

How to prepare for ESOL Skills for Life

Reading Award – Entry 2



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Trinity College London

ESOL Skills for Life

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

Preparing for these exams encourages learners to develop practical reading, writing, speaking and listening skills that are not only assessed in the qualification but also essential for everyday life in the UK, including healthcare, housing, education and workplace communication. In this way, ESOL Skills for Life supports learners' progression from basic survival English towards fuller participation in UK society, helping them develop the independence, confidence and language skills needed not only to live in the UK but to thrive there. Entry 2 builds on survival reading by developing functional understanding, simple organisation and controlled use of reading strategies.

This guide has been produced to support teachers preparing learners for the Entry 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)

Literary 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

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

Classroom resources – Entry 2 Reading

Authentic resources for classroom activities

- ▶ Supermarket websites (prices, categories)
- ▶ Train ticket machine screen
- ▶ Simple council or library pages
- ▶ Community/charity posters, leaflets, event listings
- ▶ Short emails and online adverts
- ▶ Simple maps (for example, Google maps), diagrams, websites
- ▶ NHS Easy Read (slightly longer pages)

Classroom-ready resources

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

- ▶ BBC Bitesize
- ▶ Skillsworkshop ESOL (Entry 2)
- ▶ Lingua (Level A2)
- ▶ ESOL Courses (Pre-Intermediate)
- ▶ Linguapress (Intermediate A2)
- ▶ Fabulang stories (A2)
- ▶ ESL Lounge (Elementary, Pre-Intermediate)
- ▶ ISL Collective (teacher-generated worksheets with visuals)
- ▶ English with Colin (graded reading texts from Beginner to Advanced)

How to adapt authentic resources at Entry 2

Texts can be slightly longer, but should still have:

- ▶ clear layout
- ▶ repeated language
- ▶ obvious purpose.

Useful question stems**Gist**

 What is the purpose of this page?

 Choose the best title for this paragraph.

Scanning

 How much does X cost?

 Where can you buy X?

Detail

 What did X do first?

Language

 What does X mean here?

Literacy

 How is the information ordered?

 What does the writer describe?

Visual literacy

 On the map, which town is in X?

Tip for teachers

Encourage learners to say where the answer is, not just what it is.

Glossary of reading subskills

Gist

Gist is understanding the main topic and overall purpose of a text or paragraph. This means recognising what a text is about and why it exists, without needing to analyse opinion, argument or viewpoint.

It answers questions like:

- ▶ What is this mainly about?
- ▶ Why was this written?
- ▶ What kind of text is this (for example, a website, a message, a poster, a thank-you note)?

What it looks like in Entry 2 Reading:

Common gist question types at Entry 2 include identifying:

- ▶ the overall purpose of a simple functional text (for example, a website, a notice)
- ▶ the main idea of a short paragraph
- ▶ the purpose of short texts within a small set (for example, to invite, to inform, to thank).

At this level, gist:

- ▶ focuses on topic and function
- ▶ does not require recognising viewpoint or evaluation
- ▶ is supported by clear layout, familiar formats and simple language.

Examples from the Entry 2 Reading sample test:

1. (Task 1) 'What is the purpose of this website?' (identify the main function of the website (for example, selling food locally), using headings, layout and repeated information rather than reading every detail).
2. (Task 2) 'Choose the best title for each paragraph.' (read each paragraph and decide what it is mainly about, selecting a title that summarises the paragraph's central idea).
3. (Task 3) 'Match each text to its text purpose.' (recognise the communicative purpose of short texts (for example, to invite, to thank, to ask for help) across a set of different real-world formats).

Classroom/practice suggestions:

1. Give learners short everyday texts (for example, a website page, an email, a poster) and ask: 'What is this for?' with 3-4 simple options.
2. Give learners a short paragraph and ask them to choose the best title or write a 5-7 word heading.
3. Show two texts on the same topic (for example, an invitation and a thank-you email) and ask: 'How is the purpose different?'.

Common learner difficulties:

- ▶ focusing on individual words instead of overall meaning
- ▶ confusing topic with purpose (for example, 'food' versus 'selling food')
- ▶ choosing a title that matches one sentence but not the whole paragraph
- ▶ trying to understand every word instead of reading for the main idea

UK life examples (authentic contexts):

- ▶ understanding the purpose of a local service website
- ▶ recognising whether a message is an invitation, a request or a thank-you note
- ▶ identifying what a notice or poster is asking people to do
- ▶ understanding the main idea of a short workplace or college message

Why it matters for adult life in the UK:

Gist reading helps adults quickly understand what a text is for and how to respond, which is essential for everyday tasks such as using websites, reading messages, following notices and engaging with community or college information.

Scanning

Scanning is reading quickly and selectively to find a specific piece of information without reading the whole text in detail. Scanning focuses on locating clearly stated, concrete facts such as prices, places, times and names.

It answers questions like:

- ▶ Where can I find this information?
- ▶ Which number or word answers the question?
- ▶ Which short part of the text should I look at?

What it looks like in Entry 2 Reading:

Common scanning question types include finding information that is directly stated such as:

- ▶ a price or cost
- ▶ a place or location
- ▶ a name or service
- ▶ a specific fact in one short text or one text within a small set.

Examples from the Entry 2 Reading sample test:

1. (Task 1) 'How much does one kilogram of cabbage cost?' (scan the text to locate a price, focusing on numbers and currency symbols rather than reading full sentences).
2. (Task 3) 'In Text 3, where can you go to buy a present?' (scan a short text to find a place or shop, identifying the word or phrase that directly answers the question).

Classroom/practice suggestions:

1. Give learners a short notice or advert and ask time-limited questions such as How much? Where? When?
2. Ask learners to underline the key word in the question (for example, 'cost', 'where') and then scan for the matching information.
3. Use several short texts and ask learners to match questions to the text that contains the answer.

Common learner difficulties:

- ▶ reading word-by-word instead of searching for key information
- ▶ missing numbers or currency symbols
- ▶ answering from guesswork or experience rather than the text
- ▶ confusing scanning with reading for detail

UK life examples (authentic contexts):

- ▶ checking prices in shops or online
- ▶ finding where to buy something locally
- ▶ locating opening times or addresses
- ▶ reading posters, leaflets and short webpages

Why it matters for adult life in the UK:

Scanning helps adults find essential information quickly and accurately, supporting everyday tasks such as shopping, travel, appointments and using local services without unnecessary reading effort.

Reading for detail

Reading for detail means reading carefully to understand specific information in a text and answering questions that cannot be solved by simply spotting one word or number. This involves understanding simple factual information in context, often across a short sentence or two.

It answers questions like:

- ▶ What exactly happened?
- ▶ How many, how much, what kind?
- ▶ What did someone do?

What it looks like in Entry 2 Reading:

Common reading-for-detail question types include:

- ▶ identifying a specific fact that is embedded in a sentence
- ▶ understanding simple actions or events described in a short text
- ▶ selecting the correct detail when more than one piece of information is present.

Examples from the Entry 2 Reading sample test:

1. (Task 2) 'How many rooms has the hotel got?' (read the sentence carefully to identify the correct number, especially if other numbers are mentioned nearby (for example, floors, guests, prices).
2. (Task 3) 'What did Farhad do at Oakdale College International Day?' (understand a specific action or activity described in the text, not just recognise Farhad's name).

Classroom/practice suggestions:

1. Give learners a short paragraph with two or three facts and ask one detail question that requires reading the whole sentence.
2. Ask learners to underline the exact words in the text that answer the question before writing their answer.
3. Use simple True/False statements where learners must check the detail carefully against the text.

Common learner difficulties:

- ▶ treating detail questions like scanning questions and answering too quickly
- ▶ choosing a number or action that is mentioned but not relevant
- ▶ missing small but important words (for example, 'only', 'also', 'first')
- ▶ answering from memory or general knowledge instead of the text

UK life examples (authentic contexts):

- ▶ reading accommodation or hotel information
- ▶ understanding what happened at an event or activity
- ▶ checking details in college or workplace messages
- ▶ following simple reports or announcements

Why it matters for adult life in the UK:

Reading for detail helps adults understand exactly what is said, avoid small misunderstandings, and respond correctly to everyday written information in work, education and community contexts.

Language

Language focuses on understanding the meaning of familiar everyday words and phrases, especially when learners need to recognise simple synonyms in context. This means identifying words with the same or very similar meaning, rather than interpreting abstract or technical vocabulary.

It answers questions like:

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

What it looks like in Entry 2 Reading:

Questions typically involve:

- ▶ choosing a simple synonym for a familiar verb, noun or adjective
- ▶ understanding meaning from a short sentence
- ▶ recognising meaning based on common usage, not technical definition.

Examples from the Entry 2 Reading sample test:

1. (Task 2) 'Choose the word with the same meaning as the word in **bold: chatted** (paragraph 2).' (recognise that 'chatted' means 'talked informally' and choose a synonym that fits the context, not a word that is too formal or unrelated).

Classroom/practice suggestions:

1. Give learners a short dialogue or email and ask them to match everyday verbs with simple synonyms (for example, chat → talk, buy → get).
2. Ask learners to replace one word in a sentence with a synonym and check whether the sentence still makes sense.
3. Use multiple-choice synonym questions where only one option fits naturally in the sentence.

Common learner difficulties:

- ▮ choosing a word that is related but not the same meaning
- ▮ confusing informal and formal words
- ▮ relying on word shape rather than meaning
- ▮ not checking whether the synonym fits the sentence

UK life examples (authentic contexts):

- ▮ understanding everyday verbs in emails and messages
- ▮ recognising informal language in social or workplace communication
- ▮ reading simple narratives or personal messages
- ▮ following short news or community texts

Why it matters for adult life in the UK:

Language awareness at this level helps adults understand everyday communication more confidently, recognise common paraphrases and avoid confusion when familiar ideas are expressed using different words.

Literacy (text features)

Literacy focuses on understanding simple text organisation and sequencing and how information is ordered to help the reader follow meaning. This includes recognising order, sequence and basic structure in short texts.

It answers questions like:

- ▮ How is this information organised?
- ▮ What happens first?
- ▮ What is the text mainly describing?

What it looks like in Entry 2 Reading:

Literacy questions may require learners to:

- ▮ recognise how information is ordered (for example, by type, by time or by category)
- ▮ understand simple sequencing (for example, first, next, then)
- ▮ identify what a short text is describing, rather than why or how.

Examples from the Entry 2 Reading sample test:

1. (Task 1) 'How are the vegetables on this page ordered?' (recognise the organisational principle used (for example, by type or by category) rather than focusing on individual items).
Note: This question also involves visual organisation, but the focus here is on recognising order rather than reading a map.
2. (Task 2) 'What did Peter do first?' (follow a simple sequence of events in the text and identify the first action described).
3. (Task 3) 'In Text 5, what does the writer describe?' (recognise the focus of the description (what is being described), not the purpose or opinion).

Classroom/practice suggestions:

- ▶ Give learners short texts and ask them to identify what comes first, next and last.
- ▶ Ask learners how information is organised on a page (for example, by topic, by time, by place).
- ▶ Give learners a short descriptive paragraph and ask them to say what is being described, using one simple sentence.

Common learner difficulties:

- ▶ answering from memory rather than following the text order
- ▶ missing sequencing words such as 'first' or 'then'
- ▶ focusing on one detail instead of the overall description
- ▶ confusing description with purpose

UK life examples (authentic contexts):

- ▶ reading simple webpages or shop listings
- ▶ following short personal stories or messages
- ▶ understanding how information is grouped on forms or notices
- ▶ reading step-by-step information in everyday texts

Why it matters for adult life in the UK:

Understanding basic text organisation helps adults follow information in the order intended, making it easier to use websites, read messages and understand simple written instructions.

Visual literacy

Visual literacy involves understanding information presented visually, such as maps, simple diagrams, labelled images or icons on a webpage (for example, a shopping basket, a home icon), and using that information to answer factual questions.

It answers questions like:

- ▶ Where is something shown on the map?
- ▶ Which area or label matches the information?
- ▶ What does the visual show directly?

What it looks like in Entry 2 Reading:

Visual literacy questions typically require learners to:

- ▶ read simple maps or diagrams
- ▶ recognise images, labels or marked areas on a map
- ▶ identify locations or items using visual cues only.

At this level:

- ▶ answers come directly from the visual
- ▶ interpretation is literal, not inferential
- ▶ the written text may provide context but not the answer.

Examples from the Entry 2 Reading sample test:

1. (Task 1) 'On the map, which town is in Zone 2?' (read the map labels and zone markings to identify the correct town, relying on visual information rather than written description).

Classroom/practice suggestions:

1. Give learners a simple map and ask them to identify which place is in which area or zone.
2. Ask learners to follow visual instructions such as 'Find the building next to the park' using a map or plan.
3. Use labelled diagrams and ask learners to match labels to locations.

Common learner difficulties:

- ▶ ignoring the map key or labels
- ▶ answering from text instead of the visual
- ▶ confusing zones or areas with similar names
- ▶ overthinking when the answer is clearly shown

UK life examples (authentic contexts):

- ▶ reading local area maps or travel maps
- ▶ understanding zones on transport maps
- ▶ following site plans or simple diagrams
- ▶ locating places on public information displays

Why it matters for adult life in the UK:

Visual literacy helps adults navigate places and information independently, supporting everyday tasks such as travel, finding services and understanding public maps and diagrams.

General teaching strategies for Entry 2 Reading

Train learners to match the question type to a clear reading strategy:

At Entry 2, learners are developing awareness that different questions need different ways of reading, and benefit from explicit, repeated practice:

- ▶ Gist → look at headings, pictures, and repeated words to understand what the text is about and why it was written
- ▶ Scanning → look quickly for key words, numbers, prices, places, or names; do not read every word
- ▶ Reading for detail → read the whole sentence carefully; check small but important words (for example, first, next, many, one)
- ▶ Language → use nearby words to guess meaning; choose the word that fits the sentence best
- ▶ Literacy → notice order and sequence (for example, first, then); look at how information is organised on the page
- ▶ Visual literacy → read maps, labels and pictures carefully; find information shown visually, not in the text

Always ask for evidence:

Help learners build the habit of answering from the text, not from memory or experience.

Encourage questions like:

- ▶ 'Where does it say that?'
- ▶ 'Which word or number shows the answer?'

Support learners to:

- ▶ point to the sentence
- ▶ underline key words
- ▶ check the answer matches the question exactly.

Build familiarity with everyday UK reading:

Use short, realistic texts learners meet regularly in the UK, such as:

- ▶ shop pages, price lists, menus
- ▶ simple websites and online adverts
- ▶ emails and text messages
- ▶ posters, notices and leaflets
- ▶ maps, diagrams and simple forms

These help learners practise reading skills that transfer directly to daily life.

Entry 2 Reading – Practice Set

Task 1: Visual text (text and visual image)

Materials (Sample Task 1 and Appendices)

- Text: Website – online shopping/delivery info
- Visual: Delivery zone map
- Sample questions 1-8
- Appendices A-D

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

Assessment categories in Task 1: gist • scanning • literacy • visual literacy

Activity 1.1: Purpose of the text (gist)

Aim: Identify the main purpose of a short website text

Time: 8-10 minutes

Interaction: pairs → whole class

Step 1: Quick skim (no dictionaries)

Learners skim the text quickly. Ask learners:

- What is this text about?
- Is it information, instructions or advertising?

Step 2: Choose the purpose

Using *Appendix A: Understanding website purpose*, learners answer the question and underline one short phrase that supports their answer.

Question and answer

What is the purpose of this website?

- to show supermarkets near Newcastle
- to sell food to people near Newcastle (correct)
- to show delivery jobs near Newcastle

Step 3: Simple justification

Learners complete the sentence:

The main purpose is _____ because the text says _____.

Step 4: Extension

Ask learners:

- When would you read this kind of text?
- What could go wrong if you misunderstand it?

Activity 1.2: Finding key facts quickly (scanning)

Aim: Scan for prices, times and delivery information

Time: 10-12 minutes

Interaction: pairs

Step 1: Spot scanning key words

Using *Appendix B: Finding information quickly*, learners underline key words in each question:

- ▶ numbers
- ▶ money signs (£, p)
- ▶ delivery/free

Highlight that scanning means moving your eyes quickly. You do not need to read every sentence carefully.

Step 2: Scan and answer

Learners find the answers for the questions. They must underline the part of the text containing:

- ▶ the correct number
- ▶ the correct condition (for example, free delivery if...)

Questions and answers

Which vegetable is from Byker Farm?

- a. broccoli (correct)
- b. cabbage
- c. carrots

How much does one kilogram of cabbage cost?

- a. 65p
- b. £1.30 (correct)
- c. 60p

What is the cost of the customer's order so far?

- a. £6.95 (correct)
- b. £2.25
- c. £1.20

Step 3: Check accuracy

Learners compare answers and check:

- ▶ Did I copy the number correctly?
- ▶ Did I include the condition (for example, 'over £...', 'within ... days')?

Step 4: Extension

Give learners two quick prompts:

- ▶ Find the minimum order amount.
- ▶ Find the fastest delivery option.

Learners race to locate the information.

Activity 1.3: Understanding website structure (literacy)

Aim: Recognise how information is organised on a website

Time: 10-12 minutes

Interaction: pairs → whole class

Step 1: Website navigation awareness

Ask learners:

- ▶ What do headings help you do?
- ▶ Why are there bullet points?
- ▶ Where do you look first on a website?

Explain that at Entry 2, literacy includes reading layout and structure, not only words.

Step 2: Answer literacy questions

Using *Appendix C: Reading website organisation*, learners answer the questions. They must underline the heading, menu word or label that gives the answer.

Question and answer

Which vegetable will be on the next page?

- a. garlic (correct)
- b. potatoes
- c. avocado

How are the vegetables on this page ordered?

- a. in alphabetical order (correct)
- b. by popularity
- c. by price

Step 3: Text feature match

Learners match common website features to meaning:

- ▶ delivery – send the food to your home
- ▶ register – create a new account
- ▶ add – put the item in your shopping basket
- ▶ log in – enter your account

Step 4: Extension

Ask learners:

- ▶ What section would you click if your delivery was late?
- ▶ What section would you click if you want your money back?

Activity 1.4: Reading a delivery map (visual literacy)

Aim: Identify delivery zones using a map key and labels.

Time: 10-12 minutes

Interaction: pairs

Step 1: Map orientation

Learners look at the map and identify:

- ▶ title
- ▶ zones
- ▶ colours/labels
- ▶ key/legend

Ask learners what each zone means. What does the map help customers do?

Step 2: Answer the map questions

Using *Appendix D: Understanding a delivery map*, learners answer the questions. They must point to the correct zone and circle or highlight the correct area.

Question and answer

On the map, which town is in Zone 2?

- a. Newcastle upon Tyne
- b. Durham
- c. Blyth (correct)

On the map, which town is outside the delivery zone?

- a. Blyth
- b. Ashington
- c. Hexham (correct)

Step 3: Visual-text connection check

Ask learners:

- ▶ Does the map match the text information?
- ▶ What information is only in the map?

Highlight that at Entry 2, visuals often contain essential information. They are not just decoration.

Step 4: Extension

Learners answer orally:

- ▶ If you live in Zone ____, what should you check before ordering? (for example, the delivery charge, the delivery time, the minimum order)

Activity 1.5: Bring it together – Sample Task 1 (Questions 1-8)

Now learners complete the official task under light exam conditions.

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

Entry 2 Reading Task 1


Read the text about Newcastle Local Food and answer questions 1-8.

Log in / Register  **£6.95**

Newcastle Local Food – Click and Deliver

Fruit **Vegetables** Meat Spice/Sauce Dairy Bakery Snacks


A-D / E-H / I-M / N-Z / next

ADD  **Broccoli**

From: Byker Farm

500g £1.15


1 kg £2.25

ADD  **Cabbage**

From: Hadrian Fields

500g 65p


1 kg £1.30

ADD  **Carrots**

From: Duke's Farm

500g 60p

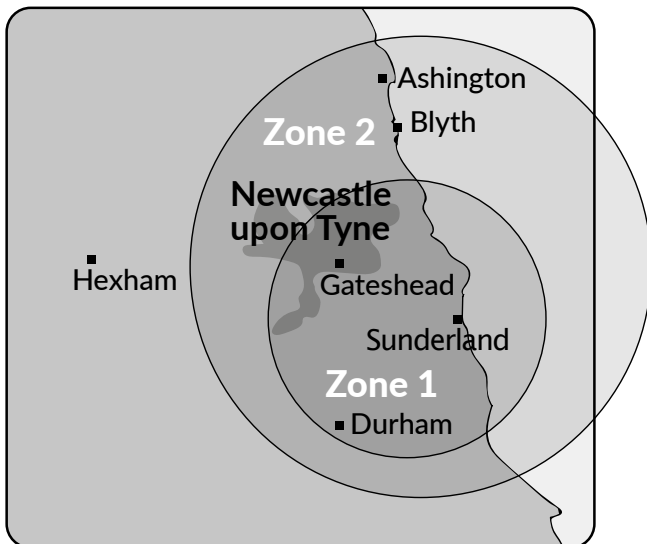
1 kg £1.20

ADD  **Cucumber**

From: Percy Meadows

55p/cucumber

1 2 3 4 5 6 7 8



We deliver around Newcastle, Gateshead and Sunderland.

- **Zone 1:** £5/delivery, or free delivery when you spend over £25.
- **Zone 2:** £8/delivery, or free delivery when you spend over £40.

Questions 1-8

Choose the correct answer.

1. What is the purpose of this website?
 - a. to show supermarkets near Newcastle
 - b. to sell food to people near Newcastle
 - c. to show delivery jobs near Newcastle
2. Which vegetable is from Byker Farm?
 - a. broccoli
 - b. cabbage
 - c. carrots
3. How much does one kilogram of cabbage cost?
 - a. 65p
 - b. £1.30
 - c. 60p
4. What is the cost of the customer's order so far?
 - a. £6.95
 - b. £2.25
 - c. £1.20
5. Which vegetable will be on the next page?
 - a. garlic
 - b. potatoes
 - c. avocado
6. How are the vegetables on this page ordered?
 - a. in alphabetical order
 - b. by popularity
 - c. by price
7. On the map, which town is in Zone 2?
 - a. Newcastle upon Tyne
 - b. Durham
 - c. Blyth
8. On the map, which town is outside the delivery zone?
 - a. Blyth
 - b. Ashington
 - c. Hexham

Teacher answer key (Q1-8):

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

Final reflection

Ask learners:

1. Which question was easiest? Why?
2. Which question was hardest? Why?
3. Which strategy helped most: skim, scan, headings, map key?
4. Where would you use this skill in real life (for example, when shopping, for deliveries, for housing, at school)?

Task 2: Single text

Materials (Sample Task 2 and Appendices)

- ▶ Text: Peter's new job
- ▶ Sample questions 9-16
- ▶ Appendices E-H

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

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

Activity 2.1: Understanding the main message (gist)

Aim: Identify the main topic of short paragraphs

Time: 10-12 minutes

Interaction: pairs → whole class

Step 1: Quick first read

Learners read the text once without stopping.

Ask learners:

- ▶ What is this text about?
- ▶ Who is it for?
- ▶ Is it giving information, instructions or advice?

Step 2: Choose the main message

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

Paragraph title

a. Getting to know the hotel	Paragraph 3
b. Working hard	Not used
c. Where Peter works	Paragraph 1
d. Peter's boss	Paragraph 2

Step 3: Simple justification

Learners underline 2-4 words in each paragraph that support each of their choices.

Step 4: Extension

Ask learners:

- ▶ Why is it useful to understand the main idea of each paragraph?
- ▶ If someone tells you about their first day at work, what do you usually want to know?

Activity 2.2: Finding a specific fact (reading for detail)**Aim:** Locate one exact piece of information in the text**Time:** 8-10 minutes**Interaction:** pairs**Step 1: Focus on the question**

Underline the key words in the question:

- ▶ how many
- ▶ rooms

The teacher explains that this question asks for a number, so you must look carefully for this detail.

Step 2: Answer + evidenceUsing *Appendix F: Finding exact information*, learners answer the questions and underline the sentence in the text where they found the answer ('There are three floors and nine rooms.').**Question and answer**

How many rooms has the hotel got?

- a. three
- b. five
- c. nine (correct)

Step 3: Precision check

Ask learners why 'three' is wrong. What is 'three' referring to?

Activity 2.3: Following time order in a narrative (literacy – discourse markers)**Aim:** Understand time sequence using time markers**Time:** 12-15 minutes**Interaction:** pairs**Step 1: Identify time markers**

Learners underline time markers in the text:

- ▶ On my first day
- ▶ After lunch
- ▶ Then
- ▶ After work

Explain that time words help us follow events in order.

Step 2: Sequence logic

Ask the question: 'What did Peter do first?'

Learners circle 'On my first day' then identify the first action after his arrival. Using *Appendix G: Following time order in a story*, they complete the sentence:

First, Peter _____. After that, he _____. Then he _____.

This reinforces discourse structure.

Question and answer

What did Peter do first?

- a. He looked around the hotel building.
- b. He saw a film about the hotel.
- c. He learnt about his work duties. (correct)

Step 3: Linking time and transport

Learners underline key phrases in the text:

- ▶ 'After work'
- ▶ 'I missed the bus'
- ▶ 'I walked home'

Ask learners why 'by train' is wrong. Who caught the train? This checks pronoun reference (John and Usha versus Peter).

Question and answer

How did Peter travel home?

- a. by train
- b. by bus
- c. on foot (correct)

Step 4: Literacy reflection

Learners tick all answers that apply:

- I followed the time words.
- I checked who the subject was.
- I guessed.

Activity 2.4: Understanding words in context (language)

Aim: Use context to understand everyday vocabulary

Time: 10-12 minutes

Interaction: pairs

Step 1: Identify the word type

Learners identify the part of speech

- ▶ chatted = verb
- ▶ staff = noun

Ask learners:

- ▶ Is it an action?
- ▶ Is it a person?

Step 2: Meaning from context

Using *Appendix H: Understanding words in context*, learners answer the questions and underline the clues in the sentences around the words.

- ▶ 'We chatted, and she told me about my job.'
- ▶ 'They work on reception too.'

Question and answer

chatted (paragraph 2)

- a. listened
- b. talked
- c. worked

staff (paragraph 3)

- a. friends
- b. workers
- c. managers

Step 3: Replace the word

Learners write synonyms for the words.

We chatted. → We _____.

They are also new staff. → They are new _____ too.)

Step 4: Informal vs formal awareness

Ask learners:

- ▶ Is 'staff' formal or informal?
- ▶ Where else do we use this word?

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

Now learners complete the official task under light exam conditions.

Instructions

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

Entry 2 Reading Task 2

Read the text about Peter's new job and answer questions 9-16.

Paragraph 1

Hello. I'm Peter. I've got a new job. I'm a receptionist. I'm working in a small hotel in the centre of town. There are three floors and nine rooms. A lot of people stay in the hotel. I started my new job five days ago.

Paragraph 2

On my first day I arrived at 9am, and I met my new manager. She's called Usha. She's from Pakistan, but she lives in England now. We **chatted**, and she told me about my job. There's a lot to do!

Paragraph 3

After lunch, I completed some forms and watched a video about the hotel. Then Usha and I walked around the hotel. She introduced me to John and Sara. They work on reception too. They are also new **staff**.

Paragraph 4

After work, John and Usha caught the train. I missed the bus, so I walked home. I got home at 6pm. I was very tired. I had some dinner and went to bed.

Questions 9-11

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

9. Paragraph 1 _____

10. Paragraph 2 _____

11. Paragraph 3 _____

- a. Getting to know the hotel
- b. Working hard
- c. Where Peter works
- d. Peter's boss

Questions 12-14

Choose the correct answer.

12. How many rooms has the hotel got?

- a. three
- b. five
- c. nine

13. What did Peter do first?
- He looked around the hotel building.
 - He saw a film about the hotel.
 - He learnt about his work duties.
14. How did Peter travel home?
- by train
 - by bus
 - on foot

Questions 15-16

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

15. **chatted** (paragraph 2)
- listened
 - talked
 - worked
16. **staff** (paragraph 3)
- friends
 - workers
 - managers

Teacher answer key (Q9-16):

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

Final reflection

Ask learners:

- Which question was easiest? Why?
- Which question was hardest? Why?
- Which strategy helped most: paragraph focus, time words, checking detail, context clues?
- Where would you use this skill in real life (for example, for work training, when reading messages from managers, when reading emails, instructions or stories)?

Task 3: Multi-text

Materials (Sample Task 3 and Appendices)

- Five texts (an advertisement, an email, a timetable, a thank-you note, a simple narrative)
- Sample questions 17-24
- Appendices I-L

Time guide: 35-45 minutes (activities) + 12-15 minutes (task)

Assessment categories in Task 3: gist • scanning • reading for detail • literacy

Activity 3.1: Matching texts to their purpose (gist)

Aim: Identify the main purpose of short texts

Time: 10-12 minutes

Interaction: pairs → whole class

Step 1: Quick skim (no dictionaries)

Learners skim Texts 1-3 only.

For each text, ask learners if the text is an email, an advertisement, a timetable, a simple narrative or a message:

- Who is it for?
- What is the writer trying to do?

Remind learners that they are looking for the main purpose, not small details.

Step 2: Match to purpose

Using *Appendix I: Identifying text purpose*, learners match each text to its purpose.

Paragraph title

a. to show the times of activities	Text 3
b. to advertise a special day	Text 1
c. to ask a friend for help	Text 2
d. to say thank you to someone	Not used

Step 3: Justification and unused option

Learners underline 3-5 words in each text that helped them decide.

Then for the option that was not used, they complete this sentence:

Option _____ is not used because it is about _____, but none of the texts mainly do this.

Step 4: Strategy reflection

Ask learners:

- Did you look at the beginning or end of the text?
- Did the subject line help? (email text)

This reinforces structural awareness without calling it evaluation.

Activity 3.2: Finding information in a timetable (scanning)

Aim: Scan a timetable for time and location information

Time: 10-12 minutes

Interaction: pairs

Step 1: Identify scanning clues

Using *Appendix J: Reading a timetable carefully*, learners read the questions and underline key words:

- ▶ '4.30pm'
- ▶ 'buy a present'

Ask learners to look for specific details in the timetable and ignore other information which is not related to the questions.

Step 2: Answer the questions

Learners answer the questions and underline the sentence that gives the answer.

Question and answer

In Text 3, what can visitors do at 4.30pm?

- a. go to student talks
- b. eat international food
- c. listen to some music (correct)

In Text 3, where can you go to buy a present?

- a. Classroom 1
- b. Classroom 2 (correct)
- c. Outside area

Step 3: Accuracy check

Ask learners:

- ▶ Why is 'student talks' wrong?
- ▶ Why is 'Outside area' wrong?

Step 4: Mini challenge

For a quick oral scan practice, ask additional questions such as:

- ▶ What happens at 2pm?
- ▶ Where is the live music?

Activity 3.3: Finding the correct text first (reading for detail)

Aim: Identify the correct text and then locate a specific fact.

Time: 10-12 minutes

Interaction: pairs

Step 1: Focus on the question

Using *Appendix K: Locating information across texts*, learners underline the key words in the question: 'What did Farhad do?'.

Step 2: Decide where to look

Write the question on the board: 'What did Farhad do at Oakdale College International Day?'

Ask learners which texts mention Farhad:

- ▶ Is Farhad in the timetable?
- ▶ Is Farhad in the thank-you letter?
- ▶ Is Farhad in the email?

Learners circle the correct text before reading carefully.

Step 3: Read carefully (not scanning)

Learners read only the relevant text. Learners underline the name 'Farhad' and the action verb after his name.

Learners copy the sentence that gives the answer.

Question and answer

What did Farhad do at Oakdale College International Day?

- a. sing a song
- b. sell some food (correct)
- c. give a talk

Step 4: Check distractors

Ask learners:

- ▶ Why is 'sing a song' wrong?
- ▶ Why is 'give a talk' wrong?

Help them see that these activities appear in the timetable, but the question asks about Farhad.

Step 5: Strategy reminder

Learners complete the sentence:

First, I looked at _____. Then, I read _____ carefully.

Learners tick:

- I read all five texts again.
- I found the correct text first.
- I looked for the name in the text.

Activity 3.4: Understanding text type and time reference (literacy)

Aim: Recognise text purpose and time reference (past/future)

Time: 10-12 minutes

Interaction: pairs

Step 1: Email purpose

Using *Appendix L: Identifying requests and past events*, learners look at Text 2 (email).

Ask learners:

- ▶ What kind of text is Text 2?
- ▶ Who is the writer?
- ▶ Who is the reader?

Ask learners how they know this is a request.

Step 2: Time reference

Now look at Text 5 (simple narrative).

Ask if this is about:

- ▶ something in the future?
- ▶ something now?
- ▶ something in the past?

Learners underline key verbs that help them decide:

- ▶ 'I visited...'
- ▶ 'I ate...'
- ▶ 'It was...'

Step 3: Answer the question and justify

Learners answer the question and underline the sentence in the text that gives the answer ('Can you take me to the college in your car, please?'), then complete the sentence:

I chose option _____ because the text says '_____', which shows this happened in the _____.

Question and answer

In Text 2, what does Farhad want Atoosa to do?

- a. teach him to cook a meal
- b. drive him to the college (correct)
- c. give money to charity

In Text 5, what does the writer describe?

- a. something they are planning to do
- b. something they do every day
- c. something they did in the past (correct)

Step 4: Strategy reflection

Learners tick:

- I looked at the email subject line.
- I looked at verbs (for example, 'visited', 'ate', 'was').
- I guessed.

Ask why it is important to notice time words and verb endings.

Activity 3.5: Bring it together – Sample Task 3 (Questions 17-24)

Now learners complete the official task under light exam conditions.

Instructions

- ▶ Time: 12-15 minutes
- ▶ No dictionaries
- ▶ Learners circle answers

Entry 2 Reading Task 3

Read the five texts and answer questions 17-24.

Text 1

Come to Oakdale College International Day

Saturday 12 May

- Try food from different countries
- Listen to international music
- Learn about other cultures
- Buy unusual gifts

Starts at 1pm

Do you want to sell something,
or play music?

Go to reception for an application form!

Text 2

To
From
Subject

Hi Atoosa

I'm going to make some Iranian food and sell it for charity at the International Day.

Can you take me to the college in your car, please?

See you soon

Farhad

Text 3

Welcome to Oakdale College International Day

Time	Activity	Location
1pm-2pm	Food Stalls	Hall
2pm-3pm	Student Presentations	Classroom 1
3pm-5pm	Gift Stalls	Classroom 2
4pm-5pm	Live Music	Outside area

We hope you have a great time!

Text 4

Dear Farhad

Thank you for selling food at Oakdale College International Day.

It was very nice!

From

Miss L Stevens

Principal

Text 5

I visited Oakdale College International Day on Saturday.

I ate a lovely rice dish from Iran and bought a present for

my mum. However, I enjoyed the live music the most. People

played traditional musical instruments. It was great fun.

Questions 17-19

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

17. Text 1 _____

18. Text 2 _____

19. Text 3 _____

- | |
|---|
| <p>a. to show the times of activities</p> <p>b. to advertise a special day</p> <p>c. to ask a friend for help</p> <p>d. to say thank you to someone</p> |
|---|

Questions 20-24

Choose the correct answer.

20. In Text 3, what can visitors do at 4.30pm?

- a. go to student talks
- b. eat international food
- c. listen to some music

21. In Text 3, where can you go to buy a present?

- a. Classroom 1
- b. Classroom 2
- c. Outside area

22. What did Farhad do at Oakdale College International Day?

- a. sing a song
- b. sell some food
- c. give a talk

23. In Text 2, what does Farhad want Atoosa to do?

- a. teach him to cook a meal
- b. drive him to the college
- c. give money to charity

24. In Text 5, what does the writer describe?

- a. something they are planning to do
- b. something they do every day
- c. something they did in the past

Teacher answer key (Q17-24):

17. b

18. c

19. a

20. c

21. b

22. b

23. b

24. c

Final reflection

Ask learners:

1. Which question was easiest? Why?
2. Which question was hardest? Why?
3. Which strategy helped most: choosing the correct text first, scanning the timetable, following time words or checking verbs?
4. Where would you use this skill in real life (for example, when reading emails, event posters, work schedules, messages from college)?

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Appendix A: Understanding website purpose | Activity 1.1

Question 1

Skim the website text quickly. Do not read every word.

What is the purpose of this website?

- ▶ to show supermarkets near Newcastle
- ▶ to sell food to people near Newcastle
- ▶ to show delivery jobs near Newcastle

Answer: _____

Find one short phrase in the text that shows the purpose.

Evidence phrase: _____

Complete the sentence:

The main purpose of this website is to _____

because the text says _____.

When would you use a website like this?

Appendix B: Finding information quickly | Activity 1.2

Underline the key word in each question before answering.

Question 2

Which vegetable is from Byker Farm?

Key word: _____

Answer: _____

Evidence: _____

Question 3

How much does one kilogram of cabbage cost?

Key word: _____

Answer: _____

Evidence: _____

Question 4

What is the cost of the customer's order so far?

Key words: _____

Answer: _____

Where did you find this number? _____

With your partner, compare answers and check:

Did I copy the number correctly?

Did I include the condition (for example, 'over £...', 'within ... days')?

Tick the statements that are true:

- I looked for numbers first.
- I read the whole text slowly.
- I looked for the key word in the question.
- I guessed without checking.

Appendix C: Reading website organisation | Activity 1.3

Look at how the website is organised.

Question 5

Which vegetable will be on the next page?

- a. garlic
- b. potatoes
- c. avocado

Answer: _____

What helped you decide? _____

Question 6

How are the vegetables on this page ordered?

- a. in alphabetical order
- b. by popularity
- c. by price

Answer: _____

What helped you decide? _____

Draw a line to match each website word to its meaning.

Website word

Meaning

delivery

put the item in your shopping basket

register

enter your account

add

create a new account

log in

send the food to your home

If you want to see more vegetables, what should you click? _____

If you want to put broccoli in your basket, what should you click? _____

Appendix D: Understanding a delivery map | Activity 1.4

Look at the map carefully.

Question 7

On the map, which town is in Zone 2?

- a. Newcastle upon Tyne
- b. Durham
- c. Blyth

Answer: _____

How do you know? _____

Question 8

On the map, which town is outside the delivery zone?

- a. Blyth
- b. Ashington
- c. Hexham

Answer: _____

What shows that it is outside the zone? _____

Tick the statements that are correct:

- The colours show different zones.
- The town names are part of the key.
- The map gives delivery information.
- The map is only decoration.

Why is it important to check the delivery zone before ordering? _____

Appendix E: Finding the main idea | Activity 2.1

Read each paragraph carefully. Choose the best title for each paragraph. There is one title you do not need.

9. Paragraph 1

10. Paragraph 2

11. Paragraph 3

Options:

- a. Getting to know the hotel
- b. Working hard
- c. Where Peter works
- d. Peter's boss

Underline 2-4 words in paragraph 1 that helped you decide.

Words: _____

Underline 2-4 words in paragraph 2 that helped you decide.

Words: _____

Underline 2-4 words in paragraph 3 that helped you decide.

Words: _____

Unused title

Which title is not used? _____

Why is it not correct?

It is about _____

but none of the paragraphs mainly focus on this.

Tick the statement that is true for you:

- I focused on the main topic of the paragraph.
- I chose the title because of one small detail.
- I checked all the titles before choosing.

Appendix F: Finding exact information | Activity 2.2

Read paragraph 1 carefully and answer the question.

Question 12

How many rooms has the hotel got?

- a. three
- b. five
- c. nine

Answer: _____

Underline the key words in the question.

Key words: _____

Copy the sentence that gives the answer.

_____.

Why is 'three' not correct? _____

What does 'three' refer to? _____

Tick the statement that is true for you:

- I looked carefully at the numbers.
- I checked what each number refers to.
- I guessed quickly.

Appendix G: Following time order in a story | Activity 2.3

Read the whole text again. Underline the time words in the text.

Write two time words here:

Learners circle 'On my first day' then identify the first action after his arrival. Complete the sentence:

First, Peter _____. After that, he _____. Then he _____.

Put these events in order (1-3)

_____ Completed some forms

_____ Met his manager

_____ Watched a video

Answer the question and write the words that helped you decide.

Question 13

What did Peter do first?

- a. He looked around the hotel building.
- b. He saw a film about the hotel.
- c. He learnt about his work duties.

Answer: _____

What time words helped you decide? _____

Answer the question and underline the sentence that shows the answer.

Question 14

How did Peter travel home?

- a. by train
- b. by bus
- c. on foot

Answer: _____

Why is 'by train' wrong? _____

Who travelled by train? _____

Strategy reflection:

- I followed the time words carefully.
- I checked who was doing the action.
- I guessed.

Appendix H: Understanding words in context | Activity 2.4

Choose the word with the same meaning as the word in bold and write what other words in the sentence helped you.

Question 15

chatted (paragraph 2)

- a. listened
- b. talked
- c. worked

Answer: _____

What other words in the sentence helped you? _____

Write a synonym for the word:

We chatted → We _____

Question 16

staff (paragraph 3)

- a. friends
- b. workers
- c. managers

Answer: _____

What other words in the sentence helped you? _____

Write a synonym for the word:

They are also new staff. → They are new _____ too.

Is 'staff' more:

- formal
- informal

Where else would you see this word? _____

Appendix I: Identifying text purpose | Activity 3.1

Skim Texts 1-3 quickly. Do not read every word. Write what kind of text each is (email, advertisement, timetable, review or message).

Text 1 is a/an: _____

Text 2 is a/an: _____

Text 3 is a/an: _____

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

17. Text 1

18. Text 2

19. Text 3

Options:

- a. to show the times of activities
- b. to advertise a special day
- c. to ask a friend for help
- d. to say thank you to someone

Write 3-5 words from each text that helped you decide.

Text 1: _____

Text 2: _____

Text 3: _____

Unused option: _____

Option _____ is not used because it is about _____,

but none of these texts mainly focus on this.

Strategy check:

- I looked at the beginning of the text.
- I looked at the subject line (email).
- I focused on small details only.

Appendix J: Reading a timetable carefully | Activity 3.2

Underline the key words in each question.

Question 20

Key words: _____

Question 21

Key words: _____

In Text 3, what can visitors do at 4.30pm?

- a. go to student talks
- b. eat international food
- c. listen to some music

Answer: _____

Underline the sentence that gives the answer.

In Text 3, where can you go to buy a present?

- a. Classroom 1
- b. Classroom 2
- c. Outside area

Answer: _____

Underline the activity and the location.

Why is 'go to student talks' wrong? _____

Why is 'Outside area' wrong? _____

What happens at 2pm? _____

Where is live music? _____

Appendix K: Locating information across texts | Activity 3.3

Which texts mention Farhad?

Text numbers: _____

Underline the key words in the question.

Why are these key words important? _____

Read Text 2 and answer the question.

Question 22

What did Farhad do at Oakdale College International Day?

- a. sing a song
- b. sell some food
- c. give a talk

Answer: _____

Why is 'sing a song' wrong? _____

Why is 'give a talk' wrong? _____

Complete the sentence:

First, I looked at _____.

Then I read _____ carefully.

Tick:

- I read all five texts again.
- I found the correct text first.
- I looked for the name in the text.

Appendix L: Identifying requests and past events | Activity 3.4

Read Text 2 carefully and answer the questions.

Who is writing? _____

Who is receiving? _____

How do you know this is a request? _____

Answer the question and underline the sentence that proves your answer.

Question 23

In Text 2, what does Farhad want Atoosa to do?

- a. teach him to cook a meal
- b. drive him to the college
- c. give money to charity

Answer: _____

Write the sentence that shows this: _____.

Read Text 5 carefully. Underline the verbs that show time reference.

Are these about:

- the past
- the present
- the future

Answer the question and complete the sentence.

Question 24

In Text 5, what does the writer describe?

- a. something they are planning to do
- b. something they do every day
- c. something they did in the past

Answer: _____

I chose option _____ because the text says _____, which shows the action is/was in the _____.

Strategy reflection:

- I looked at the email structure.
- I looked at the verbs carefully.
- I guessed.

Why is it important to notice time words and verb endings?