1. Analyse audience, purpose and language

FREE EXTENDED PRACTICE - SEPARATE ANSWERS / MODELS

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Models are examples. Accept other accurate responses. Give feedback on task completion, clarity and suitable language. Extension tasks are unscored unless stated.

1. The audience includes local adults or families who may feel that reading is difficult to fit into daily life or may lack confidence. The text informs them about a new room and persuades them to try it. References to work, children and buses make the invitation accessible to varied everyday readers. The assurances about speed and unfinished books reduce anxiety.

2. Direct second-person address makes the invitation personal. The simple list of a chair, a page and time makes beginning appear manageable. Repetition of 'Nobody will' presents the room as non-judgemental, answering possible fears before the reader raises them. 'Our volunteers' introduces collective support. Explain how these choices work together rather than merely naming techniques.

3. The opening of the building's door is linked to the opening of a first page. This parallel turns a public launch into the reader's possible beginning. The repeated opening idea gives the ending cohesion and reinforces the invitation without claiming that attendance guarantees success.

2. Transform a text for a new context

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1. Possible changes: address the manager directly with an appropriate greeting; replace reassuring public encouragement with a clear explanation of the project and specific request; organise the email around the help needed, its community benefit and a practical next step. Keep relevant facts, but do not simply make every sentence longer or remove all personal address.

2. Model: Dear Manager, I am writing on behalf of the new community reading room, which opens on Monday. We aim to offer local people a welcoming place to begin or return to reading, including adults with busy schedules and families visiting with children. Would your shop be willing to display a small poster announcing the opening? This would help us reach residents who may not see online notices. We would supply the poster and collect it after the first month. If you are interested, I would be pleased to bring it at a time convenient to you. Your support would help more people discover a free place to read and obtain guidance from volunteers. Thank you for considering our request. Yours sincerely, A. Perera, Reading-Room Coordinator.

3. The Monday opening can be retained as a relevant fact. A formal greeting and closing establish a professional relationship. A polite question such as 'Would your shop be willing' makes a specific request without assuming agreement. The explanation of how the poster would be supplied reduces practical uncertainty. Link observations to the learner's actual draft where it differs from the model.

3. Compare voices and effects

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1. Text A uses precise time, visitor numbers and administrative actions to create an impression of accountable reporting. Text B uses a personal hesitation, physical detail and a brief recalled exchange to create experiential credibility. Neither style alone guarantees factual truth; analyse the impression produced rather than claiming that numbers prove accuracy.

2. A makes the room, volunteers and committee grammatical subjects, presenting organised institutional activity. Its sequence moves from opening to attendance, actions and future review. B centres the first-person visitor and shifts from uncertainty to involvement. The quoted reassurance and the final reference to missing a bus imply growing comfort. Both chronological sequences are selective, serving different purposes.

3. Both texts present the reading room as useful, but they do so on different scales. A summarises collective activity through the visitor count and planned feedback review. B shows one reader overcoming hesitation through a volunteer's small action. Both recognise support, yet A's institutional voice foregrounds management while B's personal narrative foregrounds emotional change. Other supported comparisons are acceptable.

4. Write deliberately and comment on choices

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1. Speech model: audience, older students; purpose, persuade them to value quiet shared spaces; structure, open with a familiar noisy situation, then move to the benefits of a reading room. This gives the argument an experience listeners recognise before introducing the claim. An article can establish a viewpoint and develop a contrast between current details and signs of change.

2. Illustrative speech opening: 'Before I ask you to value silence, think about the last hour of your day: a screen, a message, a bus horn, another message. None of these sounds is unusual. Together, however, they can make concentration feel like a task we must perform against the world. A quiet public room gives us something different: time that does not have to be defended.' A successful response develops the chosen audience and purpose consistently, organises its material deliberately and controls language accurately. A different position or descriptive focus is valid when it fulfils the selected task.

3. Model commentary: I begin with direct address to involve older students in a familiar experience. The short list of a screen, messages and a bus horn builds a sense of accumulated distraction. I then shift from this shared difficulty to the idea of a quiet room, establishing the direction of the argument. The phrase about defending time presents concentration as something under pressure. This makes the practical value of the proposed space more immediate. Assess the explanation against the learner's own writing, not against the model wording.