



BRITISH LEARNING CENTRE

CAMBRIDGE IGCSE · 0510 / 0511

English as a Second Language

Reading & Writing

Every exercise of the Cambridge IGCSE English as a Second Language Reading & Writing paper (0510/0511, for examination from 2024), with reading and writing strategies, skills practice, original exam-style texts and tasks, and full mark schemes.

Name:

Key knowledge · Practice · Exam-style questions · Mark schemes

How to use this workbook

1 Key knowledge Read the notes, worked examples and common mistakes.	2 Practice Build the skill on Sheet A.	3 Exam-style Answer exam-style questions on Sheet B. Marks are shown in [].	4 Check & reflect Mark your work with the mark scheme, then colour the tracker.
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My progress tracker

Colour each row: **Red** = not yet · **Amber** = nearly · **Green** = secure.

#	Exercise	Topic · I can...	R	A	G
1	R&W Ex 1–4 All candidates	Skimming and scanning I can skim a text for its main idea and scan it quickly for specific details.			
2	R&W Ex 1 All candidates	Short-answer reading questions I can find precise details in a text and give short, accurate answers to questions.			
3	R&W Ex 2 All candidates	Multiple matching I can match statements to the correct section of a text by recognising paraphrase.			
4	R&W Ex 3 All candidates	Note-making I can make brief, relevant notes under headings from an informative text.			
5	R&W Ex 4 All candidates	Multiple choice: opinions and inference I can choose the correct option by understanding opinions, attitudes, implied meaning and reference words.			
6	R&W Ex 1, R&W Ex 4 All candidates	Vocabulary in context I can work out the meaning of unfamiliar words and phrases from the context around them.			
7	R&W Ex 1–4 (skill), R&W Ex 6 All candidates	Paraphrasing in your own words I can express ideas from a text in my own words without changing the meaning.			
8	R&W Ex 3 (skill), R&W Ex 6 All candidates	Summarising main points I can select the main points of a text and combine them in a short, clear summary.			
9	R&W Ex 5 All candidates	Writing an informal email I can write a friendly, well-organised email that covers all three points in 120–160 words.			
10	R&W Ex 5, R&W Ex 6 All candidates	Register and tone I can choose a formal or informal register that suits my reader and purpose.			
11	R&W Ex 5, R&W Ex 6 All candidates	Linking words and cohesion I can connect ideas clearly using linking words, paragraphs and reference words.			
12	R&W Ex 6 All candidates	Articles and reviews I can write a lively, organised article or review that engages its reader and gives clear opinions.			
13	R&W Ex 6 All candidates	Reports and essays I can write a clear, formal report or a balanced essay with an introduction and conclusion.			
14	R&W Ex 5, R&W Ex 6 All candidates	Planning and checking writing I can plan my answer quickly and check it for task coverage, accuracy and word count.			



CHECK

Starting point check

Starting point check

Name _____ Date _____ Score _____ / 12

Answer these questions to find out what you already know about the Reading & Writing paper.

1 *Skimming* a text means reading it ...

- ☐ quickly for the general idea ☐ slowly, word by word ☐ to find one number

2 Text: *The bakery opens at 6.30 a.m. on weekdays and at 8 a.m. on Saturdays. It is closed on Sundays.*

When does the bakery open on Saturdays?

3 Which statement has the same meaning as *I wasn't keen on the food at first*?

- ☐ I loved the food immediately. ☐ I didn't like the food much at the beginning.
☐ There was no food.

4 Heading: **Disadvantages of city life**. Which note fits?

- ☐ lots of entertainment ☐ high cost of housing ☐ good public transport

5 *Oh great, another rainy weekend.* The speaker feels ...

- ☐ delighted ☐ disappointed ☐ surprised

6 The village was **remote**; the nearest shop was three hours away. *Remote* means ...

- ☐ far from other places ☐ modern ☐ noisy

7 Paraphrase: *Tickets are free for children under five.*

8 I wanted to go out. _____, it was raining heavily.

9 Which is the best ending for an email to a friend?

- ☐ Yours faithfully, ☐ See you soon! ☐ I remain your obedient servant,

10 Which sentence is suitable for a formal report?

- ☐ The canteen is super cheap! ☐ Most students consider the canteen to be good value.
☐ The canteen is, like, cheap.
-

11 Correct the error: *Yesterday I buyed a new phone.*

12 How many words should you write for Exercises 5 and 6?

- ☐ 50–80 ☐ 120–160 ☐ 250–300
-

Skimming and scanning

I can... skim a text for its main idea and scan it quickly for specific details.

Exercise: R&W Ex 1–4 · All candidates

Skimming means reading quickly to get the general idea (the gist). Read the title, the first and last paragraphs and the first sentence of each paragraph.

Scanning means looking for one piece of information, such as a name, a date, a number or a place. You do not read every word: your eyes move fast until you find the key word.

Key words

skim

scan

gist

key word

paragraph

detail

Key points

- Before you read, look at the questions and underline the key words.
- Scan for words that look different: capital letters, numbers, dates, prices.
- The answer may use a **synonym** of the key word in the question (*began* = *started*).
- Questions in Exercise 1 usually follow the order of the text.

Worked example

Text: *The Green Wheels club was set up in 2019 by two students in Kuala Lumpur. Today it has 340 members, who repair old bicycles and give them to families who cannot afford one.*

Question: How many people belong to the club now?

Key words: *how many* (a number), *belong*, *now*.

Scan for numbers: 2019 is a year; 340 is a quantity.

Today matches *now*; *members* matches *belong*.

Answer: 340 (members).

Common mistakes

- Reading every word slowly and running out of time.
- Copying the first number you see without checking the question (a year instead of a quantity).
- Writing a whole paragraph when one word or phrase is needed.

Exam tip: Spend about one minute skimming the whole text before you look for any answers. Knowing where each topic is saves time later.

Read the short text, then answer the questions.

Ocean Clean-Up Weekend LEAFLET

Join us on Saturday 14 March at Sunrise Beach for our third Ocean Clean-Up Weekend! Volunteers should meet at the lifeguard tower at 7.30 a.m. Gloves, bags and drinking water will be provided, but please bring your own hat and sun cream.

Last year, 215 volunteers collected over 1.2 tonnes of rubbish in just four hours. The most common item was plastic bottle tops, followed by food wrappers. This year, our target is to clean 3 kilometres of coastline.

Volunteers under 16 must come with an adult. Lunch is free for everyone who stays until 12 noon. To register, send a message to the organiser, Ms Priya Nair, before Wednesday 11 March.

- 1 What is the main purpose of the leaflet?
- ☐ to sell beach equipment ☐ to invite people to a volunteer event
- ☐ to report a pollution problem

- 2 The event takes place on Saturday _____ March.

- 3 Volunteers meet at the _____.

- 4 The meeting time is _____.

- 5 Which TWO things must volunteers bring?
- ☐ gloves ☐ a hat ☐ bags ☐ sun cream

- 6 Last year _____ people took part.

- 7 The most common item found last year was _____.

- 8 This year the club wants to clean _____ of coastline.

- 9 Who must come with an adult?
- _____

10 What do volunteers get if they stay until 12 noon?

11 What is the last day to register?

12 Which word in paragraph 2 means *aim*?

☐ target ☐ common ☐ collected

13 Skimming is best for ...

☐ finding a date ☐ understanding the general idea ☐ checking spelling

14 Scanning is best for ...

☐ finding a name or number ☐ judging the writer's attitude ☐ planning an essay

15 Write ONE synonym for *started*.

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

Read the article and answer the questions. Answer in a word, phrase or short sentence.

The Night Market That Went Online ARTICLE

For more than forty years, the Sunday night market in the riverside town of Kampot was the place where families met, ate and shopped. Then, in the spring of 2020, the market had to close for four months. Many stallholders, who sold everything from grilled corn to hand-made sandals, suddenly had no income.

It was a group of four teenagers from the local secondary school who found a solution. Sokha Lim, then aged 16, noticed that most stallholders had smartphones but did not know how to sell online. "My grandmother sold rice cakes at the market for twenty years," she explains. "She knew all her customers by name, but she had never taken a photo of her products."

Sokha and her friends spent their school holidays visiting stalls, photographing products and writing short descriptions in Khmer and English. They built a simple website called *Market Tonight*, where customers could choose items and collect them from a single point near the old bridge. Payment was made on collection, because many sellers did not have bank accounts.

At first, only nine stallholders took part. Some older sellers were worried that customers would not trust a website. However, after a local radio station interviewed the students, orders grew quickly. By the end of the first month the site had 58 sellers and was processing about 300 orders every Sunday.

The project was not without problems. Photographs taken at night were often dark, so the team began asking sellers to bring their products to the school car park on Saturday mornings. The website also crashed twice when too many people tried to order at the same time. "We learned more about computers in those months than in three years of lessons," laughs Dara Chan, who looked after the technical side.

Today the physical market is open again, and it is busier than ever. Surprisingly, the website has not disappeared. Around a third of the sellers still use it, mainly to reach customers in nearby villages who cannot travel into town. The students, now at university, have handed the project over to a younger group at their old school.

Sokha's grandmother is still selling rice cakes. "Now people order from the capital and ask me to send them on the bus," she says. "I never imagined that."

1 For how long did the market close in 2020?

[1]

2 Give TWO examples of products that were sold at the market.

[2]

3 What did Sokha notice about the stallholders? [1]

4 In which two languages were the product descriptions written? [1]

5 Why did customers pay when they collected their items? [1]

6 Why were some older sellers worried at first? [1]

7 What helped the number of orders to increase? [1]

8 Why did the team ask sellers to come to the school car park on Saturday mornings? [1]

9 Give THREE problems or difficulties the project faced. [3]

10 How do most of the remaining online sellers use the website today? [1]

11 Who runs the project now? [1]

12 Skim the article again. Which sentence best gives the main idea? Tick ONE. [1]

- ☐ A The market closed for ever because of a website.
- ☐ B Teenagers helped market sellers to survive by selling online.
- ☐ C A grandmother became famous for her rice cakes.

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

Short-answer reading questions

I can... find precise details in a text and give short, accurate answers to questions.

Exercise: R&W Ex 1 · All candidates

In **Exercise 1** you read an informative text of about 400–450 words and answer short questions (8 marks). Most questions are worth 1 mark. The last question often asks for **three details** for 3 marks.

The question word tells you what kind of answer is needed:
When? = time, *Why?* = reason, *How?* = method or manner, *What ... like?* = description.

Key words

question word

detail

precise

relevant

short answer

Key points

- Answers can be a word, a phrase or a short sentence — no need for full sentences.
- Give exactly the number of details asked for. Extra wrong details can cancel a right one.
- Spelling must be clear enough to recognise the word.
- Do not add your own opinions or information that is not in the text.

Worked example

Text: *Most visitors come in July, but the lake is at its most beautiful in October, when the trees turn red.*

Question: According to the writer, when is the best time to visit the lake? [1]

When → a time. *According to the writer* → the writer's opinion, not the popular choice.

July is a trap: it is when *most visitors* come.

Most beautiful shows the writer's view.

Answer: October (when the trees turn red).

Common mistakes

- Choosing a detail that is near the key word but answers a different question.
- Giving two answers ("July or October") — the examiner marks the first or rejects both.
- Copying a long section of the text that includes wrong information.

Exam tip: Underline the question word and any limiting words, such as *one*, *two*, *according to the writer* or *at first*.

Match each question word with the answer type, then answer the questions about the short text.

A School With No Bells ARTICLE

At Lindqvist International School in Gothenburg, there are no bells. Lessons start at 8.45 a.m., but students move between classes when their teacher finishes, not when a bell rings. Head teacher Maria Berg introduced the idea in 2021 because she felt the noise made students anxious.

"At first, some teachers were worried that lessons would run late," she says. "In fact, students became more punctual, because they had to take responsibility for checking the time." A survey of 420 students found that 71% preferred the quieter corridors.

- 1 *Why ...?* asks for ...
☐ a reason ☐ a place ☐ a number
- 2 *How long ...?* asks for ...
☐ a period of time ☐ a method ☐ a person
- 3 *Where ...?* asks for ...
☐ a place ☐ a feeling ☐ a date
- 4 *Who ...?* asks for ...
☐ a person or group ☐ a reason ☐ a price
- 5 In which city is the school?

- 6 What time do lessons start?

- 7 When do students move between classes?

- 8 Who introduced the idea?

9 Why did she remove the bells?

10 What were some teachers worried about at first?

11 Why did students become more punctual?

12 How many students took part in the survey?

13 Which answer is better for: *What did the survey find?*

☐ 420 students ☐ 71% preferred the quieter corridors

14 A question says *Give TWO reasons*. How many reasons should you write?

☐ one ☐ two ☐ as many as possible

15 Which answer is acceptable for: *What time do lessons start?*

☐ 8.45 a.m. ☐ Lessons start at 8.45 a.m. because there are no bells. ☐ both

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

Read the article about living walls, then answer the questions.

Walls That Breathe ARTICLE

Walk down Orchard Lane in the centre of the city and you might think a forest has climbed up the side of an office block. The twelve-storey Verda Tower is covered from top to bottom in more than 40,000 plants. It is one of the largest "living walls" in Asia, and it was designed by a 34-year-old architect, Amira Hassan.

Living walls are not simply decoration. Plants absorb heat from the sun, so buildings covered in them stay cooler. Hassan's team measured the temperature inside the tower during the hottest month of the year and found that the upper floors were up to 4°C cooler than in a similar building nearby. As a result, the owners spend much less on air conditioning.

The plants also help to clean the air. They trap dust from traffic and produce oxygen. In addition, the wall has become a home for birds and insects, including several species of butterfly that had not been seen in the city centre for years.

Hassan got the idea when she was a student. "I was studying in a very grey, crowded city, and I noticed that I felt calmer whenever I walked through the only small park nearby," she says. "I wanted to bring that feeling to places where people work all day."

However, living walls are not easy to look after. Each plant has to receive the right amount of water. In the Verda Tower, a computer system checks how dry the soil is and turns on tiny pipes when necessary. Rainwater is collected on the roof and stored in a tank, so the wall uses very little water from the city supply. Gardeners are lowered from the roof twice a month to remove dead leaves and replace any plants that have died.

The biggest problem is cost. A living wall can cost three times as much as a normal wall to build. Critics say that the money would be better spent on planting trees in parks. Hassan disagrees. "Land in the city centre is very expensive, so there is no space for new parks," she explains. "But every building has walls."

Hassan is now working on a cheaper design for schools. The plants will grow in recycled plastic boxes, and students will help to look after them as part of their science lessons. The first school wall is planned for next year.

1 How many floors does the Verda Tower have?

[1]

2 How much cooler were the upper floors in the hottest month?

[1]

3 What is the financial benefit for the owners of the building? [1]

4 Which creatures have returned to the city centre? [1]

5 Where did Amira Hassan feel calmer as a student? [1]

6 How does the building get most of the water for the wall? [1]

7 How often do gardeners work on the wall? [1]

8 What do critics say the money should be used for? [1]

9 Why does Hassan think living walls are better than new parks in the city centre? [2]

10 Give THREE environmental benefits of living walls, according to the article. [3]

11 Give TWO ways in which the school design will be different. [2]

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

Multiple matching

I can... match statements to the correct section of a text by recognising paraphrase.

Exercise: R&W Ex 2 · All candidates

In **Exercise 2** you read a longer text (about 600–650 words), often four people (A–D) writing about a similar topic. You answer **nine** questions such as *Which person ...?* Each answer is a letter (1 mark each).

The statements are almost never written with the same words as the text. You must recognise **paraphrase**: the same idea in different words.

Key words

match

paraphrase

synonym

distractor

section

Key points

- Read the statements first and underline the key idea in each.
- Read one section at a time, then check which statements it matches.
- Watch for **distractors**: a section may mention the same topic but say something different.

Worked example

Statement: *Which person was surprised by how quickly they improved?*

A: *I expected to pick up Spanish fast, and I did.*

B: *I never thought I would be chatting with locals after only a fortnight.*

Key idea: **surprise + fast progress.**

A improved quickly but *expected* it — no surprise (distractor).

B: *never thought* = surprise; *only a fortnight* = quickly.

Answer: B.

Common mistakes

- Matching one shared word instead of the whole idea; leaving answers blank.
- Not checking for negatives such as *didn't*, *hardly*, *never*.

Exam tip: Write the letter in the margin of the text next to the line that gives the answer. This helps you check quickly at the end.

Choose the statement that has the same meaning (a paraphrase).

1 *I couldn't wait for the course to start.*

- ☐ I was nervous about the course. ☐ I was very excited about the course.
☐ The course started late.

2 *It cost far more than I had expected.*

- ☐ It was surprisingly expensive. ☐ It was cheap. ☐ I knew the price before.

3 *My parents weren't keen on the idea.*

- ☐ My parents loved the idea. ☐ My parents were not enthusiastic.
☐ My parents had the idea.

4 *I'd recommend it to anyone.*

- ☐ Everyone should try it. ☐ Only experts should try it. ☐ Nobody liked it.

5 *It took me ages to get used to the food.*

- ☐ I liked the food immediately. ☐ I adapted to the food slowly.
☐ There was little food.

6 *I wish I had brought warmer clothes.*

- ☐ I regret my packing. ☐ I packed perfectly. ☐ The weather was hot.

7 *Nobody else in my class had done it before.*

- ☐ It was a new experience for my classmates too. ☐ I was the first in my class to do it.
☐ My class did it together.

8 *I've kept in touch with the friends I made there.*

- ☐ I still contact them. ☐ I lost contact. ☐ I made no friends.

9 Write a synonym: *difficult* = _____

10 Write a synonym: *began* = _____

11 Write a synonym: *disappointed* = not _____

12 Write a synonym: *a fortnight* = _____ weeks

13 Rewrite in your own words: *I was over the moon.*

14 Rewrite in your own words: *It was a piece of cake.*

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

Read about four teenagers who did volunteer work abroad. For each question, write the correct letter A, B, C or D.

My Volunteer Summer INTERVIEW

A Lucía, 17 — wildlife centre, Costa Rica

I spent six weeks at a centre that cares for injured sloths and monkeys. I had imagined I would be cuddling baby animals all day, but most of my time was spent cleaning cages and preparing food at 5 a.m. It was exhausting! Still, I learned how much patience animal care needs. The staff were brilliant teachers, and I've now decided to study veterinary science. My Spanish improved too, although the local accent confused me at first.

B Kenji, 16 — teaching assistant, Ghana

I helped in a primary school near Cape Coast for a month. The children were so keen to learn that I sometimes felt guilty about how often I complain about school at home. The classrooms had very few books, so before I went I raised money by selling cakes and bought 200 reading books to take with me. The hardest part was saying goodbye; I still write to two of the teachers, and they send me photos of the children reading.

C Amara, 17 — beach conservation, Greece

Our team protected the nests of sea turtles on a beach that is very popular with tourists. We marked the nests and asked visitors to keep away from them at night. Some tourists were rude to us, which I found upsetting at first, but I learned to explain calmly why the rules mattered. I didn't expect to enjoy the night patrols, but watching the baby turtles reach the sea was the best moment of my life. I'd like to go back next year as a team leader.

D Tomasz, 16 — building project, Nepal

I joined a group building a small library in a mountain village. I'm not a practical person, so I was worried I'd be useless, but the local builders showed us everything patiently. The altitude made me feel ill for the first few days. What surprised me most was how little the villagers owned and yet how generous they were — a family I'd never met invited me to dinner on my first night. I've since started a volunteering club at my school.

- 1** Which person ...
- | | |
|---|-----|
| 1 found that the work was different from what they had imagined? | [1] |
| Answer | |
| 2 raised money before the trip? | [1] |
| Answer | |
| 3 had a physical problem at the beginning? | [1] |
| Answer | |
| 4 had to deal with people who behaved badly? | [1] |
| Answer | |
| 5 has chosen a future career because of the experience? | [1] |
| Answer | |
| 6 still keeps in contact with people from the trip? | [1] |
| Answer | |
| 7 doubted they had the right skills for the work? | [1] |
| Answer | |
| 8 wants to return in a more senior role? | [1] |
| Answer | |
| 9 began to see their own life at home differently? | [1] |
| Answer | |
| 10 was impressed by the kindness of strangers? | [1] |
| Answer | |
| 11 had difficulty understanding the way people spoke? | [1] |
| Answer | |
| 12 unexpectedly enjoyed working at night? | [1] |
| Answer | |

- 2** Kenji says he *sometimes felt guilty*. Explain why, in your own words. [2]

- 3** Which volunteer do you think learned the most? Give ONE reason from the text. [2]

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

Note-making

I can... make brief, relevant notes under headings from an informative text.

Exercise: R&W Ex 3 · All candidates

In **Exercise 3** you read a text of about 400–500 words and complete notes under two or three **headings** (7 marks). The number of bullet points tells you how many ideas to find. An example is often given.

Notes must be **brief** (a few words) and must **match the heading**. Each bullet point should contain one separate idea.

Key words

note

heading

bullet point

brief

relevant

Key points

- Read the headings first, then find a section of the text for each heading.
- Write short phrases, not full sentences: *saves money on transport*.
- Do not repeat the example or put two ideas in one bullet.
- Ideas under one heading may be spread across different paragraphs.

Worked example

Text: *Many people choose to work from home because they no longer waste time travelling. They can also organise their own day. However, some feel lonely, and it can be hard to switch off from work.*

Heading: Disadvantages of working from home

The heading asks for **disadvantages** only: ignore the first two ideas.

- feeling lonely
- difficult to switch off from work

Two separate ideas, two bullets, each a few words.

Common mistakes

- Writing an advantage under a disadvantages heading.
- Copying long sentences — the key idea gets lost.
- Repeating the same idea in different words in two bullets.

Exam tip: Count the bullet points for each heading and look for that number of different ideas. Tick each idea in the text as you use it.

Read the paragraph and make notes under the headings.

School Gardens ARTICLE

More and more schools are creating vegetable gardens. Students learn where their food comes from and often become more willing to try new vegetables. Gardening is also good exercise, and teachers say it can calm students who find classroom learning difficult. Nevertheless, gardens need regular care, which is a challenge during long holidays. Some schools have little space, and buying tools and seeds can be expensive.

1 Benefits for students

- learn where food comes from (example)
-

2 •

3 •

4 Problems for schools

•

5 •

6 •

7 Which is the best note for: *Students who take part in sport usually sleep better at night.*

☐ sport ☐ students sleep ☐ better sleep

8 Which is the best note for: *The museum has decided to stay open later on Fridays so that families can visit after work.*

☐ later opening on Fridays ☐ the museum has decided ☐ families work

9 Which note is too long?

☐ cheaper than buses

☐ it is a lot cheaper to travel by bicycle than it is to take the bus every day

☐ no parking problems

10 Heading: **Reasons for the festival's popularity.** Which note fits?

☐ tickets are expensive

☐ free entry for children

☐ car park is too small

11 Make this a note: *It helps people to make new friends.* → _____

12 Make this a note: *Ticket prices have gone up a lot this year.* → _____

13 Make this a note: *The app reminds you to drink water.* → _____

14 Make this a note: *Many visitors complain about the noise.* → _____

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

Read the article about teenagers and sleep, then complete the notes. Write a few words for each bullet point.

Why Are Teenagers So Tired? ARTICLE

If you find it hard to get up for school, you are not alone. Doctors recommend that teenagers sleep for eight to ten hours a night, but surveys in many countries suggest that most get fewer than seven. So why are young people so tired — and what can be done about it?

Part of the answer is biology. During the teenage years, the body releases melatonin, the hormone that makes us feel sleepy, around two hours later than it does in children or adults. This means that many teenagers simply do not feel tired until 11 p.m. or later, even if they go to bed earlier.

Modern life makes the problem worse. The blue light from phone and laptop screens tells the brain that it is still daytime. Messages and notifications also keep the mind active. In addition, many students have heavy homework loads and after-school activities, which push bedtime later. Drinks that contain caffeine, such as cola and energy drinks, can stay in the body for up to six hours.

The effects of too little sleep are serious. Tired students find it harder to concentrate and remember information, so their marks often fall. They are more likely to feel irritable or low. Sports coaches report that sleepy athletes get injured more often, and young drivers who have not slept enough are more likely to have accidents.

So what can teenagers do? Sleep scientist Dr Hana Okafor suggests a few simple habits. "Put your phone in another room at least an hour before bed," she says. "Try to get up at the same time every day, even at weekends, and spend some time outside in the morning, because daylight helps to reset your body clock." She also recommends avoiding caffeine after lunch.

Some schools have gone further and started the school day later. A secondary school in Seattle moved its start time from 7.50 a.m. to 8.45 a.m. Researchers found that students slept about half an hour longer, attendance improved and fewer students fell asleep in lessons. Not everyone agrees with the change, however: some parents say a later finish makes it difficult to organise after-school jobs and transport.

1 You are preparing a talk for your class about teenagers and sleep. Complete the notes.

(a) Reasons teenagers go to bed late

- body releases melatonin later (example)

-
-
-

[3]

(b) Effects of lack of sleep

-
-

[2]

(c) Advice from Dr Okafor

-
-
-
-

[4]

2 How much sleep do doctors recommend for teenagers?

[1]

3 How long can caffeine stay in the body?

[1]

4 Give TWO results of the later start time at the Seattle school.

[2]

5 Why do some parents object to a later start?

[1]

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

Multiple choice: opinions and inference

I can... choose the correct option by understanding opinions, attitudes, implied meaning and reference words.

Exercise: R&W Ex 4 · All candidates

In **Exercise 4** you read a text of about 550–600 words, often a blog or interview, and answer **six** multiple-choice questions with three options (A, B, C). They test opinions, feelings, purpose and what the writer **implies** (suggests without saying directly).

Some questions ask what a **reference word** (*it, this, such*) refers to: look back to the previous sentence.

Key words

attitude

opinion

infer

imply

reference word

option

Key points

- Find the part of the text first, then read all three options carefully.
- Wrong options often use words from the text but change the meaning.
- Attitude words: *sceptical* (doubtful), *relieved*, *frustrated*, *enthusiastic*, *critical*.
- Check: can you point to the words that prove your choice?

Worked example

Text: *Everyone told me the course would change my life. I'm still waiting.*

How does the writer feel about the course?

A grateful B disappointed C confused

I'm still waiting implies that the promised change has not happened.

A: no thanks are given. C: the writer understands clearly.

Answer: B.

Common mistakes

- Choosing an option because it repeats words from the text.
- Not reading back far enough to find what *this* or *it* refers to.

Exam tip: Cover the options and try to answer the question yourself first. Then choose the option closest to your own answer.

Choose the best answer.

- 1 *Frankly, I can't see how a four-day week would ever work in a hospital.* The speaker is ...
☐ enthusiastic ☐ sceptical ☐ relieved
- 2 *At last, the exam results were out — and I'd passed!* The writer feels ...
☐ relieved ☐ frustrated ☐ anxious
- 3 *I've asked them three times to fix the wi-fi and nothing has happened.* The speaker is ...
☐ grateful ☐ frustrated ☐ curious
- 4 *You simply must try the mango pancakes — they're out of this world.* The writer is ...
☐ recommending something ☐ warning someone ☐ apologising
- 5 *Few people realise how much water it takes to make one pair of jeans.* The writer wants to ...
☐ entertain ☐ inform ☐ complain
- 6 *The café was packed, which was hardly surprising given the prices.* The writer suggests the prices were ...
☐ high ☐ low ☐ unfair
- 7 *The team trained in the rain every day. This paid off in the final.* This refers to ...
☐ the rain ☐ the daily training ☐ the final
- 8 *Scientists tested the new battery. It lasted twice as long as older models.* It refers to ...
☐ the new battery ☐ the test ☐ older models
- 9 *Many students want to study abroad, but such plans are often expensive. such plans = ...*
☐ studying abroad ☐ wanting things ☐ students
- 10 *My brother, who never reads, finished the novel in a day.* This implies the novel was ...
☐ very gripping ☐ very short ☐ badly written
- 11 *enthusiastic* means very _____ and interested.
- 12 *critical* means saying what is _____ with something.
- 13 *I wouldn't say the film was terrible, exactly.* What is the speaker's real opinion?

- 14 *Only 12 people came to the concert — the organisers must have been delighted.* What does the writer really mean?
-

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

Read the blog post, then choose the correct option A, B or C for each question.

My Year Without New Clothes BLOG

A year ago, I made a promise that most of my friends thought I would break within a week: I would not buy a single new item of clothing for twelve months. I was sixteen, I loved shopping and I had a wardrobe so full that the door no longer closed. So why did I do it?

It started with a school project. Our geography teacher asked us to find out where one item we owned had been made. I chose my favourite T-shirt. The cotton had been grown in one country, spun and dyed in another, and sewn together in a third, before being shipped thousands of kilometres to the shopping centre near my house. It had cost me less than a sandwich. I couldn't stop wondering how that was possible, and who had paid the real price.

The first two months were the hardest. Every weekend my friends went into town, and I either stayed at home or went with them and felt left out. Online adverts seemed to follow me everywhere. I even caught myself putting things in my online basket "just to see", before closing the page in a hurry.

Then something changed. Because I couldn't buy anything, I began to look more carefully at what I already had. I found a denim jacket I had worn only once, and a pile of shirts that I had forgotten about. My grandmother taught me to sew on buttons and fix small holes, which I had always assumed was too difficult. Before long, my friends were bringing me their clothes to repair, and I was secretly rather proud of it.

In the spring, three of us organised a clothes swap at school. Everybody brought clean items they no longer wore and took home something "new". We expected about thirty people; nearly two hundred came. The head teacher has since asked us to make it a termly event.

I won't pretend the year was perfect. When I was invited to my cousin's wedding, I panicked, and in the end I borrowed a dress from my aunt. It was slightly too long, but nobody noticed — or if they did, they were too polite to say so.

The year ended last month. People keep asking me what I bought first. The honest answer is: nothing. I have realised that the excitement of buying something new disappears in a day or two, while the satisfaction of making something last is much deeper. I'm not saying I will never buy new clothes again, but when I do, I will ask myself three questions: Do I need it? Will I wear it at least thirty times? And who made it?

1 What did the writer's friends expect at the start?

[1]

- ☐ A They thought she would soon give up.
- ☐ B They thought she would encourage them to join her.
- ☐ C They thought she needed new clothes.

- 2 Why was the writer surprised by her research into the T-shirt? [1]
☐ A It had been made near her home.
☐ B It had been very cheap despite a long journey. ☐ C It was not made of cotton.
-
- 3 In paragraph 3, the writer suggests that she ... [1]
☐ A enjoyed spending weekends alone. ☐ B was still tempted to shop.
☐ C stopped seeing her friends.
-
- 4 How did the writer feel about repairing her friends' clothes? [1]
☐ A She found it tiring. ☐ B She was quietly pleased.
☐ C She thought it was too difficult.
-
- 5 What does *it* refer to in "make it a termly event"? [1]
☐ A the clothes swap ☐ B the school ☐ C the head teacher's visit
-
- 6 What does the writer say about the dress she borrowed? [1]
☐ A It caused embarrassment at the wedding.
☐ B It was not a perfect fit, but this did not matter. ☐ C Her aunt asked for it back early.
-
- 7 At the end of the year, the writer ... [1]
☐ A went shopping immediately. ☐ B has decided never to buy new clothes.
☐ C plans to think carefully before buying.
-
- 8 What is the writer's main purpose in the blog? [1]
☐ A to describe what she learned from her challenge ☐ B to advertise a clothes swap
☐ C to criticise her geography teacher
-
- 9 Explain in your own words why the writer says the satisfaction of making something last is *much deeper*. [2]

-

- 10 The writer was *secretly rather proud*. Give TWO things that she achieved during the year. [2]

-

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

Vocabulary in context

I can... work out the meaning of unfamiliar words and phrases from the context around them.

Exercise: R&W Ex 1, R&W Ex 4 · All candidates

You will always meet some words you do not know. Do not panic: the **context** — the words and sentences around a word — usually gives clues to its meaning.

Look at the **word family** too. Prefixes such as *un-*, *re-*, *mis-* and suffixes such as *-less*, *-ful*, *-able* change meaning in predictable ways.

Key words

context

clue

prefix

suffix

synonym

idiom

Key points

- **Definition clue:** the text explains the word (*...flora, or plant life*).
- **Contrast clue:** *but, however, unlike* show the opposite meaning.
- **Example clue:** *such as, including* give examples.
- Test your guess: put a simpler word in its place and see if the sentence still makes sense.

Worked example

Unlike her brother, who is very outgoing, Mei is quite reserved and rarely speaks in class.
What does *reserved* mean?

Contrast clue: *Unlike* her outgoing brother.

Supporting clue: *rarely speaks in class*.

Test: *Mei is quite quiet/shy* — makes sense.

Answer: shy / quiet; not keen to talk.

Common mistakes

- Using the most common meaning of a word that has several meanings (a **bright** student = clever, not shiny).
- Ignoring *not* or a contrast word that reverses the meaning.
- Translating phrases word by word: *keep an eye on* = watch carefully.

Exam tip: If a question says *Which word in paragraph 3 means ...?*, the answer is usually the same part of speech (verb, noun, adjective) as the definition given.

Use the context to work out the meaning of the words in bold.

- 1 The streets were **deserted**; there was not a single person in sight.

☐ crowded ☐ empty ☐ dirty

- 2 He was **reluctant** to lend his bike because it had been stolen once before.

☐ unwilling ☐ happy ☐ proud

- 3 The soup was **bland**, so I added salt, pepper and chilli.

☐ too spicy ☐ without much flavour ☐ very hot

- 4 Many **rodents**, such as rats, mice and squirrels, live in the park.

☐ small animals with sharp front teeth ☐ birds ☐ insects

- 5 The path was **treacherous** after the rain, and two walkers slipped.

☐ dangerous ☐ beautiful ☐ long

- 6 She is so **meticulous** that she checks every answer three times.

☐ very careful ☐ very fast ☐ very tired

- 7 The film got **rave** reviews; critics called it a masterpiece.

☐ very negative ☐ very positive ☐ mixed

- 8 un + reliable = not _____

- 9 re + build = build _____

- 10 care + less = without _____

- 11 mis + understand = understand _____

- 12 What does *keep an eye on* mean? *Could you keep an eye on my bag while I buy a drink?*

- 13 What does *bright* mean here? *She is a bright student who learns quickly.*

14 What does *run out of* mean? *We ran out of milk, so I went to the shop.*

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

Read the interview with a young marine scientist, then answer the questions.

Life Under the Waves: An Interview with Leilani Kahale INTERVIEW

Leilani, you're only 24 and you already lead a research team. How did you get started?

I grew up on a small island, so the ocean was always my playground. When I was twelve, I noticed that a reef where I used to snorkel was turning white. My uncle explained that the corals were **bleaching** — losing the tiny algae that give them colour and food — because the water had become too warm. I was devastated, but I was also curious. I wanted to know whether it could be stopped.

What does your team actually do?

We grow corals in underwater "nurseries". These are frames made of metal and rope where small pieces of coral can grow safely. When they are big enough, divers **transplant** them onto damaged reefs, rather like planting young trees in a forest. We focus on types of coral that seem more **resilient**, which means they recover more easily after a period of hot water.

Is it working?

It's too early to be sure. On one reef, about 70% of the corals we planted three years ago are still alive. That's encouraging, but it isn't a **miracle cure**. If ocean temperatures keep rising, even the toughest corals will struggle. Our work buys time; it doesn't solve the problem on its own.

What is the hardest part of the job?

Honestly, the paperwork! Scientists spend a surprising amount of time writing reports and applying for money. Diving is the easy part. Also, the weather can be **unpredictable**: we sometimes plan a dive for weeks and then have to cancel it on the day because of storms.

Why should teenagers care about coral reefs?

Reefs cover a tiny part of the ocean floor, but they are home to roughly a quarter of all marine species. They protect coasts from waves and provide food and jobs for millions of people. Even if you live far from the sea, the health of the ocean affects the air you breathe and the weather you experience.

What advice would you give to young people who want to do your job?

Be **persistent**. I was turned down by three universities before one accepted me. Learn to swim well, study science and maths, and volunteer whenever you can. And don't be put off if you're not from a big city or a wealthy family. The ocean doesn't care where you come from.

1 What does *bleaching* mean in paragraph 1? Use the text to help you.

[1]

- 2 Which word in paragraph 1 shows that Leilani was extremely upset? [1]
-
- 3 What does *transplant* mean in paragraph 2? [1]
-
- 4 Which phrase in paragraph 2 explains the meaning of *resilient*? [1]
-
- 5 What does Leilani mean when she says the project is not a *miracle cure*? [1]
-
- 6 What does *buys time* mean in paragraph 3? [1]
-
- 7 *Unpredictable* (paragraph 4): explain the meaning and give the example Leilani gives. [2]
-
- 8 Give TWO reasons why reefs are important for people, according to Leilani. [2]
-
- 9 What does *persistent* mean? How does Leilani's own story show this quality? [2]
-
- 10 What does *don't be put off* mean in the last paragraph? [1]
-
- 11 What surprised you about the hardest part of Leilani's job? Answer in your own words. [1]
-

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

Paraphrasing in your own words

I can... express ideas from a text in my own words without changing the meaning.

Exercise: R&W Ex 1–4 (skill), R&W Ex 6 · All candidates

To **paraphrase** means to say the same thing in a different way. In the exam, the questions paraphrase the text, so you must recognise paraphrase. In writing, using your own words shows your range of language.

Good paraphrasing changes the words **and** the structure, but keeps the meaning exactly the same.

Key words

paraphrase

synonym

word form

structure

meaning

Key points

- Use **synonyms**: *rise* → *increase*; *essential* → *necessary*.
- Change the **word form**: *decided* → *made a decision*.
- Change the **structure**: active ↔ passive; *because* → *as a result of*.
- Keep names, numbers and technical words that have no simple synonym.

Worked example

Original: *The council has decided to close the library because few people use it.*

Weak: *The council has decided to shut the library because few people use it.* (only one word changed)

Good: *As a result of low visitor numbers, the library will be closed by the council.*

Changes: *because few people use it* → *as a result of low visitor numbers*; active → passive.

Meaning: the same — no information added or lost.

Common mistakes

- Changing only one word and copying the rest.
- Using a synonym that changes the meaning (*few* ≠ *no*).
- Using a dictionary synonym that sounds unnatural (*The library will be terminated*).

Exam tip: Close the text before you write your paraphrase. Then reopen it to check that the meaning is the same.

Choose or write a paraphrase with the same meaning.

1 *Prices have risen sharply.*

- ☐ Prices have increased a lot. ☐ Prices have gone up a little. ☐ Prices are high.

2 *The trip was cancelled due to bad weather.*

- ☐ Because of bad weather, the trip did not go ahead.
☐ The trip was delayed because of the weather. ☐ The weather was bad on the trip.

3 *Hardly anyone came to the meeting.*

- ☐ Nobody came. ☐ Very few people came. ☐ Everyone came.

4 *It is essential to book in advance.*

- ☐ You must book early. ☐ You can book if you want. ☐ Booking is expensive.

5 *They decided to move.* → They made a _____ to move.

6 *She succeeded.* → She was _____.

7 *The school improved a lot.* → There was a big _____ in the school.

8 *Scientists discovered the cave in 2010.* → The cave was _____ by scientists in 2010.

9 Paraphrase: *Most young people own a smartphone.*

10 Paraphrase: *The museum is free on Sundays.*

11 Paraphrase: *Because the road was blocked, we arrived late.*

12 Paraphrase: *Recycling reduces the amount of waste we send to landfill.*

13 Paraphrase: *It is not unusual for students to feel nervous before exams.*

14 Paraphrase: *The festival attracts thousands of visitors every year.*

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

Read the report about a city bike-sharing scheme, then answer the questions. Use your own words where you are asked to.

Pedal Power: One Year of CityBike REPORT

Introduction

This report reviews the first year of CityBike, the bicycle-sharing scheme launched in the city of Porto Verde last March. It is based on figures from the transport department and a survey of 1,500 residents.

How the scheme works

Users download an app, unlock a bike at one of 120 docking stations and return it to any other station. The first 30 minutes are free; after that, users pay a small charge for every additional half hour. Students under 18 pay half price for an annual pass.

Successes

The scheme has been far more popular than expected. The transport department predicted 2,000 journeys a day, but the actual average was almost 5,500. Traffic in the city centre fell by around 8% during morning rush hour, and the air quality near the main bus station improved noticeably. In the survey, 64% of users said they felt healthier since starting to cycle, and many said that cycling was quicker than taking the bus for short trips.

Problems

However, the scheme has not been without difficulties. At peak times, docking stations in the centre are often full, so users cannot return their bikes, while stations in the suburbs are frequently empty. About 300 bikes were damaged or stolen during the year, which was costly to repair or replace. Older residents in particular complained that cyclists were riding on pavements, and several minor accidents were reported.

Recommendations

The council should add at least 40 new docking stations, especially near schools and the university. Vans should move bikes from full stations to empty ones every evening. The council should also build protected cycle lanes on the three busiest roads so that cyclists no longer need to use pavements. Finally, a safety campaign in schools would encourage young riders to cycle responsibly.

Conclusion

CityBike has made a positive start. With further investment, it could become the main way people travel short distances in Porto Verde.

- 1 How many docking stations are there at present?

[1]

2 Explain *in your own words* how the payment system works. [2]

3 Rewrite in your own words: *The scheme has been far more popular than expected.* [2]

4 By how much did the actual number of daily journeys exceed the prediction? [1]

5 Give TWO environmental or health benefits of the scheme. [2]

6 Explain *in your own words* the problem with docking stations at busy times. [2]

7 Why did older residents complain? [1]

8 Rewrite in your own words: *a safety campaign in schools would encourage young riders to cycle responsibly.* [2]

9 Give THREE recommendations made in the report. Use your own words where possible. [3]

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

Summarising main points

I can... select the main points of a text and combine them in a short, clear summary.

Exercise: R&W Ex 3 (skill), R&W Ex 6 · All candidates

A **summary** gives only the most important ideas of a text in fewer words. The 2024 syllabus has no separate summary exercise, but summarising is the skill behind note-making (Exercise 3) and helps you use source ideas briefly in your own writing (Exercise 6).

Work in three steps: **select** the relevant points, **reduce** each to a few words, then **combine** them into connected sentences in your own words.

Key words

summary

main point

detail

concise

combine

Key points

- Leave out examples, quotations, repetition and descriptive detail.
- Use general words for lists: *apples, mangoes and bananas* → *fruit*.
- Join ideas with linking words: *also, however, as a result*.
- Keep to the word limit and to the focus of the question.

Worked example

Text: *Rooftop gardens are becoming popular. They reduce heat in buildings, so less energy is used. Birds and bees, such as the rare blue-banded bee, use them for food. They also give office workers somewhere pleasant to relax at lunchtime.*

Summarise the benefits in one sentence.

Points: 1 cooler buildings / energy saving; 2 support wildlife; 3 relaxing space for workers.

Leave out: *such as the rare blue-banded bee* (an example).

Summary: *Rooftop gardens save energy by cooling buildings, provide food for wildlife and offer workers a place to relax.* (17 words)

Common mistakes

- Including examples and minor details instead of main points.
- Adding your own opinion, or copying whole sentences.

Exam tip: Count your main points before you write. Each one should appear in the summary — usually in a single clause.

Decide what to keep, then shorten the ideas.

- 1 Which is a main point, not a detail? *Online learning is flexible. For example, Marco studies at 6 a.m. before football training.*

☐ Online learning is flexible. ☐ Marco studies at 6 a.m. ☐ Marco plays football.

- 2 Which detail should you leave out of a summary?

☐ the main reason for a change ☐ a quotation from a visitor
☐ the main result of a change

- 3 Replace with one general word: *buses, trains and trams*

☐ public transport ☐ cars ☐ journeys

- 4 Replace with one general word: *football, tennis and swimming*

☐ sports ☐ games ☐ hobbies

- 5 General word: *pens, rulers and notebooks* = _____

- 6 General word: *floods, earthquakes and storms* = natural _____

- 7 General word: *phones, laptops and tablets* = _____ devices

- 8 Which linking word adds a similar point?

☐ moreover ☐ however ☐ although

- 9 Which linking word shows a result?

☐ consequently ☐ whereas ☐ for instance

- 10 Reduce to a few words: *Many people say that the main reason they enjoy the festival is the chance to taste food from many different countries.*

- 11 Reduce to a few words: *The new park has made the area much safer for children, because there is no longer any traffic on the street.*

- 12 Combine into ONE sentence: *The app is cheap. The app is easy to use. The app saves time.*

13 Combine into ONE sentence: *The hotel was modern. The service was poor.*

14 A summary should be written ...

- ☐ in your own words without opinion ☐ with your opinion at the end
- ☐ using quotations
-

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

Read the article about e-sports in schools, then complete the tasks.

Should Gaming Be a School Sport? ARTICLE

When Riverside Academy announced that it was forming a school e-sports team, some parents were horrified. "Schools should be getting children away from screens, not encouraging them," one parent wrote to the local newspaper. Two years later, however, the team has become one of the most popular after-school activities, with a waiting list of more than forty students.

Supporters of school e-sports argue that competitive gaming teaches many of the same skills as traditional team sports. Players must communicate clearly under pressure, plan strategies together and accept defeat gracefully. "The quiet students who never join anything else suddenly become leaders," says the team's coach, Mr Daniel Osei, who also teaches computer science. "I've seen their confidence grow enormously."

There are also practical advantages. Unlike football or swimming, e-sports require no large playing field or pool, and students with physical disabilities can compete on equal terms. Furthermore, the gaming industry offers a wide range of careers, from software design to broadcasting and event management. Several former team members have gone on to study related subjects at university.

Critics, however, remain concerned. Medical experts warn that long hours of sitting can harm posture and fitness, and that some games are designed to be addictive. Others point out that many popular games contain violence and are not suitable for younger students. There are also worries about cost: good computers and fast internet connections are expensive, and not every school can afford them.

Riverside Academy has tried to answer these concerns. Players train for a maximum of six hours a week, and every session begins with twenty minutes of physical exercise. The school only allows games without realistic violence, and students must keep good grades in their other subjects to stay in the team. Equipment was paid for partly by a local technology company.

Whether e-sports will ever be accepted alongside football and basketball is still uncertain. For now, at least at Riverside, the debate seems to have been won. Even the parent who wrote to the newspaper now attends the matches: her son is the team captain.

1 Make brief notes for a class debate.

(a) Benefits of school e-sports

-
-
-
-

[4]

(b) Concerns about school e-sports

-
-
-

[3]

2 Give TWO rules Riverside Academy has introduced to answer the concerns.

[2]

3 Why does the writer mention the parent at the end of the article?

[1]

- 4 Write a summary of the arguments **for and against** e-sports in schools, using your notes.
Write about 80–100 words in your own words. [8]

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

Writing an informal email

I can... write a friendly, well-organised email that covers all three points in 120–160 words.

Exercise: R&W Ex 5 · All candidates

In **Exercise 5** you write an email, usually to a friend or relative, about an experience or event. The task gives **three bullet points**; you must cover all three. Write **120–160 words**. There are 15 marks: 6 for Content and 9 for Language.

Develop each bullet point: do not just answer it in a few words. Add a reason, an example or a feeling.

Key points

- Open: *Hi Ana*, / *Dear Grandma*, + a friendly first line.
- One short paragraph for each bullet point, in the order given.
- Informal style: contractions (*I'm*), phrasal verbs (*catch up*), questions to the reader.
- Close: *Write back soon*, / *Love*, / *See you soon*, + your first name.

Key words

informal
greeting
sign-off
bullet point
develop
contraction

Annotated model (extract)

Bullet point: *Describe the place you visited.*

The village was tiny — just one street with a market and a temple. What I loved most was the view of the rice fields from our guesthouse. In the mornings everything was covered in mist, like something from a film!

Answers the point: describes the village.

Develops: adds what the writer loved and why.

Range: *What I loved most was ...*; simile *like something from a film*.

Tone: friendly, enthusiastic dash and exclamation mark.

Common mistakes

- Missing or hardly mentioning one bullet point (Content marks fall).
- Writing far too formally: *I am writing to inform you ...* to a cousin.
- Using text-message language: *u*, *gr8*, *lol*.

Exam tip: Before writing, number the three bullet points and plan two or three ideas for each. Tick them off as you write.

Choose the most suitable informal option or improve the sentences.

1 Best opening for an email to a friend:

☐ Dear Sir or Madam, ☐ Hi Jamie, ☐ To whom it may concern,

2 Best first sentence:

☐ I am writing with reference to your letter. ☐ It was great to hear from you!

☐ Please find my reply below.

3 Best closing line:

☐ I look forward to hearing from you at your earliest convenience.

☐ Can't wait to hear all your news! ☐ Yours faithfully,

4 Best sign-off to a cousin:

☐ Yours sincerely, ☐ Love, ☐ Regards, Mr Chen

5 Which is a contraction?

☐ I will ☐ I'll ☐ will I

6 Phrasal verb: *meet and talk after a long time* = catch _____

7 Phrasal verb: *be excited about something in the future* = look _____ to

8 Phrasal verb: *stay at someone's home briefly* = stay _____ / put someone

9 Develop this bullet point answer: *The party was good.*

10 Develop: *I liked the museum.*

11 Make more informal: *I would be delighted to accept your invitation.*

12 Make more informal: *Please inform me of your arrival time.*

13 Write a friendly question to end an email about a holiday.

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

Read the email from your cousin, answer the questions, then write your reply.

From: Sam LETTER

Hi!

Guess what? Mum and Dad have finally said yes — I can come and stay with you for a weekend next month! I'm so excited. It's been almost two years since I last visited, and I bet your town has changed a lot.

I'll be arriving by train on the Friday evening and leaving on Sunday afternoon. I don't want to spend the whole time indoors, so could you tell me what we could do together? You know me — I love trying new food and I'm always happy to be outdoors, but please, no early mornings!

Also, what should I pack? Last time I came I brought only shorts and T-shirts, and I was freezing every evening. I don't want to make the same mistake again.

One more thing: I'd love to meet your new friends from school. Do you think they'd like to join us for something?

Write back soon,
Sam

1 How long is it since Sam last visited? [1]

2 Give TWO things that Sam enjoys. [2]

3 What mistake did Sam make on the last visit? [1]

4 Find ONE informal phrase in Sam's email and explain why it is informal. [2]

5

- Write 120–160 words.

[illegible]

Reflect:

Register and tone

I can... choose a formal or informal register that suits my reader and purpose.

Exercise: R&W Ex 5, R&W Ex 6 · All candidates

Register is how formal or informal your language is. **Tone** is the attitude your writing shows (friendly, serious, persuasive, polite). Both depend on **audience** (who will read it) and **purpose** (why you are writing).

In the exam, Exercise 5 is usually informal (a friend or relative). Exercise 6 is more formal: an article, report, review or essay for a teacher, a school magazine or a website.

Key words

register

tone

formal

informal

audience

purpose

Key points

- **Formal:** full forms (*do not*), precise vocabulary (*obtain, approximately*), passive voice, no slang.
- **Informal:** contractions, phrasal verbs (*find out*), exclamations, direct questions.
- Semi-formal (magazine articles): lively and direct, but no slang.
- Keep the register **consistent** from start to finish.

Worked example

Rewrite for a report to your head teacher: *Loads of kids reckon the canteen food is pretty awful and way too pricey.*

Loads of kids → *Many students*

reckon → *feel / believe*

pretty awful → *of poor quality*; *way too pricey* → *too expensive*

Formal: *Many students feel that the canteen food is of poor quality and too expensive.*

Common mistakes

- Mixing registers: *Dear Head Teacher, Hey, guess what ...*
- Being so formal that an email to a friend sounds cold.
- Using slang or abbreviations (*gonna, btw*) in formal writing.

Exam tip: Read the task and underline WHO will read your writing and WHY. Write these two words at the top of your plan.

Decide on the register, then rewrite where asked.

- 1 *I am writing to request further information.*
☐ formal ☐ informal
- 2 *Can't believe you won — amazing!*
☐ formal ☐ informal
- 3 *It is recommended that students arrive early.*
☐ formal ☐ informal
- 4 Most suitable register for a report to the school principal:
☐ formal ☐ informal ☐ slang
- 5 Most suitable register for an email to your grandmother:
☐ formal ☐ informal
- 6 Formal equivalent of *find out*:
☐ discover ☐ look ☐ get
- 7 Formal equivalent of *a lot of*:
☐ loads of ☐ a considerable number of ☐ tons of
- 8 Formal: *get* (a ticket) = _____
- 9 Formal: *about* 300 people = _____ 300 people
- 10 Formal: *kids* = _____
- 11 Make formal: *The bus is always late, which is really annoying.*

- 12 Make formal: *We should totally have a longer lunch break.*

- 13 Make informal: *I regret that I am unable to attend.*

14 Make informal: *Kindly inform me whether you will attend.*

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

Read the student's draft report, answer the questions, then write your own report.

Draft report: Our school's sports day REPORT

Hi Mrs Novak!

So you asked me to write about sports day. Basically, it was a massive success. Loads of parents turned up, maybe about 400, and everyone had a blast. The weather was super hot though, and there wasn't enough shade, so a few of the little kids felt sick. That was pretty bad.

The races ran on time, which was great, but the loudspeaker was rubbish and nobody could hear the announcements. Also, the snacks ran out by 11 o'clock, so people were starving!

Next year, I reckon we should put up more tents, get a better loudspeaker and sell way more food. Maybe we could get a local café to help?

Anyway, that's it. Hope this helps!

Kai

- 1 Who is the audience for this report, and what register should it use? [2]

- 2 Find FOUR examples of language that is too informal in the draft. [4]

- 3 Rewrite this sentence formally: *The snacks ran out by 11 o'clock, so people were starving!* [2]

- 4 The draft has no headings. Suggest FOUR suitable headings for a formal report. [2]

"It's too noisy to study at lunchtime." "The computers are really slow."

"It should stay open after school." "We need more books that teenagers actually want to read."

Write a **report** for your head teacher about how the library could be improved. The comments above may give you some ideas, and you should try to use some ideas of your own. Write 120–160 words.

[15]

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

Linking words and cohesion

I can... connect ideas clearly using linking words, paragraphs and reference words.

Exercise: R&W Ex 5, R&W Ex 6 · All candidates

Cohesion means your ideas are clearly connected, so the reader can follow your writing easily. Examiners reward organisation under **Language**.

Use a range of linking words, paragraphs with one main idea each, and reference words (*this, these, such, it*) to avoid repeating nouns.

Key points

- **Addition:** *moreover, furthermore, in addition, as well as.*
- **Contrast:** *however, although, whereas, on the other hand, despite.*
- **Cause / result:** *because, due to, therefore, as a result, consequently.*
- **Sequence / conclusion:** *firstly, finally, overall, in conclusion.*

Key words

cohesion

connective

contrast

addition

consequence

paragraph

Worked example

Join the ideas: *The tickets were expensive. The concert was sold out.*

Relationship: contrast (expensive, but still popular).

Although the tickets were expensive, the concert was sold out.

The tickets were expensive. Despite this, the concert was sold out.

Note: *despite* + noun/-ing/*this*; *although* + clause.

Common mistakes

- Starting every sentence with *And* or *Also*.
- Using a linker with the wrong meaning: *Therefore* for contrast.
- Grammar errors: *Despite it was raining* → *Despite the rain* / *Although it was raining*.

Exam tip: Aim to use five or six different linking words in a 150-word answer, but only where they fit naturally.

Choose or write the correct linking word.

Word bank: however · although · therefore · in addition · despite · because of · whereas · as a result · for example · finally

1 The trains were cancelled _____ the storm.

2 _____ the rain, the match went ahead.

3 My sister loves maths, _____ I prefer art.

4 _____ she was tired, she finished her homework.

5 The hotel was clean. _____, the staff were rude.

6 The road was closed. _____, we arrived late.

7 Cycling is good exercise. _____, it is cheaper than driving.

8 Many fruits, _____ mangoes and papayas, grow well here.

9 First, mix the flour and sugar. _____, bake for 20 minutes.

10 He studied hard. He _____ passed easily.

11 Which is correct?

- ☐ Despite it was cold, we swam. ☐ Despite the cold, we swam.
☐ Despite of the cold, we swam.

12 Which is correct?

- ☐ Although it rained, we enjoyed the trip. ☐ Although it rained, but we enjoyed the trip.
☐ Although the rain, we enjoyed the trip.

13 Join with a reference word: *Students can borrow laptops. Borrowing laptops helps students who have no computer at home.*

14 Join with *which*: *The festival lasts a week. It attracts thousands of tourists.*

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

Read the opinion article, answer the questions, then write your own essay.

Is Homework Really Necessary? ARTICLE

Few topics cause more arguments at the dinner table than homework. ____ (1) ____ some parents believe that it is an essential part of learning, many students feel that it takes up too much of their free time. So who is right?

Supporters argue that homework helps students practise what they have learned in class. ____ (2) ____, it teaches important habits such as time management and working independently. These are skills that will be useful at university and in the workplace.

____ (3) ____, critics point out that too much homework can cause stress and leave little time for sport, hobbies or sleep. Some students spend three or more hours a night on assignments, and ____ (4) ____ they arrive at school exhausted. Furthermore, not every student has a quiet place to work or a parent who can help, ____ (5) ____ homework may increase inequality between students.

In my opinion, the answer is not to abolish homework but to set less of it, and to make it more meaningful. A short reading task or a creative project is more valuable than pages of repetitive exercises. ____ (6) ____, schools should ask students how long tasks actually take, so that teachers can plan better.

1 Choose the best word or phrase for each gap. Write it on the line.

(1) Although / Because / Therefore [1]

(2) However / In addition / Despite [1]

(3) As a result / On the other hand / For example [1]

(4) consequently / whereas / although [1]

(5) so / but / unless [1]

(6) Finally / Instead / Despite this [1]

2 What does *These* refer to in paragraph 2?

[1]

3 How does the writer organise the article? Describe the purpose of each paragraph.

[3]

Articles and reviews

I can... write a lively, organised article or review that engages its reader and gives clear opinions.

Exercise: R&W Ex 6 · All candidates

In **Exercise 6** you write 120–160 words for a more formal or public audience: an **article**, **report**, **review** or **essay**. The task gives some comments or ideas; use some of them **and add your own**. There are 15 marks: 6 Content, 9 Language.

An **article** (for a school magazine or website) should catch the reader's interest. A **review** describes something (a film, app, restaurant, event), evaluates it and gives a recommendation.

Key words

article

review

headline

engage

recommend

rhetorical question

Key points

- Give a **title** or headline.
- Hook the reader: a question, a surprising fact or a direct address (*Have you ever ...?*).
- Review structure: introduction → description → strengths and weaknesses → recommendation.
- Use precise adjectives (*gripping*, *overpriced*) and a clear conclusion.

Annotated model (review extract)

If you are looking for a quick, healthy lunch, Green Bowl is hard to beat. The salads are fresh and generous, although the queue at 1 p.m. can be frustratingly long. At under five dollars a meal, I would definitely recommend it to students.

Opening addresses the reader and gives the main opinion.

Strength (*fresh and generous*) balanced by weakness (*although ... queue*).

Precise adjectives and adverb: *generous*, *frustratingly*.

Clear recommendation and target audience at the end.

Common mistakes

- Writing only a story about your day instead of evaluating.
- Using only the given comments and adding no ideas of your own.
- No paragraphs or no conclusion.

Exam tip: Decide your overall opinion BEFORE you start, and make sure your conclusion matches it.

Practise the language of articles and reviews.

- 1 Best headline for an article about teenage volunteers:
☐ Volunteers ☐ Small Hands, Big Changes: Teens Who Help
☐ This article is about volunteering
- 2 Best opening for a magazine article:
☐ In this article I will write about sleep. ☐ Have you ever fallen asleep in a lesson?
☐ Sleep is a thing.
- 3 Which adjective is positive?
☐ gripping ☐ predictable ☐ overpriced
- 4 Which adjective is negative?
☐ stunning ☐ tedious ☐ hilarious
- 5 Which sentence gives a recommendation?
☐ The film lasts two hours.
☐ It's well worth seeing, especially if you enjoy science fiction. ☐ The director is French.
- 6 A stronger word for *very good*: _____
- 7 A stronger word for *very bad*: _____
- 8 A stronger word for *very funny*: _____
- 9 A stronger word for *very big*: _____
- 10 Write a balanced sentence about a café (one good point, one bad point).

- 11 Write a rhetorical question to start an article about plastic.

- 12 Write a final sentence recommending an app to students.

13

Rewrite more precisely: *The film was nice and the actors were good.*

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

Read the review written by a student, answer the questions, then write your own article.

App Review: StudyStreak BLOG

Like many students, I find it hard to stay focused when my phone is next to me. So when a friend suggested *StudyStreak*, an app that claims to make revision "as addictive as gaming", I was curious but sceptical.

The idea is simple. You set a timer for a study session, usually 25 minutes, and the app locks your other apps until the time is up. Every session you complete earns points and keeps your "streak" alive. You can also join groups with friends and compare streaks, which adds a competitive element.

There is a lot to like. The design is clean and colourful, and the app is free, although some extra features cost a small monthly fee. Most importantly, it works: in my first week, I completed fourteen sessions, far more than I would normally manage. Seeing my streak grow was surprisingly motivating, and the group feature meant my friends and I encouraged each other.

However, the app is not perfect. The notifications are far too frequent — at one point it reminded me to study five times in an hour, which was more annoying than helpful. The points system also rewards time rather than quality, so it is possible to "study" while actually daydreaming. And when I missed a day because of a family wedding, losing my streak felt unfairly discouraging.

Overall, *StudyStreak* is a useful tool for anyone who struggles to put their phone down. I would recommend it, especially before exams, but I'd suggest turning off most of the notifications first. Rating: four stars out of five.

1 What was the writer's attitude to the app before using it? [1]

2 Give TWO strengths of the app mentioned in the review. [2]

3 Give TWO weaknesses of the app. [2]

- 4 Identify the purpose of the final paragraph and quote the words that give a recommendation.

[2]

- 5 Find TWO linking words or phrases the writer uses to introduce contrast.

[2]

Write an **article** for the school magazine. The comments above may give you some ideas, and you should try to use some ideas of your own. Write 120–160 words. **[15]**

[illegible]

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Reports and essays

I can... write a clear, formal report or a balanced essay with an introduction and conclusion.

Exercise: R&W Ex 6 · All candidates

A **report** gives information and makes recommendations, usually for a teacher or head teacher. It is formal, objective and often uses headings.

An **essay** discusses a question. Present arguments on both sides, then give your own opinion clearly in the conclusion. It is formal or semi-formal and has no headings.

Key words

report

essay

heading

recommend

balanced

conclusion

Key points

- Report: title → introduction (purpose) → findings under headings → recommendations.
- Report language: *The aim of this report is ...; Most students felt ...; I recommend that ...*
- Essay: introduction → arguments for → arguments against → conclusion with your view.
- Essay language: *On the one hand ...; Opponents argue ...; On balance, I believe ...*

Worked example: planning an essay

Task: *Should students be allowed to use phones at school?* **Comments:** *"Useful for research"; "Distracting in lessons".*

Para 1: the question and why it matters.

Para 2 (for): research, emergencies + own idea: learning apps.

Para 3 (against): distraction + own idea: cyberbullying at break.

Para 4: *On balance, phones should be allowed only for teacher-directed tasks.*

Common mistakes

- Writing a report as a story (*First we got on the bus ...*).
- Giving an essay opinion in the introduction and then changing it at the end.
- Using headings in an essay or forgetting them in a long report.

Exam tip: Check the text type in the task (article, report, review or essay) and circle it. The same ideas need a different layout and style for each one.

Practise report and essay language.

1 Best opening for a report:

- ☐ Hey, here's what happened on the trip!
☐ The aim of this report is to evaluate the school trip. ☐ Once upon a time ...

2 Best opening for an essay on school uniforms:

- ☐ School uniforms are a topic that divides opinion among students and parents.
☐ Uniforms. Love them or hate them. ☐ I hate uniforms.

3 Which needs headings?

- ☐ a report ☐ an essay ☐ an informal email

4 Which phrase introduces an opposing argument?

- ☐ Opponents argue that ... ☐ In addition, ... ☐ To sum up, ...

5 Which phrase introduces a recommendation?

- ☐ I strongly recommend that ... ☐ It was a nice day. ☐ On the one hand ...

6 On _____, I believe that uniforms should stay.

7 The majority _____ students felt that the trip was useful.

8 It _____ be argued that homework causes stress.

9 I recommend that the school _____ (provide) more water fountains.

10 Write a heading for a report section about problems.

11 Rewrite as report language: *Loads of us thought the talk was boring.*

12 Write a conclusion sentence for an essay on whether teenagers should have part-time jobs.

13 Give ONE argument for and ONE against a longer summer holiday.

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

Read the essay plan and extract, answer the questions, then write your own report.

Essay: Should young people be paid for good exam results? ARTICLE

In some countries, schools and governments have experimented with paying students who achieve good grades. The idea is attractive to many teenagers, but is it a sensible way to improve education?

Supporters claim that money is a powerful motivator. Students who would otherwise give up might work harder if there is a clear reward. Moreover, for families with little money, a payment could help to cover the cost of books or transport, allowing talented students to stay in education for longer.

On the other hand, there are strong arguments against the idea. Critics say that students should learn because knowledge is valuable, not because they will be paid. If money becomes the main reason to study, students may lose interest in subjects that are not rewarded. Furthermore, such schemes are expensive, and the money might be better spent on teachers, libraries or equipment that benefits everyone.

On balance, I believe that paying for results sends the wrong message. Rather than rewarding grades, schools should celebrate effort and improvement, so that every student, not only the most able, feels encouraged.

- 1 What is the purpose of the first paragraph? [1]

- 2 Give TWO arguments in favour of paying students. [2]

- 3 Give TWO arguments against paying students. [2]

- 4 Find ONE phrase used to introduce the opposing side and ONE phrase used to give the writer's opinion. [2]

Planning and checking writing

I can... plan my answer quickly and check it for task coverage, accuracy and word count.

Exercise: R&W Ex 5, R&W Ex 6 · All candidates

Good answers start with a **plan**. Spend about **5 minutes** planning and **5 minutes** checking each writing task. In the 2-hour paper, allow roughly 25 minutes for each of Exercises 5 and 6.

When you **check**, look first for task coverage (Content), then for accuracy and range (Language).

Key words

plan

paragraph

proofread

accuracy

word count

range

Key points

- Plan: underline audience, purpose, text type and the points you must cover.
- Note 2–3 ideas per paragraph; choose a few strong words or structures to use.
- Checklist: verb tenses, subject–verb agreement, articles (*a / an / the*), plurals, prepositions, spelling, punctuation.
- Count lines, not words: if you write about 10 words a line, 12–16 lines is 120–160 words.

Worked example: correcting a draft

Last weekend I go to the beach with my familly. It was very fun, we swimmmed and eat seafood.

go → *went* (past tense); *familly* → *family*.

very fun → *great fun*; comma splice → full stop.

swimmmed → *swam*; *eat* → *ate* (irregular verbs).

Correct: *Last weekend I went to the beach with my family. It was great fun: we swam and ate seafood.*

Common mistakes

- Starting to write without a plan and forgetting a bullet point.
- Writing 250 words — longer answers take time and usually contain more errors.
- Not leaving time to check, so simple errors stay in.

Exam tip: Know your personal 'top five' errors (for example, missing -s or wrong past tenses) and check specifically for them.

Find and correct the error in each sentence.

1 *She don't like spicy food.*

2 *I have visited Japan last year.*

3 *There is many reasons to recycle.*

4 *He is good in football.*

5 *I am agree with this idea.*

6 *We discussed about the problem.*

7 *The informations was very useful.*

8 *If I will have time, I will help you.*

9 *She is the most tallest girl in the class.*

10 *I look forward to see you.*

11 Which is spelt correctly?

☐ recieve ☐ receive ☐ receeve

12 Which is spelt correctly?

☐ accommodation ☐ accomodation ☐ acommodation

13 Which is punctuated correctly?

☐ Its a great idea. ☐ It's a great idea. ☐ Its' a great idea.

14 You write about 10 words per line. To write 120–160 words, aim for ...

☐ 5–8 lines ☐ 12–16 lines ☐ 25–30 lines

Reflect: ☐ Red — not yet ☐ Amber — nearly ☐ Green — secure

Read the student's first draft, answer the questions, then write your own email.

First draft: email to a friend about a charity event LETTER

Hi Mia,

How are you? Last month my school organise a charity concert for help the animals shelter in our town. I was very exciting because I play the guitar in the school band.

The concert was in the school hall and it was full of people, more than two hundreds. We was a bit nervous at the start but the audience was really friendly and they clapped a lot. My favourite moment was when our teacher sing with us at the end, everyone laughed.

We raised many money for the shelter. They will use it to buy food and medicine for the dogs and cats.

Write me soon,

Leo

- 1 The task asked Leo to: describe the event; say what he enjoyed most; explain what the money will be used for; **and** suggest that Mia organises an event too. Which point has Leo missed? [1]

- 2 Find and correct SIX grammar errors in paragraphs 1–3. [6]

- 3 Correct the error in: *We raised many money for the shelter.* [1]

- 4 Suggest ONE way Leo could make his language more interesting. [1]



CHECK

End-of-book check

End-of-book check

Name _____ Date _____ Score _____ / 12

Answer these questions to see how much you have improved.

- 1 Scanning is the best way to find ...
☐ the date of an event ☐ the writer's attitude ☐ the main idea
- 2 Text: *Although the museum is popular with tourists, local people rarely visit it, mainly because of the high entry fee.*
Why do local people rarely visit?

- 3 Statement: *Which person regrets a decision?* Which extract matches?
☐ I'm so glad I chose biology. ☐ Looking back, I should never have left the team.
☐ I'm thinking about joining a team.
- 4 Make a brief note: *The scheme has helped many elderly people to feel less lonely.*

- 5 *I'd been told the hike was easy. Three hours and two blisters later, I knew better.* The writer suggests the hike was ...
☐ easier than expected ☐ harder than expected ☐ cancelled
- 6 *The instructions were so **ambiguous** that half the class misunderstood them.* Ambiguous means ...
☐ unclear ☐ too long ☐ very simple
- 7 Paraphrase: *The number of visitors fell sharply last year.*

- 8 _____ the heavy traffic, we arrived on time.
- 9 A summary should NOT include ...
☐ main points ☐ examples and quotations ☐ linking words

10 Which text type normally uses headings?

☐ a report ☐ an informal email ☐ an essay

11 Make formal: *Loads of students reckon the library should open later.*

12 Correct the error: *I look forward to hear from you.*



PRACTICE PAPER

Practice paper

Practice paper

Name _____ Date _____ Marks _____ / 55

Time: 1 hour 45 minutes (the real paper is 2 hours, 60 marks)

Total: 55 marks

Answer all questions. Exercises 5 and 6: write 120–160 words.

Suggested timing: Exercises 1–4 about 50 minutes; Exercise 5 about 25 minutes; Exercise 6 about 25 minutes.

Answer all exercises. Write your answers in the spaces provided.

1 Exercise 1 Read the article about a floating school, and then answer the questions.

The School That Floats

Every morning during the rainy season, twelve-year-old Rina waits on a wooden platform outside her home. She is not waiting for a bus, but for a boat. In her area of northern Bangladesh, rivers flood large areas of land for several months each year, and many roads disappear under water. For a long time, this meant that children simply stopped going to school.

In 2002, a local architect decided to bring the school to the children. He designed boats that work as classrooms, each with a waterproof roof covered in solar panels. The panels provide electricity for lights and laptops, so lessons can continue even on dark, stormy days. Each boat collects about thirty pupils from riverside villages and then anchors for the school day.

The idea has spread. Today, dozens of boats operate as schools, libraries and even health centres, and similar projects have started in other countries that face regular floods. Teachers say that attendance has risen sharply, particularly among girls, who were often kept at home when the walk to school became dangerous.

Life on the boats is not always comfortable. In the hottest months the classrooms can become very warm, and space is limited. However, Rina does not mind. "Before, I missed half the year," she says. "Now I want to be a teacher myself."

1 Why do many roads disappear in Rina's area? **[1]**

2 In which year did the architect start the project? **[1]**

3 What do the solar panels provide electricity for? **[1]**

4 How many pupils does each boat collect? **[1]**

5 Why were girls often kept at home in the past? **[1]**

6 Give THREE details about the boats or how they are used today. **[3]**

- 2 Exercise 2** Read about three students who learned a language using an app. For each question, write A, B or C.

A Farid I started learning Portuguese because my family was moving to Brazil. The app was brilliant for vocabulary — I learned over a thousand words in three months. But when I arrived, I could hardly understand anyone, because people spoke so fast. I realise now that I should have listened to more real conversations.

B Yuki I used an app to learn Korean just for fun. I liked the games, and the daily reminders stopped me from giving up. Honestly, though, I only became confident when I joined an online conversation group. Talking to real people was frightening at first, but it improved my speaking far more than the app did.

C Elena My grandparents speak only Greek, and I wanted to chat with them properly. I was worried that an app would be too childish, but it was surprisingly well designed. My grandmother now sends me voice messages in Greek, and I can answer most of them without help. It has brought us much closer.

7 Which person found that the app was better than they expected? **[1]**

Answer

8 Which person wishes they had prepared differently? **[1]**

Answer

9 Which person learned the language as a hobby? **[1]**

Answer

10 Which person says a relationship improved? **[1]**

Answer

11 Which person found that reminders helped them continue? **[1]**

Answer

12 Which person had difficulty with the speed of speech? **[1]**

Answer

3 Exercise 3 Read the article about city beekeeping, and then complete the notes.

Bees on the Rooftops

Beekeeping is no longer just a countryside hobby. From Paris to Tokyo, hives are appearing on the roofs of hotels, offices and schools. City bees often have a wider variety of flowers to visit than bees on farms, where a single crop may cover every field. They also face fewer chemical pesticides. As a result, some city hives produce more honey than rural ones.

Supporters say rooftop hives help to pollinate parks and gardens, teach young people about nature and give businesses a local product to sell. Some hotels serve honey from their own roof at breakfast.

However, experts warn that the trend has problems. If too many hives are placed in one area, there may not be enough flowers, and honeybees can compete with wild bees for food. Hives also need regular inspection, and some owners lose interest after the first year. Neighbours may worry about being stung, although city bees rarely cause trouble if hives are positioned well.

13 Why city bees can do well

- more variety of flowers (example)
 -
 -
- [2]
-
-

14 Benefits of rooftop hives

- -
- [2]
-
-

15 Problems

- -
 -
- [3]
-
-
-

4 Exercise 4 Read the blog post, and then choose the correct answer, A, B or C.

My First Job

When I got a Saturday job at my uncle's bookshop, my friends were jealous. "Easy money," they said. "You'll just sit and read." They could not have been more wrong. On my first day I unpacked forty boxes, served a customer who wanted a book whose title, author and colour he couldn't remember, and went home with aching feet.

What surprised me most was how much I enjoyed talking to customers. I am naturally shy, and I dreaded it at first. But helping someone find exactly the right present for a grandparent turned out to be rather satisfying. My uncle noticed and soon put me in charge of the children's section, which I have reorganised completely.

The job has changed how I see money, too. When I see a new pair of trainers, I calculate how many Saturdays they would cost — and usually decide I don't need them after all.

16 What did the writer's friends think about the job?

A it would be tiring

B it would be easy

C it would be badly paid

[1]

Answer

17 How did the writer feel about talking to customers at first?

A afraid

B excited

C bored

[1]

Answer

18 What does *which* refer to in paragraph 2?

A the job

B the children's section

C the present

[1]

Answer

19 What effect has the job had on the writer's spending?

A She spends more on books.

B She thinks harder before buying things.

C She saves all her money.

[1]

Answer

5

In your email you should:

- describe your new home and the area
- explain what you like most about it
- say what you miss about your old home.

Write 120–160 words.

[15]

[illegible]

6

"It's a great place to meet friends." "It's too expensive for students."

"There's always something new to do." "It's difficult to get there by public transport."

[15]

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



FOR TEACHERS & PARENTS

Answers & mark schemes

Mark schemes list the points that earn marks and summarise the level descriptors for longer answers. Accept any valid answer that is supported by the text. Model answers show one possible response.

Starting point check

- 1 quickly for the general idea
- 2 8 a.m.
- 3 I didn't like the food much at the beginning.
- 4 high cost of housing
- 5 disappointed
- 6 far from other places
- 7 Children younger than five don't have to pay. (oe)
- 8 However
- 9 See you soon!
- 10 Most students consider the canteen to be good value.
- 11 Yesterday I bought a new phone.
- 12 120–160

Unit 1 · Sheet A — Skimming and scanning

- 1 to invite people to a volunteer event
- 2 14
- 3 lifeguard tower
- 4 7.30 a.m.
- 5 a hat; sun cream
- 6 215
- 7 plastic bottle tops
- 8 3 kilometres
- 9 volunteers under 16
- 10 a free lunch
- 11 Wednesday 11 March
- 12 target
- 13 understanding the general idea
- 14 finding a name or number
- 15 began / set up / launched / founded

Unit 1 · Sheet B — Skimming and scanning

- 1 four months (1) [1]
- 2 any two: grilled corn (1); (hand-made) sandals (1); rice cakes (1) [2]
- 3 they had smartphones but did not know how to sell online (1) — both ideas needed [1]
- 4 Khmer and English (1) — both needed [1]
- 5 many sellers did not have bank accounts (1) [1]
- 6 they thought customers would not trust a website (1) [1]
- 7 a (local) radio interview with the students (1) [1]
- 8 photos taken at night were (often) dark (1) / to take better (daylight) photos [1]
- 9 any three: only nine sellers at first (1); older sellers worried about trust (1); photos too dark (1); website crashed (twice) (1) [3]
- 10 to reach customers in nearby villages (who cannot travel into town) (1) [1]
- 11 a younger group (of students) at their old school (1) [1]
- 12 B Teenagers helped market sellers to survive by selling online. [1]

Unit 2 · Sheet A — Short-answer reading questions

- 1 a reason
- 2 a period of time
- 3 a place
- 4 a person or group
- 5 Gothenburg
- 6 8.45 a.m.
- 7 when their teacher finishes (not when a bell rings)
- 8 (head teacher) Maria Berg
- 9 she felt the noise made students anxious
- 10 that lessons would run late
- 11 they had to take responsibility for checking the time
- 12 420
- 13 71% preferred the quieter corridors
- 14 two
- 15 both

Unit 2 · Sheet B — Short-answer reading questions

- 1 twelve / 12 (1) [1]
- 2 up to 4°C (1) [1]
- 3 they spend less on air conditioning (1) [1]
- 4 (several species of) butterfly (1) — accept birds and insects / butterflies [1]
- 5 in a (small) park (near where she studied) (1) [1]
- 6 (rain)water is collected on the roof (and stored in a tank) (1) [1]
- 7 twice a month (1) [1]
- 8 planting trees in parks (1) [1]
- 9 land in the city centre is (very) expensive / there is no space for parks (1); every building has walls (1) [2]
- 10 any three: keep buildings cooler / absorb heat (1); trap dust (1); produce oxygen / clean the air (1); home for birds and insects / wildlife (1); use little city water (1) [3]
- 11 cheaper (1); plants grow in recycled plastic boxes (1); students help look after them / part of science lessons (1) — any two [2]

Unit 3 · Sheet A — Multiple matching

- 1 I was very excited about the course.
- 2 It was surprisingly expensive.
- 3 My parents were not enthusiastic.
- 4 Everyone should try it.
- 5 I adapted to the food slowly.
- 6 I regret my packing.
- 7 I was the first in my class to do it.
- 8 I still contact them.
- 9 hard / challenging / tough
- 10 started
- 11 satisfied / pleased / happy
- 12 two
- 13 I was extremely happy.
- 14 It was very easy.

Unit 3 · Sheet B — Multiple matching

- 1 1 A (1) [1] 2 B (1) [1] 3 D (1) [1] 4 C (1) [1] 5 A (1) [1] 6 B (1) [1] 7 D (1) [1] 8 C (1) [1] 9 B (1) [1] 10 D (1) [1] 11 A (1) [1] 12 C (1) [1]
- 2 the children were very eager to learn (1); he often complains about (his own) school (1) [2]
- 3 any reasonable choice (1) + a supporting detail from that section (1), e.g. Amara — learned to explain the rules calmly to rude tourists [2]

Unit 4 · Sheet A — Note-making

- 1 more willing to try new vegetables
- 2 good exercise
- 3 can calm students who find classroom learning difficult
- 4 need regular care / difficult during holidays
- 5 lack of space
- 6 tools and seeds are expensive
- 7 better sleep
- 8 later opening on Fridays
- 9 it is a lot cheaper to travel by bicycle than it is to take the bus every day
- 10 free entry for children
- 11 making new friends
- 12 higher ticket prices
- 13 water reminders
- 14 noise complaints

Unit 4 · Sheet B — Note-making

- 1 (a) any three: blue light from screens (tells brain it is day) (1); messages / notifications keep mind active (1); (heavy) homework (1); after-school activities (1); caffeine (in drinks) (1) [3] (b) any two: hard to concentrate / remember (1); lower marks (1); feel irritable or low (1); more sports injuries (1); more (driving) accidents (1) [2] (c) phone in another room (an hour before bed) (1); get up at the same time every day (1); spend time outside in the morning / get daylight (1); no caffeine after lunch (1) [4]
- 2 eight to ten hours (a night) (1) [1]
- 3 up to six hours (1) [1]
- 4 any two: students slept about half an hour longer (1); attendance improved (1); fewer students fell asleep in lessons (1) [2]
- 5 a later finish makes it hard to organise jobs / transport (1) [1]

Unit 5 · Sheet A — Multiple choice: opinions and inference

- 1 sceptical
- 2 relieved
- 3 frustrated
- 4 recommending something
- 5 inform
- 6 low
- 7 the daily training
- 8 the new battery
- 9 studying abroad
- 10 very gripping
- 11 excited / keen
- 12 wrong / bad
- 13 the film was not very good / it was mediocre (but not terrible)
- 14 the organisers were (obviously) disappointed (the writer is being sarcastic)

Unit 5 · Sheet B — Multiple choice: opinions and inference

- 1 A They thought she would soon give up. [1]
- 2 B It had been very cheap despite a long journey. [1]
- 3 B was still tempted to shop. [1]
- 4 B She was quietly pleased. [1]
- 5 A the clothes swap [1]
- 6 B It was not a perfect fit, but this did not matter. [1]
- 7 C plans to think carefully before buying. [1]
- 8 A to describe what she learned from her challenge [1]
- 9 the excitement/pleasure of buying new things lasts only a short time (1); looking after / repairing things gives longer-lasting pleasure (1) [2]
- 10 any two: learned to repair clothes / sew (1); organised a clothes swap (attended by nearly 200) (1); did not buy new clothes for a year (1); found clothes she had forgotten (1) [2]

Unit 6 · Sheet A — Vocabulary in context

- 1 empty
- 2 unwilling
- 3 without much flavour
- 4 small animals with sharp front teeth
- 5 dangerous
- 6 very careful
- 7 very positive
- 8 reliable / able to be trusted
- 9 again
- 10 care
- 11 wrongly / incorrectly
- 12 watch / look after
- 13 clever / intelligent
- 14 have no more / use all of

Unit 6 · Sheet B — Vocabulary in context

- 1 (corals) losing the (tiny) algae that give them colour and food / turning white (1) [1]
- 2 devastated (1) [1]
- 3 move (coral) from one place and plant it in another (1) [1]
- 4 (they) recover more easily (after a period of hot water) (1) [1]
- 5 it cannot completely solve the problem (on its own) (1) [1]
- 6 delays the damage / gives more time (before the reefs are lost) (1) [1]
- 7 cannot be known in advance / changes without warning (1); dives are cancelled because of (unexpected) storms (1) [2]
- 8 any two: protect coasts from waves (1); provide food (1); provide jobs (1); home to (about a quarter of) marine species (1) — accept affects air / weather [2]
- 9 not giving up / continuing despite difficulties (1); she was rejected by three universities but kept applying (1) [2]
- 10 don't be discouraged / don't let it stop you (1) [1]
- 11 it is the paperwork / writing reports and applying for money, not the diving (1) [1]

Unit 7 · Sheet A — Paraphrasing in your own words

- 1 Prices have increased a lot.
- 2 Because of bad weather, the trip did not go ahead.
- 3 Very few people came.
- 4 You must book early.
- 5 decision
- 6 successful
- 7 improvement
- 8 discovered
- 9 The majority of teenagers have a mobile phone. (oe)
- 10 You do not have to pay to enter the museum on Sundays. (oe)
- 11 We were late as a result of the road being blocked. (oe)
- 12 When we recycle, less rubbish goes to landfill sites. (oe)
- 13 Many students commonly feel anxious before tests. (oe)
- 14 Every year, thousands of people come to the festival. (oe)

Unit 7 · Sheet B — Paraphrasing in your own words

- 1 120 (1) [1]
- 2 you do not pay for the first half hour (1); you pay a (small) fee for each extra 30 minutes after that (1) [2]
- 3 e.g. Many more people used the scheme than the council predicted. — meaning retained (1); own words/structure (1) [2]
- 4 about 3,500 (5,500 – 2,000) (1) [1]
- 5 any two: less traffic (in the centre at rush hour) (1); better air quality (1); users feel healthier (1) [2]
- 6 stations in the centre have no space / are full so bikes cannot be returned (1); stations outside the centre have no bikes (1) [2]
- 7 cyclists were riding on pavements (1) [1]
- 8 e.g. Teaching students about safety would help them ride more carefully. — meaning retained (1); own words (1) [2]
- 9 any three: more (40+) docking stations near schools/university (1); move bikes between stations every evening (1); protected cycle lanes on the busiest roads (1); safety campaign in schools (1) [3]

Unit 8 · Sheet A — Summarising main points

- 1 Online learning is flexible.
- 2 a quotation from a visitor
- 3 public transport
- 4 sports
- 5 stationery
- 6 disasters
- 7 electronic / digital
- 8 moreover
- 9 consequently
- 10 trying international food
- 11 safer for children (no traffic)
- 12 The app is cheap, easy to use and time-saving. (oe)
- 13 Although the hotel was modern, the service was poor. (oe)
- 14 in your own words without opinion

Unit 8 · Sheet B — Summarising main points

1 (a) any four: communication skills (1); planning strategy / teamwork (1); accepting defeat (1); confidence / leadership for quiet students (1); no large facilities needed (1); students with disabilities can compete equally (1); links to careers (1) **[4]** **(b)** any three: harm to posture / fitness from sitting (1); games can be addictive (1); violent content (1); expensive equipment / internet (1) **[3]**

2 any two: max six hours' training a week (1); 20 minutes' exercise each session (1); no realistic violence (1); must keep good grades (1) **[2]**

3 to show that even critics have changed their minds / the debate has been won (at Riverside) (1) **[1]**

4 Content (4): 1 mark for each two relevant points, max 4, covering both sides. Language (4): 3–4 = own words, well organised, ideas linked concisely; 1–2 = some copying, list-like, limited linking.

Model: Supporters believe e-sports help students to develop skills also learned in traditional sports, such as communication, teamwork and coping with defeat, and they can increase the confidence of quiet students. E-sports need no large facilities, allow students with disabilities to compete equally and may lead to careers in the gaming industry. However, critics argue that sitting for long periods is unhealthy, that some games are addictive or violent, and that the necessary equipment is too expensive for many schools. (82 words) **[8]**

Unit 9 · Sheet A — Writing an informal email

1 Hi Jamie,

2 It was great to hear from you!

3 Can't wait to hear all your news!

4 Love,

5 I'll

6 up

7 forward

8 over; up

9 The party was brilliant — the music was great and I danced all night with my cousins. (oe: adds detail/feeling)

10 I loved the science museum, especially the robot section, where you could program a robot to dance! (oe)

11 I'd love to come! (oe)

12 Let me know what time you're arriving. (oe)

13 What are you doing this summer? (oe)

Unit 9 · Sheet B — Writing an informal email

1 almost two years (1) **[1]**

2 trying new food (1); being outdoors (1) **[2]**

3 only packed shorts and T-shirts / no warm clothes and was cold in the evenings (1) **[1]**

4 e.g. *Guess what? / I bet / You know me / Write back soon* (1); conversational/spoken style, direct address, contraction (1) **[2]**

5 Content (6 marks) 5–6: all points fully covered and well developed; purpose, audience and register consistently right. 3–4: points covered with some development; register mostly right. 1–2: points missing, unclear or undeveloped; register often wrong.

Language (9 marks) 7–9: wide range of vocabulary and structures; few, minor errors; clear paragraphs and linking. 4–6: adequate range; errors do not block meaning; some paragraphing and linking. 1–3: simple, repetitive language; frequent errors; little organisation. **Model answer:** Hi Sam,

That's brilliant news — I can't wait to see you! There's loads we can do. On Saturday there's a food festival by the river, where you can try dishes from all over the world. On Sunday, we could hire bikes and cycle along the coast to the lighthouse. Don't worry, we won't start before ten!

As for packing, bring a warm jumper and a waterproof jacket. It's sunny during the day, but it gets windy and cold in the evenings, and you don't want to freeze again! Comfortable trainers are a good idea too, for the bike ride.

My friends Ana and Leo are really keen to meet you. They're coming to the festival with us, and afterwards we're having a barbecue in my garden, so you'll get to know them properly. Let me know what time your train arrives and I'll meet you at the station.

Love,

Lena (151 words) **[15]**

Unit 10 · Sheet A — Register and tone

1 formal

2 informal

3 formal

4 formal

5 informal

6 discover

7 a considerable number of

8 obtain / purchase

9 approximately

10 children / young people / students

11 The bus is frequently late, which causes considerable inconvenience. (oe)

12 I would recommend extending the lunch break. (oe)

13 Sorry, I can't make it! (oe)

14 Let me know if you're coming. (oe)

Unit 10 · Sheet B — Register and tone

- 1 the teacher / Mrs Novak (1); formal / semi-formal (1) [2]
- 2 any four: Hi Mrs Novak! / So / Basically / massive / Loads of / had a blast / super hot / little kids / pretty bad / rubbish / starving / I reckon / way more / Anyway, that's it / Hope this helps (1 each) [4]
- 3 e.g. The food had sold out by 11 a.m., so many visitors were hungry. (formal vocabulary 1; accurate, meaning kept 1) [2]
- 4 e.g. Introduction / Successes / Problems / Recommendations (2 marks for four suitable headings; 1 mark for two) [2]
- 5 **Content (6 marks)** 5–6: all points fully covered and well developed; purpose, audience and register consistently right. 3–4: points covered with some development; register mostly right. 1–2: points missing, unclear or undeveloped; register often wrong.
- Language (9 marks)** 7–9: wide range of vocabulary and structures; few, minor errors; clear paragraphs and linking. 4–6: adequate range; errors do not block meaning; some paragraphing and linking. 1–3: simple, repetitive language; frequent errors; little organisation. **Model answer: Report: Improving the school library**
- Introduction** This report summarises students' views on how the library could be improved. It is based on a survey of 200 students.
- Current problems** Many students feel that the library is too noisy at lunchtime, which makes it difficult to study. In addition, the computers are slow and there are only eight of them for the whole school.
- Suggestions** Some students suggested creating a separate silent study room. Others would like the library to stay open until 5 p.m., because many students cannot work at home. A few students proposed a book club to encourage younger students to read for pleasure.
- Recommendation** I recommend that the school first replaces the computers, as this would benefit everyone. Later opening hours could be introduced next term if enough staff are available. (134 words) [15]

Unit 11 · Sheet A — Linking words and cohesion

- 1 because of
- 2 Despite
- 3 whereas
- 4 Although
- 5 However
- 6 As a result / Therefore
- 7 In addition
- 8 for example
- 9 Finally
- 10 therefore
- 11 Despite the cold, we swam.
- 12 Although it rained, we enjoyed the trip.
- 13 Students can borrow laptops. This helps those who have no computer at home. (oe)
- 14 The festival, which lasts a week, attracts thousands of tourists. (oe)

Unit 11 · Sheet B — Linking words and cohesion

- 1 (1) Although (1) [1] (2) In addition (1) [1] (3) On the other hand (1) [1] (4) consequently (1) [1] (5) so (1) [1] (6) Finally (1) [1]
- 2 (skills such as) time management and working independently (1) [1]
- 3 introduction presents the debate (1); paragraphs 2 and 3 give arguments for and against (1); final paragraph gives the writer's opinion / conclusion (1) [3]
- 4 **Content (6 marks)** 5–6: all points fully covered and well developed; purpose, audience and register consistently right. 3–4: points covered with some development; register mostly right. 1–2: points missing, unclear or undeveloped; register often wrong.
- Language (9 marks)** 7–9: wide range of vocabulary and structures; few, minor errors; clear paragraphs and linking. 4–6: adequate range; errors do not block meaning; some paragraphing and linking. 1–3: simple, repetitive language; frequent errors; little organisation. **Model answer: Should every school have a four-day week?**
- Some schools have recently changed to a four-day week, and many students would love to do the same. But is it really a good idea?
- On the one hand, a longer weekend would give students more time to rest, which could improve their concentration. Families would also have more time together, and schools might save money on electricity and transport.
- On the other hand, the remaining four days would have to be much longer. By the end of an eight-hour day, many students would be too tired to learn effectively. Furthermore, parents who work five days a week would need to find someone to look after younger children on the fifth day, which could be expensive. In my view, the disadvantages outweigh the advantages. Rather than shortening the week, schools should reduce homework so that students can rest in the evenings. (148 words) [15]

Unit 12 · Sheet A — Articles and reviews

- 1 Small Hands, Big Changes: Teens Who Help
- 2 Have you ever fallen asleep in a lesson?
- 3 gripping
- 4 tedious
- 5 It's well worth seeing, especially if you enjoy science fiction.
- 6 outstanding / superb / excellent
- 7 dreadful / terrible / awful
- 8 hilarious
- 9 enormous / huge / vast
- 10 The cakes are delicious, but the service can be slow. (oe)
- 11 How many plastic bottles did you use this week? (oe)
- 12 If you want to organise your homework better, download it today — you won't regret it! (oe)
- 13 The film was moving, and the acting was superb. (oe)

Unit 12 · Sheet B — Articles and reviews

- 1 curious but sceptical / doubtful (1) [1]
- 2 any two: clean, colourful design (1); free (1); helped the writer complete more sessions / works (1); motivating streak (1); friends encourage each other (1) [2]
- 3 any two: too many notifications (1); rewards time not quality (1); losing a streak is discouraging (1); some features cost money (1) [2]
- 4 it gives an overall judgement / conclusion (1); *I would recommend it, especially before exams* (1) [2]
- 5 any two: but; although; However; And (when) — accept *however, although, but* (1 each) [2]
- 6 **Content (6 marks)** 5–6: all points fully covered and well developed; purpose, audience and register consistently right. 3–4: points covered with some development; register mostly right. 1–2: points missing, unclear or undeveloped; register often wrong. **Language (9 marks)** 7–9: wide range of vocabulary and structures; few, minor errors; clear paragraphs and linking. 4–6: adequate range; errors do not block meaning; some paragraphing and linking. 1–3: simple, repetitive language; frequent errors; little organisation. **Model answer: Why Every Student Should Try a New Hobby This Year**
Do you spend most evenings scrolling through your phone? Then perhaps it's time to try something new.
Learning a new hobby is one of the best ways to make friends. When you join a club, you meet people who share your interests, and conversation comes naturally. Hobbies are also good for your mental health. Painting, playing an instrument or even gardening can help you forget about exam stress for an hour or two.
Of course, some students say they are simply too busy. However, a hobby does not need to take up much time — thirty minutes twice a week is enough to make progress. Others worry about the cost, but many activities, such as running or chess, are almost free. So why not give it a go? You might discover a talent you never knew you had. (147 words) [15]

Unit 13 · Sheet A — Reports and essays

- 1 The aim of this report is to evaluate the school trip.
- 2 School uniforms are a topic that divides opinion among students and parents.
- 3 a report
- 4 Opponents argue that ...
- 5 I strongly recommend that ...
- 6 balance
- 7 of
- 8 could / can / may
- 9 (should) provide
- 10 Problems / Areas for improvement / What could be improved (oe)
- 11 Many students felt that the talk was not engaging. (oe)
- 12 On balance, a part-time job can be valuable, as long as it does not affect schoolwork. (oe)
- 13 for: more rest / family time; against: students forget what they learned (oe)

Unit 13 · Sheet B — Reports and essays

- 1 to introduce the topic / question (1) [1]
- 2 money motivates / students work harder (1); helps poorer families with costs (books, transport) (1) [2]
- 3 any two: students should learn for the value of knowledge (1); may lose interest in unrewarded subjects (1); expensive / money better spent on resources for everyone (1) [2]
- 4 On the other hand / Critics say (1); On balance, I believe (1) [2]
- 5 celebrate / reward effort and improvement (instead of grades) (1) [1]
- 6 **Content (6 marks)** 5–6: all points fully covered and well developed; purpose, audience and register consistently right. 3–4: points covered with some development; register mostly right. 1–2: points missing, unclear or undeveloped; register often wrong. **Language (9 marks)** 7–9: wide range of vocabulary and structures; few, minor errors; clear paragraphs and linking. 4–6: adequate range; errors do not block meaning; some paragraphing and linking. 1–3: simple, repetitive language; frequent errors; little organisation. **Model answer: Report on the Year 10 trip to the Science Discovery Centre**
Introduction The aim of this report is to evaluate last week's trip and to make suggestions for next year. It is based on a questionnaire completed by 85 students.
What went well Most students found the hands-on workshops extremely useful, particularly the robotics session, which helped them to understand topics from their computer science course. The guides were knowledgeable and patient.
What could be improved However, the coach journey took nearly two hours each way, which left little time at the centre. In addition, the café was crowded and expensive, so several students had nothing to eat.
Recommendations I recommend that next year's trip should start earlier to avoid heavy traffic. Students should also be told to bring a packed lunch. Overall, the trip was worthwhile and should be repeated. (141 words) [15]

Unit 14 · Sheet A — Planning and checking writing

- 1 She doesn't like spicy food.
- 2 I visited Japan last year.
- 3 There are many reasons to recycle.
- 4 He is good at football.
- 5 I agree with this idea.
- 6 We discussed the problem.
- 7 The information was very useful.
- 8 If I have time, I will help you.
- 9 She is the tallest girl in the class.
- 10 I look forward to seeing you.
- 11 receive
- 12 accommodation
- 13 It's a great idea.
- 14 12–16 lines

Unit 14 · Sheet B — Planning and checking writing

- 1 suggesting that Mia organises an event (too) (1) [1]
2 organise → organised (1); for help → to help (1); exciting → excited (1); two hundreds → two hundred (1); We was → We were (1); teacher sing → teacher sang (1); also accept: animals shelter → animal shelter; many money → a lot of money; comma splice after end (1 each, max 6) [6]
3 We raised a lot of / much money for the shelter. (1) [1]
4 e.g. use stronger adjectives / adverbs (*packed, thrilled*); a range of linking words; a relative clause; a question to the reader (1) [1]
5 **Content (6 marks)** 5–6: all points fully covered and well developed; purpose, audience and register consistently right. 3–4: points covered with some development; register mostly right. 1–2: points missing, unclear or undeveloped; register often wrong.
Language (9 marks) 7–9: wide range of vocabulary and structures; few, minor errors; clear paragraphs and linking. 4–6: adequate range; errors do not block meaning; some paragraphing and linking. 1–3: simple, repetitive language; frequent errors; little organisation. **Model answer:** Hi Mia,
I hope you're well! I've just got back from our school's charity fun run, and I had to tell you about it.
It took place in the park on Saturday, and over three hundred people took part — students, teachers and even some grandparents! We had to run five kilometres, and lots of people wore fancy dress. My friend Tariq ran the whole way dressed as a banana, which made everyone laugh.
The best part for me was crossing the finish line with my best friend. We weren't fast, but we didn't stop once, and I felt so proud. Altogether, we raised over two thousand dollars for the children's hospital in our city, which will help to buy new toys and books for the wards.
You should definitely organise one at your school — I'll send you some tips!
Love,
Nadia (141 words) [15]

End-of-book check

- 1 the date of an event
2 the high entry fee / it is expensive
3 Looking back, I should never have left the team.
4 reduces loneliness among elderly people
5 harder than expected
6 unclear
7 There was a big decrease in visitors last year. (oe)
8 Despite
9 examples and quotations
10 a report
11 Many students believe the library should stay open later. (oe)
12 I look forward to hearing from you.

Practice paper

- 1 1 rivers flood (the land) (during the rainy season) (1) [1] 2 2002 (1) [1] 3 lights and laptops (1) — both needed [1] 4 about thirty / 30 (1) [1]
5 the walk to school became dangerous (1) [1] 6 any three: waterproof roof (1); solar panels (1); anchor for the school day (1); dozens of boats (1); also used as libraries (1) / health centres (1); similar projects in other countries (1); can be hot / limited space (1) [3]
2 7 C (1) [1] 8 A (1) [1] 9 B (1) [1] 10 C (1) [1] 11 B (1) [1] 12 A (1) [1]
3 13 fewer (chemical) pesticides (1); (can) produce more honey (1) [2] 14 any two: pollinate parks / gardens (1); teach young people about nature (1); local product for businesses to sell (1) [2] 15 any three: not enough flowers if too many hives (1); compete with wild bees (1); need regular inspection (1); owners lose interest (1); neighbours fear stings (1) [3]
4 16 B (1) [1] 17 A (1) [1] 18 B (1) [1] 19 B (1) [1]
5 **Content (6 marks)** 5–6: all points fully covered and well developed; purpose, audience and register consistently right. 3–4: points covered with some development; register mostly right. 1–2: points missing, unclear or undeveloped; register often wrong.
Language (9 marks) 7–9: wide range of vocabulary and structures; few, minor errors; clear paragraphs and linking. 4–6: adequate range; errors do not block meaning; some paragraphing and linking. 1–3: simple, repetitive language; frequent errors; little organisation. **Model answer:** Hi Jon,
Sorry I haven't written for ages — we've been so busy with the move! We're finally settled in our new flat. It's on the eighth floor of a modern building near the river, and the area is full of cafés and parks.
What I like most is my new bedroom. For the first time, I don't have to share with my little brother, and from my window I can see the boats going up and down the river at night. It's really peaceful. Of course, I miss some things about our old house. The garden was much bigger, and I really miss playing football there with you after school. I also miss being able to walk to your house in two minutes!
Why don't you come and stay next month? I'll show you around. Write back soon,
Maya (149 words) [15]
6 **Content (6 marks)** 5–6: all points fully covered and well developed; purpose, audience and register consistently right. 3–4: points covered with some development; register mostly right. 1–2: points missing, unclear or undeveloped; register often wrong.
Language (9 marks) 7–9: wide range of vocabulary and structures; few, minor errors; clear paragraphs and linking. 4–6: adequate range; errors do not block meaning; some paragraphing and linking. 1–3: simple, repetitive language; frequent errors; little organisation. **Model answer: Review: Lakeside Climbing Centre**
If you are looking for something more exciting than the shopping mall, Lakeside Climbing Centre is well worth a visit.
The centre has over fifty climbing walls for every level, from complete beginners to experts, and the routes are changed every month, so there is always a new challenge. The instructors are friendly and patient, and they explain safety rules clearly. It is also a great place to meet friends. There is a café upstairs where you can relax and watch other climbers, and the weekend youth club is a good way to make new friends.
On the other hand, it is not cheap: a single visit costs fifteen dollars, although a student membership reduces this considerably. It is also difficult to reach by bus.
Overall, I would highly recommend Lakeside to any student who wants to try something active and different. (148 words) [15]