

Approaches to teaching

Introduction

The Reading section of the Edexcel Functional Skills English Level 2 student book targets all of the skills standard and coverage and range required for the teaching of Level 2 Reading. Reading is divided into 12 sections and each has an introduction, important information presented as *Top tips* and activities designed to develop the skills as described in the Ofqual Functional Skills Subject Criteria.

Each section in the student book forms the basis for the lesson and the purpose is made very clear in the box *This lesson will help you to*. The tone of each section is directed at students to enable them to engage with the reading activities. Reiterate that the text book will also be a useful revision tool and a reference book in their preparations for the examination.

The lessons

Page 6 of the student book introduces the Reading section. It details how learners will be assessed, and the 'standards' are also printed for the students so they know what they need to be able to do in order to be considered functional at Level 2.

It is always a good starting point to ask the students to identify the main purpose of a text. This is a feature of our Reading assessment, as exemplified in the sample assessment materials. There are opportunities to make connections between lessons – wherever possible, encourage students to make these links in order to contextualise their reading.

As you take students through the different sections of this book, encourage them to decide which reading skill/s they need to use to navigate their way around particular texts and how to answer a particular question.

Helping students to engage with the texts

It is important to teach students how to read texts actively. Encourage them to read with a pencil and annotate (where appropriate) or make brief notes while they are reading. As they become more confident, they can focus on:

- words or phrases that might help them to answer the assessment question
- words they do not know which may need thought when answering the question
- topic sentences that define the subject of a paragraph and help to identify the main points

- connectives that link ideas together, helping them to see the relationship between ideas in a text.

These activities will help them to recognise different features of texts and to shape their own writing according to form, audience and purpose.

Modelling reading skills

Model reading skills by using an overhead or digital projector.

- Choose a task or question and talk about your thought processes as you read it.
- Explain what reading skills you are using and why.
- Explain how you make sense of difficult words, or words you do not know.
- Show that you sometimes have problems answering questions, but that you can engage with the text in order to work things out.

As you take students through the course, encourage them to co-present with one of their peers and model their own reading skills and thought processes.

Understanding how texts are organized

With knowledge of the conventional language and presentational features of different text types, students can explore a range of texts and their purposes.

Writers will use language and presentational features deliberately for effect, and they collectively influence the message of the text. Encourage learners to ask questions such as:

- What effect does the layout have?
- Why is part of the text presented in columns?
- Do the bullet points help to structure the information to make it easier to find and use?

Encourage students to use strategies for reading tables, using keys, and understanding titles, headings and symbols. Impress upon them that they will need to be able to recognise features of a text in order to consider its purpose, and be able to select and use different types of text as defined in the coverage and range.

How meaning is conveyed

Encourage learners to focus on the purpose of a text, and how the writer has conveyed meaning to achieve that purpose. Demonstrate how to read 'between the lines' for implied meanings, and interrogate texts for bias and point of view.

Suitable responses

Writers may want readers to respond in a particular way to their texts. Encourage students to consider the writer's purpose in a text and what the audience's needs may be, before considering suitable responses – the best response may or may not be what the writer intended. Emphasise to students that suitable responses to texts in Functional English is linked with real-life application of reading skills. Invite them to think of examples of this type of text, such as advice/guidance leaflets. It would be useful to provide some practical examples such as guidance on how to complete a passport application. Although the newly accredited qualification differs slightly from the pilot materials, there are past papers which will provide resources to use for this aspect of their reading.

Preparing for the test

Teach students to read the questions before they start to read the source texts. Looking out for key words in the question will help them to find specific information in the texts. This will mean their reading has a purpose. It is important, however, that learners read the text closely before they begin answering the questions. Use past pilot texts to encourage students to read both texts and questions wisely. Invite them to respond to specific questions and identify which part of the standard is being assessed. Share the mark schemes with them.

Use the mini test provided in the student book and the newly accredited sample assessment materials as the definitive guidance for your students. Give them practice or 'mock' examination opportunities using these materials so that they become used to managing time and responding appropriately to the questions and the text. Use these practice assessments, sample answers and examiner commentaries in this teacher guide to analyse what the examiners are looking for in terms of functional reading at Level 2.

These materials will also help you and your students to identify areas in which they feel confident and areas where they need more practice in order to refine their reading skills. After you they have answered the questions, take them through the mark schemes and any examiner commentaries. Encourage them in pairs/small groups to discuss the answers as indicated in the mark scheme, link the questions with the skills standard and read closely any examiner comments. They might want to highlight key words/concepts to discuss and then to share with others in the group. These types of activities will help them build up confidence, prepare them for the examination and to be functional readers in real-life situations.

1 Reading different kinds of texts

Coverage and range

- Learning to choose and use varied types of text for information.

Lesson learning objectives

- Choose and use different texts to find relevant information.

Lesson starter: individual/pair work

Ask students to think of as many different kinds of texts as they can in 5 minutes and display them on a spider diagram. What makes each text different? Direct students to the start of page 8 in the student book and ensure they focus on purpose as well as function.

Homework

Either complete Task 4 or direct students to find one text by themselves and carry out the same analysis as in the activities above (including: text type, clues, locating information on a page, instructions to the reader, how the first section/paragraph introduces the rest of the text).

Main teaching and learning

Ask students to look at Text A on page 8 of the student book and answer Activity 1 on the same page. Select students to feed back their answers to the class.

Then, they move on to Activity 2 (on page 9), completing Tasks 1–3 by referring back to the list of features at the beginning of the chapter (page 8) to help them. Ask students to link the features to a specific purpose (e.g. how the top five theme parks are presented in the text?).

Give feedback to the class again and continue with Task 4 in Activity 2, if there is time.

Plenary

Discuss the activities as a class, linking back to the purpose of the lesson and the list of features. Ask students to add any other features that they have specifically identified in terms of making reading different kind of texts accessible.

Answers

Activity 1

This gives the student a pointer on how to start identifying specifics from a text, e.g. here Text A is a letter and the clue is it starts with the greeting 'Sir'.

Activity 2

- The first paragraph introduces the troubles the writer has had with chopping onions, which make his sensitive eyes run.
- This information is given at the start of the main text:
Alton Towers, Thorpe Park, Chessington World of Adventures, Drayton Manor and Legoland Windsor.
 - A sub-heading highlights information about Adventure Island in Southend-on-Sea. It is a free admission park, where you just pay for the rides you go on. The park features roller coasters, such as Green Scream and other rides for the family.
 - The top banner of the website has a search feature with individual 'buttons' for various theme parks where (presumably) more detailed information can be found. Also separate sections for theme parks in England, Scotland and Wales.
- The tariff table's third column provides Average Line Rental costs.
 - The tariff table's second column shows and lists the Mobile Phone Model(s), (e.g. here a Nokia 1661).
 - By clicking on the underlined 'Click here for more information on this deal' in the Contract Deal Information column.
- The labels identify all the important features that one should have on their door to improve safety.
 - The text in bold gives important information that the reader should consider.
 - The words in CAPITALS label the door safety features.

2 Skimming, scanning and close reading

Coverage and range

- Reading to suit different purposes: skimming, scanning and close reading of texts.

Lesson learning objectives

- Use different reading skills to find relevant information.

Lesson starter: pair/small group work

Put the three terms (skimming, scanning and close reading) on the board/screen. Students work in pairs or small groups to discuss what they think each term means. Then, direct students to page 12 of the student book to read the explanations. Reinforce the 'functionality' of the skills.

Main teaching and learning

Students complete Tasks 1–3 in Activity 1, on page 12 of the student book. Afterwards, take class feedback and discuss why these are important skills to learn.

As a class, look at Task 4 combining the two skills scan and close read. The task could be completed in small groups, giving students a few minutes to do this before discussing as a whole class. Ask students why they were given a time limit – relate it to a range of situations where they'll need to read quickly for a specific purpose.

Plenary

In small groups, students discuss why we need these three main skills in reading and link this with real-life situations.

Homework

Ask students to find an appropriate text of their own and carry out the above activities, writing their responses and submitting these with their chosen text.

Answers

Activity 1

- 1 Answer C: It explains what the law says every human being's rights are.
- 2 Freedom to move, freedom of thought and freedom of expression.
- 3 Answer C: The law is the same for everyone and we all have to be treated fairly.
- 4 No, people cannot be forced to join a religion or political party.

3 Finding main ideas and details

Coverage and range

- Read and summarise succinctly and identify the purposes of texts.

Lesson learning objectives

- Find and use main ideas and details in texts.

Lesson starter: individual/pair work

Introduce the purpose of the lesson and link it with the standards. Make clear the distinction between main ideas and details, as students often find this problematic.

Ask students to look at Text A from page 30 of the student book. They should read the text and note the main idea as well as the details. Then discuss the text with a partner, including the differences between the main idea and the details.

Select some students to share ideas about their examples with the class. Reinforce the distinction between main idea and details.

Main teaching and learning

Read Text A in Activity 1 on page 14 of the student book. As a class, discuss the four possible statements, listed in Task 2, and decide which one captures the main point of the text and which ones are about the details within the text. Use opportunity to draw their attention to the multiple choice style of the Activity.

Direct students to Text B in Activity 2 on page 15 of the student book and read the text with them. Then, on their own, students write answers to Task 2. Ask them to share their answers with a partner.

Students should then look at Task 3 in small groups and identify the three offers made to teenagers to get them to take part. They should also make brief notes and then discuss the main idea of the text.

Plenary

Each group shares their responses with the class. Remind students once more of the difference between main ideas and details within a text.

Homework

Students turn their notes from Activity 2 into properly written answers.

Answers

Activity 1

- 2 Answer B: Panelbase pays people money or gift vouchers for taking surveys.
- 3 A, C and D are details, rather than the main focus.

Activity 2

- 2 Market research companies need teenage opinions to help influence what new products and services are introduced in the future.
- 3 Three of the things explained can include: cash, High Street vouchers, free CDs, cinema tickets, online music downloads, the chance to win thousands of prizes.
- 4 That online surveys are the perfect teen job, because they are a safe, free and fun way to earn extra money.

4 Comparing texts

Coverage and range

- Read and summarise succinctly, information/ideas from different sources.

Lesson learning objectives

- Compare texts. Choose and use different texts to find relevant information.

Lesson starter: whole class

Ask students to discuss what they understand by the instruction to 'compare two different texts'.

Take them through the four steps on page 16 of the student book.

Discuss ways that students can make these steps and record their findings (e.g. as spider diagrams). Make it clear that the four steps will be a useful revision aid.

Main teaching and learning

Direct students to Text A on page 17 of the student book and read it with them. Ask them in pairs to list or highlight the main idea and the details. Do the same with Text B on the same page.

In pairs, students go through the tasks in Activity 1, on page 16. In feedback, focus on the words 'similar' and 'different' to encourage students to compare and contrast. Students should list differences and similarities.

Plenary

Return to the Task 3 in Activity 1. Ask students to share with another pair their views regarding how Texts A and B are presented. Ask for feedback from the class. It might be necessary to use the plenary to draw students' attention to text features, contexts and purposes, as well as language and information, in preparation for the homework.

Homework

Students to present their findings on both texts in three parts.

- 1 Similarities in terms of subject and structure of texts.
- 2 Differences in terms of subject and structure of texts.
- 3 Differences and similarities of how texts are presented.

Answers

Activity 1

- 1 Answer A: There is only one way to score a goal in football.
- 2 A, B and C
- 3 a Both games have certain rules for scoring.
b Each game has different ways of scoring points.

5 Selecting relevant information from more than one text

Coverage and range

- Select and use different types of texts, and summarise succinctly information/ideas from different sources.

Lesson learning objectives

- Choose and use different texts to find relevant information.

Lesson starter: whole class

As in previous lessons, direct students to the four steps to selecting relevant information (on page 18 of the student book) and read it with them.

Plenary

Discuss the decisions made by the pairs, e.g. What key pieces of information led to their decision? Which texts did students use to select relevant information? Was any one text particularly useful?

Main teaching and learning

In pairs, students read Texts A, B, C, on page 19, and decide the text types for each one.

They then complete Task 1 (a, b and c) in Activity 1 on page 18. Remind students to think about previous lessons, where they identified the main ideas and their details. Ensure they look at the organisational features of the texts, including layout and language. Feed back as a class.

Still in pairs, students read the profiles of Ash and Emily (page 18) and list the main ideas in each profile, in bullet points. Revisiting Texts A, B and C, they should link information from the profiles with information about the Fifteen Foundation and decide who should be selected to become an apprentice and why.

Draw their attention to how we make judgements in real life and how, to some extent, their decision in this activity was a matter of opinion.

Homework

Students select relevant information from another text (either one from earlier in the student book or one of their choice).

Answers

Activity 1

- 1 a Text B
b Text C
c Text A
- 2 b Emily is more qualified to become an apprentice because she 'loves cooking'.

6 Understanding tables

Coverage and range

- The use of tables and finding information in them.

Lesson learning objectives

- Use tables to find relevant information.

Lesson starter: individual/pair work

In pairs, students think of all the different text types that they have encountered in the past week and list them on a spider diagram. Discuss the different texts as a class and lead students to consider how they use tables. What types of table do they see and use outside of the learning context?

Remind students of the four steps as guidance from the previous lesson. Direct them to page 20 of the student book and take them through the four instructions supplied to help them to 'read' a table.

Main teaching and learning

Take students through the description of Josh's requirements at the beginning of Activity 1 (page 20). Connect his situation of being in an unfamiliar place to real-life contexts.

In pairs, ask students to list his requirements and list the type of information Josh needs to be able to book his hotel.

Students work through Tasks 1–4 in pairs. Then, students feedback their answers and discuss as a class. Finally, do the same for Tasks 5–7.

Plenary

Emphasise the need to understand texts in their broadest sense (e.g. tables) and relate this to being functional in real life. Why do we need to be able to read and understand tables?

Homework

Ask students to look at another example of a table (provide this for them, if possible) and highlight key areas of information to be found in it.

Answers

Activity 1

- 1 All of them except the Campanile Hotel Manchester, which is 0.8 miles away.
- 2 The Midlands Qhotels, Velvet Hotel, The Palace Hotel, Radisson Edwardian Manchester, Abode Manchester, The Lowry A Rocco Forte Hotel.
- 3 The Palace Hotel.
- 4 Answer C: Velvet Hotel
- 5 0.1 and 0.4 miles.
- 6 Answer B: (*In the table, on 8 January, the least expensive hotel is Days Hotel Manchester City, at £35.00/night, which is 0.6 miles from the city centre.*)
- 7 The Midland Qhotels or The Palace Hotel.

7 Summarising information and ideas

Coverage and range

- Read and summarise succinctly information/ideas from different sources.

Lesson learning objectives

- Read and briefly summarise information and ideas from different texts.

Lesson starter: individual/pair work

Provide each student with a copy of the coverage and range, listed above. Ask students to identify what is being required of them by underlining/circling key words. Discuss until you have covered the following:

What kind of reading skills are required?	Do students understand the word 'summarise'?	What does 'succinctly' mean?
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Read and summarise succinctly information/ideas from different sources

Remind students that summaries may draw on one or more texts

Remind students that this is functional reading and they should focus on information

Main teaching and learning

Direct students to read the text on summarising at the start of page 22 of the student book, then ask them to work through Activity 1. Remind them to use the advice in point 3 of the teaching text to help them, and the notes in the *Watch Out!* box to avoid common mistakes. For less able students, ask for a list of key facts under the questions given in the student book, and then scaffold write the summary in up to 50 words, referring to the *Watch Out!* tip. Repeat the process for further texts, either by working through Activity 2 or by using your own text choices.

Ask students to feed back to others in a group to establish the following.

- The main ideas/information in each text.
- How to present the ideas/information identified in each of the texts in short focused statements, using the questions given.

Plenary

Students share their responses with the class. Why is it important to be able to respond to texts in this way in order to be functional in today's society? Ask students to consider when this might be necessary, for example, in the workplace. Then, discuss and reinforce what is being asked of the student when assessed on this skills standard.

Self/peer assessment

Direct students back to the coverage and range and the learning objectives on page 22. How confident are they of their skills in reading and summarising one or more texts? What needs more practice?

Answers

Activity 1

Students use the question words to pick out information, then write a short summary of Text A.

Activity 2

Possible answers could include: gives young people "a chance" for "good futures".

8 Understanding the purpose of a text

Coverage and range

- Identify the purposes of texts (and comment on how meaning is conveyed).

Lesson learning objectives

- Work out and understand the purpose of a text.

Lesson starter: individual/pair work

Draw students' attention to the coverage and range for this lesson. In pairs, they discuss their understanding of the term 'purpose'. Explain how we make judgements about a writer's purpose and the importance of supporting these judgements with evidence from the text.

Direct students to page 24 of the student book. Look at the three steps to use when reading to establish the purpose of a text. Take them through each of the steps, explaining what they entail, prior to moving on to the main part of the lesson.

Main teaching and learning

In pairs, students read Text A and use the steps 1, 2, and 3 to establish the purpose. Point out the layout of the text and how it links with its purpose, e.g. is it to advise and inform about 'sunshine safe skin' or is there any suggestion of persuasive language? Remind students that they must provide evidence from the text to support their ideas.

Students then decide which statement best describes the purpose of Text B. Are there any other thoughts/ideas?

Direct students back to the texts on pages 9–11 of the student book (theme parks, safety leaflet extract and mobile phone tariff) and then they complete Activity 2.

Plenary

Feed back from each pair to the class and agree the purpose of each of the texts on pages 9–11. What strategies did the pairs use to establish the purpose of each text?

Answers

Activity 1

- 1 A possible answer might be:
This text looks like a magazine article, written to give advice to people who want to spend time in the sun.
- 2 Text B is an advert for inflatable wigs, despite having been written in an overtly 'chummy' way.

Activity 2

- 1 Text B on page 9 is a guide to the UK theme parks. Text C on page 10 is a pricelist/tariff list for mobile phones. Text D on page 11 is a safety leaflet.

9 How writers communicate meaning

Coverage and range

- Understanding how writers communicate meaning and recognising the meaning.

Lesson learning objectives

- Comment on how a writer communicates the meaning of a text.

Lesson starter: pair work

Link this lesson with previous work on identifying the purpose of a text. Take students through the three steps on page 26 of the student book to prepare them for the lesson. Then, direct them back to Text A, on page 25. With a partner, they revisit this article and apply the three steps. Get feedback as a whole class.

Ask the question: 'Why is it important to appreciate how writers communicate meaning and the features that they use?'

Main teaching and learning

Students work through Activity 1, completing Tasks 1 and 2 in pairs. Take feedback from the class. Ensure that they explain the effect of each feature.

Then, they write an individual response to Task 3. Allow approximately 10–15 minutes before some class discussion.

After the discussion, go back into pairs and go through Tasks 4 and 5, making brief notes and discussing with another group. Take feedback from the whole class.

Put students in small groups and direct them to complete Activity 2. Discuss the purpose of each of the texts on page 17 (work from previous lesson may be used as support). Review the texts and suggest any changes that might make meaning and purpose clearer to the reader.

Plenary

Each group feeds back to the class by recording their ideas on flip chart paper or on an interactive whiteboard.

Homework

Complete Activity 1 (tasks 1–5) again, this time based on the texts on page 17. This activity will be useful for revision purposes.

Answers

Activity 1

- 1 Its purpose is to persuade people to take part in the bike rides.
- 2 a All features are used except bullet points and lists.
b Heading – tells the reader the name of the event and the date.
Image – Interesting image of a mountain biker to grab the reader's attention.
Caption – adds detail to the image.
Paragraphs – break the text up and make it easier to read.
Pull-out box – highlights a key piece of information.
- 3 The first two paragraphs make the event sound appealing to the reader by talking about the natural beauty of the moors. The third paragraph gives more detail about the length of the rides, and the final one repeats that it is a 'must-do' experience.
- 4 The writer uses words that would appeal to cyclists, such as 'hills are a carpet of purple heather' 'splendour' and 'toughest'.
- 5 *Any answers are based on opinions and observations, so model answers are not supplied here.*

Activity 2

Check that the responses to this group work task are relevant and sensible.

10 Understanding implied meanings

Coverage and range

- Detect point of view, implicit meaning and/or bias.

Lesson learning objectives

- Understand meanings that are hinted at or suggested. Be able to identify facts and opinions.

Lesson starter: individual/pair work

In pairs, students discuss what is meant by the term 'implied meaning' and feed back to the class. How is this different from obvious meaning? Give them the words from the skill standard. Read the opening paragraph on page 28 of the student book together.

Look at the text from the tourism website (in the introduction part on page 28). Ask students the following:

- 1 What is the text telling you?
- 2 How are omissions also informative?

Empty out the phrase 'fabulous shopping allied to some magnificent hotels' either through class discussion or initially in pairs. Draw students' attention to the *Watch out!* box on page 28 and take them through the advice given.

Main teaching and learning

In pairs, students discuss and list ideas that are linked with the myth of Santa Claus. Feed back to the class and list ideas on the board.

Read Text A together. Students complete Activity 1 in groups, using the ideas about Santa Claus with both of the questions where it is helpful. Which of statements A–E is obvious and which are implied?

Students do Activity 2 with a partner. Ask students to find evidence to support their choice and read the *Watch out!* advice on page 28 of the student book. Ask students to discuss why recognising implied meaning is an important life skill.

Plenary

Decide the main purpose of the Text A through a class discussion (it is an advertisement using the myth of Santa Claus in a humorous way).

Homework

Students re-read Texts A and B, and write the implied meanings separately for each, giving evidence from the texts to support their ideas.

Answers

Activity 1

- 1 a 'After centuries of reading the world's begging letters, trespassing on private property, stuffing socks and eating stale mince pies –'
b 'This is the sort of fancy pants gear so-called hipsters go gaga for.'
c 'There was a time when folks would make do with a satsuma and a pair of newly darned socks.'
- 2 Statement C, because the advert implies that Carphone Warehouse have the best products and that not even Santa can keep up.

Activity 2

Statement A is an Opinion.

Statement B is a Fact.

Statement C is a Fact. (*Although 'spacious lounge' could be an opinion.*)

Statement D is an Opinion.

Statement E is a Fact.

Identifying points of view and bias

Coverage and range

- Detect points of view and bias.

Lesson learning objectives

- Recognise points of view and bias, understand how these can affect meaning.

Lesson starter: pair work

Take students through the introduction on page 30 of the student book. Link this with previous lessons on identifying main purpose and also with the skill(s) coverage.

In pairs, students think of any other words linked with feelings, beliefs and thoughts. Ask them to consider whether the words link with texts containing facts or texts containing opinion. Bring out that a viewpoint is an opinion. Students also need to be aware that sometimes opinions and viewpoints are presented as facts.

Main teaching and learning

Read Text A together (page 30 in the student book). Students then work in pairs to complete Activity 1. They should also consider the purpose of the article – leading up to party action regarding advertisements aimed at under-16s.

Feed back as a class, then read Text B together. Students complete Activity 2 in pairs before feeding back to the class again.

Then look at Activity 3. Students decide which of the three texts presents a balanced point of view and which has bias – and what kind. Ensure they use evidence to support their ideas.

Additional activity: if in an IT room, students could select a different article that has points of view/bias, to share in the plenary.

Plenary

Students feed back their thoughts about the three texts to the class. They may feel that bias is evident in all of them.

Homework

Students find their own short article and complete these two tasks.

- 1 Select words and phrases that reveal a writer's point of view.
- 2 Identify the evidence used by the writer to support that viewpoint, which can be presented in the form of a table.

Answers

Activity 1

- 1 a Possible answers include: 'unrealistic', 'unattainable images', 'protect children', 'digitally manipulated shapes and sizes'.
b Answer C: Airbrushed images put pressure on young people who think that is how they should look.

Activity 2

- 1 a Words and phrases can include "Is that really fair?", "I don't want to be 'skinny'; just fit and healthy", "Moss is not wrong to say that you feel better if you are slim".
b Evidence includes "a quarter of Britons are obese", "It is the poor... who are fat" and "our culture has a very sick underbelly".

Activity 3

- 1 a Text B presents a more balanced point of view, while Text A is biased.
b Text A is biased because it aims to persuade rather than inform the reader.
- 2 The text has been written for teenage magazine readers; the writer assumes the reader shares their opinion.

12 Consider suitable responses to texts

Coverage and range

- Analyse texts in relation to audience needs and consider suitable responses.

Lesson learning objectives

- Consider texts in terms of the writer's purpose and the readers' needs. Work out what a suitable response to a text is.

Lesson starter: whole class

Share the skill standard with the students, discussing with them how the ability to analyse texts and consider suitable responses are important for real-life situations.

Introduce the lesson by taking students through the introduction on page 32 of the student book.

Direct students to go back to Text B on page 31 and carry out the following:

- In pairs, re-read the text.
- Go through the six questions on page 32 (in the introduction part) noting their answers.

A brief class discussion before moving on to the main section of the lesson.

Main teaching and learning

Direct students to read Text A on page 32 and then complete Activity 1. Pause after they have answered a, b and c and briefly discuss their answers as a class. At the end of the activity, ask students which part of the skill standard they think they have covered.

Before starting Activity 2, close the student book. In pairs, students list the features that they would expect to find in a business letter from a consultant for an international company. Return to page 33 of the student book and read Text B together.

Put students back in their pairs to complete the activity. Students decide which statement best sums up the writer's purpose. Take feedback halfway through.

Plenary

As a class, discuss if the reader should respond to this letter and apply for the job. Discuss reasons for the agreed response. What is a suitable response for the reader to make to this letter? Make sure students understand the term 'fit for purpose'.

Homework

Students write a suitable response to Text B. Their own responses need to be appropriate and any temptation to respond in kind should be discouraged!

Answers

Activity 1

- To help people avoid being scammed.
 - Anyone old enough to accept offers or prizes.
 - and** d Yes, it is detailed and clearly written for its purpose, which is to advise and warn.
 - 'catch you unawares', 'slick and professional', 'rush you'
 - Yes, as it would help them know what to look out for.

Activity 2

- To claim to help the reader make money.
 - Headed paper, contact details, correct spelling and grammar. This letter does not have these.
 - The reader should not respond. The letter is badly written and asks for the reader's name and contact details, without giving any of the company's own.