners to identify two phrases showing 'pressure/increase' (for example, 'production increased', 'struggled to cope', 'growing demands', 'exacerbated the issue').

Then they complete:

- ▶ These phrases show that \_\_\_\_\_.
- ▶ This explains why the Mint needed to \_\_\_\_\_.

With the class, discuss which phrase is the strongest evidence that the move was unavoidable. Why?

**Activity 2.4: Quantitative comparison in text (reading for detail and evaluation bridge)**

**Aim:** Interpret what statistics show, not just what they state

**Time:** 10-12 minutes

**Interaction:** pairs

**Step 1: Locate the figures**

Learners scan paragraph 5 and underline the number references:

- ▶ two billion
- ▶ 60 nations
- ▶ two million

**Step 2: Answer the question and evaluation**

Using *Appendix J: Interpreting statistics in context*, in pairs, learners answer the question. Then they discuss these questions:

- ▶ Why does the writer include these figures?
- ▶ What impression do they create about the Mint today?

**Question and answer**

According to paragraph 5, what type of coin does The Royal Mint produce the highest amount of?

- a. British
- b. foreign (correct)
- c. commemorative

Learners choose two that are supported, then underline which is most important:

- ▶ emphasise decline in British demand
- ▶ show global importance
- ▶ show success through export

### Step 3: Extension

Ask learners to rewrite the meaning in one sentence:

These numbers suggest that \_\_\_\_\_.

## Activity 2.5: Writer stance and uncertainty (evaluation)

**Aim:** Interpret writer attitude through tone, stance markers and hedging

**Time:** 12-15 minutes

**Interaction:** pairs → whole class

### Step 1: Highlight attitude language

Learners read the final lines of paragraph 7 and underline words/phrases showing:

- ▶ hope
- ▶ uncertainty
- ▶ risk.

Examples:

- ▶ 'It is hoped that...'
- ▶ 'dwindling fortunes'
- ▶ 'has put... into doubt'
- ▶ 'by no means guaranteed'

### Step 2: Answer the evaluation question

Using *Appendix K: Evaluating writer opinion*, learners answer the question: 'At the end of paragraph 7, how does the writer feel about the future of The Royal Mint?'

### Questions and answers

At the end of paragraph 7, how does the writer feel about the future of The Royal Mint?

- a. positive
- b. concerned (correct)
- c. nostalgic

### Step 3: Strength-of-feeling check

Learners decide:

- ▶ Is the writer mildly worried or strongly worried?
- ▶ Which phrase is the strongest evidence?

**Step 4: Extension**

Ask learners if the writer sounds:

- ▶ emotionally attached?
- ▶ analytical?
- ▶ pessimistic?

Which words in the text support their choice?

**Activity 2.6: Inference from evidence of change (inference)**

- ▶ Aim: Infer meaning from an example that implies wider change
- ▶ Time: 12-15 minutes
- ▶ Interaction: pairs

**Step 1: Identify what is stated**

Learners underline the sentence about the medals: 'In 2012, The Royal Mint made a successful bid to produce...'.  
 Ask learners: What is the direct fact?

**Step 2: Answer and justify**

Using *Appendix L: Implied meaning and justification*, learners answer the question and complete this sentence:

The text says \_\_\_\_\_. This implies \_\_\_\_\_. Therefore, we can infer that \_\_\_\_\_.

**Question and answer**

In paragraph 7, what is inferred by The Royal Mint producing medals for the Olympics and Paralympics?

- a. The Royal Mint is a patriotic institution.
- b. The Royal Mint is supportive of international sports.
- c. The Royal Mint is diversifying production. (correct)

**Step 3: Inference boundary check**

Learners classify the wrong options:

- ▶ patriotic institution → possible but not supported
- ▶ supportive of international sports → topic shift/misdirection
- ▶ diversifying production → supported inference

**Step 4: Extension**

Learners answer the question: The writer mentions medals as evidence that \_\_\_\_\_.

## Activity 2.7: Technical vocabulary and meaning from context (language)

**Aim:** Deduce meaning of specialist vocabulary using context clues

**Time:** 10-12 minutes

**Interaction:** pairs

### Step 1: Word type and context clue spotting

Learners identify what kind of word each is:

- ▶ numismatist = person noun
- ▶ meticulously = adverb describing method

Underline clues in the surrounding sentence.

### Step 2: Answer the language questions

Using *Appendix M: Specialist vocabulary and nuance*, learners answer the questions.

Learners underline two stance markers in paragraph 3 (for example, 'master', 'intricate') to support their interpretation of 'meticulously'.

### Questions and answers

**numismatist** (paragraph 1)

- a. British historian
- b. coin specialist (correct)
- c. Royal Mint official

**meticulously** (paragraph 3)

- a. roughly
- b. fussily
- c. carefully (correct)

Ask learners to decide if the writer's attitude is more factual or emotional. They tick one:

- mainly factual warning
- mainly emotional concern

Then justify in one sentence:

This feels more \_\_\_\_\_ because the writer uses \_\_\_\_\_ language (for example, \_\_\_\_\_).

### Step 3: Nuance check

**Ask learners:**

- ▶ Is 'meticulously' positive, negative or neutral here?
- ▶ Does it suggest care, obsession or slowness?

Learners rewrite 'meticulously' using two alternatives:

- ▶ one neutral synonym
- ▶ one slightly negative synonym

## Activity 2.8: Bring it together (Sample Task 2 Questions 11-20)

Now learners complete the official task under light exam conditions.

Instructions

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

### Level 2 Reading Task 2

Read the text about The Royal Mint and answer questions 11-20.

#### Paragraph 1

As a **numismatist**, I find the rich history interwoven into the development of currency in the United Kingdom truly fascinating. The Royal Mint is the United Kingdom's official producer of British coins and bank notes and is under an exclusive contract to supply the nation's coinage. It has been in existence for over a thousand years, evolving from humble origins to the well-renowned institution it is today.

#### Paragraph 2

The history of coins in Great Britain can be traced back to the second century BC when they were introduced by Celtic tribes from across the English Channel. After the Roman invasion in 43 AD, the Romans set up multiple mints across the land. However, once the Roman rule in Britain came to an end, no coins appear to have been minted in Britain until the emergence of English kingdoms in the sixth and seventh centuries. By 650 AD, as many as 30 mints are recorded across Britain. In 1279, the country's numerous mints were unified under a single system whereby control was centralised to the mint within the Tower of London, the seat of ancient government.

#### Paragraph 3

\_\_\_11\_\_\_ A master worker was charged with hiring engravers, who **meticulously** carved out the intricate designs on the coins, as well as managing the moneyers whose role it was to produce the coins. This location worked well but, as production increased, the outdated mint machinery struggled to cope with growing demands. In 1707, the Acts of Union uniting England and Scotland into one country further exacerbated the issue. London took over production of Scotland's currency, replacing Scotland's pound Scots with the English pound sterling. This finally led to plans for the mint to move to a location that could fully accommodate its increased production.

#### Paragraph 4

\_\_\_12\_\_\_ The new mint was completed in 1809 with the keys of the new mint ceremoniously delivered to the Constable of the Tower. The site was protected by a boundary wall patrolled by The Royal Mint's military guard. In the mid-1960s, Britain decimalised its currency, a project that involved re-minting millions of new coins. The site at Tower Hill was deemed inadequate to meet the anticipated high demand such a recoinage would entail. Therefore, plans were soon afoot to find a much more spacious location.

**Paragraph 5**

In 1968, The Royal Mint moved to its current location in Llantrisant, a small town in Wales. Nowadays, the Mint produces not only cash for British pockets but for many foreign countries. Last year, it produced more than two billion coins for more than 60 nations. During the same period, it only produced two million for British use. The Mint also produces a limited range of special coins to commemorate special occasions and people.

**Paragraph 6**

\_\_\_13\_\_\_ For example, a visitor centre was built in Llantrisant to generate additional income. At the centre, members of the public can enjoy a guided tour of the factory. Then, there is an interactive exhibition where visitors can learn about the history of the organisation, its production methods and the hobby of collecting coins.

**Paragraph 7**

In 2012, The Royal Mint made a successful bid to produce the 4,700 medals needed for the Olympics and Paralympics held in London. Since 2018, The Royal Mint has expanded into precious metals investment, recently announcing plans to build a new plant in South Wales to recover precious metals from electronic waste. It is hoped that this and similar initiatives will reverse the dwindling fortunes of this much-loved institution. However, the ongoing transition from physical currency to digital transactions has put the mint's main function into doubt, and its survival is by no means guaranteed.

**Questions 11-13**

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

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

12. Paragraph 4 \_\_\_\_\_

13. Paragraph 6 \_\_\_\_\_

- a. Over the last 20 years, The Royal Mint has been evolving its business to help offset declining cash use.
- b. For more than 500 years, the operation continued to be based in the Tower of London: a secure, safe place to produce and store money.
- c. The Royal Mint is an important part of British culture for a number of reasons.
- d. In 1805, construction started on a new purpose-built mint on Tower Hill, opposite the Tower of London.

**Questions 14-18**

Choose the correct answer.

14. According to paragraph 2, who set up the first mints in Great Britain?
- the Celts
  - the Romans
  - the English
15. According to paragraph 3, why did The Royal Mint move to a new location?
- to improve the working environment
  - to accommodate new mint technology
  - to produce currency for England and Scotland
16. According to paragraph 5, what type of coin does The Royal Mint produce the highest amount of?
- British
  - foreign
  - commemorative
17. At the end of paragraph 7, how does the writer feel about the future of The Royal Mint?
- positive
  - concerned
  - nostalgic
18. In paragraph 7, what is inferred by The Royal Mint producing medals for the Olympics and Paralympics?
- The Royal Mint is a patriotic institution.
  - The Royal Mint is supportive of international sports.
  - The Royal Mint is diversifying production.

**Questions 19-20**

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

19. **numismatist** (paragraph 1)
- British historian
  - coin specialist
  - Royal Mint official
20. **meticulously** (paragraph 3)
- roughly
  - fussily
  - carefully

**Teacher answer key (Q11-20):**

- 11. b
- 12. d
- 13. a
- 14. b
- 15. c
- 16. b
- 17. b
- 18. c
- 19. b
- 20. c

**Final reflection**

Ask learners:

1. Which question required you to follow cohesion and logical flow, not just vocabulary?
2. Which answer was hardest because it was true but not relevant?
3. Where might you need these skills in real UK life (news, workplace policy, financial info, official history pages)?

## Task 3: Multi-text

### Materials (Sample Task 3 and Appendices)

- ▶ Five texts (Violinist Nick Manders)
- ▶ Sample questions 21-30
- ▶ Appendices N-S

**Time guide:** 55-70 minutes (activities) + 15-20 minutes (task)

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

### Activity 3.1: Identifying communicative purpose across texts (gist)

**Aim:** Distinguish text purpose across different genres

**Time:** 12-15 minutes

**Interaction:** pairs → whole class

#### Step 1: Rapid genre skim (no dictionaries)

Learners skim Texts 1-3. Using *Appendix N: Purpose and audience across genres*, in pairs, they answer:

- ▶ What kind of text is this? (for example, a review, a promotional copy, a contract, a commentary or something else)
- ▶ Who is the intended audience?
- ▶ What is the writer trying to achieve?

They must justify their response with one short phrase from each text.

#### Step 2: Match to purpose

Learners match the texts to their intended purpose. They should underline one phrase in each text that proves their choices.

#### Text purposes

a. to propose an attractive business deal	Text 3
b. to detail business terms and conditions	Not used
c. to advertise a new musical release	Text 1
d. to encourage people to attend an event	Text 2

#### Step 3: Reject the unused option

For the unused answer, learners complete this statement:

Option \_\_\_ is not used because it focuses on \_\_\_\_\_, but none of the texts primarily do this.

**Step 4: Dual-purpose discussion**

Ask if any of the texts have a secondary purpose. Is any text partly persuasive but also informative?

Highlight that at Level 2, purpose can be layered - but exam answers require the dominant communicative intention.

**Activity 3.2: Analysing register and institutional tone (literacy)**

**Aim:** Analyse why a text adopts a formal register

**Time:** 10-12 minutes

**Interaction:** pairs

**Step 1: Identify formal features**

Using *Appendix O: Formal register and institutional style*, learners read Text 5 and underline:

- ▶ modal verbs
- ▶ passive constructions
- ▶ legal/contract-style phrases
- ▶ impersonal tone markers.

Ask learners whether the text is conversational, promotional or institutional.

**Step 2: Answer the question**

Learners answer the question and justify with one structural feature (not just vocabulary).

**Question and answer**

Why is Text 5 written in a formal register?

- a. to express dissatisfaction
- b. to ensure the text is clear and precise (correct)
- c. to be polite and respectful

Sentence frame:

The register is formal because the text uses \_\_\_\_\_, which suggests \_\_\_\_\_.

**Step 3: Register shift**

Learners rewrite one sentence from Text 5 in an informal style. Discuss:

- ▶ What changes?
- ▶ What would be inappropriate in a business/legal context?

**Activity 3.3: Distinguishing criticism and expectation (reading for detail)**

**Aim:** Select precise details while rejecting attractive distractors

**Time:** 12-15 minutes

**Interaction:** pairs

**Step 1: Question focus check**

Using *Appendix P: Detail focus and distractor control*, learners underline the key phrase in each question:

Q25 - main criticism

Q26 - what attendees can expect

Ask if the questions are about opinion, content or future performance.

**Step 2: Answer and evidence**

Learners answer the questions. They must:

- ▶ underline the exact phrase that supports the correct answer
- ▶ underline one phrase that makes a distractor tempting.

**Questions and answers**

In Text 2, what is Simon's main criticism of Nick Manders?

- a. His violin playing lacks precision.
- b. His performance lacks professionalism.
- c. His new tunes lack originality. (correct)

According to Text 4, what can festivalgoers expect Nick Manders to play?

- a. tracks requested by the audience
- b. tunes from his latest album (correct)
- c. previously unreleased material

**Step 3: Distractor deconstruction**

For one question, learners complete the sentence:

Option \_\_\_ is tempting because the text says \_\_\_\_\_.

However, this does not answer the question because \_\_\_\_\_.

Emphasise that at Level 2, distractors are often true statements that do not match the focus.

**Step 4: Precision discussion**

Ask learners:

- ▶ How does the writer signal criticism?
- ▶ Is it direct, ironic or implied?

**Activity 3.4: Judging stylistic effect (evaluation)**

**Aim:** Evaluate the effect of figurative and persuasive language

**Time:** 10-12 minutes

**Interaction:** pairs → whole class

**Step 1: Identify stylistic markers**

Learners read Text 4, paragraph 2 and they underline:

- ▶ figurative expressions
- ▶ heightened language
- ▶ imagery
- ▶ exaggeration.

**Step 2: Answer the question**

Using *Appendix Q: Style and rhetorical effect*, learners answer the question. They should justify using one quoted example.

**Question and answer**

What type of language is used in Text 4, paragraph 2?

- a. metaphoric (correct)
- b. idiomatic
- c. colloquial

**Step 3: Effect discussion**

Ask learners why this type of language is used in this genre. Does it:

- ▶ create excitement?
- ▶ build imagery?
- ▶ persuade emotionally?

**Step 4: Style shift rewrite**

Learners rewrite one metaphoric phrase in neutral language. How does the tone shift?

**Activity 3.5: Drawing careful inferences from character portrayal (inference)**

**Aim:** Infer character evaluation from indirect description

**Time:** 12-15 minutes

**Interaction:** pairs

**Step 1: Locate evaluative clues**

Learners read the section about Cathy's violin playing. They should underline examples of:

- ▶ humour
- ▶ hedging
- ▶ evaluation
- ▶ indirect (implied) praise.

**Step 2: Answer and reasoning chain**

Using *Appendix R: Inference from indirect description*, learners answer the question and complete this sentence:

The text says \_\_\_\_\_. This suggests \_\_\_\_\_. Therefore, we can infer \_\_\_\_\_.

**Question and answer**

In Text 2, what is inferred about Cathy's violin playing?

- a. She enjoys performing for her pets.
- b. She's improving with practice. (correct)
- c. She's an exceptionally good player.

**Step 3: Inference boundary**

Learners classify the distractors:

- ▶ exaggeration
- ▶ literal misreading
- ▶ unsupported assumption

Discuss which option goes beyond the evidence.

Emphasise that at Level 2 learners must read between the lines, not invent meaning.

**Activity 3.6: Interpreting academic vocabulary in context (language)**

**Aim:** Deduce meaning of advanced vocabulary using contextual clues

**Time:** 10-12 minutes

**Interaction:** pairs

**Step 1: Word type analysis**

Identify the words in the texts and read the sentences before and after:

- ▶ eponymous (adjective) - Text 1
- ▶ symbiotic (adjective) - Text 3

Underline contextual clues in the sentence that help you understand the meaning.

**Step 2: Answer and justify**

Using *Appendix S: Academic vocabulary and nuance*, learners answer the questions and explain which word or phrase in the sentence helped them most.

**Questions and answers**

**eponymous** (Text 1)

- a. underrated
- b. covers
- c. self-named (correct)

**symbiotic** (Text 3)

- a. mutually beneficial (correct)
- b. exploitative of others
- c. one-sided arrangement

**Step 3: Nuance check**

Ask learners:

- ▶ Is symbiotic positive, neutral or evaluative?
- ▶ Could it ever be negative?

Rewrite each word using:

- ▶ one simpler synonym
- ▶ one near synonym with slightly different tone.

**Activity 3.7: Bring it together (Sample Task 3 Questions 21-30)**

Now learners complete the official task under light exam conditions.

**Instructions**

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

**Level 2 Reading Task 3**

Read the five texts and answer questions 21-30.

**Text 1**

English Folk Music				
Who's Who	News	Techniques	Contact Us	Forum
<p>Accomplished English violinist Nick Manders has just released a critically acclaimed <b>eponymous</b> album of stirring, self-penned compositions, skilfully infusing folky jigs, reels and ballads with elements of rock, jazz and other influences.</p> <p>Manders initially came to prominence in the mid-1980s, playing a pivotal role in the folk-rock band 'Standing Stones', notable for their experimentation with different sounds and genres.</p> <p>A virtuoso fiddler, Manders is a musical genius whose ability to improvise seemingly effortlessly makes each musical performance unique, unpredictable and breathtaking. A performance by Manders is not to be missed, and 'Nick' will no doubt become a must-have classic for folk enthusiasts for decades to come.</p>				

## Text 2

'Nick'	
Irena	Hi fellow folkies. Just downloaded 'Nick' and I can't get enough of it. Nick Manders at his best. What do you reckon?
Cathy	Couldn't agree more. In fact, I've been inspired to get my fiddle out and have a go at a few reels and gigs myself. Let's just say I'm getting there. I sound less like a bunch of cats anyway.
Simon	Sorry to be a downer but I just don't get it. It's just the same rehashed stuff he's been doing for donkey's years. I cannot fault his technique, but it's all a bit lacklustre to me.
Cathy	Seriously? Well, we'll have to agree to disagree. I personally feel it's his best release yet. I love how he jigs around the stage with a cheeky twinkle in his eye. Would love to see him play live.
Irena	Yeah, he's a mesmerising performer, isn't he? I run a small folk festival down in Cornwall. I've approached his agent to see if we can sign him up and I'm hoping he'll say 'yes'. Check us out - folkways.com - we'll be posting our confirmed line-up soon.
Cathy	Sounds fab, Irena. I'm in Devon so could easily pop down to Cornwall. Fingers crossed you sign him up.

## Text 3

To	jamesmajor@folktalent.com
From	irena.polissya@techmail.com
Subject	Booking Confirmation for Nick Manders at Folkways Festival
<p>Dear James</p> <p>I trust this email finds you in excellent health. As a representative of the Folkways Festival Organising Committee, I am writing to formally request confirmation regarding Nick Manders' availability to perform at this year's festival at Harewood Hall Farm from 1 to 3 August.</p> <p>Nick Manders, with his virtuosity and distinctive fusion of folk-inspired melodies, stands as an ideal candidate for our festival. His performance promises to elevate the overall experience for our discerning audience and contribute significantly to the festival's success. Please be assured that we offer generous performance fees.</p> <p>Folkways has firmly imprinted itself into the fabric of the folk festival calendar. We anticipate welcoming approximately 20,000 festivalgoers this year. We see potential for a <b>sympiotic</b> relationship between the festival and Nick - enabling a harmonious blend of artistry that enriches both the festival and your esteemed client.</p> <p>We appreciate your prompt attention to this matter and look forward to your positive confirmation.</p> <p>Kind regards Irena Polissya</p>	

**Text 4****Nick Manders**

Picture a moonlit stage, the air palpable as folk legend Nick Manders steps into the spotlight, his fiddle poised.

Nick's latest masterpiece awaits its live debut, each note a brushstroke on the canvas of emotion. New works then make way for timeless classics etched into the collective memory of folk aficionados.

Join us under the star-studded sky and let Nick Manders ignite your soul, weaving memories that linger long after the last note fades.

**Text 5****Music Performance Contract**

This Music Performance Contract ("Contract") is entered into by and between:

Artist (Nick Manders): Hereinafter referred to as the "Artist"

Organiser (Irena Polissya): Hereinafter referred to as the "Organiser"

**Performance Details**

- Performance Date and Time: The Artist shall perform on Saturday, August 2, from 9pm to 11pm.
- Venue: Folkways Festival, Harewood Hall Farm, Pendragon Road, Truro, Cornwall, TR1 4FZ.

**Compensation**

- Fee: The Organiser agrees to compensate the Artist with £1,000 for the performance.
- Payment Terms:  
The Artist shall receive an upfront deposit of 20% upon signing this Contract.  
The remaining 80% balance shall be paid upon completion of the performance.

**Cancellation and Termination**

- Cancellation by Artist: In the event of cancellation by the Artist, the Organiser shall be notified at least 30 days in advance.
- Cancellation by Organiser: If the festival is cancelled by the Organiser, the Artist shall be compensated for any expenses incurred.

**Signatures**

By signing below, the parties acknowledge their agreement to the terms outlined in this Contract.

	<b>Signature</b>	<b>Date</b>
<b>Artist (Nick Manders)</b>		
<b>Organiser (Irena Polissya)</b>		

**Questions 21-23**

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

21. Text 1 \_\_\_\_\_

22. Text 2 \_\_\_\_\_

23. Text 3 \_\_\_\_\_

- a. to propose an attractive business deal
- b. to detail business terms and conditions
- c. to advertise a new musical release
- d. to encourage people to attend an event

**Questions 24-28**

Choose the correct answer.

24. Why is Text 5 written in a formal register?

- a. to express dissatisfaction with a service
- b. to ensure the text is clear and precise
- c. to be polite and respectful to the recipient

25. In Text 2, what is Simon's main criticism of Nick Manders?

- a. His violin playing lacks precision.
- b. His performance lacks professionalism.
- c. His new tunes lack originality.

26. According to Text 4, what can festivalgoers expect Nick Manders to play?

- a. tracks requested by the audience
- b. tunes from his latest album
- c. previously unreleased material

27. What type of language is used in Text 4, paragraph 2?

- a. metaphoric
- b. idiomatic
- c. colloquial

28. In Text 2, what is inferred about Cathy's violin playing?

- a. She enjoys performing for her pets.
- b. She's improving with practice.
- c. She's an exceptionally good player.

**Questions 29-30**

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

29. **eponymous** (Text 1)

- a. underrated
- b. covers
- c. self-named

**30. symbiotic** (Text 3)

- a. mutually beneficial
- b. exploitative of others
- c. one-sided arrangement

**Teacher answer key (Q21-30):**

- 21.** c
- 22.** d
- 23.** a
- 24.** b
- 25.** c
- 26.** b
- 27.** a
- 28.** b
- 29.** c
- 30.** a

**Final reflection**

Ask learners:

1. Which question required the most interpretation rather than simple location of information? Why?
2. Which distractor was the most intellectually convincing and what made it persuasive (for example, partial truth, similar vocabulary, tone match, logical extension)?
3. Where in this task did you have to use two skills at once?
4. Which skill from this task (purpose, register analysis, detail control, evaluation, inference, vocabulary in context) feels most transferable to workplace or academic reading? In what situation?

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## Appendix A: Purpose and scope | Activity 1.1

Quickly skim the title, subheadings and first/last sentences of paragraphs 1-6, then choose the best statement about the writer's overall purpose.

### Question 1

What is the overall purpose of this text?

- a. to compare islands in the Atlantic Ocean
- b. to explain an environmental project
- c. to criticise the management of an island

What is the topic? \_\_\_\_\_

What is the writer mainly doing (for example, explaining, describing, arguing, warning)?  
\_\_\_\_\_

Underline one phrase in the text that supports your choice.

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

Choose one incorrect option and complete this sentence:

Option \_\_\_\_ is incorrect because the text says \_\_\_\_\_.

This shows the writer is not mainly \_\_\_\_\_.

Choose one option that sounds plausible but is too narrow and one option that is true but not the main purpose. Complete the sentence:

The text includes \_\_\_\_\_, but its main purpose is  
\_\_\_\_\_ because \_\_\_\_\_.

## Appendix B: Precise scanning in dense text | Activity 1.2

Read each question and underline the key words before scanning for the answer. What kind of information does each question require?

### Question 2

According to paragraph 2, when did people first come to live on Tristan da Cunha?

- a. 1506
- b. 1643
- c. 1810

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

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

### Question 3

According to paragraph 3, what did William Glass do for the island?

- a. recorded its unique dialect
- b. devised its political system
- c. developed its transport links

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

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

Choose one correct answer and complete this sentence:

I chose option \_\_\_\_\_ because the text states \_\_\_\_\_.

Choose one incorrect answer and complete this sentence:

Option \_\_\_\_\_ is wrong because it refers to \_\_\_\_\_

which is not the same as \_\_\_\_\_.

## Appendix C: Choosing the most precise answer | Activity 1.3

Paraphrase the question before answering.

### Question 4

According to paragraph 4, which island is especially known for a bird that cannot fly?

- a. Tristan da Cunha
- b. Gough Island
- c. Inaccessible Island

The question is asking me about: \_\_\_\_\_

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

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

### Question 5

In paragraph 5, what is the primary measure of the marine protection zone?

- a. fewer tourist visits
- b. restricted fishing hauls
- c. control of invasive species

The question is asking me about: \_\_\_\_\_

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

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

### Question 6

In paragraph 6, what notable change has the internet brought to the island?

- a. new links to environmental organisations
- b. an increase in tourism to the island
- c. a change in the way islanders speak

The question is asking me about: \_\_\_\_\_

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

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

For one question, label the options as True, False, Not given, Partly true but irrelevant. Then complete this sentence stem for the incorrect options:

This option is incorrect because the paragraph says \_\_\_\_\_

which means \_\_\_\_\_.

This option is incorrect because the paragraph says \_\_\_\_\_

which means \_\_\_\_\_.

## Appendix D: Evaluating relevance and usefulness | Activity 1.4

Read paragraphs 3, 4 and 5 and complete the comparison table:

Paragraph	Mentions the protection zone?	Helps explain its size?	How?
3			
4			
5			

**Underline:**

- ▮ measurements
- ▮ comparisons
- ▮ descriptive details that show scale
- ▮ any information that quantifies or contextualises the size

### Question 7

Which paragraph is most useful for understanding the size of the protection zone?

- a. paragraph 3
- b. paragraph 4
- c. paragraph 5

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

For the correct answer, complete this sentence:

Paragraph \_\_\_\_\_ is most useful because it explains \_\_\_\_\_  
by \_\_\_\_\_.

**For the incorrect answers, complete these sentences:**

Paragraph \_\_\_\_\_ mentions \_\_\_\_\_, but it does not explain size because \_\_\_\_\_.

Paragraph \_\_\_\_\_ mentions \_\_\_\_\_, but it does not explain size because \_\_\_\_\_.

Which one sentence from the text provides the strongest evidence for the question?

\_\_\_\_\_.

## Appendix E: Evidence-based inference | Activity 1.5

Read paragraph 4 and underline two phrases in the paragraph that suggest incomplete knowledge or scientific uncertainty. Then answer the question.

Clue 1: \_\_\_\_\_.

Clue 2: \_\_\_\_\_.

### Question 8

In paragraph 4, what can we infer about the creatures around the seamounts?

- a. Scientists do not know about all of them.
- b. Their numbers have decreased rapidly.
- c. They have adapted to nearby humans.

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

For the correct answer, complete this reasoning chain:

The text says \_\_\_\_\_.

This suggests \_\_\_\_\_.

Therefore, we can infer \_\_\_\_\_.

Which option:

- ▶ introduces new information? \_\_\_\_\_
- ▶ exaggerates the meaning? \_\_\_\_\_

Explain one briefly: \_\_\_\_\_

With your partner, discuss which answer is possible but not supported in the text.

Write a one-sentence inference question for paragraph 6 using one of these sentence stems:

What does this suggest about...?

What can be concluded about...?

\_\_\_\_\_ ?

## Appendix F: Meaning from words and images | Activity 1.6

Read the question and underline the phrase in the paragraph that shows how 'with' functions.

### Question 9

In paragraph 5, what is the purpose of the word '**with**'?

- a. to introduce a contrast
- b. to introduce another example
- c. to introduce an explanation

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

Underline the clause beginning with 'with'. What function does it perform in the sentence?

\_\_\_\_\_

If the word were removed, what would change?

\_\_\_\_\_

Look at the visual and answer the question.

### Question 10

According to the visual image, what is McNish?

- a. an island
- b. a seamount
- c. a no-take zone

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

**With your partner, discuss:**

- ▶ What kind of visual is it (for example, a map, a diagram, a scientific representation)?
- ▶ What knowledge is assumed (for example, knowing how maps label features)?
- ▶ How does the visual framing influence the reader's perception of scale and authority?

It makes the zone seem \_\_\_\_\_

because \_\_\_\_\_.

## Appendix G: Missing sentences: paragraph cohesion | Activity 2.1

Read paragraphs 3, 4 and 6 without the missing first sentence. Predict the function of the missing sentences.

Complete the table:

Paragraph	What is the paragraph mainly about?	What kind of first sentence is needed? (summary/time shift/example/contrast)
3		
4		
6		

Choose the best first sentence (A-D) for each paragraph. There is one sentence you do not need.

	11. Paragraph 3
	12. Paragraph 4
	13. Paragraph 6
	Unused sentence

Options:

- Over the last 20 years, The Royal Mint has been evolving its business to help offset declining cash use.
- For more than 500 years, the operation continued to be based in the Tower of London: a secure, safe place to produce and store money.
- The Royal Mint is an important part of British culture for a number of reasons.
- In 1805, construction started on a new purpose-built mint on Tower Hill, opposite the Tower of London.

Underline the hook word in the sentence that proves the link (for example, therefore, however, for example, in 1805).

Hook word for Paragraph 3 sentence: \_\_\_\_\_

Hook word for Paragraph 4 sentence: \_\_\_\_\_

Hook word for Paragraph 6 sentence: \_\_\_\_\_

Explain why the unused option does not fit.

Unused sentence: \_\_\_\_\_

This sentence does not fit because the paragraph continues with \_\_\_\_\_,  
but the sentence introduces \_\_\_\_\_.

With your partner discuss these questions:

- ▶ Which option is too general to fit any paragraph?
- ▶ Which option fits by topic but fails because the paragraph develops a different focus?

## Appendix H: Chronology and distractor control | Activity 2.2

Scan paragraph 2 and underline all dates/time markers. Write them here in order:

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Is paragraph 2 mainly:

- describing events  
 explaining causes

Answer the question and underline the exact phrase proving the answer.

### Question 14

According to paragraph 2, who set up the first mints in Great Britain?

- a.** the Celts  
**b.** the Romans  
**c.** the English

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

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

Complete the sentences for both wrong answers:

Option \_\_\_\_ is mentioned, but it does not answer the question because

\_\_\_\_\_.

Option \_\_\_\_ is mentioned, but it does not answer the question because

\_\_\_\_\_.

Write one extra question from paragraph 2 using one of these stems:

According to paragraph 2, when...?

According to paragraph 2, what happened after...?

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

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

## Appendix I: Tracking cause and consequence | Activity 2.3

Read paragraph 3 and answer the question and complete the evidence chain.

### Question 15

According to paragraph 3, why did The Royal Mint move to a new location?

- a. to improve the working environment
- b. to accommodate new mint technology
- c. to produce currency for England and Scotland

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

Underline in the paragraph:

- ▶ the problem
- ▶ the trigger event
- ▶ the consequence

Write the evidence phrases.

Problem: \_\_\_\_\_

Trigger event: \_\_\_\_\_

Consequence: \_\_\_\_\_

Now complete the reasoning chain:

The paragraph explains that \_\_\_\_\_.

This created \_\_\_\_\_.

As a result, they decided to \_\_\_\_\_.

Underline two phrases showing pressure or increase.

Phrase 1: \_\_\_\_\_

Phrase 2: \_\_\_\_\_

These phrases show that \_\_\_\_\_.

This explains why the Mint needed to \_\_\_\_\_.

Which phrase is the strongest evidence that the move was unavoidable? Why?

## Appendix J: Interpreting statistics in context | Activity 2.4

Scan paragraph 5 and underline the number references. Write the figures here:

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Answer the question and underline the exact phrase proving the answer.

### Question 16

According to paragraph 5, what type of coin does The Royal Mint produce the highest amount of?

- a. British
- b. foreign
- c. commemorative

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

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

Discuss with your partner:

- ▶ Why does the writer include these figures?
- ▶ What impression do they create about the Mint today?

Choose two that are supported, then underline which is most important:

- emphasise decline in British demand
- show global importance
- show success through export

This impression is created because the writer contrasts \_\_\_\_\_ with \_\_\_\_\_.

Rewrite the meaning in one sentence:

These numbers suggest that \_\_\_\_\_.

## Appendix K: Evaluating writer opinion | Activity 2.5

Read the final lines of paragraph 7. Underline words or phrases showing:

- ▶ hope
- ▶ uncertainty
- ▶ risk

Write one example of each:

Hope phrase: \_\_\_\_\_

Uncertainty phrase: \_\_\_\_\_

Risk phrase: \_\_\_\_\_

Answer the question.

### Question 17

At the end of paragraph 7, how does the writer feel about the future of The Royal Mint?

- a. positive
- b. concerned
- c. nostalgic

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

Is the writer mildly worried or strongly worried?

- mildly worried
- strongly worried

Which phrase is the strongest evidence? \_\_\_\_\_

Does the writer sound:

- emotionally attached
- analytical
- pessimistic

Which words in the text support your answer? \_\_\_\_\_

## Appendix L: Implied meaning and justification | Activity 2.6

Underline the sentence in paragraph 7 about medals and write the direct fact:

The direct fact is \_\_\_\_\_.

Answer the question and complete the reasoning chain.

### Question 18

In paragraph 7, what is inferred by The Royal Mint producing medals for the Olympics and Paralympics?

- a. The Royal Mint is a patriotic institution.
- b. The Royal Mint is supportive of international sports.
- c. The Royal Mint is diversifying production.

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

The text says \_\_\_\_\_.

This implies \_\_\_\_\_.

Therefore, we can infer that \_\_\_\_\_.

Match each wrong answer to the best explanation:

- a. patriotic institution
  - possible but not supported
  - topic shift/misdirection
- b. supportive of international sports
  - possible but not supported
  - topic shift/misdirection

Complete this sentence:

The writer mentions medals as evidence that

\_\_\_\_\_.

## Appendix M: Specialist vocabulary and nuance | Activity 2.7

Write what kind of word (part of speech) each one is and underline the clues in the surrounding sentence. Write one clue phrase for each:

numismatist = \_\_\_\_\_

numismatist clue phrase: \_\_\_\_\_

meticulously = \_\_\_\_\_

meticulously clue phrase: \_\_\_\_\_

Answer the questions.

### Question 19

**numismatist** (paragraph 1)

- a. British historian
- b. coin specialist
- c. Royal Mint official

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

### Question 20

**meticulously** (paragraph 3)

- a. roughly
- b. fussily
- c. carefully

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

Underline two stance markers in paragraph 7 to support your interpretation of '**meticulously**'.

Phrase 1: \_\_\_\_\_

Phrase 2: \_\_\_\_\_

Tick the best description:

- mainly factual warning
- mainly emotional concern

This feels more \_\_\_\_\_ because the writer uses \_\_\_\_\_ language

(for example, \_\_\_\_\_).

Is '**meticulously**' positive, negative or neutral here?

- positive
- negative
- neutral

Does it suggest:

- care
- obsession
- slowness

Rewrite 'meticulously' using two alternatives:

Neutral synonym: \_\_\_\_\_

Slightly negative synonym: \_\_\_\_\_

## Appendix N: Purpose and audience across genres | Activity 3.1

Skim texts 1-3 quickly (no dictionary).

Complete the table:

Text	What type of text is it? (review, promotional copy, contract, commentary, other)	Who is it for?	What is the writer trying to achieve?	Evidence phrase (quote 3-6 words)
1				
2				
3				

Match each text to its purpose (A-D). There is one purpose you do not need.

	21. Text 1
	22. Text 2
	23. Text 3
	Unused option

Options:

- a. to propose an attractive business deal
- b. to detail business terms and conditions
- c. to advertise a new musical release
- d. to encourage people to attend an event

Underline one phrase in each text that proves your answer.

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

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

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

Explain why the unused option does not fit.

Unused purpose: \_\_\_\_\_

Option \_\_\_\_\_ is not used because it focuses on \_\_\_\_\_, but none of the texts mainly do this.

Which text has a secondary purpose (a second intention)? Explain briefly.

Text \_\_\_\_\_ has a secondary purpose because \_\_\_\_\_.

## Appendix O: Formal register and institutional style | Activity 3.2

Read Text 5 carefully. Underline examples of:

- ▶ modal verbs (for example, must, may, shall)
- ▶ passive voice
- ▶ impersonal phrasing (for example, it is expected, it is required)
- ▶ legal or contractual vocabulary

Write one example of each below.

Modal verb example: \_\_\_\_\_

Passive example: \_\_\_\_\_

Impersonal phrase: \_\_\_\_\_

Legal/contract-style phrase: \_\_\_\_\_

Answer the question.

### Question 24

Why is Text 5 written in a formal register?

- a. to express dissatisfaction with a service
- b. to ensure the text is clear and precise
- c. to be polite and respectful to the recipient

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

Complete the sentence:

The register is formal because the text uses \_\_\_\_\_,

which suggests \_\_\_\_\_.

Rewrite one sentence from Text 5 in a more informal style.

Original sentence: \_\_\_\_\_.

Informal rewrite: \_\_\_\_\_.

What changes? (tick one)

- meaning changes
- tone changes
- clarity changes
- authority changes

## Appendix P: Detail focus and distractor control | Activity 3.3

Underline the key phrase in the question.

**Q25:** Is the question about criticism, content or style?

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

**Q26:** Is the question about past events, future expectation or opinion?

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

### Question 25

In Text 2, what is Simon's main criticism of Nick Manders?

- a. His violin playing lacks precision.
- b. His performance lacks professionalism.
- c. His new tunes lack originality.

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

Evidence phrase (quote): \_\_\_\_\_

Tempting distractor phrase (quote): \_\_\_\_\_

### Question 26

According to Text 4, what can festivalgoers expect Nick Manders to play?

- a. tracks requested by the audience
- b. tunes from his latest album
- c. previously unreleased material

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

Evidence phrase (quote): \_\_\_\_\_

Tempting distractor phrase (quote): \_\_\_\_\_

Complete the sentence for ONE question:

Option \_\_\_\_\_ is tempting because the text says \_\_\_\_\_.

However, this does not answer the question because \_\_\_\_\_.

Which question required the most careful reading? Why?

Question \_\_\_\_\_ because \_\_\_\_\_.

## Appendix Q: Style and rhetorical effect | Activity 3.4

Read Text 4, paragraph 2. Underline examples of:

- ▶ imagery
- ▶ exaggeration
- ▶ dramatic tone
- ▶ figurative expressions

Write one example phrase:

Example phrase: \_\_\_\_\_

Answer the question.

### Question 27

What type of language is used in Text 4, paragraph 2?

- a. metaphoric
- b. idiomatic
- c. colloquial

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

Quote one phrase that proves your choice.

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

Explain briefly why this is metaphoric, idiomatic or colloquial:

This phrase is \_\_\_\_\_ because \_\_\_\_\_.

Tick the main effect of the language (tick all that apply).

- creates excitement
- persuades emotionally
- builds atmosphere
- makes the text sound informal
- makes the writer sound objective

Explain your choice:

The effect is \_\_\_\_\_ because \_\_\_\_\_.

Rewrite one metaphoric phrase into neutral factual language.

Original phrase: \_\_\_\_\_

Neutral rewrite: \_\_\_\_\_

How does the tone change?

- less persuasive
- less emotional
- less dramatic
- more formal
- more realistic

## Appendix R: Inference from indirect description | Activity 3.5

Read the section in Text 2 about Cathy's violin playing. Underline phrases showing:

- humour
- hedging
- evaluation
- indirect praise

Write two clue phrases.

Clue phrase 1: \_\_\_\_\_

Clue phrase 2: \_\_\_\_\_

Answer the question and complete the reasoning chain.

### Questions 28

In Text 2, what is inferred about Cathy's violin playing?

- a. She enjoys performing for her pets.
- b. She's improving with practice.
- c. She's an exceptionally good player.

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

The text says \_\_\_\_\_.

This suggests \_\_\_\_\_.

Therefore, we can infer \_\_\_\_\_.

Match each wrong answer to the best explanation.

- a. She enjoys performing for her pets.
  - literal misreading
  - exaggeration
  - unsupported assumption
- c. She's an exceptionally good player.
  - literal misreading
  - exaggeration
  - unsupported assumption

**Explain in one sentence:**

Why is it important that inferences are grounded in what the text suggests rather than what the reader imagines?

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## Appendix S: Academic vocabulary and nuance | Activity 3.6

Write the word type (noun, adjective, adverb).

eponymous = \_\_\_\_\_

symbiotic = \_\_\_\_\_

Underline the clue phrase in the text, then write it here.

eponymous clue phrase: \_\_\_\_\_

symbiotic clue phrase: \_\_\_\_\_

Answer the questions.

### Question 29

**eponymous** (Text 1)

- a. underrated
- b. covers
- c. self-named

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

### Question 30

**symbiotic** (Text 3)

- a. mutually beneficial
- b. exploitative of others
- c. one-sided arrangement

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

Which word or phrase helped you most?

For eponymous, I chose \_\_\_\_\_ because the text says \_\_\_\_\_.

For symbiotic, I chose \_\_\_\_\_ because the text says \_\_\_\_\_.

Is 'symbiotic' positive, neutral or negative in this context?

- positive
- neutral
- negative

Explain briefly: \_\_\_\_\_

Write two synonyms for each word.

**eponymous**

Simpler synonym: \_\_\_\_\_

Near-synonym (slightly different tone): \_\_\_\_\_

**symbiotic**

Simpler synonym: \_\_\_\_\_

Near-synonym (slightly different tone): \_\_\_\_\_