GCSE ONLINE TUTORING × RS REMOTE TUTORING

Functional skills level 1 English exam practice notebook

Shared curriculum edition - England

REVISED EDITION 1.2 - 22 NOVEMBER 2026

READ CLOSELY. WRITE PURPOSEFULLY. SPEAK AND LISTEN WITH CONFIDENCE.

Original preparation for the shared reformed Functional Skills Level 1 English content in England.

6 complete reading papers	90 questions • 180 practice marks
12 extended writing tasks	Full model responses and review guidance
8 accuracy practice sets	80 focused editing items
6 live SLC practice packs	Scripts, talk plans and observation prompts
2 paired reading/writing mock sets	Writing space, source records and trackers

Name: _____

Tutor / centre: _____

Awarding organisation: _____

Edition 1 • 19 November 2026

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About this practice notebook

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All practice sources, questions, data, model responses, diagrams and marking guidance are newly authored for this book. No commercial revision-book pages, official questions, official mark schemes, board logos or learner scripts are reproduced. Similarities to public assessment materials concern the skills and general demands, not copied tasks with substituted names.

Shared curriculum, independent materials

This edition addresses the common reformed Level 1 English curriculum in England. The different qualifications in Scotland, Wales and Northern Ireland are outside this claim. All 25 shared points are mapped here. The book is not endorsed, approved or accredited by an awarding organisation, DfE or Ofqual. [S1-S2]

Public specifications, samples and historical-paper evidence reviewed for the companion lesson notebook inform this practice edition. The source record states what was inspected and where only a resource route was checked. This is not an exhaustive audit of every current paper or provider. [S3-S18]

Marks and practice timings

Each reading paper has 30 original practice marks. Every writing task uses the original 20-mark teaching rubric on page 3: 11 communication/development/format marks and 9 accuracy marks. This 45% accuracy allocation sits within the common writing framework, but descriptors and tasks are workbook choices, not any board’s official mark scheme. [S2]

Suggested timed mocks allow 60 minutes for reading and 60 minutes for a pair of writing tasks. Actual board timings, task lengths, tool rules and boundaries differ. There is no official pass score for this book, and its papers have not been externally standardised. Use results to find learning needs rather than predict a live-exam outcome.

Fictional material and SLC

Organisations, addresses, dates inside scenarios and .example email contacts are fictional teaching inputs. Model responses are examples to analyse, not scripts to submit as your own work. SLC requires actual speaking, listening and interaction; notes and self-ticks cannot award the component.

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ORIGINAL WORKBOOK GUIDANCE • 20 MARKS PER TASK

Use the writing rubric fairly

Mark the whole response after it is complete. Select the best supported score in each category. Credit equivalent valid approaches; a model is not the only acceptable wording. Use task-specific comments in the feedback section with this rubric.

Criterion	Max	Score guidance
Communication / content	5	0 absent/off-task; 1 isolated points; 2 some coverage; 3 most points clear; 4 all required points mostly clear; 5 all clear, coherent and accurate.
Relevant development / length	4	0 no useful detail; 1 thin/repetitive; 2 some relevant detail; 3 most points developed; 4 sustained useful detail and appropriate task length.
Format, organisation and register	2	0 unsuitable/confusing; 1 partly appropriate; 2 appropriate format, paragraphing/order and consistent language for audience/purpose.
Punctuation	3	0 frequent errors impede meaning; 1 limited/inconsistent control; 2 generally correct; 3 a suitable range controlled accurately.
Grammar and sentences	3	0 frequent errors impede meaning; 1 some control; 2 mostly correct, including some complex sentences; 3 consistent control with accurate complex sentences.
Spelling	3	0 many errors obscure meaning; 1 frequent familiar-word errors; 2 mostly accurate; 3 accurate common and relevant specialist vocabulary.

Keep the decisions distinct

Content rewards clear, accurate coverage of the requested message. Development rewards relevant explanation and examples, not repeating the content list. Format rewards the reader’s route and register. Do not automatically deduct the same error again from every category; consider its actual effect on each criterion.

Accuracy is judged across the response

Do not count a fixed number of slips as an automatic score. Consider control, consistency and effect on meaning. A very short response may not provide enough evidence of range or development; do not award full performance merely because its few words are correct. The tutor makes a reasoned judgement.

A LEARNING SCORE, NOT A PASS BOUNDARY

Record the evidence for your decision, choose one improvement and retry. No mark total in this notebook replaces an official assessor or board result.

CHECK YOUR CENTRE'S CURRENT INSTRUCTIONS

Practise under the right conditions

Use the lesson notebook to learn an unfamiliar method before attempting practice. First work untimed, then use the timed mocks without notes. Keep the solutions covered until a complete paper or writing pair has been attempted.

Component	Workbook practice	Confirm for your real assessment
Reading	A printed dictionary may be used for learning and these practice papers. Use only the supplied sources for evidence.	Permitted reference materials, delivery tools, timings and response rules.
Writing	For timed practice, no dictionary, spellcheck, grammar software, AI assistance or copied model. Plan, draft and check independently.	Current task guidance, permitted tools and formally approved access arrangements.
SLC	Use real partners/tutor. Listen with the script covered, deliver your own talk and respond to genuine contributions.	Tasks, group size, notes, preparation, recording and observation arrangements.

The shared writing requirements restrict external spelling, punctuation and grammar aids. A writing score cannot be replaced by corrected work from a tool. Approved access arrangements must come through the centre, not assumptions made from a workbook. [S2]

Current providers and historical papers

The source record covers Pearson, City & Guilds, NCFE, Open Awards, NOCN, VQA and the Highfield resource route at the stated review depth. Former AQA Functional Skills qualifications ended with final certification in summer 2025; older AQA papers are historical preparation only. [S3-S18]

MY ASSESSMENT DETAILS

Board / qualification number: _____
Reading and writing timings: _____
Delivery mode and permitted tools: _____
SLC tasks and approved preparation: _____
Official familiarisation to complete: _____

PRACTICE MAP • CONTENT REFERENCES MATCH THE LESSON NOTEBOOK

Coverage of all shared Level 1 skills

Point	Skill	Practice evidence
1	Listening and argument	SLC packs 1-6: listening notes
2	Questions and requests	SLC 1-6: questions/requests
3	Detailed spoken responses	SLC 1-6: live follow-up
4	Clear communication	SLC 1-6: own short talk
5	Supported opinions	SLC 1-6: supported view
6	Relevant discussion	SLC 1-6: discussion
7	Audience and medium	SLC 1-6: adapted delivery
8	Turn-taking	SLC 1-6: observed turns
9	Main points/details	Reading Q1, Q6, Q15
10	Comparison	Reading Q12
11	Meaning/fact/opinion	Reading Q5, Q13
12	Audience/purpose choices	Reading Q3, Q7, Q14
13	Reference strategies	Reading Q4
14	Text navigation	Reading Q2
15	Image inference	Reading Q10: supplied images
16	Text-linked vocabulary	Reading Q11
17	Specialist vocabulary	Reading Q9
18	Reading punctuation	Reading Q8
19	Writing punctuation	Writing 1-12; accuracy 1-2, 8
20	Grammar control	Writing 1-12; accuracy 3-5, 8
21	Spelling	Writing 1-12; accuracy 6-8
22	Clear coherent writing	Writing 1-12: task coverage
23	Detail and length	Writing 1-12: development
24	Format and register	Writing 1-12: form/register
25	Complex sentences/paragraphs	Writing 1-12; accuracy 5

Question references apply to all six reading sets. SLC coverage depends on actual performance, not merely completion of a worksheet. Writing is judged across full responses.

FOUR PRACTICE SETS • TWO TIMED MOCKS

Reading papers and answer locations

Set	Theme	Sources	Questions	Answers
1	A museum evening for new volunteers	9-11	12-14	95-96
2	A new starter at a fulfilment centre	15-17	18-20	97-98
3	A bus-route consultation	21-23	24-26	99-100
4	A community printing service	27-29	30-32	101-102
5	Mock A: a neighbourhood radio project	33-35	36-38	103-104
6	Mock B: a library delivery trial	39-41	42-44	105-106

How to attempt a paper

Read all three texts, including the image. Check the named source and command in each question. Give the requested number of distinct points. For a comparison, make the link between texts explicit. Use short exact quotations where required; paraphrase where the task asks for meaning.

How to mark reading

The answer guidance gives a mark for each specified piece of evidence. Accept accurate equivalents where the question does not require exact quotation. Do not give two marks for repeating the same point. An unsupported plausible guess is not a source-based answer.

TIMED PAIRS

Mock A: Reading set 5, pages 33-38; writing tasks 9-10, pages 61-64.
Mock B: Reading set 6, pages 39-44; writing tasks 11-12, pages 65-68.
Suggested time: 60 minutes per reading paper; 60 minutes per writing pair. Use actual board timing for official papers.

These are original cross-board practice designs. Each reading paper has 15 questions worth 30 marks. Equal practice totals do not mean identical content weighting or live assessment standards.

EIGHT PRACTICE TASKS • TWO TIMED PAIRS

Writing tasks and model responses

Task	Form and focus	Task / draft	Model / feedback
1	Email: Ask to change a swimming-course session	45-46	107-108
2	Formal letter: Explain a ticket-information problem	47-48	109-110
3	Article: Make a study partnership useful	49-50	111-112
4	Review: Evaluate a museum information evening	51-52	113-114
5	Report: Recommend a classroom-storage improvement	53-54	115-116
6	Instructions: Explain a fictional equipment-booking process	55-56	117-118
7	Narrative account: Describe learning a practical skill	57-58	119-120
8	Letter of proposal: Suggest a weekend learning session	59-60	121-122
9	Email: Mock A, Task 1: enquire about radio volunteering	61-62	123-124
10	Article: Mock A, Task 2: make a group interview useful	63-64	125-126
11	Report: Mock B, Task 1: review a book-delivery trial	65-66	127-128
12	Review: Mock B, Task 2: evaluate a book-delivery experience	67-68	129-130

Plan, draft and check

Each task has a brief/planning page and a full draft page. Use extra labelled paper if needed. The 150-220-word learning target is a workbook guide, not a universal board limit. Follow each actual assessment task. For these exercises, focus on relevant development rather than stretching the response with repetition.

For a timed writing pair, use 60 minutes across both tasks, including planning and checking. The task title identifies Mock A or B. Mark each response out of 20 using page 3 and its specific feedback. Record each reading/writing component separately; do not turn a combined total into a pass decision.

USE ALONGSIDE COMPLETE READING AND WRITING RESPONSES

Accuracy and live communication practice

Accuracy set	Question page	Answer page
1. Capitals and sentence endings	69	131
2. Commas and apostrophes	70	131
3. Agreement and pronoun reference	71	132
4. Tenses and articles	72	132
5. Complete and complex sentences	73	133
6. Spelling and homophones	74	133
7. Word forms and precise editing	75	134
8. Final proofreading: one focus per sentence	76	134

SLC pack	Script / notes / performance
1. A clearer workplace handover	77/78/79
2. Booking places at a sports session	80/81/82
3. Choosing community garden roles	83/84/85
4. Collecting useful transport feedback	86/87/88
5. A digital-help drop-in	89/90/91
6. Organising a shared event room	92/93/94

Each accuracy item is worth one original practice mark. Each SLC pack has a hidden listening script, a learner page and a live talk/discussion record. There is no numerical SLC pass total here. A tutor must judge observed communication under the board's actual assessment arrangements.

Reading answers: 95-106. Writing models and feedback: 107-130. Accuracy answers: 131-134. Trackers and error review: 135-136. Official source record: 137-142.

READING SET 1 • PRACTICE PAPER • TEXT A

A museum evening for new volunteers

30 marks for the whole paper. For sets 5-6 allow 60 minutes across all six pages. Use only the three source texts and image; a printed dictionary is allowed for this workbook. Do not view the answers until finished.

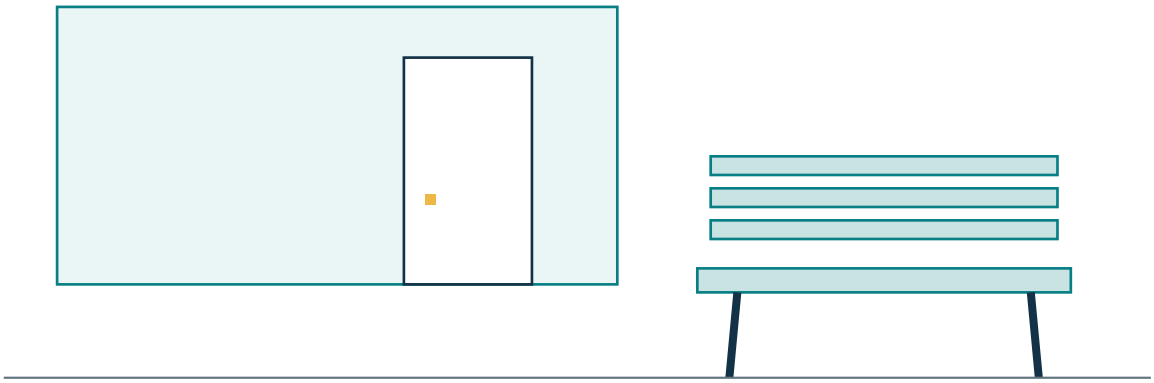
Explore a different side of the museum

Riverside Museum invites adults to a volunteer information evening on Thursday 14 May, from 6 pm to 7:30 pm. Meet the team, see the rooms and ask about the different roles. You do not need previous museum experience.

Booking
Reserve a free place by emailing welcome@riverside.example before 8 May. The room holds twenty visitors, so wait for confirmation before travelling. A booking request is not an automatic reservation.

On arrival
Use the side entrance beside the courtyard and tell reception that you are attending the information evening. Please contact the team beforehand if you need to discuss an access arrangement.

Discover the stories, meet the people, find your role!



Original illustration accompanying Text A. Use visible evidence for Question 10. People and organisations in these texts are fictional.

READING SET 1 • TEXT B

A museum evening for new volunteers

Why a welcome evening needs more than a tour
By Lena Ford, volunteer coordinator

An information evening should help people decide whether volunteering suits them. A tour is useful, but seeing a display room does not answer every question about the work. People also need to know what a role involves and how much time it requires.

At Riverside Museum, we propose short conversations with the team after the tour. A visitor interested in greeting the public could ask about a typical shift, while someone who enjoys organising information could learn about cataloguing. In this setting, a catalogue is a record describing items in the collection. New volunteers would receive guidance before using it; we would not expect them to understand every specialist term on arrival.

The evening should be welcoming without making promises that cannot be kept. Some roles need regular attendance, and not every task is suitable for someone available only occasionally. Explaining those limits politely is more helpful than encouraging people to apply for an arrangement the museum cannot offer.

We also need to make questions easy to ask. A visitor may feel uncomfortable speaking in front of twenty strangers. Smaller conversations could give people a chance to ask about training or access without sharing personal details with the whole room. Visitors should still know whom to contact afterward if they think of another question.

My preference is a short tour followed by clearly labelled conversation tables. This would require planning and enough staff, so we should check availability before advertising the format. The evening will be most useful if visitors leave with accurate information, not simply a good impression. A friendly welcome matters, but a realistic understanding of the role matters too.

READING SET 1 • TEXT C

A museum evening for new volunteers

Visitor forum: what would help you decide?

Post by Nia
I would like to volunteer, but I work different shifts each week. The information evening appeals to me because I can ask about roles before applying. I would prefer a small conversation to a long presentation. At a previous event, I did not want to ask a question about my availability in front of everyone.

A clear description of the time commitment would help. I do not want to agree to a weekly role and then discover I cannot attend regularly. If there are occasional tasks, I would like to know what they involve.

Post by Peter
I can usually offer the same morning each week, so regular attendance is not my main concern. I am more interested in the training. I enjoy local history, but I have never used a museum catalogue. Someone explaining a basic example would give me confidence to try.

I also want to see the rooms before deciding. A tour would help me picture the setting, although I would still need a chance to ask questions afterward. I hope the evening includes practical information rather than only reasons why the museum is a wonderful place.

Use all three texts as required by the questions. A source’s checkable claim is not automatically independently verified.

READING SET 1 • QUESTIONS 1-5 • 9 MARKS

Read, find evidence and explain

1 [2 marks]. Using Text A, give the event day/date and the booking deadline.

2 [2 marks]. Name the section of Text A containing the entrance instructions. Explain how that feature helps the reader.

3 [1 mark]. What is the main purpose of Text A? Select ONE answer.
A. To sell tickets for a museum exhibition.
B. To teach the catalogue procedure.
C. To invite potential volunteers to an information evening.
D. To report the results of a volunteer survey.

4 [2 marks]. In Text B, explain “occasionally” in its context. Use a dictionary if permitted and state a suitable replacement.

5 [2 marks]. From Text C, give one checkable claim about Peter and one opinion about what would help Nia.

Answers: pages 95-96. Paper total: ____ /30. Keep the marking guidance hidden until you finish.

READING SET 1 • QUESTIONS 6-10 • 10 MARKS

Read, find evidence and explain

6 [3 marks]. Using Text B, give three things, other than a tour, that could help visitors make a decision.

7 [2 marks]. Quote the three-part phrase at the end of Text A and name the language pattern.

8 [2 marks]. In “A friendly welcome matters, but a realistic understanding of the role matters too”, explain the function of the comma and of but.

9 [1 mark]. What does catalogue mean in Text B? Select ONE answer.
A. A ticket confirming a tour.
B. A record describing collection items.
C. A list of staff shifts.
D. A route through the building.

10 [2 marks]. Look at the original image accompanying Text A. Give one supported inference not stated in Text A and identify its visual clue.

Answers: pages 95-96. Paper total: ____ /30. Keep the marking guidance hidden until you finish.

READING SET 1 • QUESTIONS 11-15 • 11 MARKS

Read, find evidence and explain

11 [1 mark]. Quote a phrase from Text A that directly addresses the reader.

12 [3 marks]. Compare Nia’s and Peter’s concerns about volunteering. Give one difference and one shared need, making both links explicit.

13 [2 marks]. Explain “not simply a good impression” in Text B using the writer’s main point.

14 [2 marks]. Who is Text A mainly aimed at? Give one source detail supporting your answer.

15 [3 marks]. Summarise three practical features the museum should consider according to Text B.

Answers: pages 95-96. Paper total: ____ /30. Keep the marking guidance hidden until you finish.

READING SET 2 • PRACTICE PAPER • TEXT A

A new starter at a fulfilment centre

30 marks for the whole paper. For sets 5-6 allow 60 minutes across all six pages. Use only the three source texts and image; a printed dictionary is allowed for this workbook. Do not view the answers until finished.

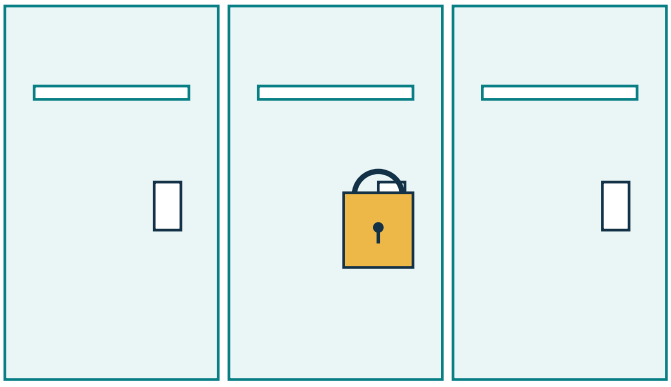
Your first shift at Cedar Dispatch

Welcome to the packing team. New starters attend an induction before joining their work area. The induction begins at 9 am on Monday in the training room. Bring your staff reference and the contact details requested in your joining email.

Before Monday
Check your travel arrangements and tell the recruitment team if you cannot attend. Do not assume that sending a message changes your start date; wait for a reply.

At reception
Give your name and staff reference. A supervisor will collect the group and explain the next steps. Visitors must not enter the packing area alone.

A clear start, a patient introduction and a chance to ask questions: that is our aim.



Original illustration accompanying Text A. Use visible evidence for Question 10. People and organisations in these texts are fictional.

READING SET 2 • TEXT B

A new starter at a fulfilment centre

Why induction should explain the reasons
By Amara Wells, training lead

A workplace induction introduces new staff to the arrangements they need for their role. It should not be a race through a list of instructions. Someone may remember an action more accurately when they understand why it matters and know where to ask for help.

At Cedar Dispatch, we use a fictional training example involving a delivery label. The order reference connects the label to the correct customer request. If a new starter sees two similar names, the reference helps them distinguish the orders. This does not replace the company's actual checking process; it illustrates why a precise identifier can matter.

New staff also need vocabulary explained in context. A dispatch note records goods being sent out, whereas an invoice requests payment. Treating these documents as interchangeable can lead to confusion. A short demonstration is more useful than assuming that every new employee has used the same terms elsewhere.

The pace of the introduction matters. Some people have experience in another workplace, while others are starting their first role. Neither group should be embarrassed to ask what an unfamiliar word means. A trainer can invite questions after each section and check understanding through a simple example, rather than asking only whether everyone is happy.

I would prefer two short sections with a break for questions between them. This may take longer than reading a checklist aloud, but it creates opportunities to identify misunderstandings before staff begin independent work. The trainer still needs to follow the employer's approved procedures and avoid improvising technical or safety advice. A clear explanation supports those procedures; it does not replace them.

READING SET 2 • TEXT C

A new starter at a fulfilment centre

Two new starters discuss preparation

Message from Jo
My joining email gives the arrival time, but I am unsure whether I need to print the staff reference or show it on my phone. I will ask the recruitment team before Monday. I prefer to sort out practical details in advance because I become flustered when I arrive somewhere new.

I have worked in a shop, so some of the words may be familiar. However, I do not want to assume that Cedar uses every document in exactly the same way. A practical example would be useful.

Message from Ellis
I already know where reception is because I visited for my interview. My main concern is understanding unfamiliar terms during the induction. I have not worked in dispatch before, and a long list of new words could be difficult to remember.

I would find a short glossary helpful, provided the trainer also explains how the terms are used. I would rather ask a question than pretend I understand. It would also help to know whom to contact after the session, since I often think of a question later.

Use all three texts as required by the questions. A source’s checkable claim is not automatically independently verified.

READING SET 2 • QUESTIONS 1-5 • 9 MARKS

Read, find evidence and explain

1 [2 marks]. Using Text A, state the induction start time and its location.

2 [2 marks]. Which subheading contains the instruction about being unable to attend? Explain the purpose of that organisation.

3 [1 mark]. What is the main purpose of Text A? Select ONE answer.
A. To give new starters practical induction-arrival instructions.
B. To advertise packing products to customers.
C. To review an employee’s performance.
D. To explain how to write an invoice.

4 [2 marks]. Explain the meaning of “interchangeable” in Text B and give a replacement suited to the sentence.

5 [2 marks]. Give one factual claim and one opinion from Ellis’s message in Text C.

Answers: pages 97-98. Paper total: ____ /30. Keep the marking guidance hidden until you finish.

READING SET 2 • QUESTIONS 6-10 • 10 MARKS

Read, find evidence and explain

6 [3 marks]. Identify three methods Text B suggests to support new staff understanding.

7 [2 marks]. Quote the group of three at the end of Text A and explain one effect in context.

8 [2 marks]. Why does the apostrophe appear in “the employer’s approved procedures”? Also explain the role of the comma before while in “Some people have experience in another workplace, while others are starting their first role.”

9 [1 mark]. What is a dispatch note in Text B? Select ONE answer.
A. A document requesting payment.
B. A new employee’s timetable.
C. A list of training questions.
D. A document recording goods being sent out.

10 [2 marks]. What extra practical feature does the image accompanying Text A suggest? State the clue and one reasonable inference.

Answers: pages 97-98. Paper total: ____ /30. Keep the marking guidance hidden until you finish.

READING SET 2 • QUESTIONS 11-15 • 11 MARKS

Read, find evidence and explain

11 [1 mark]. Identify one formal instruction from Text A by quoting it.

12 [3 marks]. Compare Jo’s and Ellis’s confidence with workplace vocabulary and one shared learning preference.

13 [2 marks]. Explain why Text B says an explanation “does not replace” approved procedures.

14 [2 marks]. Identify the main audience of Text B and support it with one detail.

15 [3 marks]. Summarise three useful preparation actions or questions a new starter could take from Texts A and C.

Answers: pages 97-98. Paper total: ____ /30. Keep the marking guidance hidden until you finish.

READING SET 3 • PRACTICE PAPER • TEXT A

A bus-route consultation

30 marks for the whole paper. For sets 5-6 allow 60 minutes across all six pages. Use only the three source texts and image; a printed dictionary is allowed for this workbook. Do not view the answers until finished.

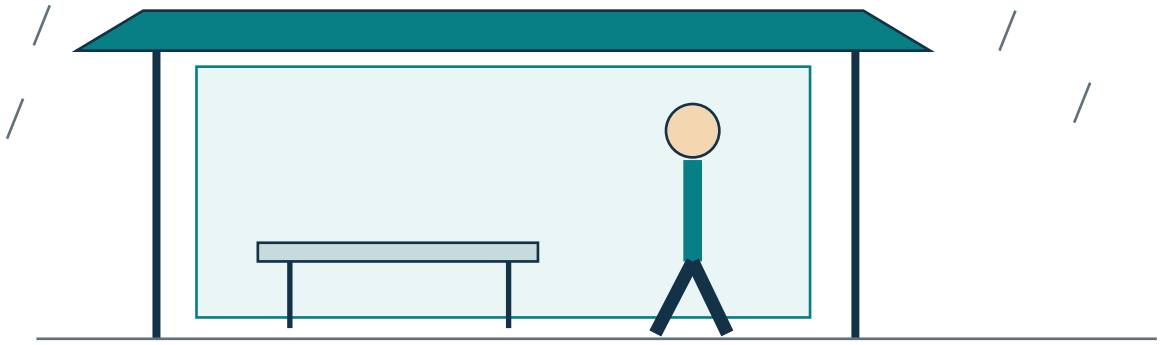
Have your say on Route 8

Brookside Travel is consulting passengers about a proposed change to Route 8. The proposal would add an earlier Saturday journey, but no decision has been made. The current timetable remains in place during consultation.

How to respond
Read the proposal sheet and return a comment form to the travel office by 20 June. You can also request a printed form at the station information desk. Please explain which journeys you use and how the proposal would affect you.

Find out more
Staff will answer questions at the station on Tuesday 9 June, from 4 pm to 6 pm. The consultation is about this route only, not every service in the area.

Your journey, your needs, your chance to comment.



Original illustration accompanying Text A. Use visible evidence for Question 10. People and organisations in these texts are fictional.

READING SET 3 • TEXT B

A bus-route consultation

A useful consultation needs specific feedback
By Martin Cole, passenger representative

When a bus company asks for views, passengers need to know exactly what is being proposed. A consultation is an opportunity to collect feedback before a decision. It should not be presented as a promise that the change will happen, nor should passengers assume that the old timetable has already been replaced.

An earlier Saturday journey might help people who start work before the current first bus. It could also be useful for early appointments. However, the company needs more than a general statement that earlier buses are good. It needs to know which journey a person would use, how often they might use it and what difficulty the present timetable creates.

A passenger’s comment is most useful when it is specific. Someone could explain that a shift begins at 8 am and the current first bus reaches the workplace too late. Another passenger might say the proposed journey would not connect with their later service. Neither comment needs to speak for every passenger. A clear personal example can identify an issue without pretending to be a complete survey.

Access to the consultation matters too. If every response had to be made online, people without reliable internet could be left out. Printed forms and a staffed question session offer other ways to contribute. The wording on the proposal should also distinguish a request for views from a notification of a confirmed change.

I support gathering detailed comments before deciding. The company will still need to check costs and demand. Publishing a short explanation of the final decision would help passengers understand how their feedback was considered, including when the company chooses not to make the proposed change.

READING SET 3 • TEXT C

A bus-route consultation

Passenger comments

Alma
An earlier Saturday bus would make a difference to me. My shop shift begins at 8 am, and I currently arrange a lift because the first bus arrives too late. I would like to see the proposed arrival time at the shopping centre before deciding whether it solves the problem.

I will use a printed form. I do not have regular internet access, and I want to write a clear account of the journey I actually need. I hope the final decision explains what will happen, even if the proposal is rejected.

Ben
I use Route 8 to connect with another bus. Leaving earlier is not automatically useful if the connection still involves a long wait. The proposal sheet should show arrival times as well as the departure from the first stop.

I can send comments online, but I would still value the staffed session. It is easier to ask a follow-up question when someone can point to the relevant part of a timetable. I support asking passengers, provided the consultation remains open to people who cannot use the website.

Use all three texts as required by the questions. A source’s checkable claim is not automatically independently verified.

READING SET 3 • QUESTIONS 1-5 • 9 MARKS

Read, find evidence and explain

1 [2 marks]. Give the response deadline and the staffed-session date from Text A.

2 [2 marks]. Which organisational feature helps a passenger find how to submit comments? Name it and explain.

3 [1 mark]. What is the main purpose of Text A? Select ONE answer.
A. To announce that every bus route has changed.
B. To sell tickets for an earlier service.
C. To instruct drivers to start a new route.
D. To invite Route 8 passengers to comment on a proposal.

4 [2 marks]. Explain “rejected” in Alma’s comment and provide a suitable replacement.

5 [2 marks]. Give one checkable claim and one opinion or preference from Text C.

Answers: pages 99-100. Paper total: ____ /30. Keep the marking guidance hidden until you finish.

READING SET 3 • QUESTIONS 6-10 • 10 MARKS

Read, find evidence and explain

6 [3 marks]. Identify three details Text B says would make a passenger's comment useful.

7 [2 marks]. Quote the repeated opening pattern at the end of Text A and explain its link to the audience.

8 [2 marks]. Explain the apostrophe in "a passenger's comment". What is the function of the comma in "If every response had to be made online, people without reliable internet could be left out"?

9 [1 mark]. What does consultation mean here? Select ONE answer.
A. Seeking views before a decision.
B. Confirming a change already implemented.
C. Reserving a passenger seat.
D. Cancelling every route.

10 [2 marks]. Use the image accompanying Text A to infer one feature of waiting at that stop. Give its visual evidence.

Answers: pages 99-100. Paper total: ____ /30. Keep the marking guidance hidden until you finish.

READING SET 3 • QUESTIONS 11-15 • 11 MARKS

Read, find evidence and explain

11 [1 mark]. Quote one command from Text A that tells passengers how to act.

12 [3 marks]. Compare Alma’s and Ben’s reasons for needing arrival-time information. Include one difference and a supported shared concern.

13 [2 marks]. Explain why “Leaving earlier is not automatically useful” in Ben’s comment.

14 [2 marks]. Who is Text A aimed at? Give one detail supporting the audience.

15 [3 marks]. Summarise three things the company should make clear during or after consultation, using Text B.

Answers: pages 99-100. Paper total: ____ /30. Keep the marking guidance hidden until you finish.

READING SET 4 • PRACTICE PAPER • TEXT A

A community printing service

30 marks for the whole paper. For sets 5-6 allow 60 minutes across all six pages. Use only the three source texts and image; a printed dictionary is allowed for this workbook. Do not view the answers until finished.

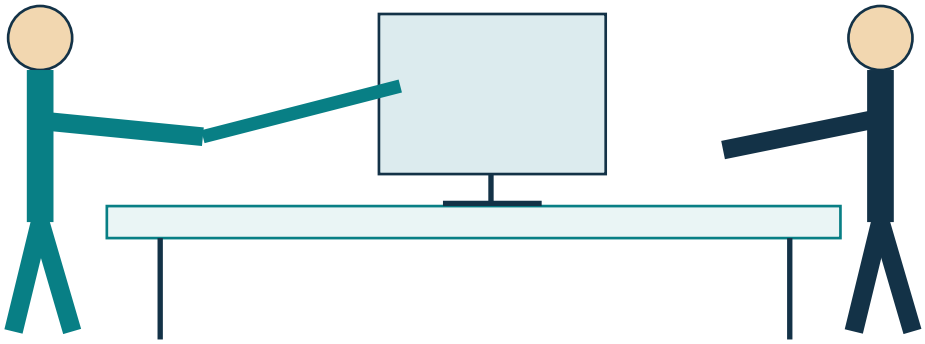
Make your document ready to print

The Print Corner offers a community printing service for study materials, event notices and personal documents. Submit a file through the request form or bring it to the counter. Staff will confirm the price before printing begins.

Preparing your file
Check the page order and save the final version with a clear filename. Tell staff how many copies you require and whether you want single-sided or double-sided pages. A preview is available before the job is approved.

Collection
Wait for the collection message before travelling. Uncollected work is kept for fourteen days. If you need a different arrangement, contact the team before submitting the request.

Clear pages, accurate copies, fewer surprises.



Original illustration accompanying Text A. Use visible evidence for Question 10. People and organisations in these texts are fictional.

READING SET 4 • TEXT B

A community printing service

Why a preview can prevent a second print job
By Rina Moss, service assistant

A printing request looks simple until a small misunderstanding produces the wrong result. A file may contain several versions of the same page, or the customer may expect double-sided copies without saying so. A preview gives both the customer and the service a chance to confirm what is required before the paper is used.

The most useful check of the customer’s request is specific. Instead of asking whether everything is fine, the assistant can confirm the page count, order and number of copies. If a document has a cover, the customer should say whether it is included in that count. The word duplex means printing on both sides of a sheet. A customer unfamiliar with that term should still receive a clear choice in everyday language.

The file name also matters. A document called final may not be the newest version if another file is called final-new. A date or version label can help, although the customer must still check the actual content. A tidy filename does not prove that a document is correct.

There are limits to the service. Staff can explain the printing options, but they cannot decide whether a personal document contains the right information for its purpose. The customer remains responsible for checking names, dates and other content. If confidential material is involved, the customer should ask about the service’s arrangements rather than assume every method of submission is suitable.

My recommendation is to allow time for a preview, especially for a long or unfamiliar document. It may feel slower at first, but it is easier to correct a setting before printing than to request a second job. The aim is not to make a simple service complicated; it is to make the final request clear.

READING SET 4 • TEXT C

A community printing service

Customer messages

Maya
I want to print a study booklet with a cover and twenty pages inside. I am not sure whether the cover counts as one of the pages on the request form. I will ask before approving the preview because I do not want the booklet to begin in the wrong place.

I also need the pages in the right order. Last time I sent a file, I accidentally included an older page. The printer reproduced what I had supplied, so I now check the document itself instead of relying on the filename.

Dev
My document is only two pages, but I need thirty copies for a community event. I would like them printed on both sides of a sheet. I had not heard the word duplex before, so I am glad the form explains it.

The price needs confirming before the job starts. I am working to an event budget and cannot assume that every paper or finishing option costs the same. A clear preview and price would let me decide without asking staff to undo a completed job.

Use all three texts as required by the questions. A source’s checkable claim is not automatically independently verified.

READING SET 4 • QUESTIONS 1-5 • 9 MARKS

Read, find evidence and explain

1 [2 marks]. From Text A, give two choices the customer must state when preparing a print request.

2 [2 marks]. Name the section that explains when to travel for collection. Explain how its position/label helps.

3 [1 mark]. What is the main purpose of Text A? Select ONE answer.
A. To review the quality of a customer’s document.
B. To explain how to prepare and collect a printing request.
C. To teach confidential-file security procedures.
D. To persuade staff to change jobs.

4 [2 marks]. Explain “reproduced” in Maya’s message and give a replacement that fits.

5 [2 marks]. Give one factual claim about Dev’s request and one opinion/recommendation from Text B.

Answers: pages 101-102. Paper total: ____ /30. Keep the marking guidance hidden until you finish.

READING SET 4 • QUESTIONS 6-10 • 10 MARKS

Read, find evidence and explain

6 [3 marks]. List the three checks Text B says are more useful than asking whether everything is fine.

7 [2 marks]. Quote the group of three at the end of Text A and explain what it promotes.

8 [2 marks]. Explain the apostrophe in “the customer’s request”. Also explain why the comma is used after “If a document has a cover” in the relevant Text B sentence.

9 [1 mark]. What does duplex mean in Text B? Select ONE answer.
A. Two copies of every file.
B. A document with a separate cover.
C. Printing on both sides of a sheet.
D. Folding a sheet twice.

10 [2 marks]. What does the image with Text A suggest about how a customer may receive help? Give a visible clue.

Answers: pages 101-102. Paper total: ____ /30. Keep the marking guidance hidden until you finish.

READING SET 4 • QUESTIONS 11-15 • 11 MARKS

Read, find evidence and explain

11 [1 mark]. Quote a phrase from Text A that uses a clear instruction rather than promotional description.

12 [3 marks]. Compare Maya’s and Dev’s main practical concerns and one shared preparation preference.

13 [2 marks]. Explain why “A tidy filename does not prove that a document is correct.”

14 [2 marks]. Identify the audience of Text B and support your answer.

15 [3 marks]. Summarise three responsibilities that remain with the customer according to Text B.

Answers: pages 101-102. Paper total: ____ /30. Keep the marking guidance hidden until you finish.

READING SET 5 • TIMED MOCK • TEXT A

Mock A: a neighbourhood radio project

30 marks for the whole paper. For sets 5-6 allow 60 minutes across all six pages. Use only the three source texts and image; a printed dictionary is allowed for this workbook. Do not view the answers until finished.

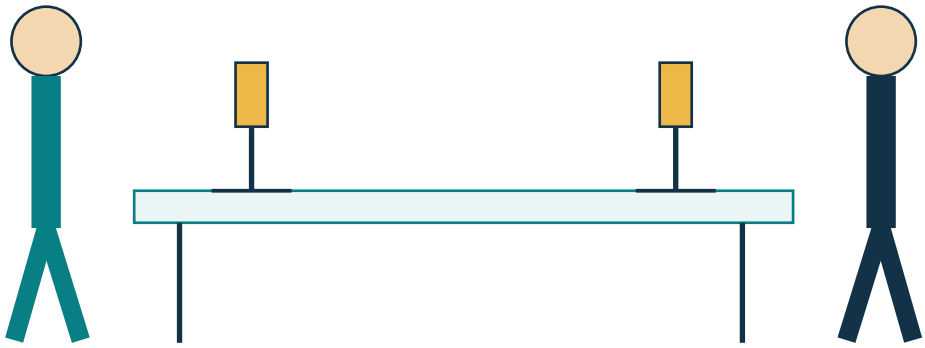
Find your voice at Canal Radio

Canal Radio is holding an introduction for prospective volunteers on Saturday 11 July, from 11 am to 12:30 pm. You can learn about programme planning, recording and helping behind the scenes. No previous broadcasting experience is required.

Reserve a place
Send your name and contact details to radio@canal.example by 3 July. The introduction has sixteen places. Wait for a confirmation message before attending.

What happens next?
The team will explain the roles and answer questions. Attending the introduction does not guarantee a regular volunteer slot. If you decide to apply afterward, you will be told about the next stage.

Bring your curiosity, share your ideas, explore a new skill!



Original illustration accompanying Text A. Use visible evidence for Question 10. People and organisations in these texts are fictional.

READING SET 5 • TEXT B

Mock A: a neighbourhood radio project

A radio project needs listeners as well as speakers
By Idris Lane, programme organiser

When people imagine volunteering at a radio project, they often picture someone speaking into a microphone. That is one possible role, but a programme also depends on planning, careful listening and accurate information. A welcoming introduction should explain those less visible tasks as clearly as the presenting role.

A running order is a plan showing the sequence and approximate timing of programme items. Preparing one can involve choosing an opening, arranging an interview and deciding where to place a short announcement. The plan helps the team know what comes next, although a live programme may still need adjustments. It is a guide, not a promise that nothing will change.

Listening is especially important during an interview. A presenter who reads only a prepared list may miss a useful point in the guest’s answer. A relevant follow-up question shows that the answer has been heard. At the same time, the presenter needs to keep the discussion understandable for listeners who cannot see the guest or the studio.

There are opportunities for people who do not want to present. A volunteer might organise information, welcome a guest or help prepare a programme outline. The project should explain the training needed for each role and avoid assuming that enthusiasm alone is enough for every task. Technical arrangements must follow the station’s approved processes.

I favour a short introduction followed by questions in small groups. That would help people connect the roles to their own interests. We should also explain the limits: a small project cannot offer every applicant the same hours. Clear information at the beginning gives people a fairer basis for deciding whether to continue.

READING SET 5 • TEXT C

Mock A: a neighbourhood radio project

Volunteer forum

Tessa
Radio sounds right up my street because I enjoy asking people about their experiences. However, I do not want to start by presenting a whole programme. I would prefer to help prepare one short interview and learn from someone experienced.

My main question is how the training works. I can usually attend on Saturday mornings, but I would need advance notice of any extra session. I hope the introduction explains which roles are suitable for beginners rather than assuming everyone already knows the equipment.

Noah
I enjoy organising information more than speaking on air. I was pleased to see that there are roles behind the scenes. I would like to know whether volunteers help check the details in announcements or arrange the running order.

My working hours change, so I cannot promise the same slot every week. I would rather explain that at the start than accept a regular commitment I cannot keep. A realistic account of the roles would help me decide whether there is a useful way for me to contribute. I would also value a chance to ask questions after the general explanation.

Use all three texts as required by the questions. A source’s checkable claim is not automatically independently verified.

READING SET 5 • QUESTIONS 1-5 • 9 MARKS

Read, find evidence and explain

1 [2 marks]. Give the introduction date and reservation deadline in Text A.

2 [2 marks]. Which section explains that attending does not guarantee a regular slot? Name it and explain how the organisation helps.

3 [1 mark]. What is the main purpose of Text A? Select ONE answer.
A. To encourage potential volunteers to attend an introduction.
B. To give a full technical broadcasting manual.
C. To confirm a regular role for every applicant.
D. To review a programme already broadcast.

4 [2 marks]. Explain “prospective” in Text A and give a suitable replacement for prospective volunteers.

5 [2 marks]. Give one checkable reported claim and one opinion/preference from Text C.

Answers: pages 103-104. Paper total: ____ /30. Keep the marking guidance hidden until you finish.

READING SET 5 • QUESTIONS 6-10 • 10 MARKS

Read, find evidence and explain

6 [3 marks]. Give three behind-the-scenes tasks named in Text B.

7 [2 marks]. Quote the three commands at the end of Text A and name the language feature.

8 [2 marks]. Explain the apostrophe in “the guest’s answer”. Also explain the function of the colon in “We should also explain the limits: a small project cannot offer every applicant the same hours.”

9 [1 mark]. What is a running order in Text B? Select ONE answer.
A. A list of volunteer phone numbers.
B. A plan of programme sequence and approximate timings.
C. A promise that a live programme cannot change.
D. An instruction to speak more quickly.

10 [2 marks]. Using the image accompanying Text A, give a supported inference about one possible recording arrangement. Identify the clue.

Answers: pages 103-104. Paper total: ____ /30. Keep the marking guidance hidden until you finish.

READING SET 5 • QUESTIONS 11-15 • 11 MARKS

Read, find evidence and explain

11 [1 mark]. Quote one phrase from Text C that is more conversational than formal office language.

12 [3 marks]. Compare Tessa’s and Noah’s preferred roles and one shared information need.

13 [2 marks]. Explain why the running order is “a guide, not a promise that nothing will change”.

14 [2 marks]. Who is Text A aimed at? Give one detail as support.

15 [3 marks]. Summarise three points the introduction should make clear according to Text B.

Answers: pages 103-104. Paper total: ____ /30. Keep the marking guidance hidden until you finish.

READING SET 6 • TIMED MOCK • TEXT A

Mock B: a library delivery trial

30 marks for the whole paper. For sets 5-6 allow 60 minutes across all six pages. Use only the three source texts and image; a printed dictionary is allowed for this workbook. Do not view the answers until finished.

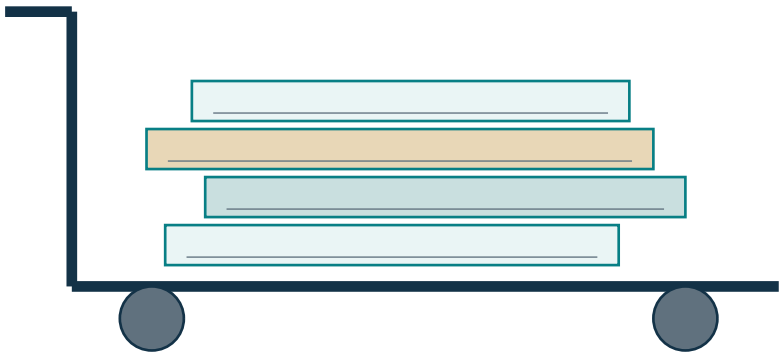
Books closer to home

Hillview Library is trialling a neighbourhood book delivery service for registered members who find it difficult to visit. The trial will run for six weeks. Staff will review demand before deciding whether it should continue.

Requesting a delivery
Contact the library by phone or use the request form. State your membership number and the books or types of books you want. A librarian will confirm availability and explain the delivery arrangements. A request does not guarantee that every title is available.

Returning books
Keep the return slip with the borrowed books. Staff will confirm the return date when the delivery is arranged. Please ask if you need the information in a different format.

A thoughtful choice, a clear arrangement, a welcome delivery.



Original illustration accompanying Text A. Use visible evidence for Question 10. People and organisations in these texts are fictional.

READING SET 6 • TEXT B

Mock B: a library delivery trial

Why a delivery trial should remain flexible
By Selina Grant, librarian

A book delivery service can make borrowing more convenient for people who cannot easily visit the library. However, a useful service needs more than transport. It needs a clear way for readers to explain what they want and find out what can actually be supplied.

The catalogue lists the items held by the library, but being listed does not always mean a copy is currently available. Someone else may have borrowed it. A reservation records a request for a particular item when it becomes available. These terms should be explained in ordinary language so that a member does not mistake a request for a promise of immediate delivery.

Choice matters. Some readers know exactly which title they want, while others prefer to describe a subject or type of story. A conversation with a librarian can help turn that description into suitable suggestions. It should not mean that staff simply select what they think everyone ought to read. The member’s interests remain central.

The return arrangement needs equal attention. A clearly stated date and a simple contact route would help if a member needs to discuss a problem. The team should also check whether printed information is readable for the person receiving it, instead of assuming that one small slip suits every reader.

I support a six-week trial because it provides time to test the process without promising a permanent service before demand is known. We should record requests and ask for feedback on both the books and the arrangements. If the trial ends, members should receive a clear explanation and information about other ways to borrow. A welcoming service is one that gives accurate expectations, including when a particular request cannot be met.

READING SET 6 • TEXT C

Mock B: a library delivery trial

Readers’ comments

Helen
I usually know which author I want to read, so I would like an easy way to request a particular title. I understand that someone else may have borrowed it, but I want to know whether I should wait or choose something different.

The phone option is important to me because I do not regularly use online forms. I would also appreciate a clear return date. I keep a calendar beside my reading chair and prefer to note the arrangement as soon as it is confirmed.

Marcus
I am more likely to ask for a subject than a particular title. I enjoy local history, but I do not know all the books the library holds. A librarian suggesting a few choices would help, provided I can decide which ones interest me.

My concern is the information slip. Small print can be difficult for me, so I will ask what other formats are available. The trial sounds useful, but I would like to know how feedback will be collected and what happens after the six weeks. Clear information is as important as receiving the books.

Use all three texts as required by the questions. A source’s checkable claim is not automatically independently verified.

READING SET 6 • QUESTIONS 1-5 • 9 MARKS

Read, find evidence and explain

1 [2 marks]. Give the trial length and one detail members must provide when requesting a delivery in Text A.

2 [2 marks]. Which section contains instructions about the return slip? Name the feature and explain how it helps.

3 [1 mark]. What is the main purpose of Text A? Select ONE answer.
A. To review every book in the catalogue.
B. To announce a permanent service for all residents.
C. To explain a delivery trial and how members can use it.
D. To instruct members to buy new books.

4 [2 marks]. Explain “central” in “The member’s interests remain central” and give a replacement suited to this meaning.

5 [2 marks]. Give one checkable reported claim and one opinion/preference from Text C.

Answers: pages 105-106. Paper total: ____ /30. Keep the marking guidance hidden until you finish.

READING SET 6 • QUESTIONS 6-10 • 10 MARKS

Read, find evidence and explain

6 [3 marks]. Identify three arrangements Text B says should be clear to members.

7 [2 marks]. Quote the three-part phrase at the end of Text A and explain its purpose.

8 [2 marks]. Explain the apostrophe in “the member’s interests”. Also explain the job of the comma in “If the trial ends, members should receive a clear explanation”.

9 [1 mark]. What is a reservation in Text B? Select ONE answer.
A. A guarantee of immediate delivery.
B. A record of every library member.
C. A printed return slip.
D. A request for a particular item when it becomes available.

10 [2 marks]. Use the image accompanying Text A to make one inference about moving the books. Give its visual evidence.

Answers: pages 105-106. Paper total: ____ /30. Keep the marking guidance hidden until you finish.

READING SET 6 • QUESTIONS 11-15 • 11 MARKS

Read, find evidence and explain

11 [1 mark]. Quote one direct instruction from Text A.

12 [3 marks]. Compare Helen’s and Marcus’s preferred way of choosing books, and identify one supported shared need.

13 [2 marks]. Explain why a catalogue entry does not guarantee immediate availability.

14 [2 marks]. Who is the main audience of Text A? Support the answer with a detail.

15 [3 marks]. Summarise three things the library should check or review during the trial according to Text B.

Answers: pages 105-106. Paper total: ____ /30. Keep the marking guidance hidden until you finish.

WRITING TASK 1 • PRACTICE • 20 MARKS

Ask to change a swimming-course session

TASK

You attend a fictional beginner swimming course. Your work pattern has changed. Email the course office to request a different session. Invent consistent details and do not assume that a new place is already available.

Include all of the following:

- Identify your current session and explain the difficulty.
- Request a specific alternative and explain why it would help.
- Ask about availability and any steps needed to make the change.

Learning target: 150-220 words. In your actual exam follow the task's own guidance. For timed practice, use no dictionary, spellcheck, grammar assistant, copied model or AI-generated response.

Purpose, audience and format

Paragraph / step plan and key facts

Detail or example that develops my answer

Continue your independent draft on the next page. Model and feedback: 107-108.

WRITING TASK 1 • EMAIL

My independent draft

Use the task on the previous page. Include appropriate format details and paragraph breaks. Continue on extra labelled paper if needed. Reserve time to check the whole message and accuracy.

After finishing: check task coverage → useful detail → organisation/register → sentences → punctuation → spelling. Mark only after the whole task or mock pair is complete.

WRITING TASK 2 • PRACTICE • 20 MARKS

Explain a ticket-information problem

TASK

Write to the manager of a fictional local theatre. The ticket confirmation stated that the performance began at 7 pm, but it actually began at 6:30 pm. You arrived at 6:45 pm. Explain the problem and effect and request a response. Do not invent legal entitlements.

Include all of the following:

- Give the supplied times accurately.
- Explain the effect on your visit without exaggerating.
- Request a practical action or explanation and a reply.

Learning target: 150-220 words. In your actual exam follow the task's own guidance. For timed practice, use no dictionary, spellcheck, grammar assistant, copied model or AI-generated response.

Purpose, audience and format

Paragraph / step plan and key facts

Detail or example that develops my answer

Continue your independent draft on the next page. Model and feedback: 109-110.

WRITING TASK 2 • FORMAL LETTER

My independent draft

Use the task on the previous page. Include appropriate format details and paragraph breaks. Continue on extra labelled paper if needed. Reserve time to check the whole message and accuracy.

After finishing: check task coverage → useful detail → organisation/register → sentences → punctuation → spelling. Mark only after the whole task or mock pair is complete.

WRITING TASK 3 • PRACTICE • 20 MARKS

Make a study partnership useful

TASK

Write an article for a learner newsletter about studying with a partner. Explain how to organise it, develop two benefits and discuss one possible difficulty.

Include all of the following:

- Use a suitable heading and an opening for learners.
- Explain two benefits with examples.
- Address a difficulty and finish with useful advice.

Learning target: 150-220 words. In your actual exam follow the task's own guidance. For timed practice, use no dictionary, spellcheck, grammar assistant, copied model or AI-generated response.

Purpose, audience and format

Paragraph / step plan and key facts

Detail or example that develops my answer

Continue your independent draft on the next page. Model and feedback: 111-112.

WRITING TASK 3 • ARTICLE

My independent draft

Use the task on the previous page. Include appropriate format details and paragraph breaks. Continue on extra labelled paper if needed. Reserve time to check the whole message and accuracy.

After finishing: check task coverage → useful detail → organisation/register → sentences → punctuation → spelling. Mark only after the whole task or mock pair is complete.

WRITING TASK 4 • PRACTICE • 20 MARKS

Evaluate a museum information evening

TASK

Write a review for a local community website of a fictional museum information evening. You may invent details. Describe what happened, evaluate one strength and one limitation, and recommend who would benefit.

Include all of the following:

- Give enough context for the reader to understand the event.
- Support praise and criticism with specific examples.
- Give a recommendation suited to a particular visitor.

Learning target: 150-220 words. In your actual exam follow the task's own guidance. For timed practice, use no dictionary, spellcheck, grammar assistant, copied model or AI-generated response.

Purpose, audience and format

Paragraph / step plan and key facts

Detail or example that develops my answer

Continue your independent draft on the next page. Model and feedback: 113-114.

WRITING TASK 4 • REVIEW

My independent draft

Use the task on the previous page. Include appropriate format details and paragraph breaks. Continue on extra labelled paper if needed. Reserve time to check the whole message and accuracy.

After finishing: check task coverage → useful detail → organisation/register → sentences → punctuation → spelling. Mark only after the whole task or mock pair is complete.

WRITING TASK 5 • PRACTICE • 20 MARKS

Recommend a classroom-storage improvement

TASK

Write a report for a fictional training manager. Use this teaching data: twelve comments were collected; six mention missing labels, four mention crowded shelves and two mention difficulty returning materials. Recommend a first action and a way to review it.

Include all of the following:

- Report the figures accurately without treating them as all learners' views.
- Explain one practical recommendation based on the findings.
- Suggest how its usefulness could be checked.

Learning target: 150-220 words. In your actual exam follow the task's own guidance. For timed practice, use no dictionary, spellcheck, grammar assistant, copied model or AI-generated response.

Purpose, audience and format

Paragraph / step plan and key facts

Detail or example that develops my answer

Continue your independent draft on the next page. Model and feedback: 115-116.

WRITING TASK 5 • REPORT

My independent draft

Use the task on the previous page. Include appropriate format details and paragraph breaks. Continue on extra labelled paper if needed. Reserve time to check the whole message and accuracy.

After finishing: check task coverage → useful detail → organisation/register → sentences → punctuation → spelling. Mark only after the whole task or mock pair is complete.

WRITING TASK 6 • PRACTICE • 20 MARKS

Explain a fictional equipment-booking process

TASK

Write instructions for reserving a classroom camera in a fictional centre. Users must submit a request, receive approval, collect at reception and return by the agreed time. Approval depends on availability. Include preparation and explain why confirmation matters.

Include all of the following:

- Put the required actions in a logical order.
- Make the approval condition explicit.
- Use clear commands and explain one important reason.

Learning target: 150-220 words. In your actual exam follow the task's own guidance. For timed practice, use no dictionary, spellcheck, grammar assistant, copied model or AI-generated response.

Purpose, audience and format

Paragraph / step plan and key facts

Detail or example that develops my answer

Continue your independent draft on the next page. Model and feedback: 117-118.

WRITING TASK 6 • INSTRUCTIONS

My independent draft

Use the task on the previous page. Include appropriate format details and paragraph breaks. Continue on extra labelled paper if needed. Reserve time to check the whole message and accuracy.

After finishing: check task coverage → useful detail → organisation/register → sentences → punctuation → spelling. Mark only after the whole task or mock pair is complete.

WRITING TASK 7 • PRACTICE • 20 MARKS

Describe learning a practical skill

TASK

Write a personal account for a learner newsletter about trying a new practical skill. You may invent the experience. Include a difficulty, how you responded and a reflection linked to the outcome.

Include all of the following:

- Establish setting and a clear event sequence.
- Develop a difficulty and response with relevant detail.
- End with a reflection connected to the experience.

Learning target: 150-220 words. In your actual exam follow the task's own guidance. For timed practice, use no dictionary, spellcheck, grammar assistant, copied model or AI-generated response.

Purpose, audience and format

Paragraph / step plan and key facts

Detail or example that develops my answer

Continue your independent draft on the next page. Model and feedback: 119-120.

WRITING TASK 7 • NARRATIVE ACCOUNT

My independent draft

Use the task on the previous page. Include appropriate format details and paragraph breaks. Continue on extra labelled paper if needed. Reserve time to check the whole message and accuracy.

After finishing: check task coverage → useful detail → organisation/register → sentences → punctuation → spelling. Mark only after the whole task or mock pair is complete.

WRITING TASK 8 • PRACTICE • 20 MARKS

Suggest a weekend learning session

TASK

Write to Ms Rowan, manager of a fictional adult learning centre. Propose a weekend session, explain whom it would help, acknowledge a practical concern and ask the manager to consider a trial.

Include all of the following:

- Give a specific proposal rather than a vague request for more activities.
- Develop the benefit with a plausible example.
- Address a concern and request a response.

Learning target: 150-220 words. In your actual exam follow the task's own guidance. For timed practice, use no dictionary, spellcheck, grammar assistant, copied model or AI-generated response.

Purpose, audience and format

Paragraph / step plan and key facts

Detail or example that develops my answer

Continue your independent draft on the next page. Model and feedback: 121-122.

WRITING TASK 8 • LETTER OF PROPOSAL

My independent draft

Use the task on the previous page. Include appropriate format details and paragraph breaks. Continue on extra labelled paper if needed. Reserve time to check the whole message and accuracy.

After finishing: check task coverage → useful detail → organisation/register → sentences → punctuation → spelling. Mark only after the whole task or mock pair is complete.

WRITING TASK 9 • TIMED MOCK A • 20 MARKS

Mock A, Task 1: enquire about radio volunteering

TASK

Email Canal Radio’s volunteer coordinator. You want to help with a short interview, but you are a beginner. Explain your interest, give one relevant skill or experience, state availability and ask about training and preparation. You may invent consistent details.

Include all of the following:

- Interest and relevant support for suitability.
- Clear availability without assuming a role is guaranteed.
- Two relevant questions about training/preparation.

Learning target: 150-220 words. In your actual exam follow the task’s own guidance. For timed practice, use no dictionary, spellcheck, grammar assistant, copied model or AI-generated response.

Purpose, audience and format

Paragraph / step plan and key facts

Detail or example that develops my answer

Continue your independent draft on the next page. Model and feedback: 123-124.

WRITING TASK 9 • EMAIL

My independent draft

Use the task on the previous page. Include appropriate format details and paragraph breaks. Continue on extra labelled paper if needed. Reserve time to check the whole message and accuracy.

After finishing: check task coverage → useful detail → organisation/register → sentences → punctuation → spelling. Mark only after the whole task or mock pair is complete.

WRITING TASK 10 • TIMED MOCK A • 20 MARKS

Mock A, Task 2: make a group interview useful

TASK

Write an article for a learner newsletter about making a group interview with a visiting speaker useful. Explain preparation, listening and question-taking, and give a practical recommendation.

Include all of the following:

- Explain how to prepare relevant questions.
- Develop why listening matters during the answers.
- Suggest a respectful way to manage turns and finish with advice.

Learning target: 150-220 words. In your actual exam follow the task's own guidance. For timed practice, use no dictionary, spellcheck, grammar assistant, copied model or AI-generated response.

Purpose, audience and format

Paragraph / step plan and key facts

Detail or example that develops my answer

Continue your independent draft on the next page. Model and feedback: 125-126.

WRITING TASK 10 • ARTICLE

My independent draft

Use the task on the previous page. Include appropriate format details and paragraph breaks. Continue on extra labelled paper if needed. Reserve time to check the whole message and accuracy.

After finishing: check task coverage → useful detail → organisation/register → sentences → punctuation → spelling. Mark only after the whole task or mock pair is complete.

WRITING TASK 11 • TIMED MOCK B • 20 MARKS

Mock B, Task 1: review a book-delivery trial

TASK

Write a report for a library manager using fictional feedback from twenty trial users: twelve comments mention unclear return dates, five request a wider title choice and three request larger print on slips. Recommend a first action and a review method.

Include all of the following:

- Accurately report the total and three counts.
- Recommend an action supported by the findings, with explanation.
- State how to check the result and note a limit of the evidence.

Learning target: 150-220 words. In your actual exam follow the task's own guidance. For timed practice, use no dictionary, spellcheck, grammar assistant, copied model or AI-generated response.

Purpose, audience and format

Paragraph / step plan and key facts

Detail or example that develops my answer

Continue your independent draft on the next page. Model and feedback: 127-128.

WRITING TASK 11 • REPORT

My independent draft

Use the task on the previous page. Include appropriate format details and paragraph breaks. Continue on extra labelled paper if needed. Reserve time to check the whole message and accuracy.

After finishing: check task coverage → useful detail → organisation/register → sentences → punctuation → spelling. Mark only after the whole task or mock pair is complete.

WRITING TASK 12 • TIMED MOCK B • 20 MARKS

Mock B, Task 2: evaluate a book-delivery experience

TASK

Write a review for a community website about a fictional library delivery trial. Describe your experience, evaluate one benefit and one limitation, and recommend who would find it useful. Invent consistent details and do not claim every library offers the service.

Include all of the following:

- Explain the experience clearly in its fictional setting.
- Support one benefit and one limitation with examples.
- Give a proportionate recommendation for a defined audience.

Learning target: 150-220 words. In your actual exam follow the task's own guidance. For timed practice, use no dictionary, spellcheck, grammar assistant, copied model or AI-generated response.

Purpose, audience and format

Paragraph / step plan and key facts

Detail or example that develops my answer

Continue your independent draft on the next page. Model and feedback: 129-130.

WRITING TASK 12 • REVIEW

My independent draft

Use the task on the previous page. Include appropriate format details and paragraph breaks. Continue on extra labelled paper if needed. Reserve time to check the whole message and accuracy.

After finishing: check task coverage → useful detail → organisation/register → sentences → punctuation → spelling. Mark only after the whole task or mock pair is complete.

ACCURACY SET 1 • 10 MARKS • NO EXTERNAL AIDS

Capitals and sentence endings

One mark per item. Write the requested correction or complete sentence. For open items, another grammatical answer with the required feature is valid.

1 [1 mark]. Correct capitals: “i will attend on friday in june.”

2 [1 mark]. Add the correct ending: “Could you confirm the room number”

3 [1 mark]. Add the correct ending: “I would like to know when the course starts”

4 [1 mark]. Create two sentences: “The room was full we waited outside”

5 [1 mark]. Correct capitals: “mina studies english at brookside centre.”

6 [1 mark]. Choose a suitable formal ending: “Please send the revised timetable”

7 [1 mark]. Punctuate as a direct question: “Are places still available”

8 [1 mark]. Correct: “My appointment is on monday. i will bring the form.”

9 [1 mark]. Add the sentence boundary: “I checked the date it was correct”

10 [1 mark]. Write one suitable complete exclamation about a fictional exciting event.

Answers: page 131. Score: ____ /10. Correct the cause and retry later.

ACCURACY SET 2 • 10 MARKS • NO EXTERNAL AIDS

Commas and apostrophes

One mark per item. Write the requested correction or complete sentence. For open items, another grammatical answer with the required feature is valid.

1 [1 mark]. Add list punctuation: “Bring a folder a pen and paper.”

2 [1 mark]. Show one tutor owning one desk: “the tutors desk”

3 [1 mark]. Show several tutors owning their desks: “the tutors desks”

4 [1 mark]. Choose its or it’s: “The centre changed ___ opening time.”

5 [1 mark]. Write the contraction for “they are ready”.

6 [1 mark]. Correct the plural: “Three session’s are planned.”

7 [1 mark]. Show possession: “the childrens books”.

8 [1 mark]. Add the comma: “If you arrive early wait at reception.”

9 [1 mark]. Expand “We don’t need to book.”

10 [1 mark]. Correct the comma splice using a conjunction: “The door was locked, we called reception.”

Answers: page 131. Score: ____ /10. Correct the cause and retry later.

ACCURACY SET 3 • 10 MARKS • NO EXTERNAL AIDS

Agreement and pronoun reference

One mark per item. Write the requested correction or complete sentence. For open items, another grammatical answer with the required feature is valid.

1 [1 mark]. Choose is or are: “The list of rooms ___ on the wall.”

2 [1 mark]. Choose has or have: “The learners ___ completed the task.”

3 [1 mark]. Correct: “Me and Noor wrote the email.”

4 [1 mark]. Correct: “The tutor helped Noor and I.”

5 [1 mark]. Choose asks or ask: “One learner ___ a question.”

6 [1 mark]. Correct: “They is waiting outside.”

7 [1 mark]. Correct: “Each folder have a label.”

8 [1 mark]. Make it clear that Lee lost the form: “Alex spoke to Lee after they lost the form.”

9 [1 mark]. Choose was or were: “The boxes ___ beside the counter yesterday.”

10 [1 mark]. Correct: “The learner have finished their notes.”

Answers: page 132. Score: ____ /10. Correct the cause and retry later.

ACCURACY SET 4 • 10 MARKS • NO EXTERNAL AIDS

Tenses and articles

One mark per item. Write the requested correction or complete sentence. For open items, another grammatical answer with the required feature is valid.

1 [1 mark]. Write in past tense: “I go to reception.”

2 [1 mark]. Choose a or an: “___ hour”.

3 [1 mark]. Choose a or an: “___ useful example”.

4 [1 mark]. Correct: “Yesterday I arrive and collect the form.”

5 [1 mark]. Correct for future time: “Next week I returned to class.”

6 [1 mark]. Choose a or an: “___ university course”.

7 [1 mark]. Correct: “She gave me an information.”

8 [1 mark]. Complete consistently: “Last Monday I wrote the report and ___ it to the manager.” Use send.

9 [1 mark]. Add an article: “I bought a folder. ___ folder has two pockets.”

10 [1 mark]. Correct: “I have wrote my name.”

Answers: page 132. Score: ____ /10. Correct the cause and retry later.

ACCURACY SET 5 • 10 MARKS • NO EXTERNAL AIDS

Complete and complex sentences

One mark per item. Write the requested correction or complete sentence. For open items, another grammatical answer with the required feature is valid.

1 [1 mark]. Complete “Although the room was busy, ...” as one sentence.

2 [1 mark]. Join with because: “I asked a question. The instruction was unclear.”

3 [1 mark]. Repair the fragment “When the session ended.”

4 [1 mark]. Join with but: “I wanted to attend. I was working.”

5 [1 mark]. Repair using two sentences: “The trainer explained it, we took notes.”

6 [1 mark]. Write a complex sentence beginning “If a place becomes available, ...”.

7 [1 mark]. Identify the main clause: “Because the bus was late, I missed the opening.”

8 [1 mark]. Identify the subordinate clause: “I checked the message before I travelled.”

9 [1 mark]. Correct the boundary: “We waited outside. Because the door was locked.”

10 [1 mark]. Write a complete complex sentence using who to add information about a tutor.

Answers: page 133. Score: ____ /10. Correct the cause and retry later.

ACCURACY SET 6 • 10 MARKS • NO EXTERNAL AIDS

Spelling and homophones

One mark per item. Write the requested correction or complete sentence. For open items, another grammatical answer with the required feature is valid.

1 [1 mark]. Choose there, their or they’re: “___ waiting at reception.”

2 [1 mark]. Choose your or you’re: “Please bring ___ folder.”

3 [1 mark]. Correct “recieve”.

4 [1 mark]. Correct “seperate”.

5 [1 mark]. Correct “definately”.

6 [1 mark]. Correct “equiptment”.

7 [1 mark]. Choose advice or advise: “Could you ___ me?”

8 [1 mark]. Choose affect or effect: “How will the change ___ my booking?”

9 [1 mark]. Correct “availible”.

10 [1 mark]. Choose there or their: “The learners left ___ notes over ___.”

Answers: page 133. Score: ____ /10. Correct the cause and retry later.

ACCURACY SET 7 • 10 MARKS • NO EXTERNAL AIDS

Word forms and precise editing

One mark per item. Write the requested correction or complete sentence. For open items, another grammatical answer with the required feature is valid.

1 [1 mark]. Make child plural.

2 [1 mark]. Make copy plural.

3 [1 mark]. Make key plural.

4 [1 mark]. Complete using make: “I am ___ a plan.”

5 [1 mark]. Complete using stop: “The bus ___ near the centre yesterday.”

6 [1 mark]. Choose apply or application: “Please send your ___.”

7 [1 mark]. Choose clear or clearly: “She explained the task ___.”

8 [1 mark]. Replace the vague pronoun, naming the timetable: “Please send it.”

9 [1 mark]. Replace the repeated noun appropriately: “Mina arrived. Mina asked a question.”

10 [1 mark]. Correct the past tense: “I bringed my notes.”

Answers: page 134. Score: ____ /10. Correct the cause and retry later.

ACCURACY SET 8 • 10 MARKS • NO EXTERNAL AIDS

Final proofreading: one focus per sentence

One mark per item. Write the requested correction or complete sentence. For open items, another grammatical answer with the required feature is valid.

1 [1 mark]. Correct the agreement: “The timetable show the new room.”

2 [1 mark]. Correct the homophone: “Their is a new timetable.”

3 [1 mark]. Correct the apostrophe: “The managers reply arrived.” One manager.

4 [1 mark]. Correct the spelling: “I need a confermation message.”

5 [1 mark]. Correct the tense: “Yesterday she writes the report.”

6 [1 mark]. Correct the article: “I received a email.”

7 [1 mark]. Correct the comma splice: “The room was busy, I returned later.”

8 [1 mark]. Correct the capital: “We will meet on thursday.”

9 [1 mark]. Correct the ending: “Could you confirm the time.”

10 [1 mark]. Correct the fragment: “Although the journey was long.”

Answers: page 134. Score: ____ /10. Correct the cause and retry later.

SLC PACK 1 • READER/TUTOR SCRIPT • KEEP HIDDEN FROM LISTENER

A clearer workplace handover

Reader: deliver the script naturally. Listener: use the next page with this print covered. For an initial learning attempt, agree whether a repeat is helpful; live assessment conditions come from the centre. This rehearsed task is not an approved live assessment.

I recommend that our fictional team tries a short handover board at the end of each shift. The aim is to make important unfinished tasks visible, not to replace the manager's approved procedures.

At present, information is sometimes passed through a quick conversation while one person is leaving. A colleague may hear the first point but miss the next one. A board with clear headings for completed work, outstanding tasks and questions could give the incoming team a shared starting point.

There is a practical concern. The board would help only if someone updates it and the next shift knows who can answer a question. We should agree that responsibility before beginning. We also need to avoid displaying confidential personal information.

I suggest a two-week trial, followed by a short review of whether staff could find the information they needed. If the board becomes a second list nobody trusts, it should be changed rather than kept simply because we started it.

Listening feedback: key information

- Trial a short shift-handover board.
- Headings: completed work, outstanding tasks, questions.
- Named updating responsibility and contact are needed.
- Keep confidential personal details off the board.
- Review usefulness after two weeks.

Check whether the listener identified the recommendation, relevant reasons and a limit. Do not expect word-for-word recall. Record what was understood and any useful question asked.

SLC PACK 1 • LEARNER PAGE

Listen, plan and respond

Keep the script covered. Listen to the reader, then summarise the main message aloud and ask a relevant question. After feedback, prepare your own different short talk below.

Main point and two relevant supporting details

A condition or limitation I heard

My genuine question and the response I received

MY OWN TALK

Explain a practical way to help someone understand a task at work or in study. Use a specific example and acknowledge one limit.

Prompts: opening, points with support, conclusion

Deliver to a partner using prompts, then answer two detailed questions actually asked. Do not read a full script.

SLC PACK 1 • LIVE PERFORMANCE PRACTICE

Discuss and record real evidence

GROUP DISCUSSION

Should the fictional team first introduce a handover board or improve the spoken handover? Recommend one first action and identify two conditions to check.

Practise with a small group where possible. Make your view clear, support it, respond to others and use respectful turn-taking. Different reasonable conclusions are accepted. Group size and timings here are learning choices, not board-wide rules.

Shared point	Observed example or brief quotation	Next step
1 Relevant listening		
2 Questions/requests		
3 Detailed responses		
4 Clear communication		
5 Supported view		
6 Relevant discussion		
7 Audience/medium		
8 Turn-taking		

Observer / learner / date

One thing to change and retry

A completed table is a learning record, not an official SLC award. The centre uses approved tasks, records, criteria and quality assurance. Keep rehearsed practice separate where board rules require different live topics. [S2, S10]

SLC PACK 2 • READER/TUTOR SCRIPT • KEEP HIDDEN FROM LISTENER

Booking places at a sports session

Reader: deliver the script naturally. Listener: use the next page with this print covered. For an initial learning attempt, agree whether a repeat is helpful; live assessment conditions come from the centre. This rehearsed task is not an approved live assessment.

Our sports club needs a fair way to manage places at the beginner session. I propose keeping online booking while also allowing requests through the club desk. The session has limited space, so a request would still need confirmation.

Online booking is convenient for members who use the website, but an online-only system could exclude someone who does not have reliable access. A desk option would provide another route without removing the capacity limit.

The two routes must use one booking record. Otherwise, staff could promise the same place to two people. We should also explain how to cancel so an unused place can be offered to someone else.

My suggestion is to test both routes for three sessions and note where confusion occurs. We should ask whether members received confirmation clearly, not just count how many requests arrived. A system is fairer when people understand both how to ask for a place and whether the place has actually been reserved.

Listening feedback: key information

- Keep online and desk request routes.
- Limited capacity means confirmation is still necessary.
- Use one shared booking record to avoid duplicate promises.
- Explain cancellation and offer unused places.
- Review three sessions and clarity of confirmation.

Check whether the listener identified the recommendation, relevant reasons and a limit. Do not expect word-for-word recall. Record what was understood and any useful question asked.

SLC PACK 2 • LEARNER PAGE

Listen, plan and respond

Keep the script covered. Listen to the reader, then summarise the main message aloud and ask a relevant question. After feedback, prepare your own different short talk below.

Main point and two relevant supporting details

A condition or limitation I heard

My genuine question and the response I received

MY OWN TALK

Explain how a club could make its joining information clearer for beginners.

Prompts: opening, points with support, conclusion

Deliver to a partner using prompts, then answer two detailed questions actually asked. Do not read a full script.

SLC PACK 2 • LIVE PERFORMANCE PRACTICE

Discuss and record real evidence

GROUP DISCUSSION

Choose a fair first improvement: two booking routes or clearer cancellation information. Explain your recommendation and a practical limitation.

Practise with a small group where possible. Make your view clear, support it, respond to others and use respectful turn-taking. Different reasonable conclusions are accepted. Group size and timings here are learning choices, not board-wide rules.

Shared point	Observed example or brief quotation	Next step
1 Relevant listening		
2 Questions/requests		
3 Detailed responses		
4 Clear communication		
5 Supported view		
6 Relevant discussion		
7 Audience/medium		
8 Turn-taking		

Observer / learner / date

One thing to change and retry

A completed table is a learning record, not an official SLC award. The centre uses approved tasks, records, criteria and quality assurance. Keep rehearsed practice separate where board rules require different live topics. [S2, S10]

SLC PACK 3 • READER/TUTOR SCRIPT • KEEP HIDDEN FROM LISTENER

Choosing community garden roles

Reader: deliver the script naturally. Listener: use the next page with this print covered. For an initial learning attempt, agree whether a repeat is helpful; live assessment conditions come from the centre. This rehearsed task is not an approved live assessment.

I would like the garden group to offer a small choice of volunteer roles rather than ask every new person to do the same job. Some people enjoy working with plants, while others may prefer labelling, organising information or welcoming visitors.

A short role description could explain the task, the usual time commitment and whom to ask for guidance. This would help a new volunteer choose something suitable without pretending that they already know every gardening term.

We must be realistic about supervision. Offering five different roles is not useful if nobody can explain them or support a beginner. I suggest starting with two well-defined options and expanding only when the team has enough support.

After the first month, we could ask volunteers whether the description matched their experience. We should also note which questions were not answered by the information sheet. The purpose is to make expectations clear, not to guarantee that one role will suit everyone permanently.

Listening feedback: key information

- Offer a small choice of roles.
- Descriptions should state task, commitment and guidance contact.
- Different interests can suit different contributions.
- Begin with two options if supervision is limited.
- Review descriptions against actual experience after one month.

Check whether the listener identified the recommendation, relevant reasons and a limit. Do not expect word-for-word recall. Record what was understood and any useful question asked.

SLC PACK 3 • LEARNER PAGE

Listen, plan and respond

Keep the script covered. Listen to the reader, then summarise the main message aloud and ask a relevant question. After feedback, prepare your own different short talk below.

Main point and two relevant supporting details

A condition or limitation I heard

My genuine question and the response I received

MY OWN TALK

Describe a useful volunteer role and the information a beginner would need before joining.

Prompts: opening, points with support, conclusion

Deliver to a partner using prompts, then answer two detailed questions actually asked. Do not read a full script.

SLC PACK 3 • LIVE PERFORMANCE PRACTICE

Discuss and record real evidence

GROUP DISCUSSION

Should the group start with two detailed roles or a larger range of flexible tasks? Agree a recommendation supported by reasons and state what needs checking.

Practise with a small group where possible. Make your view clear, support it, respond to others and use respectful turn-taking. Different reasonable conclusions are accepted. Group size and timings here are learning choices, not board-wide rules.

Shared point	Observed example or brief quotation	Next step
1 Relevant listening		
2 Questions/requests		
3 Detailed responses		
4 Clear communication		
5 Supported view		
6 Relevant discussion		
7 Audience/medium		
8 Turn-taking		

Observer / learner / date

One thing to change and retry

A completed table is a learning record, not an official SLC award. The centre uses approved tasks, records, criteria and quality assurance. Keep rehearsed practice separate where board rules require different live topics. [S2, S10]

SLC PACK 4 • READER/TUTOR SCRIPT • KEEP HIDDEN FROM LISTENER

Collecting useful transport feedback

Reader: deliver the script naturally. Listener: use the next page with this print covered. For an initial learning attempt, agree whether a repeat is helpful; live assessment conditions come from the centre. This rehearsed task is not an approved live assessment.

A passenger group is considering how to give feedback about a proposed Saturday bus change. I suggest collecting specific journey examples instead of asking only whether people like earlier buses.

A useful comment could state the time someone needs to reach work or the service they need to connect with. That helps explain the practical effect of the proposal. It does not mean one person can speak for every passenger.

The group should accept written comments at a staffed session as well as online messages. People without regular internet access should still have a way to contribute. Each comment needs to remain the passenger's own view rather than become a sentence chosen by the organiser.

My concern is that a large pile of comments can be difficult to summarise fairly. We should group similar issues while keeping important differences visible. Before sending the summary, we could ask contributors whether it represents what they meant. Clear feedback is useful only if it preserves the point people were actually making.

Listening feedback: key information

- Collect specific journey examples, not only general approval.
- Use work-arrival or connection details.
- Do not treat one account as everyone's view.
- Provide staffed/written and online routes.
- Group comments fairly and check meaning before submission.

Check whether the listener identified the recommendation, relevant reasons and a limit. Do not expect word-for-word recall. Record what was understood and any useful question asked.

SLC PACK 4 • LEARNER PAGE

Listen, plan and respond

Keep the script covered. Listen to the reader, then summarise the main message aloud and ask a relevant question. After feedback, prepare your own different short talk below.

Main point and two relevant supporting details

A condition or limitation I heard

My genuine question and the response I received

MY OWN TALK

Explain how to give clear feedback about a service without making unsupported claims.

Prompts: opening, points with support, conclusion

Deliver to a partner using prompts, then answer two detailed questions actually asked. Do not read a full script.

SLC PACK 4 • LIVE PERFORMANCE PRACTICE

Discuss and record real evidence

GROUP DISCUSSION

Choose how to collect and summarise passenger comments. Address access, fairness and one practical workload concern.

Practise with a small group where possible. Make your view clear, support it, respond to others and use respectful turn-taking. Different reasonable conclusions are accepted. Group size and timings here are learning choices, not board-wide rules.

Shared point	Observed example or brief quotation	Next step
1 Relevant listening		
2 Questions/requests		
3 Detailed responses		
4 Clear communication		
5 Supported view		
6 Relevant discussion		
7 Audience/medium		
8 Turn-taking		

Observer / learner / date

One thing to change and retry

A completed table is a learning record, not an official SLC award. The centre uses approved tasks, records, criteria and quality assurance. Keep rehearsed practice separate where board rules require different live topics. [S2, S10]

SLC PACK 5 • READER/TUTOR SCRIPT • KEEP HIDDEN FROM LISTENER

A digital-help drop-in

Reader: deliver the script naturally. Listener: use the next page with this print covered. For an initial learning attempt, agree whether a repeat is helpful; live assessment conditions come from the centre. This rehearsed task is not an approved live assessment.

I propose a small digital-help drop-in where visitors can ask about everyday tasks such as finding a saved file or using a document menu. It should be a place for learning a method, not handing over responsibility for personal accounts.

The helper would first ask what the visitor wants to achieve and what they have already tried. A short explanation using the visitor's own words could then be more useful than a rapid sequence of unfamiliar technical terms.

There are limits. Helpers should not ask people to share passwords or make decisions about private financial or personal matters. The project would need agreed boundaries and an appropriate way to refer questions beyond the helper's role.

I suggest a booked trial with a few places so each person has time to explain the problem. We could review whether visitors felt able to repeat the task independently afterward. The aim is confidence and understanding, not simply getting through as many questions as possible.

Listening feedback: key information

- Small digital-help learning drop-in.
- Ask the goal and what the visitor has tried.
- Use understandable explanations.
- No password sharing; define boundaries and referrals.
- Booked trial reviewed for independent ability to repeat the task.

Check whether the listener identified the recommendation, relevant reasons and a limit. Do not expect word-for-word recall. Record what was understood and any useful question asked.

SLC PACK 5 • LEARNER PAGE

Listen, plan and respond

Keep the script covered. Listen to the reader, then summarise the main message aloud and ask a relevant question. After feedback, prepare your own different short talk below.

Main point and two relevant supporting details

A condition or limitation I heard

My genuine question and the response I received

MY OWN TALK

Explain one non-sensitive digital or study process clearly to a beginner. Avoid account credentials or personal information.

Prompts: opening, points with support, conclusion

Deliver to a partner using prompts, then answer two detailed questions actually asked. Do not read a full script.

SLC PACK 5 • LIVE PERFORMANCE PRACTICE

Discuss and record real evidence

GROUP DISCUSSION

Should the trial use booked appointments or an open drop-in? Recommend a first approach, with reasons and clear limits to the helper's role.

Practise with a small group where possible. Make your view clear, support it, respond to others and use respectful turn-taking. Different reasonable conclusions are accepted. Group size and timings here are learning choices, not board-wide rules.

Shared point	Observed example or brief quotation	Next step
1 Relevant listening		
2 Questions/requests		
3 Detailed responses		
4 Clear communication		
5 Supported view		
6 Relevant discussion		
7 Audience/medium		
8 Turn-taking		

Observer / learner / date

One thing to change and retry

A completed table is a learning record, not an official SLC award. The centre uses approved tasks, records, criteria and quality assurance. Keep rehearsed practice separate where board rules require different live topics. [S2, S10]

SLC PACK 6 • READER/TUTOR SCRIPT • KEEP HIDDEN FROM LISTENER

Organising a shared event room

Reader: deliver the script naturally. Listener: use the next page with this print covered. For an initial learning attempt, agree whether a repeat is helpful; live assessment conditions come from the centre. This rehearsed task is not an approved live assessment.

At last month’s fictional book fair, the room became crowded near the entrance because the information table was beside the first display. Several visitors stopped there while others were trying to come in. The volunteers moved a sign, but the queue was still unclear.

For the next event, I suggest placing the information table farther inside and marking a clear route to it. This is a proposal for the planning group to check with the venue, not a substitute for its actual access or safety arrangements.

A different option is to keep the table where it is and add a volunteer to direct visitors. That may be easier at first, but it depends on someone being available throughout the event.

I prefer testing a revised layout before the doors open. Volunteers could walk through the intended route and identify confusing signs. We should ask the venue to approve the final arrangement and make sure changes are explained to everyone helping on the day.

Listening feedback: key information

- Previous crowding near entrance/information table.
- Proposal: move table inside and mark route.
- Alternative: retain table with directing volunteer.
- Staffing availability limits the alternative.
- Test layout and obtain venue approval; follow actual arrangements.

Check whether the listener identified the recommendation, relevant reasons and a limit. Do not expect word-for-word recall. Record what was understood and any useful question asked.

SLC PACK 6 • LEARNER PAGE

Listen, plan and respond

Keep the script covered. Listen to the reader, then summarise the main message aloud and ask a relevant question. After feedback, prepare your own different short talk below.

Main point and two relevant supporting details

A condition or limitation I heard

My genuine question and the response I received

MY OWN TALK

Describe an event-planning improvement using a clear account of a difficulty and its response.

Prompts: opening, points with support, conclusion

Deliver to a partner using prompts, then answer two detailed questions actually asked. Do not read a full script.

SLC PACK 6 • LIVE PERFORMANCE PRACTICE

Discuss and record real evidence

GROUP DISCUSSION

Recommend a first action for the fictional event: change the layout or add a directing volunteer. Discuss a benefit, a limitation and what the venue must confirm.

Practise with a small group where possible. Make your view clear, support it, respond to others and use respectful turn-taking. Different reasonable conclusions are accepted. Group size and timings here are learning choices, not board-wide rules.

Shared point	Observed example or brief quotation	Next step
1 Relevant listening		
2 Questions/requests		
3 Detailed responses		
4 Clear communication		
5 Supported view		
6 Relevant discussion		
7 Audience/medium		
8 Turn-taking		

Observer / learner / date

One thing to change and retry

A completed table is a learning record, not an official SLC award. The centre uses approved tasks, records, criteria and quality assurance. Keep rehearsed practice separate where board rules require different live topics. [S2, S10]

READING SET 1 • ANSWERS 1-8

A museum evening for new volunteers

Original marking guidance. Brackets allocate marks to the stated evidence. Accept accurate equivalent wording unless an exact quotation is requested. Award each point once; do not infer unsupported content.

Q1 [2 marks; content 9]. Thursday 14 May (1). Book before 8 May (1). Do not confuse the event date with the deadline.

Q2 [2 marks; content 14]. “On arrival” (1). It groups the entrance/reception instructions so a visitor can locate them directly (1).

Q3 [1 mark; content 12]. C: to invite potential volunteers to the information evening (1). The notice explains attending and booking, not a completed survey.

Q4 [2 marks; content 13]. From time to time or not regularly (1). A fitting replacement is “now and then”, or another equivalent that fits availability (1).

Q5 [2 marks; content 11]. Peter says he can usually offer the same morning each week (checkable reported claim, 1). Nia thinks a small conversation would be preferable/helpful (opinion, 1). Reported claims need not be independently proven for classification.

Q6 [3 marks; content 9]. Any three: explaining role duties; time commitment; training; small conversations; a contact afterward (1 each). Do not count paraphrases of the same point twice.

Q7 [2 marks; content 12]. “Discover the stories, meet the people, find your role!” (1). A group/rule of three, with three linked commands (1).

Q8 [2 marks; content 18]. The comma marks the boundary before the linked contrasting clause (1). But contrasts a pleasant welcome with the additional need for realistic role information (1). “A pause” alone is not enough.

READING SET 1 • ANSWERS 9-15

A museum evening for new volunteers

Original marking guidance. Brackets allocate marks to the stated evidence. Accept accurate equivalent wording unless an exact quotation is requested. Award each point once; do not infer unsupported content.

Q9 [1 mark; content 17]. B: a record describing the items in the museum collection (1).

Q10 [2 marks; content 15]. Visitors appear able to sit or rest while waiting (1), supported by the bench shown beside the entrance (1). Do not infer that all facilities are accessible or free.

Q11 [1 mark; content 16]. For example, “You do not need previous museum experience” (1). Other exact direct-address wording is accepted.

Q12 [3 marks; content 10]. Nia needs flexible/occasional availability, whereas Peter can usually attend regularly (difference, 1). Both want information before deciding (shared need, 1), with the link supported by Nia’s role questions and Peter’s training/tour questions (1).

Q13 [2 marks; content 11]. Visitors should leave with accurate, realistic understanding (1), rather than only feeling positive about the museum without knowing what the role requires (1).

Q14 [2 marks; content 12]. Adults considering volunteering (1). Text A invites adults, mentions volunteer roles or says previous museum experience is unnecessary (1).

Q15 [3 marks; content 9]. Any three distinct relevant features: clear role/time information; time to ask questions; small conversation tables; trained/available staff; follow-up contact; access discussion; realistic descriptions of limits (1 each).

AFTER MARKING

Score: ____ /30
My least secure reading skill: _____
Evidence I missed or misread: _____
Lesson to revisit and retry date: _____

READING SET 2 • ANSWERS 1-8

A new starter at a fulfilment centre

Original marking guidance. Brackets allocate marks to the stated evidence. Accept accurate equivalent wording unless an exact quotation is requested. Award each point once; do not infer unsupported content.

Q1 [2 marks; content 9]. 9 am (1); training room (1).

Q2 [2 marks; content 14]. “Before Monday” (1). It groups pre-arrival actions so the reader can find what to do before the first shift (1).

Q3 [1 mark; content 12]. A: practical instructions for attending the first induction (1).

Q4 [2 marks; content 13]. Able to be used in place of each other (1). “Used as substitutes for one another” or an equivalent fitting replacement (1). Here the writer warns against doing this with the documents.

Q5 [2 marks; content 11]. Claim: Ellis has not worked in dispatch before, or visited reception for an interview (1). Opinion/preference: a glossary would be helpful, or Ellis would rather ask than pretend (1).

Q6 [3 marks; content 9]. Any three: explain reasons; demonstrate examples; explain vocabulary; invite questions after sections; check understanding with a simple example; use short sections (1 each).

Q7 [2 marks; content 12]. “A clear start, a patient introduction and a chance to ask questions” (1). It groups three desired benefits to reassure new starters about the welcome (1).

Q8 [2 marks; content 18]. The apostrophe shows one employer’s possession/association with its procedures (1). The comma marks the contrast between the two groups introduced by while (1).

READING SET 2 • ANSWERS 9-15

A new starter at a fulfilment centre

Original marking guidance. Brackets allocate marks to the stated evidence. Accept accurate equivalent wording unless an exact quotation is requested. Award each point once; do not infer unsupported content.

Q9 [1 mark; content 17]. D: a document recording goods being sent out (1). An invoice has a different job.

Q10 [2 marks; content 15]. Personal belongings could be stored in a lockable place (1), suggested by the lockers with a padlock (1). It does not establish insurance or a universal security guarantee.

Q11 [1 mark; content 16]. For example, “Visitors must not enter the packing area alone” (1). Other exact formal instructions are accepted.

Q12 [3 marks; content 10]. Jo expects some words to be familiar from shop work, whereas Ellis is concerned about remembering unfamiliar dispatch terms (1). Both want vocabulary explained in practical context (1), supported by Jo’s request for an example and Ellis’s glossary-plus-explanation request (1). Do not infer that Ellis has never held any job.

Q13 [2 marks; content 11]. The explanation helps staff understand the reason (1), but they must still follow the employer’s actual approved process rather than substitute a trainer’s improvised method (1).

Q14 [2 marks; content 12]. Trainers or people planning workplace induction (1). Evidence: the writer recommends sections, demonstrations, invitations to questions or checking understanding (1).

Q15 [3 marks; content 9]. Any three distinct supported points: check travel; bring/reference the staff details; ask how to present the reference; ask about unfamiliar terms; identify a later contact; notify recruitment if unable to attend and await reply (1 each).

AFTER MARKING

Score: ____ /30
My least secure reading skill: _____
Evidence I missed or misread: _____
Lesson to revisit and retry date: _____

READING SET 3 • ANSWERS 1-8

A bus-route consultation

Original marking guidance. Brackets allocate marks to the stated evidence. Accept accurate equivalent wording unless an exact quotation is requested. Award each point once; do not infer unsupported content.

Q1 [2 marks; content 9]. 20 June (1); Tuesday 9 June (1).

Q2 [2 marks; content 14]. The “How to respond” subheading (1) groups the form, return route and deadline so readers can find the action instructions (1).

Q3 [1 mark; content 12]. D: invite Route 8 passengers to comment on the proposed change (1). No decision is yet made.

Q4 [2 marks; content 13]. Not accepted or not approved (1); for example “turned down” fits the proposal context (1).

Q5 [2 marks; content 11]. Claim: Alma’s shift starts at 8 am, or Ben uses the route for a connection (1). Opinion/preference: Alma hopes for an explanation, or Ben values the staffed session/supports inclusive consultation (1).

Q6 [3 marks; content 9]. Which journey would be used (1), how often (1), and what difficulty the current timetable creates (1).

Q7 [2 marks; content 12]. “Your journey, your needs, your chance to comment” (1). Repeated your addresses passengers personally and emphasises their involvement (1).

Q8 [2 marks; content 18]. It shows the comment belonging to/coming from one passenger (1). The comma separates the introductory if-clause from the main clause (1).

READING SET 3 • ANSWERS 9-15

A bus-route consultation

Original marking guidance. Brackets allocate marks to the stated evidence. Accept accurate equivalent wording unless an exact quotation is requested. Award each point once; do not infer unsupported content.

Q9 [1 mark; content 17]. A: seeking views or feedback before deciding on a proposal (1).

Q10 [2 marks; content 15]. People can wait under a shelter rather than entirely in the open (1), because the drawing shows a roof over the waiting area (1). Do not infer service reliability.

Q11 [1 mark; content 16]. For example, “Read the proposal sheet” or “return a comment form ... by 20 June” (1).

Q12 [3 marks; content 10]. Alma needs to reach work before her shift, whereas Ben needs a useful connection with another bus (1). Both need arrival information, not departure alone (1), supported by Alma’s shopping-centre arrival request and Ben’s connection concern (1).

Q13 [2 marks; content 11]. The earlier departure might still leave a long wait for the next bus (1), so the useful result depends on the connection/arrival time, not only the start time (1).

Q14 [2 marks; content 12]. Passengers using or considering Route 8 (1); the notice asks which journeys they use or states consultation concerns this route only (1).

Q15 [3 marks; content 9]. Any three: the exact proposal; that no decision is yet made; which timetable applies meanwhile; how people can respond; final decision; how feedback was considered; costs/demand conditions (1 each).

AFTER MARKING

Score: ____ /30
My least secure reading skill: _____
Evidence I missed or misread: _____
Lesson to revisit and retry date: _____

READING SET 4 • ANSWERS 1-8

A community printing service

Original marking guidance. Brackets allocate marks to the stated evidence. Accept accurate equivalent wording unless an exact quotation is requested. Award each point once; do not infer unsupported content.

Q1 [2 marks; content 9]. Number of copies required (1); whether the pages should be single-sided or double-sided (1). File checking and collection arrangements are not choices the customer is asked to state in the Preparing your file section.

Q2 [2 marks; content 14]. “Collection” (1). The labelled section groups collection timing/retention information so a reader can find it directly (1).

Q3 [1 mark; content 12]. B: explain preparation and collection of printing requests (1).

Q4 [2 marks; content 13]. Copied or printed what was supplied (1); a replacement such as “printed” fits this sentence (1).

Q5 [2 marks; content 11]. Dev needs thirty copies of a two-page document, or double-sided printing (1). Opinion/recommendation: allow time for a preview, or it is easier to correct a setting beforehand (1).

Q6 [3 marks; content 9]. Page count (1), page order (1), number of copies (1).

Q7 [2 marks; content 12]. “Clear pages, accurate copies, fewer surprises” (1). It promotes clear/reliable results and avoiding misunderstandings about the job (1).

Q8 [2 marks; content 18]. It shows one customer’s association/possession of the request (1). The comma marks the boundary between the opening conditional clause and the main clause (1).

READING SET 4 • ANSWERS 9-15

A community printing service

Original marking guidance. Brackets allocate marks to the stated evidence. Accept accurate equivalent wording unless an exact quotation is requested. Award each point once; do not infer unsupported content.

Q9 [1 mark; content 17]. C: printing on both sides of a sheet (1).

Q10 [2 marks; content 15]. Personal guidance from someone at a screen/counter is suggested (1), because a staff figure is pointing to the screen while a customer watches (1). Do not claim a guaranteed editing service.

Q11 [1 mark; content 16]. For example, “Check the page order” or “Wait for the collection message before travelling” (1).

Q12 [3 marks; content 10]. Maya focuses on cover/page count and correct content/order, whereas Dev focuses on multiple copies, sidedness and budget (1). Both want to check before approval (1), supported by Maya’s questions/preview and Dev’s preview/price request (1).

Q13 [2 marks; content 11]. The filename can help identify a version (1), but the actual pages may still contain errors or old content and must be checked (1).

Q14 [2 marks; content 12]. Printing-service users/customers (1), supported by explanations of options, customer checks and request approval (1).

Q15 [3 marks; content 9]. Any three: select correct file/content; check names; check dates; confirm page count/order; specify copies and sidedness; ask about confidential-material arrangements (1 each).

AFTER MARKING

Score: ____ /30
My least secure reading skill: _____
Evidence I missed or misread: _____
Lesson to revisit and retry date: _____

READING SET 5 • ANSWERS 1-8

Mock A: a neighbourhood radio project

Original marking guidance. Brackets allocate marks to the stated evidence. Accept accurate equivalent wording unless an exact quotation is requested. Award each point once; do not infer unsupported content.

Q1 [2 marks; content 9]. Saturday 11 July (1); by 3 July (1).

Q2 [2 marks; content 14]. “What happens next?” (1). The section groups the post-introduction process/limits so a reader can find the next-stage information (1).

Q3 [1 mark; content 12]. A: encourage/inform potential volunteers about attending the introduction (1). Attendance does not guarantee a regular role.

Q4 [2 marks; content 13]. People who may become volunteers/are considering it (1). “Potential volunteers” is a suitable replacement (1).

Q5 [2 marks; content 11]. Claim: Tessa can usually attend Saturday mornings, or Noah’s hours change (1). Preference: Tessa would prefer preparing an interview, or Noah values questions/behind-scenes work (1).

Q6 [3 marks; content 9]. Any three: organising information; welcoming a guest; preparing a programme outline; planning an opening/interview/announcement or running order (1 each, distinct tasks).

Q7 [2 marks; content 12]. “Bring your curiosity, share your ideas, explore a new skill!” (1). Group/rule of three linked commands (1).

Q8 [2 marks; content 18]. The apostrophe associates the answer with one guest (1). The colon introduces an explanation of the limits, following a complete introductory clause (1).

READING SET 5 • ANSWERS 9-15

Mock A: a neighbourhood radio project

Original marking guidance. Brackets allocate marks to the stated evidence. Accept accurate equivalent wording unless an exact quotation is requested. Award each point once; do not infer unsupported content.

Q9 [1 mark; content 17]. B: the planned sequence and approximate timings of programme items (1).

Q10 [2 marks; content 15]. A conversation/interview between two people could be recorded (1), suggested by two people, each with a microphone, facing the shared recording area (1). Do not infer who the speakers are.

Q11 [1 mark; content 16]. “right up my street” (1) is a conversational idiom expressing that radio suits Tessa’s interests.

Q12 [3 marks; content 10]. Tessa prefers helping with an interview, whereas Noah prefers organising/checking information or planning (1). Both need realistic role/training information or a chance for questions (1), supported by their specific requests in the posts (1).

Q13 [2 marks; content 11]. It sets an expected sequence/timing (1), but a live programme may need adjustments rather than follow every detail unchanged (1).

Q14 [2 marks; content 12]. People considering radio volunteering, including beginners (1); support from “prospective volunteers” or no broadcasting experience required (1).

Q15 [3 marks; content 9]. Any three: variety of roles; what the tasks involve; training; importance of listening; timing/availability limits; approved technical processes; next steps/realistic commitments (1 each).

AFTER MARKING

Score: ____ /30
My least secure reading skill: _____
Evidence I missed or misread: _____
Lesson to revisit and retry date: _____

READING SET 6 • ANSWERS 1-8

Mock B: a library delivery trial

Original marking guidance. Brackets allocate marks to the stated evidence. Accept accurate equivalent wording unless an exact quotation is requested. Award each point once; do not infer unsupported content.

Q1 [2 marks; content 9]. Six weeks (1). One of: membership number; requested books/types of books (1).

Q2 [2 marks; content 14]. “Returning books” subheading (1). It groups return-slip/date information so members can locate the relevant procedure directly (1).

Q3 [1 mark; content 12]. C: explain the delivery trial and how to request/use it (1). The service is a trial, not a permanent promise.

Q4 [2 marks; content 13]. Of primary importance/the focus of the choice (1). “Most important” or “at the heart of the decision” is a suitable replacement (1).

Q5 [2 marks; content 11]. Claim: Helen keeps a calendar beside her reading chair (1). Opinion/preference: Marcus says the trial sounds useful or clear information is as important as receiving the books (1). A reported factual claim is not automatically independently verified.

Q6 [3 marks; content 9]. Any three: requesting a title/type; title availability/reservations; delivery arrangements; return date; contact route; suitable information format; what happens after trial (1 each).

Q7 [2 marks; content 12]. “A thoughtful choice, a clear arrangement, a welcome delivery” (1). It groups three reassuring benefits to promote a positive impression of the service (1).

Q8 [2 marks; content 18]. The apostrophe associates interests with one member (1). The comma separates the opening conditional clause from the main clause (1).

READING SET 6 • ANSWERS 9-15

Mock B: a library delivery trial

Original marking guidance. Brackets allocate marks to the stated evidence. Accept accurate equivalent wording unless an exact quotation is requested. Award each point once; do not infer unsupported content.

Q9 [1 mark; content 17]. D: a recorded request for a specific item when it becomes available (1).

Q10 [2 marks; content 15]. Books could be moved together on wheels rather than all carried by hand (1), because a trolley holding a stack of books is shown (1). It does not prove the whole delivery journey uses no vehicle.

Q11 [1 mark; content 16]. For example, “Keep the return slip with the borrowed books” or “Contact the library by phone” (1).

Q12 [3 marks; content 10]. Helen tends to request a specific author/title, whereas Marcus prefers subject-based suggestions (1). Both need clear practical information (1), supported by Helen’s availability/return-date questions and Marcus’s format/trial questions (1).

Q13 [2 marks; content 11]. The catalogue records what the library holds (1), but another reader may currently have the copy, so it cannot necessarily be delivered immediately (1).

Q14 [2 marks; content 12]. Registered library members who find visiting difficult (1); the opening explicitly describes this group (1).

Q15 [3 marks; content 9]. Any three: demand/requests; member feedback on books; feedback on arrangements; readable information formats; choice matching interests; clear return/contact process; explanation/alternatives if the trial ends (1 each).

AFTER MARKING

Score: ____ /30
My least secure reading skill: _____
Evidence I missed or misread: _____
Lesson to revisit and retry date: _____

WRITING TASK 1 • EMAIL • ORIGINAL MODEL

One possible response

Read only after your own attempt. The model illustrates one valid response to this brief; it is not a text to memorise or submit. Word targets in this notebook are learning guides.

To: courses@westpool.example
Subject: Request to change my beginner swimming session

Dear Course Team,

I am writing about my place on the Tuesday beginner swimming course at 6 pm. My work shift has changed for the next month, so I will not be able to reach the pool before that session begins.

I would like to ask whether I could move to the Thursday session at the same level. I usually finish work earlier on Thursdays, which would give me enough time to travel and prepare. I have attended the first three lessons and would be keen to continue rather than miss several weeks of practice.

Could you confirm whether a Thursday place is available and explain what I need to do if a change is possible? Please also let me know whether the session follows the same course sequence, as I do not want to join a group that is much further ahead.

I understand that the move will depend on space, so I will keep my current booking until I receive your reply. Thank you for considering the request.

Kind regards,
Ari Lewis

WRITING TASK 1 • TASK-SPECIFIC FEEDBACK

Review the response and improve

Coverage and accuracy of the message

The current Tuesday booking, work change and Thursday request are all specific. The final paragraph does not assume approval.

Relevant detail and development

The travel and course-sequence details develop why the change matters rather than merely repeat the request.

Format, organisation and register

A precise subject, office greeting, short paragraphs and courteous close fit an email to a course team.

Spelling, punctuation and grammar

Check the complete complex sentence beginning “I understand ...” and the spelling of available, sequence and considering. The model is one possible response, not a script to submit.

Use the page 3 rubric	My score	Tutor score
Communication / content /5		
Relevant development / length /4		
Format, organisation and register /2		
Punctuation /3		
Grammar and sentences /3		
Spelling /3		
Total /20		

Record evidence for the score. A model response is not the only valid answer and is not an externally validated grade. Avoid penalising one error mechanically in every category.

One paragraph or sentence I will rewrite

WRITING TASK 2 • FORMAL LETTER • ORIGINAL MODEL

One possible response

Read only after your own attempt. The model illustrates one valid response to this brief; it is not a text to memorise or submit. Word targets in this notebook are learning guides.

24 Harbour Street
Brookside
BS2 4EF

19 November 2026

The Manager
Lantern Theatre
8 Quay Road
Brookside
BS2 4GH

Dear Sir or Madam,

I am writing about the start time shown in my ticket confirmation for the recent performance at Lantern Theatre. The message stated 7 pm, but the performance had actually begun at 6:30 pm.

I arrived at 6:45 pm because I expected to have fifteen minutes before the advertised start. Instead, I had already missed the opening part. Although staff helped me find my seat, it was difficult to understand the first scene without knowing what had happened earlier. I was disappointed because I had checked the confirmation before planning my journey.

Please investigate why the message gave a different time and explain how future customers will receive accurate information. It would also be helpful to know whom I should contact if details in a confirmation seem unclear. I have kept the message and can provide a copy if required.

I would appreciate a reply explaining the outcome of your review. Thank you for looking into the matter.

Yours faithfully,
Sam Patel

WRITING TASK 2 • TASK-SPECIFIC FEEDBACK

Review the response and improve

Coverage and accuracy of the message

The three supplied times are preserved, and the writer explains the resulting missed opening without inventing a demand for compensation.

Relevant detail and development

The effect is developed through following the story and checking the message before travel.

Format, organisation and register

Addresses, date, recipient, formal greeting and conventional matching close identify a formal letter. All addresses are fictional.

Spelling, punctuation and grammar

The although-clause has a complete main clause. Proofread past tense, punctuation and the spelling of confirmation and investigate.

Use the page 3 rubric	My score	Tutor score
Communication / content /5		
Relevant development / length /4		
Format, organisation and register /2		
Punctuation /3		
Grammar and sentences /3		
Spelling /3		
Total /20		

Record evidence for the score. A model response is not the only valid answer and is not an externally validated grade. Avoid penalising one error mechanically in every category.

One paragraph or sentence I will rewrite

WRITING TASK 3 • ARTICLE • ORIGINAL MODEL

One possible response

Read only after your own attempt. The model illustrates one valid response to this brief; it is not a text to memorise or submit. Word targets in this notebook are learning guides.

Two learners, one clear plan

Studying with someone else can be useful, but meeting at the same table is not enough on its own. A short plan helps both people know what they are trying to achieve.

Start by choosing one skill and agreeing how long to spend on it. For example, you could each attempt a reading question independently, then compare the evidence you selected. This gives you something precise to discuss instead of simply asking whether the answer looks right.

One benefit is hearing a different explanation. A partner may notice a clue you missed or describe a method in words that make more sense to you. Another benefit is practising how to explain your own reasoning. If you cannot make a step clear, you have found something useful to review.

However, one person can easily do all the talking. Agree to take turns and allow quiet time for independent work before discussing. If you disagree, return to the source or ask a tutor rather than deciding that the louder answer must be correct.

Keep the session manageable and end by choosing one thing to retry alone. A good partnership should help each learner become more independent, not make either person dependent on the other.

WRITING TASK 3 • TASK-SPECIFIC FEEDBACK

Review the response and improve

Coverage and accuracy of the message

The article fulfils organisation, two benefits and a practical difficulty, with a relevant ending.

Relevant detail and development

The reading-question example develops the advice. Benefits are distinguished: receiving an explanation and giving one.

Format, organisation and register

The heading and direct advice suit a learner newsletter; paragraphs have clear jobs.

Spelling, punctuation and grammar

Note controlled if/before clauses and the contrast introduced by however. Review the spelling of independently and reasoning.

Use the page 3 rubric	My score	Tutor score
Communication / content /5		
Relevant development / length /4		
Format, organisation and register /2		
Punctuation /3		
Grammar and sentences /3		
Spelling /3		
Total /20		

Record evidence for the score. A model response is not the only valid answer and is not an externally validated grade. Avoid penalising one error mechanically in every category.

One paragraph or sentence I will rewrite

WRITING TASK 4 • REVIEW • ORIGINAL MODEL

One possible response

Read only after your own attempt. The model illustrates one valid response to this brief; it is not a text to memorise or submit. Word targets in this notebook are learning guides.

A useful first look at museum volunteering

I attended Riverside Museum’s volunteer information evening because I wanted to understand the roles before applying. The event began with a short tour, followed by conversations with members of the team.

The strongest part was the chance to ask practical questions. I spoke to a volunteer who explained how a typical visitor-welcome shift works and what training a new person receives. This was more useful to me than a general list of reasons to volunteer because I could picture what I would actually do.

The tour was interesting, although the group moved quickly through the last room. I would have preferred a little more time there, especially as several people wanted to read the display labels. A clear signal about how long we had in each area would have helped.

Overall, I would recommend the evening to someone considering a first volunteer role. It gives a realistic introduction and a chance to meet the people involved. Visitors with specific questions should bring brief notes so they remember what to ask. The evening will not make the decision for you, but it can give you the information needed to choose a sensible next step.

WRITING TASK 4 • TASK-SPECIFIC FEEDBACK

Review the response and improve

Coverage and accuracy of the message

The opening describes the event and motive. Strength, limitation and audience-specific recommendation are all present.

Relevant detail and development

The typical-shift explanation supports praise; the rushed final room supports criticism and a suggested improvement.

Format, organisation and register

A heading and balanced personal evaluation suit a community review rather than a formal complaint.

Spelling, punctuation and grammar

The model uses complete complex sentences and a controlled shift from past experience to present recommendation. Check volunteer and recommend.

Use the page 3 rubric	My score	Tutor score
Communication / content /5		
Relevant development / length /4		
Format, organisation and register /2		
Punctuation /3		
Grammar and sentences /3		
Spelling /3		
Total /20		

Record evidence for the score. A model response is not the only valid answer and is not an externally validated grade. Avoid penalising one error mechanically in every category.

One paragraph or sentence I will rewrite

WRITING TASK 5 • REPORT • ORIGINAL MODEL

One possible response

Read only after your own attempt. The model illustrates one valid response to this brief; it is not a text to memorise or submit. Word targets in this notebook are learning guides.

Classroom storage review
Prepared for the training manager

Purpose
This report summarises twelve fictional comments about the classroom storage area and recommends a first improvement. The comments provide a small starting point rather than a complete account of every learner’s experience.

Findings
Six comments mention missing labels, four describe crowded shelves and two refer to difficulty returning materials. Missing labels are the most frequently mentioned issue in this set. The figures show how often these concerns were raised; they do not establish that every cupboard has the same problem.

Recommendation
I recommend adding clear labels to the shelves before buying new storage furniture. Each label should identify the type of material and match the wording used in classroom instructions. This would help learners find and return items without needing to ask a tutor every time. Staff should check that the labels can be read easily from the usual working position.

Review
After two weeks, the team could ask learners whether the labels helped and note any materials still being put in the wrong place. They should also check whether shelf crowding remains a separate difficulty. This would show whether the first action was useful and what needs attention next.

WRITING TASK 5 • TASK-SPECIFIC FEEDBACK

Review the response and improve

Coverage and accuracy of the message

All three counts and the total are correct. Findings are clearly distinguished from a proposed action.

Relevant detail and development

The recommendation responds to the largest count and explains both finding and returning materials. It does not claim labels solve crowding.

Format, organisation and register

Purpose, Findings, Recommendation and Review headings suit a manager-focused report.

Spelling, punctuation and grammar

The if/whether structures remain complete. Check plurals, agreement and the spelling of materials and frequently.

Use the page 3 rubric	My score	Tutor score
Communication / content /5		
Relevant development / length /4		
Format, organisation and register /2		
Punctuation /3		
Grammar and sentences /3		
Spelling /3		
Total /20		

Record evidence for the score. A model response is not the only valid answer and is not an externally validated grade. Avoid penalising one error mechanically in every category.

One paragraph or sentence I will rewrite

WRITING TASK 6 • INSTRUCTIONS • ORIGINAL MODEL

One possible response

Read only after your own attempt. The model illustrates one valid response to this brief; it is not a text to memorise or submit. Word targets in this notebook are learning guides.

How to request a classroom camera

Before you begin
Decide when you need the camera and check how long your activity will take. Have your learner number and contact details ready. A request can be considered only when staff know the date and the period you need.

Booking steps
1. Complete the camera request form at reception, giving the date, collection time and proposed return time.
2. Check the contact details before handing in the form. Staff will use them to confirm whether the camera is available.
3. Wait for an approval message before making final arrangements. If the camera is already booked, ask whether another time is possible.
4. Collect the camera at reception at the agreed time. Check the return arrangement with staff before leaving the desk.
5. Return it to reception by the confirmed deadline. Contact staff as soon as possible if you need to discuss a change.

Why confirmation matters
Submitting a form does not reserve the camera automatically. Another learner may have requested the same period, so staff must check availability first. Waiting for approval helps prevent two groups planning to use the same item at once. Keep the message so you can refer to the agreed times.

WRITING TASK 6 • TASK-SPECIFIC FEEDBACK

Review the response and improve

Coverage and accuracy of the message

Preparation and all required stages are present, including approval before collection and an agreed return.

Relevant detail and development

The condition is repeated clearly without contradicting the sequence. The reason connects it to competing requests.

Format, organisation and register

Numbering, commands and sections help a new user follow the process.

Spelling, punctuation and grammar

The model is a fictional booking procedure, not technical camera guidance. Check accurate commas, capitals and the spelling of availability.

Use the page 3 rubric	My score	Tutor score
Communication / content /5		
Relevant development / length /4		
Format, organisation and register /2		
Punctuation /3		
Grammar and sentences /3		
Spelling /3		
Total /20		

Record evidence for the score. A model response is not the only valid answer and is not an externally validated grade. Avoid penalising one error mechanically in every category.

One paragraph or sentence I will rewrite

WRITING TASK 7 • NARRATIVE ACCOUNT • ORIGINAL MODEL

One possible response

Read only after your own attempt. The model illustrates one valid response to this brief; it is not a text to memorise or submit. Word targets in this notebook are learning guides.

A question that changed the task

At my first sewing workshop, I chose a simple cloth bag because I wanted a task I could finish in one session. The tutor placed a sample on the table and explained the first stage while we arranged our materials.

I understood the general idea, but I could not work out which edge of my fabric matched the diagram. For several minutes, I turned the piece around and tried to copy the person beside me. That only made me more uncertain because their fabric had a different pattern.

Eventually, I asked the tutor to show the starting edge on my own piece. She pointed to the matching corner and explained the reason for the fold. Once I understood that connection, the diagram became useful instead of confusing. I completed the first stage slowly and then checked it before continuing.

The bag was not perfect, but it was mine and it held the notebook I had brought with me. More importantly, I left with a better way to approach an unfamiliar task. When something is unclear, asking a precise question can save more time than pretending to understand and copying a step that may not fit.

WRITING TASK 7 • TASK-SPECIFIC FEEDBACK

Review the response and improve

Coverage and accuracy of the message

The account moves from arrival/task through confusion and a question to a meaningful outcome.

Relevant detail and development

The changing fabric pattern explains why copying failed. The question is specific rather than a vague request for help.

Format, organisation and register

A personal heading, viewpoint and reflective conclusion suit the newsletter context.

Spelling, punctuation and grammar

Past tense controls the events; the final general lesson appropriately shifts to present. Check subordinate clauses and unfamiliar spellings.

Use the page 3 rubric	My score	Tutor score
Communication / content /5		
Relevant development / length /4		
Format, organisation and register /2		
Punctuation /3		
Grammar and sentences /3		
Spelling /3		
Total /20		

Record evidence for the score. A model response is not the only valid answer and is not an externally validated grade. Avoid penalising one error mechanically in every category.

One paragraph or sentence I will rewrite

WRITING TASK 8 • LETTER OF PROPOSAL • ORIGINAL MODEL

One possible response

Read only after your own attempt. The model illustrates one valid response to this brief; it is not a text to memorise or submit. Word targets in this notebook are learning guides.

9 Station View
Brookside
BS3 5JK

19 November 2026

Ms Rowan
Brookside Learning Centre
7 College Road
Brookside
BS3 5LM

Dear Ms Rowan,

I am writing to suggest a short Saturday study session once a month. It could give learners who work during the week a chance to review their work and ask questions in person.

Several people in my fictional study group finish work after the weekday centre sessions begin. For example, a learner on an early-evening shift may be able to attend on Saturday morning even when Tuesday is impossible. A monthly session would offer another route without requiring the centre to open every weekend.

I understand that staffing and room availability would need to be checked. For that reason, I suggest a two-session trial with advance booking. The booking record would help the centre see how many people intend to attend, and brief feedback afterward could show whether the time was useful.

Please consider whether this trial would be manageable and let learners know how they could express interest. I would be happy to help collect questions for the first session if the idea is taken forward.

Yours sincerely,
Casey Reed

WRITING TASK 8 • TASK-SPECIFIC FEEDBACK

Review the response and improve

Coverage and accuracy of the message

The proposal specifies frequency, day and purpose, with a limited trial instead of a permanent promise.

Relevant detail and development

The shift-work example develops a plausible benefit. The writer explicitly identifies invented classroom context rather than claiming a real survey.

Format, organisation and register

The named greeting matches Yours sincerely. Formal paragraphs and a clear requested response suit a proposal letter.

Spelling, punctuation and grammar

Check future/conditional wording, complex sentences and the spelling of availability and frequency-related expressions.

Use the page 3 rubric	My score	Tutor score
Communication / content /5		
Relevant development / length /4		
Format, organisation and register /2		
Punctuation /3		
Grammar and sentences /3		
Spelling /3		
Total /20		

Record evidence for the score. A model response is not the only valid answer and is not an externally validated grade. Avoid penalising one error mechanically in every category.

One paragraph or sentence I will rewrite

WRITING TASK 9 • EMAIL • ORIGINAL MODEL

One possible response

Read only after your own attempt. The model illustrates one valid response to this brief; it is not a text to memorise or submit. Word targets in this notebook are learning guides.

To: volunteers@canal.example
Subject: Enquiry about helping with a short interview

Dear Volunteer Coordinator,

I am interested in helping Canal Radio prepare a short interview. I enjoy listening to people explain their experiences, but I am a beginner and would like to learn alongside someone experienced before taking a presenting role.

In my study group, I often help organise questions for visiting speakers. I try to put them in a useful order and check that we do not ask for information the speaker has already given. This experience may be relevant to interview preparation, although I understand that radio work will involve new skills.

I am usually available on Saturday mornings and could attend a planned training session with advance notice. Could you explain what training a new volunteer receives and what preparation would be expected before a first interview? I would also like to know whether beginners can observe a session before taking part.

I understand that any role depends on the project’s needs and available places. Please let me know what the next step would be if my availability is suitable. Thank you for considering my enquiry.

Kind regards,
Morgan Hall

WRITING TASK 9 • TASK-SPECIFIC FEEDBACK

Review the response and improve

Coverage and accuracy of the message

The model covers interest, relevant experience, availability, training and preparation questions.

Relevant detail and development

The speaker-question example develops suitability without falsely claiming broadcasting expertise.

Format, organisation and register

Email addressing, subject, greeting and close are appropriate; paragraph jobs are distinct.

Spelling, punctuation and grammar

Check complete although/if clauses, apostrophes and words such as experienced and availability. The response is illustrative, not a predicted pass.

Use the page 3 rubric	My score	Tutor score
Communication / content /5		
Relevant development / length /4		
Format, organisation and register /2		
Punctuation /3		
Grammar and sentences /3		
Spelling /3		
Total /20		

Record evidence for the score. A model response is not the only valid answer and is not an externally validated grade. Avoid penalising one error mechanically in every category.

One paragraph or sentence I will rewrite

WRITING TASK 10 • ARTICLE • ORIGINAL MODEL

One possible response

Read only after your own attempt. The model illustrates one valid response to this brief; it is not a text to memorise or submit. Word targets in this notebook are learning guides.

An interview is more than a list of questions

A visiting speaker can offer useful information, but a group needs to do more than read out a prepared list. Good preparation and careful listening help everyone gain something from the conversation.

Before the visit, decide what you want to understand and check what the speaker has already shared. Write questions that seek missing information rather than repeat a published introduction. It helps to group similar questions so the discussion moves in a sensible order.

During an answer, listen for the point actually being made. A speaker may explain something that makes the next prepared question unnecessary. You might instead ask a follow-up that explores a useful example. This shows that the interview is an exchange, not a performance where every learner waits only for their own turn.

Turn-taking also matters. Agree how people will signal a question and allow the speaker to complete the answer before another person begins. If two people start together, one can pause and offer to continue afterward.

Finally, leave time to check the main message. A short summary gives the speaker a chance to correct a misunderstanding. Prepare a plan, but remain ready to adapt it: the most useful question may be the one you could ask only after listening.

WRITING TASK 10 • TASK-SPECIFIC FEEDBACK

Review the response and improve

Coverage and accuracy of the message

The required areas are all addressed, including a final adaptable-plan recommendation.

Relevant detail and development

The unnecessary-prepared-question example explains why live listening changes what to ask.

Format, organisation and register

Heading, accessible register and logical paragraphs suit a learner newsletter.

Spelling, punctuation and grammar

Complex clauses remain controlled. Check punctuation around transitions and spelling such as unnecessary and misunderstanding.

Use the page 3 rubric	My score	Tutor score
Communication / content /5		
Relevant development / length /4		
Format, organisation and register /2		
Punctuation /3		
Grammar and sentences /3		
Spelling /3		
Total /20		

Record evidence for the score. A model response is not the only valid answer and is not an externally validated grade. Avoid penalising one error mechanically in every category.

One paragraph or sentence I will rewrite

WRITING TASK 11 • REPORT • ORIGINAL MODEL

One possible response

Read only after your own attempt. The model illustrates one valid response to this brief; it is not a text to memorise or submit. Word targets in this notebook are learning guides.

Book-delivery trial feedback
Prepared for the library manager

Purpose
This report summarises twenty fictional feedback comments from users of the delivery trial and recommends a first improvement. The information concerns this small group and does not necessarily represent all library members.

Findings
Twelve comments mention unclear return dates. Five request a wider choice of titles, and three ask for larger print on the information slips. Return-date information is the most frequently mentioned issue in this set, although the other concerns also need attention.

Recommendation
I recommend making the agreed return date more prominent on every confirmation and slip. Staff could place it under a clear heading and confirm it verbally when arranging the delivery. This would give members more than one opportunity to understand the arrangement. The team should also check whether the size and format of the information suit the person receiving it.

Review
After the next two delivery rounds, staff could ask users whether they can find the return date easily and record any further enquiries about it. They should continue collecting comments about title choice and print size so those issues are not forgotten. Comparing the new responses with the original comments would help the manager decide whether the change worked or needs further adjustment.

WRITING TASK 11 • TASK-SPECIFIC FEEDBACK

Review the response and improve

Coverage and accuracy of the message

Counts total twenty and are correctly attributed to fictional comments, not all members.

Relevant detail and development

The recommendation responds to the largest category and gives a practical design and verbal check.

Format, organisation and register

Report headings separate purpose, findings, proposal and review; register suits a manager.

Spelling, punctuation and grammar

Check clear conditional clauses, plurals and terms such as prominent, confirmation and adjustment.

Use the page 3 rubric	My score	Tutor score
Communication / content /5		
Relevant development / length /4		
Format, organisation and register /2		
Punctuation /3		
Grammar and sentences /3		
Spelling /3		
Total /20		

Record evidence for the score. A model response is not the only valid answer and is not an externally validated grade. Avoid penalising one error mechanically in every category.

One paragraph or sentence I will rewrite

WRITING TASK 12 • REVIEW • ORIGINAL MODEL

One possible response

Read only after your own attempt. The model illustrates one valid response to this brief; it is not a text to memorise or submit. Word targets in this notebook are learning guides.

A convenient trial with one detail to improve

I tried Hillview Library’s book-delivery service because my work pattern made it difficult to visit during the usual opening hours. I requested a local-history title and asked the librarian to suggest another book on the same subject.

The best part was the conversation before delivery. The librarian explained that my first choice was already on loan and offered two alternatives instead of promising a book that was unavailable. I chose one after hearing a brief description, and it arrived on the agreed day. This made the service useful without removing my own choice.

However, the return date on the slip was easy to miss. I found it only after reading the small print twice. A separate heading and larger text would make that important detail clearer. I contacted the library to confirm the arrangement rather than assume the date.

I would recommend the trial to members who struggle to visit and are willing to discuss alternatives when a title is unavailable. It offers convenience and helpful guidance, but users should still check the confirmed dates and ask about any unclear information. I hope the library reviews the feedback before deciding how the service should develop.

WRITING TASK 12 • TASK-SPECIFIC FEEDBACK

Review the response and improve

Coverage and accuracy of the message

The experience, benefit, limitation and audience-specific recommendation are complete and consistent.

Relevant detail and development

The unavailable-title example supports praise; the hard-to-find return date supports a concrete improvement.

Format, organisation and register

The heading and balanced personal voice suit a review, not a manager’s report.

Spelling, punctuation and grammar

Past events and current recommendations use appropriate time relationships. Check accurate clauses and the spelling of alternatives and unavailable.

Use the page 3 rubric	My score	Tutor score
Communication / content /5		
Relevant development / length /4		
Format, organisation and register /2		
Punctuation /3		
Grammar and sentences /3		
Spelling /3		
Total /20		

Record evidence for the score. A model response is not the only valid answer and is not an externally validated grade. Avoid penalising one error mechanically in every category.

One paragraph or sentence I will rewrite

SETS 1 AND 2 • 20 PRACTICE MARKS

Accuracy answers and reasons

1. Capitals and sentence endings

1. I will attend on Friday in June. Capitalise I and the names of the day and month.

2. Could you confirm the room number? A direct question takes a question mark.

3. I would like to know when the course starts. This is a statement containing an indirect question.

4. The room was full. We waited outside. Two complete statements need an appropriate boundary.

5. Mina studies English at Brookside Centre. Names and the language name need capitals here.

6. Please send the revised timetable. An ordinary polite instruction can end with a full stop.

7. Are places still available? The sentence directly asks for information.

8. My appointment is on Monday. I will bring the form. Day name and pronoun I need capitals.

9. I checked the date. It was correct. A full stop and new capital separate the statements.

10. What an exciting evening it was! Accept another complete exclamation with controlled punctuation.

2. Commas and apostrophes

1. Bring a folder, a pen and paper. Separate the first two items; a serial comma is optional.

2. the tutor’s desk Singular owner takes apostrophe-s.

3. the tutors’ desks Regular plural owner ends in s, then apostrophe.

4. its Possessive its has no apostrophe.

5. They’re ready. The apostrophe marks missing letters.

6. Three sessions are planned. An ordinary plural does not take an apostrophe.

7. the children’s books Children is already plural; add apostrophe-s.

8. If you arrive early, wait at reception. The comma separates the opening if-clause.

9. We do not need to book. Don’t means do not.

10. The door was locked, so we called reception. Accept a suitable conjunction and accurate meaning.

One mark for the requested correct form. Accept alternative correct complete sentences for open items. If the answer asks for two parts, both are required for the single mark. These are practice allocations, not official board rules.

SETS 3 AND 4 • 20 PRACTICE MARKS

Accuracy answers and reasons

3. Agreement and pronoun reference

1. is List is the singular subject.

2. have Learners is plural.

3. Noor and I wrote the email. Use the subject form I.

4. The tutor helped Noor and me. Use object form me after helped.

5. asks Third-person singular present needs asks.

6. They are waiting outside. They takes are, including singular they.

7. Each folder has a label. Each folder is treated as singular.

8. Alex spoke to Lee after Lee lost the form. Accept any unambiguous equivalent with Lee losing it.

9. were Plural boxes takes were.

10. The learner has finished their notes. Singular learner takes has; their is acceptable.

4. Tenses and articles

1. I went to reception. Go has irregular past went.

2. an hour Hour begins with a vowel sound.

3. a useful example Useful begins with a consonant sound.

4. Yesterday I arrived and collected the form. Both completed actions use past tense.

5. Next week I will return to class. The future time needs a matching verb construction.

6. a university course University begins with a consonant sound.

7. She gave me some information. Or a piece of information; information is uncountable here.

8. sent Sent matches the past-time sequence.

9. The The second mention identifies the particular folder.

10. I have written my name. Present perfect uses the past participle written.

One mark for the requested correct form. Accept alternative correct complete sentences for open items. If the answer asks for two parts, both are required for the single mark. These are practice allocations, not official board rules.

SETS 5 AND 6 • 20 PRACTICE MARKS

Accuracy answers and reasons

5. Complete and complex sentences

1. Although the room was busy, I found a quiet seat. Accept a complete main clause with sensible meaning.

2. I asked a question because the instruction was unclear. The reason clause must be attached to the main clause.

3. When the session ended, we returned the equipment. Accept an appropriate main clause.

4. I wanted to attend, but I was working. The conjunction expresses the contrast.

5. The trainer explained it. We took notes. Remove the comma splice.

6. If a place becomes available, please let me know. Accept a complete relevant main clause.

7. I missed the opening. This clause can stand alone as a complete sentence.

8. before I travelled This clause depends on the main clause.

9. We waited outside because the door was locked. Attach the dependent reason clause.

10. The tutor who leads the evening course answered my question. Accept another grammatical sentence with a relative clause.

6. Spelling and homophones

1. They’re They are waiting.

2. your Possession, not you are.

3. receive Learn the letter sequence; spelling sayings have exceptions.

4. separate The middle vowel is a.

5. definitely The correct ending is itely.

6. equipment There is no extra t after equip.

7. advise The sentence needs the verb.

8. affect The verb means influence.

9. available Learn available as a complete word.

10. their ... there Possession first, place second; both required for one mark.

One mark for the requested correct form. Accept alternative correct complete sentences for open items. If the answer asks for two parts, both are required for the single mark. These are practice allocations, not official board rules.

SETS 7 AND 8 • 20 PRACTICE MARKS

Accuracy answers and reasons

7. Word forms and precise editing

1. children An irregular plural.
2. copies Consonant + y changes to ies here.
3. keys Vowel + y keeps y.
4. making Drop final e before ing in this word.
5. stopped Past tense doubles p here.
6. application The sentence needs the noun.
7. clearly The adverb describes how she explained.
8. Please send the timetable. The intended object is explicit.
9. Mina arrived. She asked a question. Accept an appropriate pronoun without changing the person.
10. I brought my notes. Bring has irregular past brought.

8. Final proofreading: one focus per sentence

1. The timetable shows the new room. Singular subject requires shows.
2. There is a new timetable. There introduces existence.
3. The manager’s reply arrived. Possession by one manager.
4. I need a confirmation message. Correct spelling confirmation.
5. Yesterday she wrote the report. Past event needs wrote.
6. I received an email. Email begins with a vowel sound.
7. The room was busy, so I returned later. Or use two complete sentences.
8. We will meet on Thursday. Day names take capitals.
9. Could you confirm the time? A direct question takes a question mark.
10. Although the journey was long, I arrived on time. Accept an appropriate main clause.

One mark for the requested correct form. Accept alternative correct complete sentences for open items. If the answer asks for two parts, both are required for the single mark. These are practice allocations, not official board rules.

A RECORD OF LEARNING • NOT A PASS PREDICTION

Track each component separately

Reading set	First /30	Retry /30	Skill to revisit
1 A museum evening for new volunte			
2 A new starter at a fulfilment ce			
3 A bus-route consultation			
4 A community printing service			
5 Mock A: a neighbourhood radio pr			
6 Mock B: a library delivery trial			

Writing task	Content /11	Accuracy /9	Total /20
1 Email			
2 Formal letter			
3 Article			
4 Review			
5 Report			
6 Instructions			
7 Narrative account			
8 Letter of proposal			
9 Email			
10 Article			
11 Report			
12 Review			

Accuracy sets 1-8	1	2	3	4	5	6	7	8
Score /10								

Do not combine reading, writing and SLC into a single qualification pass score. Confirm each component’s official requirements with your centre. Use the scores to choose teaching and independent retry work.

READING • WRITING • SPEAKING AND LISTENING

Repair an error and retry independently

Cause	What to check
Source / command	Did I use the correct text, answer the command and give distinct supported points?
Task coverage	Did I include every required message and preserve the supplied facts?
Development / organisation	Did examples and paragraph order help the reader?
Accuracy	Which punctuation, grammar or spelling pattern needs practice?
Interaction	Did I answer the actual question and connect to another speaker’s point?

Task / question	Cause	Correct approach and reason	Retry date

NEXT THREE ACTIONS

1. Lesson or practice skill: _____
2. Independent retry task/date: _____
3. Official board sample/familiarisation to complete: _____

For SLC, record a specific example of what was said or understood, not only a confidence rating. Ask for feedback again after a new practice topic.

1 OF 6 • REVIEW BASIS: 19 NOVEMBER 2026

Official sources and review record

S1 • Department for Education: English subject content

Current HTML; publication updated 9 April 2025. Basis for the 25 content-point references. Topic labels and all teaching material in this notebook are independently written.

Open official source

S2 • Ofqual: English conditions and requirements

Common component and assessment requirements reviewed. Writing accuracy and restrictions on external SPaG aids inform the learning advice. Board instructions and approved arrangements still govern assessment.

Open official source

S3 • Pearson Edexcel: Level 1/2 English specification

Issue 1, June 2019, reviewed alongside the current English qualification page. Used to cross-check the 25 content references and component structure.

Open official source

How this edition uses the research

The shared content and research reviewed for the companion lesson notebook underpin this edition. All sources, questions, tasks, diagrams, models and marking criteria in the practice notebook are newly created. The regulatory, NCFE qualification and AQA withdrawal pages were checked again for this edition.

2 OF 6 • REVIEW BASIS: 19 NOVEMBER 2026

Official sources and review record

S4 • Pearson: Level 1 Guidance to Centres

Version 1.0, November 2019. Public sample-assessment exemplification inspected for reading question demands and writing development. Historical examples are not universal current paper rules. No learner work is reproduced.

Open official source

S5 • City & Guilds: 4748-02 English handbook

Version 1.2, August 2025. Shared Level 1 content and three-component structure reviewed. Live task administration must follow current centre/board instructions.

Open official source

S6 • City & Guilds: sample and past-paper route

Official resource listing checked, including Level 1 reading and writing samples and released past papers. Individual past-paper PDFs were not reviewed reliably; no claim is made that every listed paper was inspected.

Open official source

Board differences

No single mock format is claimed to match every board. These papers use a consistent learning structure so progress can be compared within this book. Actual marks, timing, tools and task instructions must come from your own board and centre.

3 OF 6 • REVIEW BASIS: 19 NOVEMBER 2026

Official sources and review record

S7 • NCFE: English qualification specification

Version 3.2, November 2025. Content, reading/writing structure and references reviewed. Latest preparation materials may require centre login.

Open official source

S8 • NCFE: Level 1 reading sample

Public sample question paper inspected. Informed coverage of retrieval, language, images, vocabulary and comparison; source topics and question wording are not reproduced.

Open official source

S9 • NCFE: Level 1 writing sample

Public sample inspected for task format and audience/purpose demands. The model texts here use different original scenarios and are not official sample answers.

Open official source

Respect assessment access

Some latest materials require centre login. No restricted live assessment was used to create the questions. Use only authorised official resources supplied through your centre or a public board route.

4 OF 6 • REVIEW BASIS: 19 NOVEMBER 2026

Official sources and review record

S10 • NCFE: SLC assessor guidance

Version 3.0, August 2024. Level 1 guidance reviewed. Practice requires actual interaction; centre observation and quality assurance govern live assessment. Its rehearsal-topic restrictions are not replaced by this notebook.

Open official source

S11 • Open Awards: Level 1 reading sample

Public sample and mark scheme, version 1.1, inspected. Supports the range of text forms, evidence use, image inference and linked comparisons taught here.

Open official source

S12 • Open Awards: Level 1 writing sample

Public sample and mark scheme, version 1.1, inspected. Writing instruction and length must be followed for the particular task; this notebook does not impose one board-wide word limit.

Open official source

Spoken performance cannot be self-certified

The rehearsal scripts and learning observation tables do not replace approved live tasks or assessment records. NCFE guidance reviewed for the companion distinguishes practice topics from live assessment use; follow the current requirements of your registered board.

5 OF 6 • REVIEW BASIS: 19 NOVEMBER 2026

Official sources and review record

S13 • NOCN: Level 1/2 English specification

Version 1.7, March 2026, reviewed for the qualification/component framework and shared-content basis. Individual NOCN question papers were not inspected.

Open official source

S14 • VQA: Level 1/2 English specification

Version 1.6. Official English specification reviewed, including the Level 1 content appendix. VQA is the current brand at the former TQUK resource route checked for this edition.

Open official source

S15 • Highfield: official mock/resource route

Official Functional Skills offer page checked, including access to mocks. Individual English papers and the full specification were not inspected for this edition.

Open official source

VQA current Functional Skills suite

Open Awards Level 1 English route

The listed review depth is transparent. Shared-content practice does not establish endorsement or a complete audit of every provider’s papers.

6 OF 6 • REVIEW BASIS: 19 NOVEMBER 2026

Official sources and review record

S16 • AQA: June 2022 Level 1 reading paper

Released historical question paper inspected for general question demands. The separate source insert was not inspected. This is historical preparation evidence, not a currently offered AQA qualification.

Open official source

S17 • AQA: qualification withdrawal update

Updated 27 August 2025. AQA states its former English and maths Functional Skills qualifications ended, with final certification in summer 2025, and points to VQA alternatives.

Open official source

S18 • Current official qualification routes

Use these to locate up-to-date preparation materials and confirm which qualification your centre offers. The resource record is a transparent review, not certification of an exhaustive audit of every awarding organisation.

Open official source

Historical AQA material

AQA’s former Functional Skills qualifications are no longer offered. Historical papers illustrate general demands only. Use a current provider’s approved qualification and instructions for final preparation. [S17]

NCFE current Level 1 English route