

## Activity 1: Applying for Everyday Things

**Level:**

CEFR A2

**Time:**

60 minutes

**Resources:**

- ▶ Handouts
- ▶ Smartboard

**Aims:**

- ▶ To be able to gain information from images, including plans and graphs
- ▶ To raise learners' awareness of the requirements of Task 2 in the Entry 2 Reading exam
- ▶ To feel confident in understanding and working out the meaning of vocabulary related to forms
- ▶ To recognise the purpose of different texts

**Exam task focus:** Task 2

### Procedure

1. Tell learners they are going to practise Task 2 of the Reading exam today. This always includes at least one form.
2. Set the context. Tell learners to imagine they want to apply for a locker at college. Ask if anyone knows what a locker is, and make sure everyone is clear on the concept (you can share a Google image of one, if necessary). Does anyone have a locker, or do they use one regularly (at college, at work, at a gym or pool)? Do any of their children have lockers for school?
3. Give out Handout Activities 1a and 1b. Explain that in Task 2 of the exam, the first few questions will test that they understand what each text is for. Tell them to look at each text carefully and decide what is for, then match the five sentences in Activity 1a to the right text. Check answers as a group after several minutes:

1 – B    2 – D    3 – E    4 – A    5 – C

4. Now explain that there is a lot of vocabulary connected to applying for things in these texts. In the exam, there will also be questions which test whether they have understood what these kinds of words and phrases mean. Usually, they can work it out by looking at the whole text and trying to understand the general message instead of each individual word. Give them Handout activity 2 and ask them to work together in pairs to agree on the meaning for each word or phrase from the texts. They should not look up the meaning of any words until they've tried to work it out first.
5. Go through the answers together, taking the opportunity to clarify anything they are still unsure of. When you reach 'Contact No.' you could also mention that 'Tel. No.' is short for 'telephone number' and that 'Mob. No.' is short for 'Mobile number'. It's also worth pointing out that 'condition' has two different meanings in 'Terms and Conditions' (which they'll probably already be familiar with – often shortened to 'Ts and Cs') and 'good condition'.

Note – you can either print off a copy of Handout activity 2 (Answers) for each learner so that they have a neat reference of all the answers, or simply use this handout for your own reference when going through the answers here.

6. Now ask them to look at Text D. This is a plan, or map, of the college. Which other text can they use with this plan to find their new locker? (*Text C – 'Your locker will be 24B'*). Where is their locker? (*In the middle of or in the centre of the college*).
7. Give out Handout activity 3 (one copy each would be best so that they have this for reference after the class) and make sure all the class is familiar with the terms in the box at the top of the page. Explain that questions using phrases like these will come up in the exam to test their understanding of things like diagrams, graphs and images (like the café, toilet and seating images in the plan).
8. Ask the class if they can think of two or three more sentences together and write these on the board, making sure they copy them down accurately. Then put them back into their pairs and ask them to invent more sentences together. They don't all need to create 15 but it would be good if they could all make at least one sentence with each of the phrases to help them fix these in their minds.
9. Draw learners' attention to the exam box at the bottom of the handout to explain how the lesson has helped to prepare them for Task 2 of the Trinity Entry 2 Skills for Life Reading exam. This would be a good time to print off a Task 2 from one of the sample papers, as well as an answer sheet, and give it out as a practice test for homework. Otherwise, you could get the task up on the smartboard to show them how it looks in practice, and then complete the task in the next lesson under timed conditions to help them get used to it.

## Handout activity 1a

**Look at the five texts on Handout activity 1b.**

**What is each text for? Write the letter of the correct text.**

1. To apply for a locker Text: \_\_\_\_\_
2. To show places in a college Text: \_\_\_\_\_
3. To say which learners have more lockers Text: \_\_\_\_\_
4. To tell learners about lockers Text: \_\_\_\_\_
5. To give someone news about their locker Text: \_\_\_\_\_

## Handout activity 1b

### Text A

Dear Learner

We provide lockers for your use. They are available to rent on an annual basis. Rental costs are £25 per year. Please use the application form to book a locker.

Yours sincerely  
*The Administration Team*

### Text B

Locker application form					
<b>Title</b> <i>(please circle)</i>	Mr	Ms	Miss	Mrs	Dr
<b>Name</b>					
<b>Contact No.</b>					
<b>Email</b>					
<b>Size of locker required</b> <i>(please delete as appropriate)</i>	Small		Medium		Large
<b><i>Terms and conditions: I agree to keep my locker in good condition</i></b>					
<b>Signature</b>					
<b>Date</b>					

### Text C

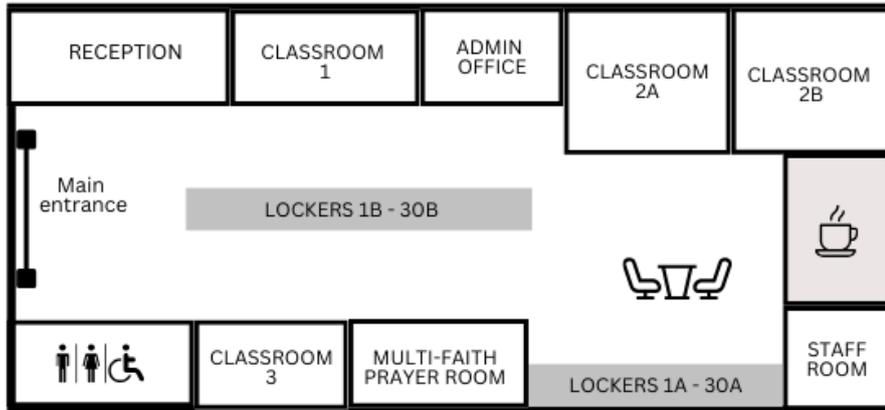
**From:** Admin Team  
**To:** You  
📎 plan

Dear Learner,

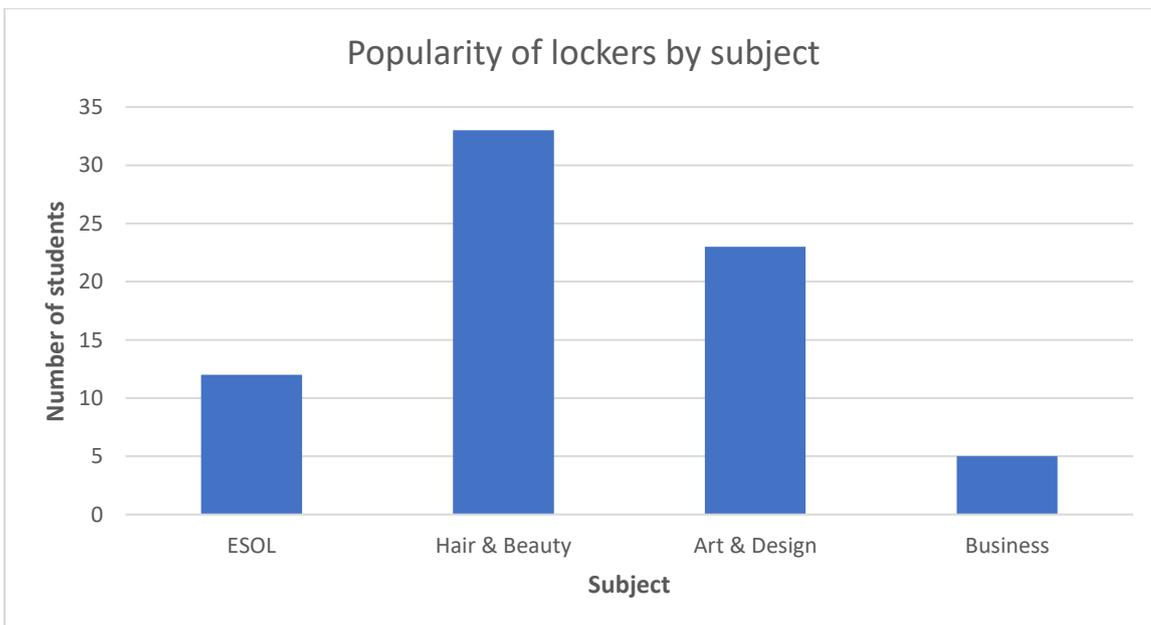
Thank you for applying for a locker. We are pleased to inform you that your application was successful. Your locker will be 24B. Please come to the main reception desk with your payment by 8 September to collect your key. You will find a plan of the locker locations attached.

Kind regards,  
*The Administration Team*

Text D



Text E



## Handout activity 2

### Words and phrases for applying for things

Match the word or phrase with the meaning. There is an example.

**Word or phrase**

**Meaning**

provide	←	Which size you need (small, medium, or large)
Annual basis		Today's date (NOT your date of birth – that is usually D.O.B.)
Rental costs		Your money to pay for something
Title	→	Have something for people to use
Please circle		A map
Contact No.		Administration
Email		Every year
Size required		Please put a ring around the best option (Mr <u>Miss</u> Mrs Ms)
Please delete as appropriate		places
Terms and conditions		The money you pay to rent something
In good condition		Mr, Mrs, Ms, Miss, Dr etc.
Signature		Please cross out the wrong options (small <del>medium</del> large)
Date		Your email address
Admin		In this email (if you click the link to open the document)
We are pleased to inform you		Clean and tidy, not dirty or broken
Your application was successful		your name
Your payment		What you agree to do
A plan		We are happy to tell you
locations		You have got the thing you applied for
attached		Telephone number

## Handout activity 2 (answers)

### Words and phrases for applying for things

## ANSWERS

Word or phrase	Meaning
provide	Have something for people to use
Annual basis	Every year
Rental costs	The money you pay to rent something
Title	Mr, Mrs, Ms, Miss, Dr etc.
Please circle	Please put a ring around the best option (Mr <u>Miss</u> Mrs Ms)
Contact No.	Telephone number
Email	Your email address
Size required	Which size you need (small, medium, or large)
Please delete as appropriate	Please cross out the wrong options (small <del>medium</del> large)
Terms and conditions	What you agree to do
In good condition	Clean and tidy, not dirty or broken
Signature	your name
Date	Today's date (NOT your date of birth – that is usually D.O.B.)
Admin	Administration
We are pleased to inform you	We are happy to tell you
Your application was successful	You have got the thing you applied for
Your payment	Your money to pay for something
A plan	A map
locations	places
attached	In this email (if you click the link to open the document)

## Handout activity 3

**Make up as many sentences as you can about Texts D and E using the phrases from the box.**

next to      between... and      in the middle      in the centre  
beside      opposite      near to      more... than

There are some examples to help you get started. See if you can think of 15 sentences!

1. Reception is next to the main entrance of the college.
2. There are seats next to the café.
3. More Hair & Beauty students have lockers than ESOL students.
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

### Exam hint

In Task 2 of the Entry 2 Skills for Life Reading exam:

- ▶ The first three questions test what the texts are for
- ▶ The next three questions test your understanding of words and phrases in the texts
- ▶ The last three questions test that you can get information from things like plans, diagrams, graphs and images