GCSE ONLINE TUTORING × RS REMOTE TUTORING

# Functional skills level 1 English lesson notebook

## Shared curriculum edition - England

**REVISED EDITION 1.2 - 22 NOVEMBER 2026**

**UNDERSTAND THE SKILL. SEE IT MODELLED. USE IT YOURSELF.**

Reading • Writing • Speaking, listening and communicating
Original teaching for the shared reformed Level 1 English content in England.

| | |
|---|---|
| 34 detailed lessons | All 25 shared content points mapped |
| 102 guided learner activities | Explained answers and review criteria |
| 6 complete writing models | Three-text reading workshop |
| Live speaking/listening practice | Notes, planning and reflection space |

Name: _____

Tutor / centre: _____

Awarding organisation: _____

Edition 1 • Sources checked 19 November 2026

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INDEPENDENT EDUCATIONAL RESOURCE

# Publication, scope and copyright

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## Curriculum scope and exam-board differences

The notebook covers the shared reformed Functional Skills Level 1 English curriculum used by Ofqual-regulated awarding organisations in England. It is not a guide to the different Core Skills or Essential Skills qualifications in Scotland, Wales or Northern Ireland. It does not mean every board uses the same tasks, timings, formats or permitted tools. [S1-S2]

All 25 shared content points are mapped to lessons. Specifications or handbooks from Pearson, City & Guilds, NCFE, NOCN and VQA were reviewed, together with accessible sample materials and historical-paper evidence. The source record distinguishes documents inspected from resource listings checked. It is not an exhaustive audit of every current paper or provider. [S3-S18]

## Assessment status

This is a teaching and learning notebook, not an official assessment pack. It is not produced, endorsed, approved or accredited by DfE, Ofqual or an awarding organisation. Trademarks remain with their owners. A completed notebook, model response or practice activity cannot guarantee a pass.

Writing models illustrate methods and possible choices. They are not texts to memorise and submit as your own assessment work. SLC activities require real speaking, listening and interaction; written notes and scripts cannot establish that the spoken skills have been demonstrated. Live assessment must use the centre’s approved processes and evidence requirements.

## Sources and fictional information

Public-sector curriculum information is acknowledged under the Open Government Licence v3.0: nationalarchives.gov.uk/doc/open-government-licence/version/3/. Official source documents retain their own rights and terms. Dates, prices, data and situations inside learning examples are fictional unless specifically identified as source-record facts.

Revised edition 1.2, 22 November 2026. Original source-review dates are recorded in the references. Centres should confirm current administrative instructions before assessment. Font licence notices are retained in the embedded fonts and supplied with this edition.

READ → FOLLOW A MODEL → TRY → REVIEW

# Use the notebook to learn

**EACH LESSON HAS THREE PAGES**

1. Clear teaching and a learning goal.
2. An original model or source, with the reasoning explained.
3. Guided activities, notes and a route to feedback.

## Start with understanding

Read one section at a time. Put a useful rule into your own words. If a term is unfamiliar, use the toolkit at the back or ask your tutor before practising it.

## Study the decisions in the model

Notice what the writer or speaker selects, how the message is organised and why the wording fits. Cover the explanation and predict it before checking. A model is one valid example, not the only possible wording.

## Use the learner page actively

Try the three activities before looking at the answer guidance. Use the writing space for working, notes or a first draft. Continue longer responses on labelled paper; the notebook is not a limit on how much useful practice you can do.

## Review the cause of an error

Check reading evidence, task coverage, organisation, sentence control and accuracy separately. Correct a whole sentence or answer, then explain why the correction works. Retry later with the model hidden.

## Practise SLC with people

Use a partner or tutor to read the listening scripts naturally while you keep the print covered. Hold genuine discussions and question sessions. A written response can prepare you, but it cannot replace live listening and speaking.

## Learning support and assessment are different

During teaching, use dictionaries, feedback and support to understand a skill. During assessment, follow the component’s permitted tools and approved arrangements. Writing assessments restrict external spelling, punctuation and grammar aids; do not assume a device or dictionary is allowed. [S2]

Work through the lessons in order or use the diagnostic to identify a starting point. The notebook supports learning before a separate period of independent exam practice.

SHARED SKILLS • DIFFERENT ASSESSMENT ARRANGEMENTS

# The qualification and your exam board

English has reading, writing and speaking, listening and communicating components. Normally all three are achieved at the same level; your centre handles any formally approved arrangements or exemptions. Do not treat a strong result in one component as a substitute for the others. [S2-S3, S5, S7]

| Organisation | Evidence reviewed for this edition |
|---|---|
| Pearson Edexcel | Level 1/2 specification and public Level 1 sample exemplification/guidance. |
| City & Guilds | 4748-02 handbook v1.2 (August 2025); public sample and past-paper resource listing. |
| NCFE | Specification v3.2 (November 2025), public reading/writing samples and SLC guidance. |
| Open Awards | Public Level 1 reading and writing samples with marking guidance; qualification page. |
| NOCN | Level 1/2 English specification v1.7 (March 2026). Individual papers not inspected. |
| VQA | English specification v1.6 and current suite/resource route. Older materials may use the TQUK name. |
| Highfield | Official mock/resource access route; individual English papers not inspected. |
| AQA: historical only | June 2022 reading question paper; withdrawal update. Former AQA FS qualifications ended with final certification in summer 2025. |

## Confirm the rules for your assessment

Ask your centre for the registered qualification number, current reading and writing timings, task instructions, permitted reading reference materials and writing restrictions. For SLC, confirm tasks, group sizes, preparation, notes, observation and evidence arrangements. Do not apply one board's rules to every board. [S2-S18]

**MY CENTRE DETAILS**

Awarding organisation / qualification number: _____
Reading / writing arrangements: _____
SLC tasks and approved preparation: _____
Official familiarisation or sample to complete: _____

**25 SHARED CONTENT POINTS • SHORT ORIGINAL LABELS**

# Complete Level 1 coverage map

References below follow the DfE Level 1 sequence, cross-checked against the reviewed specifications. A lesson number is a learning sequence, not an exam-board question number. [S1, S3, S5, S7]

| Point | Skill focus | Main lessons |
|---|---|---|
| 1 | Listening and argument | 27 |
| 2 | Questions and requests | 28 |
| 3 | Detailed spoken answers | 29 |
| 4 | Clear communication | 30 |
| 5 | Supported opinions | 31 |
| 6 | Relevant discussion | 32 |
| 7 | Audience and medium | 33 |
| 8 | Respectful turn-taking | 34 |
| 9 | Main points and detail | 1-2, 11-12 |
| 10 | Text comparison | 10, 12 |
| 11 | Meaning; fact/opinion | 3, 12 |
| 12 | Audience/purpose choices | 1, 4, 7 |
| 13 | Reference strategies | 5-6 |
| 14 | Navigation and structure | 7, 11 |
| 15 | Image inference | 8 |
| 16 | Text-linked vocabulary | 1, 4, 11 |
| 17 | Specialist vocabulary | 6 |
| 18 | Punctuation in reading | 9 |
| 19 | Writing punctuation | 16-17, 26 |
| 20 | Grammar control | 15, 18-19, 26 |
| 21 | Spelling | 20, 26 |
| 22 | Clear coherent writing | 13-14, 21-26 |
| 23 | Detail and length | 13, 21-26 |
| 24 | Audience/purpose format | 13, 21-25 |
| 25 | Complex sentences/paragraphs | 14-15, 21-26 |

SLC: points 1-8. Reading: 9-18. Writing: 19-25. The following pages locate every lesson and its feedback. Wider text forms, vocabulary, models and integrated activities build fluency across the points.

LESSONS 1-12

# Reading: lesson route

| Lesson | Focus | Pages | Feedback |
|---|---|---|---|
| 1 | Read for purpose and choose a strategy | 11-13 | 113 |
| 2 | Find main points and accurate details | 14-16 | 113 |
| 3 | Meaning, fact and opinion | 17-19 | 114 |
| 4 | Audience, tone and language choices | 20-22 | 114 |
| 5 | Work out words and use reference tools | 23-25 | 115 |
| 6 | Understand specialist words in context | 26-28 | 115 |
| 7 | Navigate layout and structural features | 29-31 | 116 |
| 8 | Infer meaning from an image | 32-34 | 116 |
| 9 | Use punctuation to understand reading | 35-37 | 117 |
| 10 | Compare two texts directly | 38-40 | 117 |
| 11 | Follow instructions and explanations | 41-43 | 118 |
| 12 | Write precise reading answers | 44-46 | 118 |

## How reading develops

Begin by identifying purpose and selecting accurate information. Develop vocabulary and navigation strategies, then practise image inference, punctuation meaning and comparisons. The longer three-text workshop on pages 142-147 combines those skills.

## Other support

Diagnostic and feedback: 9-10. Toolkit and review: 154-157. Foundation word/spelling support: 158-159. Official sources and preparation routes: 160-165. Dates and page references belong to this edition.

LESSONS 13-26

# Writing: lesson route

| Lesson | Focus | Pages | Feedback |
|---|---|---|---|
| 13 | Decode a writing task and make a plan | 47-49 | 119 |
| 14 | Build paragraphs and coherent writing | 50-52 | 119 |
| 15 | Control simple, compound and complex sentences | 53-55 | 120 |
| 16 | Sentence endings and capital letters | 56-58 | 120 |
| 17 | Commas, lists and apostrophes | 59-61 | 121 |
| 18 | Agreement, pronouns and clear reference | 62-64 | 121 |
| 19 | Tenses, articles and grammatical control | 65-67 | 122 |
| 20 | Spelling strategies and personal vocabulary | 68-70 | 122 |
| 21 | Write clear and purposeful emails | 71-73 | 123 |
| 22 | Write formal letters and constructive complaints | 74-76 | 123 |
| 23 | Articles, reviews and persuasive writing | 77-79 | 124 |
| 24 | Reports, instructions and explanations | 80-82 | 124 |
| 25 | Narratives and purposeful description | 83-85 | 125 |
| 26 | Revise, proofread and improve a draft | 86-88 | 125 |

## How writing develops

Plan the message, organise paragraphs and control sentence grammar. Practise spelling and punctuation, then apply them to useful text forms. Full model texts and annotated follow-up activities are on pages 130-141.

## Other support

Diagnostic and feedback: 9-10. Toolkit and review: 154-157. Foundation word/spelling support: 158-159. Official sources and preparation routes: 160-165. Dates and page references belong to this edition.

LESSONS 27-34

# Speaking, listening and communicating: lesson route

| Lesson | Focus | Pages | Feedback |
|---|---|---|---|
| 27 | Listen for relevant information and argument | 89-91 | 126 |
| 28 | Ask questions and make clear requests | 92-94 | 126 |
| 29 | Answer detailed questions effectively | 95-97 | 127 |
| 30 | Organise a clear short talk | 98-100 | 127 |
| 31 | Support opinions with reasons and evidence | 101-103 | 128 |
| 32 | Follow discussion and contribute relevantly | 104-106 | 128 |
| 33 | Adapt language to audience, purpose and medium | 107-109 | 129 |
| 34 | Take turns and interject respectfully | 110-112 | 129 |

## Use real interaction

The lesson scripts are teaching models. Use the live rehearsal pack on pages 148-153 with partners or a tutor. Ask for feedback on what was actually said or understood, rather than ticking a box because a plan was completed.

## Other support

Diagnostic and feedback: 9-10. Toolkit and review: 154-157. Foundation word/spelling support: 158-159. Official sources and preparation routes: 160-165. Dates and page references belong to this edition.

FIND YOUR NEXT LEARNING STEP • NOT A PASS TEST

# Starting-point diagnostic

**ORIGINAL TEXT**

The Brookside book exchange opens on Saturday from 10 am to 1 pm. Bring up to three books in usable condition. Volunteers will check them before you choose replacements. This is the friendliest event in town! If you cannot attend, ask reception about the next session.

1. Give the opening day and time.

2. Quote one opinion from the notice.

3. Explain why the exclamation mark is used after “town”.

4. Correct: “the learners is bringing there books on saturday.”

5. Join these ideas in one complete complex sentence: “I wanted to attend. I was working.”

6. Plan a short email asking about the next exchange. Identify its purpose, audience and two content points.

Spoken starting point: explain one useful activity to a partner, then answer a follow-up question. Ask the listener what the main message was. This is preparation, not an SLC assessment.

USE EVIDENCE TO CHOOSE A LESSON

# Diagnostic feedback and next steps

## 1

Saturday, 10 am to 1 pm. Keep both the day and time range.

## 2

“This is the friendliest event in town!” It is an evaluative claim rather than an objective ranking established by the notice.

## 3

It emphasises the writer’s enthusiasm for the event. It does not turn the judgement into a fact.

## 4

“The learners are bringing their books on Saturday.” Correct agreement, possessive their and capitals.

## 5

For example: “Although I wanted to attend, I was working.” Because can express a different intended relationship, so choose a link that preserves meaning.

## 6

Purpose: enquire about a future exchange. Audience: reception team. Content could ask for date/time and joining arrangements, in a polite email format.

| If you need to work on... | Start with |
|---|---|
| Finding evidence, purpose or opinion | Lessons 1-4 and 12 |
| Words, layout, images or punctuation meaning | Lessons 5-9 |
| Comparison or instructions | Lessons 10-11 |
| Planning, sentences and accuracy | Lessons 13-20 and 26 |
| A particular writing form | Lessons 21-25 |
| Listening, questions, talk or discussion | Lessons 27-34 |

**MY LEARNING TARGET**

One skill I need to understand: _____
Lesson I will start with: ___
One way I will check progress: _____

LESSON 01 • READING • LEARN

# Read for purpose and choose a strategy

**LEARNING GOAL**

Identify what a text is trying to do and choose a useful reading approach.

A text type is a form, such as an email, notice or article. Purpose is the job the text is doing: informing, explaining, instructing, describing or persuading. An email can perform any of these jobs. Name the purpose using a verb, then connect it to the actual content rather than relying only on the layout.

Preview the title, headings, opening and ending. This gives an outline before you read closely. Skimming means moving through a text to understand its overall message. Scanning means searching for a particular detail, such as a deadline or name. Close reading means checking the surrounding sentences carefully to establish an exact meaning.

Use these approaches together. If you need a joining deadline, scan for dates, then read the whole relevant sentence. A date might refer to an event rather than the application deadline. Words such as before, until, only and except can change the condition. Speed helps only when the answer remains accurate.

For an exam-style question, check which text you must use and what kind of answer is requested. A question about purpose asks why the writer created the text, not whether you agree with it. Give a specific answer, such as “to instruct new volunteers how to collect their equipment”, rather than a vague “to tell people things”.

**KEY IDEA**

Text type tells you the form; purpose tells you the job. Scan to locate, then read closely to verify.

Shared content reference(s): 9, 12, 16. These identify curriculum points, not marks.

LESSON 01 • ORIGINAL TEACHING EXAMPLE

# Follow a model and its reasoning

## Original community notice

Welcome to the Brookside tool library. Members can borrow basic hand tools for small home projects. To join, complete the form at reception and bring proof of address. Applications close on 18 March; collections begin on 25 March. Before taking a tool home, attend the short demonstration. Please return all borrowed tools clean and dry.

## Purpose

The notice mainly explains how to join and borrow. It also gives instructions. “Complete”, “bring” and “attend” tell readers actions to take.

## Find a detail

Scan for dates, then check their jobs: 18 March is the application deadline; 25 March is the collection start.

## Read the condition

A member must attend the demonstration before taking a tool home. Joining alone does not satisfy that condition.

**NOTICE THE DECISION**

Explain one choice in your own words before moving to the learner page. Another accurate wording or method may be equally valid.

LESSON 01 • TRY, EXPLAIN AND REVIEW

# My lesson notebook

Date: _____ One thing I remember: _____

1. What is the application deadline in the notice? Explain why the other date is not the answer.

2. Give one command verb from the notice and state what it asks the reader to do.

3. A webpage is called “How to reset your account”. Give its likely purpose and describe how you would locate the reset step without assuming what the instructions say.

## My rule, correction or next question

Feedback: page 113. Use extra labelled paper for full drafts. For spoken tasks, record real partner/tutor observations as well as your notes.

LESSON 02 • READING • LEARN

# Find main points and accurate details

**LEARNING GOAL**

Separate the overall message from the specific details that support it.

The main point is the central message that holds a section or text together. A detail is a particular piece of information, such as a time, example or reason. A short summary should preserve the main point without copying every sentence. It should not introduce an idea that the writer never gives.

Read the opening and conclusion, then ask what the middle paragraphs add. Several details may support one broad idea. If a text describes a new service, its main point could be that residents now have a different way to access support. Opening times and booking instructions are supporting details, not separate summaries of the whole text.

For a retrieval question, match the answer to the wording precisely. “Give two reasons” needs two distinct reasons. Repeating the same reason in different words does not create a second point. Keep conditions attached to the fact: “free for members” is not the same as “free for everyone”.

When paraphrasing, keep the meaning and relevant unit or qualifier. “A maximum of six participants” means no more than six, not exactly six. Use the text as the authority for the task. Your knowledge of similar services should not replace what this particular source says.

**KEY IDEA**

A main point summarises; a detail specifies. Count distinct answers and preserve qualifications.

Shared content reference(s): 9. These identify curriculum points, not marks.

LESSON 02 • ORIGINAL TEACHING EXAMPLE

# Follow a model and its reasoning

## Original service update

Brookside is trialling a quiet study room for six weeks. The room has individual desks and charging sockets. It is free for registered members, but visitors must book a place because only six desks are available. The room opens until 8 pm on Wednesdays. Staff will review booking numbers and visitor feedback before deciding whether the trial should continue.

## Main point

The centre is testing a quiet study room and will use evidence to decide whether to keep it. This covers both the trial and review.

## Two details

It has six desks and opens until 8 pm on Wednesdays. Each detail answers a different practical question.

## Accurate condition

The room is free for registered members. The source does not say that every person can use it free without registering.

**NOTICE THE DECISION**

Explain one choice in your own words before moving to the learner page. Another accurate wording or method may be equally valid.

LESSON 02 • TRY, EXPLAIN AND REVIEW

# My lesson notebook

Date: _____ One thing I remember: _____

1. Give two features of the room that support studying.

2. Explain why visitors must book.

3. Write a one-sentence summary of the update without adding an opinion about whether the trial will succeed.

## My rule, correction or next question

Feedback: page 113. Use extra labelled paper for full drafts. For spoken tasks, record real partner/tutor observations as well as your notes.

LESSON 03 • READING • LEARN

# Meaning, fact and opinion

**LEARNING GOAL**

Explain a statement in context and distinguish a checkable claim from a judgement.

A factual statement is a claim that can be checked against evidence. It can still be inaccurate. An opinion expresses a view, preference or judgement. “The room has twelve chairs” is checkable; “the room is the most welcoming place in town” depends on a judgement about welcoming. Do not classify a claim as fact merely because it sounds confident.

Some sentences mix fact and opinion. In “The session lasted an hour and was excellent”, the duration is checkable, while “excellent” is an evaluation. A number does not automatically make a whole sentence factual. “Only ten people attended” contains a count and a word that can suggest the writer considers the count low.

Context fixes meaning. “The project took off” might mean it became successful, not that it physically flew. Read before and after a phrase and replace it with a plain explanation that fits the situation. If the question asks about meaning, copying the same phrase without explaining it does not show understanding.

Use evidence when identifying a viewpoint. Words such as should, best, disappointing and worthwhile often signal judgement, but context matters. A direct quotation records somebody’s words; the content of that quotation can still be an opinion. Distinguish who holds the view from whether the view is objectively checkable.

**KEY IDEA**

Checkable does not mean proven true. A quoted opinion remains an opinion.

Shared content reference(s): 11. These identify curriculum points, not marks.

LESSON 03 • ORIGINAL TEACHING EXAMPLE

# Follow a model and its reasoning

## Original review excerpt

The repair session lasted ninety minutes. In my view, it was the best activity the centre has offered this year. Three volunteers demonstrated basic repairs. By the end, the project had taken off: several visitors asked how they could join the next session. The centre should run it every week.

## Checkable claim

“Three volunteers demonstrated basic repairs” can be checked using a record or observation. That makes it a factual claim, not proof that it must be true.

## Opinion

“The best activity” is the reviewer’s judgement. “Should run it every week” recommends an action rather than reporting an established event.

## Meaning

“Taken off” means gained interest or momentum here. Visitors asking to join provides the contextual clue.

**NOTICE THE DECISION**

Explain one choice in your own words before moving to the learner page. Another accurate wording or method may be equally valid.

LESSON 03 • TRY, EXPLAIN AND REVIEW

# My lesson notebook

Date: _____ One thing I remember: _____

1. Identify one factual claim and one opinion in the excerpt.

2. Explain “the project had taken off” in your own words.

3. Write one sentence about a fictional course containing both a factual claim and an opinion. Label the two parts.

## My rule, correction or next question

Feedback: page 114. Use extra labelled paper for full drafts. For spoken tasks, record real partner/tutor observations as well as your notes.

LESSON 04 • READING • LEARN

# Audience, tone and language choices

**LEARNING GOAL**

Link language and presentation choices to a text’s intended readers and purpose.

Audience means the people a text is aimed at. Purpose is what the writer wants those people to know, feel or do. Tone is the attitude the language creates, such as reassuring, enthusiastic or serious. Register is the level and style of language suited to the situation. A formal text can still be clear, friendly and easy to understand.

Look for evidence of a specific audience. A reference to your first shift suggests new staff; information about course enrolment suggests prospective learners. Do not identify an audience as “everyone” when the content points to a narrower group. Support your answer with a word, detail or feature.

Language features include commands, direct address, questions, repetition, statistics, quotations and groups of three. A rhetorical question encourages thought rather than asking for a supplied answer. A statistic is numerical information, not proof that a recommendation is correct. A group of three can make related benefits memorable.

Explain a feature in context. “It grabs attention” is often too general. Instead, say that “you” speaks directly to prospective volunteers, or that a numbered list helps a new employee follow tasks in order. Not every text uses every feature, and an identification question may require only a short accurate example rather than a long explanation.

**KEY IDEA**

Name the choice, give an exact example and connect it to these readers and this purpose.

Shared content reference(s): 12, 16. These identify curriculum points, not marks.

LESSON 04 • ORIGINAL TEACHING EXAMPLE

# Follow a model and its reasoning

## Two original messages about one workshop

A: “Ready to try something new? Join our friendly, practical, affordable repair workshop. You can learn one useful skill in a relaxed session. Book your place today!”

B: “Participants must register before attending. The workshop covers basic repairs and lasts two hours. Please inform reception if you require an accessible workstation.”

## Audience and purpose

A encourages prospective attendees to book. B gives registered or prospective participants practical requirements.

## Identify a feature

A uses a question, direct address through “you”, a group of three adjectives, and the command “Book”. Each example must be taken from the actual wording.

## Explain the change

B’s precise duration and registration requirement suit readers who need arrangements. A’s enthusiastic wording suits promotion.

**NOTICE THE DECISION**

Explain one choice in your own words before moving to the learner page. Another accurate wording or method may be equally valid.

LESSON 04 • TRY, EXPLAIN AND REVIEW

# My lesson notebook

Date: _____ One thing I remember: _____

1. Quote the group of three in Text A.

2. Give a phrase from Text B that creates a more formal register.

3. Rewrite “Book your place today!” as a neutral information sentence for a staff information sheet. Explain the change.

## My rule, correction or next question

Feedback: page 114. Use extra labelled paper for full drafts. For spoken tasks, record real partner/tutor observations as well as your notes.

LESSON 05 • READING • LEARN

# Work out words and use reference tools

**LEARNING GOAL**

Use context, word types and dictionary entries to choose the right meaning.

When an unfamiliar word appears, first read the whole sentence and the sentences beside it. Examples, contrasts and explanations can act as clues. Ask whether the word names something, describes something or tells an action. These are useful starting points for noun, adjective and verb, although a word can have different jobs in different sentences.

Break a word into meaningful parts only when the parts help. Reusable can suggest able to be used again; unhelpful suggests not helpful. Avoid inventing a meaning from a familiar-looking part when the context does not support it. A dictionary or glossary can confirm rather than replace careful reading.

A dictionary entry may list several senses. For “charge”, one sense is a price, another is supplying electricity, and another is an accusation. Select the sense matching the sentence and the word’s grammatical job. If a replacement is requested, test the proposed word back in the sentence so the meaning still fits.

For alphabetical order, compare the first different letter. “repair” comes before “replace” because their first three letters match and a comes before l at the next comparison. In learning you may use reference tools freely. During an assessment, follow the board’s component-specific rules; reading and writing have different restrictions.

**KEY IDEA**

Read the context, identify the word’s job, choose a sense and test it back in the sentence.

Shared content reference(s): 13. These identify curriculum points, not marks.

LESSON 05 • ORIGINAL TEACHING EXAMPLE

# Follow a model and its reasoning

## Original context and mini-dictionary

“Staff will allocate each group a workstation before the demonstration begins. Please keep the adjacent walkway clear.”

Teaching mini-dictionary: allocate (verb): give a share or place for a particular use. Adjacent (adjective): next to or adjoining. Demonstration (noun): a practical showing of how something works; also, in another context, a public protest.

## Use context

A workstation is being assigned to a group, so “allocate” means assign or give, not remove.

## Select a sense

“Demonstration” means a practical showing here because a workstation and staff-led activity are involved.

## Check the replacement

“Keep the nearby walkway clear” fits the context, although “next to the workstation” makes the relationship more exact.

**NOTICE THE DECISION**

Explain one choice in your own words before moving to the learner page. Another accurate wording or method may be equally valid.

LESSON 05 • TRY, EXPLAIN AND REVIEW

# My lesson notebook

Date: _____ One thing I remember: _____

1. Replace “allocate” with a suitable verb in the source sentence.

2. Explain “adjacent” without using the word itself.

3. Put repair, replace and report in alphabetical order. Explain the first different letter that settles the last two.

## My rule, correction or next question

Feedback: page 115. Use extra labelled paper for full drafts. For spoken tasks, record real partner/tutor observations as well as your notes.

LESSON 06 • READING • LEARN

# Understand specialist words in context

**LEARNING GOAL**

Interpret vocabulary connected to work, study and practical activities.

Specialist vocabulary is language with a particular meaning in a subject or workplace. “Stock” can mean goods available for sale; in cooking, it can mean a flavoured liquid. Learn the meaning in context rather than memorising a single definition for every possible use.

The text may define a term directly, put an explanation in brackets or show what the term does. Read the surrounding actions. In an instruction to save an attachment before replying, attachment refers to a file included with a message. It does not mean emotional closeness in that situation.

Build a personal glossary with the term, its word type, a clear definition and your own example. Group terms by setting, such as employment, digital communication, travel or workshop tasks. Useful everyday specialist terms include invoice, reference, induction, itinerary, application and browser. Their exact use still depends on context.

In a reading answer, explain the meaning relevant to the source. If you are asked for a quotation, give the word or short phrase that is actually there. Do not substitute a technical word you know when it does not appear in the text. You do not need advanced subject knowledge to invent information beyond a straightforward source.

**KEY IDEA**

A specialist word gets its precise meaning from the setting and the surrounding explanation.

Shared content reference(s): 17, 13. These identify curriculum points, not marks.

LESSON 06 • ORIGINAL TEACHING EXAMPLE

# Follow a model and its reasoning

## Original workplace briefing

During induction, new assistants receive an explanation of the workplace procedures. The supervisor then checks the inventory, the list of equipment currently held in the store. If an item is missing, record it before signing the handover form. A supplier’s invoice should be passed to the office so payment can be arranged.

## Induction

It is the introduction or initial training for new staff. The following clause explains what happens during it.

## Inventory

The text directly defines it as a list of equipment held in the store. It is not the payment request.

## Invoice

The reference to a supplier and arranging payment supports the meaning “a document requesting payment for supplied goods or services”.

**NOTICE THE DECISION**

Explain one choice in your own words before moving to the learner page. Another accurate wording or method may be equally valid.

LESSON 06 • TRY, EXPLAIN AND REVIEW

# My lesson notebook

Date: _____ One thing I remember: _____

1. Explain “handover” in this workplace context.

2. Which term in the source names the list of equipment?

3. Write a three-entry glossary for induction, inventory and invoice, using a different example sentence for each.

## My rule, correction or next question

Feedback: page 115. Use extra labelled paper for full drafts. For spoken tasks, record real partner/tutor observations as well as your notes.

LESSON 07 • READING • LEARN

# Navigate layout and structural features

**LEARNING GOAL**

Use headings, paragraphs, menus and indexes to locate relevant information.

Organisational features help readers find information; structural features arrange its sequence. Headings divide topics, paragraphs develop related points, bullet lists separate items, and numbered steps show order. A text can use several features together. Name the feature precisely instead of describing everything as a heading.

A contents page gives sections with page numbers, usually near the front. An index is usually an alphabetical list of topics with page references. A glossary explains terms. A webpage menu groups navigation links. Identify which tool suits the question: a glossary helps with a definition, while an index helps locate a named topic across a longer document.

Explain usefulness using the actual information. A “Costs” subheading helps a reader go directly to fees rather than search the full document. Bullet points can make separate eligibility conditions easier to distinguish; they do not automatically place the conditions in chronological order. Numbering is more suitable when order matters.

When asked which section contains a detail, give the correct section name. When asked how a feature helps, describe the reader action it makes easier. In your own writing, use features to serve the task, not to decorate every paragraph or replace connected explanation with unrelated lists.

**KEY IDEA**

Name the exact feature and explain what it helps this reader find or do.

Shared content reference(s): 14, 12. These identify curriculum points, not marks.

LESSON 07 • ORIGINAL TEACHING EXAMPLE

# Follow a model and its reasoning

## Original webpage outline

BROOKSIDE LEARNING HUB
Menu: Courses | Fees | Access | Contact

Courses
Evening study groups run on Mondays and Thursdays.

Fees
The six-session course costs £24. Payment can be made in two instalments.

Access
A step-free entrance is available beside the main door. Ask reception about a quieter waiting area.

Contact
Email reception@brookside.example for booking information.

## Locate

Use Fees to find the cost. Use Access for the entrance arrangements. The menu labels preview the same topic divisions.

## Explain

The Access subheading groups physical-access details, so a reader can locate them without reading course descriptions first.

## Distinguish tools

An index would locate repeated topics by page; the menu here links webpage sections. Neither is a dictionary definition.

**NOTICE THE DECISION**

Explain one choice in your own words before moving to the learner page. Another accurate wording or method may be equally valid.

LESSON 07 • TRY, EXPLAIN AND REVIEW

# My lesson notebook

Date: _____ One thing I remember: _____

1. Which section should a visitor use to check payment arrangements?

2. Explain one difference between a contents page and a glossary.

3. Create four useful headings for a guide to joining a course and put one relevant detail under each.

## My rule, correction or next question

Feedback: page 116. Use extra labelled paper for full drafts. For spoken tasks, record real partner/tutor observations as well as your notes.

LESSON 08 • READING • LEARN

# Infer meaning from an image

**LEARNING GOAL**

Use visible clues to support an inference without inventing details.

An inference is a supported conclusion that goes beyond a directly stated message. An image may communicate a use, feature or feeling that the accompanying text does not say. First describe what you can see, then decide what that observation reasonably suggests. The image is evidence, not permission to guess anything that seems possible.

For example, an illustration of a ramp beside steps can suggest that an entrance offers a route for someone using wheels. It does not prove the whole building is accessible or that staff are trained. Keep the inference proportionate to the visible clue. Avoid claims about a person’s identity, circumstances or ability that cannot be established from the image.

Combine image and caption carefully. If the caption already states a detail, an image-inference question may require an additional message visible only in the picture. Name the clue: “the sheltered waiting area suggests visitors can wait out of the rain” is stronger than “it looks nice”. Images can simplify a setting, so distinguish suggestion from certainty.

Read the wording of the question: identify asks for the meaning; explain usually asks for a connection between the meaning and the clue. For this lesson, use the original drawing as evidence. Do not add hidden doors, prices, opening times or guarantees that are not shown.

**KEY IDEA**

Visible clue → reasonable meaning. Explain the link and stop before an unsupported assumption.

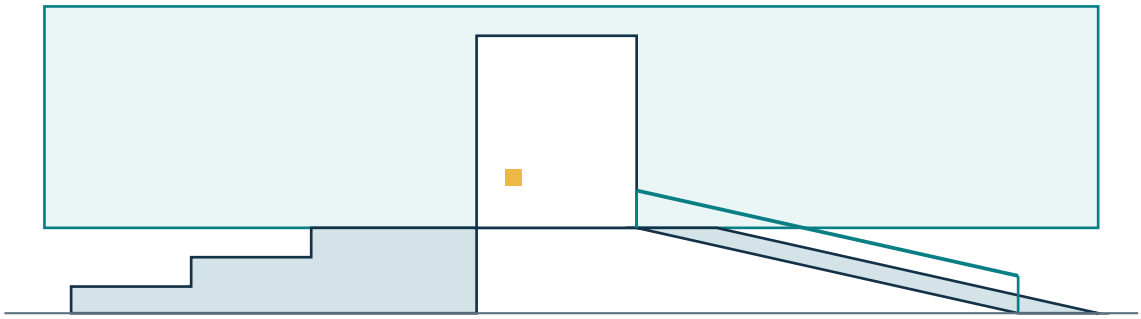
Shared content reference(s): 15. These identify curriculum points, not marks.

LESSON 08 • ORIGINAL TEACHING EXAMPLE

# Follow a model and its reasoning

## Original visual source

Caption: “Visit the new neighbourhood centre.” Study the drawing below. The caption does not describe the entrance arrangements.



## Observation

The illustration shows steps and a sloping route beside them leading towards the same entrance.

## Supported inference

The entrance appears to offer a route that avoids steps. The ramp is the visible clue.

## Limit

The picture does not establish opening times, the cost of activities or accessibility of every room. Those claims would require further information.

**NOTICE THE DECISION**

Explain one choice in your own words before moving to the learner page. Another accurate wording or method may be equally valid.

LESSON 08 • TRY, EXPLAIN AND REVIEW

# My lesson notebook

Date: _____ One thing I remember: _____

1. Give one inference about the entrance from the image and name its visual evidence.

2. Explain why “all activities are free” cannot be concluded from this image.

3. A photograph shows several people working together at one table, with shared equipment. Give one cautious inference about the activity and identify the clue.

## My rule, correction or next question

Feedback: page 116. Use extra labelled paper for full drafts. For spoken tasks, record real partner/tutor observations as well as your notes.

LESSON 09 • READING • LEARN

# Use punctuation to understand reading

**LEARNING GOAL**

Explain how punctuation shapes the meaning of a sentence.

Punctuation is part of the message, not merely decoration. A full stop closes a statement; a question mark signals a direct question; an exclamation mark can show strong feeling or emphasis. A question mark does not automatically make a sentence rhetorical. Read whether the writer expects a practical answer or is prompting thought.

Commas separate list items and can mark boundaries between parts of a sentence. In “After the session, return the tools”, the comma marks the opening time phrase. It does not mean the words before it are a complete sentence. An apostrophe can show missing letters or possession: “it’s” means it is or it has; “its” shows possession without an apostrophe.

Quotation marks show words being quoted or singled out. They do not prove the quoted statement is a fact. Brackets can place additional information inside a sentence, such as an explanation or optional detail. A colon can introduce an explanation or list after a complete introducing clause. These extra features are useful when they appear in a reading text.

For a punctuation question, identify the mark and its job in that sentence. “It adds a pause” rarely explains enough. If a comma separates items, name those items; if an apostrophe indicates possession, say whose item is involved. Do not replace a precise explanation with a rule that does not match the example.

**KEY IDEA**

Explain what the punctuation does here, not just what it is called.

Shared content reference(s): 18. These identify curriculum points, not marks.

LESSON 09 • ORIGINAL TEACHING EXAMPLE

# Follow a model and its reasoning

## Original booking message

“Have you booked your place? Please bring a notebook, a pen and your membership card. The tutor’s checklist includes three items: registration, equipment and feedback. It’s important to arrive before 10 am (the doors open at 9:45).”

## Question mark

It ends a direct question asking whether the reader has made a booking.

## Apostrophe

In “tutor’s checklist”, the apostrophe shows that the checklist belongs to one tutor. In “It’s”, it represents missing letters from “It is”.

## Colon and brackets

The colon introduces the three-item list. The brackets add the door-opening detail without making it the main sentence message.

**NOTICE THE DECISION**

Explain one choice in your own words before moving to the learner page. Another accurate wording or method may be equally valid.

LESSON 09 • TRY, EXPLAIN AND REVIEW

# My lesson notebook

Date: _____ One thing I remember: _____

1. What does the comma after “a notebook” do?

2. Expand “It’s important” into its full form.

3. Explain the different jobs of the apostrophe in “the tutor’s checklist” and the brackets around the door-opening information.

## My rule, correction or next question

Feedback: page 117. Use extra labelled paper for full drafts. For spoken tasks, record real partner/tutor observations as well as your notes.

LESSON 10 • READING • LEARN

# Compare two texts directly

**LEARNING GOAL**

Make a precise similarity or difference supported by both texts.

A comparison links texts on the same point. Choose a clear comparison category, such as cost, booking arrangements, benefits or viewpoint. Then find what each text says about it. Two separate summaries do not automatically form a comparison, especially if they discuss unrelated points.

Use linking words accurately. Both introduces a shared feature; whereas and while can show a difference. Keep the relationship specific: “Both offer evening sessions, but A requires booking whereas B allows drop-in attendance.” Do not claim that a text disagrees with another merely because it does not mention the same detail.

When comparing opinions, identify the viewpoint and the relevant reason in each source. A reviewer can praise an activity while criticising one aspect. Words such as although or however may show that balance. Do not reduce every mixed review to entirely positive or entirely negative.

If the question asks for a quotation from each text, use short exact extracts. If it asks for your own words, paraphrase accurately. A comparison answer should make it obvious which information belongs to which source. Your personal preference may be irrelevant unless the question asks you to choose or justify a recommendation.

**KEY IDEA**

One comparison point + information from A + linked information from B.

Shared content reference(s): 10, 9, 11. These identify curriculum points, not marks.

LESSON 10 • ORIGINAL TEACHING EXAMPLE

# Follow a model and its reasoning

## Two original course descriptions

Text A: “The Monday repair club costs £4 per visit. Reserve a place online because the room has eight workstations. Visitors bring their own small item and receive guidance from a volunteer.”

Text B: “Our Thursday repair drop-in costs £4. No booking is needed, although visitors may wait for a workstation. A volunteer offers guidance, and visitors bring the item they want to repair.”

## Choose the point

Compare cost with cost and booking with booking. Do not contrast A’s price with B’s equipment.

## Similarity

Both cost £4 and provide volunteer guidance for an item brought by the visitor. Each shared point is present in both texts.

## Difference

A requires an online reservation, whereas B is a drop-in with no booking. B may involve a wait; A does not state a guarantee about waiting.

**NOTICE THE DECISION**

Explain one choice in your own words before moving to the learner page. Another accurate wording or method may be equally valid.

LESSON 10 • TRY, EXPLAIN AND REVIEW

# My lesson notebook

Date: _____ One thing I remember: _____

1. Give one similarity between the services using both texts.

2. Give one difference in the booking arrangements.

3. A learner writes, “A is cheap. B is on Thursday.” Explain why this is a weak comparison and improve it using the same texts.

## My rule, correction or next question

Feedback: page 117. Use extra labelled paper for full drafts. For spoken tasks, record real partner/tutor observations as well as your notes.

LESSON 11 • READING • LEARN

# Follow instructions and explanations

**LEARNING GOAL**

Distinguish what to do from why it happens and keep steps in order.

Instructions tell someone how to act. They often use command verbs, numbered steps and conditions such as before, after or if. An explanation tells why or how something happens. It may use causal links such as because, therefore and as a result. A practical text can combine a command with its reason.

Follow the sequence rather than picking out isolated actions. “Check the label before using the materials” puts the check first. A condition can limit a step: “If the container is damaged, report it” applies when damage is present. Do not turn a conditional instruction into an instruction that always applies.

When asked why a step is required, look for the reason rather than repeating the action. “Keep the lid closed because the contents may spill” gives a practical reason. If the source does not supply a reason, avoid presenting a guessed cause as a stated fact.

In your own instructions, use one clear action at a time and arrange the steps in a safe, logical sequence for the fictional task. A list of equipment belongs before the steps if the reader needs to prepare it. Do not treat a classroom example as professional safety advice; follow the relevant real instructions when completing an actual task.

**KEY IDEA**

Instructions answer “what next?”; explanations answer “why or how?”.

Shared content reference(s): 9, 14, 16. These identify curriculum points, not marks.

LESSON 11 • ORIGINAL TEACHING EXAMPLE

# Follow a model and its reasoning

## Original classroom card

To return a borrowed study tablet:
1. Save your work before closing the app.
2. Sign out of your learning account.
3. Put the tablet in the numbered storage slot.
4. Tell reception if the screen is damaged.

Signing out prevents the next user from opening your account. The storage number helps staff match the tablet to the booking record.

## Sequence

Save the work before closing the app. A reader who closes first may not follow the stated order.

## Reason

The source says signing out prevents the next user from opening the account. “Sign out” alone repeats the action, not why it is done.

## Conditional action

Reporting the screen is linked to damage. The card does not tell users to report every undamaged screen.

**NOTICE THE DECISION**

Explain one choice in your own words before moving to the learner page. Another accurate wording or method may be equally valid.

LESSON 11 • TRY, EXPLAIN AND REVIEW

# My lesson notebook

Date: _____ One thing I remember: _____

1. What must happen before the app is closed?

2. Explain why the storage number is useful according to the source.

3. Write four clear steps for borrowing and returning a fictional classroom book. Include one condition and one reason.

## My rule, correction or next question

Feedback: page 118. Use extra labelled paper for full drafts. For spoken tasks, record real partner/tutor observations as well as your notes.

LESSON 12 • READING • LEARN

# Write precise reading answers

**LEARNING GOAL**

Match the question command and support a concise answer with relevant evidence.

Before answering, identify the command word, the required number of points and the named source. Identify means select or name. Explain means make the meaning or connection clear. Compare means link information from at least two sources. Quote means reproduce the relevant words accurately rather than give your own replacement.

Keep quotations short enough to make the evidence clear. Copying an entire paragraph can hide the requested phrase. A quotation still needs an explanation when the question asks for an effect or meaning. A useful answer can be one or two precise sentences; a long answer is not automatically a strong answer.

For multiple-choice tasks, test every option against the source. Reject an option if it adds a condition, reverses the meaning or answers a different question. Follow the stated number of selections. Do not assume that a word appearing in the text proves the whole option is correct.

Check that each answer is distinct, supported and complete. In reading, your response should be grounded in the source even when you disagree with it. Use the source's particular context; avoid a memorised feature explanation that could be attached to any text. Review a mistake by asking whether you misread the source, the command or the evidence requirement.

**KEY IDEA**

Answer this command, with this source, using only the evidence needed.

Shared content reference(s): 9, 10, 11, 12, 13, 14, 15, 16, 17, 18. These identify curriculum points, not marks.

LESSON 12 • ORIGINAL TEACHING EXAMPLE

# Follow a model and its reasoning

## Original short advert

“Choose the Green Lane evening course. Flexible sessions, patient tutors and practical tasks make learning easier. You can join a taster on Tuesday. Spaces are limited, so reserve a seat at reception.”

Question: Identify one example of direct address and explain how it suits the purpose.

## Select

“You can join a taster on Tuesday” contains direct address through “You”. “Patient tutors” does not address the reader.

## Explain

The writer speaks to the prospective learner personally and encourages them to consider attending the taster.

## Improve

Weak: “It interests people.” Stronger: “The word ‘You’ addresses prospective learners directly and makes joining the taster feel like an option available to them.”

**NOTICE THE DECISION**

Explain one choice in your own words before moving to the learner page. Another accurate wording or method may be equally valid.

LESSON 12 • TRY, EXPLAIN AND REVIEW

# My lesson notebook

Date: _____ One thing I remember: _____

1. Quote the three-part list in the advert.

2. Explain the meaning of “Spaces are limited” in this context.

3. Identify the main purpose of the advert and give one exact phrase that supports your answer.

## My rule, correction or next question

Feedback: page 118. Use extra labelled paper for full drafts. For spoken tasks, record real partner/tutor observations as well as your notes.

LESSON 13 • WRITING • LEARN

# Decode a writing task and make a plan

**LEARNING GOAL**

Turn the task instructions into a focused plan before drafting.

Begin with purpose, audience and format. Are you informing a manager, persuading local readers or describing an experience for a college newsletter? List the required content points separately. A well-written response can still miss the task if it addresses the wrong person, uses the wrong form or leaves out a key request.

Notice whether details must come from supplied information or may be invented. Use given names, dates and conditions accurately. Where a creative detail is permitted, keep it realistic and consistent. Do not add a fictional change that contradicts the brief. If a length is specified, plan enough relevant development to meet it without padding.

Make a short paragraph plan. Give each paragraph a job: opening purpose; first developed point; second developed point; action or conclusion. A plan should contain key words rather than a complete first draft. Decide where an example or explanation will help the reader understand why a point matters.

Build checking time into the task. During learning, take as long as necessary to understand a method. During a timed assessment, use the actual available time and board instructions. There is no universal word count or paragraph number for every Level 1 task. Follow the individual brief rather than a memorised template.

**KEY IDEA**

Check purpose, audience, format, required points, supplied facts and stated length.

Shared content reference(s): 22, 23, 24. These identify curriculum points, not marks.

LESSON 13 • ORIGINAL TEACHING EXAMPLE

# Follow a model and its reasoning

## Original writing brief

The centre manager is reviewing evening opening. Write an email to suggest one improvement. Explain the difficulty learners currently experience, describe your proposal and explain its benefit. Ask the manager for a response. For this lesson, plan a response of about 150-180 words; this is a teaching target, not a rule for every board.

## Decode

Audience: centre manager. Purpose: suggest and justify an improvement. Format: email. Required points: difficulty, proposal, benefit and request for response.

## Plan

Paragraph 1 introduces the issue. Paragraph 2 gives a specific difficulty and example. Paragraph 3 proposes a feasible change and benefit. A final sentence requests a reply.

## Develop

“Open later” is a starting idea. “Open the study room until 8 pm on Wednesdays so shift workers can attend after work” gives a precise proposal and a reason.

**NOTICE THE DECISION**

Explain one choice in your own words before moving to the learner page. Another accurate wording or method may be equally valid.

LESSON 13 • TRY, EXPLAIN AND REVIEW

# My lesson notebook

Date: _____ One thing I remember: _____

1. List the four content requirements in the brief.

2. Write a one-sentence proposal with a clear benefit.

3. Create a four-part paragraph plan for the email. Add an example under the difficulty paragraph and a polite request for response at the end.

## My rule, correction or next question

Feedback: page 119. Use extra labelled paper for full drafts. For spoken tasks, record real partner/tutor observations as well as your notes.

LESSON 14 • WRITING • LEARN

# Build paragraphs and coherent writing

**LEARNING GOAL**

Group related ideas and link them so the reader can follow your message.

A paragraph develops one main topic or stage of the message. Begin a new paragraph when the focus, time, place or speaker changes in a way that matters. Paragraphing is not a rule that every paragraph has exactly three sentences. A short closing paragraph can be useful if it has a clear purpose.

A topic sentence can introduce the paragraph's point. Follow it with relevant detail, an example or a reason. "The room needs better signs" becomes more useful when you explain which signs are missing and how that affects visitors. Do not start a new paragraph for every sentence or put several unrelated points into a single block.

Coherence means the whole response makes sense in a logical order. Cohesion means the links that help it hold together, such as pronouns, repeated key terms and connecting words. Use because for a reason, however for a contrast and therefore for a result. These words cannot repair a connection that does not logically exist.

Make references clear. "This would help" should follow a proposal the reader can identify. If "they" could refer to either staff or learners, repeat the noun where necessary. When editing, read only the first sentence of each paragraph: do these form a sensible route from opening purpose to conclusion?

**KEY IDEA**

One paragraph has one main job. Develop it, then move on when the focus changes.

Shared content reference(s): 22, 25. These identify curriculum points, not marks.

LESSON 14 • ORIGINAL TEACHING EXAMPLE

# Follow a model and its reasoning

## Original improved paragraph

Clear signs would make the centre easier for new visitors to use. At present, the workshop rooms are labelled only with numbers, so first-time learners often return to reception for directions. A small sign listing the activity beside each room number would reduce this confusion. It would also allow reception staff to spend more time helping with bookings.

## Main point

The first sentence proposes clear signs. The remaining sentences develop that one topic rather than switch to unrelated course fees.

## Explain and develop

The current difficulty is given, followed by a practical change and two linked benefits. The detail makes the proposal usable.

## Link

“This confusion” refers to visitors needing directions. “It” refers to the proposed sign arrangement, not a different unexplained idea.

**NOTICE THE DECISION**

Explain one choice in your own words before moving to the learner page. Another accurate wording or method may be equally valid.

LESSON 14 • TRY, EXPLAIN AND REVIEW

# My lesson notebook

Date: _____ One thing I remember: _____

1. Identify the topic sentence in the model paragraph.

2. Combine these ideas logically: “The room is small. We should limit bookings.” Use a suitable connective.

3. Write a developed paragraph proposing clearer course information. Include a specific difficulty, improvement and benefit.

## My rule, correction or next question

Feedback: page 119. Use extra labelled paper for full drafts. For spoken tasks, record real partner/tutor observations as well as your notes.

LESSON 15 • WRITING • LEARN

# Control simple, compound and complex sentences

**LEARNING GOAL**

Use complete sentences and join ideas accurately, including subordinate clauses.

A simple sentence contains one main clause: “The session finished early.” A main clause can stand as a complete sentence. A compound sentence joins main clauses with a coordinating conjunction such as and, but or so: “The session finished early, but several learners stayed.” Length alone does not determine sentence type.

A complex sentence contains a main clause and at least one subordinate clause. “Although the session finished early, several learners stayed” adds a dependent contrast. The although-clause cannot normally stand alone as a complete sentence. Because, when, if and who can also introduce dependent information in suitable sentences.

Use a comma after an opening subordinate clause where it helps mark its boundary: “When the room opened, the learners went inside.” When the dependent clause follows the main clause closely, a comma may not be needed: “The learners went inside when the room opened.” Do not add a comma merely because you took a breath.

Avoid comma splices, which join two main clauses with a comma alone: “The room was full, we waited outside.” Use a full stop, a suitable conjunction or another correct structure. Aim for controlled variety rather than making every sentence long. A short sentence is useful when it delivers an important instruction clearly.

**KEY IDEA**

A dependent clause needs a main clause. Link complete clauses with suitable punctuation and words.

Shared content reference(s): 20, 25. These identify curriculum points, not marks.

LESSON 15 • ORIGINAL TEACHING EXAMPLE

# Follow a model and its reasoning

## Original sentence workshop

Uncontrolled: “Because the room was full. We waited outside, the tutor opened another room.”

Controlled: “Because the room was full, we waited outside. The tutor then opened another room, so everyone could sit down.”

## Repair a fragment

“Because the room was full” depends on a main clause. Linking it to “we waited outside” completes the reason-and-result sentence.

## Repair a splice

The original comma between two independent statements is not enough. The improved version uses a sentence boundary and a meaningful link.

## Check meaning

“So” introduces the result of opening another room. The connection is not simply decorative.

**NOTICE THE DECISION**

Explain one choice in your own words before moving to the learner page. Another accurate wording or method may be equally valid.

LESSON 15 • TRY, EXPLAIN AND REVIEW

# My lesson notebook

Date: _____ One thing I remember: _____

1. Complete this sentence: “Although the course was difficult, ...”

2. Repair “The tutor arrived, the lesson began” in two different correct ways.

3. Write three sentences about learning a new skill: one simple, one compound and one complex. Label the clauses in the complex sentence.

## My rule, correction or next question

Feedback: page 120. Use extra labelled paper for full drafts. For spoken tasks, record real partner/tutor observations as well as your notes.

LESSON 16 • WRITING • LEARN

# Sentence endings and capital letters

**LEARNING GOAL**

Use capitals, full stops, question marks and exclamation marks with control.

A sentence begins with a capital letter and needs an appropriate ending. Use a full stop for a statement or most instructions. A question mark ends a direct question. An exclamation mark can show strong feeling or a forceful warning, but repeated exclamation marks rarely suit a formal request.

Capital letters also mark proper names, days, months and the pronoun I. Write “I attended on Tuesday in March”, not “i attended on tuesday in march”. Generic job titles and common nouns do not usually need capitals in ordinary sentences: “the manager” is not automatically a proper name.

A direct question asks the reader something: “When does the room open?” An indirect question reports or introduces a query: “I would like to know when the room opens.” That sentence ends with a full stop. A polite direct request can still be a question: “Could you confirm the opening time?”

Check boundaries by finding the complete thought, not by counting words. A long sentence may contain one main idea with supporting clauses; a short fragment may still be incomplete. Read aloud during learning, then make a conscious decision about the grammar. In a formal message, prioritise clear, complete sentences over exaggerated punctuation.

**KEY IDEA**

Choose the ending from the sentence’s job. An indirect question is not automatically punctuated like a direct one.

Shared content reference(s): 19. These identify curriculum points, not marks.

LESSON 16 • ORIGINAL TEACHING EXAMPLE

# Follow a model and its reasoning

## Original editing example

Draft: “i joined the course on monday can you confirm the room number i would like to know when the session ends”

Edited: “I joined the course on Monday. Can you confirm the room number? I would like to know when the session ends.”

## Capitals

“I” is always capitalised, and Monday is the name of a day. The starts of the new sentences also need capitals.

## Boundaries

There are three complete messages: a statement about joining, a direct question, and a statement introducing an indirect question.

## Ending

Only the direct question takes a question mark. The final statement ends with a full stop.

**NOTICE THE DECISION**

Explain one choice in your own words before moving to the learner page. Another accurate wording or method may be equally valid.

LESSON 16 • TRY, EXPLAIN AND REVIEW

# My lesson notebook

Date: _____ One thing I remember: _____

1. Punctuate: “could you send the timetable”

2. Correct capitals: “i will visit brookside centre on thursday in april.”

3. Write a short formal message containing a statement, a direct question and an indirect question. Use correct capitals and sentence endings.

## My rule, correction or next question

Feedback: page 120. Use extra labelled paper for full drafts. For spoken tasks, record real partner/tutor observations as well as your notes.

LESSON 17 • WRITING • LEARN

# Commas, lists and apostrophes

**LEARNING GOAL**

Use commas and distinguish contractions from possession.

Commas can separate items in a list: “Bring a notebook, a pen and a folder.” They also help mark an opening clause: “If you arrive early, wait at reception.” A comma is not a replacement for a full stop between two complete statements. Decide the grammatical job before inserting the mark.

An apostrophe in a contraction represents missing letters. “Don’t” means do not; “we’re” means we are; “it’s” means it is or it has. Expand the word as a check. “Its” is possessive without an apostrophe: “The centre changed its timetable.” Possessive pronouns such as yours, ours and theirs also do not take apostrophes.

To show possession by one regular singular owner, add apostrophe-s: “the learner’s folder”. For a regular plural already ending in s, put the apostrophe after that s: “the learners’ folders”. Irregular plurals can take apostrophe-s: “the children’s activity”. Identify the owner before choosing the position.

Do not put an apostrophe into an ordinary plural: “three sessions”, not “three session’s”. In a writing task, use punctuation that fits your meaning. Possession is often a helpful place to demonstrate accuracy, but forcing unnecessary contractions into a formal text can weaken the chosen register.

**KEY IDEA**

Ask: missing letters, possession or a simple plural? Only the first two may need an apostrophe.

Shared content reference(s): 19. These identify curriculum points, not marks.

LESSON 17 • ORIGINAL TEACHING EXAMPLE

# Follow a model and its reasoning

## Original notice edit

Draft: “The learners folders are on the shelf. The centres new timetable lists Mondays sessions. Dont forget your notebook pen and card.”

One intended meaning: “The learners’ folders are on the shelf. The centre’s new timetable lists Monday’s sessions. Don’t forget your notebook, pen and card.”

## Plural owners

There is more than one learner in this example, so learners’ places the apostrophe after the plural s.

## Singular owner

One centre owns its timetable. Monday’s sessions means the sessions associated with Monday, not a simple plural of Monday.

## List and contraction

Don’t expands to do not. The comma separates the first list item from the second; and introduces the last.

**NOTICE THE DECISION**

Explain one choice in your own words before moving to the learner page. Another accurate wording or method may be equally valid.

LESSON 17 • TRY, EXPLAIN AND REVIEW

# My lesson notebook

Date: _____ One thing I remember: _____

1. Choose its or it’s: “The centre has changed ___ opening time.”

2. Add apostrophes: “one tutors desk” and “three tutors desks”.

3. Write three correct sentences: one with a comma-separated list, one with a contraction and one with plural possession.

## My rule, correction or next question

Feedback: page 121. Use extra labelled paper for full drafts. For spoken tasks, record real partner/tutor observations as well as your notes.

LESSON 18 • WRITING • LEARN

# Agreement, pronouns and clear reference

**LEARNING GOAL**

Match subjects to verbs and make clear who or what each sentence refers to.

The subject tells who or what a clause is about. In the present tense, a singular third-person subject often takes a verb ending in s: “The learner asks”; “the learners ask”. The verb be has special forms: I am, she is, they are. A nearby plural noun does not automatically control the verb.

Find the core subject in a longer phrase. In “The box of folders is ready”, box is the singular subject, so use is even though folders is plural. In “The learners in the room are ready”, learners is plural. Some collective nouns can take singular or plural agreement in British English according to meaning; keep the intended meaning consistent.

Pronouns replace or refer to nouns: she, he, they, it and we. Make the reference clear. “Aisha spoke to Morgan when they arrived” can be ambiguous if it matters who arrived. Rephrase or repeat a name. Singular they can refer to one person; use the matching form “they are” rather than “they is”.

Check subject and object forms where needed: “Ravi and I wrote the report”; “The tutor helped Ravi and me.” Removing the other name is a useful test: I wrote, helped me. Grammatical accuracy should make the message easier to understand, not turn it into unnecessarily complicated language.

**KEY IDEA**

Locate the subject, match the verb and check what every pronoun refers to.

Shared content reference(s): 20. These identify curriculum points, not marks.

LESSON 18 • ORIGINAL TEACHING EXAMPLE

# Follow a model and its reasoning

## Original grammar repair

Draft: “The list of rooms are on the noticeboard. The learners is waiting. Sam thanked Alex after they completed the booking.”

Edited for one intended meaning: “The list of rooms is on the noticeboard. The learners are waiting. After Alex completed the booking, Sam thanked Alex.”

## Singular subject

The first subject is list, not rooms. Therefore “the list ... is” agrees correctly.

## Plural subject

Learners needs “are”. The ending on the noun helps identify the intended plural.

## Clear reference

Repeating Alex removes uncertainty about who completed the booking. A different intended meaning would need a different revision.

**NOTICE THE DECISION**

Explain one choice in your own words before moving to the learner page. Another accurate wording or method may be equally valid.

LESSON 18 • TRY, EXPLAIN AND REVIEW

# My lesson notebook

Date: _____ One thing I remember: _____

1. Choose is or are: “The box of tools ___ beside reception.”

2. Repair: “Me and Priya has finished the notes.”

3. Rewrite “Jordan spoke to Lee after they lost the form” twice, making Jordan the person who lost it in one version and Lee in the other.

## My rule, correction or next question

Feedback: page 121. Use extra labelled paper for full drafts. For spoken tasks, record real partner/tutor observations as well as your notes.

LESSON 19 • WRITING • LEARN

# Tenses, articles and grammatical control

**LEARNING GOAL**

Keep time relationships consistent and use a, an and the accurately.

Tense shows time and how an event relates to it. “I attend” describes a present habit; “I attended” reports a past event; “I will attend” looks ahead. Do not change tense accidentally while recounting the same event. A deliberate shift is correct when the time changes: “I attended yesterday, and I will return next week.”

Past forms are not always made with ed: go becomes went, write becomes wrote, and bring becomes brought. A past-tense narrative can include a present fact when the reason is clear, but uncontrolled switching can confuse the timeline. Mark time words in your plan, such as yesterday, now and next month.

Use a or an for one non-specific countable item. The choice depends on the next spoken sound, not merely the written letter: an hour begins with a vowel sound; a useful guide begins with a consonant sound. Use the when the reader can identify the particular item: “I bought a folder. The folder has two pockets.”

Check whether a singular countable noun needs an article or another determiner, such as my or this. “I attended course” usually needs “a course” or “the course”. Not all nouns work the same way: general uncountable information does not normally become “an information”. Rewrite as “some information” or “a piece of information”.

**KEY IDEA**

Check the timeline, then articles. A change of tense should signal a real change of time.

Shared content reference(s): 20. These identify curriculum points, not marks.

LESSON 19 • ORIGINAL TEACHING EXAMPLE

# Follow a model and its reasoning

## Original time sequence

Draft: “Yesterday I arrive at a centre and collect an useful guide. The tutor give me a information sheet. Next week I returned for the second session.”

Edited: “Yesterday I arrived at the centre and collected a useful guide. The tutor gave me an information sheet. Next week I will return for the second session.”

## Past time

Yesterday requires the past forms arrived, collected and gave for these completed events.

## Future time

Next week changes the time reference, so “will return” is a purposeful future shift, not inconsistency.

## Articles

A useful guide begins with a consonant sound. An information sheet begins with a vowel sound, and sheet is a singular countable noun.

**NOTICE THE DECISION**

Explain one choice in your own words before moving to the learner page. Another accurate wording or method may be equally valid.

LESSON 19 • TRY, EXPLAIN AND REVIEW

# My lesson notebook

Date: _____ One thing I remember: _____

1. Choose a or an: "___ hour" and "___ university course".

2. Rewrite in past tense: "I go to reception and write my name."

3. Write three linked sentences about a course: one past experience, one present situation and one future plan. Signal the time changes clearly.

## My rule, correction or next question

Feedback: page 122. Use extra labelled paper for full drafts. For spoken tasks, record real partner/tutor observations as well as your notes.

LESSON 20 • WRITING • LEARN

# Spelling strategies and personal vocabulary

**LEARNING GOAL**

Spell common and relevant specialist words accurately and review your own error patterns.

Accurate spelling helps the reader recognise your meaning without having to guess. Build a personal list from words you actually use in work, study and daily life. Include specialist vocabulary connected with your tasks, such as appointment, equipment, attendance, application or invoice. Learn each word in a sentence, not only as an isolated shape.

Break a difficult word into useful syllables or meaningful parts, say it carefully and notice the letters you often miss. Look, cover, write and check can help, especially when followed by retrieval on another day. A memory prompt is useful only if it leads to the correct whole word; it is not a universal rule.

Homophones sound alike but have different jobs. Their shows possession, there can indicate place and they’re means they are. Your is possessive; you’re means you are. Test the meaning rather than choosing the spelling that looks familiar. The same check helps with its and it’s, although the apostrophe is also a punctuation decision.

In learning, use a dictionary to confirm a spelling and record your error. In a writing assessment, do not assume you may use a dictionary, spellcheck or grammar software; the writing component restricts external aids for these skills. Practise an independent final check, looking especially at your recurring mistakes rather than relying on a device to flag them.

**KEY IDEA**

Check meaning for homophones; learn the whole spelling for unfamiliar words; practise retrieval without aids.

Shared content reference(s): 21. These identify curriculum points, not marks.

LESSON 20 • ORIGINAL TEACHING EXAMPLE

# Follow a model and its reasoning

## Original spelling workshop

Draft: “Their waiting outside becuase the equiptment has not arived. Please send youre application to reception.”

Edited: “They’re waiting outside because the equipment has not arrived. Please send your application to reception.”

## Choose by meaning

They’re expands to they are. Their would mean possession, which does not fit “waiting”. Your modifies application and does not mean you are.

## Inspect the word

Because, equipment and arrived have specific letter sequences to learn. Equipment contains no extra t after equip.

## Record and retrieve

Keep the incorrect form, corrected form and your useful memory cue in a personal log. Cover the answer and spell it again later.

**NOTICE THE DECISION**

Explain one choice in your own words before moving to the learner page. Another accurate wording or method may be equally valid.

LESSON 20 • TRY, EXPLAIN AND REVIEW

# My lesson notebook

Date: _____ One thing I remember: _____

1. Choose their, there or they’re: “___ bringing ___ folders over ___.”

2. Correct these words: “recieve”, “seperate”, “definately”.

3. Create a five-word personal spelling list. For each word, write a correct sentence and underline the part you need to remember.

## My rule, correction or next question

Feedback: page 122. Use extra labelled paper for full drafts. For spoken tasks, record real partner/tutor observations as well as your notes.

LESSON 21 • WRITING • LEARN

# Write clear and purposeful emails

**LEARNING GOAL**

Use an email format and a suitable register to give information or request action.

An email needs a clear purpose, relevant content and an appropriate relationship with the reader. A useful subject line identifies the topic specifically, such as “Request to change Tuesday booking”, rather than “Hello”. Where the task supplies an email address, copy it accurately and include the required addressing fields in the format provided.

Open with a suitable greeting and state the reason for writing early. Group the key facts into short paragraphs. Explain the problem or request, add the information the recipient needs to act and say what response would help. A formal email does not require a postal-address block unless the task specifically asks for one.

Choose language that matches the reader. A message to a manager can be polite and direct without exaggerated phrases. “Could you confirm whether a Wednesday place is available?” gives an actionable request. Avoid text-message abbreviations, unexplained shorthand and repeated punctuation in a formal context.

Close courteously with an appropriate sign-off and your name. There are several valid email closings; letter conventions do not operate as one rigid email rule. Read the task for content and length instructions. A tidy layout alone does not earn success if the main points are missing or the sentences are inaccurate.

**KEY IDEA**

Let the recipient see the request, the reason and the next action quickly.

Shared content reference(s): 22, 23, 24, 25. These identify curriculum points, not marks.

LESSON 21 • ORIGINAL TEACHING EXAMPLE

# Follow a model and its reasoning

## Original model email excerpt

To: bookings@brookside.example
Subject: Request to move my study-room booking

Dear Booking Team,
I am writing to ask whether I can move my study-room booking from Tuesday to Wednesday. My work shift has changed, so I can no longer arrive before the Tuesday session ends. Could you let me know whether a place is available on Wednesday evening? I would be grateful for confirmation before I change my travel arrangements.
Kind regards,
Mina Patel

## Format

The subject states a particular request. The greeting names the team. Paragraph breaks separate the situation from the requested response.

## Content

The email explains the change and why it is needed. It asks about availability rather than assuming the new booking already exists.

## Language

“Could you” and “I would be grateful” make the request courteous. The because/so relationship explains the practical difficulty.

**NOTICE THE DECISION**

Explain one choice in your own words before moving to the learner page. Another accurate wording or method may be equally valid.

LESSON 21 • TRY, EXPLAIN AND REVIEW

# My lesson notebook

Date: _____ One thing I remember: _____

1. Write a precise subject line for an email asking whether materials are included in a course fee.

2. Rewrite “Tell me now if there’s space!!!” as a polite formal request.

3. Write an email opening and two developed paragraphs asking a tutor for a missed handout. Explain the situation, name what you need and request a response. Use invented details consistently.

## My rule, correction or next question

Feedback: page 123. Use extra labelled paper for full drafts. For spoken tasks, record real partner/tutor observations as well as your notes.

LESSON 22 • WRITING • LEARN

# Write formal letters and constructive complaints

**LEARNING GOAL**

Explain an issue with evidence and request a reasonable outcome in letter form.

A formal letter normally includes the sender's address, date, recipient details where provided, a greeting, an organised message and a suitable close. Use the supplied information. Do not invent a real business's contact details. A classroom example can use fictional details and clearly fictional contact addresses.

For a complaint, state the issue factually before describing its effect. Give relevant dates, reference numbers or events if the task supplies them. Avoid insults and unsupported accusations. "The room was locked at the advertised start time" is more useful than "Your service is always useless". A balanced account is easier for the recipient to investigate.

Request a specific reasonable action, such as an explanation, a corrected booking or a reply. Explain why that response would address the problem. Do not add invented legal rights, deadlines or threats. The writing task assesses how you communicate the scenario, not whether you can introduce unrelated legal claims.

For a conventional formal letter, Dear Ms Khan pairs with Yours sincerely, while Dear Sir or Madam pairs with Yours faithfully. Use a known name and title where supplied. These conventions help present the relationship, but content, paragraphing, sentence control and accuracy remain essential.

**KEY IDEA**

Issue → relevant evidence → impact → requested outcome. Keep the register firm and respectful.

Shared content reference(s): 22, 23, 24, 25. These identify curriculum points, not marks.

LESSON 22 • ORIGINAL TEACHING EXAMPLE

# Follow a model and its reasoning

## Original letter body and close

Dear Ms Khan,

I am writing about the study-room session booked for 6 pm on 12 May. When I arrived, the room was locked, and no notice explained whether the session had moved.

I waited for twenty minutes before returning home. As I had travelled after work, I was disappointed that I could not use the service.

Please explain what happened and confirm how changes will be communicated in future. I would also appreciate help arranging another booking.

Yours sincerely,
Daniel Reed

## Specific evidence

The date, time and locked room identify the event. The writer describes an experience without claiming every session is affected.

## Develop impact

Travel after work and a twenty-minute wait explain why the issue mattered, rather than merely repeating that the room was locked.

## Request

The letter asks for an explanation, better communication and help rebooking. The named greeting matches Yours sincerely.

**NOTICE THE DECISION**

Explain one choice in your own words before moving to the learner page. Another accurate wording or method may be equally valid.

LESSON 22 • TRY, EXPLAIN AND REVIEW

# My lesson notebook

Date: _____ One thing I remember: _____

1. Choose the conventional close for “Dear Sir or Madam”.

2. Rewrite “Your staff never care about anyone” as a factual statement about one missed booking.

3. Plan and write the main body of a formal complaint about a fictional course timetable error. Include the error, effect and requested action.

## My rule, correction or next question

Feedback: page 123. Use extra labelled paper for full drafts. For spoken tasks, record real partner/tutor observations as well as your notes.

LESSON 23 • WRITING • LEARN

# Articles, reviews and persuasive writing

**LEARNING GOAL**

Develop a viewpoint or evaluation for a defined readership.

An article is written for a readership, often in a newsletter, website or magazine. A heading introduces its topic. An engaging opening can pose a relevant question or establish the issue. Develop the middle with reasons and examples, then end with a conclusion suited to the purpose. A catchy heading cannot replace the requested content.

A review evaluates an experience, place, service or product. Describe enough context for the reader to understand your judgement, then give evidence for strengths and weaknesses. “The course was good” is less helpful than explaining that the tutor demonstrated each step and allowed practice time. A balanced review can still make a clear recommendation.

Persuasive language encourages action or agreement. Direct address, questions, repetition and a group of three may be useful, but only when they fit naturally. Support opinions with reasons rather than inventing statistics or testimonials. If a task allows fictional details, keep them plausible and consistent and avoid presenting them as research from a real organisation.

Choose register for the audience. A learner newsletter may be friendly and conversational while still using accurate sentences. Keep paragraphs linked to the main topic. If the task asks for a particular length, develop useful detail to meet it rather than repeat the same recommendation.

**KEY IDEA**

Make a judgement, support it with a specific example and explain who would benefit.

Shared content reference(s): 22, 23, 24, 25. These identify curriculum points, not marks.

LESSON 23 • ORIGINAL TEACHING EXAMPLE

# Follow a model and its reasoning

## Original review excerpt

A practical start to repair skills

Brookside’s beginner workshop gave me a useful introduction to simple repairs. The tutor demonstrated each stage slowly, and everyone had time to practise. I particularly liked the small group because it was easy to ask questions.

However, the printed instructions were difficult to read from a distance. A larger version would make the session easier to follow. I would recommend the workshop to beginners who want patient guidance, provided they are willing to practise between sessions.

## Evaluation

The writer supports praise with slow demonstrations, practice time and small-group access to questions.

## Balance

The print-size criticism identifies one limitation and suggests an improvement rather than overturning all the praise.

## Audience

The recommendation names beginners and a condition about practice, so readers can decide whether the workshop suits them.

**NOTICE THE DECISION**

Explain one choice in your own words before moving to the learner page. Another accurate wording or method may be equally valid.

LESSON 23 • TRY, EXPLAIN AND REVIEW

# My lesson notebook

Date: _____ One thing I remember: _____

1. Write an informative heading for an article about making study time more useful.

2. Develop “The course was helpful” with a concrete reason and example.

3. Write a review paragraph about a fictional learning session, including one strength, one limitation and a recommendation for a particular reader.

## My rule, correction or next question

Feedback: page 124. Use extra labelled paper for full drafts. For spoken tasks, record real partner/tutor observations as well as your notes.

LESSON 24 • WRITING • LEARN

# Reports, instructions and explanations

**LEARNING GOAL**

Choose structure and language that help a reader understand findings or complete a process.

A report organises information about a situation for someone who needs to understand it or act on it. A clear heading, purpose, findings and recommendations can be useful. The required form depends on the brief: do not add a rigid report template when it hides the requested message. Use neutral, accurate wording for observations.

Instructions should state actions in a logical order. Put necessary preparation before the steps and use command verbs such as collect, label or return. Number steps when sequence matters. Include conditions where needed. Keep each step clear enough for someone unfamiliar with the process to follow.

An explanation shows how or why something happens. Use linked sentences to make causes and results clear. For example, “Bookings close before the session because staff need time to prepare the materials.” This differs from simply ordering a reader to book. A report can include explanation and then recommend an action.

Format helps, but complete content matters. A bullet list is suitable for separate findings; a developed paragraph may be better for explaining why an improvement is needed. Check that your details do not contradict one another. Do not give fictional classroom procedures as real technical or safety instructions.

**KEY IDEA**

Report findings, order instructions, explain reasons. Choose the structure for the actual task.

Shared content reference(s): 22, 23, 24, 25. These identify curriculum points, not marks.

LESSON 24 • ORIGINAL TEACHING EXAMPLE

# Follow a model and its reasoning

## Original short report

Study-room booking review
Purpose: To identify a practical improvement to the booking process.

Findings
Several fictional feedback comments mention that confirmation messages do not state the room number. New visitors therefore ask reception for directions.

Recommendation
Add the room number and entrance information to each confirmation message. This would give visitors the details they need before arrival and reduce repeated enquiries.

## Structure

The purpose tells the reader what the report addresses. Findings and Recommendation separate observation from proposed action.

## Evidence

The feedback is explicitly fictional teaching data. The response does not claim a real survey or precise frequency that was never supplied.

## Explanation

“Therefore” links the missing room number to enquiries. “This would” explains the intended benefit of the recommendation.

**NOTICE THE DECISION**

Explain one choice in your own words before moving to the learner page. Another accurate wording or method may be equally valid.

LESSON 24 • TRY, EXPLAIN AND REVIEW

# My lesson notebook

Date: _____ One thing I remember: _____

1. Write one clear command instructing a learner to return a folder to a named shelf.

2. Explain the difference between a finding and a recommendation.

3. Write a short report paragraph about unclear classroom signs, then add three ordered instructions for finding the correct room. Keep the imagined system consistent.

## My rule, correction or next question

Feedback: page 124. Use extra labelled paper for full drafts. For spoken tasks, record real partner/tutor observations as well as your notes.

LESSON 25 • WRITING • LEARN

# Narratives and purposeful description

**LEARNING GOAL**

Tell a clear sequence and select details that help the reader understand an experience.

A narrative recounts events. It needs a sequence the reader can follow, a clear viewpoint and enough context to understand what matters. A straightforward account of an experience can be more effective than an elaborate invented plot. Follow the task: a factual account, a personal blog and a story may need different treatment.

Establish who, where and when, then develop the main event and its outcome. Use time links such as later or after the demonstration when they help. Avoid beginning every sentence with then. Keep a consistent narrative tense unless there is a real reason to shift time.

Description selects details that create a useful picture. Instead of adding many adjectives, choose information relevant to the purpose. “The narrow entrance was hidden behind a large sign” explains why a visitor struggled to find it. “It was nice and good and lovely” adds little meaning. Sensory details can help a personal account when appropriate.

Paragraphs can mark stages or changes of focus: arrival, difficulty, response and reflection. Include complex sentences where they express a relationship clearly, such as “Although I was nervous, I asked for help.” End with a relevant outcome or reflection, not an unrelated event introduced at the last moment.

**KEY IDEA**

Choose relevant events and details, keep the timeline clear and finish with an outcome.

Shared content reference(s): 22, 23, 24, 25. These identify curriculum points, not marks.

LESSON 25 • ORIGINAL TEACHING EXAMPLE

# Follow a model and its reasoning

## Original personal account excerpt

On my first evening at the centre, I waited outside the wrong room. The corridor was quiet, and the small room numbers were difficult to see. Although I felt awkward, I returned to reception and asked for directions.

The receptionist showed me the new timetable, and I reached the workshop just before it began. By the end of the session, I had completed a small repair and spoken to two other learners. The experience reminded me that asking one clear question can solve a problem more quickly than guessing.

## Sequence

Arrival difficulty comes first, help follows, then the session outcome and reflection. Time is easy to follow.

## Description

The quiet corridor and small numbers explain the initial confusion rather than provide random decoration.

## Sentence control

Although introduces a subordinate clause, connected to the complete main clause “I returned ...”. The account uses past time consistently.

**NOTICE THE DECISION**

Explain one choice in your own words before moving to the learner page. Another accurate wording or method may be equally valid.

LESSON 25 • TRY, EXPLAIN AND REVIEW

# My lesson notebook

Date: _____ One thing I remember: _____

1. Give one descriptive detail that explains the difficulty in the model.

2. Write a complex sentence about overcoming a difficulty using although or when.

3. Write a short personal account of learning something new. Include a clear event sequence, one relevant descriptive detail and a final reflection.

## My rule, correction or next question

Feedback: page 125. Use extra labelled paper for full drafts. For spoken tasks, record real partner/tutor observations as well as your notes.

LESSON 26 • WRITING • LEARN

# Revise, proofread and improve a draft

**LEARNING GOAL**

Review task coverage and accuracy in separate passes.

Revision improves the message; proofreading checks the accuracy of the language. Start with the larger decisions: have you answered the whole task, used the requested form and given enough relevant detail? A perfectly spelled response can still fail to communicate its purpose if it leaves out the requested action.

Next review organisation. Does each paragraph have a job? Are references clear? Can the reader follow the order? Remove repetition that adds no meaning and develop a point that is too brief. Replace vague statements with specific information that belongs to the task.

For proofreading, take separate passes for sentence boundaries and capitals, subject-verb agreement and tenses, punctuation, and spelling. Read what is actually written rather than what you remember intending. Check names, dates and supplied facts as carefully as common words. During learning, identify the cause of a correction so you can avoid repeating it.

In an assessment, use only permitted tools and arrangements. Writing skills must be demonstrated independently within the applicable rules; an automated spelling or grammar assistant is not a substitute. Do not chase a universal “perfect” word count: meet the specified length or guidance in that task while preserving relevant development.

**KEY IDEA**

Check the message first, then the sentences. Explain why each correction improves the text.

Shared content reference(s): 19, 20, 21, 22, 23, 24, 25. These identify curriculum points, not marks.

LESSON 26 • ORIGINAL TEACHING EXAMPLE

# Follow a model and its reasoning

## Original draft to improve

“dear manager i am writing about the timetable it were wrong last tuesday and their was no notice i want you to fix it because this is bad”

One improvement: “Dear Manager,
I am writing about the timetable displayed last Tuesday. It listed the study session in Room 2, but the session took place in Room 5. There was no notice explaining the change.
Please update the displayed timetable and tell learners how future room changes will be communicated. This would help new visitors find the correct session.”

## Content

The revision specifies what was wrong and requests an action. The original “fix it” did not tell the recipient exactly what would help.

## Grammar and spelling

“It were” becomes a more precise singular past-tense statement. “Their” is replaced with “There” because it introduces existence, not possession.

## Organisation

Paragraphs separate the event from the requested improvement. Sentence boundaries and capitals make the message readable.

**NOTICE THE DECISION**

Explain one choice in your own words before moving to the learner page. Another accurate wording or method may be equally valid.

LESSON 26 • TRY, EXPLAIN AND REVIEW

# My lesson notebook

Date: _____ One thing I remember: _____

1. Correct: “The learner have wrote there name.”

2. Write a four-item proofreading checklist that includes both meaning and accuracy.

3. Rewrite the original draft in your own words. Add a polite closing and a clear request, using consistent invented room details.

## My rule, correction or next question

Feedback: page 125. Use extra labelled paper for full drafts. For spoken tasks, record real partner/tutor observations as well as your notes.

LESSON 27 • SPEAKING, LISTENING AND COMMUNICATING • LEARN

# Listen for relevant information and argument

**LEARNING GOAL**

Select the information and reasoning that answer a listening purpose.

Listening is active selection, not copying every word. Before a talk, decide what you need to understand: the main recommendation, its reasons, or practical arrangements. Make brief notes of key ideas and necessary details. A keyword can remind you of a point without becoming a full script.

A line of argument is the route from a viewpoint through reasons or evidence towards a conclusion. Listen for because, however and therefore, but follow the meaning rather than waiting only for these signals. A speaker may explain a difficulty, consider an alternative and then recommend an option. Your notes should show those relationships.

Distinguish a speaker's claim from an example and a practical detail. A price or date can be essential for one question and irrelevant for another. If you miss a detail, do not silently invent it. Ask for clarification at an appropriate point, or state what you did and did not hear.

Use this notebook for preparation, then practise with an actual speaker. Reading a printed transcript can teach the method but cannot demonstrate live listening on its own. Ask a partner or tutor to read the source naturally while you keep the transcript covered. Afterward, compare your notes with the source and explain what you selected.

**KEY IDEA**

Listen for viewpoint → reason/evidence → condition → proposed outcome. Do not invent missed details.

Shared content reference(s): 1. These identify curriculum points, not marks.

LESSON 27 • ORIGINAL TEACHING EXAMPLE

# Follow a model and its reasoning

## Original script for a partner to read aloud

“I suggest that we run the next reading group in the smaller room. Last month, several members found it difficult to hear because the main hall was being used by another club. The smaller room has only twelve seats, so we would need to take bookings. We could keep the same Thursday time and review the change after two sessions. If demand is higher than twelve places, we can discuss a second group rather than crowd the room.”

## Main recommendation

Use the smaller room for the next reading group. The argument is not mainly about changing the day.

## Reason and condition

Reason: noise in the main hall made hearing difficult. Capacity condition: twelve seats mean bookings would be needed.

## Alternative

If demand exceeds twelve, consider a second group. The speaker does not propose packing more people into the room.

**MAKE IT LIVE**

Use the printed example to understand the skill. Then listen, speak or discuss with a partner without reading a complete script.

LESSON 27 • TRY, EXPLAIN AND REVIEW

# My lesson notebook

Date: _____ One thing I remember: _____

1. With the script covered, listen to a partner read it. Note the recommendation and one reason.

2. What would the speaker consider if more than twelve people wanted to attend?

3. Listen to a different short explanation from a partner. Give an oral summary and one relevant follow-up question. Record which words in the explanation supported your summary.

## My rule, correction or next question

Feedback: page 126. Use extra labelled paper for full drafts. For spoken tasks, record real partner/tutor observations as well as your notes.

LESSON 28 • SPEAKING, LISTENING AND COMMUNICATING • LEARN

# Ask questions and make clear requests

**LEARNING GOAL**

Obtain specific information by asking relevant, focused questions.

A useful question closes a genuine information gap. First identify what you already know and what you still need. “Tell me everything” is usually less effective than asking about the missing time, location or condition. Do not ask a speaker to repeat a detail they have just clearly supplied unless you genuinely need clarification.

Closed questions seek a limited answer, often yes or no or a particular fact. Open questions invite explanation. Both have uses: “Is booking required?” checks a condition; “How do I change a booking?” asks for a process. A follow-up should respond to the answer, not simply move to an unrelated prepared question.

Requests ask someone to do something. Be clear about the action and any relevant reason or deadline. “Could you send the room map before Tuesday so I can plan my route?” is specific and courteous. Avoid piling several unrelated requests into one sentence, especially when you need a clear answer to each.

Adjust phrasing to the setting: a formal enquiry, a peer discussion and a live video call may need different levels of detail. Courtesy does not mean avoiding a direct question. In learning, practise asking and following up in real interaction; a written list is only preparation.

**KEY IDEA**

Name the gap, ask precisely, listen to the answer and follow up if needed.

Shared content reference(s): 2. These identify curriculum points, not marks.

LESSON 28 • ORIGINAL TEACHING EXAMPLE

# Follow a model and its reasoning

## Original information and dialogue

Information: “The new course has six evening sessions. Places can be booked through reception.”

Learner: “Which evening does it run, and what time does it begin?”
Reception: “It runs on Wednesdays from 6 pm.”
Learner: “Thank you. Could you tell me whether the materials are included in the fee?”

## Identify the gap

The first source gives the session count and booking route, but not the day, start time or material costs.

## Ask specifically

The first question seeks the missing day and time. It does not waste the opportunity by asking how many sessions there are.

## Follow up

After receiving the schedule, the learner moves to a remaining practical condition. The next question is relevant to deciding whether to enrol.

**MAKE IT LIVE**

Use the printed example to understand the skill. Then listen, speak or discuss with a partner without reading a complete script.

LESSON 28 • TRY, EXPLAIN AND REVIEW

# My lesson notebook

Date: _____ One thing I remember: _____

1. Write a closed question to establish whether a course has a joining fee.

2. Turn “I need help” into a specific polite request about a missing timetable.

3. Role-play a course enquiry with a partner. Ask two relevant questions and one follow-up based on the answer you actually receive.

## My rule, correction or next question

Feedback: page 126. Use extra labelled paper for full drafts. For spoken tasks, record real partner/tutor observations as well as your notes.

LESSON 29 • SPEAKING, LISTENING AND COMMUNICATING • LEARN

# Answer detailed questions effectively

**LEARNING GOAL**

Respond to every part of a question with relevant detail and clarification when needed.

Listen to the whole question before beginning an answer. A detailed question may ask both what you propose and why it would help. Identify the parts mentally. A brief opening answer can establish your main point, followed by the reason, example or condition needed to complete it.

Keep the response focused. If asked how an idea would help late-arriving learners, explain that effect rather than give your whole prepared talk again. Support the answer with relevant detail you know. If a figure was not supplied or checked, do not invent it to sound confident.

Ask for clarification when you do not understand the question. “Do you mean the booking deadline or the session start time?” checks the distinction precisely. Asking someone to repeat or rephrase is a communication strategy, not automatically a failure. After clarifying, answer the actual question.

You can acknowledge a limitation. “I have not checked the cost yet, so I would ask the manager before recommending a purchase” is more accurate than presenting a guess as fact. During practice, ask a partner to vary the question wording so your response depends on listening and reasoning, not reciting a fixed script.

**KEY IDEA**

Answer the main point, cover every part and develop only the relevant detail.

Shared content reference(s): 3. These identify curriculum points, not marks.

LESSON 29 • ORIGINAL TEACHING EXAMPLE

# Follow a model and its reasoning

## Original question-and-answer example

Question: “How would your proposed booking reminder help new learners, and what information should it contain?”

Answer: “A reminder would give new learners the details before they travel, so they would be less likely to arrive at the wrong room. It should include the session date, start time, room number and a contact point for changes. I would keep it short so those details are easy to find.”

## Answer both parts

The answer explains the benefit and lists the required information. Saying only “It would be helpful” leaves both parts underdeveloped.

## Develop relevance

The travel and wrong-room explanation makes the benefit practical. The list stays connected to a session reminder.

## Stay accurate

The speaker does not claim the reminder will prevent every missed session. The proposal is framed as a likely help, not a guarantee.

**MAKE IT LIVE**

Use the printed example to understand the skill. Then listen, speak or discuss with a partner without reading a complete script.

LESSON 29 • TRY, EXPLAIN AND REVIEW

# My lesson notebook

Date: _____ One thing I remember: _____

1. List the two parts of the model question.

2. Prepare a clarification question for “How long does it take?” when the speaker might mean travel time or course duration.

3. Explain one improvement to a learning space. Ask a partner to question both its benefit and one limitation. Respond aloud without reading a prepared answer.

## My rule, correction or next question

Feedback: page 127. Use extra labelled paper for full drafts. For spoken tasks, record real partner/tutor observations as well as your notes.

LESSON 30 • SPEAKING, LISTENING AND COMMUNICATING • LEARN

# Organise a clear short talk

**LEARNING GOAL**

Communicate information, ideas and opinions clearly across different everyday topics.

A short talk needs a clear purpose and an order listeners can follow. Begin by naming the topic and explaining what the audience will gain. Develop a small number of relevant points with examples, then finish with a brief conclusion. You do not need to speak for as long as possible; follow the task's actual requirements.

Use signposting words sparingly but purposefully: first, another reason, for example and to conclude. They help listeners recognise the structure because they cannot reread speech in the same way as a printed paragraph. Explain unfamiliar terms before using them repeatedly.

Delivery includes pace, volume, clarity and use of notes. Speak at a pace that leaves listeners time to process information. Face or otherwise engage your audience in a way appropriate to your communication needs and arrangements. A polished slide deck is not a substitute for explaining the content clearly.

Prepare brief prompts rather than reading a full written response. Rehearse with different listeners and different topics so you can adapt. Pause if you need to collect a thought. Check the centre's board-specific rules for actual task duration, group size, preparation and permitted notes. The notebook's timings are learning suggestions only.

**KEY IDEA**

Purposeful opening → organised points with examples → brief conclusion → questions.

Shared content reference(s): 4. These identify curriculum points, not marks.

LESSON 30 • ORIGINAL TEACHING EXAMPLE

# Follow a model and its reasoning

## Original talk outline and opening

Topic: a simple weekly study routine.
Opening: “I want to explain how I organise three short study sessions around my work shifts.”
Point 1: choose one small goal. Example: practise one punctuation skill.
Point 2: use a worked example, then try independently.
Point 3: review an error later without the answer visible.
Conclusion: a repeatable routine is easier to maintain than an unrealistic plan. Invite questions.

## Purpose and structure

The opening identifies the learning goal and personal context. Three linked points create a route rather than an unrelated list.

## Useful detail

The punctuation example makes “small goal” concrete. A listener can understand what the advice would involve.

## Delivery

Use key prompts such as goal, example, retry. Explain the connections naturally instead of reading every line.

**MAKE IT LIVE**

Use the printed example to understand the skill. Then listen, speak or discuss with a partner without reading a complete script.

LESSON 30 • TRY, EXPLAIN AND REVIEW

# My lesson notebook

Date: _____ One thing I remember: _____

1. Write a clear opening sentence for a talk about a useful local service.

2. Plan three points for that talk, adding an example to one point.

3. Deliver a short practice talk to a partner using prompts only. Ask the listener to summarise your main message and identify one place where you could be clearer.

## My rule, correction or next question

Feedback: page 127. Use extra labelled paper for full drafts. For spoken tasks, record real partner/tutor observations as well as your notes.

LESSON 31 • SPEAKING, LISTENING AND COMMUNICATING • LEARN

# Support opinions with reasons and evidence

**LEARNING GOAL**

Build an argument without confusing a personal view with established evidence.

An opinion states a viewpoint; an argument connects that viewpoint to reasons and support. “We should change the opening time” is a claim. Explain why and give relevant evidence or a specific example. A confident voice does not make an unsupported claim stronger.

Evidence can include supplied figures, a documented observation or a clearly attributed experience. Explain what it shows. If the lesson gives twelve feedback comments, you can report those comments, but you cannot turn them into a national study. Keep invented teaching data clearly identified as fictional.

An example illustrates a point; it does not always prove the point applies to everyone. “I could not attend because my shift ended late” supports a personal difficulty. To claim that most learners have the same difficulty, you would need wider evidence. Use cautious wording where the evidence is limited.

Respect another view. You can acknowledge a concern and explain why you still favour a proposal. “The extra staffing needs checking, but a short trial would show whether demand justifies it” is more constructive than dismissing the concern. In discussion, listen for whether someone challenges your evidence, your reasoning or your proposed action.

**KEY IDEA**

Viewpoint + reason + relevant support + explanation of its limits.

Shared content reference(s): 5. These identify curriculum points, not marks.

LESSON 31 • ORIGINAL TEACHING EXAMPLE

# Follow a model and its reasoning

## Original fictional evidence card

For this classroom scenario only, twelve learners gave feedback. Eight requested one later opening each week, three preferred the existing hours and one had no preference. The centre has not yet checked staffing costs.

Possible argument: “I support a later-opening trial because eight of the twelve responses request it. However, these comments do not represent everyone, and the staffing cost still needs to be checked.”

## Claim

Support a later-opening trial, rather than promise a permanent service immediately.

## Relevant support

Eight of twelve responses favour it. The evidence is attributed to this small fictional feedback exercise.

## Limit and response

The speaker acknowledges the sample and cost limits. A trial is a proportionate recommendation, not a claim of guaranteed success.

**MAKE IT LIVE**

Use the printed example to understand the skill. Then listen, speak or discuss with a partner without reading a complete script.

LESSON 31 • TRY, EXPLAIN AND REVIEW

# My lesson notebook

Date: _____ One thing I remember: _____

1. State the main viewpoint in the model argument.

2. Explain why “all learners want later opening” is unsupported by the evidence card.

3. Give a spoken opinion about a proposed quiet study space. Support it with a relevant example and acknowledge one concern without inventing statistics.

## My rule, correction or next question

Feedback: page 128. Use extra labelled paper for full drafts. For spoken tasks, record real partner/tutor observations as well as your notes.

LESSON 32 • SPEAKING, LISTENING AND COMMUNICATING • LEARN

# Follow discussion and contribute relevantly

**LEARNING GOAL**

Show that you have understood others and add a contribution that fits the shared task.

A discussion is a developing exchange, not several unrelated mini-speeches. Listen for what has already been said, the current question and any decision still needed. Make notes of a useful point or concern, but remain ready to respond when the discussion changes direction.

A relevant contribution connects to the subject and the situation. You might add an example, ask a clarifying question, identify a practical condition or compare options. Acknowledge the earlier point accurately before extending it. Do not claim that someone said something more extreme than their actual words.

Agreeing can still add value if you explain why or develop the idea. “I agree” alone provides little evidence of understanding. “I agree that bookings would manage numbers; we should also tell people how to cancel” links agreement to a practical addition. Disagreement should address the idea rather than attack the speaker.

An oral summary can check shared understanding: “We seem to agree on the room, but we have not chosen the booking method.” Keep a summary faithful to the different views. For practice, work with partners who can offer genuine alternatives. Writing all sides of a dialogue is useful preparation but does not replace responding to actual contributions.

**KEY IDEA**

Listen to the current point, link to it accurately and add something useful to the shared task.

Shared content reference(s): 6. These identify curriculum points, not marks.

LESSON 32 • ORIGINAL TEACHING EXAMPLE

# Follow a model and its reasoning

## Original discussion excerpt

Aisha: “We should book places because the room has limited seating.”
Ben: “I worry that online-only booking would exclude people who do not use the website.”
Cara: “I agree that numbers need managing. Could we offer reception bookings as well as the online form? That would address Ben’s concern while keeping a clear limit.”

## Follow

Cara recognises both the capacity issue and the online-access concern. She does not treat the views as unrelated topics.

## Add relevantly

The suggested reception route adds an alternative booking method that fits the same problem.

## Make the link clear

“That would address Ben’s concern” explains why the contribution matters to the discussion.

**MAKE IT LIVE**

Use the printed example to understand the skill. Then listen, speak or discuss with a partner without reading a complete script.

LESSON 32 • TRY, EXPLAIN AND REVIEW

# My lesson notebook

Date: _____ One thing I remember: _____

1. What concern does Ben raise?

2. Write a contribution that develops Aisha’s point without simply repeating it.

3. In a small practice group, discuss how to make a new learner’s first visit easier. Refer to at least one other person’s point accurately and add a relevant question, example or proposal.

## My rule, correction or next question

Feedback: page 128. Use extra labelled paper for full drafts. For spoken tasks, record real partner/tutor observations as well as your notes.

LESSON 33 • SPEAKING, LISTENING AND COMMUNICATING • LEARN

# Adapt language to audience, purpose and medium

**LEARNING GOAL**

Choose wording and delivery that suit who is listening, why you are speaking and how you communicate.

Register includes formality, vocabulary and style. A request to a manager may be more formal than an invitation to a friend, but both should be understandable and respectful. Adapting does not mean copying a particular accent or hiding your identity; it means helping this audience understand this message.

Purpose affects what you include. An explanation needs clear connections; a request needs the required action; an opinion needs reasons. Explain specialist terms for a new audience. With experienced colleagues, shared vocabulary may be efficient, but do not assume every listener knows an unexplained abbreviation.

Medium means the channel, such as face-to-face talk, telephone or video call. On a telephone, the listener cannot see a pointing gesture, so describe the location in words. On a video call, check that a shared document is visible before referring to “this line”. Speak one at a time to reduce overlap.

Choose an appropriate phrase for entry, clarification or disagreement. “Could I check what you mean by ...?” helps establish shared meaning. Overly casual shorthand can confuse a formal audience; unnecessarily elaborate vocabulary can make a simple message harder. Effective adaptation often means being clearer and more specific, not more complicated.

**KEY IDEA**

Keep the message accurate; adapt the words, detail and delivery for the listener and channel.

Shared content reference(s): 7. These identify curriculum points, not marks.

LESSON 33 • ORIGINAL TEACHING EXAMPLE

# Follow a model and its reasoning

## Original message in three settings

To a friend: “Can you send me the new timetable? I think mine is the old one.”
To the course office: “Could you email the updated timetable, please? The version I have lists last term’s room numbers.”
On the telephone: “I am looking at the second page, under Wednesday evening. Could you confirm the room listed for the study group?”

## Audience

The friend version is conversational. The office version identifies the precise document and explains the difficulty respectfully.

## Medium

The telephone version gives a page and section in words because the other person cannot see a pointing gesture.

## Purpose

All versions seek updated information. Adaptation changes the phrasing and amount of context, not the core request.

**MAKE IT LIVE**

Use the printed example to understand the skill. Then listen, speak or discuss with a partner without reading a complete script.

LESSON 33 • TRY, EXPLAIN AND REVIEW

# My lesson notebook

Date: _____ One thing I remember: _____

1. Rephrase “Send it over, cheers” as a clear request to a course office, naming the timetable.

2. Explain why “It is over there” may fail during a telephone call.

3. Explain the same booking change first to a friend and then to a manager. Have a partner describe what you adapted and whether the essential facts stayed the same.

## My rule, correction or next question

Feedback: page 129. Use extra labelled paper for full drafts. For spoken tasks, record real partner/tutor observations as well as your notes.

LESSON 34 • SPEAKING, LISTENING AND COMMUNICATING • LEARN

# Take turns and interject respectfully

**LEARNING GOAL**

Enter discussion appropriately and protect other people’s opportunity to contribute.

Turn-taking allows a discussion to be heard and understood. Notice when a speaker has finished a point or invites another view. Use a brief phrase to enter, then make a relevant contribution. Avoid repeatedly talking over someone or continuing so long that others cannot participate.

An interjection is a short entry into the exchange. It can seek clarification, add a point or politely signal disagreement. “May I add something to that point?” and “Could I check one detail before we move on?” are useful when they fit naturally. A courteous phrase does not excuse a pattern of interrupting every speaker.

If voices overlap, stop and allow the other person to finish: “Please go ahead; I can add my point afterward.” On a video call, allow for delay and use the agreed hand signal or raise-hand feature if available. The aim is shared communication, not simply proving that you spoke a certain number of times.

Respectful disagreement focuses on the idea and offers a reason. Inviting a quieter person can help, but do not pressure them or speak on their behalf. Practise in a small group and ask an observer to record actual examples of waiting, entering and responding. A written plan cannot show the behaviour by itself.

**KEY IDEA**

Enter briefly, stay relevant, allow others to finish and disagree with ideas respectfully.

Shared content reference(s): 8. These identify curriculum points, not marks.

LESSON 34 • ORIGINAL TEACHING EXAMPLE

# Follow a model and its reasoning

## Original discussion repair

Overlap: “No, that will never work, listen to me...”

Alternative: “Could I add a concern about that option? The room is upstairs, so we need to check the access arrangements before choosing it.”

If interrupted accidentally: “Sorry, please finish your point. I will come back to the access question afterward.”

## Appropriate entry

The speaker asks to add a concern and connects it to the current option rather than dismissing the person.

## Useful content

The access condition is relevant to choosing the room. The speaker asks for checking rather than claiming all arrangements are known.

## Respect the turn

Allowing the interrupted person to finish protects their contribution. The promise to return keeps the speaker’s own point available.

**MAKE IT LIVE**

Use the printed example to understand the skill. Then listen, speak or discuss with a partner without reading a complete script.

LESSON 34 • TRY, EXPLAIN AND REVIEW

# My lesson notebook

Date: _____ One thing I remember: _____

1. Write a courteous interjection that asks for clarification before the group changes topic.

2. Rewrite “You’re wrong; that idea is stupid” as respectful disagreement with a reason.

3. Hold a practice discussion with at least two other people where possible. Ask an observer to record one appropriate entry, one response to another speaker and one example of respecting a turn.

## My rule, correction or next question

Feedback: page 129. Use extra labelled paper for full drafts. For spoken tasks, record real partner/tutor observations as well as your notes.

LESSONS 01 AND 02

# Activity feedback and model answers

These are original teaching answers and review criteria, not an official mark scheme. Accept other accurate responses supported by the source. Open writing and speaking tasks have many valid outcomes.

## 01 • Read for purpose and choose a strategy

1. 18 March. The 25 March date is when collections begin, not when applications close.

2. For example, “bring”: the reader must bring proof of address. “Complete”, “attend” or “return” with the matching action also works.

3. Likely purpose: to instruct or explain account resetting. Preview headings or numbered steps, locate the reset section, then read the complete step and any conditions.

## 02 • Find main points and accurate details

1. Individual desks and charging sockets. The Wednesday late opening is another relevant feature.

2. Only six desks are available, so booking controls the limited capacity.

3. For example: Brookside is trialling a bookable study room and will review its use and feedback before deciding whether to continue.

## Use the feedback

Correct the cause, then try again without copying the model. For a long response, check task coverage and organisation before spelling, punctuation and grammar. For an oral response, ask for evidence of the skill actually demonstrated.

LESSONS 03 AND 04

# Activity feedback and model answers

These are original teaching answers and review criteria, not an official mark scheme. Accept other accurate responses supported by the source. Open writing and speaking tasks have many valid outcomes.

## 03 • Meaning, fact and opinion

1. Fact: the session lasted ninety minutes, or three volunteers demonstrated repairs. Opinion: best activity, or the centre should run it weekly.

2. It had begun to attract interest or become successful; people wanted to attend another session.

3. For example: “The course has six sessions [checkable claim] and is the most enjoyable option [opinion].”

## 04 • Audience, tone and language choices

1. “friendly, practical, affordable”.

2. For example, “Participants must register before attending” or “require an accessible workstation”.

3. For example: “Bookings are available through reception.” It states availability without the urgent promotional command.

## Use the feedback

Correct the cause, then try again without copying the model. For a long response, check task coverage and organisation before spelling, punctuation and grammar. For an oral response, ask for evidence of the skill actually demonstrated.

LESSONS 05 AND 06

# Activity feedback and model answers

These are original teaching answers and review criteria, not an official mark scheme. Accept other accurate responses supported by the source. Open writing and speaking tasks have many valid outcomes.

## 05 • Work out words and use reference tools

1. Assign, give or provide, with a grammatical adjustment if necessary: “Staff will assign each group a workstation.”

2. Next to or adjoining the workstation or relevant area.

3. Repair, replace, report. Replace has l after rep, while report has o; l comes before o.

## 06 • Understand specialist words in context

1. The transfer of responsibility or information from one worker or shift to another, recorded on the form.

2. Inventory.

3. Possible definitions: induction = introductory training; inventory = equipment/stock list; invoice = request for payment. Example sentences must use the relevant meaning correctly.

## Use the feedback

Correct the cause, then try again without copying the model. For a long response, check task coverage and organisation before spelling, punctuation and grammar. For an oral response, ask for evidence of the skill actually demonstrated.

LESSONS 07 AND 08

# Activity feedback and model answers

These are original teaching answers and review criteria, not an official mark scheme. Accept other accurate responses supported by the source. Open writing and speaking tasks have many valid outcomes.

## 07 • Navigate layout and structural features

1. Fees.

2. A contents page locates sections and pages; a glossary defines terms. Other accurate distinctions are acceptable.

3. For example: Course choices; Joining requirements; Fees and payment; Access and contact. Details must match their headings.

## 08 • Infer meaning from an image

1. It appears possible to reach the entrance without using steps, because a ramp is shown alongside them.

2. There is no price information in the caption or drawing. Entrance layout does not establish fees.

3. It may involve collaboration, because several people are using a shared work area or equipment. Do not claim that they are relatives or guaranteed friends.

## Use the feedback

Correct the cause, then try again without copying the model. For a long response, check task coverage and organisation before spelling, punctuation and grammar. For an oral response, ask for evidence of the skill actually demonstrated.

LESSONS 09 AND 10

# Activity feedback and model answers

These are original teaching answers and review criteria, not an official mark scheme. Accept other accurate responses supported by the source. Open writing and speaking tasks have many valid outcomes.

## 09 • Use punctuation to understand reading

1. It separates items in the list of things to bring.

2. It is important.

3. The apostrophe indicates one tutor’s possession. The brackets add supplementary opening-time information.

## 10 • Compare two texts directly

1. Both charge £4 per visit, or both offer volunteer guidance for an item the visitor supplies.

2. A requires online booking, whereas B does not require booking.

3. The two statements address different categories and do not link the same feature. Improve to: “Both charge £4, but A requires booking whereas B permits drop-in attendance.”

## Use the feedback

Correct the cause, then try again without copying the model. For a long response, check task coverage and organisation before spelling, punctuation and grammar. For an oral response, ask for evidence of the skill actually demonstrated.

LESSONS 11 AND 12

# Activity feedback and model answers

These are original teaching answers and review criteria, not an official mark scheme. Accept other accurate responses supported by the source. Open writing and speaking tasks have many valid outcomes.

## 11 • Follow instructions and explanations

1. Save the work.

2. It helps staff match the tablet to its booking record.

3. Accept a sensible sequence, for example choose a book; record the title; return it to the named shelf; report any damage. Include an if-condition and an explained reason without contradictions.

## 12 • Write precise reading answers

1. “Flexible sessions, patient tutors and practical tasks”.

2. Only a restricted number of places are available, so not everyone who wants to attend may obtain one. No exact capacity is stated.

3. To persuade prospective learners to choose or try the course. Evidence could be “Choose the Green Lane evening course” or “reserve a seat”.

## Use the feedback

Correct the cause, then try again without copying the model. For a long response, check task coverage and organisation before spelling, punctuation and grammar. For an oral response, ask for evidence of the skill actually demonstrated.

LESSONS 13 AND 14

# Activity feedback and model answers

These are original teaching answers and review criteria, not an official mark scheme. Accept other accurate responses supported by the source. Open writing and speaking tasks have many valid outcomes.

## 13 • Decode a writing task and make a plan

1. Difficulty; proposal; benefit; request for a response.

2. For example: “Please trial a later Wednesday study session so learners finishing work at 6 pm can use the room.”

3. Accept a logical plan that covers every point with relevant development, retains email form and addresses the manager respectfully.

## 14 • Build paragraphs and coherent writing

1. “Clear signs would make the centre easier for new visitors to use.”

2. For example: “Because the room is small, we should limit bookings.” Or: “The room is small, so we should limit bookings.”

3. Look for one focused proposal, relevant supporting detail and clear links. For example, state that unclear course levels cause confusion, propose a short level guide and explain how it helps learners choose.

## Use the feedback

Correct the cause, then try again without copying the model. For a long response, check task coverage and organisation before spelling, punctuation and grammar. For an oral response, ask for evidence of the skill actually demonstrated.

LESSONS 15 AND 16

# Activity feedback and model answers

These are original teaching answers and review criteria, not an official mark scheme. Accept other accurate responses supported by the source. Open writing and speaking tasks have many valid outcomes.

## 15 • Control simple, compound and complex sentences

1. For example: “Although the course was difficult, I completed every task.” The main clause must express a complete thought.

2. “The tutor arrived. The lesson began.” Or “The tutor arrived, and the lesson began.” Other valid structures are acceptable.

3. Check accurate sentence boundaries. Example complex sentence: “When I practised regularly [subordinate], my confidence improved [main].”

## 16 • Sentence endings and capital letters

1. “Could you send the timetable?”

2. “I will visit Brookside Centre on Thursday in April.” Brookside Centre is treated as the place’s proper name here.

3. For example: “I am interested in the evening course. Are places still available? I would like to know whether materials are included.”

## Use the feedback

Correct the cause, then try again without copying the model. For a long response, check task coverage and organisation before spelling, punctuation and grammar. For an oral response, ask for evidence of the skill actually demonstrated.

LESSONS 17 AND 18

# Activity feedback and model answers

These are original teaching answers and review criteria, not an official mark scheme. Accept other accurate responses supported by the source. Open writing and speaking tasks have many valid outcomes.

## 17 • Commas, lists and apostrophes

1. Its.

2. “One tutor’s desk”; “three tutors’ desks”.

3. For example: “Bring a pen, a ruler and paper.” “We’re ready to begin.” “The learners’ notes were on their desks.”

## 18 • Agreement, pronouns and clear reference

1. Is: box is the singular subject.

2. “Priya and I have finished the notes.”

3. “After Jordan lost the form, Jordan spoke to Lee.” “Jordan spoke to Lee after Lee lost the form.” Other unambiguous versions are valid.

## Use the feedback

Correct the cause, then try again without copying the model. For a long response, check task coverage and organisation before spelling, punctuation and grammar. For an oral response, ask for evidence of the skill actually demonstrated.

LESSONS 19 AND 20

# Activity feedback and model answers

These are original teaching answers and review criteria, not an official mark scheme. Accept other accurate responses supported by the source. Open writing and speaking tasks have many valid outcomes.

## 19 • Tenses, articles and grammatical control

1. An hour; a university course.

2. “I went to reception and wrote my name.”

3. For example: “Last week I attended the taster. I now understand the booking process. Next month I will join the full course.”

## 20 • Spelling strategies and personal vocabulary

1. “They’re bringing their folders over there.”

2. Receive; separate; definitely. The i-before-e saying has many exceptions, so do not apply it as an absolute rule.

3. Accept five relevant correctly spelled words with meaningful sentences and a clear personal focus. Check specialist spellings with a reliable reference during learning.

## Use the feedback

Correct the cause, then try again without copying the model. For a long response, check task coverage and organisation before spelling, punctuation and grammar. For an oral response, ask for evidence of the skill actually demonstrated.

LESSONS 21 AND 22

# Activity feedback and model answers

These are original teaching answers and review criteria, not an official mark scheme. Accept other accurate responses supported by the source. Open writing and speaking tasks have many valid outcomes.

## 21 • Write clear and purposeful emails

1. For example: “Question about materials included in the course fee”.

2. For example: “Could you please confirm whether a place is available?”

3. Check email form, tutor audience, a clear reason, a specific handout request and a polite response request. A possible opening: “Dear Ms Shah, I missed Monday’s session because my work shift changed.”

## 22 • Write formal letters and constructive complaints

1. Yours faithfully.

2. For example: “I did not receive a reply to my booking enquiry sent on 3 June.” It describes a specific event without making an unsupported generalisation.

3. Accept a clear account with consistent invented details, developed effect and a reasonable request. Use paragraphs and a respectful formal register; do not add unsupported legal claims.

## Use the feedback

Correct the cause, then try again without copying the model. For a long response, check task coverage and organisation before spelling, punctuation and grammar. For an oral response, ask for evidence of the skill actually demonstrated.

LESSONS 23 AND 24

# Activity feedback and model answers

These are original teaching answers and review criteria, not an official mark scheme. Accept other accurate responses supported by the source. Open writing and speaking tasks have many valid outcomes.

## 23 • Articles, reviews and persuasive writing

1. For example: “Making the most of a short study session”. Other relevant headings are valid.

2. For example: “The course was helpful because the tutor modelled each step. I could then try a similar task and ask about the part I found difficult.”

3. Check specific support, controlled tone, a clearly identified limitation and a recommendation linked to a readership. Avoid unsupported absolute claims.

## 24 • Reports, instructions and explanations

1. For example: “Return the folder to the blue shelf beside reception.”

2. A finding records what was observed or established; a recommendation proposes what should be done in response.

3. Look for a specific observation, a practical proposal and ordered steps that match the imagined setting. Do not confuse a recommendation with something already implemented.

## Use the feedback

Correct the cause, then try again without copying the model. For a long response, check task coverage and organisation before spelling, punctuation and grammar. For an oral response, ask for evidence of the skill actually demonstrated.

LESSONS 25 AND 26

# Activity feedback and model answers

These are original teaching answers and review criteria, not an official mark scheme. Accept other accurate responses supported by the source. Open writing and speaking tasks have many valid outcomes.

## 25 • Narratives and purposeful description

1. The small room numbers were difficult to see. The quiet corridor can also support the sense of confusion if explained.

2. For example: “Although I was unsure of the answer, I explained the first step.” Check that the subordinate clause is completed by a main clause.

3. Accept a coherent account with clear viewpoint, consistent time, meaningful detail and a relevant ending. Fictional experience is acceptable for this learning activity.

## 26 • Revise, proofread and improve a draft

1. “The learner has written their name.” Or “The learner wrote their name.” Singular they/their is acceptable; the subject learner still takes has.

2. For example: task coverage; logical paragraph order; sentence boundaries and grammar; spelling and punctuation. Other sensible grouped checks are valid.

3. Look for respectful register, a specific issue, clear action, suitable email/letter-style greeting and close for the chosen learning form, accurate sentences and no contradiction in the details.

## Use the feedback

Correct the cause, then try again without copying the model. For a long response, check task coverage and organisation before spelling, punctuation and grammar. For an oral response, ask for evidence of the skill actually demonstrated.

LESSONS 27 AND 28

# Activity feedback and model answers

These are original teaching answers and review criteria, not an official mark scheme. Accept other accurate responses supported by the source. Open writing and speaking tasks have many valid outcomes.

## 27 • Listen for relevant information and argument

1. Recommendation: smaller room. Reason: the main hall's competing activity made hearing difficult. For genuine listening practice, obtain this from the spoken delivery.

2. A second group, rather than overcrowding the small room.

3. Tutor/partner checks that the summary represents the speaker's main point and reason accurately and that the question seeks relevant clarification. Written notes alone do not establish listening performance.

## 28 • Ask questions and make clear requests

1. For example: "Is there a joining fee for this course?"

2. For example: "Could you send me the Wednesday timetable, please? I have not received the updated version."

3. Observe relevance, specific information sought, appropriate phrasing and a genuine link between the answer and follow-up. A memorised unrelated third question is insufficient.

## Use the feedback

Correct the cause, then try again without copying the model. For a long response, check task coverage and organisation before spelling, punctuation and grammar. For an oral response, ask for evidence of the skill actually demonstrated.

LESSONS 29 AND 30

# Activity feedback and model answers

These are original teaching answers and review criteria, not an official mark scheme. Accept other accurate responses supported by the source. Open writing and speaking tasks have many valid outcomes.

## 29 • Answer detailed questions effectively

1. How the reminder would help new learners; what information it should contain.

2. For example: “Do you mean the journey time or the length of the course?”

3. Partner checks direct response, completion of both requested aspects, relevant development and honest handling of a limitation. Record an observed example, not only a tick.

## 30 • Organise a clear short talk

1. For example: “I will explain how the local book exchange works and why new readers might find it useful.”

2. Accept a logical set of relevant points, such as joining, borrowing and returning, with a concrete example.

3. Observe clear purpose, sequence, accurate content and understandable delivery. The listener’s summary helps test whether the message was communicated; notes alone do not prove performance.

## Use the feedback

Correct the cause, then try again without copying the model. For a long response, check task coverage and organisation before spelling, punctuation and grammar. For an oral response, ask for evidence of the skill actually demonstrated.

LESSONS 31 AND 32

# Activity feedback and model answers

These are original teaching answers and review criteria, not an official mark scheme. Accept other accurate responses supported by the source. Open writing and speaking tasks have many valid outcomes.

## 31 • Support opinions with reasons and evidence

1. The speaker supports trying a later opening.

2. Only eight of twelve fictional respondents requested it; others did not, and the twelve do not necessarily represent all learners.

3. Accept a clear view, relevant support, a connection explaining why it supports the view and a proportionate response to one concern.

## 32 • Follow discussion and contribute relevantly

1. Online-only booking could exclude people who do not use the website.

2. For example: “A booking limit would help; we should also explain how to cancel so an unused place can be offered to someone else.”

3. Observe accurate reference to another contribution, relevance to the shared question and useful development. Different reasonable views are acceptable.

## Use the feedback

Correct the cause, then try again without copying the model. For a long response, check task coverage and organisation before spelling, punctuation and grammar. For an oral response, ask for evidence of the skill actually demonstrated.

LESSONS 33 AND 34

# Activity feedback and model answers

These are original teaching answers and review criteria, not an official mark scheme. Accept other accurate responses supported by the source. Open writing and speaking tasks have many valid outcomes.

## 33 • Adapt language to audience, purpose and medium

1. For example: “Could you please email me the updated course timetable?”

2. The listener cannot see the gesture or the speaker’s location reference; describe the place in words.

3. Check suitable register and detail for each audience, clear delivery and accurate unchanged facts. Adaptation is not a requirement to alter accent.

## 34 • Take turns and interject respectfully

1. For example: “Before we move on, could I check how that booking system would work?”

2. For example: “I see the advantage, but I am concerned that the timetable would exclude evening learners.” Give a relevant reason, not a personal attack.

3. Use dated observations or brief quotations from real practice. Group size here is a learning suggestion; actual assessment group rules and evidence requirements come from the board and centre.

## Use the feedback

Correct the cause, then try again without copying the model. For a long response, check task coverage and organisation before spelling, punctuation and grammar. For an oral response, ask for evidence of the skill actually demonstrated.

WRITING MODEL 1 • EMAIL

# Enquire about a volunteer role

Write an email to the coordinator of a fictional community garden. Explain the role you are interested in, describe relevant experience, state your availability and ask two practical questions. The model is a teaching example, not an answer to an official paper.

To: coordinator@greenplot.example
Subject: Enquiry about the Saturday garden volunteer role

Dear Volunteer Coordinator,

I am writing to ask about helping at Green Plot on Saturdays. I would particularly like to support the seedling table because I enjoy organising small tasks and talking to visitors.

Last spring, I helped our neighbourhood group label plants and prepare information cards. Although I am still learning about gardening, I am careful when following instructions and willing to ask when I am unsure. I also have experience welcoming visitors at a local book exchange, so I would be comfortable explaining the basic arrangements to new participants.

I am usually available from 10 am to 2 pm on Saturdays. I could attend an introductory session before starting, provided the date is confirmed in advance. Please let me know whether this availability would be useful for the team.

Could you confirm what training volunteers receive and whether any equipment is provided? I would also appreciate knowing whom to contact if my work schedule changes.

Thank you for considering my enquiry. I look forward to hearing from you.

Kind regards,
Leah Morgan

Original fictional teaching model. Its length belongs to this example; follow the instructions in your own writing task.

WRITING MODEL 1 • NOTICE, ADAPT, TRY

# Why this model works

## Purpose and audience

The subject and opening identify the specific role and enquiry. The coordinator can quickly see why the message was sent.

## Development

Experience is described through actual fictional tasks: labels, information cards and welcoming visitors. This supports suitability without claiming expertise the writer does not have.

## Sentence control

“Although I am still learning ...” adds a relevant limitation in a complete complex sentence. Availability and questions are grouped logically.

## Adaptation

For a different task, change the role, evidence and questions. Do not copy the model and leave irrelevant details in place.

**YOUR ADAPTATION TASK**

Plan an enquiry about volunteering at a book exchange. Add different relevant experience, state consistent availability and ask about one responsibility and one arrangement.

Check the audience, purpose and format. Develop useful detail, control sentence boundaries and proofread independently. Use extra paper for a complete response.

WRITING MODEL 2 • FORMAL LETTER

# Request clearer transport information

Write to the manager of a fictional bus company about a timetable displayed at a bus stop. Explain a specific problem, its effect and the response you would like. Use fictional details; do not introduce legal claims.

18 Market Lane
Brookside
BS1 2AB

19 November 2026

Customer Services Manager
Brookside Travel
4 Station Road
Brookside
BS1 3CD

Dear Sir or Madam,

I am writing about the timetable displayed at the Market Lane bus stop. On 12 November, it showed a 6:10 pm service to the learning centre, but the driver of the next bus explained that this journey no longer runs.

I had checked the display before leaving work, so I expected to arrive in time for my evening class. Instead, I waited for another service and missed the first part of the lesson. Two other passengers at the stop were also uncertain about the information, although I do not know how often this problem has occurred.

Please check the timetable and replace it if it is out of date. It would also be helpful to display the date of the latest update and explain where passengers can check future changes. This would allow people without easy access to the website to plan their journeys more confidently.

I would appreciate a reply explaining what action will be taken. Thank you for looking into this matter.

Yours faithfully,
Omar Ellis

Original fictional teaching model. Its length belongs to this example; follow the instructions in your own writing task.

WRITING MODEL 2 • NOTICE, ADAPT, TRY

# Why this model works

## Letter form

Sender, date, recipient and conventional greeting/close identify a formal letter. All addresses are fictional teaching details.

## Evidence and restraint

The specific stop, date and listed service make the incident clear. The writer does not turn one experience into a claim that every timetable is wrong.

## Impact and action

The missed class explains the practical effect. The requested actions are checking, updating and clarifying future information.

## Register

Firm, polite language gives the manager a problem to investigate. Insults, threats and invented legal duties would distract from the communication task.

**YOUR ADAPTATION TASK**

Write a paragraph requesting clearer information about a fictional service change. Include a specific effect and a practical action. Choose the conventional close for a named manager.

Check the audience, purpose and format. Develop useful detail, control sentence boundaries and proofread independently. Use extra paper for a complete response.

WRITING MODEL 3 • ARTICLE

# A small reuse project with a clear purpose

Write an article for a learner newsletter encouraging readers to try a community reuse activity. Explain how it works, give benefits and acknowledge one practical limitation. Do not invent research statistics.

Give useful things a second chance
By Leah Morgan

Have you ever found a perfectly usable notebook or folder that you no longer need? A small community exchange could help it reach someone who will use it. You do not need a large event to make a useful start.

The idea is simple. Set aside one table for clean, usable study materials and label it clearly. Contributors can bring spare folders, unused notebooks or working stationery. Visitors choose something they need rather than taking items merely because they are available. A short list of accepted items helps everyone understand the arrangement.

The benefits go beyond clearing a cupboard. A learner who needs a folder can avoid buying another one, and volunteers can practise organising information and welcoming visitors. The activity also gives people a reason to talk about practical ways to reduce waste.

However, the table needs someone to check donations and remove unsuitable items. Without that small amount of organisation, useful materials can become mixed with broken or incomplete ones. A monthly session may therefore be easier to manage than an unattended permanent table.

Start with a clear purpose, a manageable collection and a willing team. One well-run table can be more useful than an ambitious plan that nobody has time to maintain.

Original fictional teaching model. Its length belongs to this example; follow the instructions in your own writing task.

WRITING MODEL 3 • NOTICE, ADAPT, TRY

# Why this model works

## Audience and purpose

The learner-newsletter audience explains the study-material examples and friendly opening. The article encourages participation while explaining a manageable process.

## Persuasion with reasons

The question invites recognition of an everyday situation. Benefits are explained through examples rather than fabricated statistics.

## Balanced development

The limitation about checking donations leads to a practical monthly option. This strengthens the recommendation by making it realistic.

## Paragraphing

Opening, process, benefits, limitation and conclusion each perform a different job. A different article may require a different number of paragraphs.

**YOUR ADAPTATION TASK**

Plan an article encouraging a shared reading activity. Give two developed benefits, a realistic limitation and a final recommendation suited to a learner newsletter.

Check the audience, purpose and format. Develop useful detail, control sentence boundaries and proofread independently. Use extra paper for a complete response.

WRITING MODEL 4 • REPORT

# Present findings and a practical recommendation

Write a short report for a fictional centre manager. Use only the supplied teaching data: twelve comments were collected; seven mention noise, three mention lack of sockets, and two mention unclear signs. These categories are separate and total twelve. Recommend one first improvement.

Study-area feedback report
Prepared for the centre manager

Purpose
This report summarises twelve fictional learner comments about the study area and recommends one improvement to consider first. The comments are a small classroom data set and should not be treated as the views of every learner.

Main findings
Seven comments mention noise from nearby activities. Three refer to a shortage of charging sockets, and two describe difficulty finding the study room. Noise is therefore the most frequently mentioned concern in this set of comments. The figures identify what these respondents raised; they do not measure the seriousness of every possible problem.

Recommended first action
I recommend trialling a quieter study period before considering a permanent room change. Staff could choose a time when the neighbouring activity is not running and explain the trial clearly in the booking information. This would test whether the noise concern can be reduced without immediately moving equipment or changing the whole timetable.

Review
After two sessions, staff should ask attendees whether the quieter period helped and note how many people used it. They should also record any new difficulties, such as a time that does not suit evening learners. The manager could then compare the feedback with the original comments before deciding whether to continue or adapt the trial.

Original fictional teaching model. Its length belongs to this example; follow the instructions in your own writing task.

WRITING MODEL 4 • NOTICE, ADAPT, TRY

# Why this model works

## Data accuracy

The three categories total twelve, and seven is the largest count. The model does not claim that seven out of all registered learners complained.

## Finding versus recommendation

The comments are findings; the quiet-period trial is a proposed action. Headings keep those jobs separate.

## Reasoned recommendation

The first action responds to the most mentioned concern and includes a way to review it. It is not presented as guaranteed to solve every issue.

## Report language

Neutral wording and explicit limits fit a manager audience. An opinion can be included as a recommendation when its basis is clear.

**YOUR ADAPTATION TASK**

Using the same fictional figures, plan a different reasonable first action. Explain why it responds to the evidence and state one check needed before implementation.

Check the audience, purpose and format. Develop useful detail, control sentence boundaries and proofread independently. Use extra paper for a complete response.

WRITING MODEL 5 • INSTRUCTIONS AND EXPLANATION

# Make a booking process easy to follow

Write instructions for booking a fictional group study session. The process uses a request form and staff confirmation. A completed form does not automatically secure a place. Include preparation, ordered steps and an explanation of that condition.

How to request a group study session

Before you begin
Choose a preferred date and identify how many people will attend. Have a contact email address ready so reception can send a reply. If your group needs a particular access arrangement, include that information in the request rather than assuming every room has the same features.

Booking steps
1. Collect the group-session request form from reception or open the form on the centre website.
2. Enter your preferred date, group size and contact details. Add one alternative date if possible.
3. Check the information before submitting the form. Make sure the email address is accurate and the group size includes everyone who will attend.
4. Wait for a confirmation message from reception before making final arrangements. If the preferred date is unavailable, staff will offer an alternative where possible.
5. Read the confirmation carefully and share the agreed room and time with your group. Contact reception if you need to cancel or change the numbers.

Why confirmation matters
Submitting a request does not reserve a room automatically. Staff must first check space and availability. Waiting for confirmation helps prevent a group arriving for a room that has already been booked. Keep the message so you can check the details again before the session.

Original fictional teaching model. Its length belongs to this example; follow the instructions in your own writing task.

WRITING MODEL 5 • NOTICE, ADAPT, TRY

# Why this model works

## Sequence

Preparation precedes form completion; checking comes before submission; confirmation comes before final arrangements. Numbering supports this order.

## Precision

The group size includes everyone. An alternative date is requested where possible, so it is not described as an absolute requirement.

## Condition

The explanation states why a request is not a confirmed booking. This important distinction appears in both the steps and the final explanation.

## Language

Commands such as choose, enter, check and wait are clear. The text avoids unexplained shorthand and keeps each action manageable.

**YOUR ADAPTATION TASK**

Write four instructions for joining a fictional online learning group. Include a preparation step, a clear condition and an explanation of why it matters. Do not copy account or security procedures from a real service.

Check the audience, purpose and format. Develop useful detail, control sentence boundaries and proofread independently. Use extra paper for a complete response.

WRITING MODEL 6 • NARRATIVE ACCOUNT

# Describe an experience and its meaning

Write a personal account for a learner newsletter about trying a new activity. Establish the setting, explain a difficulty and response, and end with a reflection. The example is fictional.

The first question was the hardest

I arrived at the community kitchen workshop ten minutes early, carrying a notebook I had not yet opened. Through the glass door, I could see people arranging chairs around a long table. Everyone seemed to know what to do, and I almost convinced myself that I had come to the wrong session.

When the tutor welcomed us, I discovered that several other learners were new as well. We were asked to organise information cards for a fictional event. Although the task sounded simple, I was unsure whether the cards should be grouped by time or by activity. I kept moving the same three cards without making a decision.

Eventually, I asked the tutor to explain the purpose of the display. She said visitors needed to find the next event quickly. That answer gave me a reason to arrange the cards in time order. My partner suggested adding activity labels, so we combined the two ideas rather than arguing about which one was best.

By the end, our display was clear enough for another group to use. I left with a completed task and a useful lesson: asking for the missing information is often more productive than trying to look as if you already understand everything. The notebook was finally open, and I knew what I wanted to write in it.

Original fictional teaching model. Its length belongs to this example; follow the instructions in your own writing task.

WRITING MODEL 6 • NOTICE, ADAPT, TRY

# Why this model works

## Narrative sequence

Arrival, uncertainty, question, collaboration and outcome are ordered clearly. The final reflection connects directly to the experience.

## Relevant description

The closed notebook and rearranged cards show uncertainty through concrete details. The description supports the event rather than replacing it.

## Grammar

The past-tense narrative contains complete complex sentences, including clauses beginning when and although. The final general lesson can appropriately use present tense.

## Purpose

The learner-newsletter context suits a reflective personal account. A formal incident report would need different selection and tone.

**YOUR ADAPTATION TASK**

Write a short account of solving a misunderstanding in a fictional learning or work setting. Include a relevant descriptive detail, a clear question and a reflection linked to the outcome.

Check the audience, purpose and format. Develop useful detail, control sentence boundaries and proofread independently. Use extra paper for a complete response.

LEARNING WORKSHOP • ORIGINAL SOURCES • NOT A MOCK PAPER

# Three-text reading workshop: Text A

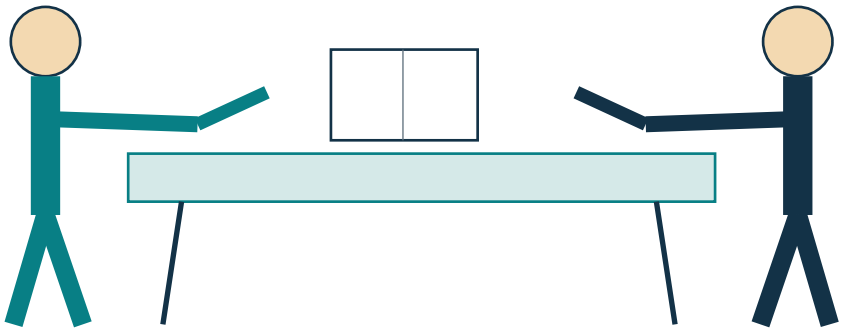
A new way to share local skills

Brookside Skills Exchange invites residents to a monthly session where neighbours demonstrate practical everyday skills. You might learn how to organise a study folder, label seedlings or plan a simple repair. Each demonstration is followed by time for questions.

Booking
Reserve a place through reception. The first session has space for twelve people, and a confirmation message will state the room and start time. Sending a request does not automatically confirm a place.

Taking part
You do not need to lead a demonstration to attend. Beginners are welcome, but everyone should listen respectfully and allow the speaker to finish before asking a question. Please tell reception if you need information about access arrangements.

Try one session and discover what your neighbours can share.



Original illustration accompanying Text A. Use it as evidence for the image question; do not infer identities or guarantees from the drawing.

READ THE FULL TEXT BEFORE USING THE QUESTIONS

# Three-text reading workshop: Text B

Why a small skills exchange may work better
By Erin Shah, volunteer organiser

When people first suggested a neighbourhood skills exchange, the most ambitious plan involved a full day of activities in three rooms. I preferred a smaller trial. A useful project needs to be manageable for the volunteers as well as attractive to visitors.

Our first planning exercise used fictional classroom feedback from twelve possible participants. Seven wanted to watch a short demonstration, three were willing to demonstrate something and two wanted more information before deciding. Those comments do not represent the entire neighbourhood, but they show that people may wish to take part in different ways. We should not assume that every visitor wants to stand up and teach.

A monthly session would give organisers time to prepare clear information. They could check the room, agree on a topic and tell attendees what to expect. A short question period after each demonstration would also allow beginners to ask for an explanation without interrupting every stage. If nobody understands the purpose of an activity, the organiser should clarify it before the session begins.

There are practical concerns. A small room limits attendance, and people who cannot obtain a place may feel disappointed. However, a booking record would show demand. If several sessions filled, the team could consider repeating a popular topic rather than immediately planning a large event it cannot staff.

The exchange should also welcome questions about access and different ways of contributing. Some people may prefer to show a diagram or describe a process rather than handle equipment in front of a group. Clear advance information would help them decide whether the session suits them.

I support a careful trial because it allows us to learn from experience. A successful first session would not prove that every future event will work, but it would give us a better basis for the next decision.

COMPARE VIEWPOINTS AND PRACTICAL CONCERNS

# Three-text reading workshop: Text C

Two views from the learner forum

Post by Ravi
I like the idea of beginning with one small session. When I try a new activity, I want time to ask questions. At a large event last year, I could barely hear the explanation because several demonstrations were happening at once. A separate question period would make this exchange easier to follow. I would probably attend first and think about demonstrating a skill later.

My concern is the booking process. I do not regularly use the centre website, so I hope there will be a way to book at reception. A clear confirmation would also help because I would not want to travel there and discover that the room was already full.

Post by Alex
A monthly trial sounds sensible, but I would prefer some sessions at the weekend. I work late on several weekdays and could not attend an early-evening event. That does not mean the whole project needs changing immediately; the organisers could ask which dates people can manage.

I would be willing to demonstrate how I organise study notes. I would need to know how long the talk should be and what the room contains. If the team sends clear instructions in advance, new volunteers will have a better chance of preparing something useful. I like the idea, provided the practical details are not left until the last minute.

All people, organisations and feedback data in this workshop are fictional. A quotation is a source’s claim, not independent verification of its truth.

WORKSHOP QUESTIONS 1-6

# Read, find evidence and explain

Use Texts A-C on pages 142-144. Answer only from the required source. For a comparison, make the link between sources explicit. These tasks are for learning, without an official mark total.

1. Using Text A, identify the main purpose and one booking condition.

2. In Text B, what does the writer prefer, and what is one reason?

3. Explain how the booking record in Text B could help organisers respond to demand for places.

4. Give one factual claim and one opinion from Text C. Distinguish them clearly.

5. Compare one view shared by Text B and Ravi in Text C. Use a linked sentence.

6. Compare Ravi’s practical concern with Alex’s.

Guided feedback: page 147. Return to the evidence if an answer is uncertain.

WORKSHOP QUESTIONS 7-12

# Read, find evidence and explain

Use Texts A-C on pages 142-144. Answer only from the required source. For a comparison, make the link between sources explicit. These tasks are for learning, without an official mark total.

7. Identify one organisational feature in Text A and explain how it helps a reader.

8. Quote one example of direct address or a command from Text A.

9. What does “demonstrate” mean in this pack?

10. Using the image beside Text A, give a supported inference that is not stated in Text A. Name the visible clue.

11. Consider this new question: “Could you tell me what the room contains?” Explain why the complete sentence ends with a question mark.

12. Write a three-sentence summary of the main practical issues across the pack.

Guided feedback: page 147. Return to the evidence if an answer is uncertain.

MODEL RESPONSES • ALTERNATIVE ACCURATE WORDING ACCEPTED

# Reading-workshop feedback

1. Main purpose: encourage/inform residents about attending the exchange. A correct booking condition: reserve via reception; capacity twelve; confirmation required; sending a request is not automatic confirmation.

2. A smaller, careful trial. Reasons include manageability for volunteers, time to prepare or using experience before expansion.

3. The record helps organisers understand how many people want places and decide whether to repeat a topic. It does not prove they must expand immediately.

4. A checkable claim could be Ravi's report that several demonstrations occurred at an event or Alex's stated work pattern; these are reported claims, not independently proven. An opinion: a monthly trial sounds sensible, or a separate question period would make it easier to follow.

5. Both support a smaller start and a chance for questions. A linked sentence should attribute the idea to both, not merely summarise them separately.

6. Ravi is concerned about booking without regularly using the website and about confirmation. Alex is concerned about suitable dates and preparation information for demonstrators.

7. The Booking subheading groups joining arrangements, helping readers find the reservation/confirmation condition. Taking part groups participation expectations. Other accurate feature explanations are possible.

8. Direct address: "You do not need to lead a demonstration to attend." Command: "Reserve a place through reception." Other exact relevant quotations are valid.

9. Show or explain how a skill or process works, not take part in a public protest.

10. The visual suggests that two visitors can work collaboratively at a shared table because both face the same work surface/material. Text A does not explicitly state that attendees will work in pairs. Do not infer identity or guaranteed outcomes.

11. It marks the complete sentence as a direct question asking for information. The embedded words alone do not determine the ending.

12. Possible summary: A small exchange is proposed, with booking and confirmation needed for limited space. Contributors value clear explanations and question time. The organisers should check dates, access and preparation information before deciding how to develop the trial.

SLC LEARNING PACK • KEEP THIS PAGE HIDDEN WHILE LISTENING

# Listening rehearsal: tutor/partner script

Reader: read naturally, without turning the exercise into a spelling dictation. Listener: use the next page without viewing this script. In a first learning attempt, agree whether one repeat is helpful; actual assessment conditions come from the centre, not this rehearsal.

Thank you for joining this planning meeting. I recommend that we trial a twenty-minute welcome session for people visiting the centre for the first time. The aim would be to explain the basic arrangements, not to teach a full course.

In our fictional classroom feedback exercise, four new visitors said they had been unsure which entrance to use. Three others wanted to know where to wait before a session. These comments do not tell us what every visitor needs, but they suggest that basic arrival information would be useful.

My proposal is to offer the welcome immediately before one existing evening activity. A volunteer could explain the entrance, reception point and room signs, then allow time for questions. A short printed sheet would give people the same information to take away. It should use clear headings rather than a dense block of text.

There is one concern: the extra role needs a reliable volunteer. We should check availability before advertising anything. If we cannot find someone, an improved confirmation message might be a more manageable first step.

I suggest reviewing the trial after two sessions. We could note the questions people ask and check whether the information sheet answers them. I would like to hear whether you think the welcome session or the improved message should be our first priority, and what practical detail we still need to check.

## What the listener should identify

Recommendation: a twenty-minute welcome trial. Reasons: uncertainty about the entrance and waiting area. Condition: reliable volunteer availability. Alternative: an improved confirmation message. Review: after two sessions, collect questions and feedback.

Do not use this rehearsed topic or these printed responses as a live assessment task where the awarding organisation requires a different unseen or unrehearsed topic. [S10]

SLC REHEARSAL • LEARNER PAGE

# Listen, note and ask a question

Keep the previous page covered. Listen to a partner or tutor deliver the explanation. Write keywords, not a full transcript. After listening, give an oral summary and ask one question about a genuine gap.

## Main recommendation and its purpose

## Two relevant supporting details

## One condition or limitation

## An alternative option and how it relates

## My follow-up question and the response I heard

Feedback: compare with page 148 only after listening. Ask the reader whether your summary captured the recommendation accurately. This page is a learning record, not an assessment observation form.

SLC PRACTICE • GENUINE INTERACTION

# Discussion rehearsal: choose a first step

**SHARED TASK**

A fictional centre wants to improve new visitors' first experience. Choose one first action: a short welcome session or a clearer confirmation message. Agree a reasoned recommendation and identify one condition to check.

| Option | Possible benefit | Condition to check |
|---|---|---|
| Welcome session | Chance to ask questions and see the space. | Reliable volunteer and a time visitors can attend. |
| Clearer message | Information arrives before travel and can be reread. | Accessible wording and a way to reach people without regular email. |

## Prepare your own view

Select a preference, one relevant reason and an example. Be willing to change or qualify your view when someone adds a useful concern. Do not write everyone else's responses in advance.

## During the discussion

Follow the current point. Ask for missing information, answer detailed questions, support a view and connect your contribution to another person's idea. Take turns and use an appropriate phrase if you need to interject.

## Observer focus

Record what each learner actually did or said. The goal is not to count identical rehearsed phrases or force every person to agree. A justified disagreement can still show effective communication.

**LEARNING ARRANGEMENTS**

Use a small group where possible and agree a manageable practice duration. Your centre must set actual assessment group sizes, task conditions, notes and evidence arrangements.

SLC REHEARSAL • A DIFFERENT TOPIC

# Prepare a short talk with prompts

Choose one: explain a useful everyday process; recommend a local learning activity; describe a practical improvement to a shared space. Use a topic you can discuss accurately. This is a preparation exercise, not permission to reuse it for a live assessment.

## Purpose and audience

## Opening: the message I want listeners to take away

## Point 1 with an example

## Point 2 with a reason

## A limitation or condition

## Conclusion and invitation for questions

Deliver using brief prompts. Ask listeners for two detailed questions and answer what they actually ask. Record their feedback on the next page.

**LEARNING OBSERVATION • NOT AN OFFICIAL ASSESSMENT RECORD**

# Record real speaking and listening evidence

Observer name: _____ Learner: _____ Date: _____

| Skill | Example heard or observed | Next learning step |
|---|---|---|
| Listening and argument | | |
| Questions and requests | | |
| Detailed spoken answers | | |
| Clear communication | | |
| Supported opinions | | |
| Relevant discussion | | |
| Audience and medium | | |
| Respectful turn-taking | | |

## Write useful evidence

Instead of “good questions”, record the question asked and what information it sought. Instead of “listened well”, describe an accurate summary or a relevant response to another speaker. Note one area to improve without inventing a pass/fail judgement.

## What the learner will retry

**KEEP THE DISTINCTION CLEAR**

A completed learning checklist does not award the SLC component. The approved centre uses the awarding organisation’s tasks, assessment criteria, records and quality-assurance process.

LISTEN TO THE FEEDBACK, THEN TRY AGAIN

# Use oral feedback to improve

## A useful review conversation

The observer describes an actual example. The learner explains what they intended. Together, choose one change to rehearse, such as pausing after a question or adding a relevant example. Repeat a short part of the activity to test the change.

| Weak feedback | More useful feedback |
|---|---|
| “Speak better.” | “Your second point was rushed; pause before its example.” |
| “Ask a question.” | “Ask which date the plan refers to, because that detail was missing.” |
| “Join in more.” | “Respond to the booking concern with one practical option.” |
| “You passed.” | “You supported the view with this example; the centre decides formal assessment outcomes.” |

## Feedback I understood

## The exact change I will make

## What happened when I retried

Use a different practice topic later to check that the skill transfers. A memorised answer to one familiar question is not the same as independent communication.

TERMS YOU WILL USE ACROSS THE LESSONS

# A compact English toolkit

| Term | Working meaning |
|---|---|
| Audience | Who the communication is intended for. |
| Purpose | What it aims to inform, explain, describe, instruct or persuade someone to do/understand. |
| Register / tone | The style suited to the situation / the attitude created. |
| Main point / detail | Central message / a specific supporting piece of information. |
| Inference / evidence | A supported conclusion / the clue or information supporting it. |
| Fact claim / opinion | A checkable statement / a view, judgement or preference. |
| Quotation / paraphrase | Exact source wording / the same meaning expressed in your words. |
| Main / subordinate clause | A clause that can stand as a sentence / one dependent on a main clause. |
| Coherence / cohesion | Logical sense of the whole / language links between its parts. |
| Subject-verb agreement | A verb form matching its subject. |
| Tense / article | Time relationship expressed by a verb / a, an or the. |
| Possessive / contraction | Showing ownership / shortened form with missing letters. |
| Finding / recommendation | An observation or result / an action proposed in response. |
| Line of argument | The relationship between a claim, reasons, evidence and conclusion. |
| Medium / interjection | Communication channel / a brief entry into an exchange. |

Use the terms to explain real choices in a text or conversation. Naming a feature alone does not always answer an explain question.

NAME THE FEATURE • FIND THE EXAMPLE • EXPLAIN ITS JOB

# Language features and precise explanations

| Feature | Original example | Contextual explanation |
|---|---|---|
| Command | “Reserve a place today.” | Directs a prospective attendee to take a booking action. |
| Direct address | “You can ask a question.” | Speaks to the reader as a potential participant. |
| Rhetorical question | “Why let usable materials go to waste?” | Encourages readers to consider reuse rather than seeking a factual reply. |
| Group of three | “Clear, practical and welcoming.” | Groups three related qualities to make the promotion memorable. |
| Repetition | “One question, one example, one useful step.” | Repeats a structure to focus attention on manageable action. |
| Statistic | “Seven of twelve comments mention noise.” | Quantifies this fictional feedback, not all learners’ views. |
| Quotation | “I needed a clearer room sign,” said a visitor. | Attributes the stated experience to a speaker. |
| Formal register | “Please confirm the revised arrangement.” | Makes a courteous precise request suited to an office audience. |
| Informal register | “Can you send it over?” | Suits a familiar exchange when the reference is understood. |

## Avoid the vague explanation

Instead of “it makes the reader read on”, state what this reader is encouraged to notice or do. Instead of “it adds detail”, name the detail and why it matters. Do not invent a feature if it does not appear in the source.

## My example and explanation

REUSABLE WRITING PAGE

# Plan and check a complete response

## Purpose, audience and required format

## Required content and facts I must keep accurate

## Paragraph order and a useful example

## A complex sentence that expresses a real relationship

## Final check: message, organisation, grammar, punctuation and spelling

For a full draft, continue on separate labelled paper. Use your own wording. Follow the task’s stated length and conditions rather than copying one model’s structure exactly.

UNDERSTANDING • INDEPENDENT USE • FEEDBACK

# My progress and next learning steps

| Component | Evidence of learning | Next step |
|---|---|---|
| Reading | I can find, interpret and compare supported information. | |
| Writing | I can plan, develop, organise and check a response for its task. | |
| SLC | I can listen and respond appropriately in real interaction. | |

## One correction I can explain

## Three lessons to revisit

## My official preparation route

**BEFORE ASSESSMENT**

Confirm the current board rules with your centre. Complete official familiarisation in the delivery mode you will use. Keep rehearsed notebook tasks separate from live assessments where required. No notebook score or checklist guarantees a pass.

FOUNDATION SUPPORT • USE WITH LESSONS 5, 6 AND 15

# Word types and meaning in context

A word type describes the job a word does in a sentence. The same word can do different jobs: “I book a room” uses book as a verb, while “I read a book” uses it as a noun. Check the sentence rather than memorising one label for every use.

| Word type | Job | Original example |
|---|---|---|
| Noun | Names a person, place, thing or idea. | “The learner checked the timetable.” |
| Verb | Expresses an action, event or state. | “They practise.” “She is ready.” |
| Adjective | Describes or specifies a noun. | “A useful guide.” |
| Adverb | Adds information about a verb, adjective, another adverb or a whole clause. | “She spoke clearly.” “The room is very quiet.” |
| Pronoun | Refers to or replaces a noun phrase. | “Mina arrived. She asked a question.” |
| Determiner / article | Helps specify a noun; a, an and the are articles. | “The room”; “my folder”; “some information”. |
| Preposition | Shows relationships such as place, time or connection. | “Beside the door”; “after the session”. |
| Conjunction | Links words, phrases or clauses. | “Pens and paper”; “I waited because the room was full”. |

## Use the knowledge

In “Please clarify the instruction”, the position after please and before an object suggests that clarify is a verb. Look for a dictionary sense meaning make clear, then test whether it fits. In “a clear instruction”, clear describes the noun and functions as an adjective.

## Try, then check

Identify the job of the named word: 1. “They plan the visit” (plan). 2. “The plan is clear” (plan). 3. “She explained it slowly” (slowly). 4. “Although it rained, we attended” (Although).

Answers: verb; noun; adverb describing explained; subordinating conjunction introducing a dependent clause.

FOUNDATION SUPPORT • USE WITH LESSONS 17-20

# Word families, plurals and spelling patterns

A prefix goes before a base word, often changing its meaning: helpful → unhelpful. A suffix follows a base and can change its meaning or grammatical job: teach → teacher; care → careful. Use the whole word and context to confirm meaning; not every similar-looking sequence has the same history or pattern.

| Pattern or contrast | Examples | Check |
|---|---|---|
| Most regular plurals add s. | folder → folders | No apostrophe for a simple plural. |
| Some endings take es. | box → boxes; bus → buses | Learn the correct form in context. |
| Consonant + y often changes to ies. | copy → copies | Vowel + y can keep y: key → keys. |
| Some plurals are irregular. | child → children; person → people; tooth → teeth | Learn the whole plural; do not add regular s automatically. |
| Some final e is dropped before ing. | make → making; write → writing | Exceptions exist: see → seeing. |
| Some final consonants double. | stop → stopping; plan → planned | Stress and letter pattern matter; check unfamiliar cases. |
| Related forms can change spelling. | apply → application; decide → decision | A family helps learning, but endings are not always interchangeable. |

## Practise with a sentence

Choose the form needed by the grammar: “I apply for the course” uses a verb; “My application is complete” uses a noun. Learning these together helps you recognise specialist words and avoid writing one form where the other is required.

## Try, then check

1. Make these plural: child, box, copy, key. 2. Complete: “I am ___ a plan” using make. 3. Choose apply or application: “Please send your ___.” 4. Add the correct possessive apostrophe: “the childrens folders”.

Answers: children, boxes, copies, keys; making; application; the children’s folders. Children is already plural, so possession takes apostrophe-s.

1 OF 6 • CHECKED 19 NOVEMBER 2026

# Official sources and review record

## S1 • Department for Education: English subject content

Current HTML; publication updated 9 April 2025. Basis for the 25 content-point references. Topic labels and all teaching material in this notebook are independently written.

Open official source

## S2 • Ofqual: English conditions and requirements

Common component and assessment requirements reviewed. Writing accuracy and restrictions on external SPaG aids inform the learning advice. Board instructions and approved arrangements still govern assessment.

Open official source

## S3 • Pearson Edexcel: Level 1/2 English specification

Issue 1, June 2019, reviewed alongside the current English qualification page. Used to cross-check the 25 content references and component structure.

Open official source

## How the sources were used

The common content determined the coverage map. Public samples, exemplification and historical question papers informed the range of learning demands. Every teaching text, question, model and diagram in this notebook was newly written or drawn. This is a lesson notebook, not a reproduction of a paper or a board-approved assessment.

2 OF 6 • CHECKED 19 NOVEMBER 2026

# Official sources and review record

## S4 • Pearson: Level 1 Guidance to Centres

Version 1.0, November 2019. Public sample-assessment exemplification inspected for reading question demands and writing development. Historical examples are not universal current paper rules. No learner work is reproduced.

Open official source

## S5 • City & Guilds: 4748-02 English handbook

Version 1.2, August 2025. Shared Level 1 content and three-component structure reviewed. Live task administration must follow current centre/board instructions.

Open official source

## S6 • City & Guilds: sample and past-paper route

Official resource listing checked, including Level 1 reading and writing samples and released past papers. Individual past-paper PDFs were not reviewed reliably; no claim is made that every listed paper was inspected.

Open official source

## Current rules must come from your centre

Historical exemplification can teach what a supported answer looks like, but paper structure and rules can change. Confirm the latest board handbook and sample before booking or sitting an assessment.

3 OF 6 • CHECKED 19 NOVEMBER 2026

# Official sources and review record

## S7 • NCFE: English qualification specification

Version 3.2, November 2025. Content, reading/writing structure and references reviewed. Latest preparation materials may require centre login.

Open official source

## S8 • NCFE: Level 1 reading sample

Public sample question paper inspected. Informed coverage of retrieval, language, images, vocabulary and comparison; source topics and question wording are not reproduced.

Open official source

## S9 • NCFE: Level 1 writing sample

Public sample inspected for task format and audience/purpose demands. The model texts here use different original scenarios and are not official sample answers.

Open official source

## Latest materials and access

Some current NCFE practice materials require centre access. Public samples were inspected without accessing restricted live papers. Do not substitute an older sample’s task conditions for your current instructions.

4 OF 6 • CHECKED 19 NOVEMBER 2026

# Official sources and review record

## S10 • NCFE: SLC assessor guidance

Version 3.0, August 2024. Level 1 guidance reviewed. Practice requires actual interaction; centre observation and quality assurance govern live assessment. Its rehearsal-topic restrictions are not replaced by this notebook.

Open official source

## S11 • Open Awards: Level 1 reading sample

Public sample and mark scheme, version 1.1, inspected. Supports the range of text forms, evidence use, image inference and linked comparisons taught here.

Open official source

## S12 • Open Awards: Level 1 writing sample

Public sample and mark scheme, version 1.1, inspected. Writing instruction and length must be followed for the particular task; this notebook does not impose one board-wide word limit.

Open official source

## SLC is assessed through performance

The notebook offers scripts and planning tools for teaching. They are not proof of oral competence or substitutes for approved observation records. Keep practice topics separate from live tasks where the board requires it.

5 OF 6 • CHECKED 19 NOVEMBER 2026

# Official sources and review record

## S13 • NOCN: Level 1/2 English specification

Version 1.7, March 2026, reviewed for the qualification/component framework and shared-content basis. Individual NOCN question papers were not inspected.

Open official source

## S14 • VQA: Level 1/2 English specification

Version 1.6. Official English specification reviewed, including the Level 1 content appendix. VQA is the current brand at the former TQUK resource route checked for this edition.

Open official source

## S15 • Highfield: official mock/resource route

Official Functional Skills offer page checked, including access to mocks. Individual English papers and the full specification were not inspected for this edition.

Open official source

VQA current Functional Skills suite

Open Awards Level 1 English qualification route

Not every provider’s paper or full specification was inspected. The scope of each source review is stated above; shared-content coverage is not an endorsement claim.

6 OF 6 • CHECKED 19 NOVEMBER 2026

# Official sources and review record

## S16 • AQA: June 2022 Level 1 reading paper

Released historical question paper inspected for general question demands. The separate source insert was not inspected. This is historical preparation evidence, not a currently offered AQA qualification.

Open official source

## S17 • AQA: qualification withdrawal update

Updated 27 August 2025. AQA states its former English and maths Functional Skills qualifications ended, with final certification in summer 2025, and points to VQA alternatives.

Open official source

## S18 • Current official qualification routes

Use these to locate up-to-date preparation materials and confirm which qualification your centre offers. The resource record is a transparent review, not certification of an exhaustive audit of every awarding organisation.

Open official source

## Historical AQA materials

AQA’s former Functional Skills English qualifications are no longer offered. Older papers can illustrate reading demands but are labelled historical here. Use a current provider’s qualification and instructions for assessment preparation. [S17]

NCFE Level 1 English qualification page