GCSE ONLINE TUTORING × RS REMOTE TUTORING

Functional skills level 2 English lesson notebook

Shared curriculum edition - England

REVISED EDITION 1.2 - 22 NOVEMBER 2026

UNDERSTAND. FOLLOW THE REASONING. USE THE SKILL.

Reading • Writing • Speaking, listening and communicating
Original teaching for the shared reformed Level 2 English content in England.

36 detailed lessons	All 28 shared content points mapped
108 guided lesson activities	Explained feedback and review criteria
8 complete writing models	Three-text reading workshop
Live communication rehearsal	Planning, notes and progress records

Name: _____

Tutor / centre: _____

Awarding organisation: _____

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INDEPENDENT EDUCATIONAL RESOURCE

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Curriculum scope and exam-board differences

The notebook covers the shared reformed Functional Skills Level 2 English subject content used by Ofqual-regulated awarding organisations in England. It is not a curriculum guide to the different Core Skills or Essential Skills qualifications in Scotland, Wales or Northern Ireland. The shared content does not make timings, formats, task instructions or permitted tools identical across boards. [S1-S3, S5, S7, S11-S12, S17]

The coverage map includes all 28 Level 2 content points. The source record states which specifications, public samples, historical papers and resource listings were reviewed. It is a transparent shared-content alignment, not an exhaustive live-register audit of every provider or paper.

Status and use

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Models show possible choices, not work to memorise and submit. Spoken skills require real interaction and observation. Live tasks, permitted preparation, evidence and approved access arrangements must follow current centre and awarding-organisation instructions.

Acknowledgements and fictional details

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Revised edition 1.2, 22 November 2026. Original source-review dates are recorded in the references. Font licence notices are retained in the embedded fonts and supplied with this edition.

A REPEATABLE ROUTE THROUGH EACH LESSON

Learn actively with the notebook

THREE PAGES PER LESSON

Learn: understand the concept and its limits.
Follow: study an original model and the reasons for its choices.
Try: complete guided activities, explain a decision and record a next step.

Recall before reading

Explain something from the previous lesson without notes. A remembered rule is a starting point; applying it to a new example shows whether you understand it.

Study one decision at a time

Read the teaching slowly. Cover the model explanation and predict what makes the example work. Then compare your reasoning with the commentary.

Attempt before checking

Use the learner page with the model covered. For a long draft, continue on labelled paper. The notebook provides thinking space, not a limit on the amount you should write.

Use feedback to repair

Check the cause of an error. Was evidence missing, meaning changed, a clause incomplete or the audience ignored? Write a corrected whole response, then try a different example later.

Make spoken work real

A partner or tutor should read scripts naturally while the listener keeps the print hidden. Present ideas using prompts, answer genuine questions and discuss with people who can disagree or ask for clarification.

Teaching support and assessment independence

During learning, dictionaries, explanation and feedback can help you understand a skill. Gradually reduce support. During assessment, follow the component’s permitted tools and approved arrangements. In particular, writing assessment restricts external spelling, punctuation and grammar aids. [S2]

Use the diagnostic to choose a starting point, then revisit weaker skills through later lessons. This is a learning notebook; a separate exam-practice companion can build speed and independence after understanding.

COMMON CONTENT • BOARD-SPECIFIC ARRANGEMENTS

Understand the qualification and your board

English includes reading, writing and speaking, listening and communicating (SLC). Achievement in one component does not compensate for an unachieved component. Your centre must explain any formally approved arrangements or exemptions. [S2-S3, S5, S7]

Organisation	Review basis for this edition
Pearson Edexcel	Level 1/2 specification and public Level 2 sample exemplification. [S3-S4]
City & Guilds	4748-02 handbook v1.2, August 2025; sample and released past-paper listing. [S5-S6]
NCFE	Specification v3.2, November 2025; Level 2 reading/writing samples, reading mark scheme and SLC guidance. [S7-S10, S19]
NOCN	English Level 1/2 specification v1.7, March 2026. Individual papers not reviewed. [S11]
TQUK / VQA route	TQUK-labelled v1.6 English specification and current VQA suite. Confirm registered title and awarding name. [S12-S13]

Why accuracy matters in writing

Ofqual requires spelling, punctuation and grammar to account for 40-45% of the marks in Level 1 and Level 2 writing components. This is a component-design requirement, not a pass boundary or a promise that one error has the same penalty in every task. Learn to communicate effectively and control accuracy together. [S2]

What must come from your centre

Confirm reading and writing duration, required forms and lengths, paper or onscreen mode, permitted reading reference materials, writing restrictions and approved access arrangements. For SLC, confirm task types, preparation, notes, group arrangements and evidence requirements. Do not transfer one board’s sample instructions to every assessment.

USE YOUR CURRENT OFFICIAL MATERIALS

Further routes and the limits of this review

Organisation	Evidence and limitation
Open Awards	Official Level 2 qualification/resource listing located; direct retrieval blocked. Public SLC sample reviewed; reading/writing PDFs not inspected. [S14, S20]
Highfield	Official Level 2 qualification route located; page detail limited. Full specification and individual papers not inspected. [S15]
VTCT Skills	Official qualification and practice-resource listing checked. Current handbook and restricted practice papers not inspected. [S16]
FutureQuals	Public Level 2 V7 specification reviewed. Confirm current amendments and administrative rules with the centre. [S17]
AQA: historical only	June 2022 reading question paper reviewed. Former AQA Functional Skills ended with final certification in summer 2025. [S18, S21]

Use past papers and samples productively

Official public materials show how a board asks for evidence and develops tasks. Try an appropriate sample after learning a skill, then use its official marking guidance and your tutor's feedback. Older papers can support selected practice, but they may have different timings or conditions. Restricted or live papers are not included here.

MY ASSESSMENT DETAILS

Awarding organisation / qualification number: _____
Current specification and sample: _____
Reading / writing conditions: _____
SLC preparation and performance arrangements: _____
Approved access arrangements, if applicable: _____

The cover describes shared-content coverage in England. It does not claim approval or comprehensive review of each provider's latest materials.

28 SHARED LEVEL 2 POINTS • ORIGINAL SHORT LABELS

Coverage map: speaking and reading

Numbering follows the DfE Level 2 sequence, cross-checked against reviewed specifications. Lesson references show substantive teaching locations, not exam question numbers. [S1, S3, S5, S7, S11-S12, S17]

Point	Skill focus	Main lessons
1	Select relevant spoken information	29
2	Follow narratives and arguments	29, 33
3	Answer extended questions and feedback	31
4	Ask detailed, pertinent questions	30
5	Develop clear spoken information	31, 32
6	Support a persuasive spoken argument	33, 34
7	Use accurate, effective spoken language	32, 35
8	Move a discussion forward	34, 36
9	Adapt to audience, purpose and medium	35
10	Interject and redirect appropriately	36
11	Choose gist or precise detail	1, 7, 12
12	Compare ideas and how conveyed	11, 12
13	Infer implicit meaning	2, 12
14	Analyse features shaping meaning	8, 9, 11
15	Use reference resources	6, 7
16	Navigate straightforward/complex sources	7, 12
17	Analyse vocabulary, formality and bias	5, 6, 9, 10
18	Follow viewpoints; fact and opinion	3, 4, 5
19	Identify style and writer’s voice	10, 11

Transfer the skill

Reading workshop questions apply the skills together on pages 155-163. Spoken rehearsals on pages 164-170 require a real listener, speaker and discussion group; written plans alone cannot show SLC performance.

FROM UNDERSTANDING TO INDEPENDENT COMMUNICATION

Coverage map: writing and progression

Point	Skill focus	Main lessons
20	Use a wide punctuation range	16, 17, 18, 19
21	Grammar, tense and modality	20, 21, 22
22	Spell everyday and specialist words	23
23	Communicate clearly and coherently	13, 14, 24, 28
24	Develop relevant detail and length	13, 24, 25
25	Use appropriate format and structure	14, 24, 26
26	Establish cohesion and clear links	14, 28
27	Select language and register	22, 24, 25, 27
28	Control complex sentences and paragraphs	15, 16, 24, 28

What to develop at Level 2

Read beyond what is stated

Infer from clues, analyse bias and voice, and compare not only what writers say but how they convey it.

Build a coherent written message

Develop relevant detail, link ideas precisely, choose register and format deliberately, and control complex sentences and a wider punctuation range.

Develop spoken contributions

Follow extended information and arguments, answer feedback, support views persuasively and help a discussion progress through constructive contributions.

Retain lower-level foundations

Accurate reading, sentence boundaries, everyday spelling and respectful interaction remain essential. The toolkit at the back helps repair those foundations while you learn the higher-level demands.

A skill can appear in several tasks. The map is a teaching guide; it does not predict which content a particular exam paper will sample.

LESSONS 1-12

Reading: lesson route

Lesson	Focus	Pages	Feedback
1	Choose the right depth of reading	13-15	121
2	Infer meaning without guessing	16-18	121
3	Separate facts, opinions and claims	19-21	122
4	Trace a writer’s argument	22-24	122
5	Recognise bias and selective presentation	25-27	123
6	Use vocabulary and reference resources	28-30	123
7	Navigate complex information	31-33	124
8	Explain how features shape meaning	34-36	124
9	Analyse persuasive language	37-39	125
10	Distinguish tone, style and voice	40-42	125
11	Compare both ideas and presentation	43-45	126
12	Bring reading skills together	46-48	126

Learning route

Build precise understanding, inference and argument analysis before comparing sources. The three-text workshop on pages 155-163 combines these methods without an official mark total.

Other support

Diagnostic: 11-12. Toolkit, accuracy clinic, spelling and learning records: 171-179. Official sources and review limits: 180-186.

LESSONS 13-28

Writing: lesson route

Lesson	Focus	Pages	Feedback
13	Plan for purpose, audience and length	49-51	127
14	Build paragraphs and cohesion	52-54	127
15	Control complex sentences	55-57	128
16	Secure sentence boundaries	58-60	128
17	Use commas for clear meaning	61-63	129
18	Use apostrophes accurately	64-66	129
19	Use colons, semicolons and quotation marks	67-69	130
20	Control agreement, tense and time	70-72	130
21	Use articles, pronouns and precise reference	73-75	131
22	Express certainty and obligation with modality	76-78	131
23	Develop reliable spelling strategies	79-81	132
24	Write effective emails and letters	82-84	132
25	Write articles and reasoned persuasion	85-87	133
26	Write reports and explanations	88-90	133
27	Write reviews and reflective narratives	91-93	134
28	Edit independently and improve the message	94-96	134

Apply the methods

The full writing models on pages 139-154 show eight forms. Their 250-350-word learning targets belong to these examples; follow the actual task in assessment.

Other support

Diagnostic: 11-12. Toolkit, accuracy clinic, spelling and learning records: 171-179. Official sources and review limits: 180-186.

LESSONS 29-36

Speaking, listening and communicating: lesson route

Lesson	Focus	Pages	Feedback
29	Listen to extended explanations and arguments	97-99	135
30	Ask detailed and pertinent questions	100-102	135
31	Respond to questions and feedback	103-105	136
32	Explain clearly and develop a spoken message	106-108	136
33	Support spoken arguments with evidence	109-111	137
34	Move a discussion forward constructively	112-114	137
35	Adapt to audience, purpose and medium	115-117	138
36	Interject, redirect and summarise respectfully	118-120	138

Practise with people

Use the live rehearsal pack on pages 164-170. Keep listening scripts hidden from the listener, use prompts for talks and respond to actual questions and group contributions.

Other support

Diagnostic: 11-12. Toolkit, accuracy clinic, spelling and learning records: 171-179. Official sources and review limits: 180-186.

A LEARNING CHECK • NO OFFICIAL PASS BOUNDARY

Starting-point diagnostic

ORIGINAL NOTICE

The centre is trialling a quiet room on Wednesdays from 6 pm. Requests close at noon on Monday, and a place is confirmed only when reception sends a message. “A quiet desk could be a bridge to the next step,” says the learner representative. The trial may continue if supervision is available.

1. Give the request deadline and confirmation condition.

2. Explain the implied meaning of “a bridge to the next step”.

3. Identify a qualification that prevents a guaranteed promise of continued opening.

4. Correct “The list of learner’s are ready, its on the desk.” Assume several learners and one list.

5. Join “The room was quiet” and “I could concentrate” in a complete complex sentence.

6. Plan a short email asking about the room: identify audience, purpose and two specific questions.

Spoken check: explain a useful improvement to a partner. Ask them to challenge one detail, then respond. Record what they actually asked and whether your answer addressed it.

UNDERSTAND THE CAUSE BEFORE CHOOSING A LESSON

Diagnostic feedback and next steps

1. Noon on Monday; reception must send a confirmation message. Neither a request alone nor the Wednesday opening time establishes a place.

2. A useful study space may help a learner progress towards another goal. The metaphor suggests support, not a guaranteed outcome.

3. May and the condition “if supervision is available” keep continued opening uncertain.

4. “The list of learners is ready; it’s on the desk.” Learners is a plain plural; list takes is; it’s means it is; the semicolon joins two main clauses. A full stop is also valid.

5. For example, “Because the room was quiet, I could concentrate.” A different accurate clause order is acceptable.

6. Audience: reception or the room coordinator. Purpose: obtain practical information. Questions might concern booking, confirmation or what equipment to bring, with details precise enough to answer.

Learning need	Starting lessons
Exact evidence and inference	1-2, 6-7
Claims, arguments, bias and comparison	3-5, 8-12
Planning, paragraphs and sentences	13-16
Punctuation, grammar and spelling	17-23
Written forms and editing	24-28
Listening, questions and discussion	29-36

MY FIRST TARGET

One skill I need to understand: _____
Lesson I will begin with: ____
A new example I will use to check it: _____

LESSON 01 • READING • LEARN

Choose the right depth of reading

LEARNING GOAL

Decide when a broad understanding is enough and when exact conditions matter.

Reading starts with a purpose. If you are deciding whether an article might interest you, its subject and central message may be sufficient. If you are arranging travel, completing a process or checking eligibility, a general impression is too weak. You need the specific dates, exceptions, limits or sequence that control the action.

Skim to establish the topic, purpose and overall organisation. Look at the title, introduction and paragraph openings, then read enough of the whole text to confirm your first impression. Scan to locate a particular detail such as a deadline. Read the surrounding sentence closely: a matching word can occur beside a restriction rather than beside the answer.

Identify the requested unit of information. A question may need a date and a time, or a condition and an exception. Preserve words such as only, unless, before, at least and subject to. They can change whether somebody is eligible or whether a promise is certain.

Separate the central message from its supporting examples. Summarising means selecting the important idea in your own words without changing its certainty. An explanation of why exact detail matters should name the decision and the consequence of getting the information wrong.

KEY IDEA

Match reading depth to the decision: orientate, locate, then verify the controlling detail.

Shared content references: 11. These identify curriculum points, not marks.

LESSON 01 • ORIGINAL TEACHING EXAMPLE

Follow the model and its reasoning

Northbank training centre is trialling evening enrolment. The aim is to help people who cannot visit during the working day. Appointments are available on Tuesday 14 September between 5 pm and 7 pm. Reserve by noon on Monday 13 September. A reservation is confirmed only when staff send an appointment time. People requiring document-checking support should request it when reserving; it cannot be guaranteed on arrival.

Main message

The centre is testing evening enrolment to improve access for people unavailable during the day. The exact appointment window is unnecessary for that broad summary.

Decision requiring precision

A learner planning to attend must check the day, booking deadline and confirmation condition. Sending a request alone does not establish that an appointment exists.

A precise response

The support request must be made when reserving. “Ask when you arrive” would reverse the condition and could leave support unavailable.

EXPLAIN ONE DECISION

Cover the commentary. Explain why one choice works, what evidence supports it and what it does not establish.

LESSON 01 • TRY, EXPLAIN AND REVIEW

My lesson notebook

Date: _____ One idea I remember: _____

1. Summarise the purpose of the trial in one sentence.

2. Give the deadline in full and explain why “Monday” alone is inadequate.

3. Explain why a person should not travel just because they sent a reservation request.

My correction, rule or next question

Feedback: page 121. Use extra labelled paper for a full draft. For spoken work, record actual listener/tutor feedback as well as planning notes.

LESSON 02 • READING • LEARN

Infer meaning without guessing

LEARNING GOAL

Use stated clues to reach a justified conclusion and recognise its limits.

Explicit information is directly stated. Implicit meaning is suggested through details, contrast, actions or omissions within a meaningful context. An inference connects those clues to a conclusion that the text reasonably supports. It is more than repeating a sentence, but it is less than inventing a story.

Ask what the writer has chosen to show. A person checking an appointment screen repeatedly may be uncertain or anxious; this does not prove a particular medical condition or explain the cause. Where several interpretations remain possible, use measured wording such as suggests, seems or may.

Build an explanation with three parts: a conclusion, a precise clue and the link between them. For instance, “She seems worried because she checks the unopened reply repeatedly, suggesting that its outcome matters to her.” The explanation should do more than name an emotion after a quotation.

Images can also contribute clues. A ramp beside steps may suggest an alternative access route, but a picture does not prove that the whole building is accessible. Captions, written context and the limits of what is visible all matter. Do not assume identity, motive or a guaranteed outcome from appearance.

KEY IDEA

Inference = supported conclusion + textual or visual clue + explanation of the connection.

Shared content references: 13. These identify curriculum points, not marks.

LESSON 02 • ORIGINAL TEACHING EXAMPLE

Follow the model and its reasoning

When the workshop leader asked for volunteers to demonstrate, Arun examined the floor. He had practised the task successfully with a partner, but he moved his notes behind his bag as the leader approached. “Perhaps someone else could go first,” he said. Later, when the room emptied, he asked whether he could demonstrate just to the leader.

Supported conclusion

Arun appears uncomfortable demonstrating to the whole group. Looking down, hiding the notes and asking for somebody else to start all support that interpretation.

Important distinction

The text says he practised successfully. It therefore gives weaker support to a claim that he cannot do the task than to a claim that the audience worries him.

Limit the claim

We cannot conclude that he always dislikes public speaking, that the leader is unkind or that Arun failed a previous assessment. None of those histories is supplied.

EXPLAIN ONE DECISION

Cover the commentary. Explain why one choice works, what evidence supports it and what it does not establish.

LESSON 02 • TRY, EXPLAIN AND REVIEW

My lesson notebook

Date: _____ One idea I remember: _____

1. What does Arun’s request at the end suggest? Use evidence.

2. Explain why “Arun cannot do the task” is an insecure conclusion.

3. Write one claim about Arun that goes beyond the evidence, then explain the gap.

My correction, rule or next question

Feedback: page 121. Use extra labelled paper for a full draft. For spoken work, record actual listener/tutor feedback as well as planning notes.

LESSON 03 • READING • LEARN

Separate facts, opinions and claims

LEARNING GOAL

Distinguish checkable statements from judgements and evaluate their support.

A factual statement can in principle be checked against evidence. “The session lasted ninety minutes” is checkable. An opinion expresses a judgement, preference or evaluation: “The session was the most enjoyable part of the week.” A claim written as a fact is not automatically verified or accurate.

Some sentences combine both. “The six-week trial was a brilliant use of the room” contains a checkable duration and an evaluative judgement. Identify the exact part requested rather than labelling everything in a paragraph alike. Numbers can strengthen evidence, but a percentage without a source, sample or date may tell you very little.

Attribution matters. “The organiser said attendance doubled” reports what the organiser claimed. It does not independently prove that attendance doubled. Similarly, a named quotation is evidence of somebody’s view, not proof that everybody agrees.

Look for judgement words such as ideal, dreadful and worthwhile, and for sweeping claims such as everyone or never. Do not rely on a single signal: “I think the meeting begins at six” concerns a checkable time despite the uncertainty. Explain the kind of statement and the evidence available.

KEY IDEA

Checkability, truth and source reliability are separate questions.

Shared content references: 18. These identify curriculum points, not marks.

LESSON 03 • ORIGINAL TEACHING EXAMPLE

Follow the model and its reasoning

A community newsletter reports: “The repair cafe held four sessions in June, according to its booking record. Coordinator Lena described it as the area’s most valuable service. Of the twenty visitors who returned an optional feedback card, sixteen said they would attend again. The newsletter concludes that the whole neighbourhood wants weekly sessions.”

Checkable detail

Four sessions in June is a factual claim with an identified booking record. The notebook does not independently verify that fictional record.

Judgement

“Most valuable” ranks the service using an unspecified standard. It is Lena’s opinion, even though she coordinates the activity.

Overextended conclusion

Sixteen positive responses among twenty optional cards describe those respondents. They do not establish the views of all visitors or the whole neighbourhood.

EXPLAIN ONE DECISION

Cover the commentary. Explain why one choice works, what evidence supports it and what it does not establish.

LESSON 03 • TRY, EXPLAIN AND REVIEW

My lesson notebook

Date: _____ One idea I remember: _____

1. Quote one evaluative phrase and explain why it is an opinion.

2. Identify the exact group represented by the sixteen positive responses.

3. Rewrite the final conclusion so that it is supported by the information.

My correction, rule or next question

Feedback: page 122. Use extra labelled paper for a full draft. For spoken work, record actual listener/tutor feedback as well as planning notes.

LESSON 04 • READING • LEARN

Trace a writer’s argument

LEARNING GOAL

Distinguish a conclusion, supporting reasons, evidence and a response to an objection.

An argument is a connected attempt to persuade somebody that a conclusion is reasonable. Its conclusion is the position the writer wants you to accept. Reasons explain why; evidence supports those reasons. An anecdote can illustrate a difficulty, but one experience rarely establishes how common that difficulty is.

Read for the route, not just isolated statements. Connectives such as because, therefore, however and although show relationships. A writer may acknowledge an opposing view before qualifying or rejecting it. Quoting that opposing view as the writer’s own position can reverse the meaning.

A concession accepts part of another argument. A rebuttal challenges a claim or shows why it does not defeat the conclusion. A conditional recommendation depends on something being true: “Extend the trial if staffing is available.” Removing the condition produces a stronger claim than the writer made.

To evaluate support, ask whether the evidence is relevant, sufficiently broad and clearly connected to the conclusion. A useful answer can recognise both a strength and a limitation. Do not dismiss an argument simply because you disagree with its outcome; explain the reasoning in the text.

KEY IDEA

Track the chain: position → reason → evidence → qualification or response.

Shared content references: 18. These identify curriculum points, not marks.

LESSON 04 • ORIGINAL TEACHING EXAMPLE

Follow the model and its reasoning

The learning centre should keep one room open until eight on Wednesdays. During a two-week survey, eighteen of thirty evening learners said they lacked a quiet place to study. A later room could help them finish tasks before travelling home. Some staff worry that a full evening service would require extra supervision. That concern is reasonable, but the proposal is for one supervised room, not the whole building. A four-week trial should proceed only if a supervisor is available; attendance and costs should then be reviewed.

Conclusion and support

The recommendation is a limited late-opening trial. The survey supports the existence of a study-space need among some evening learners.

Opposing view

The supervision concern belongs to staff. The writer accepts it as reasonable and narrows the proposal rather than pretending the concern does not exist.

Condition and limit

Supervisor availability controls the recommendation. The survey concerns thirty evening learners over two weeks; it does not establish demand among every centre user.

EXPLAIN ONE DECISION

Cover the commentary. Explain why one choice works, what evidence supports it and what it does not establish.

LESSON 04 • TRY, EXPLAIN AND REVIEW

My lesson notebook

Date: _____ One idea I remember: _____

1. Identify the writer's recommendation, including its condition.

2. Explain how the writer responds to the supervision concern.

3. Give one strength and one limitation of the survey evidence.

My correction, rule or next question

Feedback: page 122. Use extra labelled paper for a full draft. For spoken work, record actual listener/tutor feedback as well as planning notes.

LESSON 05 • READING • LEARN

Recognise bias and selective presentation

LEARNING GOAL

Explain how wording, source interests and selection can push a particular view.

Bias is a tendency to favour a position in the way information is selected or presented. A text can be biased while containing accurate details. An advertisement openly promotes a product; a report may appear neutral while omitting inconvenient comparisons. Identify the direction of the preference and how it is created.

Loaded vocabulary attaches approval or disapproval: “a sensible upgrade” and “a reckless expense” frame the same proposal differently. Sweeping labels can place people into unfair categories. Unsupported superlatives, rhetorical questions and selective quotations can also narrow the reader’s perspective.

Consider who produced the text, whom it addresses and what action it seeks. An interested source is not automatically dishonest, but its interest is relevant when evaluating its claims. A missing viewpoint is worth noting when the text’s own scope makes that omission significant; do not invent what an absent person would say.

In an analysis, quote a short phrase and explain its effect on the specific subject. “It makes the reader want to read on” is rarely enough. A stronger explanation shows how the phrase presents an option as responsible, an opponent as unreasonable or an outcome as certain.

KEY IDEA

Name the favoured view, identify the choice of wording or evidence, and explain the framing.

Shared content references: 17, 18. These identify curriculum points, not marks.

LESSON 05 • ORIGINAL TEACHING EXAMPLE

Follow the model and its reasoning

A fictional supplier writes: “Only outdated centres still rely on paper sign-in sheets. Our effortless digital system is the obvious choice for any responsible manager. Three selected customers called it excellent. Why would you keep wasting staff time?” The page gives no setup cost, staff-training requirement or explanation of how the three customers were selected.

Direction

The text favours buying the supplier’s system. Calling alternatives “outdated” creates pressure to see paper use as a failure to modernise.

Selection

Three selected endorsements provide positive views but no basis for knowing how representative those views are. The absence of costs limits a purchasing comparison.

Specific effect

“Responsible manager” links approval of the product with professional competence, encouraging readers to fear that rejecting it looks irresponsible.

EXPLAIN ONE DECISION

Cover the commentary. Explain why one choice works, what evidence supports it and what it does not establish.

LESSON 05 • TRY, EXPLAIN AND REVIEW

My lesson notebook

Date: _____ One idea I remember: _____

1. Explain the effect of “Only outdated centres”.

2. Give one limitation of the customer evidence.

3. Rewrite “the obvious choice for any responsible manager” in a more neutral way.

My correction, rule or next question

Feedback: page 123. Use extra labelled paper for a full draft. For spoken work, record actual listener/tutor feedback as well as planning notes.

LESSON 06 • READING • LEARN

Use vocabulary and reference resources

LEARNING GOAL

Find the right meaning in context using a dictionary, glossary, key or other relevant resource.

A word may have several meanings. In a booking policy, “capacity” usually concerns the maximum number accommodated, not somebody’s ability to learn. Read the whole sentence and nearby information before selecting a dictionary entry. Check the word class too: a noun definition may not fit a verb in the sentence.

Use prefixes, roots and suffixes as clues, then confirm the result. Reallocation suggests allocating again or differently; the context tells you what is being redistributed. A plausible word-part guess is not enough if the technical meaning is different. Specialist vocabulary can be familiar words used in a narrower setting.

Choose the resource to match the problem. A dictionary helps with general meanings; a document glossary gives its defined terms; a key explains symbols; an index points to a topic; a technical manual supplies process-specific detail. Onscreen searching locates a word but does not interpret a clause for you.

When asked for an alternative word, replace the original mentally and check grammar, tone and meaning. “Eligible” means meeting the conditions, not guaranteed a place. Keep that distinction in a paraphrase. During learning, use resources freely; assessment permissions depend on the component and your centre’s rules.

KEY IDEA

Locate a definition, select the contextual sense, and test it back in the sentence.

Shared content references: 15, 17. These identify curriculum points, not marks.

LESSON 06 • ORIGINAL TEACHING EXAMPLE

Follow the model and its reasoning

Trial handbook extract: “Eligible applicants may join the reserve list when the session reaches capacity. A cancellation triggers reallocation in timestamp order.”

Glossary: eligible = meeting the stated joining conditions; reserve list = people waiting for an available place; timestamp = recorded date and time of an action.

Key on the session table: ◆ = reserve list open; ○ = places currently available; × = session cancelled.

Contextual distinction

Eligible applicants meet the conditions, but the word may and the reserve-list arrangement show that a place is not guaranteed.

Specialist expression

Timestamp order means the recorded date and time determine the sequence. Alphabetical order would not preserve that rule.

Choose the resource

Use the key to interpret ◆. A general dictionary definition of a diamond shape would not explain the session’s booking status.

EXPLAIN ONE DECISION

Cover the commentary. Explain why one choice works, what evidence supports it and what it does not establish.

LESSON 06 • TRY, EXPLAIN AND REVIEW

My lesson notebook

Date: _____ One idea I remember: _____

1. Explain “reallocation” in this booking context.

2. A table shows ◆. What does it mean, and which resource supplies the meaning?

3. Why is “accepted for a guaranteed place” an inaccurate paraphrase of “eligible”?

My correction, rule or next question

Feedback: page 123. Use extra labelled paper for a full draft. For spoken work, record actual listener/tutor feedback as well as planning notes.

LESSON 07 • READING • LEARN

Navigate complex information

LEARNING GOAL

Use headings, contents, tables, footnotes and cross-references to find a complete answer.

Organisational features help readers find and connect information. A contents page gives a route to sections; an index gives routes to named topics; subheadings divide a subject; numbered stages show order. A feature can support navigation even when it is not intended to persuade.

Tables combine row and column information. Start with the correct category and follow across to the correct heading. Then check units, dates, symbols and footnotes. A prominent price may exclude a deposit or apply only to a specific group. The smallest note can control the meaning of the largest number.

Cross-references tell you that the answer is distributed. “See section 4” means the present paragraph is incomplete for that issue. On a webpage, a menu label or link text may identify where to look, but you still need the destination’s detail before acting.

When explaining a feature’s usefulness, identify the actual information it helps somebody find. “It is clear” is vague. “The cancellation subheading directs a booked learner to the deadline for releasing a place” connects a named feature, a user and a purpose.

KEY IDEA

Find the section, follow the row or reference, and check every qualifier.

Shared content references: 16, 11, 15. These identify curriculum points, not marks.

LESSON 07 • ORIGINAL TEACHING EXAMPLE

Follow the model and its reasoning

Fictional handbook contents: 1 Joining; 2 Sessions; 3 Cancellations; 4 Access support.

Section 2: Weekday workshop, 90 minutes, £6*. Saturday workshop, 120 minutes, £9*.

*Fees cover attendance and shared materials. Optional printed handbooks cost £2 extra.

Section 3: Cancel by 4 pm on the previous working day to release the place. For support when cancelling, see section 4.

Section 4: Telephone reception if the online form is unsuitable. Reception can record a cancellation request during opening hours.

A complete cost answer

Saturday attendance is £9. Attendance plus the optional printed handbook is £11. The footnote explains why both figures can be correct for different requests.

Navigation

The contents directs a reader to cancellations; the cross-reference then points to an alternative way to make the request.

Avoid an unsupported rule

The extract says when to cancel to release a place. It does not specify a refund policy, so no refund entitlement can be inferred.

EXPLAIN ONE DECISION

Cover the commentary. Explain why one choice works, what evidence supports it and what it does not establish.

LESSON 07 • TRY, EXPLAIN AND REVIEW

My lesson notebook

Date: _____ One idea I remember: _____

1. Give the total Saturday cost with a printed handbook and explain your evidence.

2. Explain how the cross-reference helps someone unable to use the form.

3. What important money-related question cannot be answered from this extract?

My correction, rule or next question

Feedback: page 124. Use extra labelled paper for a full draft. For spoken work, record actual listener/tutor feedback as well as planning notes.

LESSON 08 • READING • LEARN

Explain how features shape meaning

LEARNING GOAL

Link textual and visual presentation to a particular audience, purpose and message.

A feature is a choice in presentation or language: a headline, image, caption, bullet list, statistic, quotation or direct address. Its effect depends on the context. A heading can organise instructions, but a provocative headline can also frame the reader's judgement before the detail appears.

Analyse the relationship between choices. A reassuring heading beside a photograph of support may make a service seem approachable; a small-print condition may limit the promise in the headline. Do not treat each feature as an isolated label. Explain how the choices reinforce or qualify one another.

Name the feature accurately and use a brief example. Then explain how it suits the intended reader and the writer's purpose. You do not need to claim that every reader will react identically. "Encourages", "suggests" and "presents" are often more accurate than "forces" or "proves".

Distinguish what is stated from what is suggested. An illustration can communicate inclusion or convenience, but it cannot establish a service's reliability or every access arrangement. Features provide evidence for interpretation; they are not substitutes for practical information.

KEY IDEA

Feature + precise evidence + contextual meaning + audience or purpose.

Shared content references: 14, 16. These identify curriculum points, not marks.

LESSON 08 • ORIGINAL TEACHING EXAMPLE

Follow the model and its reasoning

Community leaflet heading: “Your first visit, made simpler”.

Opening: “You do not need to know the building already. A welcome volunteer can meet you at reception.”

Subheading: “Before you arrive”. The list asks visitors to confirm their session, tell staff about support needs and allow time to find the entrance.

Caption beneath a drawing of a volunteer beside a reception desk: “Ask here if you are unsure where to go.”

Final note: “Welcome support depends on volunteer availability; confirm it in advance.”

Heading and address

“Your” addresses new visitors personally; “made simpler” presents the visit as manageable. The following reassurance supports that welcoming message.

List and sequence

The “Before you arrive” list turns reassurance into practical preparation. It allows readers to locate actions before travelling.

Qualification

The final note limits the support offer. A complete reading does not turn a welcoming caption into a guarantee of an available volunteer.

EXPLAIN ONE DECISION

Cover the commentary. Explain why one choice works, what evidence supports it and what it does not establish.

LESSON 08 • TRY, EXPLAIN AND REVIEW

My lesson notebook

Date: _____ One idea I remember: _____

1. Explain how the heading and opening work together.

2. Explain why the bullet-style list suits a first-time visitor.

3. What limit should a reader retain when interpreting the caption?

My correction, rule or next question

Feedback: page 124. Use extra labelled paper for a full draft. For spoken work, record actual listener/tutor feedback as well as planning notes.

LESSON 09 • READING • LEARN

Analyse persuasive language

LEARNING GOAL

Explain what a device does in its particular text rather than just naming it.

Persuasive writing selects language to influence a view or action. Direct address speaks to the reader; an imperative urges an action; a rhetorical question invites an assumed response. A three-part list can create rhythm or suggest a rounded set of benefits. These names are useful only when connected to meaning.

Emotive vocabulary can make an issue feel urgent or unfair. A metaphor describes one thing through another: calling a service “a bridge” can present it as a connection across a barrier. Alliteration repeats initial sounds, but sound alone does not explain why a claim is persuasive.

Evidence can persuade as well. A relevant statistic or specific example may make an argument concrete. Check attribution and limits: a number without context can create an impression of authority without establishing a broad conclusion.

A simile makes an explicit comparison, often using like or as: “The corridor was like a maze” suggests difficulty finding the way. Alliteration repeats initial sounds, as in “simple steps, shared success”; the repeated sound can make a slogan memorable, but does not prove the promised success. A personal anecdote can make an issue relatable while remaining limited to one experience.

Write analysis as a short explanation: identify the choice, quote minimally, then explain the intended view or action. Avoid universal effects such as “makes everybody agree”. Different readers may respond differently, and a device can be unsuccessful even when its purpose is clear.

KEY IDEA

Do not stop at the device name: explain the view it encourages about this subject.

Shared content references: 14, 17. These identify curriculum points, not marks.

LESSON 09 • ORIGINAL TEACHING EXAMPLE

Follow the model and its reasoning

“Why let a useful skill sit on the shelf? Share it at the Saturday skills exchange. Bring your curiosity, your questions and your experience. One hour could open a door for someone learning a new task. In our fictional pilot, twelve participants exchanged practical advice. Join the next session and help turn spare knowledge into shared confidence.”

Rhetorical question

The opening treats unused knowledge as a missed opportunity, nudging the reader towards sharing it.

Metaphor

“Open a door” presents advice as a way to create an opportunity. It does not literally promise a doorway or a particular qualification.

Measured evidence

The pilot number makes the example concrete, but twelve participants do not demonstrate a guaranteed benefit for every future attendee.

EXPLAIN ONE DECISION

Cover the commentary. Explain why one choice works, what evidence supports it and what it does not establish.

LESSON 09 • TRY, EXPLAIN AND REVIEW

My lesson notebook

Date: _____ One idea I remember: _____

1. Explain the effect of the three-part list beginning “your curiosity”.

2. Identify one imperative and explain its purpose.

3. Explain why the pilot figure does not prove that every participant gains confidence.

My correction, rule or next question

Feedback: page 125. Use extra labelled paper for a full draft. For spoken work, record actual listener/tutor feedback as well as planning notes.

LESSON 10 • READING • LEARN

Distinguish tone, style and voice

LEARNING GOAL

Identify a writer’s attitude and characteristic manner using specific evidence.

Tone is the attitude conveyed towards a subject or audience: concerned, enthusiastic, sceptical or reassuring, for example. Register concerns the level and type of language used for the situation. Style is the broader pattern of choices, including sentences, vocabulary and structure. Voice is the impression of a distinctive speaker or writer created by those choices.

A formal text can be strongly critical; an informal text can be thoughtful. Do not equate formal with boring or informal with inaccurate. First-person reflection, humour, specialist vocabulary, balanced qualifications and clipped instructions can each contribute to voice in different ways.

A writer may shift tone as a text develops. A lively opening can lead into a cautious recommendation. Locate the change and explain its role. Decide whether a phrase belongs to the writer or to a person being quoted before attributing an attitude.

Use evidence to support a precise label. “The voice is practical and cautiously optimistic because the writer welcomes the trial but insists on reviewing the results” is more useful than “It sounds good.” Avoid guessing the writer’s age, identity or personality from linguistic style alone.

KEY IDEA

Describe the impression, show the language pattern and explain the connection.

Shared content references: 19, 17. These identify curriculum points, not marks.

LESSON 10 • ORIGINAL TEACHING EXAMPLE

Follow the model and its reasoning

Text A: “I arrived convinced I would be the person who broke the printer. Ten minutes later, I had produced a readable poster and only slightly decorated my sleeve with ink. The patient explanation helped, although I still needed the instruction card beside me.”

Text B: “Users should complete the printer induction before booking. The instruction card must remain beside the device. Staff assistance is subject to availability.”

Text A voice

The first-person anecdote and gentle self-mocking exaggeration create an approachable, reflective voice. It reports improvement without pretending complete independence.

Text B style

Impersonal wording, “should” and “must” establish a formal procedural style. The focus is on user requirements and conditions.

Fair comparison

Both refer to an instruction card, but A presents a personal experience while B sets expectations for all users.

EXPLAIN ONE DECISION

Cover the commentary. Explain why one choice works, what evidence supports it and what it does not establish.

LESSON 10 • TRY, EXPLAIN AND REVIEW

My lesson notebook

Date: _____ One idea I remember: _____

1. Describe Text A’s tone using two clues.

2. Explain how Text B’s style suits its purpose.

3. What limitation qualifies the positive outcome in Text A?

My correction, rule or next question

Feedback: page 125. Use extra labelled paper for a full draft. For spoken work, record actual listener/tutor feedback as well as planning notes.

LESSON 11 • READING • LEARN

Compare both ideas and presentation

LEARNING GOAL

Make linked comparisons supported by evidence from each required text.

A comparison needs a relationship: a similarity, difference or qualification between sources. Two separate summaries leave that relationship for the reader to infer. Start with a shared focus such as access, cost, support or the strength of a recommendation, then explain how the texts relate on that focus.

Level 2 comparison includes how ideas are conveyed. One text might use a personal anecdote and informal language while another uses a table and measured statistics. Explain how the choices frame the same topic differently. Content and presentation can be compared within one developed answer when the task asks for both.

Use accurate evidence from each source. A short quotation or specific paraphrase is enough if the connection is clear. Do not select two quotations on unrelated subjects and call them a difference. Check whose opinion each quotation represents.

Avoid unsupported claims that one source is automatically true because it is formal or has numbers. Instead identify a particular strength or limit. If a text expresses uncertainty, retain it. “May improve access” and “will solve the problem” are not equivalent positions.

KEY IDEA

Shared focus → explicit link → evidence from A and B → explain how it is conveyed.

Shared content references: 12, 14, 17, 19. These identify curriculum points, not marks.

LESSON 11 • ORIGINAL TEACHING EXAMPLE

Follow the model and its reasoning

Text A, learner blog: “That late room felt like a lifeline. My flat is noisy, and for once I finished a whole application without balancing the laptop on my knees. Please keep the room open!”

Text B, trial report: “Across four Wednesday sessions, recorded attendance ranged from eight to fourteen. Written comments identified quiet working space as a benefit. Further opening should depend on supervision and a review of demand over a longer period.”

Content similarity

Both identify quiet working space as useful: A describes escaping a noisy flat; B records quiet space as a feedback benefit.

Difference in position

A urges continued opening directly. B supports a conditional review, rather than an immediate permanent arrangement.

Difference in method

A’s first-person experience and “lifeline” metaphor create personal urgency. B’s attendance range and conditional recommendation create a measured evaluative approach.

EXPLAIN ONE DECISION

Cover the commentary. Explain why one choice works, what evidence supports it and what it does not establish.

LESSON 11 • TRY, EXPLAIN AND REVIEW

My lesson notebook

Date: _____ One idea I remember: _____

1. Write a linked similarity with evidence from both texts.

2. Compare how strongly the texts support keeping the room open.

3. Explain one difference in how the writers convey their views.

My correction, rule or next question

Feedback: page 126. Use extra labelled paper for a full draft. For spoken work, record actual listener/tutor feedback as well as planning notes.

LESSON 12 • READING • LEARN

Bring reading skills together

LEARNING GOAL

Select evidence and an appropriate method for different question commands.

Start by establishing each text's topic, purpose, audience and position. Read its argument as a whole before searching for individual answers. A short planning note can distinguish an information page, an opinion piece and a feedback account without assuming that their claims have equal weight.

Decode the command. Identify asks you to select or name; explain asks for a reasoned connection; compare asks you to link sources; infer asks for a supported unstated meaning. The named text or section controls where evidence should come from. Marks on official papers indicate the scope of an answer, but this learning activity has no official mark scheme.

For language questions, select a short relevant example and explain its contextual effect. For a comparison, make the shared focus explicit. For a vocabulary question, test the definition within the sentence. For a detail question, preserve conditions, units and exceptions.

Review answers against the source, not against what you would prefer the text to say. If an answer depends on information that is not present, narrow it. If the question asks how an idea is presented, include a feature of language, voice or structure rather than discussing the idea alone.

KEY IDEA

Let the question choose your evidence and explanation; do not use one response formula for every task.

Shared content references: 11, 12, 13, 14, 15, 16, 17, 18, 19. These identify curriculum points, not marks.

LESSON 12 • ORIGINAL TEACHING EXAMPLE

Follow the model and its reasoning

Information page: “The trial desk opens on Thursdays from 6 pm. Requests for help close at 5.30 pm. Support is allocated in arrival order, subject to staff availability.”

Opinion column: “A warm welcome should not be a lottery. Publish the waiting rules clearly so visitors know what to expect.”

Visitor comment: “I read the opening time but missed the request cutoff. I arrived at 5.45 and kept checking the desk sign while the queue moved.”

Exact detail

The visitor arrives before opening but after the help-request cutoff. Reading the opening time alone is insufficient for requesting support.

Inference and limit

Repeatedly checking the sign suggests uncertainty. It does not establish that staff were rude or that the visitor eventually received help.

Conveying an opinion

“Lottery” is a metaphor that frames access as uncertain. The column wants clear published rules; it does not describe a literal random draw.

EXPLAIN ONE DECISION

Cover the commentary. Explain why one choice works, what evidence supports it and what it does not establish.

LESSON 12 • TRY, EXPLAIN AND REVIEW

My lesson notebook

Date: _____ One idea I remember: _____

1. Explain why arriving at 5.45 does not meet the help-request rule.

2. Infer the visitor’s likely concern using evidence.

3. Compare how the information page and opinion column present access to help.

My correction, rule or next question

Feedback: page 126. Use extra labelled paper for a full draft. For spoken work, record actual listener/tutor feedback as well as planning notes.

LESSON 13 • WRITING • LEARN

Plan for purpose, audience and length

LEARNING GOAL

Turn a writing task into a focused plan with enough relevant development.

Before drafting, identify your role, reader, purpose and required form. A request to a manager, a review for other learners and a public article can concern the same event but need different content and language. Underline every required content point and identify the response you want from the reader.

Plan an order that serves that purpose. A complaint often needs the issue, factual sequence, impact and requested remedy. A proposal needs the problem, recommended action, reasons and practical conditions. Give each paragraph a job; this prevents repeating an opening idea instead of developing the message.

Development answers a useful follow-up question: why does this matter, how would it work, what happened, or what would the reader need next? Add relevant examples, explanations and qualified evidence. Padding with repeated claims or unrelated background increases length without improving communication.

Follow the length instruction in the actual task. This notebook’s practice ranges are learning targets, not universal exam limits. Reserve time to reread. If short, develop a thin point; if too long, remove repetition before cutting necessary evidence. A polished greeting cannot compensate for missing half the task.

KEY IDEA

Plan the reader’s needs and each required point before choosing impressive vocabulary.

Shared content references: 23, 24, 25, 27. These identify curriculum points, not marks.

LESSON 13 • ORIGINAL TEACHING EXAMPLE

Follow the model and its reasoning

Task: Write an email to a fictional centre manager proposing a quiet study area. Explain the need, suggest how it could operate and identify a concern to resolve.

Plan: subject and purpose; need with one concrete example; supervised trial with place and time; concern about conflicting room use with a proposed check; clear request for a decision.

Thin point: “It would help learners.”

Developed point: “A quiet room would help learners who share busy accommodation. For example, somebody completing an application could work without repeatedly packing away their papers.”

Coverage

The plan assigns space to need, operation and concern. It includes a decision request so the manager knows what response is wanted.

Development

The example explains how the benefit would arise. It avoids inventing a survey or promising that every learner’s results would improve.

Useful length

More space should go to explaining the trial than to a long greeting. The audience needs enough detail to judge whether the idea is feasible.

EXPLAIN ONE DECISION

Cover the commentary. Explain why one choice works, what evidence supports it and what it does not establish.

LESSON 13 • TRY, EXPLAIN AND REVIEW

My lesson notebook

Date: _____ One idea I remember: _____

1. Identify the purpose, audience and form of the task.

2. Develop the concern “The room might already be needed” in two sentences.

3. Create a five-part plan for the full email, including its final request.

My correction, rule or next question

Feedback: page 127. Use extra labelled paper for a full draft. For spoken work, record actual listener/tutor feedback as well as planning notes.

LESSON 14 • WRITING • LEARN

Build paragraphs and cohesion

LEARNING GOAL

Organise connected ideas so the reader can follow the message without guessing.

A paragraph groups a developed part of the message. Its opening establishes the focus; following sentences explain, exemplify or qualify it. Start a new paragraph when the focus, stage, speaker, time or aspect changes. A paragraph is not defined by a fixed number of lines.

Coherence is the overall sense and order of the text. Cohesion is the way language links its parts. Connectives can signal addition, contrast, cause, consequence or sequence. Choose the relationship accurately: however introduces contrast, whereas therefore presents a result or conclusion.

Pronouns, repeated key terms and reference phrases also link ideas. “This arrangement” should refer to something clear in the preceding text. If two people could be “she”, repeat a name. Vary vocabulary where useful, but do not replace a precise term with a vague synonym that changes meaning.

Organisational markers include headings, numbered stages, transitions and summary phrases. Use them to guide a reader through the actual logic. Beginning every sentence with firstly, secondly or moreover cannot repair an illogical order. Read the paragraph without its connectives to check whether the underlying connection exists.

KEY IDEA

Give each paragraph one clear job and make every link express a real relationship.

Shared content references: 23, 25, 26, 28. These identify curriculum points, not marks.

LESSON 14 • ORIGINAL TEACHING EXAMPLE

Follow the model and its reasoning

The proposed trial would run on Wednesday evenings in Room 4. A tutor would open the room at six and record attendance. This arrangement would allow staff to review actual use before considering a longer commitment.

However, Room 4 is sometimes needed for interviews. The timetable should therefore be checked each week, and any change should be communicated before learners travel. If a clash cannot be resolved, that week's session should be cancelled rather than moved without notice.

Paragraph purpose

The first paragraph explains operation and review. The second develops a practical limitation and response.

Reference

"This arrangement" refers to the described trial and attendance recording. Its meaning is recoverable from the previous sentences.

Logical links

However introduces the conflicting use; therefore connects that problem to checking the timetable. If introduces the condition for cancellation.

EXPLAIN ONE DECISION

Cover the commentary. Explain why one choice works, what evidence supports it and what it does not establish.

LESSON 14 • TRY, EXPLAIN AND REVIEW

My lesson notebook

Date: _____ One idea I remember: _____

1. Explain why the model starts a second paragraph.

2. Replace “This arrangement” with an explicit noun phrase that preserves the meaning.

3. Join these ideas with an accurate link: “The timetable clashes. The session cannot go ahead in Room 4.”

My correction, rule or next question

Feedback: page 127. Use extra labelled paper for a full draft. For spoken work, record actual listener/tutor feedback as well as planning notes.

LESSON 15 • WRITING • LEARN

Control complex sentences

LEARNING GOAL

Use subordinate clauses accurately to express relationships and add useful detail.

A clause normally contains a verb and a subject, although commands can leave the subject understood. A main clause can stand as a complete sentence. A subordinate clause depends on another clause: “although the session was full” leaves the reader waiting for the main message.

A complex sentence contains a main clause and at least one subordinate clause. Because can express a reason; although a contrast; if a condition; when a time relationship. The best choice depends on the meaning. Complexity is useful when it makes a relationship clear, not when it merely increases length.

When a subordinate clause comes first, a comma normally marks its boundary: “Although the room was busy, the tutor answered my question.” When it follows the main clause, a comma is often unnecessary: “The tutor answered my question although the room was busy.” Check clarity rather than mechanically inserting commas before every linking word.

Relative clauses add information about a noun: “Learners who need a quiet space can use the room.” Essential information identifies which learners; extra information is set off with commas. Keep clauses close to the words they describe, and avoid leaving a sentence without a complete main clause.

KEY IDEA

Use complex sentences to express a precise relationship while keeping a complete main message.

Shared content references: 28, 21. These identify curriculum points, not marks.

LESSON 15 • ORIGINAL TEACHING EXAMPLE

Follow the model and its reasoning

Because the instructions were clear, I completed the form independently.
Although I completed the form independently, I asked a tutor to check the final section.
If the final section is incomplete, the centre will return the form.
The form, which was updated last week, includes a new contact box.

Fragment: “Although the instructions were clear.”
Repair: “Although the instructions were clear, I wanted confirmation about one term.”

Different relationships

Because supplies a reason; although acknowledges a contrast; if sets a condition. Swapping them changes the message.

Relative information

The two commas mark “which was updated last week” as additional information about the form.

Complete thought

The fragment contains only a subordinate clause. The repair adds the main clause explaining what happened despite clear instructions.

EXPLAIN ONE DECISION

Cover the commentary. Explain why one choice works, what evidence supports it and what it does not establish.

LESSON 15 • TRY, EXPLAIN AND REVIEW

My lesson notebook

Date: _____ One idea I remember: _____

1. Join “The room was quiet” and “I could concentrate” using a reason relationship.

2. Repair “If the booking is confirmed.” as a complete conditional sentence.

3. Add extra information with a relative clause: “The tutor answered my question.”

My correction, rule or next question

Feedback: page 128. Use extra labelled paper for a full draft. For spoken work, record actual listener/tutor feedback as well as planning notes.

LESSON 16 • WRITING • LEARN

Secure sentence boundaries

LEARNING GOAL

Recognise fragments, comma splices and run-on sentences, then repair them meaningfully.

A full stop marks the end of a complete statement. A question mark closes a direct question; an exclamation mark can show a forceful exclamation but is rarely needed repeatedly in a formal message. Read for complete grammatical units, not just pauses in speech.

A comma splice joins two main clauses with only a comma: “The room was full, I waited outside.” Repair it with a full stop, an appropriate conjunction or a semicolon between closely related main clauses. The repair should preserve the intended relationship: because adds a cause, whereas but adds a contrast.

A fragment may contain a subordinate clause without a main clause or a phrase without a finite verb. Fragments can be a deliberate stylistic choice in some advertising, but uncontrolled fragments weaken ordinary explanatory writing. In learning, establish reliable complete sentences before experimenting with deliberate exceptions.

Long sentences are not automatically complex or effective. Too many loosely joined ideas can obscure who did what. Split a sentence when its focus changes, and combine sentences when a subordinate clause makes the connection clearer. Proofread boundaries separately from spelling so a familiar word does not distract you.

KEY IDEA

Find the main clauses, then choose punctuation or a conjunction that expresses their relationship.

Shared content references: 20, 28, 23. These identify curriculum points, not marks.

LESSON 16 • ORIGINAL TEACHING EXAMPLE

Follow the model and its reasoning

Draft: “The booking page froze, I sent an email. Because I needed confirmation before travelling. The receptionist replied the next morning she offered two appointment times.”

Edited: “The booking page froze, so I sent an email because I needed confirmation before travelling. The receptionist replied the next morning and offered two appointment times.”

Alternative: “The booking page froze. I therefore sent an email because I needed confirmation before travelling. The receptionist replied the next morning; she offered two appointment times.”

First boundary

So connects the system problem with the response. A full stop plus therefore also makes the consequence explicit.

Fragment repair

The because clause now supplies the reason for sending the email instead of being left on its own.

Final run-on

The last two actions can share a subject using and, or remain two main clauses separated appropriately. A comma alone would be insufficient.

EXPLAIN ONE DECISION

Cover the commentary. Explain why one choice works, what evidence supports it and what it does not establish.

LESSON 16 • TRY, EXPLAIN AND REVIEW

My lesson notebook

Date: _____ One idea I remember: _____

1. Repair “The desk closed, we returned on Friday” in two different ways.

2. Explain what is incomplete about “Although the receptionist replied”.

3. Write two complete sentences describing a booking difficulty and its solution.

My correction, rule or next question

Feedback: page 128. Use extra labelled paper for a full draft. For spoken work, record actual listener/tutor feedback as well as planning notes.

LESSON 17 • WRITING • LEARN

Use commas for clear meaning

LEARNING GOAL

Use commas for lists, introductory clauses and additional information without splicing sentences.

Commas separate items in a list: “Bring a pen, your notes and the booking email.” A comma before the final and is optional in many British styles, but may help prevent ambiguity. Consistency and clarity matter more than following a slogan about breathing pauses.

Use a comma after an introductory subordinate clause: “When the doors open, join the reception queue.” Short introductory phrases may also benefit from a comma, especially when it prevents misreading. Do not put a comma between the subject and its verb simply because the subject is long.

Additional information often needs two commas: “Nadia, the session organiser, will reply tomorrow.” Remove the added phrase as a check: the main sentence should remain grammatical. If information identifies exactly which person or group is meant, setting it apart may change the meaning.

A comma is not a general join between full sentences. “The list is complete, send it now” needs a conjunction, full stop or another suitable boundary. During proofreading, check what each comma is doing rather than scattering more marks across a crowded sentence.

KEY IDEA

Use commas for a grammatical purpose; check both sides of an inserted phrase.

Shared content references: 20, 28. These identify curriculum points, not marks.

LESSON 17 • ORIGINAL TEACHING EXAMPLE

Follow the model and its reasoning

Correct: “After the tutor checks the list, the organiser will send the joining details.”
Correct: “Rosa, our volunteer coordinator, will meet the group.”
Correct: “Please bring paper, a pencil and your draft.”
Incorrect: “The learners in the evening group, need a reminder.”
Meaning contrast: “Learners who finish early can review their work” identifies a subgroup. “The learners, who finished early, reviewed their work” adds information about all the learners being described.

Opening clause

The first comma separates the introductory time clause from the main clause.

Paired commas

Both commas around the coordinator detail are needed because the phrase interrupts the main sentence.

Subject and verb

In the incorrect example, the comma separates the subject phrase from need. No inserted extra information justifies it.

EXPLAIN ONE DECISION

Cover the commentary. Explain why one choice works, what evidence supports it and what it does not establish.

LESSON 17 • TRY, EXPLAIN AND REVIEW

My lesson notebook

Date: _____ One idea I remember: _____

1. Punctuate: “If the room changes tell reception before noon.”

2. Punctuate: “Imran the course leader will confirm the date.” Treat the middle phrase as extra information.

3. Correct: “The learners who booked on Monday, will receive a reminder.”

My correction, rule or next question

Feedback: page 129. Use extra labelled paper for a full draft. For spoken work, record actual listener/tutor feedback as well as planning notes.

LESSON 18 • WRITING • LEARN

Use apostrophes accurately

LEARNING GOAL

Distinguish possession, contractions and ordinary plurals.

An apostrophe can mark missing letters in a contraction: do not becomes don’t; it is becomes it’s. In formal writing, full forms may suit the register better, but a contraction is not automatically ungrammatical. Check what the task and relationship require.

For one owner, normally add apostrophe plus s: the learner’s folder. For a regular plural already ending in s, add an apostrophe after the s: the learners’ folders. For an irregular plural without final s, add apostrophe plus s: the children’s materials. The position communicates the number and kind of owners.

Ordinary plurals do not take an apostrophe: two emails, several tutors, the 2020s. Possessive pronouns such as yours, theirs and its also have no apostrophe. Its means belonging to it; it’s means it is or it has. Substitute the full words to test the sentence.

Avoid guessing the owner from the object’s number. “The tutor’s books” can mean several books belonging to one tutor. First decide who owns or is associated with the item, then choose the apostrophe. If the intended number is unknown, obtain clarification rather than silently changing the meaning.

KEY IDEA

Identify the owner or missing letters before placing the apostrophe.

Shared content references: 20, 22. These identify curriculum points, not marks.

LESSON 18 • ORIGINAL TEACHING EXAMPLE

Follow the model and its reasoning

One learner: “The learner’s notes were on the table.”
Several learners: “The learners’ notes were on the table.”
Irregular plural: “The children’s session begins at ten.”
Contraction: “It’s useful to check the timetable.”
Possessive: “The centre changed its timetable.”
Incorrect plural: “Three tutor’s attended the meeting.” Correct: “Three tutors attended the meeting.”

One or several

The number of notes is unchanged in the first pair, but the apostrophe position changes the number of learners associated with them.

Its test

“The centre changed it is timetable” does not work, so its must be the possessive form without an apostrophe.

Plural check

Tutors is simply a plural subject in the final sentence. Nothing in it expresses ownership or missing letters.

EXPLAIN ONE DECISION

Cover the commentary. Explain why one choice works, what evidence supports it and what it does not establish.

LESSON 18 • TRY, EXPLAIN AND REVIEW

My lesson notebook

Date: _____ One idea I remember: _____

1. Punctuate “the volunteers meeting” to mean a meeting for several volunteers.

2. Choose its or it’s: “The printer has lost ___ connection.” Explain.

3. Correct “Two learner’s said its difficult.”

My correction, rule or next question

Feedback: page 129. Use extra labelled paper for a full draft. For spoken work, record actual listener/tutor feedback as well as planning notes.

LESSON 19 • WRITING • LEARN

Use colons, semicolons and quotation marks

LEARNING GOAL

Choose a wider range of punctuation when it makes the relationship between ideas clearer.

A colon introduces an explanation, example, list or elaboration after a complete lead-in: “Bring three items: paper, a pen and your notes.” Avoid placing it between a verb and its necessary object merely to make a sentence look formal. “The items are paper and pens” needs no colon.

A semicolon can join closely connected main clauses: “The booking list is full; the reserve list remains open.” Each side should stand as a complete sentence. A semicolon does not turn an incomplete phrase into a main clause, and it is not required whenever a sentence contains however.

Quotation marks enclose directly quoted words. Keep the quoted wording accurate and make clear who said it. In direct speech, punctuation belongs inside the marks when it is part of the spoken sentence: Maya said, “The room is ready.” A question inside a quotation keeps its question mark.

Brackets can contain additional information; paired dashes can create a stronger interruption. Use such devices deliberately and consistently. You do not earn clear communication by forcing every punctuation mark into one paragraph. Accurate full stops and commas are better than a decorative but incorrect semicolon.

KEY IDEA

Use a wider range accurately when needed, while keeping every sentence easy to follow.

Shared content references: 20, 23, 28. These identify curriculum points, not marks.

LESSON 19 • ORIGINAL TEACHING EXAMPLE

Follow the model and its reasoning

“There is one condition: a supervisor must remain in the room.”
“The room is available; however, the projector is being repaired.”
Maya asked, “Can we use the printed instructions?”
“The trial begins on Wednesday (subject to staffing).”

Incorrect: “Bring: your notes.” Better: “Bring your notes.” Or: “Bring the following: your notes and a pen.”

Colon

The complete statement before the colon introduces the specific condition that follows.

Semicolon

The clauses on each side are complete. However signals a contrast, while the semicolon supplies a valid boundary.

Quotation

The question mark is part of Maya’s directly quoted question. Do not add a second full stop after the closing quotation mark here.

EXPLAIN ONE DECISION

Cover the commentary. Explain why one choice works, what evidence supports it and what it does not establish.

LESSON 19 • TRY, EXPLAIN AND REVIEW

My lesson notebook

Date: _____ One idea I remember: _____

1. Punctuate “The plan has one weakness staffing has not been confirmed” using a colon.

2. Join “The room is free” and “The tutor is unavailable” with a semicolon and however.

3. Write a correctly punctuated direct question spoken by a named person.

My correction, rule or next question

Feedback: page 130. Use extra labelled paper for a full draft. For spoken work, record actual listener/tutor feedback as well as planning notes.

LESSON 20 • WRITING • LEARN

Control agreement, tense and time

LEARNING GOAL

Make subjects and verbs agree and use tense changes only when the time changes.

The subject controls the verb. “The learner needs help” uses a singular subject; “The learners need help” uses a plural. An intervening phrase can distract you: “The list of requests is ready.” The head noun is list, not requests. With complex subjects, identify the main noun before choosing the verb.

Tense establishes time. A report of a completed event normally uses past forms; a continuing situation may need present forms; a planned action may use a future expression. Consistency means keeping those relationships clear, not forcing every verb in a whole letter into the same tense.

Perfect forms connect time points: “I have sent the form” connects a past action with the present; “I had sent the form before the office closed” places one past action before another. Use the form that expresses the meaning, rather than inserting had because it sounds more formal.

Irregular verbs need attention: wrote, written; went, gone; chose, chosen. Check auxiliaries as well: “has written”, not “has wrote”. When quoting a current policy inside a past account, a justified tense shift is normal. Explain the time reference if you are unsure whether a shift is an error.

KEY IDEA

Find the subject and time reference before editing the verb.

Shared content references: 21, 28. These identify curriculum points, not marks.

LESSON 20 • ORIGINAL TEACHING EXAMPLE

Follow the model and its reasoning

Draft: “The list of learners are on the desk. Yesterday I have went to reception. The adviser checks my form and said that the centre opens at nine each weekday.”

Edited: “The list of learners is on the desk. Yesterday I went to reception. The adviser checked my form and said that the centre opens at nine each weekday.”

Agreement

List is singular, so is agrees with it. The plural learners belongs to an of phrase.

Completed time

Yesterday fixes a completed past time, so went is suitable. Have went is also an incorrect auxiliary-participle combination.

Justified shift

Checked and said report past actions. Opens can remain present because it describes the centre’s current regular hours.

EXPLAIN ONE DECISION

Cover the commentary. Explain why one choice works, what evidence supports it and what it does not establish.

LESSON 20 • TRY, EXPLAIN AND REVIEW

My lesson notebook

Date: _____ One idea I remember: _____

1. Correct “The box of forms are missing.”

2. Correct “Last Friday she has wrote to the tutor.”

3. Write a sentence with a past event and a continuing present situation, then explain the tense change.

My correction, rule or next question

Feedback: page 130. Use extra labelled paper for a full draft. For spoken work, record actual listener/tutor feedback as well as planning notes.

LESSON 21 • WRITING • LEARN

Use articles, pronouns and precise reference

LEARNING GOAL

Choose a, an and the accurately and keep references unambiguous.

A and an normally introduce a non-specific singular countable noun; the points to a specific or already identified one. Choose a or an by the following sound: an hour, a university, an appointment. A silent h or a word starting with a vowel letter can make spelling alone misleading.

Singular countable nouns usually need a determiner: “I booked a session” rather than “I booked session.” General plural or uncountable nouns can behave differently: “Training is useful”; “The training arranged for Friday is useful.” Meaning determines whether the is needed.

Pronouns replace or refer to nouns. Ensure the reader knows what they, it or this refers to. Singular they can refer to a person whose gender is unspecified: “Each learner should bring their notes.” Agreement and clarity still matter; do not switch between I, you and they without a reason.

Precise nouns can repair ambiguity more efficiently than extra adjectives. If “She told her that her form was missing” involves two women, name the owner and speaker where necessary. Keep point of view stable in instructions: address the reader as you or use direct commands consistently.

KEY IDEA

Use articles according to meaning and sound; make every pronoun’s reference recoverable.

Shared content references: 21, 23, 26. These identify curriculum points, not marks.

LESSON 21 • ORIGINAL TEACHING EXAMPLE

Follow the model and its reasoning

“I requested an appointment at a university centre. The appointment was confirmed for Friday.”

Ambiguous: “Sana spoke to Leila after she checked her form.”
Clear version: “After Sana checked Leila’s form, Sana spoke to Leila about the missing signature.”

Instruction: “Open your booking email. Check that it gives the correct session date. If the date is wrong, contact reception.”

First and later mention

An appointment introduces it; the appointment refers back to the identified booking. University begins with a consonant sound, so a is appropriate.

Ambiguity

The unclear version does not establish who checked whose form. The revision supplies that information rather than requiring a guess.

Stable reference

It clearly refers to the booking email. Repeating the date then avoids an unclear reference when discussing an error.

EXPLAIN ONE DECISION

Cover the commentary. Explain why one choice works, what evidence supports it and what it does not establish.

LESSON 21 • TRY, EXPLAIN AND REVIEW

My lesson notebook

Date: _____ One idea I remember: _____

1. Choose a or an before “hour”, “useful guide” and “email”.

2. Rewrite “Mina told Eva that her booking was cancelled” to make Eva the booking owner.

3. Correct “Please bring form to reception” for a reader bringing any appropriate form.

My correction, rule or next question

Feedback: page 131. Use extra labelled paper for a full draft. For spoken work, record actual listener/tutor feedback as well as planning notes.

LESSON 22 • WRITING • LEARN

Express certainty and obligation with modality

LEARNING GOAL

Use modal language to distinguish possibility, likelihood, advice and requirements.

Modal verbs include may, might, can, could, should, must and will. Other expressions, such as probably, is likely to and it is essential that, can also show certainty, probability, ability, desirability or obligation. Their meanings depend partly on context.

May or might often marks a possibility; should can express advice or an expectation; must can establish a requirement; will often presents an expected or committed future event. Could can express possibility, ability in the past or a polite request. Read the complete message instead of assigning each modal only one meaning.

Choose the strength your evidence supports. “The trial may reduce waiting” is more defensible than “The trial will eliminate waiting” when no results exist. In a proposal, qualify uncertain outcomes while stating actual instructions clearly. Excessive hedging can make a firm requirement look optional.

Negative forms need special care. “You must not attend” prohibits attendance. “You do not have to attend” removes an obligation but permits attendance. A small wording change can reverse the practical message. When rewriting, preserve the level of certainty or duty unless the task asks you to change it.

KEY IDEA

Match the strength of the wording to the evidence, intention and actual rule.

Shared content references: 21, 27. These identify curriculum points, not marks.

LESSON 22 • ORIGINAL TEACHING EXAMPLE

Follow the model and its reasoning

Possibility: “An earlier reminder might reduce missed sessions.”
Advice: “Learners should check the room number before travelling.”
Requirement in a fictional procedure: “Visitors must sign in before entering.”
Permission: “Visitors may wait in reception.”
Polite request: “Could you confirm whether the room is available?”
Contrast: “You must not bring food” prohibits it; “You do not have to bring food” makes bringing it unnecessary.

Evidence and probability

Might does not promise the reminder will work. It is appropriate for a proposal awaiting evaluation.

Contextual meaning

May in the waiting sentence grants permission, whereas may in “It may rain” expresses possibility.

Precision

Must not and do not have to are not interchangeable. The writer must preserve the intended rule rather than merely vary vocabulary.

EXPLAIN ONE DECISION

Cover the commentary. Explain why one choice works, what evidence supports it and what it does not establish.

LESSON 22 • TRY, EXPLAIN AND REVIEW

My lesson notebook

Date: _____ One idea I remember: _____

1. Rewrite “The trial will solve every access problem” as a cautious proposal.

2. Explain the difference between “must not book twice” and “need not book twice”.

3. Write a polite request for a specific confirmation using a modal verb.

My correction, rule or next question

Feedback: page 131. Use extra labelled paper for a full draft. For spoken work, record actual listener/tutor feedback as well as planning notes.

LESSON 23 • WRITING • LEARN

Develop reliable spelling strategies

LEARNING GOAL

Learn frequent and specialist spellings through patterns, word families and targeted retrieval.

Start with the words you actually use in work, learning and everyday messages. Keep a personal error list with the correct form, a useful phrase and the part you confuse. Practise retrieving the word without looking, then use it in a new sentence. Copying a page repeatedly while staring at it does not establish independent recall.

Break longer words into meaningful parts or pronounceable chunks: re-sched-ule, avail-able, appoint-ment. Word families can reveal a spelling: decide and decision share a relationship but change their ending. Check the actual family form rather than assuming every suffix simply attaches to an unchanged root.

Learn troublesome endings and letter patterns: necessary, separate, receive, definitely, accommodation and environment. Mnemonics can help, but check that they produce the correct letters. British spelling conventions should be used consistently in this edition; follow any reasonable spelling convention accepted by your awarding organisation.

Homophones and near-confusions need meaning checks: their/there/they’re; your/you’re; advice/advise; affect/effect. A spellchecker may accept the wrong correctly spelled word, so teaching with tools still requires understanding. In independent writing assessment, follow the restrictions on spelling and grammar aids.

KEY IDEA

Notice the difficult part, retrieve the word, use it meaningfully, then revisit later.

Shared content references: 22. These identify curriculum points, not marks.

LESSON 23 • ORIGINAL TEACHING EXAMPLE

Follow the model and its reasoning

“Please advise me about the application.” Advise is the verb; advice is the noun in “Your advice was useful.”
“The new time may affect attendance.” Affect is usually the verb here; effect is the noun in “We will review the effect.”
“They’re bringing their notes there.” They’re = they are; their marks possession; there identifies a place.
Personal spelling entry: accommodation; difficulty = double c and double m; phrase = shared accommodation.

Meaning check

The grammatical role helps distinguish advice from advise. A dictionary entry or word-family note can confirm it during learning.

Specialist vocabulary

Choose words linked to your own study or work, such as inventory, maintenance or enrolment. Define them as well as memorising letters.

Retrieval routine

Cover the entry, write it from memory, compare, correct the exact segment and use it in a fresh sentence. Return to it after other learning.

EXPLAIN ONE DECISION

Cover the commentary. Explain why one choice works, what evidence supports it and what it does not establish.

LESSON 23 • TRY, EXPLAIN AND REVIEW

My lesson notebook

Date: _____ One idea I remember: _____

1. Choose advice or advise: “Could you ___ me?” and “Thank you for the ___.”

2. Correct “Their going to change there appointment.”

3. Create three personal spelling entries, including one specialist word, and write a sentence for each.

My correction, rule or next question

Feedback: page 132. Use extra labelled paper for a full draft. For spoken work, record actual listener/tutor feedback as well as planning notes.

LESSON 24 • WRITING • LEARN

Write effective emails and letters

LEARNING GOAL

Communicate a clear request, complaint or proposal with appropriate organisation and register.

An email normally benefits from a specific subject, an appropriate greeting, a direct opening, organised paragraphs and a suitable close. A letter may also need sender and recipient addresses and a date when the task calls for a full layout. Follow the requested form rather than adding an envelope-style address block to every email.

For a request, explain what you need, why the reader can help and the practical details they require. For a complaint, state the issue factually, explain its impact and request a proportionate action. For a proposal, describe the need, develop the recommendation and acknowledge a practical condition.

Use a polite, firm register with a manager or service team. Precision is usually more effective than aggression. Distinguish observed facts from assumptions about somebody’s motives. “The confirmation gave two different times” is supportable; “Your staff deliberately confused us” requires evidence you probably do not have.

Close with a clear next step. Avoid vague endings such as “Sort it out” when the reader needs to know what resolution you seek. In a conventional formal British letter, Yours sincerely follows a named greeting; Yours faithfully commonly follows Dear Sir or Madam. The message still matters more than a memorised closing formula.

KEY IDEA

Issue or purpose → necessary detail → impact or reasons → clear next step.

Shared content references: 23, 24, 25, 26, 27, 28. These identify curriculum points, not marks.

LESSON 24 • ORIGINAL TEACHING EXAMPLE

Follow the model and its reasoning

Subject: Clarification of workshop start time

Dear Bookings Team,

I am writing about the confirmation for the poster workshop on 18 October. The heading gives a start time of 6 pm, but the instructions below it say that teaching begins at 5.30 pm.

I need to arrange my journey after work, so the difference affects whether I can arrive before the introduction. Could you confirm the teaching start time and explain whether the earlier time is for registration?

Please send an updated confirmation if one of the times is incorrect.

Kind regards,
Asha Reed

Specific purpose

The subject and opening identify the booking and exact inconsistency. The team can investigate without guessing which event is involved.

Developed impact

The journey explanation shows why the clarification matters. It does not accuse staff of deliberate wrongdoing.

Actionable close

The final request asks for an updated confirmation if an error is established, rather than assuming which time is wrong.

EXPLAIN ONE DECISION

Cover the commentary. Explain why one choice works, what evidence supports it and what it does not establish.

LESSON 24 • TRY, EXPLAIN AND REVIEW

My lesson notebook

Date: _____ One idea I remember: _____

1. Identify two details that make the request easy to investigate.

2. Rewrite “Your stupid email wasted my time” in a firm, precise register.

3. Plan a complaint about incorrect joining information: issue, impact and requested resolution.

My correction, rule or next question

Feedback: page 132. Use extra labelled paper for a full draft. For spoken work, record actual listener/tutor feedback as well as planning notes.

LESSON 25 • WRITING • LEARN

Write articles and reasoned persuasion

LEARNING GOAL

Develop an engaging article with a clear position, relevant support and a purposeful ending.

An article normally has a headline and paragraphs shaped for its readers. Its opening can establish an issue, ask a relevant question or present a concrete situation. Do not add Dear Editor unless the task requests a letter. A lively voice can still be accurate and organised.

Develop two or three substantive points rather than listing many undeveloped claims. Explain benefits, provide relevant examples and consider a sensible objection. A concession can strengthen a reasoned argument by showing awareness of limits. Do not invent real survey findings to create authority; use supplied data or clearly signposted hypothetical examples.

Persuasive choices should support the argument. Direct address can connect the reader to a practical action; a rhetorical question can focus attention; a carefully chosen metaphor can clarify a benefit. Repeating exaggerated claims or adding exclamation marks cannot replace relevant evidence.

End with a conclusion or next step that follows from the discussion. If the article proposes a trial, state what readers should do and what conditions need checking. Maintain the appropriate level of certainty: likely benefits should not become guaranteed outcomes simply because the final paragraph needs energy.

KEY IDEA

Engage the reader, develop a reasoned case and end with an achievable action.

Shared content references: 23, 24, 25, 26, 27, 28. These identify curriculum points, not marks.

LESSON 25 • ORIGINAL TEACHING EXAMPLE

Follow the model and its reasoning

Headline: Make room for useful questions

A workshop can look busy while leaving learners unsure about one essential step. Why not reserve the final ten minutes for questions that people have not yet felt able to ask?

A short question period would give the tutor a clearer picture of misunderstandings. For example, several learners might be able to repeat a rule without knowing when to apply it. One worked example could reveal that gap.

Time is limited, so the session should not become an unrelated discussion. Questions could be grouped by topic, with individual matters taken afterwards. A small trial would show whether the approach helps without promising an answer to every problem.

Opening

The contrast between visible activity and actual understanding establishes a specific issue. The rhetorical question introduces the recommendation.

Development

The example distinguishes repeating a rule from applying it, explaining why questions can reveal a learning gap.

Balance

The final paragraph accepts a time constraint and proposes grouping questions. The conditional trial keeps the claim proportionate.

EXPLAIN ONE DECISION

Cover the commentary. Explain why one choice works, what evidence supports it and what it does not establish.

LESSON 25 • TRY, EXPLAIN AND REVIEW

My lesson notebook

Date: _____ One idea I remember: _____

1. Explain why the example is more useful than “Questions are good”.

2. Write a paragraph acknowledging one drawback of a question period and a possible response.

3. Create a headline and closing call to action for a different learning improvement.

My correction, rule or next question

Feedback: page 133. Use extra labelled paper for a full draft. For spoken work, record actual listener/tutor feedback as well as planning notes.

LESSON 26 • WRITING • LEARN

Write reports and explanations

LEARNING GOAL

Present findings and processes in a structure suited to a reader making a decision or learning a task.

A report organises information for a particular purpose and audience. Useful headings may include purpose, findings, limitations and recommendations, but choose those needed by the task. State where findings come from. Keep observations, interpretations and recommendations distinguishable.

Use supplied data accurately. Twenty returned forms are not the same as twenty randomly selected residents. Do not silently turn counts into percentages, visitors into households or an optional survey into everyone’s view. Explain a limitation that is relevant to the conclusion, then make a recommendation proportionate to the evidence.

An explanation shows how or why something works. A process explanation usually benefits from a logical or chronological sequence, precise terms and the reason for key steps. Instructions direct the reader to act and may use numbered commands. Some tasks combine instruction and explanation; make their relationship clear.

Tables and bullet lists can make categories or stages accessible, but they do not replace required development. A report made only of isolated headings can be too thin; a process written as one dense paragraph can be hard to use. Choose presentation to help the actual reader.

KEY IDEA

Separate evidence from judgement and organise the information for the reader’s next decision or action.

Shared content references: 23, 24, 25, 26, 27, 28. These identify curriculum points, not marks.

LESSON 26 • ORIGINAL TEACHING EXAMPLE

Follow the model and its reasoning

Purpose: Review the fictional poster-printing help desk.

Findings: Of twenty feedback cards returned after two sessions, twelve requested a clearer instruction card, five asked for a longer session and three mentioned larger example text. These categories record the main request on each card.

Limitation: The cards were optional and cover only two sessions, so they may not reflect all users.

Recommendation: Revise the instruction card first, because it was the most frequent request among respondents. Trial the revision for two further sessions and collect comments before changing opening hours.

Accurate scope

The model identifies the twenty returned cards and the two-session period. It does not describe a survey of the whole community.

Reasoned priority

Twelve requests make the instruction card the most frequent category. The recommendation links directly to that finding.

Proportionate action

A further trial acknowledges the limited evidence. It does not claim that the new card will resolve every printing problem.

EXPLAIN ONE DECISION

Cover the commentary. Explain why one choice works, what evidence supports it and what it does not establish.

LESSON 26 • TRY, EXPLAIN AND REVIEW

My lesson notebook

Date: _____ One idea I remember: _____

1. Explain why the limitation belongs in this report.

2. Turn the recommendation into two numbered instructions for a staff member.

3. Write a short findings paragraph using these fictional counts: 8 clearer signs, 4 later opening, 3 more seating; 15 optional cards.

My correction, rule or next question

Feedback: page 133. Use extra labelled paper for a full draft. For spoken work, record actual listener/tutor feedback as well as planning notes.

LESSON 27 • WRITING • LEARN

Write reviews and reflective narratives

LEARNING GOAL

Use relevant experience to evaluate a service or build a purposeful account.

A review helps a particular audience judge an experience, service or resource. Explain what you used, evaluate specific aspects and give a reasoned recommendation. A story of everything that happened may not provide enough evaluation. “It was amazing” needs detail about what worked and for whom.

Distinguish personal experience from general claims. “The tutor answered my question clearly” is grounded in the reviewer’s account; “Every tutor is always helpful” goes beyond it. Include a limitation where it matters and explain its effect on a relevant audience.

A narrative presents connected events, often in chronological order, but should have a focus. Select a starting situation, a difficulty or turning point, an outcome and a reflection when appropriate. Maintain time reference and perspective. A short functional narrative can explain a workplace experience without becoming an elaborate fictional adventure.

Reflection adds meaning to an account: what changed in your understanding, what helped and what you would do next time? Keep the register appropriate to the publication. A learner website can allow a friendly first-person voice, while an incident account needs precise, restrained detail.

KEY IDEA

Review = experience plus judgement for an audience; narrative = selected events with a meaningful focus.

Shared content references: 23, 24, 25, 26, 27, 28. These identify curriculum points, not marks.

LESSON 27 • ORIGINAL TEACHING EXAMPLE

Follow the model and its reasoning

I tried the centre’s poster workshop because I needed to produce a clear notice for a community event. The tutor first showed a crowded example and asked us which detail we noticed. That comparison made the problem easier to understand than a list of design rules would have done.

The independent task was useful, but I would have liked a larger printed example. From the back table, the small labels were difficult to read. A copy at each table could help people check the method without interrupting.

I would recommend the workshop to beginners who want a practical introduction. It improved my confidence, although I still use the instruction card when preparing a new file.

Evaluation

The review explains why comparing examples helped learning instead of only saying the tutor was good.

Audience-related limit

The print-size concern is connected to the back table and a practical improvement. It is more useful than an unsupported complaint about every resource.

Qualified recommendation

The recommendation identifies beginners and recognises continued use of the card. Improvement does not become a claim of complete expertise.

EXPLAIN ONE DECISION

Cover the commentary. Explain why one choice works, what evidence supports it and what it does not establish.

LESSON 27 • TRY, EXPLAIN AND REVIEW

My lesson notebook

Date: _____ One idea I remember: _____

1. Identify the difference between recounting an activity and evaluating it in the model.

2. Write a balanced recommendation for a fictional workshop, naming its audience.

3. Plan a short narrative about learning a task: initial problem, turning point, outcome and reflection.

My correction, rule or next question

Feedback: page 134. Use extra labelled paper for a full draft. For spoken work, record actual listener/tutor feedback as well as planning notes.

LESSON 28 • WRITING • LEARN

Edit independently and improve the message

LEARNING GOAL

Review task coverage, organisation and accuracy in separate purposeful passes.

Editing improves meaning and organisation; proofreading checks the accuracy of the finished wording. Start with the task: have you addressed each required point, used the right form and supplied useful detail? Correct a missing recommendation before polishing the spelling of an irrelevant paragraph.

Next check the route through the text. Each paragraph should have a purpose and follow logically. Remove repeated claims, clarify pronouns and verify that connectives express the intended relationship. Check whether the register suits the reader throughout, especially where frustration or enthusiasm changes the tone.

Proofread sentence boundaries, verbs, punctuation and spelling in focused passes. Check common personal errors deliberately. Read one sentence at a time and test its grammar. When a supplied name, number, date or condition matters, compare it with the task instead of trusting memory.

During learning, feedback can show what to repair. Then practise again with the model hidden and reduce support gradually. During assessment, produce your own work and use only permitted tools and approved arrangements. A memorised model cannot replace responding to the task you actually receive.

KEY IDEA

Check the message first, then its structure, then the accuracy of the actual sentences.

Shared content references: 20, 21, 22, 23, 24, 25, 26, 27, 28. These identify curriculum points, not marks.

LESSON 28 • ORIGINAL TEACHING EXAMPLE

Follow the model and its reasoning

Draft: “Dear Manager, the room trial were brilliant, everyone loved it. Their was 12 cards asking for signs and five for later hours. You must keep it forever because its perfect.”

Edited: “Dear Manager,

I recommend improving the room signs before extending the trial. Twelve returned feedback cards requested clearer signs, while five asked for later hours. These responses suggest that navigation deserves attention, although they do not establish the views of all users.

Could the revised signs be tested before a longer-term decision is made?”

Meaning repair

The revision replaces unsupported universal praise with a recommendation connected to specific feedback.

Accuracy repair

Were is removed with the rewritten sentence; their becomes there in a minimal repair, but the final version avoids the existential construction. Its perfect would need it’s.

Register and certainty

A polite question and a limited trial are more appropriate than demanding permanence from a small feedback sample.

EXPLAIN ONE DECISION

Cover the commentary. Explain why one choice works, what evidence supports it and what it does not establish.

LESSON 28 • TRY, EXPLAIN AND REVIEW

My lesson notebook

Date: _____ One idea I remember: _____

1. Identify two unsupported claims in the draft.

2. Make a minimal grammatical repair to “Their was 12 cards” without changing its meaning.

3. Write a four-step personal editing checklist, including one recurring error of your own.

My correction, rule or next question

Feedback: page 134. Use extra labelled paper for a full draft. For spoken work, record actual listener/tutor feedback as well as planning notes.

LESSON 29 • SPEAKING, LISTENING AND COMMUNICATING • LEARN

Listen to extended explanations and arguments

LEARNING GOAL

Select relevant information, follow the sequence and preserve qualifications in a spoken account.

Before listening, identify why the information matters. You might need a recommendation, an explanation of a process, a sequence of events or the reasons behind a decision. Extended speech contains examples and repetition, so record the structure of the message rather than trying to transcribe every word.

Listen for signposts such as first, the main difficulty, however and provided that. A narrative moves through events; an argument moves through reasons towards a conclusion. A speaker can describe another person’s objection before giving their own response. Keep those voices separate in your notes.

Use short keywords and clear links: recommendation, reason, evidence, condition and alternative. Preserve numbers and deadlines that affect action, but do not lose the main point while writing them down. If a gap matters, ask a pertinent follow-up question at an appropriate point.

Check understanding by giving an oral summary that retains important uncertainty. “The speaker suggests a trial if staffing is available” is more accurate than “The speaker says it will happen.” Written responses are useful learning records, but real listening requires hearing somebody speak and responding to what they actually communicate.

KEY IDEA

Capture the message’s structure and controlling conditions, then confirm a genuine gap.

Shared content references: 1, 2. These identify curriculum points, not marks.

LESSON 29 • ORIGINAL TEACHING EXAMPLE

Follow the model and its reasoning

Partner script - keep hidden from the listener: “We began with a Saturday help desk because that was when the room was free. After three sessions, some evening learners said they could not attend. A weekday alternative might improve access, but it would not help everybody: the room is already booked on Tuesdays. I suggest a four-week Wednesday trial, provided a supervisor is available. We should record attendance and ask visitors which time they can actually use. If staffing cannot be arranged, a clearer information sheet would be a more realistic first step.”

Sequence

The speaker explains the original Saturday arrangement, identifies an access concern and then proposes a conditional Wednesday trial.

Position and alternative

The recommendation is not an unconditional move. Staffing is a condition; a clearer information sheet is the fallback.

Live method

A partner reads naturally while the learner keeps this page covered. Agree a learning repeat if useful; actual assessment repetition and note rules come from the centre.

EXPLAIN ONE DECISION

Use the example to understand the method. Then practise with people and respond to what they actually say; do not perform a memorised dialogue.

LESSON 29 • TRY, EXPLAIN AND REVIEW

My lesson notebook

Date: _____ One idea I remember: _____

1. Without viewing the script, listen and give the main recommendation orally.

2. Identify the original arrangement, the concern and the condition.

3. Ask one question that would obtain useful information not supplied.

My correction, rule or next question

Feedback: page 135. Use extra labelled paper for a full draft. For spoken work, record actual listener/tutor feedback as well as planning notes.

LESSON 30 • SPEAKING, LISTENING AND COMMUNICATING • LEARN

Ask detailed and pertinent questions

LEARNING GOAL

Obtain specific information by choosing focused questions and responsive follow-ups.

A pertinent question addresses a real information need in the current context. Identify what is missing before speaking: who is responsible, what a rule means, how a process works or when a decision is due. A long question is not necessarily detailed; it may simply contain several unrelated requests.

Open questions invite explanation: “How would the trial be supervised?” Closed questions can confirm a specific fact: “Is a supervisor already assigned?” A useful sequence often moves from a broad explanation to a precise clarification. Avoid asking something the speaker has already answered unless you need to check an ambiguity.

Follow-up questions should arise from the answer. If the speaker says staffing is uncertain, ask when it will be confirmed rather than repeating a prepared question about equipment. Explain the reason for a request where it helps the listener give the right information.

Use a register suited to the setting. Polite phrasing can remain precise: “Could you clarify whether the deadline applies to requests or confirmed bookings?” Avoid loaded questions that assume a failure or a motive before it is established. Listen to the whole response before deciding the next question.

KEY IDEA

Identify the gap, ask one focused question, listen, then refine it if necessary.

Shared content references: 4. These identify curriculum points, not marks.

LESSON 30 • ORIGINAL TEACHING EXAMPLE

Follow the model and its reasoning

Speaker: “We can offer a room on Wednesday, subject to supervision.”
Learner: “Who will confirm whether a supervisor is available, and when should learners expect that decision?”
Speaker: “The duty manager will decide on Monday.”
Learner: “If no supervisor is available, will reception notify people who have already registered?”

Less useful: “Why do you never organise anything properly?” The wording assumes repeated failure and does not request the missing operational information.

Specific information

The first question asks for responsibility and a decision point, two closely related details about confirmation.

Responsive follow-up

The second question uses the uncertainty in the reply to clarify notification if the condition is not met.

Tone

The loaded alternative is accusatory and vague. It makes a constructive factual answer harder without establishing what went wrong.

EXPLAIN ONE DECISION

Use the example to understand the method. Then practise with people and respond to what they actually say; do not perform a memorised dialogue.

LESSON 30 • TRY, EXPLAIN AND REVIEW

My lesson notebook

Date: _____ One idea I remember: _____

1. Ask a detailed question about a trial whose cost is described only as “small”.

2. A partner replies, “The cost depends on attendance.” Ask a responsive follow-up.

3. Rewrite the loaded question in the model as a constructive request.

My correction, rule or next question

Feedback: page 135. Use extra labelled paper for a full draft. For spoken work, record actual listener/tutor feedback as well as planning notes.

LESSON 31 • SPEAKING, LISTENING AND COMMUNICATING • LEARN

Respond to questions and feedback

LEARNING GOAL

Answer every part of a detailed question and use feedback to clarify or qualify a point.

Listen for the parts of an extended question. A listener might ask how a proposal would operate and why it is preferable to an alternative. Answering only why leaves the practical question unresolved. Briefly organise your response before speaking; it is acceptable to clarify which aspect the listener means.

Give a direct answer, relevant support and a necessary limit. If you do not know a fact, acknowledge the gap and explain how it could be checked. Guessing a confident number can undermine an otherwise sound argument. Do not use a rehearsed speech to avoid a question that challenges your proposal.

Feedback can identify unclear wording, missing evidence or an overlooked concern. Show that you understood it, then revise, explain or justify the point. Agreeing automatically is not required; a respectful, supported disagreement can be effective. Address the substance rather than the person’s tone alone.

If a response becomes lengthy, signpost its parts: “First, the supervision arrangement… Second, the cost…” Check whether the question has been answered and invite a focused clarification. Real practice needs a partner who can ask unexpected follow-ups; a printed answer sequence cannot demonstrate independent responsiveness.

KEY IDEA

Answer the actual question, develop what is needed and acknowledge what remains uncertain.

Shared content references: 3, 5, 7. These identify curriculum points, not marks.

LESSON 31 • ORIGINAL TEACHING EXAMPLE

Follow the model and its reasoning

Question: “How would a Wednesday trial be staffed, and why is it better than improving the information sheet?”
Response: “A duty supervisor would need to be assigned before bookings opened. That assignment is not confirmed, so the trial should not be advertised yet. A room trial would address the lack of quiet working space directly, whereas an information sheet would only explain existing options. However, if staffing is unavailable, improving the sheet is a sensible immediate action.”
Feedback: “You have not explained how you would judge the trial.”
Follow-up: “That is a fair gap. I would record attendance and ask whether visitors could complete their intended task, then review both after four sessions.”

Coverage

The response addresses staffing and the comparison with an information sheet. It does not present unconfirmed staffing as established.

Qualified argument

The speaker explains the difference in purpose while retaining the sheet as a realistic fallback.

Feedback response

The follow-up recognises the missing evaluation method and supplies specific evidence that could be gathered.

EXPLAIN ONE DECISION

Use the example to understand the method. Then practise with people and respond to what they actually say; do not perform a memorised dialogue.

LESSON 31 • TRY, EXPLAIN AND REVIEW

My lesson notebook

Date: _____ One idea I remember: _____

1. Identify the two parts of the question and where the model answers them.

2. Ask a partner to challenge one condition in your own proposal; answer without a full script.

3. Practise responding to “Your evidence seems limited” with a justified qualification.

My correction, rule or next question

Feedback: page 136. Use extra labelled paper for a full draft. For spoken work, record actual listener/tutor feedback as well as planning notes.

LESSON 32 • SPEAKING, LISTENING AND COMMUNICATING • LEARN

Explain clearly and develop a spoken message

LEARNING GOAL

Organise a talk with a clear main message, relevant detail and an accessible delivery.

Begin by deciding what the audience should understand or do afterwards. State that message early, then develop a manageable number of points. A clear opening, sequenced explanation and focused conclusion help listeners because spoken information cannot always be reread.

Use examples to make abstract ideas concrete. Explain specialist vocabulary when the audience may not know it. If listeners look uncertain or ask for detail, develop the relevant point instead of repeating the same phrase more loudly. Avoid unnecessary jargon when a precise familiar expression would work.

Delivery supports meaning: an audible voice, suitable pace, pauses around important transitions and a way of checking understanding. Visual material can assist, but it should not replace explanation or require tiny text to carry the main message. Use an accessible communication approach appropriate to the learner and audience.

Prepare with brief prompts rather than a full script when the task allows. Practise explaining the idea in a new order or with a different example so the message remains flexible. Follow actual assessment rules for notes, aids, preparation and duration; a teaching rehearsal does not set those rules.

KEY IDEA

State the message, signpost its parts, develop the useful detail and check understanding.

Shared content references: 5, 7, 9. These identify curriculum points, not marks.

LESSON 32 • ORIGINAL TEACHING EXAMPLE

Follow the model and its reasoning

Talk opening: “I recommend a short welcome checklist for first-time workshop visitors. I will explain the problem it addresses, what the checklist should contain and how we could test it.”

Development: “A booking email often gives a time without making the arrival process clear. For example, a visitor might reach the building but not know which entrance to use. The checklist should therefore name the entrance, meeting point and contact route if the visitor is delayed.”

Conclusion: “A two-session trial would let us test clarity before changing every booking message. The next step is to agree which details reception can keep up to date.”

Route

The opening tells listeners the recommendation and the three-part structure. Each later section has a clear role.

Concrete explanation

The entrance example shows how a small information gap affects a visitor, making the checklist’s purpose understandable.

Development on request

If asked how to test clarity, the speaker could explain gathering visitor questions after two sessions, while acknowledging that this is limited evidence.

EXPLAIN ONE DECISION

Use the example to understand the method. Then practise with people and respond to what they actually say; do not perform a memorised dialogue.

LESSON 32 • TRY, EXPLAIN AND REVIEW

My lesson notebook

Date: _____ One idea I remember: _____

1. Prepare a three-point prompt card for a useful improvement.

2. Explain one point orally to someone unfamiliar with the topic; ask what needs clarification.

3. Develop the unclear point with a new example and ask the listener to summarise it.

My correction, rule or next question

Feedback: page 136. Use extra labelled paper for a full draft. For spoken work, record actual listener/tutor feedback as well as planning notes.

LESSON 33 • SPEAKING, LISTENING AND COMMUNICATING • LEARN

Support spoken arguments with evidence

LEARNING GOAL

Present a reasoned view, assess an objection and keep evidence proportionate.

A persuasive spoken argument connects a clear position with reasons and relevant support. State what you recommend and why it matters to this audience. Concrete examples, supplied data and clearly described experience can support the case, but their limits should remain visible.

Explain the link between evidence and the recommendation. “Twelve returned cards requested clearer signs, so signs should be our first trial improvement” gives a reasoned priority. “Everyone wants signs” overstates the same evidence. Do not invent a real study or quote an unnamed expert as if that establishes a fact.

Acknowledge a relevant alternative or objection. Identify the part you accept, then explain why your position remains reasonable or how it should change. A condition can make a recommendation more credible: “Provided reception can update the sheet, a short trial is worthwhile.”

Speak with conviction about the reasons you can support, while distinguishing them from uncertain outcomes. Persuasion does not require an aggressive tone or an absolute promise. Invite questions that test feasibility and be prepared to revise a view when a stronger concern emerges.

KEY IDEA

Position + relevant reason + explained evidence + fair response to a limitation.

Shared content references: 6, 2, 7. These identify curriculum points, not marks.

LESSON 33 • ORIGINAL TEACHING EXAMPLE

Follow the model and its reasoning

“I recommend revising the welcome signs before extending opening hours. In the fictional feedback set, twelve of twenty cards requested clearer signs, while five asked for longer hours. That makes signs the most frequent request among respondents and a reasonable first trial. I accept that later hours could help some people, but the cards do not establish how many additional visitors would attend. We should test clearer signs for two sessions and gather further timing feedback before committing staff to longer opening.”

Reasoned use of data

The count supports a priority among respondents, not a claim about every visitor.

Fair alternative

The speaker accepts a possible benefit of later hours while identifying missing demand evidence.

Action

A limited trial and further feedback follow logically from the evidence’s limits. The position is developed rather than simply repeated.

EXPLAIN ONE DECISION

Use the example to understand the method. Then practise with people and respond to what they actually say; do not perform a memorised dialogue.

LESSON 33 • TRY, EXPLAIN AND REVIEW

My lesson notebook

Date: _____ One idea I remember: _____

1. Give the position, evidence and limitation in the model.

2. Prepare a one-minute argument for a different practical improvement using a clearly labelled hypothetical example.

3. Ask a partner for a counterargument and respond by accepting, qualifying or challenging it with reasons.

My correction, rule or next question

Feedback: page 137. Use extra labelled paper for a full draft. For spoken work, record actual listener/tutor feedback as well as planning notes.

LESSON 34 • SPEAKING, LISTENING AND COMMUNICATING • LEARN

Move a discussion forward constructively

LEARNING GOAL

Build on contributions, weigh alternatives and help a group reach a reasoned next step.

A discussion develops through connected contributions. Repeating your prepared opinion regardless of what others say does not move it forward. Listen for the current issue, identify agreement or difference, and contribute information or reasoning that helps the group deal with it.

Useful moves include building on a point, asking for missing evidence, distinguishing two issues, proposing a workable compromise and summarising the decision still needed. “I agree” can be courteous, but “I agree about the access problem; could we separate that from the staffing question?” adds a constructive direction.

Support disagreement with reasons. Challenge the proposal rather than labelling the person. Invite another perspective where useful without pretending to speak for somebody. A group does not need unanimous agreement to communicate effectively; it may finish with a recommendation and an unresolved condition.

Keep the purpose visible. If ideas multiply, identify criteria such as access, cost and staffing, then compare options using them. Summarise only what the discussion actually established. Do not claim agreement because nobody had time to respond.

KEY IDEA

Connect to what was said and add a useful step towards the group’s purpose.

Shared content references: 8, 5, 6. These identify curriculum points, not marks.

LESSON 34 • ORIGINAL TEACHING EXAMPLE

Follow the model and its reasoning

Maya: “We should run a later session so people can come after work.”
Noor: “That might help, but supervision is not confirmed.”
Eli: “Could we separate demand from staffing? We can ask learners which later time they could use while the manager checks supervision. Then we would have both pieces before advertising a trial.”
Maya: “That sounds workable, as long as we set a decision date.”
Eli: “Shall we recommend collecting the responses by Friday and asking the manager for a staffing update on Monday?”

Build rather than repeat

Eli recognises both the access idea and the staffing concern, then separates them into parallel checks.

Practical development

The final question adds responsibility and timing to an emerging plan rather than merely agreeing that a plan is needed.

Evidence of agreement

Maya’s agreement is conditional on a decision date. The summary should retain that condition and allow Noor to respond.

EXPLAIN ONE DECISION

Use the example to understand the method. Then practise with people and respond to what they actually say; do not perform a memorised dialogue.

LESSON 34 • TRY, EXPLAIN AND REVIEW

My lesson notebook

Date: _____ One idea I remember: _____

1. Explain how Eli moves the discussion forward.

2. Hold a discussion comparing two improvements using three agreed criteria.

3. Record one actual contribution you made that built on another speaker’s point.

My correction, rule or next question

Feedback: page 137. Use extra labelled paper for a full draft. For spoken work, record actual listener/tutor feedback as well as planning notes.

LESSON 35 • SPEAKING, LISTENING AND COMMUNICATING • LEARN

Adapt to audience, purpose and medium

LEARNING GOAL

Change explanation and delivery for the listener and communication setting while preserving meaning.

Audience affects what you explain and what you can assume. New learners may need terms defined and a concrete example; experienced colleagues may need a concise update focused on exceptions. Adaptation changes access to the message, not the accuracy of the facts.

Purpose also matters. Informing explains what is happening; persuading develops reasons for a decision; requesting makes the required response clear. Register can be professional without sounding distant. An informal conversation can still require care with a sensitive or unfamiliar topic.

Medium affects the clues available. On a telephone call, a listener cannot see a gesture towards a door, so describe the location. In a video meeting, allow for delay, identify the speaker and explain any visual material orally. For an in-person group, position and pace should help all participants access the discussion.

Use inclusive communication and the learner’s approved access arrangements. Do not infer ability or preference from appearance. Ask what clarification is useful, and check understanding respectfully. The purpose is effective communication, not imitation of a single accent or personality.

KEY IDEA

Preserve the message while adapting explanation, register and delivery to the actual listener and medium.

Shared content references: 9, 7, 5. These identify curriculum points, not marks.

LESSON 35 • ORIGINAL TEACHING EXAMPLE

Follow the model and its reasoning

To an experienced colleague: “The Wednesday trial is awaiting staffing confirmation; please hold the booking message until Monday.”

To a new learner: “We hope to open a quiet study room on Wednesday, but a supervisor must be confirmed first. Please wait for reception’s message on Monday before making plans.”

On the telephone: “Use the entrance on Mill Street, opposite the noticeboard, and ask reception for Room 4.” This is clearer than “Go in over there.”

Shared meaning

Both versions retain the staffing condition and Monday confirmation. The learner version explains what the condition means for planning.

Register

The colleague version is concise because the shared process is familiar. The learner version avoids the shorthand hold the booking message.

Medium

The telephone direction replaces an invisible gesture with named landmarks and a clear destination.

EXPLAIN ONE DECISION

Use the example to understand the method. Then practise with people and respond to what they actually say; do not perform a memorised dialogue.

LESSON 35 • TRY, EXPLAIN AND REVIEW

My lesson notebook

Date: _____ One idea I remember: _____

1. Explain the same trial update to a new learner and an experienced colleague.

2. Give a telephone instruction that would otherwise rely on pointing.

3. Ask a listener what you assumed they already knew, then revise one part of the explanation.

My correction, rule or next question

Feedback: page 138. Use extra labelled paper for a full draft. For spoken work, record actual listener/tutor feedback as well as planning notes.

LESSON 36 • SPEAKING, LISTENING AND COMMUNICATING • LEARN

Interject, redirect and summarise respectfully

LEARNING GOAL

Enter a discussion appropriately, restore its focus and summarise decisions without taking over.

An interjection is a contribution made while the discussion is underway. It may clarify an important point, correct a misunderstanding or connect ideas. Wait for an appropriate pause where possible and use a brief signal: “May I clarify the deadline before we move on?” The language should suit the group and the urgency.

Redirect when the discussion moves away from its agreed purpose. Acknowledge the point, explain why it is separate and suggest a route back. “That matters for the longer term; for today’s choice, could we compare the two trial options?” is more constructive than dismissing a contribution as pointless.

Summarise to test understanding, not to manufacture agreement. Distinguish what is agreed, what is proposed and what remains unresolved. Invite correction: “Have I captured that accurately?” An accurate summary can move a group towards a decision while respecting differing views.

Avoid monopolising the discussion through repeated summaries or interruptions. Make room for responses and listen to corrections. Assessment evidence concerns effective real interaction; using a prepared phrase once does not automatically show that the skill was applied appropriately.

KEY IDEA

Acknowledge, state the relevant need, redirect briefly and leave space for others.

Shared content references: 10, 8, 9. These identify curriculum points, not marks.

LESSON 36 • ORIGINAL TEACHING EXAMPLE

Follow the model and its reasoning

Discussion task: choose the first improvement to a fictional study room.
A speaker begins discussing a possible new building.
Interjection: “May I pause there to check our scope? A new building is a longer-term issue. Today we need to choose between clearer signs and a later trial session.”
Redirection: “Could we compare those options using access and staffing?”
Summary: “We appear to favour testing signs first, but later hours still need demand evidence. Have I captured everyone’s position, or is there a concern we have missed?”

Respectful scope

The speaker recognises the longer-term issue instead of insulting the contributor. The agreed task supplies the reason for redirecting.

Useful criteria

Access and staffing give the group a practical basis for comparison.

Provisional summary

Appear and the invitation to correct preserve room for disagreement. The speaker does not announce unanimity without checking.

EXPLAIN ONE DECISION

Use the example to understand the method. Then practise with people and respond to what they actually say; do not perform a memorised dialogue.

LESSON 36 • TRY, EXPLAIN AND REVIEW

My lesson notebook

Date: _____ One idea I remember: _____

1. Create a respectful interjection to clarify an ambiguous deadline.

2. Practise redirecting a live group after it moves to a related but different issue.

3. Summarise the group’s actual decision, one reason and any unresolved condition; invite correction.

My correction, rule or next question

Feedback: page 138. Use extra labelled paper for a full draft. For spoken work, record actual listener/tutor feedback as well as planning notes.

LESSONS 01 AND 02

Activity feedback and model responses

Original teaching guidance, not an official mark scheme. Accept alternative accurate responses supported by the source. Open writing and spoken activities have many valid outcomes.

01 • Choose the right depth of reading

1. The trial offers evening enrolment for people who cannot visit during working hours.

2. Noon on Monday 13 September. The day alone omits the cutoff time and date, so the learner could submit too late.

3. Staff must send an appointment time before the reservation is confirmed. A request alone does not show that a place has been allocated.

02 • Infer meaning without guessing

1. He is willing to demonstrate in a smaller setting, suggesting that the group audience is part of his discomfort. He asks to show the leader after the room empties.

2. He has practised successfully with a partner. The reluctance concerns demonstrating publicly, not an established lack of skill.

3. For example, “Arun failed last year.” No previous assessment or result is mentioned. Other unsupported histories are equally valid examples.

Repair, then transfer

Explain the cause of one error or gap. Correct the whole response, then try a new example with the model hidden. A copied answer or completed plan is not evidence of independent performance.

LESSONS 03 AND 04

Activity feedback and model responses

Original teaching guidance, not an official mark scheme. Accept alternative accurate responses supported by the source. Open writing and spoken activities have many valid outcomes.

03 • Separate facts, opinions and claims

1. “The area’s most valuable service”: the ranking depends on a judgement, and no shared measure establishes it.

2. The twenty visitors who chose to return an optional feedback card; sixteen of that group said they would attend again.

3. For example, “Most of the twenty feedback-card respondents said they would attend again.” Do not turn willingness to return into a stated preference for weekly sessions.

04 • Trace a writer’s argument

1. Run a four-week trial of one supervised room open until eight on Wednesdays, only if a supervisor is available.

2. The writer acknowledges the concern, limits opening to one room and makes the trial conditional on supervision.

3. Strength: a relevant survey identifies quiet-study needs. Limitation: thirty evening learners over two weeks may not represent all learners or longer-term demand.

Repair, then transfer

Explain the cause of one error or gap. Correct the whole response, then try a new example with the model hidden. A copied answer or completed plan is not evidence of independent performance.

LESSONS 05 AND 06

Activity feedback and model responses

Original teaching guidance, not an official mark scheme. Accept alternative accurate responses supported by the source. Open writing and spoken activities have many valid outcomes.

05 • Recognise bias and selective presentation

1. It negatively labels centres using paper and implies that changing to the product is necessary to appear modern.

2. The customers were selected; the page gives no selection method, broader response count or less favourable feedback.

3. For example, “One option for managers considering a digital sign-in system.” This removes the unsupported claim that only one responsible choice exists.

06 • Use vocabulary and reference resources

1. Assigning an available place again, here after a cancellation, using the recorded joining order.

2. The reserve list is open. The session-table key supplies that document-specific meaning.

3. Eligibility means meeting conditions; it does not remove capacity limits or guarantee that a place is available.

Repair, then transfer

Explain the cause of one error or gap. Correct the whole response, then try a new example with the model hidden. A copied answer or completed plan is not evidence of independent performance.

LESSONS 07 AND 08

Activity feedback and model responses

Original teaching guidance, not an official mark scheme. Accept alternative accurate responses supported by the source. Open writing and spoken activities have many valid outcomes.

07 • Navigate complex information

1. £11: the £9 Saturday fee plus the £2 optional handbook in the footnote.

2. It directs the reader from cancellations to access support, where telephone reception is offered as an alternative way to record a request.

3. Whether a cancelled booking is refunded, and under what conditions. The cancellation deadline alone does not establish a refund rule.

08 • Explain how features shape meaning

1. The heading promises a simpler first visit; the opening explains that unfamiliarity is expected and offers a possible meeting point, reinforcing reassurance.

2. It separates preparatory actions so a visitor can locate and check them before travelling.

3. A volunteer is not guaranteed: support depends on availability and should be confirmed in advance.

Repair, then transfer

Explain the cause of one error or gap. Correct the whole response, then try a new example with the model hidden. A copied answer or completed plan is not evidence of independent performance.

LESSONS 09 AND 10

Activity feedback and model responses

Original teaching guidance, not an official mark scheme. Accept alternative accurate responses supported by the source. Open writing and spoken activities have many valid outcomes.

09 • Analyse persuasive language

1. It presents several things a reader can contribute, including curiosity and questions rather than expert knowledge alone, making participation appear accessible.

2. For example, “Join the next session” directly urges the reader to attend. “Share it” is also an instruction to contribute knowledge.

3. The figure records participation and advice exchange in a fictional pilot; it does not measure every person’s confidence or guarantee future outcomes.

10 • Distinguish tone, style and voice

1. Humorous and reflective: the fear of breaking the printer and the ink-on-sleeve detail provide gentle humour, while the final admission reflects on continuing support needs.

2. Impersonal wording and requirement verbs make the instructions applicable to users generally and distinguish preparation from optional help.

3. The writer still needs the instruction card beside them. The account does not claim full independence.

Repair, then transfer

Explain the cause of one error or gap. Correct the whole response, then try a new example with the model hidden. A copied answer or completed plan is not evidence of independent performance.

LESSONS 11 AND 12

Activity feedback and model responses

Original teaching guidance, not an official mark scheme. Accept alternative accurate responses supported by the source. Open writing and spoken activities have many valid outcomes.

11 • Compare both ideas and presentation

1. Both value quiet working space: A contrasts the room with a noisy flat, while B reports written comments identifying quiet space as a benefit.

2. A directly asks for continued opening. B makes further opening dependent on supervision and longer review, so its support is more conditional.

3. A uses a personal anecdote and emotive metaphor; B uses recorded attendance and cautious recommendation language. Explain the personal urgency versus measured evaluation.

12 • Bring reading skills together

1. Requests close at 5.30, even though the desk opens at six. The visitor has confused opening time with the earlier request deadline.

2. The visitor seems uncertain about the rules or access to help, suggested by missing the cutoff and repeatedly checking the sign. Do not invent the final outcome.

3. The page gives formal conditional rules; the column uses the “lottery” metaphor and an imperative to argue that rules should be published clearly. Both concern access, but one informs and one presses for improvement.

Repair, then transfer

Explain the cause of one error or gap. Correct the whole response, then try a new example with the model hidden. A copied answer or completed plan is not evidence of independent performance.

LESSONS 13 AND 14

Activity feedback and model responses

Original teaching guidance, not an official mark scheme. Accept alternative accurate responses supported by the source. Open writing and spoken activities have many valid outcomes.

13 • Plan for purpose, audience and length

1. Purpose: propose a quiet study area and seek a decision. Audience: the centre manager. Form: an email with an appropriate subject, greeting and close.

2. For example, “The room may already be used for tutorials. Before setting a trial date, the timetable should be checked and another space considered if there is a clash.”

3. Include a clear purpose, an explained need, practical trial arrangements, a concern with a possible response and a request for the manager’s decision. Other logical orders are acceptable.

14 • Build paragraphs and cohesion

1. It moves from the operation and review of the trial to a limitation and how to manage it.

2. For example, “The supervised trial with attendance records”. A reference to only an unrelated interview arrangement would be inaccurate.

3. For example, “The timetable clashes; therefore, the session cannot go ahead in Room 4.” A full stop followed by “Therefore” is also valid.

Repair, then transfer

Explain the cause of one error or gap. Correct the whole response, then try a new example with the model hidden. A copied answer or completed plan is not evidence of independent performance.

LESSONS 15 AND 16

Activity feedback and model responses

Original teaching guidance, not an official mark scheme. Accept alternative accurate responses supported by the source. Open writing and spoken activities have many valid outcomes.

15 • Control complex sentences

1. For example, “Because the room was quiet, I could concentrate.” “I could concentrate because the room was quiet” is also valid.

2. For example, “If the booking is confirmed, I will attend on Wednesday.” The added main clause must make sense.

3. For example, “The tutor, who had explained the form earlier, answered my question.” Use paired commas for this extra information.

16 • Secure sentence boundaries

1. For example, “The desk closed, so we returned on Friday.” Or “The desk closed. We returned on Friday.” Accept another accurate repair that preserves a plausible meaning.

2. Although introduces a subordinate clause; the sentence still needs a main clause explaining what happened despite the reply.

3. Check complete main clauses, clear boundaries, consistent time reference and a meaningful link between difficulty and response. There is no single required scenario.

Repair, then transfer

Explain the cause of one error or gap. Correct the whole response, then try a new example with the model hidden. A copied answer or completed plan is not evidence of independent performance.

LESSONS 17 AND 18

Activity feedback and model responses

Original teaching guidance, not an official mark scheme. Accept alternative accurate responses supported by the source. Open writing and spoken activities have many valid outcomes.

17 • Use commas for clear meaning

1. “If the room changes, tell reception before noon.”

2. “Imran, the course leader, will confirm the date.”

3. “The learners who booked on Monday will receive a reminder.” Remove the comma between subject and verb.

18 • Use apostrophes accurately

1. “The volunteers’ meeting.” The plural volunteers already ends in s.

2. “Its connection.” It is a possessive; “it is connection” does not fit.

3. “Two learners said it’s difficult.” Learners is an ordinary plural; it’s stands for it is. Accept “Two learners said it is difficult.”

Repair, then transfer

Explain the cause of one error or gap. Correct the whole response, then try a new example with the model hidden. A copied answer or completed plan is not evidence of independent performance.

LESSONS 19 AND 20

Activity feedback and model responses

Original teaching guidance, not an official mark scheme. Accept alternative accurate responses supported by the source. Open writing and spoken activities have many valid outcomes.

19 • Use colons, semicolons and quotation marks

1. “The plan has one weakness: staffing has not been confirmed.”

2. “The room is free; however, the tutor is unavailable.”

3. For example, “Ali asked, ‘When does the session begin?’” Accept consistent single or double quotation marks and correct question punctuation.

20 • Control agreement, tense and time

1. “The box of forms is missing.” Box is the singular subject head.

2. “Last Friday she wrote to the tutor.” The specified past time requires a suitable past form.

3. For example, “I visited yesterday, and the centre still offers evening classes.” Visited reports the completed visit; offers describes the continuing provision.

Repair, then transfer

Explain the cause of one error or gap. Correct the whole response, then try a new example with the model hidden. A copied answer or completed plan is not evidence of independent performance.

LESSONS 21 AND 22

Activity feedback and model responses

Original teaching guidance, not an official mark scheme. Accept alternative accurate responses supported by the source. Open writing and spoken activities have many valid outcomes.

21 • Use articles, pronouns and precise reference

1. An hour; a useful guide; an email. The following sound controls the choice.

2. For example, “Mina told Eva that Eva’s booking was cancelled.” Other unambiguous versions are acceptable.

3. “Please bring a form to reception.” If a particular form had already been identified, the form would be appropriate instead.

22 • Express certainty and obligation with modality

1. For example, “The trial may reduce some access difficulties, but its effects should be reviewed.” Keep the outcome uncertain and avoid an unsupported universal claim.

2. Must not prohibits duplicate bookings. Need not says a second booking is unnecessary, which is not the same as a prohibition.

3. For example, “Could you confirm whether Room 4 is available on Wednesday evening?” A clear specific request is needed.

Repair, then transfer

Explain the cause of one error or gap. Correct the whole response, then try a new example with the model hidden. A copied answer or completed plan is not evidence of independent performance.

LESSONS 23 AND 24

Activity feedback and model responses

Original teaching guidance, not an official mark scheme. Accept alternative accurate responses supported by the source. Open writing and spoken activities have many valid outcomes.

23 • Develop reliable spelling strategies

1. “Could you advise me?” and “Thank you for the advice.”

2. “They’re going to change their appointment.” They are going; the appointment belongs to them.

3. Check the correct spelling, the difficult segment, a meaning or phrase, and an accurate original sentence. Independently retrieve the words later; the list alone is not evidence of recall.

24 • Write effective emails and letters

1. The workshop identity/date and the two conflicting start times. Accept other precise details that genuinely help identify the inconsistency.

2. For example, “The conflicting times in the confirmation prevented me from planning my journey confidently.”

3. Include a clear factual inconsistency, its actual consequence and a reasonable requested action such as clarification or a corrected message. Do not invent motives or legal rights.

Repair, then transfer

Explain the cause of one error or gap. Correct the whole response, then try a new example with the model hidden. A copied answer or completed plan is not evidence of independent performance.

LESSONS 25 AND 26

Activity feedback and model responses

Original teaching guidance, not an official mark scheme. Accept alternative accurate responses supported by the source. Open writing and spoken activities have many valid outcomes.

25 • Write articles and reasoned persuasion

1. It explains how apparent understanding can hide an application difficulty, making the benefit concrete and relevant.

2. Identify a genuine drawback such as time or privacy, then propose a proportionate response. Avoid claiming the response removes every difficulty.

3. The headline should identify or frame the improvement. The ending should invite a realistic action related to the developed argument, with any important condition preserved.

26 • Write reports and explanations

1. The limited voluntary sample affects how widely the findings can be generalised, so the decision-maker needs that context.

2. For example: “1. Revise the instruction card using the feedback. 2. Trial it for two sessions and collect comments before considering opening-hour changes.”

3. State the fifteen optional cards, the three counts and that clearer signs were the most frequent request. Do not claim all users or residents share that priority.

Repair, then transfer

Explain the cause of one error or gap. Correct the whole response, then try a new example with the model hidden. A copied answer or completed plan is not evidence of independent performance.

LESSONS 27 AND 28

Activity feedback and model responses

Original teaching guidance, not an official mark scheme. Accept alternative accurate responses supported by the source. Open writing and spoken activities have many valid outcomes.

27 • Write reviews and reflective narratives

1. The account describes the comparison activity, then explains how it made the design problem easier to understand. That explanation evaluates its usefulness.

2. Name who would benefit, support the recommendation with a concrete feature and include a relevant limitation or condition.

3. Include a clear sequence and a learning focus. The reflection should explain what changed or what to do next rather than simply repeating that the event happened.

28 • Edit independently and improve the message

1. “Everyone loved it” and “it’s perfect” are unsupported. “Brilliant” is an evaluation; the demand for permanent opening is not established by the feedback counts.

2. “There were 12 cards.” There introduces existence; were agrees with the plural cards.

3. Include task coverage, logical organisation, sentence/verb control and targeted spelling or punctuation checks. Identify an actual personal error and a way to test it.

Repair, then transfer

Explain the cause of one error or gap. Correct the whole response, then try a new example with the model hidden. A copied answer or completed plan is not evidence of independent performance.

LESSONS 29 AND 30

Activity feedback and model responses

Original teaching guidance, not an official mark scheme. Accept alternative accurate responses supported by the source. Open writing and spoken activities have many valid outcomes.

29 • Listen to extended explanations and arguments

1. A four-week Wednesday trial is suggested, provided a supervisor is available. The oral summary should retain the condition.

2. Original: Saturday desk because the room was free. Concern: some evening learners could not attend. Condition: supervisor availability.

3. For example, ask which Wednesday hours would be tested or who will decide whether supervision is available. The partner should answer naturally or acknowledge what is not known.

30 • Ask detailed and pertinent questions

1. For example, “Could you explain the expected cost per session and whether learners would pay a fee?” The question should target a genuine cost gap.

2. For example, “What attendance level has been used for the estimate, and when will a fee be confirmed?” Use the actual answer as the starting point.

3. For example, “Could you explain which arrangements are still unconfirmed and when learners will be told?” Other precise, respectful requests are acceptable.

Repair, then transfer

Explain the cause of one error or gap. Correct the whole response, then try a new example with the model hidden. A copied answer or completed plan is not evidence of independent performance.

LESSONS 31 AND 32

Activity feedback and model responses

Original teaching guidance, not an official mark scheme. Accept alternative accurate responses supported by the source. Open writing and spoken activities have many valid outcomes.

31 • Respond to questions and feedback

1. Staffing: an assigned duty supervisor before bookings, not yet confirmed. Comparison: the room addresses quiet-space need; the sheet explains existing options.

2. An observer should note whether the answer addresses the actual challenge, develops a relevant response and admits genuine uncertainty.

3. For example, acknowledge a small or optional sample, narrow the conclusion to respondents and propose a limited trial or additional evidence. Do not invent stronger results.

32 • Explain clearly and develop a spoken message

1. Include an opening message, three ordered points with a reason or example and a focused conclusion. Use prompts, not a transcript.

2. Record the listener’s actual question or uncertainty. A completed prompt card does not establish that the explanation was understood.

3. An effective revision addresses the identified gap using relevant detail. The listener’s summary should capture the intended message without unsupported additions.

Repair, then transfer

Explain the cause of one error or gap. Correct the whole response, then try a new example with the model hidden. A copied answer or completed plan is not evidence of independent performance.

LESSONS 33 AND 34

Activity feedback and model responses

Original teaching guidance, not an official mark scheme. Accept alternative accurate responses supported by the source. Open writing and spoken activities have many valid outcomes.

33 • Support spoken arguments with evidence

1. Position: revise signs first. Evidence: twelve of twenty cards versus five for later hours. Limitation: respondents do not establish all visitors' views or future attendance.

2. The argument should have a clear recommendation, relevant support and no invented real-world data presented as verified.

3. An observer should record the actual counterargument and whether the response addresses it constructively. Changing the proposal can show effective reasoning.

34 • Move a discussion forward constructively

1. Eli links the two concerns, proposes collecting demand evidence and checking staffing, then adds a possible timeline.

2. Observe connected contributions, relevant reasons, consideration of alternatives and a clear next step or unresolved condition. Agreement alone is not the goal.

3. Record what the other person said, what you added and how it helped the group's task. A generic claim such as "I listened well" is insufficient evidence.

Repair, then transfer

Explain the cause of one error or gap. Correct the whole response, then try a new example with the model hidden. A copied answer or completed plan is not evidence of independent performance.

LESSONS 35 AND 36

Activity feedback and model responses

Original teaching guidance, not an official mark scheme. Accept alternative accurate responses supported by the source. Open writing and spoken activities have many valid outcomes.

35 • Adapt to audience, purpose and medium

1. Retain the actual facts and conditions, but adapt terminology, amount of explanation and the listener's next action.

2. Name a location, direction or identifiable object clearly enough to understand without seeing the speaker.

3. Record a real knowledge gap and the wording used to address it. Successful adaptation should improve understanding rather than merely replace short words with longer ones.

36 • Interject, redirect and summarise respectfully

1. For example, "May I clarify whether Friday is the request deadline or the confirmation date before we continue?" The wording should address the real ambiguity.

2. An observer should record the drift, the learner's actual redirection and whether the group could return to its purpose.

3. The summary must reflect what was said, distinguish agreement from uncertainty and give others an opportunity to amend it. Written plans alone do not establish performance.

Repair, then transfer

Explain the cause of one error or gap. Correct the whole response, then try a new example with the model hidden. A copied answer or completed plan is not evidence of independent performance.

WRITING MODEL 1 • EMAIL

Request a workable timetable change

Original teaching task: Write to a fictional course coordinator about a proposed timetable change. Explain its effect, propose an alternative and request specific confirmation. Learning target: 250-350 words, including the message but excluding address fields.

To: coordinator@northbank.example
Subject: Alternative arrangement for the Wednesday workshop

Dear Ms Hale,

I am writing about the proposal to move the Wednesday workshop from 6 pm to 5 pm. I understand that the earlier start could make the room easier to staff, but it would create a difficulty for learners who travel directly from work. Could an alternative arrangement be considered before the change is confirmed?

My shift ends at 4.45 pm, and the journey to the centre normally takes about forty minutes. Under the proposed timetable, I would miss the introduction and the first demonstration. The demonstration is particularly important because the independent task depends on understanding the sequence shown at the beginning. Arriving late would therefore affect more than the amount of time I spent in the room.

One option would be to retain the 6 pm start for a short trial while recording attendance and staffing difficulties. If that is not possible, an explanation of the first task could be provided in advance, with a brief check-in when late-arriving learners reach the centre. I recognise that this would require planning and should not be assumed to be available without agreement.

Before a decision is made, it would also be useful to ask other learners which start times they could actually attend. My experience identifies one difficulty, but it does not establish the needs of the whole group.

Please could you confirm when the timetable decision will be announced and whether learners can submit comments beforehand? I would appreciate the chance to discuss an arrangement that preserves access while recognising the centre's staffing constraints.

Kind regards,
Asha Reed

Original fictional teaching model. Follow your own task’s conditions and length. This is one possible response, not an externally validated grade.

WRITING MODEL 1 • NOTICE, ADAPT AND TRY

Why the model works

Purpose and register

The opening identifies the change and makes a respectful request. It acknowledges the staffing reason instead of treating the proposal as careless.

Developed impact

The journey details explain why missing the demonstration affects the later independent task. This is relevant development rather than repeated inconvenience.

Alternatives and qualification

The model offers a trial and a fallback, while recognising preparation requirements. It does not promise staff support on the centre's behalf.

Language and cohesion

Under the proposed timetable refers back clearly. If introduces a real condition, and would preserves the proposal's hypothetical status.

YOUR ADAPTATION TASK

Write to a different fictional coordinator about a change of room. Explain one practical effect, offer a workable response and ask for confirmation. Use a new situation rather than copying the model.

Use this space for planning or a paragraph; continue on labelled paper for the full draft. Check required content, development, format, cohesion, register and accuracy.

WRITING MODEL 2 • FORMAL LETTER

Make a precise complaint

Original teaching task: Write a formal complaint about conflicting joining information. Explain what happened, its impact and the action you want. Learning target for the letter body: 250-350 words.

18 Meadow Lane
Westford
WF1 2AB

20 November 2026

The Bookings Manager
Northbank Learning Centre
4 Mill Street
Westford
WF1 3CD

Dear Sir or Madam,

I am writing to complain about the conflicting arrival instructions for the poster workshop I attended on 12 November. My confirmation email directed me to the Mill Street entrance, but a notice at that entrance told visitors to use the courtyard door. Neither message explained how to reach the courtyard from the street.

I arrived fifteen minutes before the stated start time. After following the first instruction, I spent several minutes looking for another entrance and eventually telephoned reception. The receptionist gave me useful directions, but I reached the room after the opening explanation had begun. As a result, I needed a second explanation before starting the first task.

I appreciate that an entrance may need to change at short notice. My concern is that the information was inconsistent and did not provide a complete alternative route. For a first-time visitor, the courtyard was not an obvious destination. A small change to the message could have prevented uncertainty and reduced the need for reception to repeat directions by telephone.

Please review the confirmation template and ensure that temporary notices give the same entrance information. Where a change is necessary, the message should include a clear route and a contact number for visitors who need help. It would also be useful to send an update to people who already hold a booking, rather than relying only on a sign at the building.

I would welcome a written response explaining which information will be corrected and when. I am raising this issue so that future visitors can arrive prepared and take part from the beginning of their session.

Yours faithfully,
Sam Patel

Original fictional teaching model. Follow your own task’s conditions and length. This is one possible response, not an externally validated grade.

WRITING MODEL 2 • NOTICE, ADAPT AND TRY

Why the model works

Factual account

The letter identifies a date, two inconsistent instructions and the sequence of actions. It describes an impact without claiming deliberate misconduct.

Balanced tone

The writer recognises that entrances can change and distinguishes that practical need from the communication failure.

Resolution

The requested template review, complete route and update for existing bookings are concrete actions related to the complaint.

Format and sentence control

A conventional address/date layout and unnamed greeting fit a formal letter. Subordinate clauses express time and conditions clearly.

YOUR ADAPTATION TASK

Draft a formal complaint about conflicting session times. Use fictional details, explain the actual impact and request two specific improvements.

Use this space for planning or a paragraph; continue on labelled paper for the full draft. Check required content, development, format, cohesion, register and accuracy.

WRITING MODEL 3 • ARTICLE

A small change that could help learners

Original teaching task: Write an article for a learner website proposing a question period at the end of workshops. Discuss benefits, a drawback and a practical next step. Learning target: 250-350 words.

Leave space for the question that matters

Have you ever left a workshop able to repeat the rule but unsure how to use it? A busy lesson can feel successful while one important misunderstanding remains hidden. Reserving a short question period at the end could give learners a better chance to resolve that gap.

The benefit is not simply more talking. A focused question can show the tutor where an explanation has been misunderstood. For example, a learner may know how to save a document but not understand which file type the final task requires. If that uncertainty emerges before the session ends, the tutor can compare two examples and explain the difference while the equipment is still available.

Other learners may benefit from hearing the answer too. Someone who feels reluctant to speak might discover that another person has the same concern. A question period could therefore make the session more responsive, provided the discussion remains connected to its learning purpose.

There is a sensible objection: workshop time is limited. A long conversation about one person's unrelated problem could prevent everyone else from finishing. The answer is to set a clear scope. General questions could be grouped by topic, while private or highly individual matters could be taken afterwards through an agreed support route.

A two-session trial would be a reasonable first step. Tutors could note the kinds of questions raised and ask whether learners left knowing what to do next. Those observations would not prove that every future session should change, but they would provide a better basis for a decision than assumptions alone.

Why not make the final question part of the learning rather than something squeezed into the doorway? A short, purposeful opportunity to ask could help turn a remembered instruction into a usable skill.

Original fictional teaching model. Follow your own task’s conditions and length. This is one possible response, not an externally validated grade.

WRITING MODEL 3 • NOTICE, ADAPT AND TRY

Why the model works

Engaging structure

A relevant opening question introduces a learning difficulty. The ending returns to that issue and invites a practical change.

Explained benefit

The file-type example shows the difference between recalling a step and understanding a task requirement.

Counterargument

The time objection is taken seriously and answered with scope and alternative support, rather than dismissed.

Measured persuasion

Could, provided and would not prove keep the argument proportionate. Rhetorical questions support an actual developed case.

YOUR ADAPTATION TASK

Write a learner article about improving instructions, feedback or study space. Develop an example, address a drawback and propose a limited next step.

Use this space for planning or a paragraph; continue on labelled paper for the full draft. Check required content, development, format, cohesion, register and accuracy.

WRITING MODEL 4 • REPORT

Turn feedback into a proportionate recommendation

Original teaching task: Report on 30 optional feedback cards from three study-room sessions. Main requests: 17 clearer signs, 8 more sockets, 5 later closing. Recommend a first step and explain a limitation. Learning target: 250-350 words.

Study-room feedback review

Purpose and evidence

This report reviews thirty optional feedback cards returned after three fictional study-room sessions. Each card recorded one main requested improvement. The purpose is to recommend a first action while identifying what the evidence cannot establish.

Findings

Seventeen respondents requested clearer signs, eight asked for more sockets and five wanted a later closing time. Clearer signs were therefore the most frequent request in this set. The figures identify a priority among respondents; they do not measure the strength of each person's concern or show how many non-respondents experienced similar difficulties.

The categories also describe different kinds of change. Signs concern finding and using the room, while additional sockets concern working with equipment. Later closing would affect staffing as well as access. The counts alone cannot establish the cost or feasibility of any option.

Limitations

The cards were voluntary and covered only three sessions. People with a strong concern may have been more likely to respond, and visitors who could not attend were not represented. There is also no comparison with an earlier set of signs or a different closing time. A permanent decision would therefore require further information.

Recommendation

The centre should first review the signs and test clearer wording for two further sessions. This responds to the most frequent request without committing immediately to a larger operational change. Staff should record the directions visitors still ask for and invite brief comments about the revised signs.

Meanwhile, the manager should check the practical requirements of additional sockets and gather more specific demand information about later opening. These checks should inform a later decision rather than being treated as promises. A review date should be agreed before the sign trial begins, so the findings lead to a clear next step.

Original fictional teaching model. Follow your own task’s conditions and length. This is one possible response, not an externally validated grade.

WRITING MODEL 4 • NOTICE, ADAPT AND TRY

Why the model works

Scope and accuracy

The opening identifies voluntary cards, three sessions and one main request per card. Counts remain counts; the writer does not invent population percentages.

Evidence and inference

The model separates the observed ranking from possible implications. It explains that the counts do not establish feasibility.

Useful limitation

The sample and missing non-attenders matter to the proposed decision. Limitations guide a smaller trial rather than making the evidence useless.

Report organisation

Headings serve distinct purposes. The recommendation follows the findings and includes a review route.

YOUR ADAPTATION TASK

Write a report using a different supplied set of fictional feedback counts. Identify the sample accurately, recommend a first step and include a limitation relevant to that decision.

Use this space for planning or a paragraph; continue on labelled paper for the full draft. Check required content, development, format, cohesion, register and accuracy.

WRITING MODEL 5 • REVIEW

Evaluate an experience for other beginners

Original teaching task: Review a fictional introductory audio workshop for a learner newsletter. Evaluate the teaching and resources, identify a limitation and give a reasoned recommendation. Learning target: 250-350 words.

A useful first recording, with room for clearer notes

I attended Northbank's introductory audio workshop because I wanted to record short interviews for a community project. I had used a phone to capture speech before, but I did not know how to plan a recording or check whether the result would be easy to hear.

The strongest part of the session was the comparison between two short examples. In one, the interviewer sat far from the microphone; in the other, the position had been adjusted. Hearing the difference made the explanation concrete. When we later worked in pairs, I understood why the microphone position needed checking before beginning a full interview.

The tutor also gave us time to listen back and identify one improvement. That was more useful than being told that every recording was fine. My partner noticed that I moved the microphone while speaking, and the second attempt was steadier. The session encouraged practical revision rather than a search for a perfect first result.

However, the printed instruction sheet was crowded. I found the small labels difficult to use while watching the demonstration, and I had to ask which diagram matched the equipment on our table. A larger labelled version at each station would make it easier to connect the spoken explanation with the task.

I would recommend the workshop to beginners who want a practical introduction and are willing to test their work. It would not replace more detailed training for a complicated project, and I still need the reminder sheet when setting up. Nevertheless, I left with a clearer method: prepare the position, make a short test, listen carefully and adjust before recording the whole conversation.

Original fictional teaching model. Follow your own task’s conditions and length. This is one possible response, not an externally validated grade.

WRITING MODEL 5 • NOTICE, ADAPT AND TRY

Why the model works

Audience and scope

The reviewer identifies a beginner’s purpose and recommends the session for a similar audience, rather than claiming it suits everyone.

Specific evaluation

Comparison recordings and a second attempt are explained in terms of how they supported learning.

Balanced limitation

The crowded sheet is linked to a concrete difficulty and a feasible improvement.

Voice and cohesion

First-person reflection creates an approachable voice. However introduces a genuine contrast, and nevertheless returns to an overall qualified judgement.

YOUR ADAPTATION TASK

Review a fictional service or resource for a named audience. Explain two useful features and one limitation through specific experience.

Use this space for planning or a paragraph; continue on labelled paper for the full draft. Check required content, development, format, cohesion, register and accuracy.

WRITING MODEL 6 • PROCESS EXPLANATION

Explain a fictional reservation procedure

Original teaching task: Explain how a fictional centre reserves audio equipment and why its checks matter. This is a language model, not real equipment or safety guidance. Learning target: 250-350 words.

How the fictional equipment-reservation process works

The centre's reservation process is designed to match an available audio kit with a suitable collection time. A request is not a confirmed booking until reception has checked the diary and sent a confirmation. Understanding that distinction helps prevent two users from planning around the same kit.

First, the borrower completes the request form with the kit name, intended collection date and proposed return time. These details allow reception to check the whole period during which the equipment would be unavailable. If a return time is missing, staff must ask for it before making a decision.

Next, reception checks the diary and the centre's induction record. In this fictional procedure, borrowers must have completed the centre's introduction before a reservation can be confirmed. If either the kit or the required record is unavailable, reception explains the problem and offers an alternative where one exists. An alternative date remains a proposal until the borrower accepts it.

Once the checks are complete, reception sends a message listing the kit, collection time and return deadline. The borrower should compare those details with the original request. Any error should be raised before collection, because a misunderstood deadline could affect the next person waiting for the equipment.

Finally, reception records collection and return against the confirmed booking. If plans change, the borrower contacts the centre through the stated route so staff can update the diary. The process depends on accurate information moving in both directions: the borrower explains what is needed, and the centre confirms what it can provide.

The key point is simple: a submitted form begins the checking process; it does not by itself guarantee access to a kit.

Original fictional teaching model. Follow your own task’s conditions and length. This is one possible response, not an externally validated grade.

WRITING MODEL 6 • NOTICE, ADAPT AND TRY

Why the model works

Explanation rather than bare list

Each stage includes why the check matters, so the reader understands the process instead of receiving commands alone.

Sequence and conditions

First, next, once and finally guide the sequence. If clauses explain what happens when a necessary condition is not met.

Terminology

Request, proposal and confirmation remain distinct throughout. This prevents a change of vocabulary from changing the booking status.

Grammar and modality

Must states a requirement within the fictional procedure; should advises the borrower's checking action. The final sentence reinforces the controlling distinction.

YOUR ADAPTATION TASK

Explain a fictional room-booking process in four stages. Include two conditions and explain why one check matters. Do not treat this model as a real centre policy.

Use this space for planning or a paragraph; continue on labelled paper for the full draft. Check required content, development, format, cohesion, register and accuracy.

WRITING MODEL 7 • REFLECTIVE NARRATIVE

Show a change in understanding

Original teaching task: Write a reflective account for a learner website about a time you learned to improve a task. Use a fictional experience if preferred. Learning target: 250-350 words.

The second attempt taught me more

At the start of the poster workshop, I thought the task was mainly about making a notice look attractive. I chose a bright background, added several pictures and placed the date in the remaining space near the bottom. When the tutor asked whether the poster was ready, I said yes without checking what a reader would notice first.

My partner looked at it for a few seconds and then asked what the event was actually called. The title was present, but it was squeezed between two images. I began explaining where to look, which made the problem obvious: a poster should not need its designer standing beside it to interpret it.

The tutor suggested covering everything except the three details a visitor would need immediately. I kept the event title, date and location, then rebuilt the layout around them. Although the result looked less busy, the message was easier to follow. My partner could now identify the event without prompting.

The hardest part was removing a picture I liked. It had taken time to find, and I wanted that effort to remain visible. However, keeping it would have made the practical information harder to read. I learned that a useful design decision can involve taking something away rather than adding another feature.

I still enjoy experimenting with colour, but I now begin by asking what the reader needs to know. Before finishing a notice, I show it to someone who has not seen the plan and ask them to identify the main message. A second attempt is no longer proof that the first was a waste; it is part of finding out whether the communication works.

Original fictional teaching model. Follow your own task’s conditions and length. This is one possible response, not an externally validated grade.

WRITING MODEL 7 • NOTICE, ADAPT AND TRY

Why the model works

Narrative focus

The account selects one change in understanding rather than listing every event in the workshop.

Turning point

The partner’s question reveals that the design needs explanation. The narrator recognises the implication instead of being told a moral by the author.

Reflection

Removing a liked image develops the difference between personal effort and the reader’s needs.

Sentence and time control

Past tenses recount the event. The final present tense describes a continuing method, so the shift is justified.

YOUR ADAPTATION TASK

Write a reflective account about improving an explanation, application or practical task. Include a turning point and a specific method you would use next time.

Use this space for planning or a paragraph; continue on labelled paper for the full draft. Check required content, development, format, cohesion, register and accuracy.

WRITING MODEL 8 • PROPOSAL

Recommend an improvement with conditions

Original teaching task: Write a proposal to a fictional centre committee for a welcome-information trial. Explain the need, operation, possible drawback and evaluation. Learning target: 250-350 words.

Proposal: test a clearer first-visit message

Purpose

I propose a short trial of a revised confirmation message for first-time visitors. The aim is to make the arrival process clearer without assuming that every visitor can use the same route or needs the same support.

Why a change is worth testing

A confirmation often identifies the event and time but leaves practical questions unanswered. A visitor may still need to know which entrance to use, where to wait and whom to contact if delayed. Including those details together could reduce uncertainty before the journey begins. This is a reasonable possibility to test, rather than a proven solution to every arrival problem.

Proposed arrangement

For two workshop sessions, reception should send a revised message containing the entrance, meeting point, start time and contact route. The message should distinguish the arrival time from the teaching start time if both are used. A plain-text version should remain available, and reception should offer an alternative explanation where the written message is unsuitable.

Practical concern

The main risk is that information could become outdated when a room or entrance changes. One staff member should therefore be responsible for checking the details before each message is sent. If a change occurs after confirmation, people already booked should receive an update through the agreed contact route.

Review and decision

During the trial, staff should record recurring arrival questions and ask visitors whether any essential detail was missing. The committee should compare those observations with the purpose of the message and decide whether to revise, extend or stop the approach. A small trial cannot establish every visitor's needs, but it can reveal avoidable gaps and provide a clearer basis for the next decision.

Original fictional teaching model. Follow your own task’s conditions and length. This is one possible response, not an externally validated grade.

WRITING MODEL 8 • NOTICE, ADAPT AND TRY

Why the model works

Purpose and development

The proposal defines a specific communication problem and explains its consequences before introducing the arrangement.

Feasibility

A named responsibility and an update route address the risk of outdated information. The proposal does not assume a template stays correct forever.

Inclusive audience

The plain-text version and alternative explanation recognise different access needs without assuming one format works for all.

Evaluation

The review relates to recurring questions and missing details. It leaves the committee a genuine decision rather than declaring success in advance.

YOUR ADAPTATION TASK

Propose a different limited improvement. Explain responsibility, one operational risk and the evidence you would use to judge the trial.

Use this space for planning or a paragraph; continue on labelled paper for the full draft. Check required content, development, format, cohesion, register and accuracy.

ORIGINAL SOURCES • LEARNING WORKSHOP, NOT A MOCK PAPER

Three-text reading workshop: Text A

TEXT A - Northbank shared study-room trial: visitor information

Purpose of the trial
Northbank Learning Centre is testing a shared study room for people who need a quieter place to complete independent work. The trial runs on four Wednesdays in October, from 6 pm to 8 pm. It is a study space rather than a taught class: visitors should bring a task they can work on themselves. A supervisor will manage the room but will not provide individual subject tuition.

Booking and confirmation
Request a place through reception by noon on the Monday before the session. Include your name, contact details and any information needed to discuss access arrangements. A request is not confirmed until reception sends an appointment message. There are twelve desks, and places will be allocated in request order. A reserve list will operate when all desks have been assigned. If a place becomes available, reception will contact the next person on that list.

Before travelling
Check your confirmation for the entrance and room number. If you need to discuss an alternative way to receive the information, telephone reception during opening hours. Tell reception promptly if you cannot attend so the desk can be offered to someone else. Do not assume that an unconfirmed request permits entry.

Using the room
Keep conversations brief and use headphones if listening to material. A small discussion area is available outside the main room; the supervisor can explain where it is. No equipment loan is included in a desk reservation. Visitors should check their own equipment needs before booking.

Review
After each session, an optional feedback card will ask which feature helped and which one change would be most useful. The centre will review attendance, feedback and staffing before deciding whether to offer further sessions. Continued opening is not guaranteed.

Glossary: reserve list - people waiting for a desk to become available; allocation - assignment of an available place.

People, places and data in these sources are fictional. Source claims are evidence for reading analysis, not independent verification of real events.

ORIGINAL SOURCES • LEARNING WORKSHOP, NOT A MOCK PAPER

Three-text reading workshop: Text B

TEXT B - Opinion article by learner representative Dana Moss

A quiet room is a start, not the whole answer

For a learner trying to finish an application at a crowded kitchen table, a quiet desk can feel like a bridge to the next step. The centre's study-room trial deserves support because it recognises that independent work still needs a usable place. Yet four evenings should be the start of a question, not a reason to announce that the problem has been solved.

The most obvious benefit is concentration. When a task requires several connected decisions, repeatedly packing everything away can make it difficult to keep the thread. A predictable room could help someone plan a block of work. The supervisor's presence may also make the arrangement easier to manage, although supervision should not be confused with subject tuition. That distinction needs to appear clearly in the booking message.

Access involves more than counting desks. The Monday deadline may suit staff planning, but it could exclude people whose work pattern changes late in the week. Similarly, a twelve-desk room is useful only to people who can travel during its opening hours. These are not reasons to abandon the trial; they are reasons to ask who is missing from it.

Some people may argue that a small trial cannot answer every question. They are right. However, that limitation makes careful review more important, not less. Attendance records can show how many confirmed visitors arrived, while comments can explain a difficulty that a number alone would miss. Neither source should be made to stand for everybody in the neighbourhood.

Why stop at asking whether visitors liked the room? Ask what they intended to complete, whether the arrangement helped and what prevented other interested learners from attending. If staffing permits further sessions, the centre could test a different request deadline before making a permanent timetable. A fair decision needs evidence about the people in the room and a route for hearing from those who never reached it.

People, places and data in these sources are fictional. Source claims are evidence for reading analysis, not independent verification of real events.

ORIGINAL SOURCES • LEARNING WORKSHOP, NOT A MOCK PAPER

Three-text reading workshop: Text C

TEXT C - Fictional feedback summary by trial coordinator Yusuf Bell

What the first four evenings told us

Across the four Wednesday sessions, forty-two attendances were recorded. This figure counts visits, not different people: some learners attended more than once. Thirty optional feedback cards were returned. Each card invited the visitor to identify one main change they would find useful. Seventeen requested clearer signs, eight requested more sockets and five requested later closing. The cards do not tell us how strongly each visitor felt, and they do not represent people who did not attend.

The room was used for several kinds of independent work, including drafting applications, reviewing course notes and preparing community notices. These examples came from informal conversations with the supervisor; they were not collected as a complete survey of tasks. It would therefore be unwise to rank every possible use of the room from those conversations alone.

Two visitors described the arrival process in different ways. Helen said, “The confirmation was enough for me. I found the room before six and settled down quickly.” Marcus said, “I reached the building on time, but I circled the corridor twice before asking where to go. Once I sat down, I could finally keep all my papers in one place.” Both accounts describe a useful space after arrival, but only one describes finding it easily.

The signs should be our first practical review because that was the most frequent request among card respondents. Reception can check whether the entrance description and corridor signs use the same room name. If revised signs are tested, staff should record the directions visitors still ask for rather than assuming the change has worked.

The feedback also raises questions about later opening, but five cards are not a complete demand estimate. Before recommending additional hours, we need to ask interested non-attenders which times they could use and check supervision. The trial provides a useful starting point: it supports specific improvements, while leaving important questions about wider access unanswered.

People, places and data in these sources are fictional. Source claims are evidence for reading analysis, not independent verification of real events.

WORKSHOP QUESTIONS 1-5

Read, connect evidence and explain

Use Texts A-C on pages 155-157. Follow the named source and preserve conditions. For comparisons, link the texts explicitly and include presentation when requested.

1. When would a broad summary of Text A be enough, and when would exact details matter? Give one example of each.

2. Give the request deadline and the condition that turns a request into a confirmed place.

3. Which heading in Text A would help a visitor find out whether tuition is provided, and what is the answer?

4. Use Text A’s glossary to explain allocation, then explain why eligible or interested does not mean confirmed here.

5. In Text B, explain what “a bridge to the next step” suggests.

Feedback for these questions: page 161. These learning questions have no official mark total.

WORKSHOP QUESTIONS 6-10

Read, connect evidence and explain

Use Texts A-C on pages 155-157. Follow the named source and preserve conditions. For comparisons, link the texts explicitly and include presentation when requested.

6. Explain how Text B responds to the objection that a small trial cannot answer every question.

7. Give one rhetorical question from Text B and explain its purpose.

8. Identify a fact-like claim and an opinion in Text C, explaining the difference.

9. What is implied about Marcus’s arrival experience? Use a precise clue and keep the conclusion limited.

10. Explain why thirty cards do not establish the views of forty-two different learners.

Feedback for these questions: page 162. These learning questions have no official mark total.

WORKSHOP QUESTIONS 11-15

Read, connect evidence and explain

Use Texts A-C on pages 155-157. Follow the named source and preserve conditions. For comparisons, link the texts explicitly and include presentation when requested.

11. Compare how Texts A and B present the study room, using content and presentation.

12. Compare Texts B and C on the evidence needed before extending opening.

13. Compare the voices of Dana and Yusuf with one language clue for each.

14. Give two limitations of the evidence in Text C and explain how one affects a proposed decision.

15. Write a linked summary of one access concern shared by Texts B and C.

Feedback for these questions: page 163. These learning questions have no official mark total.

QUESTIONS 1-5 • EXPLAIN THE EVIDENCE

Reading-workshop feedback

Question 1

A broad summary could help someone decide whether the trial is relevant. Exact request/confirmation details matter when reserving and travelling; an incorrect deadline or assumed confirmation could prevent attendance.

Question 2

Noon on the Monday before the session; reception must send an appointment message.

Question 3

Purpose of the trial. It explains that the space is for independent work and the supervisor will not provide individual subject tuition.

Question 4

Allocation is assignment of an available place. Capacity, request order and the confirmation message still determine whether an interested person has a place; interest alone is not confirmation.

Question 5

The metaphor presents a usable study place as support that helps a learner make progress, such as completing an application. It does not guarantee a particular result.

Improve an answer

Choose one response and identify its evidence, conclusion and limit. If the question compares presentation, show how the wording or structure shapes the message rather than supplying two separate content summaries.

QUESTIONS 6-10 • EXPLAIN THE EVIDENCE

Reading-workshop feedback

Question 6

Dana accepts the limitation but argues that it makes careful review more important. Different evidence should address different questions without claiming to represent everybody.

Question 7

“Why stop at asking whether visitors liked the room?” challenges a narrow satisfaction review and encourages deeper questions about tasks, usefulness and non-attenders.

Question 8

Forty-two attendances were recorded is checkable. “The signs should be our first practical review” is a recommendation based on judgement and the feedback ranking. A recorded claim still depends on its fictional source.

Question 9

He had difficulty locating the room, suggested by circling the corridor twice and asking directions. The text does not establish that he arrived after teaching began; this is not a taught class.

Question 10

Forty-two counts visits, not unique people; cards were optional, and the text does not identify how many distinct individuals returned them.

Improve an answer

Choose one response and identify its evidence, conclusion and limit. If the question compares presentation, show how the wording or structure shapes the message rather than supplying two separate content summaries.

QUESTIONS 11-15 • EXPLAIN THE EVIDENCE

Reading-workshop feedback

Question 11

Both recognise a place for independent work. A uses functional subheadings and conditional rules to explain access; B uses an application example, a bridge metaphor and questions to support the room while arguing for wider review.

Question 12

Both want evidence from non-attenders and a staffing check. B argues for hearing missing voices through a persuasive article; C uses the five later-closing cards and a measured report to explain why current data is insufficient.

Question 13

Dana’s questioning, persuasive voice appears in “Why stop at asking…?” Yusuf’s measured evaluative voice appears in qualifications such as “five cards are not a complete demand estimate”. Both support improvement but convey their cases differently.

Question 14

Optional cards omit non-attenders; attendance counts visits rather than unique people; informal task conversations are not a complete survey. For example, later opening needs broader time-demand evidence because only attendees’ cards were collected.

Question 15

Both question whether the trial evidence captures people unable to attend. Dana asks who is missing; Yusuf recommends asking interested non-attenders which times they could use. Neither treats attendance feedback as the whole community’s view.

Improve an answer

Choose one response and identify its evidence, conclusion and limit. If the question compares presentation, show how the wording or structure shapes the message rather than supplying two separate content summaries.

KEEP HIDDEN FROM THE LISTENER

Extended listening: partner or tutor script

Read naturally as an explanation, not a dictation. The listener uses page 165 without viewing this page. Agree any teaching repeat in advance; formal assessment conditions come from the centre.

I am proposing a revised welcome process for first-time visitors, but I want to distinguish the problem we have observed from the outcomes we hope to achieve. During the fictional study-room trial, seventeen of thirty returned feedback cards requested clearer signs. That is the most frequent request among respondents. It does not show that every visitor struggled, and it tells us nothing directly about people who never attended.

The first part of my proposal is to make the confirmation message and the building signs use the same room name. A message can be accurate on its own and still be confusing if the corridor uses a different label. We should therefore check the whole route from the booking information to the room, rather than correcting a single sentence in isolation.

The second part is a short test over two sessions. Reception would send a revised message naming the entrance, meeting point and contact route. One staff member would check the details before each session. If the room changed after the message had been sent, existing bookings would need an update. Without that responsibility, a clearer template could simply become a clearer version of outdated information.

I recognise a possible objection: staff already have several tasks before a session, so another checklist could create work without helping. That is a reasonable concern. My suggestion is to keep the check brief and use information reception already maintains. We should also record the directions visitors still ask for. If the same confusion continues, that would tell us the revision needs further work.

Some colleagues favour extending opening hours instead. Later opening might benefit learners who finish work after six, and that issue should not be ignored. However, the current feedback does not establish which later time interested non-attenders could use. I would collect that information while testing the revised directions, rather than advertise new hours before supervision is confirmed.

The recommendation is therefore a limited communication trial, alongside a separate check of timing demand and staffing. It should proceed only if someone accepts responsibility for keeping the information current. At the end, we should review the remaining arrival questions and decide whether to revise, continue or stop. I would welcome questions about the practical arrangements, especially anything I have assumed reception can do without checking.

Learning feedback: recommendation = a limited communication trial alongside timing/staffing checks; condition = a named responsibility for current information; evidence = 17 of 30 optional cards; limitation = respondents do not represent everyone.

SLC REHEARSAL • LEARNER NOTES

Listen, select and question

Keep page 164 covered. Listen to your partner, note keywords, then give an oral summary and ask a genuine detailed question. Your notes support interaction; they do not replace it.

Main recommendation and its purpose

Two reasons or supporting details

A limitation of the evidence

The objection, response and alternative

A condition that must be checked

My question and the answer I actually heard

After responding, compare with page 164. Ask the reader whether your oral summary retained the condition and the difference between a proposal and a confirmed arrangement.

SLC REHEARSAL • CHOOSE A DIFFERENT TOPIC

Prepare a developed talk with prompts

CHOOSE A TOPIC

Recommend a practical improvement at work, explain a useful process to new learners, or argue for a change to a community activity. Choose a topic you can discuss accurately. Do not reuse a rehearsed topic for live assessment where your board requires a different task.

Audience, purpose and main message

Opening and route through the talk

Point 1 with relevant evidence or example

Point 2 with explanation and a practical detail

A limitation, alternative or condition

Conclusion and invitation for questions

Use brief prompts rather than a complete script. Agree a teaching duration with your tutor; actual duration, preparation and note rules must follow your board.

SLC REHEARSAL • REAL QUESTIONS, FLEXIBLE RESPONSES

Answer detailed questions and feedback

Deliver your talk to a partner or small group. Listeners should ask genuine questions, including a practical challenge. Answer the actual question, acknowledge uncertainty and develop an explanation when needed.

Detailed question I was asked

My answer: direct response, support and limit

Feedback or challenge I received

How I clarified, qualified or revised my point

OBSERVER CHECK

Did the response address every part? Was the detail relevant? Was uncertainty acknowledged? Did the learner adapt to the actual question rather than return to a memorised speech?

SLC REHEARSAL • CONSTRUCTIVE GROUP INTERACTION

Discuss a practical decision

SHARED TASK

A fictional centre can test one first improvement: clearer arrival information, a later study session or a short welcome desk. Recommend an initial action, give reasons and identify an unresolved condition. The group may finish with a qualified recommendation rather than unanimous agreement.

Option	Possible benefit	Condition or evidence needed
Clearer information	Helps visitors prepare and locate the room.	Someone must keep details current; test remaining confusion.
Later session	Could improve access after work.	Check actual timing demand, travel and supervision.
Welcome desk	Could offer direct clarification on arrival.	Reliable staffing and a route for people arriving at different times.

Before the discussion

Choose an initial view and support it. Agree criteria such as access, staffing and evidence. Do not script other people's opinions or the final decision.

During the discussion

Build on another point, ask a pertinent question, support a view and respond to an objection. Interject or redirect only when it serves the discussion. Make room for others and check any summary of agreement.

Record the outcome

Observer: use page 169 to record examples of actual contributions. The notebook does not replace an official assessment record.

LEARNING RECORD • NOT AN OFFICIAL PASS DECISION

Record observed communication evidence

Learner: _____ Observer: _____ Date / activity: _____

Shared skill	Example actually heard or observed	Next learning step
1. Select relevant spoken information		
2. Follow narratives and arguments		
3. Answer extended questions and feedback		
4. Ask detailed, pertinent questions		
5. Develop clear spoken information		
6. Support a persuasive spoken argument		
7. Use accurate, effective spoken language		
8. Move a discussion forward		
9. Adapt to audience, purpose and medium		
10. Interject and redirect appropriately		

One contribution and its effect

A question or feedback response to improve

Use examples and observations rather than a numerical pass prediction. Actual SLC assessment uses the awarding organisation’s tasks, criteria, records and quality assurance. Approved inclusive communication and access arrangements apply. [S2, S7, S19-S20]

SLC LEARNING REVIEW

Reflect, retry and transfer

What I communicated clearly and how I know

What I understood from another person’s extended contribution

Where a question changed or developed my answer

How I helped the discussion move forward

One audience or medium change to practise next

My next live rehearsal and the evidence to collect

Repeat on a new topic with different questions. Improvement should appear in actual communication, not only in a more detailed plan.

TOOLKIT • USE WITH LESSONS 1-12

Reading and analysis quick reference

Term	Working meaning	Check in your answer
Explicit / implicit	Stated directly / suggested through clues.	Have I linked the inference to evidence?
Fact-like claim / opinion	Checkable statement / evaluative judgement.	Have I confused a reported claim with proof?
Argument / evidence	Connected reasons for a position / support for those reasons.	What conclusion does the support justify?
Bias	A tendency to favour a view through selection or presentation.	Which view is favoured and how?
Tone / register	Attitude / language selected for the situation.	What specific wording supports my label?
Style / voice	Pattern of choices / impression of a distinctive writer.	How do the choices shape the message?
Inference / speculation	Supported unstated conclusion / claim beyond available clues.	What can the source not establish?
Comparison	An explicit relationship between sources.	Have I linked both evidence and presentation?

Choose a response to match the command

Identify: name or select accurately. Explain: show a connection or reason. Compare: link sources on a shared focus. Infer: reach a justified unstated conclusion. Quote: preserve the actual wording. Summarise: select the essential message without adding unsupported ideas.

A USEFUL SELF-CHECK

What is the question asking? Which source controls the answer? What evidence supports it? What condition or uncertainty must remain?

TOOLKIT • REPAIR GAPS WHILE LEARNING LEVEL 2

Grammar and word-building foundations

Concept	Explanation and example
Noun / verb	Noun names a person, thing or idea; verb expresses an action or state. “They plan” uses a verb; “the plan” uses a noun.
Adjective / adverb	An adjective describes a noun: clear instructions. An adverb can modify a verb: explain clearly. Context determines the word’s job.
Main / subordinate clause	“We attended” is complete. “Although it rained” depends on a main clause: “Although it rained, we attended.”
Phrase	A group of words functioning together without a complete finite clause, for example “after the session”.
Article / determiner	A, an and the specify nouns in different ways; my, this and some are other determiners.
Prefix / suffix	A prefix precedes a base: unhelpful. A suffix follows: helpful, teacher. Confirm the complete word’s actual meaning.
Regular / irregular plural	Folder → folders; box → boxes; copy → copies; child → children. Ordinary plurals do not take possession apostrophes.
Word family	Apply → application; decide → decision. Related meanings can involve spelling changes. Learn each grammatical form.

Try, then check

1. Identify plan in “We plan the visit.” 2. Make child plural. 3. Complete with the right form: “Please send your ___” (apply). 4. Repair “Because the room changed.”

Answers: verb; children; application; add a main clause, for example “Because the room changed, reception sent an update.”

TOOLKIT • CHECK THE MEANING BEFORE THE MARK

Punctuation and cohesion at a glance

Choice	Use and original example
Full stop	End a complete statement. “The desk is open. Reception will confirm bookings.”
Comma	Separate list items, an opening clause or extra information. “If the room changes, tell reception.”
Apostrophe	Mark possession or missing letters: a learner’s folder; the learners’ folders; it’s = it is.
Colon	Introduce an explanation after a complete lead-in: “There is one condition: supervision must be confirmed.”
Semicolon	Join closely related main clauses: “The desks are full; the reserve list remains open.”
Quotation marks	Enclose exact quoted speech or wording and attribute it clearly. Do not invent a source’s words.
Because / therefore	Reason / consequence. Check that the claimed relationship is actually supported.
Although / however	Introduce a contrast or qualification. However alone does not repair a comma splice.
If / unless	Set conditions. Unless means except if; replacing it mechanically with if can reverse a rule.
This / it / they	Link ideas through clear reference. Repeat a noun when more than one referent is possible.

Meaning test

“You do not have to book twice” makes a second booking unnecessary. “You must not book twice” prohibits it. “Only confirmed visitors may enter” excludes unconfirmed requests. Small language choices can control a reader’s next action.

20 SHORT LEARNING ITEMS • NO OFFICIAL MARK TOTAL

Accuracy clinic: diagnose and repair

Make the smallest accurate repair unless the instruction asks for a change of meaning. Some items have several valid solutions. Use extra paper if needed.

1. Correct “The list of requests are ready.”
_____

2. Correct “Yesterday I have went to reception.”
_____

3. Choose a/an: “___ hour”; “___ useful guide”.
_____

4. Correct “Their bringing there notes.”
_____

5. Choose its/it’s: “The centre changed ___ timetable.”
_____

6. Mark possession for several tutors: “the tutors room”.
_____

7. Mark possession: “the childrens folders”.
_____

8. Correct the ordinary plural: “Three email’s arrived.”
_____

9. Punctuate “If the room changes tell reception.”
_____

10. Repair “The room was full, we waited outside.”
_____

11. Complete “Although the tutor replied.”
_____

12. Use a colon: “There is one condition staffing must be confirmed.”
_____

13. Use a semicolon: “The desk is open the printer is unavailable.”
_____

14. Punctuate the extra phrase: “Noor the coordinator will reply.”
_____

15. Choose advice/advise: “Please ___ me”; “helpful ___”.
_____

16. Correct “This may effect attendance.”
_____

17. Correct the spelling: “neccessary”; “definately”.
_____

18. Correct “The forms has been send.”
_____

19. Make this uncertain: “The trial will solve every problem.”
_____

20. Remove ambiguity so Sana owns the form: “Sana told Leila her form was ready.”
_____

Feedback: page 175. Identify a recurring error and return to the corresponding lesson.

USE THE REASON TO MAKE A NEW CORRECT EXAMPLE

Accuracy clinic: answers and reasons

1. The list of requests is ready. List is the singular subject.

2. Yesterday I went to reception. Use the simple past for this completed time; went is the past form.

3. An hour; a useful guide. The following sound controls the article.

4. They’re bringing their notes. They’re means they are; their expresses possession.

5. The centre changed its timetable. Possessive its has no apostrophe.

6. The tutors’ room. The regular plural already ends in s.

7. The children’s folders. Children is an irregular plural without final s.

8. Three emails arrived. An ordinary plural does not need an apostrophe.

9. If the room changes, tell reception. A comma separates the opening subordinate clause.

10. The room was full, so we waited outside. A conjunction repairs the comma splice; a full stop is another valid repair.

11. Although the tutor replied, I still needed one detail. The subordinate clause needs a main clause; other logical completions are valid.

12. There is one condition: staffing must be confirmed. The second part specifies the condition.

13. The desk is open; the printer is unavailable. Both sides are complete main clauses.

14. Noor, the coordinator, will reply. Extra information needs paired commas.

15. Please advise me; helpful advice. Advise is a verb; advice is a noun.

16. This may affect attendance. Affect is the intended verb here.

17. Necessary; definitely. Learn and retrieve the difficult letter sequence.

18. The forms have been sent. Plural agreement and the past participle are required.

19. The trial might help address some problems. A possibility should not become a universal guarantee.

20. Sana told Leila that Sana’s form was ready. Repeating the owner removes the ambiguous pronoun.

Accept another grammatical repair that follows the instruction and preserves the intended meaning. Correctness includes clarity, not merely the presence of punctuation.

RETRIEVE, USE AND REVISIT

My spelling and vocabulary notebook

Choose words you need in real writing. Include everyday errors and specialist vocabulary from your work or course. During learning, confirm the spelling and meaning; then cover the model and retrieve it independently.

Word / phrase	Meaning and difficult segment	New sentence / later check

My three high-priority confusions

A retrieval routine

Look closely → identify the difficult part → cover → write from memory → compare → correct the precise segment → use in a fresh sentence. Revisit after other learning and again on a later day. Check meaning-based confusions in the whole sentence.

INDEPENDENT WRITING REMINDER

Learning tools can help you acquire the spelling. In assessment, follow restrictions on dictionaries, spellcheck, grammar assistants and other external SPaG aids, alongside any approved arrangements. [S2]

READING AND FIRST WRITING LESSONS

My lesson progress record

Use dates and evidence, not a predicted pass. Independent = completed a new example with the model hidden; revisit = a learning action still needed.

Lesson and focus	Learned / date	Independent evidence	Revisit
1. Choose the right depth of reading			
2. Infer meaning without guessing			
3. Separate facts, opinions and claims			
4. Trace a writer’s argument			
5. Recognise bias and selective presentation			
6. Use vocabulary and reference resources			
7. Navigate complex information			
8. Explain how features shape meaning			
9. Analyse persuasive language			
10. Distinguish tone, style and voice			
11. Compare both ideas and presentation			
12. Bring reading skills together			
13. Plan for purpose, audience and length			
14. Build paragraphs and cohesion			
15. Control complex sentences			
16. Secure sentence boundaries			
17. Use commas for clear meaning			
18. Use apostrophes accurately			

One pattern in my progress

WRITING AND LIVE COMMUNICATION

My lesson progress record

Use dates and evidence, not a predicted pass. Independent = completed a new example with the model hidden; revisit = a learning action still needed.

Lesson and focus	Learned / date	Independent evidence	Revisit
19. Use colons, semicolons and quotation marks			
20. Control agreement, tense and time			
21. Use articles, pronouns and precise reference			
22. Express certainty and obligation with modality			
23. Develop reliable spelling strategies			
24. Write effective emails and letters			
25. Write articles and reasoned persuasion			
26. Write reports and explanations			
27. Write reviews and reflective narratives			
28. Edit independently and improve the message			
29. Listen to extended explanations and arguments			
30. Ask detailed and pertinent questions			
31. Respond to questions and feedback			
32. Explain clearly and develop a spoken message			
33. Support spoken arguments with evidence			
34. Move a discussion forward constructively			
35. Adapt to audience, purpose and medium			
36. Interject, redirect and summarise respectfully			

One pattern in my progress

A PERSONAL PLAN FOR THE NEXT STAGE

Turn learning into readiness

Reading

Can I select the right detail, justify an inference, analyse a choice and link sources explicitly? Complete a new text task and check each answer against its evidence.

Writing

Can I meet a new task's content, purpose, form and length while controlling paragraphs, cohesion, grammar, spelling and punctuation? Draft independently, then review the actual sentences.

Speaking, listening and communicating

Can I follow extended information, develop a view, answer unexpected questions and contribute constructively? Collect observations from a new live activity, not just a prepared script.

NEXT LEARNING ACTIONS

My priority skill: _____
A specific new task to attempt: _____
When and with whom: _____
Evidence I will collect: _____
How I will respond if the difficulty remains: _____

Official familiarisation

After learning, complete current preparation material appropriate to your centre and awarding organisation. Check its marking guidance and conditions. Use the separate practice notebook to build fluency, but obtain official timings, permitted tools and live SLC rules from the centre.

1 OF 7 • CHECKED 20 NOVEMBER 2026

Official sources and review record

S1 • DfE: English Functional Skills subject content

Current HTML, updated 9 April 2025. The Level 2 section supplies the shared 28-point framework. The short labels and teaching content here are independently written.

Open official source

S2 • Ofqual: English conditions and requirements

Current published requirements, updated 1 May 2024. Reviewed for the three-component framework, writing accuracy weighting and restrictions on external spelling, punctuation and grammar aids.

Open official source

S3 • Pearson Edexcel: Level 1/2 English specification

Official specification reviewed for Level 2 coverage and component structure. The common content is transferable; Pearson paper arrangements must not be treated as universal rules.

Open official source

How sources were used

The shared curriculum determined coverage. Reviewed specifications and public samples informed the learning demands and the distinction between common skills and board administration. Teaching explanations, fictional sources, tasks, models and feedback were written independently.

2 OF 7 • CHECKED 20 NOVEMBER 2026

Official sources and review record

S4 • Pearson: Level 2 Guidance to Centres

Public 2019/20 sample-assessment exemplification reviewed for reading demands, comparison and developed writing. Historical examples inform teaching, not claims about every current paper. No learner scripts are reproduced.

Open official source

S5 • City & Guilds: 4748-02 English handbook

Version 1.2, August 2025. Level 2 content and component structure checked. Current centre administration and approved evidence arrangements govern live assessment.

Open official source

S6 • City & Guilds: sample and past-paper route

Official listing checked: Level 2 reading and writing samples, worked examples and released past-paper sets are listed. Individual listed papers were not inspected for this edition.

Open official source

Released papers and listings

A resource listing confirms that materials are offered at that route; it is not evidence that each linked paper was read. This record distinguishes inspected documents from listings and historical examples.

3 OF 7 • CHECKED 20 NOVEMBER 2026

Official sources and review record

S7 • NCFE: English qualification specification

Version 3.2, November 2025, linked from the current Level 2 page. Level 2 reading, writing and SLC framework reviewed; task administration remains board-specific.

Open official source

S8 • NCFE: public Level 2 reading sample

Public question paper reviewed for the range of reading demands and response forms. All notebook sources, questions and answers use original wording and scenarios. The linked paper is preparation evidence, not a live prediction.

Open official source

S9 • NCFE: public Level 2 writing sample

Public sample reviewed for task form, audience, development and task-specific length instructions. The 250-350-word teaching models here do not establish a common word limit for all boards or tasks.

Open official source

Current NCFE route

Level 2 English qualification and latest support

Some latest practice materials require centre access. Public samples do not replace current instructions or approved assessment arrangements.

4 OF 7 • CHECKED 20 NOVEMBER 2026

Official sources and review record

S10 • NCFE: public Level 2 reading mark scheme

Reviewed to cross-check inference, reference use, style, devices and supported comparison demands. Notebook feedback is original teaching guidance, not a reproduction of this mark scheme.

Open official source

S11 • NOCN: Level 1/2 English specification

Version 1.7, March 2026. Shared-content framework and three components reviewed. Individual NOCN question papers were not inspected.

Open official source

S12 • TQUK/VQA: English specification

Version 1.6 at the official resource route retains TQUK wording. Level 2 framework reviewed alongside the current VQA suite. Confirm the awarding name and registered qualification with your centre.

Open official source

Current names and documents

Some specifications retain earlier awarding names or branding. Confirm the centre’s registered qualification number and current instructions rather than assuming a brand change makes every archived document current.

5 OF 7 • CHECKED 20 NOVEMBER 2026

Official sources and review record

S13 • VQA: current Functional Skills suite

Current suite checked; it lists Level 2 English 610/2625/6 and links current resources. This route is distinct from AQA’s withdrawn former Functional Skills qualifications.

Open official source

S14 • Open Awards: Level 2 English route

Official qualification/resource listing located through search; direct page retrieval was blocked. Listing identifies reading, writing and SLC samples. No claim is made that its reading/writing PDFs were inspected.

Open official source

S15 • Highfield: Level 2 English route

Official qualification route located, but returned page detail was limited. Full current specification and individual question papers were not inspected; use the centre’s current documents.

Open official source

Shared content and review limits

All 28 shared content points are covered in this teaching sequence. This is not an exhaustive audit of every provider’s latest handbook or a claim of endorsement. Obtain any unreviewed board-specific information from the centre.

6 OF 7 • CHECKED 20 NOVEMBER 2026

Official sources and review record

S16 • VTCT Skills: qualification and resource route

Official listing identifies Level 2 English 603/4606/1 and says practice papers are available to VTCT Skills centres and learners. Current handbook and restricted practice papers were not inspected.

Open official source

S17 • FutureQuals: Level 2 English specification

Official public V7 document reviewed for the Level 2 framework and components. A retrieved public version is not proof of current administrative currency; confirm later amendments with the centre.

Open official source

S18 • AQA: withdrawal update

Updated 27 August 2025: former AQA Functional Skills English ended, with final certification in summer 2025. AQA points to VQA alternatives. Historical AQA papers are not current booking options.

Open official source

Historical sources

A recently retrieved document may be old. AQA’s former Functional Skills are labelled historical. Current qualification and administration details take priority over the conditions printed in an older paper.

7 OF 7 • CHECKED 20 NOVEMBER 2026

Official sources and review record

S19 • NCFE: SLC assessor guidance

Version 3.0, August 2024. Level 2 guidance reviewed alongside the specification. Live performance, observer evidence and quality assurance matter; written plans cannot substitute for them.

Open official source

S20 • Open Awards: Level 2 SLC public sample

Public observation/reporting sample reviewed for its live task structure. Its conditions are not imposed on other boards or on this notebook’s teaching rehearsals.

Open official source

S21 • AQA: June 2022 Level 2 reading question paper

Released historical question paper reviewed for general question demands. Separate source insert and full marking materials were not inspected. No wording is reproduced and no current AQA qualification is implied.

Open official source

Live spoken performance

Scripts and prompts are learning tools. Formal evidence must come from actual communication under approved arrangements, using the relevant organisation’s current tasks, records and quality assurance. No practice score here constitutes an official pass.