1. Retrieve, infer and explain 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. He arrives at 8.55. The note states 9.00. Accept clearly expressed equivalents. Distinguish the arrival time from the scheduled time.

2. His shirt sticking to his back suggests physical effort and sweat. The softened corner of the box shows that it has been exposed to rain or damp conditions. Credit either idea with a clear explanation. The passage does not establish that the books themselves are wet.

3. He wants to seem capable on his first job and feels the effort and rain have spoiled that impression. The librarian notices that he protected the books, recognising care rather than a perfect appearance. His first smile suggests relief or pride at this acknowledgement. Other supported interpretations are acceptable.

2. Select information and summarise

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1. Five useful points are: access for distant readers; predictable twice-weekly route; protection of books from rain; convenient local returns; advance contact about unavailable titles and alternatives. Accept grouped or differently expressed notes containing these ideas. Delays and volunteer shortages are problems, not benefits.

2. Model: The bicycle service brought library books closer to people living far from the main road. Its regular timetable made collections predictable, while waterproof bags kept books safe in rain. Returning items at a nearby shop saved readers a journey. The librarian also checked requests in advance and contacted readers when a title was unavailable, allowing them to choose another book before delivery. Credit accurate selection, clear organisation and paraphrase; do not require this exact wording.

3. The shortage of available volunteers directly limits weekend visits because someone must carry out the deliveries. A damaged tyre is a difficulty but does not itself explain the lack of weekend staffing.

3. Evaluate ideas for directed writing

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1. Audience: the librarian. Purpose: recommend a practical next stage for the service. Tone: polite and reasoned, with an appropriate greeting and close. Model recommendation: test one Saturday collection point for a month, then review demand and volunteer workload before wider expansion. Other feasible recommendations are valid.

2. Model: Dear Librarian, I recommend a small Saturday trial before extending deliveries across the whole village. The present service already helps readers who find the journey difficult, and a weekend collection could include working families. However, adding many stops would put pressure on volunteers and could make the existing route unreliable. For one month, we could offer a single Saturday collection point at the local shop. Readers should request books by Thursday so that unavailable titles can be discussed in advance. A named volunteer could check books in and out using the usual record sheet, and every bag should remain waterproof. This arrangement would test weekend demand without promising a service we cannot yet maintain. After four Saturdays, please compare the number of users, delays and volunteer hours. If the evidence is positive, further stops could be considered. Thank you for inviting suggestions. Yours sincerely, Nimal.

4. Shape a composition and revise it

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1. Narrative model: a student waits impatiently for a bus; a quiet passenger seems to be delaying it; the student learns that the passenger is helping a lost child; the journey continues with the student's judgement changed. Description model: locked quiet entrance; light and preparation inside; first visitors and changing sounds; a final detail showing the new atmosphere. Credit a coherent, manageable plan.

2. Illustrative narrative approach: establish the waiting narrator's impatience through actions, such as repeatedly checking a watch. Present a partial view of the supposed cause of delay. Reveal a specific act of help that makes the narrator reconsider. End with an action or observation showing the change, rather than a forced moral. Illustrative descriptive opening: 'Behind the library glass, a single strip of light crossed the empty tables. A cleaner straightened the last chair. Outside, two children pressed their books against their chests and watched the key turn.' Develop the changing atmosphere with precise sights, sounds and movement. Many original responses can meet the task.

3. Model precision revision: 'It was noisy' becomes 'Chairs scraped as the first reading group gathered around the table.' Model control revision: 'The door opened everyone rushed in' becomes 'When the door opened, the waiting children stepped inside.' Credit improvements that clarify meaning; an unnecessarily complex sentence is not automatically better.