



BRITISH LEARNING CENTRE

PEARSON EDEXCEL INTERNATIONAL GCSE · 4ES1

English as a Second Language

Reading & Writing

Practice for every task in Paper 1 (Reading and Writing) of the Pearson Edexcel International GCSE in English as a Second Language (4ES1): short texts, longer articles, informal writing, semi-formal writing and summary. Every unit has key knowledge, a practice sheet and an exam-style sheet with original texts and 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.

#	Paper / part	Topic · I can...	R	A	G
1	P1 Part 1, P1 Part 2	Skimming and scanning I can skim a text for its main idea and scan it quickly for key details.			
2	P1 Part 1	Matching short texts I can identify the purpose and main message of short everyday texts and match them to questions.			
3	P1 Part 2	True or false; fact or opinion I can decide whether statements are true or false and tell facts from opinions.			
4	P1 Part 2	Note and sentence completion I can complete notes, sentences and tables with short, accurate answers taken from a text.			
5	P1 Part 3	Long texts: detail and opinion I can follow a long text and answer multiple-choice and short-answer questions about details and views.			
6	P1 Part 3	Inference and the writer's attitude I can work out meanings that are suggested, not stated, and describe attitudes using evidence.			
7	P1 Part 2, P1 Part 3	Vocabulary in context I can work out the meaning of unfamiliar words using context, word parts and word class.			
8	P1 Part 3, P1 Part 6	Recognising and using paraphrase I can recognise ideas expressed in different words and rewrite ideas in my own words.			
9	P1 Part 4	Informal emails and letters I can write a friendly email or letter of 75–100 words that covers every bullet point.			
10	P1 Part 4, P1 Part 5	Register and audience I can choose formal, semi-formal or informal language to suit the reader and purpose.			
11	P1 Part 5	Articles, reports and formal letters I can write a semi-formal article, report or letter of 100–150 words that covers every prompt.			
12	P1 Part 5, P1 Part 6	Paragraphing and linking ideas I can organise writing into clear paragraphs and connect ideas with a range of linking words.			
13	P1 Part 6	Summary writing I can select the relevant points from a text and summarise them in my own words in 100–150 words.			
14	P1 Part 4, P1 Part 5, P1 Part 6	Planning, accuracy and proofreading I can plan my writing quickly and check it for common grammar, spelling and punctuation errors.			



CHECK

Starting point check

Starting point check

Name _____ Date _____ Marks _____ / 13

Answer all the questions. This check shows what you already know.

- 1 *Pool closed for cleaning 14.00–16.00 today.* The purpose of this notice is to... [1]
☐ advertise the pool ☐ inform swimmers about a closure
☐ apologise for dirty water
- 2 *The festival, which started in 1985, is the most exciting event of the year.* The underlined idea is... [1]
☐ a fact ☐ an opinion
- 3 Text: *Most of the shops close at 20.00, but the supermarket is open 24 hours.* Statement: *All the shops close at 20.00.* [1]
☐ True ☐ False
- 4 Scan: *Flights to Phuket leave at 07.40, 12.15 and 18.50. The afternoon flight is often full.* What time is the flight that is often full? [1]

- 5 *The hotel was **immaculate** – there was not a speck of dust anywhere.* **immaculate** means... [1]
☐ very clean ☐ very old ☐ very large
- 6 *She kept checking her phone and tapping her foot.* She feels... [1]
☐ impatient ☐ relaxed ☐ grateful
- 7 *Ticket sales fell sharply last year.* Which has the same meaning? [1]
☐ Far fewer tickets were sold last year. ☐ Tickets were cheaper last year.
☐ No tickets were sold last year.
- 8 Which is the best opening for an email to a friend? [1]
☐ Dear Sir or Madam, ☐ Hi Tom, ☐ To whom it may concern,
- 9 A letter begins *Dear Sir or Madam*. It should end... [1]
☐ Yours faithfully, ☐ Yours sincerely, ☐ Love,
- 10 *It was raining. _____, the match went ahead.* [1]
☐ However ☐ Because ☐ As a result

11 Correct the error: *I have studied English since five years.*

[1]

12 Write one sentence inviting a friend to your house (informal) and one sentence asking your head teacher for permission to start a club (formal).

[2]

Skimming and scanning

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

Paper / part: P1 Part 1, P1 Part 2

Skimming means reading quickly to get the general idea (the gist). Ask: what kind of text is this, who is it for, and why was it written?

Scanning means searching for one piece of information, such as a time, a price or a name. Your eyes move quickly until you find the key word; then you read that sentence carefully.

Key words

skim

scan

gist

key word

synonym

detail

Key points

- Read the questions **first** and underline the key word in each one.
- Skim: title, headings, first lines, pictures, layout.
- Scan for things that stand out: numbers, capital letters, dates, symbols (% , ; , \$).
- Questions often use a **synonym**: cost → price / fee; children → under-12s.
- Found it? Read the whole sentence before you answer.

Worked example: scanning

Text: *Riverside Pool. Open daily 6.30–21.00 (weekends from 8.00). Lessons for under-12s on Saturday mornings. Adults 80 baht; children half price.*

Question: When can young children have swimming lessons?

Key word in the question: **young children**. Synonym in the text: **under-12s**.

Read that sentence: "Lessons for under-12s on Saturday mornings."

Answer: **on Saturday mornings** (short, taken from the text).

Common mistakes

- Reading every word slowly and running out of time.
- Writing the first number you see without checking it (e.g. 6.30, not 8.00, at weekends).
- Copying a whole paragraph instead of the short answer.

Exam tip: In Part 1, skim all the short texts first and note in the margin what each one is about (e.g. "gym", "car park"). Then match the questions.

Skim the five notices, then scan to answer the questions.

Saturday at Harbour Mall LEAFLET

A Bookworm Corner – Children's story time every Saturday, 10.30–11.15, second floor. Free, but please book at the information desk.

B Lost property: items found in the mall are kept for 30 days at the security office next to Entrance 3.

C FitZone Gym – Student membership now only 900 baht a month (show your school ID). Open 6.00–22.00 every day.

D Car park notice: the top level will be closed on 14 and 15 June for repairs. Please use Levels 1–3.

E Café Lumo – Buy any two drinks before 11.00 and get a free croissant. Offer not valid on public holidays.

1 Which notice (A–E) is about a place to exercise?

2 Which notice is about things people have lost?

3 Which notice is for young readers?

4 Which notice offers something free when you buy?

5 Which notice tells drivers about a change?

6 On which floor is story time?

7 How long are lost items kept?

8 What must students show to get the cheaper gym price?

9 On which dates will the top level of the car park be closed?

10 Before what time must you buy two drinks to get the offer?

11 What must parents do before story time?

12 When is the café offer NOT available?

13 Skim all five texts. What is their main purpose?

- ☐ to sell one product ☐ to give shoppers practical information
☐ to describe the history of the mall
-

14 A question asks: *How much does the gym cost?* What should you scan for?

- ☐ baht / a month ☐ second floor ☐ Entrance 3
-

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

Read the six texts about holiday activities. Then answer the questions.

Holiday activities in and around Bangkok LEAFLET

A · Riverside Cookery School

Learn to cook four classic Thai dishes in a three-hour class. Morning classes begin with a guided visit to the local market to choose ingredients. Groups are small (maximum eight people), so everyone has their own cooking station. Vegetarian menus are available if you tell us when you book. 1,500 baht per person, including a recipe book to take home.

B · Skyline Climbing Wall

Bangkok's tallest indoor climbing wall is now open to beginners. All first-time climbers must complete a 45-minute safety session, which is included in the entry price. Climbing shoes can be hired at reception. Under-16s must be accompanied by an adult. Open Tuesday to Sunday, 11.00–21.00.

C · Old Town Bicycle Tours

See the city's hidden temples and quiet canals on two wheels. Our guides speak English, Thai and Mandarin. Tours last three hours and leave at 7.00 to avoid the midday heat. Helmets and water are provided. Not suitable for children under ten.

D · Lumpini Park Open-Air Cinema

Every Friday and Saturday evening in December, bring a blanket and enjoy a classic film under the stars. Entry is free, but places close to the screen fill up quickly, so arrive early. Food stalls open from 17.30. If it rains, the film moves to the community hall.

E · Chinatown Photography Walk

Improve your phone photography while exploring one of the busiest neighbourhoods in Asia. A professional photographer will show you how to use light and colour. You do not need an expensive camera – a smartphone is enough. Walks run on weekday afternoons and finish with a short online review of your best pictures.

F · Floating Market Day Trip

Leave the city behind for a day. A minibus collects you from your hotel at 6.30 and takes you to a traditional floating market, where you can buy fruit and snacks straight from the boats. The trip includes a long-tail boat ride and lunch. You will be back in Bangkok by 15.00. Please wear a hat and sun cream.

1 For questions (a)–(h), choose from texts **A–F**. You may use a text more than once. Which activity...

(a) moves indoors if the weather is bad? [1]

Answer

(b) requires a safety lesson first? [1]

Answer

(c) can start with a trip to buy food? [1]

Answer

(d) offers a choice of languages? [1]

Answer

(e) includes transport from where you are staying? [1]

Answer

(f) does not need expensive equipment? [1]

Answer

(g) costs nothing to attend? [1]

Answer

(h) limits the number of people in a group? [1]

Answer

2 Answer the questions. Use words from the texts.

(a) How long is the safety session at the climbing wall? [1]

.....

(b) Why do the bicycle tours leave early? [1]

.....

(c) What do cookery students take home? [1]

.....

(d) When do the food stalls open at the cinema? [1]

.....

(e) What happens at the end of the photography walk? [1]

.....

(f) On which day of the week is the climbing wall closed? [1]

.....

(g) Who must go climbing with under-16s? [1]

.....

3 What is the main purpose of text E? [1]

- ☐ to sell cameras ☐ to teach people to take better photos with a phone
☐ to describe the history of Chinatown

4 Which of these people **cannot** join the bicycle tour? [1]

- ☐ a nine-year-old ☐ a Mandarin speaker ☐ a fifteen-year-old

5 Give **two** things you should do before the floating market trip. [2]

6 Which text (A–F) would suit each person best?

(a) Mai wants to see temples early in the morning. [1]

Answer

(b) Tom loves heights and is free on Sunday afternoon. [1]

Answer

(c) Lina is vegetarian and wants a hands-on class. [1]

Answer

(d) Kenji wants to learn a skill but only owns a smartphone. [1]

Answer

(e) The Wongs want a free evening out with their children. [1]

Answer

(f) Priya wants a day trip out of the city. [1]

Answer

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

Matching short texts

I can... identify the purpose and main message of short everyday texts and match them to questions.

Paper / part: P1 Part 1

Part 1 of the Reading section uses short texts such as adverts, notices, timetables, labels, messages and leaflets. Questions test the **main message** or **purpose**: to inform, warn, advertise, ask, apologise or instruct.

The answer is rarely the text that repeats the words in the question. Look for the text that has the same **meaning**.

Key words

purpose

text type

main message

distractor

eliminate

Key points

- Identify the text type first: notice, advert, review, email, label, timetable.
- Ask: **Who** wrote it? **Who** is it for? **Why**?
- Underline the key idea in each question, then find a text with the same idea in different words.
- **Distractors** share words with the question but not the meaning.
- Cross out options you have proved wrong.

Worked example: avoiding the distractor

Which advert is for people who want to spend less?

X: Every phone comes with a money-back guarantee.

Y: You won't find lower prices anywhere in town.

X mentions **money** but is about getting a refund if you are unhappy – a distractor.

Y says "lower prices" = you spend less. Same meaning, different words.

Answer: **Y**.

Common mistakes

- Choosing a text because it repeats one word from the question.
- Ignoring small words that change meaning: *only, not, before, until, except*.

Exam tip: Write the purpose of each text in two or three words next to it (e.g. "warns drivers", "sells gym") before you look at the questions.

Read each short text. Choose the best answer.

- 1 *Platform 4: the 08.15 train to Chiang Mai is delayed by 20 minutes.* This text is...
☐ an announcement ☐ an advert ☐ a review
- 2 *Keep refrigerated. Use within three days of opening.* Its purpose is to...
☐ give instructions ☐ sell the product ☐ apologise
- 3 *So sorry I missed your call – my phone was on silent in the exam!* The writer is...
☐ apologising ☐ complaining ☐ inviting
- 4 *Wet paint. Please do not sit on these benches until Monday.* The text is a...
☐ warning ☐ invitation ☐ timetable
- 5 *Half-price pizzas every Tuesday – students only!* Its purpose is to...
☐ advertise an offer ☐ describe a meal ☐ give directions
- 6 *The film starts slowly, but the last hour is brilliant.* This is...
☐ a review ☐ a notice ☐ a label
- 7 *Could you bring your old school books on Friday for our book sale?* The writer is...
☐ making a request ☐ giving a warning ☐ offering a job
- 8 *Library opening hours: Mon–Fri 8.00–18.00; Sat 9.00–13.00; Sun closed.* This is...
☐ a timetable / notice ☐ an email ☐ a review
- 9 Which phrase means the same as *no charge*?
☐ free of charge ☐ low price ☐ pay later
- 10 Which phrase means the same as *not suitable for under-12s*?
☐ only for children ☐ older children and adults only ☐ children get a discount
- 11 Which phrase means the same as *booking essential*?
☐ you must reserve a place ☐ booking is optional ☐ the event is full
- 12 Question: *Which text tells you about a change of plan?* Which text matches?
☐ The match has been moved to Sunday. ☐ The match plan is on the board.
☐ Plan your trip to the match.

- 13** Write the purpose of this text in three words or fewer: *Do not feed the monkeys. They may bite.*

- 14** Write the purpose: *Found: a blue water bottle in the gym. Ask at reception.*

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

Read the six short texts. Then answer the questions.

Six short texts LEAFLET

Text 1 · Sunrise Ferries – Koh Larn service

Departures from Bali Hai Pier: 07.00, 10.00, 12.00, 14.30, 17.00. Last return from Na Ban Pier: 18.00. Please note: from 1 May, the 07.00 departure will run at weekends only. Tickets must be bought at the pier office; they cannot be bought on board.

Text 2 · Email

Hi Dan, thanks for lending me your tent last weekend. I'm afraid one of the poles bent in the wind, so I've ordered a new one. It should arrive on Thursday and I'll bring the tent round to you then. Sorry again! Sam

Text 3 · Review

The new noodle bar on Second Road is small and the chairs are not very comfortable, but the food is outstanding. The beef noodle soup is rich and full of flavour, and prices are fair. Service was slow on a busy Friday night, so go early if you are hungry. ★★☆☆

Text 4 · Advert

WANTED: weekend helpers at Green Paws Animal Shelter. Do you love dogs and cats? We need volunteers aged 15+ to walk dogs, clean cages and help at our monthly adoption day. No experience needed – full training given. Call Khun Nok on 038 123 456.

Text 5 · Label

Sunshield Factor 50. Apply generously 15 minutes before going outside. Reapply every two hours and after swimming. Keep out of reach of children. Store below 30°C. Do not use on broken skin.

Text 6 · Text message

Mum – training finished early because of the storm. Coach is driving four of us home. Can you leave the gate open? Back about 5.30. Don't save dinner, we're getting pizza on the way. Jay x

1 Choose the correct answer, A, B or C.

(a) Text 1: What is changing from 1 May?

A The last boat back will leave earlier.

B The first boat will not run on weekdays.

C Tickets will be sold on board.

[1]

Answer

(b) Text 2: Why is Sam writing?

A to ask to borrow a tent

B to apologise and explain a delay

C to complain about the weather

[1]

Answer

(c) Text 3: The reviewer thinks the noodle bar...

A is uncomfortable but worth visiting

B is too expensive

C has excellent service

[1]

Answer

(d) Text 4: The shelter wants people who...

A have worked with animals before

B are at least 15 years old

C can help every day

[1]

Answer

(e) Text 5: The label tells you to...

A put the cream on again after swimming

B use it only once a day

C put it on when you are already in the sun

[1]

Answer

(f) Text 6: Jay is telling his mother that he...

A needs a lift home

B will eat before he gets home

C will be late for dinner

[1]

Answer

2 Which text (1–6)...

(a) gives instructions for safe use? [1]

Answer

(b) gives a personal opinion? [1]

Answer

(c) asks someone to do something at home? [1]

Answer

(d) offers free training? [1]

Answer

(e) tells you where to pay? [1]

Answer

(f) mentions something that was damaged? [1]

Answer

3 Answer the questions. Use words from the texts.

(a) Where must ferry tickets be bought? [1]

.....
(b) When will Sam return the tent? [1]

.....
(c) What advice does the reviewer give? [1]

.....
(d) Give **two** jobs that volunteers will do. [2]

.....
(e) How often should the cream be put on again? [1]

.....
(f) Why did training finish early? [1]

4 For each text, state (i) its purpose and (ii) who it is written for.

(a) Text 1

[2]

(b) Text 4

[2]

(c) Text 5

[2]

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

True or false; fact or opinion

I can... decide whether statements are true or false and tell facts from opinions.

Paper / part: P1 Part 2

In Part 2 (15 marks) you read a longer text, such as an article or leaflet. Some questions give a statement and ask if it is **true** or **false**. A statement is true only if the text gives the same idea, usually in different words.

You may also need to separate **facts** (things that can be checked: numbers, dates, events) from **opinions** (what someone thinks or feels).

Key words

true

false

fact

opinion

qualifier

paraphrase

Key points

- Questions follow the order of the text: find the right place first.
- Check small **qualifiers**: all / some / most, always / sometimes, before / after.
- One different detail makes the whole statement false.
- Opinion signals: *I think, I believe, the best, amazing, should, probably, honestly.*
- ...opened in 2015 = fact; ...the most beautiful in Asia = opinion.

Worked example

Text: *Most of the 30 students had never been abroad, although a few had visited Malaysia.*

Statement: *None of the students had travelled outside the country.*

Find the place: "Most... had never been abroad, although a few had visited Malaysia."

"None" ≠ "most" – a few had travelled.

Answer: **False**.

Common mistakes

- Answering from general knowledge instead of the text.
- Marking a statement true because it uses the same words as the text.
- Missing a qualifier such as *only* or *always*.

Exam tip: Underline the exact words in the text that prove your answer. If you cannot find proof, read the statement again.

Answer each question.

1 *The museum opened in 1998.*

☐ Fact ☐ Opinion

2 *It is the best museum in the city.*

☐ Fact ☐ Opinion

3 *Tickets cost 200 baht for adults.*

☐ Fact ☐ Opinion

4 *Everyone should visit at least once.*

☐ Fact ☐ Opinion

5 *The new rules are probably a mistake.*

☐ Fact ☐ Opinion

6 *Over 4,000 people attended the festival.*

☐ Fact ☐ Opinion

7 *The food was disappointing.*

☐ Fact ☐ Opinion

8 *The race was cancelled because of the rain.*

☐ Fact ☐ Opinion

9 Text: *The shop is usually closed on Sundays.* Statement: *The shop never opens on Sundays.*

☐ True ☐ False

10 Text: *Some of the team arrived late.* Statement: *Not all team members were on time.*

☐ True ☐ False

11 Text: *Applications close on 3 March.* Statement: *You can apply until the end of March.*

☐ True ☐ False

12 Text: *The library was rebuilt after a fire in 2010.* Statement: *The library was damaged in 2010.*

☐ True ☐ False

13 Text: *Only students in Year 11 may enter.* Statement: *Year 10 students can enter.*

☐ True ☐ False

- 14** Underline the opinion words and explain: *The incredible new stadium, which holds 30,000 fans, is a waste of money.*

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

Read the article. Then answer the questions.

The school that grows its own lunch ARTICLE

When Ploy Srisuk arrived at Ban Nong Kham School as head teacher in 2019, the school field was a dusty rectangle of dry grass that students used only for football. Today, around a third of it is covered with vegetable beds, a small fish pond and a chicken house. Almost all of the vegetables served in the school canteen are now grown by the students themselves.

The idea came from a parents' meeting. "Several families told me their children never ate vegetables at home," Ms Ploy explains. "I thought that if children grew the food themselves, they might be more willing to try it. I was right, I think – although it took longer than I expected."

Every class from Year 3 upwards has its own bed. Students water the plants before lessons begin, and older students keep a record of how much each bed produces. In the first year they grew mainly morning glory and long beans, which are easy to look after. Now they also grow pumpkins, chillies and several kinds of herbs. The chickens provide around 40 eggs a week.

Not everything has gone well. In 2021 heavy rain flooded the lower beds twice, and the school lost most of its pumpkin crop. Teachers responded by building raised beds from recycled bricks, which a local builder donated. "Honestly, the flood was the best thing that could have happened," says science teacher Arthit Chaiyo. "It taught the children far more about soil and water than any textbook."

The garden has also changed the way some subjects are taught. Maths classes measure the beds and calculate harvests, and Year 6 students run a small market every Friday afternoon, selling extra vegetables to parents. Last year the market raised 18,000 baht, which paid for new seeds and a water tank.

Some parents were worried at first that the garden would take time away from exam preparation. However, the school's test results have stayed the same, and attendance has improved slightly. Ms Ploy believes the garden is the most important project in the school's history. "Children learn patience here," she says. "You cannot hurry a pumpkin."

Other schools in the province have now visited, and two have started gardens of their own. Ms Ploy is happy to share advice, but she warns them not to start too big. "Begin with one bed and one class. Let the students lead."

1 Write **T** (true) or **F** (false) for each statement.

(a) Before 2019 the field was used to grow food. [1]

Answer T / F

(b) The idea for the garden came from parents' comments. [1]

Answer T / F

(c) Children in Years 1 and 2 have their own vegetable beds. [1]

Answer T / F

(d) Students water the plants before lessons start. [1]

Answer T / F

(e) Pumpkins were the main crop in the first year. [1]

Answer T / F

(f) The bricks for the raised beds were a gift. [1]

Answer T / F

(g) Money from the market was spent on the garden. [1]

Answer T / F

(h) Test results have fallen since the garden started. [1]

Answer T / F

2 Write **F** (fact) or **O** (opinion) for each extract.

(a) "The chickens provide around 40 eggs a week." [1]

Answer F / O

(b) "the flood was the best thing that could have happened" [1]

Answer F / O

(c) "Last year the market raised 18,000 baht" [1]

Answer F / O

(d) "the garden is the most important project in the school's history" [1]

Answer F / O

3 Each statement is false. Write the correct information from the article.

(a) Heavy rain flooded the beds once in 2021. [1]

(b) The garden covers half of the field. [1]

(c) The school market takes place on Monday mornings. [1]

(d) Ms Ploy tells other schools to start with a large garden. [1]

4 Answer the questions.

(a) Why did Ms Ploy think growing food would help children? [1]

(b) What do older students keep a record of? [1]

(c) What did teachers do after the flood? [1]

(d) Give **two** ways the garden is used in lessons. [2]

(e) What were some parents worried about? [1]

(f) What has improved slightly? [1]

5 Which word best describes Ms Ploy's attitude to the garden? [1]

☐ worried ☐ enthusiastic ☐ disappointed ☐ uncertain

6 Arthit Chaiyo thinks the flood... [1]

☐ was a useful learning experience ☐ ruined the project ☐ was the builder's fault

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

Note and sentence completion

I can... complete notes, sentences and tables with short, accurate answers taken from a text.

Paper / part: P1 Part 2

Completion tasks give you notes, sentences or a table with gaps. Your answer must use **words from the text**, it must fit the **grammar** of the gap, and it must keep to any **word limit** (e.g. "no more than three words").

Headings in the notes tell you what kind of information you need: a number, a place, a time, a reason or an action.

Key words

word limit

notes

grammar fit

heading

spelling

Key points

- Read the instructions: how many words may you use?
- Predict the answer type: noun? verb? number? time?
- The gaps usually follow the order of the text.
- Copy spelling exactly – a misspelt word may lose the mark.
- Read the completed sentence: does it make grammatical sense?

Worked example

Text: *Visitors who arrive by car should leave it at the free park-and-ride site on Mill Lane and take the shuttle bus.*

Notes: Drivers: park at _____ (no more than three words)

Predict: a **place** (noun).

Find: "the free park-and-ride site on Mill Lane". Too long! Choose the key place.

Answer: **park-and-ride site** or **Mill Lane** – both fit the gap and the limit.

Common mistakes

- Writing more words than the limit allows.
- Answers that do not fit grammatically (*Students must ___ helmets* → "wearing" ✗, "wear" ✓).
- Repeating words that are already in the sentence.
- Changing the text's words into your own words when the task asks for words from the text.

Exam tip: After writing each answer, read the whole sentence aloud in your head. If it sounds wrong, check the grammar or the word limit.

Read the notice. Complete each sentence with no more than three words from the text.

City Library Summer Reading Challenge LEAFLET

This summer, City Library invites readers aged 11 to 16 to take part in our Summer Reading Challenge. The challenge runs from 1 July to 31 August. To join, simply sign up at the front desk or on our website; you will need your library card.

Participants must read at least six books during the summer. Books can be fiction or non-fiction, and up to two may be audiobooks. After each book, write a short review on a review card and hand it in to a librarian. Every completed card earns a sticker for your reading passport.

Readers who finish the challenge will receive a certificate at our celebration evening on 5 September, and their names will go into a prize draw for a tablet. The best review of the summer will be printed in the local newspaper.

- 1 The challenge is for readers aged _____.
- 2 The challenge ends on _____.
- 3 You can sign up at the front desk or _____.
- 4 To join, you need your _____.
- 5 Each participant must read a minimum of _____.
- 6 No more than two of the books can be _____.
- 7 After each book, readers write a review on a _____.
- 8 Each completed card earns a _____.
- 9 Stickers are collected in a _____.
- 10 Certificates are given at the _____.
- 11 One reader could win a _____.
- 12

The best review will appear in _____.

13 Gap: *Readers must ___ a review.* Which answer fits?

☐ writing ☐ write ☐ written

14 Gap: *The challenge lasts for two ____.* Which answer fits?

☐ month ☐ months ☐ monthly

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

Read the leaflet. Then answer the questions.

Swim safe: advice from the Jomtien Beach lifeguards LEAFLET

Every year, thousands of visitors enjoy swimming at Jomtien Beach. Most have a wonderful time, but each season our team of 24 lifeguards rescues more than 150 people from the water. Almost all of these rescues could have been avoided. Please read this advice before you swim.

Know the flags. A red flag means the sea is dangerous and nobody should enter the water. A yellow flag means swimming is allowed but conditions are difficult, so weak swimmers should stay near the shore. Always swim between the two red-and-yellow flags: this is the area that lifeguards watch most closely.

Understand rip currents. A rip current is a narrow channel of water that flows quickly away from the beach. It can carry even strong swimmers out to sea in seconds. Rips are hard to see, but look for a gap in the breaking waves or an area of darker, calmer-looking water. If you are caught in one, do not try to swim straight back to the beach. Instead, swim parallel to the shore until you are out of the current, then head back. If you are tired, float on your back and raise one arm to call for help.

Watch out for jellyfish. Between August and October, box jellyfish are sometimes found close to the shore. Their sting is extremely painful. If someone is stung, keep them still and pour vinegar – not fresh water – over the sting for at least 30 seconds. Vinegar bottles are kept at every lifeguard tower. Then call 1669 for an ambulance.

Protect children. Young children should wear a brightly coloured swimming costume, which is easier to see in the water, and an adult should always be within arm's reach. Inflatable toys can blow out to sea very quickly when the wind comes from the land, so we advise families to leave them at home.

Look after yourself. Do not swim after a heavy meal or after drinking alcohol, and never swim alone. Lifeguards are on duty from 9.00 to 18.00 every day; outside these hours, the beach is not patrolled. If you see someone in trouble, do not go in after them. Throw something that floats, shout for help and call a lifeguard.

1 Complete the notes. Use **no more than three words** from the leaflet for each answer.

(a) Number of lifeguards: [1]

Answer

(b) Red flag – nobody should [1]

Answer

(c) Safest area – between the [1]

Answer

(d) Sign of a rip – a gap in the waves or [1]

Answer

(e) If caught in a rip – swim [1]

Answer

(f) Box jellyfish season: [1]

Answer

(g) Pour on a sting: [1]

Answer

(h) Lifeguard hours: [1]

Answer

2 Complete the sentences with words from the leaflet.

(a) Each season, more than 150 people are _____ from the water. [1]

(b) When there is a yellow flag, weak swimmers should stay _____. [1]

(c) A tired swimmer in a rip should float and _____ to call for help. [1]

(d) Vinegar can be found at _____. [1]

(e) Bright swimming costumes are _____ in the water. [1]

(f) Inflatable toys are dangerous when the wind comes _____. [1]

3 Complete the table.

Situation	What to do / not do
Someone in trouble in the sea	throw (a)
Someone stung by a jellyfish	do NOT use (b)
Before swimming	avoid (c) and (d)
Young child in the water	adult stays (e)

(a) [1]

Answer

(b) [1]

Answer

(c) [1]

Answer

(d) [1]

Answer

(e) [1]

Answer

4 Answer the questions.

(a) Why should people swim between the flags? [1]

.....

(b) How quickly can a rip carry a swimmer out to sea? [1]

.....

(c) What is the situation on the beach after 18.00? [1]

.....

(d) What should you **not** do if you see someone in trouble? [1]

.....

5 Who is the leaflet mainly written for? [1]

☐ lifeguards ☐ people visiting the beach ☐ hotel owners ☐ ambulance staff

6 What is the main purpose of the leaflet? [1]

☐ to advertise Jomtien Beach ☐ to give safety advice ☐ to recruit lifeguards
☐ to report an accident

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

Long texts: detail and opinion

I can... follow a long text and answer multiple-choice and short-answer questions about details and views.

Paper / part: P1 Part 3

Part 3 (20 marks) is the longest reading text – often a report, article, biography or a piece of fiction. The questions mix multiple choice, short answers, true/false and completion. They test details and also the **views and attitudes** of the writer or people in the text.

Work paragraph by paragraph. The questions follow the order of the text, so if you are stuck, the answer is probably between the answers you have already found.

Key words

paragraph

multiple choice

short answer

viewpoint

evidence

Key points

- Skim the whole text first (1–2 minutes) to see how it is organised.
- Multiple choice: all options may appear in the text, but only one **answers the question**.
- Prove each option right or wrong with words from the text.
- Short answers: give only what is asked – often 1–5 words.
- “Give two...” = two separate points for two marks.

Worked example: multiple choice

Text: *Although the trip was expensive, Kim said the hardest part was being away from her family for six weeks.*

What did Kim find most difficult? A the cost B the length of the trip C missing her family

- A – the cost is mentioned, but with “although”: not the hardest part.
- B – “six weeks” is mentioned, but it is not what she found difficult.
- C – “the hardest part was being away from her family” = **C**.

Common mistakes

- Choosing an option because its words appear in the text.
- Giving one point when the question asks for two.
- Writing long answers that include wrong information – this can lose the mark.

Exam tip: Part 3 has the most marks in the Reading section. Leave about 25 minutes for it.

Read the blog. Answer the questions.**Thirty days without a smartphone – by Nina, 16** BLOG

1 Last March my parents made me a deal: if I could go thirty days without my smartphone, they would pay half the cost of the guitar I had wanted for a year. I agreed immediately. How hard could it be?

2 The first week was terrible. I kept reaching into my pocket for a phone that wasn't there, and I felt left out because my friends organised everything in group chats. I missed two parties simply because nobody remembered to tell me.

3 By the second week, though, something changed. Without videos to watch at night, I started going to sleep an hour earlier, and I no longer felt tired in morning lessons. I also finished three novels – more than I had read in the whole previous year.

4 The hardest part was not boredom but organisation. I had to buy a paper diary and actually write down homework deadlines. Surprisingly, I liked it: crossing things out felt satisfying.

5 When the thirty days ended, I did take my phone back – I need it for travel and for my part-time job. But I have deleted two social media apps and I keep the phone outside my bedroom at night. And yes, I got the guitar.

1 Which paragraph describes problems with Nina's social life?

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

2 Which paragraph describes benefits to her health?

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

3 Which paragraph explains why she started?

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

4 Which paragraph describes lasting changes?

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

5 Why did Nina accept the challenge?

☐ Her friends dared her. ☐ She wanted help to buy a guitar.

☐ Her school asked her to.

6 In the first week Nina felt...

☐ excluded ☐ relaxed ☐ proud

7 Why did she miss two parties?

8 How much earlier did she go to sleep?

9 How many novels did she finish?

10 What was the hardest part for Nina?

☐ boredom ☐ organisation ☐ sleeping

11 What did she buy to help her?

12 Give **one** reason why she took her phone back.

13 Give **two** changes she made afterwards.

14 Overall, Nina's attitude to the experiment is...

☐ regretful ☐ positive ☐ angry

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

Read the article. Then answer the questions.

Mapping the reef: the scientist who started with a snorkel ARTICLE

As a child growing up on the island of Koh Tao, Dr Malee Chantra spent almost every afternoon in the sea. "My mother sold snorkelling trips to tourists," she remembers, "so I was in the water before I could ride a bicycle." Today she leads a team of twelve researchers who have produced the most detailed map ever made of the coral reefs in the Gulf of Thailand.

Her route into science was not a straight one. At secondary school she struggled with chemistry and was told by one teacher that she was "not the scientific type". She left school at seventeen and worked for three years as a diving instructor. It was during this time that she began to notice changes on the reefs she knew so well: areas of bright coral turning white, and fish that had once been common becoming hard to find.

"I kept a notebook of everything I saw," she says. "At first it was just for me. Then a visiting professor from Bangkok saw it and told me it was valuable data." The professor encouraged her to apply to university, and at twenty-one she began a degree in marine biology. She admits the first year was difficult. "Everyone else seemed to know more than me. But I knew the sea, and that gave me confidence."

The mapping project began in 2018. Earlier maps had relied mainly on satellite images, which cannot show what is happening more than a few metres below the surface. Dr Malee's team combined satellite data with thousands of photographs taken by volunteer divers. Each diver was trained to photograph a one-metre square of reef from the same height, so that pictures taken in different years could be compared accurately.

The results were worrying. Between 2018 and 2024, the area of healthy coral in the survey fell by around a quarter, mostly because of rising sea temperatures. However, the map also showed something unexpected: reefs close to small fishing villages had recovered better than those near large tourist resorts. Dr Malee believes this is partly because villagers have protected the reefs for generations, but she is careful not to blame tourism alone. "The picture is complicated," she says. "Water quality, boat traffic and local rules all play a part."

The map is now freely available online, and local governments have already used it to decide where boats may anchor. Dr Malee has also helped to start a training programme which teaches young people from island communities to collect data themselves. More than 300 teenagers have taken part so far.

Does she ever think about the teacher who said she was not the scientific type? She laughs. "Sometimes. I don't think he meant to be unkind. But I tell young people now: science is not about being good at tests. It's about being curious and paying attention."

1 Choose the correct answer, A, B or C.

(a) Malee spent a lot of time in the sea as a child because...

A her mother worked with tourists

B she wanted to be a scientist

C she was training as a diver

[1]

Answer

(b) At secondary school, one teacher...

A encouraged her to study chemistry

B said she was not suited to science

C helped her find a job

[1]

Answer

(c) The professor thought her notebook...

A was interesting but not useful

B contained valuable data

C should be published

[1]

Answer

(d) Satellite images alone were not enough because they...

A were too expensive

B cannot show deeper parts of the reef

C were taken in the wrong years

[1]

Answer

(e) Reefs near fishing villages...

A were damaged more

B recovered better

C were not surveyed

[1]

Answer

(f) Local governments have used the map to...

A decide where boats may anchor

B attract more tourists

C sell diving trips

[1]

Answer

2 Answer the questions.

(a) How many researchers does Dr Malee lead? [1]

(b) How long did she work as a diving instructor? [1]

(c) Give **two** changes she noticed on the reefs. [2]

(d) What gave her confidence at university? [1]

(e) Why did divers photograph the reef from the same height? [1]

(f) What was the main cause of the loss of coral? [1]

(g) How many teenagers have taken part in the training? [1]

3 Complete the notes about the mapping project.

(a) Start date: [1]

Answer

(b) Two sources of data: [1]

Answer

(c) Area in each photograph: [1]

Answer

(d) Loss of healthy coral, 2018–2024: [1]

Answer

4 Write **T** (true) or **F** (false).

(a) Malee went to university straight after leaving school.

[1]

Answer T / F

(b) She found her first year at university easy.

[1]

Answer T / F

(c) Anyone can use the map without paying.

[1]

Answer T / F

(d) Dr Malee says tourism is the only cause of the damage.

[1]

Answer T / F

5 Answer the questions about Dr Malee's views.

(a) What does she mean by "The picture is complicated"?

[1]

(b) How does she feel about her old teacher now?

[1]

(c) According to Dr Malee, what is science really about?

[1]

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

Inference and the writer's attitude

I can... work out meanings that are suggested, not stated, and describe attitudes using evidence.

Paper / part: P1 Part 3

Writers do not always say things directly. To **infer** means to work out what is suggested from clues: actions, word choice, what people say – and what they do *not* say.

Questions about attitude ask how a writer or character feels. Choose a precise word (e.g. *critical*, *enthusiastic*, *doubtful*, *sympathetic*, *impatient*) and support it with evidence from the text.

Key words

infer

imply

attitude

tone

evidence

Key points

- Look at adjectives, adverbs and verbs: *stormed out* ≠ *walked out*.
- Actions show feelings: she checked the clock again → impatient / worried.
- Your inference must be based on the text, not on imagination.
- Separate the writer's view from the views of people quoted.
- For "explain" questions: point + evidence (quotation).

Worked example

The new park was supposed to open in May. It is now October, and the gates are still locked.
What is the writer's attitude?

Clues: "supposed to" (it did not happen), "still locked" (five months late).

Inference: the writer is **critical / frustrated** about the delay.

Evidence: "It is now October, and the gates are still locked."

Common mistakes

- Choosing a word that is too general, such as "good" or "bad".
- Giving a quotation without saying what it shows.
- Inventing ideas that the text does not support.

Exam tip: If an option is extreme (*furious*, *devastated*), check that the text is just as strong. Often a milder word is correct.

Choose the best answer for each extract.

- 1 *He glanced at his watch for the fifth time and sighed. He feels...*
☐ impatient ☐ excited ☐ grateful
- 2 *She read the letter, smiled and read it again. She feels...*
☐ pleased ☐ angry ☐ confused
- 3 *The so-called 'luxury' hotel had no hot water. The writer is...*
☐ critical ☐ enthusiastic ☐ neutral
- 4 *Without the volunteers, the festival simply could not happen. The writer feels...*
☐ grateful to volunteers ☐ angry with volunteers ☐ unsure about the festival
- 5 *The plan may work, but I have my doubts. The writer is...*
☐ sceptical ☐ delighted ☐ furious
- 6 *Tom's hands shook as he walked onto the stage. Tom is...*
☐ nervous ☐ bored ☐ proud
- 7 *Prices have risen again. Who exactly can afford this? The tone is...*
☐ annoyed ☐ amused ☐ sympathetic
- 8 *"Oh, wonderful," he said, as the rain started again. He is being...*
☐ sarcastic ☐ sincere ☐ polite
- 9 *Everyone else left, but Mia stayed to help clear up. This suggests Mia is...*
☐ helpful ☐ lazy ☐ shy
- 10 *Nobody spoke on the journey home. The mood is...*
☐ tense / unhappy ☐ cheerful ☐ excited
- 11 *Their tiny flat was always full of guests and laughter. The family is...*
☐ welcoming ☐ unfriendly ☐ wealthy
- 12 *I understand why the owners closed the café; costs have doubled. The writer is...*
☐ sympathetic ☐ critical ☐ amused

- 13** *Grandpa put on his best suit, although it was only a short walk to the post office.* What can you infer about Grandpa?

- 14** *The manager promised improvements. Six months later, the same broken chairs are still there.* What is the writer's attitude? Give evidence.

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

Read the story extract. Then answer the questions.

The Night Market FICTION

Anan had been told to arrive at six, so he arrived at a quarter to, wearing the white shirt his mother had ironed twice. The night market was still being built around him: metal frames clanged into place, generators coughed into life, and somewhere a radio was playing a song he half recognised.

Mrs Duang's stall was at the far end, beside the fruit sellers. She was already there, a small woman in a faded apron, chopping spring onions with a speed that made him nervous just watching. She did not look up. "You're early," she said. It did not sound like praise.

For the first hour he did nothing right. He put the plastic bowls on the wrong shelf. He gave a customer too much change and had to run after her into the crowd. When he dropped a whole tray of fishballs, Mrs Duang simply handed him a brush and went on cooking. He would almost have preferred her to shout.

By eight o'clock the queue stretched past the fruit stalls. Anan stopped thinking and started moving: bowl, noodles, soup, herbs, change, smile, next. His arms ached. His white shirt was no longer white. At some point he realised he had been humming along to the radio.

At eleven the crowds thinned. Mrs Duang turned off the gas, wiped her hands slowly and, for the first time that evening, looked at him properly. She ladled the last of the soup into a bowl and pushed it across the counter.

"Eat," she said.

He ate standing up. It was the best thing he had ever tasted, though he suspected that was partly because he had not eaten since lunch. When he finished, she was counting the money in a cash tin, her lips moving silently.

"Tomorrow," she said, without looking up, "you can come at six."

Walking home through the empty car park, Anan could not stop smiling. It was, he decided, the hardest work he had ever done. He could hardly wait to do it again.

1 Choose the correct answer, A, B or C.

- (a)** Anan arrived early because he...
A wanted to make a good impression
B was told to come at a quarter to six
C wanted to buy fruit

[1]

Answer

- (b)** "It did not sound like praise" suggests that Mrs Duang...
A was pleased
B was not impressed
C was shouting

[1]

Answer

- (c)** Anan "would almost have preferred her to shout" because...
A her silence made him feel worse
B he likes loud people
C he could not hear her

[1]

Answer

- (d)** "bowl, noodles, soup, herbs, change, smile, next" shows that Anan...
A was confused
B had found a fast rhythm
C was bored

[1]

Answer

- (e)** When Mrs Duang gives Anan soup, it is...
A a way to throw away food
B a quiet sign of approval
C a punishment

[1]

Answer

2 Answer the questions.

(a) What detail suggests that Anan's mother wanted him to look smart? **[1]**

(b) Give **two** details from paragraph 1 that show the market was not ready. **[2]**

(c) What does "a speed that made him nervous just watching" tell us about Mrs Duang? **[1]**

(d) Give **two** mistakes Anan made in the first hour. **[2]**

(e) What shows that Anan had relaxed by eight o'clock? **[1]**

(f) Why does Anan think the soup tasted so good? **[1]**

3 "Tomorrow, you can come at six."

(a) What **two** things does Mrs Duang mean? **[2]**

(b) How does Anan feel at the end? Give a word and a quotation. **[2]**

4 Choose the best word from the brackets.

(a) At the start, Anan is (nervous / confident / bored). **[1]**

Answer

(b) Mrs Duang is (talkative / reserved / cruel). **[1]**

Answer

(c) At the end, Anan feels (disappointed / satisfied / angry). **[1]**

Answer

(d) Overall, Mrs Duang seems (strict but fair / lazy / unfriendly). **[1]**

Answer

5

How do Anan's feelings change during the evening? Use evidence from the text.

[4]

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

Vocabulary in context

I can... work out the meaning of unfamiliar words using context, word parts and word class.

Paper / part: P1 Part 2, P1 Part 3

You will meet words you do not know. Do not panic: the sentence around the word usually gives **clues**. Look for a definition, an example, a contrast (*but, however*) or a cause and effect.

Word parts help too. Prefixes change meaning (*un-, mis-, re-, over-*); suffixes show the word class (*-tion* = noun, *-ful / -ous* = adjective, *-ly* = adverb).

Key words

context clue

prefix

suffix

word class

synonym

Key points

- Decide the word class first: noun, verb, adjective or adverb?
- Use clues: *such as, for example, in other words, but, unlike*.
- Test your guess: put it into the sentence. Does it make sense?
- "Find a word that means..." – your answer must be the same word class as the definition.
- Copy the word exactly as it appears in the text.

Worked example

The museum's collection is vast – it holds over two million objects. What does vast mean?

Word class: adjective (describes the collection).

Clue: the dash explains it – "over two million objects".

Meaning: **very large**. Test: "The collection is very large." ✓

Common mistakes

- Giving the general meaning of a word instead of its meaning in this sentence.
- Answering "find a word" questions with a phrase from the wrong paragraph.
- Changing the form of the word (e.g. writing *irritate* when the text says *irritable*).

Exam tip: In "find a word" questions, the paragraph number is given. Read only that paragraph and test each possible word in the definition.

Choose the best meaning or answer.

- 1 The path was so **steep** that we had to stop every few minutes.
☐ rising sharply ☐ very narrow ☐ very long
- 2 Unlike his **talkative** sister, Ben rarely speaks.
☐ quiet ☐ likes to talk a lot ☐ intelligent
- 3 The medicine **alleviated** the pain, so she could sleep.
☐ made it worse ☐ made it less ☐ caused it
- 4 Many species, such as the tiger and the rhino, are **endangered**.
☐ at risk of disappearing ☐ dangerous to people ☐ very common
- 5 The results were **inconclusive**, so the study will be repeated.
☐ not clear / not final ☐ excellent ☐ published
- 6 After the storm, the town had to **rebuild** the bridge. The prefix *re-* means...
☐ again ☐ not ☐ before
- 7 He **misunderstood** the instructions. The prefix *mis-* means...
☐ wrongly ☐ again ☐ very
- 8 Which word is an adjective?
☐ hopeful ☐ hopefully ☐ hope
- 9 Which word is a noun?
☐ decide ☐ decision ☐ decisive
- 10 The plan was **feasible**: we had the money, the time and the people.
☐ possible to do ☐ too expensive ☐ dangerous
- 11 The village is **remote**; the nearest shop is 40 km away.
☐ far from other places ☐ crowded ☐ modern
- 12 Prices **soared** after the floods.
☐ rose quickly ☐ fell ☐ stayed the same

13 Write the noun form of *improve*.

14 Write the opposite of *reliable* using a prefix.

15 The coach was **adamant**: nobody would play unless they trained. Guess the meaning and give your clue.

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

Read the article. Then answer the questions.

Why teenagers are not lazy in the morning ARTICLE

1 Parents around the world know the scene: a teenager who could not be persuaded to go to bed at ten o'clock is impossible to wake at seven. It is tempting to blame late-night phone use, and screens certainly play a part. But scientists now say there is a more fundamental reason.

2 During adolescence, the body's internal clock shifts. The hormone melatonin, which makes us feel sleepy, is released around two hours later in teenagers than in younger children or adults. As a result, many teenagers genuinely cannot fall asleep before eleven, however tired they may feel. Their bodies then need eight to ten hours of rest, which means they are biologically primed to wake up at around eight or nine.

3 When school begins at 7.30, the consequences can be serious. Sleep-deprived students find it harder to concentrate and remember information, and they are more likely to feel irritable or anxious. Some studies have also linked a lack of sleep to a higher number of road accidents among young drivers.

4 A few education authorities have taken action. In one American state, secondary schools moved their start time from 7.30 to 8.30. Within two years, attendance had risen and the number of students arriving late had fallen sharply. Students reported feeling more alert, and teachers noticed that first-period classes were noticeably livelier.

5 The change is not without drawbacks. Later finishing times can clash with sports training and part-time jobs, and parents who start work early may find it harder to arrange transport. Critics also argue that teenagers will simply stay up later if school starts later. So far, however, the evidence does not support this concern: most students in the studies went to bed at roughly the same time and gained almost an hour of extra sleep.

6 Until more schools adjust their timetables, experts recommend some simple habits. Keeping the bedroom dark and cool, avoiding caffeine after lunch and putting phones away an hour before bed can all make it easier to drop off. Getting outside in natural light early in the day also helps to reset the body clock.

1 Find a word in the paragraph given that means...

(a) basic and most important (paragraph 1)

[1]

Answer

(b) the time when a child is becoming an adult (paragraph 2)

[1]

Answer

(c) really; truly (paragraph 2)

[1]

Answer

(d) prepared; ready (paragraph 2)

[1]

Answer

(e) not having had enough sleep (paragraph 3)

[1]

Answer

(f) easily annoyed (paragraph 3)

[1]

Answer

(g) suddenly and by a large amount (paragraph 4)

[1]

Answer

(h) disadvantages (paragraph 5)

[1]

Answer

2 Choose the correct meaning, A, B or C.

(a) "screens certainly play a part" (paragraph 1) means screens...

A are the only cause

B are one of the causes

C are not important

[1]

Answer

(b) "more alert" (paragraph 4) means more...

A awake and able to concentrate

B worried

C tired

[1]

Answer

(c) "livelier" (paragraph 4) means...

A more active and energetic

B quieter

C longer

[1]

Answer

(d) "clash with" (paragraph 5) means...

A support

B happen at the same time as and cause problems

C finish before

[1]

Answer

(e) "drop off" (paragraph 6) means...

A fall asleep

B leave school

C get lower

[1]

Answer

3 Explain the meaning of these phrases in your own words.

(a) "the body's internal clock shifts" (paragraph 2)

[2]

(b) "the evidence does not support this concern" (paragraph 5)

[2]

4 Answer the questions.

(a) How much later is melatonin released in teenagers? [1]

(b) Give **two** effects of a lack of sleep on students. [2]

(c) Give **two** positive results of the later start time. [2]

(d) Give **one** habit that experts recommend. [1]

5 Word forms.

(a) Write the noun form of *concentrate*. [1]

Answer

(b) Write the noun form of *anxious*. [1]

Answer

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

Recognising and using paraphrase

I can... recognise ideas expressed in different words and rewrite ideas in my own words.

Paper / part: P1 Part 3, P1 Part 6

Exam questions rarely use the same words as the text – they **paraphrase** it. Recognising it helps you find answers. In Part 6 (summary) you must paraphrase too: copying long phrases loses marks.

Good paraphrase keeps the **meaning** but changes the words and the structure. Keep names, numbers and technical terms that have no simple synonym.

Key words

paraphrase

synonym

word class

own words

key term

Key points

- Use synonyms: *rise* → *increase*, *buy* → *purchase*.
- Change the word class: *decided* → *made a decision*.
- Change the structure: active ↔ passive; two sentences → one.
- Use a general word for a list: *tigers, elephants and rhinos* → *large animals*.
- Check that you have not changed the meaning (e.g. *some* → *all*).

Worked example

Original: *The number of visitors fell dramatically after the bridge was closed.*

Synonyms: fell dramatically → a sharp drop; visitors stays (no simple synonym).

Structure: begin with the cause.

Paraphrase: **Closing the bridge led to a sharp drop in visitor numbers.**

Common mistakes

- Changing only one word and copying the rest.
- Using a synonym that does not fit the context (*fell* → *collapsed*).
- Changing the meaning by losing a qualifier (*most*, *only*, *rarely*).

Exam tip: Read the sentence, cover it, then write the idea from memory. Uncover it and check the meaning is the same.

Choose or write the paraphrase.

1 Which word means the same as *purchase*?

☐ buy ☐ sell ☐ borrow

2 Which word means the same as *reduce*?

☐ cut ☐ add ☐ keep

3 Which phrase means the same as *at no cost*?

☐ free ☐ cheap ☐ expensive

4 Which is a general word for *buses, trains and ferries*?

☐ public transport ☐ vehicles for sale ☐ journeys

5 Which is a general word for *football, swimming and tennis*?

☐ sports ☐ games consoles ☐ hobbies at home

6 *Few people attended the meeting.* Which paraphrase is correct?

☐ Attendance at the meeting was low. ☐ Nobody attended the meeting.
☐ The meeting was popular.

7 *The school banned phones in lessons.* Which paraphrase is correct?

☐ Phones are not allowed in lessons. ☐ Phones are allowed in lessons.
☐ Phones are sold at school.

8 *Most students prefer online homework.* Which paraphrase is correct?

☐ The majority of students like online homework more.
☐ All students like online homework. ☐ Students dislike homework.

9 Rewrite using a noun: *The council decided to close the pool.*

10 Rewrite in the passive: *Volunteers planted 500 trees.*

11 Paraphrase: *Prices have gone up a lot this year.*

12 Paraphrase: *The festival attracts tourists from all over the world.*

13 Paraphrase: *It is essential to book in advance.*

14 Combine and paraphrase: *The road is narrow. It is dangerous for cyclists.*

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

Read the report. Then answer the questions.

Report on the Year 10 recycling survey REPORT

1 Introduction. This report presents the results of a survey on recycling habits carried out among Year 10 students at Lakeside International School in September. In total, 142 students completed an online questionnaire, which took about ten minutes.

2 Current habits. Most respondents (71%) said they sort plastic bottles from other rubbish at home. However, only a small minority (14%) regularly recycle paper at school. The main reason given was that there are not enough paper bins in classrooms; several students also said they were unsure which bin to use.

3 Attitudes. A large majority of students agreed that recycling is important, and 63% said they would be willing to spend ten minutes a week helping with a school recycling scheme. Interestingly, students who had taken part in the beach clean-up in June were far more likely to say they recycled regularly. Several respondents also suggested that classes should compete with each other, for example by recording how much each class recycles each month.

4 Problems. Students identified three main barriers: a lack of clear labels on bins, bins being emptied irregularly, and the fact that food waste is often put in the recycling, which spoils the paper and card.

5 Recommendations. Based on these findings, it is recommended that the school places a clearly labelled paper bin in every classroom, introduces a weekly collection rota run by student volunteers, and organises a second beach clean-up before the end of the year. It would also be useful to repeat the survey in six months to measure any change.

1 Which paragraph (2–5) says...

(a) many students would give up some free time to help?

[1]

Answer

(b) students do not always know where to put waste?

[1]

Answer

(c) some recycled material is ruined by leftover food?

[1]

Answer

(d) the survey should be done again?

[1]

Answer

(e) an earlier event seems to have changed behaviour?

[1]

Answer

2 Choose the sentence with the same meaning, A, B or C.

(a) "only a small minority regularly recycle paper at school"

A Most students recycle paper.

B Few students often recycle paper at school.

C Paper is rarely used at school.

[1]

Answer

(b) "bins being emptied irregularly"

A Bins are not emptied at fixed times.

B Bins are never emptied.

C Bins are emptied too often.

[1]

Answer

(c) "to measure any change"

A to stop changes

B to find out if things have improved

C to make the school bigger

[1]

Answer

3 Rewrite each phrase in your own words. (1 mark for meaning, 1 mark for using your own words.)

(a) "A large majority of students agreed that recycling is important."

[2]

(b) "there are not enough paper bins in classrooms"

[2]

(c) "introduces a weekly collection rota run by student volunteers"

[2]

(d) "students who had taken part in the beach clean-up were far more likely to say they recycled regularly"

[2]

4 Complete the notes in your own words.

(a) Plastic at home:

[1]

Answer

(b) Paper at school:

[1]

Answer

(c) Main reason:

[1]

Answer

(d) General attitude:

[1]

Answer

(e) One recommendation:

[1]

Answer

5 In **one** sentence of no more than 25 words, summarise the recommendations in your own words.

[4]

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

Informal emails and letters

I can... write a friendly email or letter of 75–100 words that covers every bullet point.

Paper / part: P1 Part 4

Part 4 (10 marks) asks you to write an informal email, letter or postcard to a friend or relative, usually of 75–100 words. The task gives you a situation and **three bullet points**: you must cover all of them, giving and asking for information.

Key points

- One short paragraph for each bullet point.
- Friendly greeting and sign-off: *Hi Leo, / Dear Gran, ... See you soon, / Love, / Best wishes,*
- Informal language: contractions (*I'm, it'll*), phrasal verbs (*meet up*), questions to the reader.
- Keep to 75–100 words: too short = undeveloped; far too long = more errors.

Key words

informal
bullet point
greeting
sign-off
contraction

Annotated model (88 words)

Task: Your friend Leo is coming to stay next month. Write an email: • tell him about the weather • suggest something to do together • ask what food he likes.

Hi Leo, ← friendly greeting

Great news that you're coming in March! It'll be really hot – about 34°C most days – so pack shorts and plenty of sun cream. ← bullet 1 + detail

I thought we could take the ferry to Koh Larn one morning. The beaches there are much quieter, and we could hire snorkels. ← bullet 2 + reason

By the way, is there anything you don't eat? Mum wants to cook a Thai curry on your first night – but she can make it mild! ← bullet 3 as a question

Can't wait to see you! Best wishes, Ploy ← informal close

Common mistakes

- Forgetting one bullet point – this limits your mark.
- Formal phrases such as *I am writing to inform you* or *Yours faithfully*.

Exam tip: Tick each bullet point on the question paper when you have covered it, then count your words.

Choose or write the best answer.

1 Which is an informal opening?

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

2 Which is an informal closing?

- ☐ Yours faithfully, ☐ See you soon, ☐ Yours sincerely,

3 Informal way to ask for a reply:

- ☐ Write back soon! ☐ I await your response.
☐ Please reply at your earliest convenience.

4 Which phrasal verb means *meet*?

- ☐ meet up ☐ convene ☐ assemble

5 Part 4 word count:

- ☐ 75–100 ☐ 100–150 ☐ 200–250

6 Which sentence **requests** information?

- ☐ Can you tell me when your flight lands? ☐ Your flight lands at six. ☐ I like flying.

7 Bullets: (1) say where you went (2) describe the food (3) ask about your friend's holiday. *The grilled fish was amazing!* answers bullet...

- ☐ 1 ☐ 2 ☐ 3

8 Same task. *How was your trip to Japan?* answers bullet...

- ☐ 1 ☐ 2 ☐ 3

9 Same task. *We spent a week in Krabi.* answers bullet...

- ☐ 1 ☐ 2 ☐ 3

10 Which is too informal even for a friend?

- ☐ c u l8r ☐ See you later! ☐ Speak soon!

11 Make informal: *I am writing to inform you that I have passed my driving test.*

12 Make informal: *Would you be able to attend my birthday celebration?*

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

14 Write an opening sentence thanking a friend for a birthday present.

15 Write a question asking a friend what they want to do at the weekend.

16 Write a final line and sign-off for an informal email.

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

Answer all three tasks. Write 75–100 words for each.

1 You have just joined a new sports club. Write an email to your cousin Max.

In your email:

- say which club you joined and why
- describe your first training session
- invite Max to come and watch you.

[10]

2 Your English friend Sophie is visiting Thailand for the first time. Write a letter to her.

In your letter:

- recommend a place to visit
- tell her what to pack
- ask about her travel plans.

[10]

3 You borrowed a friend's camera and accidentally damaged it. Write an email to your friend.

In your email:

- explain what happened
- say how you feel
- suggest what you will do about it.

[10]

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

Register and audience

I can... choose formal, semi-formal or informal language to suit the reader and purpose.

Paper / part: P1 Part 4, P1 Part 5

Register is the level of formality in your writing. Before you write, ask three questions: **Who** will read it (audience)? **Why** am I writing (purpose)? **What** form is it (email, article, report, letter)?

Part 4 is informal (a friend). Part 5 and Part 6 are semi-formal or formal (a head teacher, a manager, readers of a school magazine). Mixing registers loses marks.

Key words

register

audience

purpose

formal

semi-formal

tone

Key points

- **Informal:** contractions, phrasal verbs (*sort out*), direct questions, exclamations.
- **Formal:** full forms (*I would*), precise vocabulary (*repair, resolve*), polite requests (*I would be grateful if...*).
- **Semi-formal** (articles for students): clear and polite, but can talk to the reader (*Have you ever...?*).
- Avoid slang in all exam writing: *stuff, loads, awesome, gonna*.
- Formal letters: *Dear Sir or Madam* → *Yours faithfully*; *Dear Mrs Lee* → *Yours sincerely*.

Worked example: one message, two registers

Message: the showers at the sports centre are always cold.

To a friend: *The showers there are freezing – it's awful!*

To the manager: *I would like to point out that the showers are frequently cold.*

Changes: slang → precise words; exclamation → calm statement; contraction → full form.

Common mistakes

- Starting formally and finishing with *See ya!*
- Being too formal with a friend (*I would be grateful if you could visit*).
- Using rude or demanding language in a complaint: *Fix it now!*

Exam tip: Underline the reader in the task (e.g. "the manager", "your cousin") and write their name at the top of your plan to remind you of the register.

Answer each question.

1 *I'd love to come!*

☐ formal ☐ informal

2 *I would be grateful if you could reply.*

☐ formal ☐ informal

3 *The food was awesome.*

☐ formal ☐ informal

4 *Furthermore, the facilities are outdated.*

☐ formal ☐ informal

5 *Can you sort it out?*

☐ formal ☐ informal

6 *I am writing to request information about...*

☐ formal ☐ informal

7 *Loads of people turned up.*

☐ formal ☐ informal

8 *A large number of people attended.*

☐ formal ☐ informal

9 A report for your head teacher should be...

☐ formal / semi-formal ☐ informal

10 An email to your aunt about your holiday should be...

☐ formal ☐ informal

11 Make formal: *The bus is always late.*

12 Make formal: *We want you to fix the lights.*

13 Make formal: *Lots of kids think the canteen food is rubbish.*

14 Make formal: *Thanks a lot for your help.*

15 Make informal: *I apologise for the delay in replying.*

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

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

Read Arisa's first draft. Then answer the questions.

Arisa's letter to the sports centre manager (first draft) LETTER

Hey there,

I'm Arisa and I'm in Year 10 at Lakeside School. Me and my mates have been coming to your sports centre loads this year and it's awesome, but there's a massive problem with the changing rooms.

Basically, the showers are freezing most of the time and loads of the lockers are broken, so we can't lock up our stuff. Last week somebody's phone got nicked, which is pretty scary.

Also, the place shuts at 8, which is way too early for students who've got lessons till 5 and then homework.

Could you sort out the showers and lockers ASAP? And maybe stay open till 9 on weekdays?

See ya,

Arisa

- 1 Find **six** informal words or phrases in the letter. Write each one with a more formal version.

(a)

[1]

Answer informal: → formal:

(b)

[1]

Answer informal: → formal:

(c)

[1]

Answer informal: → formal:

(d)

[1]

Answer informal: → formal:

(e)

[1]

Answer informal: → formal:

(f)

[1]

Answer informal: → formal:

2 For each task, write the reader and the register (informal / semi-formal / formal).

(a) An article for your school magazine about healthy snacks **[1]**

(b) An email to your best friend about a concert **[1]**

(c) A report for the head teacher on a school trip **[1]**

(d) A letter to a hotel manager complaining about your room **[1]**

3 Rewrite Arisa's letter as a formal letter of complaint to the manager. Write 100–150 words.
Include:

- who you are and why you are writing
- the problems at the centre
- what you would like the manager to do.

[20]

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

Articles, reports and formal letters

I can... write a semi-formal article, report or letter of 100–150 words that covers every prompt.

Paper / part: P1 Part 5

Part 5 (20 marks) asks for a semi-formal piece of 100–150 words: usually an **article**, a **report** or a **letter**. You are given a situation and prompts. Each form has its own features, and the examiner checks that you use them.

Key points

- **Article:** interesting title; opening that hooks the reader (question, surprising fact); opinions; a strong ending.
- **Report:** title and headings (Introduction, Findings, Recommendations); neutral tone; *It is recommended that...*
- **Letter:** *Dear...*; reason for writing in the first line; polite requests; *Yours sincerely / faithfully*.
- One paragraph per prompt; develop each with a reason or example.

Key words

article
report
formal letter
heading
recommendation
prompt

Annotated extracts: report

Task: Write a report for your head teacher about International Day: what happened, what was successful, one improvement.

Report on International Day ← title

Introduction This report describes International Day and suggests one improvement. ← purpose

Activities ... Successes The food stalls raised over 20,000 baht for the library. ← headings, facts

Recommendation The hall was very hot in the afternoon. **It is therefore recommended that** performances take place in the morning next year. ← formal phrase

Conclusion Overall, the day was a great success and should be repeated.

Common mistakes

- Writing an article with headings, or a report with no headings.
- Covering two prompts well and forgetting the third.

Exam tip: Before you write, decide your title and your first sentence. A clear start makes the whole piece easier to organise.

Choose or write the best answer.

- 1 Which form usually has headings?
☐ report ☐ article ☐ informal email
- 2 Which form needs an eye-catching title and talks to the reader?
☐ article ☐ report ☐ formal letter
- 3 You are writing to the head teacher, Mrs Lee. Opening:
☐ Dear Mrs Lee, ☐ Hi Mrs Lee! ☐ Hey,
- 4 You began *Dear Mrs Lee*. Ending:
☐ Yours sincerely, ☐ Yours faithfully, ☐ Love,
- 5 You began *Dear Sir or Madam*. Ending:
☐ Yours faithfully, ☐ Yours sincerely, ☐ Cheers,
- 6 Best title for an article about a school garden:
☐ Growing More Than Vegetables ☐ Report on the garden ☐ Dear Editor
- 7 Best opening for an article:
☐ Have you ever wondered where your lunch comes from? ☐ This is my article.
☐ I am going to write about food.
- 8 Best phrase for a report recommendation:
☐ It is recommended that... ☐ You must do this! ☐ I reckon...
- 9 Which sentence is NOT suitable for a report?
☐ OMG, the food was amazing!!! ☐ The food was very popular.
☐ Most visitors enjoyed the food.
- 10 The tone of a report should be...
☐ neutral and clear ☐ chatty ☐ angry
- 11 Part 5 word count:

☐ 100–150 ☐ 75–100 ☐ 250–300

12 Write a heading for the section of a report that describes problems.

13 Write an opening sentence for a letter to a newspaper about litter on the beach.

14 Write a final sentence for an article encouraging readers to join a club.

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

Answer both tasks. Write 100–150 words for each.

- 1** Your school magazine is running a series called *My favourite place to relax*. Write an article for the magazine.

In your article:

- describe the place
- explain why it helps you relax
- say why other students should visit it.

[20]

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 approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface. There is no handwriting or other markings on the paper.

Paragraphing and linking ideas

I can... organise writing into clear paragraphs and connect ideas with a range of linking words.

Paper / part: P1 Part 5, P1 Part 6

A well-organised answer has one main idea per paragraph. The first sentence – the **topic sentence** – tells the reader what the paragraph is about. The other sentences develop it with reasons, examples or details.

Linking words show how ideas connect. Using a range of them accurately helps you reach the higher levels in Parts 5 and 6.

Key words

paragraph

topic sentence

linker

contrast

cause

sequence

Key points

- Adding: *in addition, furthermore, also, moreover*
- Contrast: *however, although, whereas, nevertheless, on the other hand*
- Cause and result: *because, since, as a result, therefore, consequently*
- Sequence: *firstly, then, finally*; examples: *for example, such as*; conclusion: *overall, in conclusion*
- Punctuation: *However, ... (comma after); ...; therefore, ...; Although X, Y.*

Worked example

Join: *The tickets were expensive. The concert was worth it.*

Relationship: **contrast**.

Although the tickets were expensive, the concert was worth it.

or *The tickets were expensive. However, the concert was worth it.*

Common mistakes

- Using the same linker again and again (*and... and... and...*).
- Wrong meaning: *The bus was late; therefore, I enjoyed the trip.*
- *Although... but...* in the same sentence – use only one.
- Writing one long paragraph with no breaks.

Exam tip: Leave a clear empty line between paragraphs so the examiner can see your organisation at a glance.

Complete each sentence with a linker from the word bank. Use each one once.

Word bank: However · as a result · Although · In addition · such as · Firstly · Overall · because · Nevertheless · since · While · consequently

- 1 I wanted to go out. _____, it was raining.
- 2 The bus was late and, _____, we missed the start.
- 3 _____ the price was high, the trip was worth it.
- 4 We need more bins. _____, they should be clearly labelled.
- 5 Many sports are popular, _____ football and badminton.
- 6 _____, mix the flour and the eggs. Then add the milk.
- 7 _____, the event was a great success.
- 8 He trained every day _____ he wanted to win.
- 9 The film was long. _____, it was never boring.
- 10 Many students prefer e-books _____ they are cheaper.
- 11 _____ some students enjoy homework, others find it stressful.
- 12 Prices rose sharply; _____, fewer people visited.
- 13 Best topic sentence for a paragraph about the benefits of cycling to school:
☐ Cycling to school has several clear benefits. ☐ My bike is red.
☐ Some people take the bus.
- 14 Which sentence is punctuated correctly?
☐ However, the plan failed. ☐ However the plan, failed. ☐ However; the plan failed.

15 Which sentence is correct?

- ☐ Although it rained, we played. ☐ Although it rained, but we played.
☐ Although it rained but we played.
-

16 Which linker shows a result?

- ☐ therefore ☐ whereas ☐ for example
-

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

Read the article. Its paragraphs are in the wrong order. Then answer the questions.

Why every teenager should learn to cook (paragraphs mixed up) ARTICLE

A Secondly, cooking saves money. A takeaway meal for one can easily cost 150 baht, while a simple home-cooked stir-fry with rice costs less than half of that. Over a month, the difference can pay for a new pair of trainers.

B In short, cooking is not just a household chore. It is a life skill that brings health, savings and confidence. So next time someone in your family is making dinner, why not ask if you can help?

C The first and most obvious benefit is health. When you cook for yourself, you know exactly what goes into your food. You can use less salt, sugar and oil than most restaurants do, and add more vegetables.

D How many meals did you cook last week? For many teenagers, the honest answer is none. Yet learning to cook is one of the most useful things a young person can do – and it is easier than it looks.

E Finally, cooking builds independence. Many students leave home for university without being able to boil an egg. Those who can feed themselves adapt more quickly and feel more confident in their new lives.

1 Organising the article.

(a) Which paragraph is the introduction?

[1]

Answer

(b) Which paragraph is the conclusion?

[1]

Answer

(c) Write the correct order of the three middle paragraphs.

[2]

Answer

(d) Copy the topic sentence of paragraph C.

[1]

2 Choose the correct linker from the brackets.

(a) Our school trip to Kanchanaburi was great. _____, we visited the famous bridge.
(Firstly / However) [1]

Answer

(b) We saw the bridge, _____ was built during the Second World War. (which / because) [1]

Answer

(c) _____ it was very hot, everyone listened to the guide. (Although / Despite) [1]

Answer

(d) _____, we took a boat along the river. (Then / Unless) [1]

Answer

(e) _____, some students felt seasick. (Unfortunately / Therefore) [1]

Answer

(f) Some felt ill, _____ the boat stopped for a break. (so / but) [1]

Answer

(g) The food was simple; _____, it was delicious. (nevertheless / therefore) [1]

Answer

(h) _____, it was the best trip of the year. (Overall / For example) [1]

Answer

3 Join each pair of sentences using the linker given. (1 mark for the linker used correctly, 1 mark for accurate punctuation and grammar.)

(a) The library is small. It has an excellent collection. (although) [2]

.....
.....

(b) It rained heavily. The match was cancelled. (as a result) [2]

.....
.....

(c) Students can borrow laptops. They can borrow cameras. (not only... but also) [2]

.....
.....

- 4 Write **one** paragraph (60–80 words) for a school magazine article explaining why students should join a school club. Begin with a topic sentence and use at least three different linking words. [8]

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

Summary writing

I can... select the relevant points from a text and summarise them in my own words in 100–150 words.

Paper / part: P1 Part 6

Part 6 (25 marks) asks you to write a summary of 100–150 words based on a text, often for a stated purpose and reader (e.g. an article for the school website). **5 marks** are for selecting relevant points; **20 marks** are for the quality of your writing.

Key points

- Underline exactly what the task asks for (e.g. *the benefits* – not the problems).
- Find and number the relevant points in the text (aim for 5–7).
- Leave out examples, numbers, quotations and repeated ideas.
- Group related points and write them in your own words, linked clearly.
- No opinions of your own; use the register the task asks for; keep to 100–150 words.

Key words

summary

relevant point

own words

concise

purpose

Worked example

Text: *Trees cool streets on hot days – the shade from a large tree can lower temperatures by up to 10°C. They also soak up rainwater, which helps to prevent floods.*

Task: summarise the benefits of city trees.

Point 1: cooling (leave out "up to 10°C").

Point 2: reduce flooding.

Summary sentence in own words: **Trees keep city streets cooler and help to stop flooding by absorbing rain.**

Common mistakes

- Including points that do not answer the task (e.g. disadvantages).
- Copying whole sentences – this limits the writing mark.
- Adding your own ideas or opinions.

Exam tip: Make a quick list of points in note form first. Then close the text and write your summary from your notes – this forces you to use your own words.

Task: Summarise the benefits of trees in cities. Read the text and answer the questions.

Trees in the city ARTICLE

City trees do far more than look attractive. On hot days, the shade from a large tree can make the street below up to 10°C cooler, which reduces the need for air conditioning. Trees also absorb rainwater, helping to prevent floods after heavy storms. Their leaves trap dust and other pollution, so the air near busy roads is cleaner where trees are planted. The oldest tree in Bangkok is said to be more than 200 years old.

Studies have also found that people who can see trees from their windows report feeling calmer and less stressed. However, trees can cause problems too: roots can damage pavements, and falling branches are dangerous during storms. Planting a young tree costs around 3,000 baht, and it needs regular watering for its first two years.

- 1 Shade makes streets cooler.
☐ relevant ☐ not relevant

- 2 Less need for air conditioning.
☐ relevant ☐ not relevant

- 3 Trees help to prevent floods.
☐ relevant ☐ not relevant

- 4 Leaves trap pollution.
☐ relevant ☐ not relevant

- 5 Bangkok's oldest tree is 200 years old.
☐ relevant ☐ not relevant

- 6 People feel calmer.
☐ relevant ☐ not relevant

- 7 Roots can damage pavements.
☐ relevant ☐ not relevant

8 A young tree costs 3,000 baht.

☐ relevant ☐ not relevant

9 Best own-words version of the first benefit:

☐ Trees keep streets much cooler by blocking the sun.

☐ The shade from a large tree can make the street below up to 10°C cooler.

☐ Trees are attractive.

10 Which should you NOT include in a summary?

☐ your own opinion ☐ the main points ☐ linking words

11 How many relevant points are in the text?

12 Write a topic sentence to begin the summary.

13 Combine the flood and pollution points in one sentence, in your own words.

14 Write a complete summary of the benefits (40–60 words).

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

Read the article. Then answer the questions.

Volunteering: more than a line on your CV ARTICLE

Ask teenagers why they volunteer and many will mention university applications. It is true that admissions tutors like to see evidence of community work. But research suggests that the real rewards of volunteering go much deeper – and that young people often discover them by surprise.

The first benefit is the chance to develop practical skills that school does not always teach. Volunteers at a food bank learn to organise stock and keep records; those who coach younger children learn to plan sessions and explain things clearly. Fifteen-year-old Krit, who helps at a weekend repair café in Rayong, says he has learnt more about electronics in six months than in three years of science lessons.

Volunteering also builds confidence. Many young volunteers describe being nervous at first, especially when they had to talk to adults they did not know. Over time, however, regular contact with the public helps them become more comfortable speaking up – a skill which is useful in interviews, presentations and everyday life.

A third benefit is a feeling of belonging. Volunteering brings together people of different ages and backgrounds who would not normally meet. A survey of 2,000 young volunteers in the UK found that more than 70% felt more connected to their local community, and many had made friends outside their usual school group.

There are health benefits too. Several studies have linked helping others with lower levels of stress and a more positive mood. Researchers are not completely sure why, but one theory is that focusing on other people's problems gives us a break from worrying about our own.

Of course, volunteering is not always easy. It can be difficult to fit around homework and exams, and some organisations do not accept volunteers under sixteen. Transport can also be a problem for students who live far from town. Experts suggest starting with a small commitment, such as two hours a month, and choosing something that matches your interests.

Finally, volunteering can help young people decide what they want to do in the future. Spending time in a hospital, an animal shelter or a school gives a realistic view of different careers. Mali, 16, volunteered at a veterinary clinic expecting to become a vet; instead, she discovered a passion for the clinic's work with local farmers and now plans to study agriculture.

- 1** In note form, list **five** benefits of volunteering for young people, according to the article.
- (a) [1]
Answer
- (b) [1]
Answer
- (c) [1]
Answer
- (d) [1]
Answer
- (e) [1]
Answer

[1]

Answer

[1]

Answer

[1]

Answer

[1]

Answer

- [illegible]

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

Planning, accuracy and proofreading

I can... plan my writing quickly and check it for common grammar, spelling and punctuation errors.

Paper / part: P1 Part 4, P1 Part 5, P1 Part 6

Good marks need good content **and** accurate language. Spend about three minutes planning: note the form, reader and register, then write one line of ideas for each prompt. At the end, spend three minutes checking your work for the errors you make most often.

Key points

- **Plan:** form · reader · register · title · one paragraph per prompt · two useful linkers.
- **Verbs:** correct tense; *he/she/it* + -s (*she works*); irregular pasts (*bought, went*).
- **Nouns:** plurals; uncountables (*information, advice, equipment*) have no -s.
- **Articles:** *a* before consonant sounds, *an* before vowel sounds (*an hour, a university*).
- **Punctuation:** capital letters, full stops, no comma between two full sentences.

Key words

plan

proofread

tense

agreement

article

punctuation

Worked example: a quick plan

Task: Article for the school magazine – *A skill everyone should learn: the skill, why it is useful, how to learn it.*

Form: article · Reader: students · Register: semi-formal

Title: *Swim Now, Thank Yourself Later*

P1 hook: question – Can you swim? · P2: saves lives; good exercise · P3: cheap lessons, school club, practise with a friend · P4: call to action

Common mistakes

- *I am agree* → *I agree*; *discuss about* → *discuss*.
- *since two years* → *for two years*.
- Comma splice: *It was late, we went home.* → *It was late, so we went home.*

Exam tip: Keep a personal list of your three most common errors and check for exactly those at the end of every writing task.

Each sentence has one error. Write the sentence correctly.

1 She don't like coffee.

2 I have lived here since three years.

3 He is more taller than me.

4 We discussed about the problem.

5 There is many people in the room.

6 I am agree with you.

7 She gave me an useful advice.

8 If it will rain, we will stay at home.

9 The informations are on the website.

10 I look forward to hear from you.

11 My brother work in a bank.

12 Yesterday I buyed a new phone.

13 its a beautiful day today.

14 The students was late for class.

15 I enjoy to play tennis.

16 He said me the answer.

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

Read Ben's blog post. Then answer the questions.

My weekend at the animal shelter (first draft) BLOG

Last weekend I go to the animal shelter near my house with my friend Ben. We have volunteered there since two months. I love working with animals. The manager gave us a important job. We had to wash all the dog and give them fresh water.

One of the dogs were very nervous and hid under a table. Ben sat quietly next to him for twenty minute. Finally the dog come out and let Ben stroke him. It is the most rewarding thing I do.

After lunch, we cleaned the cages, it was hard work. I was very tiring at the end of the day. Next month, we hope to recieve a certificate for our work.

- 1 The blog post contains **ten** errors. Find each error and write the correction.

[10]

- 2 Task: Your school magazine wants articles on the topic "A skill everyone should learn". Write an article. Include: the skill you have chosen; why it is useful; how students could learn it.

Write a plan: form, reader, title, a note for each paragraph, two linkers.

[4]

3

Now write the article. Write 100–150 words.

[20]

Handwriting practice lines for writing the article.

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



CHECK

End-of-book check

End-of-book check

Name _____ Date _____ Marks _____ / 13

Answer all the questions. Compare your score with the Starting point check.

- 1 Please do not leave bags unattended. They may be removed. This text is... [1]
☐ a warning ☐ an invitation ☐ a review
- 2 Prices start at 300 baht. It's the best value in town! Which part is an opinion? [1]
☐ Prices start at 300 baht. ☐ It's the best value in town!
- 3 Text: *Only members may use the gym after 20.00.* Statement: *Anyone can use the gym late in the evening.* [1]
☐ True ☐ False
- 4 Complete the note with no more than three words: *Visitors must wear a hard hat at all times on the building site.* Building site rule: wear _____ [1]

- 5 After the long walk, the children were **famished** and ate everything. **famished** means... [1]
☐ very hungry ☐ very tired ☐ very happy
- 6 "Another brilliant idea," she said, rolling her eyes. She is being... [1]
☐ sarcastic ☐ sincere ☐ grateful
- 7 Which is a general word for pens, rulers and notebooks? [1]
☐ stationery ☐ furniture ☐ equipment for sport
- 8 Which form should have headings and recommendations? [1]
☐ a report ☐ an informal email ☐ a story
- 9 Which sentence is suitable for a formal letter? [1]
☐ I would be grateful for a prompt reply. ☐ Get back to me ASAP!
☐ Write soon, yeah?
- 10 In a summary of the *benefits* of a scheme, you should... [1]
☐ include only the benefits, in your own words ☐ include every example and number
☐ add your own opinion

11 Correct the error: *She gave me many useful informations.*

[1]

12 Join the sentences using *although*: *The test was difficult. Most students passed.*

[2]



Practice paper

Name _____ Date _____ Marks _____ / 50

Time: 1 hour 20 minutes

Total: 50 marks

Reading: Questions 1–2 (20 marks) · Writing: Questions 3–4 (30 marks)

Keep to the word counts given. Spend about 35 minutes on Reading and 45 minutes on Writing.

Answer all questions. Write your answers in the spaces provided.**1 Reading.** Read the five short texts.

A Bus 15 timetable change: from Monday, the last bus from the station will leave at 22.30 instead of 23.15.

B Lost: grey school bag with a silver keyring, last seen in the canteen on Tuesday. Reward offered. Contact Pim, 10C.

C Art Club needs YOU! We are painting a mural in the library. No experience necessary – just bring old clothes. Thursdays, 15.30.

D Candidates are reminded that bags must be left in the lockers before entering the exam hall.

E The spring rolls were cold and the waiter forgot our drinks, but the view of the river made up for it. 3/5

Which text (A–E)...

(a) offers money?**[1]****Answer****(b)** asks people to bring something to wear?**[1]****Answer****(c)** announces an earlier time?**[1]****Answer****(d)** states a rule?**[1]****Answer****(e)** contains both positive and negative opinions?**[1]****Answer**

2 Read the article **The town that dimmed its lights**. Then answer the questions.

1 For most of its history, the small mountain town of Ban Khiri was lit at night only by the moon and the glow from people's windows. Then, in 2015, the local council installed 120 bright streetlights along the main road. Residents were pleased at first: the streets felt safer, and the night market could stay open later.

2 Within a few years, however, people began to notice problems. Farmers complained that insects were swarming around the lights instead of pollinating their fruit trees. Older residents said they could no longer see the stars, which had been part of local festivals for generations. And the council's electricity bill had tripled.

3 In 2022, the council decided to try something unusual. It replaced the old lights with low, warm-coloured lamps that point downwards and switch off automatically at midnight. Light now falls only where it is needed – on the road and pavement – instead of spreading into the sky.

4 The results surprised even the council. Electricity costs fell by 60%. Crime figures did not rise; in fact, the number of reported thefts was slightly lower than before. Most remarkably, the town has become a destination for "dark-sky tourism". Visitors now travel from Bangkok and beyond to see the Milky Way, and several homestays offer stargazing evenings with telescopes.

5 Not everyone is happy. Some shop owners say the softer lighting makes the main road look less lively, and a few parents worry about children walking home late. The council has responded by adding motion-sensor lights near the school and the bus stop.

6 "We didn't want to go back to darkness," says council member Sompong Rattana. "We wanted the right light, in the right place, at the right time." Other towns in the region are now watching closely.

(a) At first, residents liked the streetlights because...

A the streets felt safer

B they could see the stars

C electricity bills were lower

[1]

Answer

(b) The main purpose of paragraph 2 is to...

A describe problems caused by the lights

B explain how the lights were installed

C describe local festivals

[1]

Answer

(c) Sompong Rattana's attitude to the new lighting is...

A regretful

B satisfied with a balanced solution

C angry with tourists

[1]

Answer

(d) How many streetlights were installed in 2015?

[1]

(e) Give **two** problems that people noticed with the old lights.

[2]

(f) Give **two** features of the new lamps.

[2]

(g) What do some homestays now offer?

[1]

(h) Write **T** (true) or **F** (false): Electricity costs fell by more than half.

[1]

Answer T / F

(i) **T** or **F**: Thefts increased after the change.

[1]

Answer T / F

(j) **T** or **F**: All shop owners support the new lighting.

[1]

Answer T / F

(k) **T** or **F**: Extra lights have been added near the school.

[1]

Answer T / F

(l) Find a word in paragraph 2 that means *moving around in a large group*.

[1]

Answer

(m) Find a word in paragraph 4 that means *in a very surprising way*.

[1]

Answer

3

Writing. You have just moved to a new house. Write an email to a friend. Write 75–100 words.

In your email:

- describe your new home
- say what you like about the area
- invite your friend to visit.

[10]

4 Your school is thinking of switching off all classroom lights and air conditioning for one hour every Friday to save energy. Write a letter to the head teacher, Mr Harris, giving your views. Write 100–150 words.

In your letter:

- say whether you support the idea
- explain the possible benefits
- describe any problems and how they could be solved.

[20]

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



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 inform swimmers about a closure [1]
- 2 an opinion [1]
- 3 False [1]
- 4 12.15 [1]
- 5 very clean [1]
- 6 impatient [1]
- 7 Far fewer tickets were sold last year. [1]
- 8 Hi Tom, [1]
- 9 Yours faithfully, [1]
- 10 However [1]
- 11 I have studied English for five years. [1]
- 12 informal invitation, e.g. Do you want to come round on Saturday? (1); formal request, e.g. I would be grateful if you would allow us to start a chess club. (1) [2]

Unit 1 · Sheet A — Skimming and scanning

- 1 C
- 2 B
- 3 A
- 4 E
- 5 D
- 6 the second floor
- 7 30 days
- 8 (their) school ID
- 9 14 and 15 June
- 10 11.00
- 11 book at the information desk
- 12 on public holidays
- 13 to give shoppers practical information
- 14 baht / a month

Unit 1 · Sheet B — Skimming and scanning

- 1 (a) D [1] (b) B [1] (c) A [1] (d) C [1] (e) F [1] (f) E [1] (g) D [1] (h) A [1]
- 2 (a) 45 minutes [1] (b) to avoid the midday heat [1] (c) a recipe book [1] (d) (from) 17.30 [1] (e) a (short) online review of your (best) pictures [1] (f) Monday [1] (g) an adult [1]
- 3 to teach people to take better photos with a phone [1]
- 4 a nine-year-old [1]
- 5 wear a hat (1); wear / put on sun cream (1) [2]
- 6 (a) C [1] (b) B [1] (c) A [1] (d) E [1] (e) D [1] (f) F [1]

Unit 2 · Sheet A — Matching short texts

- 1 an announcement
- 2 give instructions
- 3 apologising
- 4 warning
- 5 advertise an offer
- 6 a review
- 7 making a request
- 8 a timetable / notice
- 9 free of charge
- 10 older children and adults only
- 11 you must reserve a place
- 12 The match has been moved to Sunday.
- 13 to warn visitors / a warning (accept equivalent)
- 14 to tell the owner where to collect it / to inform

Unit 2 · Sheet B — Matching short texts

- 1 (a) B [1] (b) B [1] (c) A [1] (d) B [1] (e) A [1] (f) B [1]
- 2 (a) 5 [1] (b) 3 [1] (c) 6 [1] (d) 4 [1] (e) 1 [1] (f) 2 [1]
- 3 (a) (at) the pier office [1] (b) (on) Thursday [1] (c) go early (if you are hungry) [1] (d) any two: walk dogs; clean cages; help at the (monthly) adoption day (1 each) [2] (e) every two hours (and after swimming) [1] (f) because of the storm [1]
- 4 (a) (i) to inform about times / a change to the timetable (1); (ii) (ferry) passengers / travellers to Koh Larn (1) [2] (b) (i) to find / recruit volunteers (1); (ii) people aged 15+ who like animals (1) [2] (c) (i) to explain how to use the cream safely (1); (ii) people who buy / use the sun cream (1) [2]

Unit 3 · Sheet A — True or false; fact or opinion

- 1 Fact
- 2 Opinion
- 3 Fact
- 4 Opinion
- 5 Opinion
- 6 Fact
- 7 Opinion
- 8 Fact
- 9 False
- 10 True
- 11 False
- 12 True
- 13 False
- 14 opinion words: incredible; a waste of money. Fact: holds 30,000 fans.

Unit 3 · Sheet B — True or false; fact or opinion

- 1 (a) F [1] (b) T [1] (c) F [1] (d) T [1] (e) F [1] (f) T [1] (g) T [1] (h) F [1]
- 2 (a) F [1] (b) O [1] (c) F [1] (d) O [1]
- 3 (a) twice [1] (b) around a third [1] (c) every Friday afternoon [1] (d) start small / begin with one bed and one class [1]
- 4 (a) they might be more willing to try (eat) vegetables [1] (b) how much each bed produces [1] (c) built raised beds (from recycled bricks) [1] (d) any two: measuring beds; calculating harvests; running a market; learning about soil and water (1 each) [2] (e) (that the garden would take) time away from exam preparation [1] (f) attendance [1]
- 5 enthusiastic [1]
- 6 was a useful learning experience [1]

Unit 4 · Sheet A — Note and sentence completion

- 1 11 to 16
- 2 31 August
- 3 on our website
- 4 library card
- 5 six books
- 6 audiobooks
- 7 review card
- 8 sticker
- 9 reading passport
- 10 celebration evening
- 11 tablet
- 12 the local newspaper
- 13 write
- 14 months

Unit 4 · Sheet B — Note and sentence completion

- 1 (a) 24 [1] (b) enter the water [1] (c) (two) red-and-yellow flags [1] (d) darker, calmer-looking water [1] (e) parallel to the shore [1] (f) (between) August and October [1] (g) vinegar [1] (h) 9.00 to 18.00 / 9.00–18.00 [1]
- 2 (a) rescued [1] (b) near the shore [1] (c) raise one arm [1] (d) every lifeguard tower [1] (e) easier to see [1] (f) from the land [1]
- 3 (a) something that floats [1] (b) fresh water [1] (c) a heavy meal (either order with d) [1] (d) alcohol [1] (e) within arm's reach [1]
- 4 (a) lifeguards watch that area most closely [1] (b) in seconds [1] (c) it is not patrolled / no lifeguards [1] (d) go in (the water) after them [1]
- 5 people visiting the beach [1]
- 6 to give safety advice [1]

Unit 5 · Sheet A — Long texts: detail and opinion

- 1 2
- 2 3
- 3 1
- 4 5
- 5 She wanted help to buy a guitar.
- 6 excluded
- 7 nobody remembered to tell her
- 8 an hour
- 9 three
- 10 organisation
- 11 a paper diary
- 12 for travel / for her part-time job
- 13 deleted two social media apps; keeps her phone outside her bedroom at night
- 14 positive

Unit 5 · Sheet B — Long texts: detail and opinion

- 1 (a) A [1] (b) B [1] (c) B [1] (d) B [1] (e) B [1] (f) A [1]
- 2 (a) twelve [1] (b) three years [1] (c) coral turning white (1); (common) fish becoming hard to find (1) [2] (d) she knew the sea [1] (e) so that pictures from different years could be compared (accurately) [1] (f) rising sea temperatures [1] (g) more than 300 [1]
- 3 (a) 2018 [1] (b) satellite data AND (volunteer divers') photographs – both needed [1] (c) a one-metre square (of reef) [1] (d) around a quarter [1]
- 4 (a) F [1] (b) F [1] (c) T [1] (d) F [1]
- 5 (a) many different factors cause the changes / it is not only tourism [1] (b) not angry / she thinks he did not mean to be unkind [1] (c) being curious and paying attention [1]

Unit 6 · Sheet A — Inference and the writer's attitude

- 1 impatient
- 2 pleased
- 3 critical
- 4 grateful to volunteers
- 5 sceptical
- 6 nervous
- 7 annoyed
- 8 sarcastic
- 9 helpful
- 10 tense / unhappy
- 11 welcoming
- 12 sympathetic
- 13 he takes pride in his appearance / sees going out as important (accept reasonable inference)
- 14 critical / disappointed (1); evidence: "Six months later... still there" (1)

Unit 6 · Sheet B — Inference and the writer's attitude

- 1 (a) A [1] (b) B [1] (c) A [1] (d) B [1] (e) B [1]
- 2 (a) she ironed his shirt twice [1] (b) metal frames being put / clanged into place (1); generators starting / coughed into life (1) [2] (c) she is very skilled / experienced / fast [1] (d) any two: bowls on the wrong shelf; too much change; dropped the (tray of) fishballs [2] (e) he was humming (along to the radio) [1] (f) he had not eaten since lunch / he was very hungry [1]
- 3 (a) he can come back / has the job (1); he does not need to arrive so early (1) [2] (b) happy / proud / satisfied (1); "could not stop smiling" / "could hardly wait to do it again" (1) [2]
- 4 (a) nervous [1] (b) reserved [1] (c) satisfied [1] (d) strict but fair [1]
- 5 1 mark per valid point with evidence, up to 4: nervous at the start ("arrived at a quarter to", "made him nervous"); embarrassed by mistakes ("did nothing right", "would almost have preferred her to shout"); relaxed / confident later ("humming", "stopped thinking and started moving"); proud / happy at the end ("could not stop smiling", "could hardly wait"). [4]

Unit 7 · Sheet A — Vocabulary in context

- 1 rising sharply
- 2 likes to talk a lot
- 3 made it less
- 4 at risk of disappearing
- 5 not clear / not final
- 6 again
- 7 wrongly
- 8 hopeful
- 9 decision
- 10 possible to do
- 11 far from other places
- 12 rose quickly
- 13 improvement
- 14 unreliable
- 15 very determined / would not change his mind; clue: "nobody would play unless..."

Unit 7 · Sheet B — Vocabulary in context

- 1 (a) fundamental [1] (b) adolescence [1] (c) genuinely [1] (d) primed [1] (e) sleep-deprived [1] (f) irritable [1] (g) sharply [1] (h) drawbacks [1]
- 2 (a) B [1] (b) A [1] (c) A [1] (d) B [1] (e) A [1]
- 3 (a) the natural times when the body feels sleepy / awake (1) move later / change (1) [2] (b) research shows (1) the worry is not true / students did not go to bed later (1) [2]
- 4 (a) around two hours [1] (b) any two: harder to concentrate; harder to remember information; irritable; anxious [2] (c) any two: attendance rose; fewer students late; students more alert; livelier classes [2] (d) any one: dark and cool bedroom; no caffeine after lunch; phones away an hour before bed; natural light early in the day [1]
- 5 (a) concentration [1] (b) anxiety [1]

Unit 8 · Sheet A — Recognising and using paraphrase

- 1 buy
- 2 cut
- 3 free
- 4 public transport
- 5 sports
- 6 Attendance at the meeting was low.
- 7 Phones are not allowed in lessons.
- 8 The majority of students like online homework more.
- 9 The council made the decision to close the pool. / The council's decision was to close the pool.
- 10 500 trees were planted by volunteers.
- 11 There has been a large / sharp increase in prices this year. (accept equivalent)
- 12 Visitors come from many countries to the festival. / The festival is popular with international visitors.
- 13 You must reserve (a place / tickets) beforehand.
- 14 Because the road is so narrow, it is unsafe for people on bicycles. (accept equivalent)

Unit 8 · Sheet B — Recognising and using paraphrase

- 1 (a) 3 [1] (b) 2 [1] (c) 4 [1] (d) 5 [1] (e) 3 [1]
- 2 (a) B [1] (b) A [1] (c) B [1]
- 3 (a) e.g. Most students think recycling matters. [2] (b) e.g. Classrooms have too few bins for paper. [2] (c) e.g. starts a timetable so that students take turns to collect recycling every week [2] (d) e.g. Those who had helped clean the beach usually said they recycled often. [2]
- 4 (a) most students separate bottles [1] (b) few students recycle it [1] (c) too few bins (in classrooms) [1] (d) most think recycling matters [1] (e) any one: labelled paper bin in each classroom; weekly student rota; another beach clean-up; repeat the survey [1]
- 5 Any two recommendations correctly given (2); mainly own words (1); one accurate sentence within 25 words (1). e.g. The school should put labelled paper bins in classrooms, organise students to collect recycling weekly and hold another beach clean-up. [4]

Unit 9 · Sheet A — Informal emails and letters

- 1 Hi Leo,
- 2 See you soon,
- 3 Write back soon!
- 4 meet up
- 5 75–100
- 6 Can you tell me when your flight lands?
- 7 2
- 8 3
- 9 1
- 10 c u l8r
- 11 Guess what? I've passed my driving test! (accept equivalent)
- 12 Can you come to my birthday party?
- 13 Sorry, I can't make it.
- 14 e.g. Thanks so much for the amazing present – I love it!
- 15 e.g. What do you fancy doing on Saturday?
- 16 e.g. Can't wait to see you! Love, Mai

Unit 9 · Sheet B — Informal emails and letters

1 Mark scheme (10 marks, BLC summary of the Part 4 levels).

Content: all three bullet points covered and developed; friendly informal register (contractions, direct questions, informal linkers); suitable greeting and sign-off; 75–100 words. **9–10** all points fully developed, register consistent, wide range of vocabulary and structures, very few errors. **7–8** all points covered, register mostly appropriate, good range, errors do not affect meaning. **5–6** most points covered, some lapses in register, adequate range, some errors. **3–4** limited coverage, simple language, frequent errors. **1–2** little relevant content; errors often obscure meaning. **Model:** *Hi Max, Guess what? I've joined the Tigers basketball club! I've always loved shooting hoops in the park, and I wanted to get fitter before the school tournament. My first training session was on Tuesday and it was tougher than I expected. We ran for half an hour and then practised passing in pairs. The coach is strict, but she's really encouraging. Our first match is on Saturday the 12th at 4 p.m. Why don't you come and watch? Afterwards we could grab some noodles. Let me know! Ploy* **[10]**

2 Mark scheme (10 marks, BLC summary of the Part 4 levels).

Content: all three bullet points covered and developed; friendly informal register (contractions, direct questions, informal linkers); suitable greeting and sign-off; 75–100 words. **9–10** all points fully developed, register consistent, wide range of vocabulary and structures, very few errors. **7–8** all points covered, register mostly appropriate, good range, errors do not affect meaning. **5–6** most points covered, some lapses in register, adequate range, some errors. **3–4** limited coverage, simple language, frequent errors. **1–2** little relevant content; errors often obscure meaning. **Model:** *Dear Sophie, I'm so excited that you're finally coming to Thailand! You really must visit Chiang Mai – the old temples are beautiful and the night market is great for cheap souvenirs. It'll be hot and humid, so pack light cotton clothes, a hat and lots of sun cream. Don't forget something to cover your shoulders and knees for temples. How long are you staying, and when exactly do you arrive? If you're in Bangkok at the weekend, maybe we could meet up. Write back soon! Love, Mai* **[10]**

3 Mark scheme (10 marks, BLC summary of the Part 4 levels).

Content: all three bullet points covered and developed; friendly informal register (contractions, direct questions, informal linkers); suitable greeting and sign-off; 75–100 words. **9–10** all points fully developed, register consistent, wide range of vocabulary and structures, very few errors. **7–8** all points covered, register mostly appropriate, good range, errors do not affect meaning. **5–6** most points covered, some lapses in register, adequate range, some errors. **3–4** limited coverage, simple language, frequent errors. **1–2** little relevant content; errors often obscure meaning. **Model:** *Hi Jack, I'm really sorry, but I've got some bad news about your camera. I was taking photos at the waterfall on Sunday when I slipped on a wet rock and dropped it. The lens is cracked. I feel terrible – I know how much you love that camera, and I should have been more careful. I've found a repair shop in town that can fix it by next Friday, and of course I'll pay for everything. If it can't be repaired, I'll buy you a new lens. Sorry again, Sam* **[10]**

Unit 10 · Sheet A — Register and audience

- 1 informal
- 2 formal
- 3 informal
- 4 formal
- 5 informal
- 6 formal
- 7 informal
- 8 formal
- 9 formal / semi-formal
- 10 informal
- 11 The bus is frequently / regularly late.
- 12 We would be grateful if you could repair the lights.
- 13 Many students feel the canteen food is of poor quality.
- 14 Thank you very much for your assistance.
- 15 Sorry I took so long to get back to you!
- 16 Let me know what time you're arriving.

Unit 10 · Sheet B — Register and audience

1 (a) 1 mark each for any six, informal expression + suitable formal version: Hey there → Dear Sir or Madam; Me and my mates → My friends and I; loads → frequently / very often / many; awesome → excellent; massive → serious; freezing → very cold; stuff → belongings; nicked → stolen; pretty scary → very worrying; shuts → closes; way too early → too early; sort out → repair / resolve; ASAP → as soon as possible; See ya → Yours faithfully **[1]**

(b) see (a) **[1]** (c) see (a) **[1]** (d) see (a) **[1]** (e) see (a) **[1]** (f) see (a) **[1]**

2 (a) students / readers of the magazine; semi-formal **[1]** (b) a friend; informal **[1]** (c) the head teacher; formal **[1]** (d) the hotel manager; formal **[1]**

3 Mark scheme (20 marks, BLC summary of the Part 5 levels).

Content: every prompt covered with relevant detail; correct form (article: title and engaging opening; report: headings, neutral tone, recommendations; letter: formal greeting and close); semi-formal register; clear paragraphs and linking; 100–150 words. **17–20** all prompts fully developed, form and register fully appropriate, well organised, wide and accurate range of language. **13–16** all prompts covered, form and register appropriate, organised, good range, minor errors. **9–12** most prompts covered, some lapses in form or register, some linking, adequate range, errors rarely affect meaning. **5–8** limited content, little organisation, basic language, frequent errors. **1–4** very little relevant content; errors often obscure meaning. **Model:** *Dear Sir or Madam, I am a Year 10 student at Lakeside School, and I am writing about the changing rooms at your sports centre, which my friends and I use regularly. Although we enjoy the facilities, there are two serious problems. Firstly, the showers are often very cold. Secondly, many of the lockers are broken, so we cannot keep our belongings safe. Last week, a student's phone was stolen, which was extremely worrying. In addition, the centre closes at 8 p.m. This is rather early for students who finish lessons at 5 p.m. and also have homework. I would be grateful if you could repair the showers and lockers as soon as possible. I would also like to suggest opening until 9 p.m. on weekdays. Thank you for considering these requests. Yours faithfully, Arisa Thongdee* **[20]**

Unit 11 · Sheet A — Articles, reports and formal letters

- 1 report
- 2 article
- 3 Dear Mrs Lee,
- 4 Yours sincerely,
- 5 Yours faithfully,
- 6 Growing More Than Vegetables
- 7 Have you ever wondered where your lunch comes from?
- 8 It is recommended that..
- 9 OMG, the food was amazing!!!
- 10 neutral and clear
- 11 100–150
- 12 Problems / Areas for improvement / Difficulties
- 13 e.g. I am writing to express my concern about the amount of litter on Jomtien Beach.
- 14 e.g. So why not come along next Thursday and see for yourself?

Unit 11 · Sheet B — Articles, reports and formal letters

1 Mark scheme (20 marks, BLC summary of the Part 5 levels).

Content: every prompt covered with relevant detail; correct form (article: title and engaging opening; report: headings, neutral tone, recommendations; letter: formal greeting and close); semi-formal register; clear paragraphs and linking; 100–150 words. **17–20** all prompts fully developed, form and register fully appropriate, well organised, wide and accurate range of language. **13–16** all prompts covered, form and register appropriate, organised, good range, minor errors. **9–12** most prompts covered, some lapses in form or register, some linking, adequate range, errors rarely affect meaning. **5–8** limited content, little organisation, basic language, frequent errors. **1–4** very little relevant content; errors often obscure meaning. **Model:** *A Quiet Corner by the Sea. Where do you go when exams and deadlines become too much? For me, the answer is a small, rocky beach at the southern end of Jomtien, ten minutes from school by bicycle. Unlike the busy main beach, it has no loud music or jet skis – just a few fishing boats and the sound of the waves. A single old tamarind tree provides perfect shade for reading. Why does it help? I think it is because nothing there demands my attention. After half an hour watching the sea, my thoughts feel organised again, and I return to my revision with fresh energy. If you need a break from screens and stress, I strongly recommend it. Just take water, leave your phone in your bag, and listen.* [20]

2 Mark scheme (20 marks, BLC summary of the Part 5 levels).

Content: every prompt covered with relevant detail; correct form (article: title and engaging opening; report: headings, neutral tone, recommendations; letter: formal greeting and close); semi-formal register; clear paragraphs and linking; 100–150 words. **17–20** all prompts fully developed, form and register fully appropriate, well organised, wide and accurate range of language. **13–16** all prompts covered, form and register appropriate, organised, good range, minor errors. **9–12** most prompts covered, some lapses in form or register, some linking, adequate range, errors rarely affect meaning. **5–8** limited content, little organisation, basic language, frequent errors. **1–4** very little relevant content; errors often obscure meaning. **Model:** *Report on the Charity Sports Day. Introduction: This report describes the Charity Sports Day held on 8 November and makes one recommendation. Events: Students competed in running, relay and tug-of-war events, and teachers took part in a popular three-legged race. Parents ran food and drink stalls throughout the day. Successes: The event raised 35,000 baht for the local children's hospital. Participation was high, with over 90% of students taking part, and many parents attended. Recommendation: Spectators had very little shade, and several students felt unwell in the heat. It is therefore recommended that tents are hired next year and that events start earlier in the morning. Conclusion: Overall, the day was very successful and should become an annual event.* [20]

Unit 12 · Sheet A — Paragraphing and linking ideas

- 1 However
- 2 as a result
- 3 Although
- 4 In addition
- 5 such as
- 6 Firstly
- 7 Overall
- 8 because
- 9 Nevertheless
- 10 since
- 11 While
- 12 consequently
- 13 Cycling to school has several clear benefits.
- 14 However, the plan failed.
- 15 Although it rained, we played.
- 16 therefore

Unit 12 · Sheet B — Paragraphing and linking ideas

- 1 (a) D [1] (b) B [1] (c) C, A, E (2); one pair in the correct order (1) [2] (d) The first and most obvious benefit is health. [1]
- 2 (a) Firstly [1] (b) which [1] (c) Although [1] (d) Then [1] (e) Unfortunately [1] (f) so [1] (g) nevertheless [1] (h) Overall [1]
- 3 (a) Although the library is small, it has an excellent collection. [2] (b) It rained heavily; as a result, the match was cancelled. / It rained heavily and, as a result, ... [2] (c) Students can borrow not only laptops but also cameras. [2]
- 4 Topic sentence (2); relevant ideas developed with reasons / examples (2); three or more different linkers used correctly (2); accuracy of spelling, grammar and punctuation (2). **Model:** *Joining a school club is one of the best ways to make the most of school life. Firstly, clubs give you the chance to try new activities, such as robotics or drama, which are not part of normal lessons. In addition, you meet students from other classes, so your circle of friends grows. Finally, club experience looks impressive on university applications. Therefore, why not sign up this term?* [8]

Unit 13 · Sheet A — Summary writing

- 1 relevant
- 2 relevant
- 3 relevant
- 4 relevant
- 5 not relevant
- 6 relevant
- 7 not relevant
- 8 not relevant
- 9 Trees keep streets much cooler by blocking the sun.
- 10 your own opinion
- 11 five (cooling; less air conditioning; flood prevention; cleaner air; people feel calmer)
- 12 e.g. Trees bring several important benefits to city life.
- 13 e.g. Trees also reduce flooding by soaking up rain and make the air cleaner by catching dirt.
- 14 e.g. Trees bring several benefits to cities. They keep streets cooler, so less energy is needed for air conditioning. They soak up rain, which reduces flooding, and they catch dirt, making the air cleaner. Finally, being able to see trees helps people feel more relaxed.

Unit 13 · Sheet B — Summary writing

- 1 (a) 1 mark each, any five: helps university applications / admissions tutors value it; practical skills not taught at school (organising, record-keeping, explaining); builds confidence / easier to speak to people; feeling of belonging / connected to the community; new friends outside school; less stress / better mood; helps decide on a future career / realistic view of jobs. Do not credit difficulties (time, age limits, transport). [1] (b) see (a) [1] (c) see (a) [1] (d) see (a) [1] (e) see (a) [1]
- 2 **Mark scheme (25 marks, BLC summary of the Part 6 levels).**
Writing (20): 17–20 points expressed clearly and concisely in own words, logically grouped, register and form fully appropriate, accurate language; 13–16 mostly own words, organised, appropriate register, minor errors; 9–12 some reliance on copied phrases, some irrelevance or repetition, adequate accuracy; 5–8 much lifting from the text, weak organisation, frequent errors; 1–4 little relevant content, errors obscure meaning. 100–150 words. (In the exam the 5 reading marks are awarded for the points within the summary; here they are tested in Question 1.) Do not credit the difficulties in paragraph 6. **Model:** *Volunteering offers young people far more than an impressive university application. Firstly, it teaches useful practical skills, such as organising and explaining things clearly, which are not always covered in lessons. It also makes volunteers more self-assured, because talking regularly to unfamiliar adults makes it easier to speak up in interviews and presentations. In addition, volunteers often feel closer to their local area and make friends beyond their usual school circle. Helping others seems to be good for wellbeing as well, as it is linked to reduced stress and a happier mood. Finally, working in places such as hospitals or animal shelters gives a realistic picture of different jobs, helping young people to choose a future career. For all these reasons, volunteering is well worth trying.* [20]

Unit 14 · Sheet A — Planning, accuracy and proofreading

- 1 She doesn't like coffee.
- 2 I have lived here for three years.
- 3 He is taller than me.
- 4 We discussed the problem.
- 5 There are many people in the room.
- 6 I agree with you.
- 7 She gave me some useful advice. / a useful piece of advice
- 8 If it rains, we will stay at home.
- 9 The information is on the website.
- 10 I look forward to hearing from you.
- 11 My brother works in a bank.
- 12 Yesterday I bought a new phone.
- 13 It's a beautiful day today.
- 14 The students were late for class.
- 15 I enjoy playing tennis.
- 16 He told me the answer.

Unit 14 · Sheet B — Planning, accuracy and proofreading

- 1 1 mark each: go → went; since → for (two months); a → an (important); dog → dogs; were → was; minute → minutes; come → came; cages, it was → cages. It was / cages; it was / cages, and it was; tiring → tired; recieve → receive. **[10]**
- 2 Suitable title (1); paragraph notes covering all three prompts (2); at least two suitable linkers or phrases noted (1). **[4]**
- 3 **Mark scheme (20 marks, BLC summary of the Part 5 levels).**
Content: every prompt covered with relevant detail; correct form (article: title and engaging opening; report: headings, neutral tone, recommendations; letter: formal greeting and close); semi-formal register; clear paragraphs and linking; 100–150 words. **17–20** all prompts fully developed, form and register fully appropriate, well organised, wide and accurate range of language. **13–16** all prompts covered, form and register appropriate, organised, good range, minor errors. **9–12** most prompts covered, some lapses in form or register, some linking, adequate range, errors rarely affect meaning. **5–8** limited content, little organisation, basic language, frequent errors. **1–4** very little relevant content; errors often obscure meaning. **Model:** *Swim Now, Thank Yourself Later. Can you swim? In a country with so much coastline, it is surprising how many teenagers cannot. In my opinion, swimming is the one skill everyone should learn. First and foremost, it can save lives: knowing how to stay calm and float in deep water could protect you, or someone else, in an emergency. It is also excellent exercise, as it uses every muscle without putting pressure on your joints. Learning is easier than many people think. Most public pools offer inexpensive group lessons for teenagers, and many schools run after-school clubs. If you feel embarrassed, start with private lessons or practise with a friend who already swims. So why wait? Book a lesson this week. Your future self will be glad you did.* **[20]**

End-of-book check

- 1 a warning **[1]**
- 2 It's the best value in town! **[1]**
- 3 False **[1]**
- 4 a hard hat **[1]**
- 5 very hungry **[1]**
- 6 sarcastic **[1]**
- 7 stationery **[1]**
- 8 a report **[1]**
- 9 I would be grateful for a prompt reply. **[1]**
- 10 include only the benefits, in your own words **[1]**
- 11 She gave me a lot of useful information. **[1]**
- 12 Although the test was difficult, most students passed. (linker 1; punctuation 1) **[2]**

Practice paper

1 (a) B [1] (b) C [1] (c) A [1] (d) D [1] (e) E [1]

2 (a) A [1] (b) A [1] (c) B [1] (d) 120 [1] (e) any two: insects swarmed around the lights / did not pollinate fruit trees; could not see the stars; electricity bill tripled [2] (f) any two: low; warm-coloured; point downwards; switch off automatically at midnight [2] (g) stargazing evenings (with telescopes) [1] (h) T [1] (i) F [1] (j) F [1] (k) T [1] (l) swarming [1] (m) remarkably [1]

3 Mark scheme (10 marks, BLC summary of the Part 4 levels).

Content: all three bullet points covered and developed; friendly informal register (contractions, direct questions, informal linkers); suitable greeting and sign-off; 75–100 words. **9–10** all points fully developed, register consistent, wide range of vocabulary and structures, very few errors. **7–8** all points covered, register mostly appropriate, good range, errors do not affect meaning. **5–6** most points covered, some lapses in register, adequate range, some errors. **3–4** limited coverage, simple language, frequent errors. **1–2** little relevant content; errors often obscure meaning. **Model:** *Hi Ella, We've finally moved! The new house is a bit smaller than the old one, but I've got my own bedroom at last, with a balcony that looks over a little lake. The area is really quiet and green. There's a great noodle shop at the end of our street, and the park is perfect for cycling. Would you like to come and stay during the holidays? You could come on the 20th and we could go kayaking on the lake. Let me know! Love, Nam* [10]

4 Mark scheme (20 marks, BLC summary of the Part 5 levels).

Content: every prompt covered with relevant detail; correct form (article: title and engaging opening; report: headings, neutral tone, recommendations; letter: formal greeting and close); semi-formal register; clear paragraphs and linking; 100–150 words. **17–20** all prompts fully developed, form and register fully appropriate, well organised, wide and accurate range of language. **13–16** all prompts covered, form and register appropriate, organised, good range, minor errors. **9–12** most prompts covered, some lapses in form or register, some linking, adequate range, errors rarely affect meaning. **5–8** limited content, little organisation, basic language, frequent errors. **1–4** very little relevant content; errors often obscure meaning. **Model:** *Dear Mr Harris, I am writing to give my views on the proposal to switch off classroom lights and air conditioning for one hour every Friday. In general, I support the idea. It would reduce the school's electricity bill, and the money saved could be spent on resources such as library books. It would also show students that small actions can help to protect the environment. However, there are some possible problems. Classrooms become very hot in the afternoon, which could make it difficult to concentrate. To solve this, the "power-off hour" could take place first thing in the morning, when it is cooler, and some lessons could be held outside in shaded areas. I hope you will consider these suggestions. Yours sincerely, Ploy Wongsakul (10B)* [20]