Pearson English International Certificate

Lesson Plan Ideas:
Skill Building Activities

Read and then Write
Task Introduction

- Read and then Write tasks assess test takers’ reading and writing skills.
- These tasks test reading comprehension and the ability to recall information from a passage, as well as the ability to produce an accurate written text using sentence structure, word order and connectors appropriately.
- 2-3 Read and then Write tasks are included at all levels of the test.
- At first, test takers are presented with a short paragraph on the screen.
- The paragraphs used in this task are narrative in style, e.g. short stories about common situations involving characters, actions and events with reasons, consequences and results.
- Test takers have 30 seconds to read the paragraph.
- After 30 seconds the paragraph disappears and test takers should then reconstruct what they have read by typing it in their own words.
- On screen, the task looks like this:

At A1 and A2 levels, the paragraphs are between 30 and 45 words. From B1 to C2, the paragraphs are between 45 and 75 words.

- Test takers have 90 seconds writing time at A1 and A2 and 120 seconds from B1 to C2 level.
- During the reading and writing time, a countdown timer is displayed on the screen.
- At the end of the writing time, the task automatically ends and the screen moves to the next task.
- During Read and then Write tasks only, the on-screen notepad is not provided.
**Strategies for Success**

- Focus on the main points. Read the text as quickly and effectively as possible to identify the gist. Focus on main content words (usually nouns, adjectives, verbs and adverbs), ignoring smaller grammar words like prepositions or articles.

- Stay calm. Test takers may feel anxious about having to read under timed conditions. Remind them to stay calm and focused. Due to the length of the passage, 30 seconds will be enough time to read it carefully.

- Remind students the on-screen notepad is not provided and there is no option to take notes.

- Check but do not become distracted by the countdown timer. During the reading time and the writing time, test takers will be able to check how much time they have left. They should do this but not so regularly that doing so wastes their time. Checking every 10 seconds or so is probably enough. It is most important to focus on understanding the passage and producing an accurate written passage.

- Use your own words. Test takers should not try to copy the text word for word. Although it is acceptable to use vocabulary from the passage, they should use their own words as much as possible, while maintaining the key points of what they have read.

- Save time for checking work. Test takers will receive a score based on the accuracy of their writing. They should finish writing around 10 seconds before the end of the available time in order to check their grammar and spelling are correct.
**Read and then Write:**
**Activities for all learners**

The passages used in Read and then Write tasks vary in terms of length, vocabulary level and sentence complexity according to the level of the test. Test takers at lower levels will be presented with passages that contain simpler sentences and more common words, and higher-level test takers will be dealing with longer passages containing more complex sentences and higher-level vocabulary. At all levels, the passages contain common situations and events that test takers are likely to be familiar with.

To prepare for Read and then Write tasks, all learners should be helped to understand the requirements of the task. They should try to build their vocabulary so that they are familiar with the words that will appear in the passages. All test takers should also practise reading and writing under timed conditions.

**Understanding the task**

After introducing the format of Read and then Write tasks to your learners and explaining the Strategies for Success on page 1, check that they have understood by using the following comprehension questions and gap-fill summary.

**Multiple-Choice Questions**

1) How many Read and then Write tasks appear on each test?
   a) two  b) three  c) four

2) What kind of text will test takers read in these tasks?
   a) film review  b) letter  c) short story

3) How much time do test takers have to read the text?
   a) 20 seconds  b) 30 seconds  c) 60 seconds

   *Key: 1) a) two  2) c) short story  3) b) 30 seconds*

**Gap-fill summary**

At A1 and A2 levels, the paragraph is between (i) ________ words. From B1 to C2, the paragraph is between (ii) ________ words. The paragraph disappears after (iii) ________. Test takers then have (iv) ________ writing time at A1 and A2 levels or (v) ________ writing time at B1, B2, C1 and C2 levels. Toward the end of the task, test takers should leave approximately (vi) ________ for proofreading their work.

   *Options*
   a) 30 seconds  b) 90 seconds  c) 30 and 45  d) 10 seconds  e) 120 seconds  f) 45 and 75

   *Answers: (i) c – 30 and 45  (ii) f – 45 and 75  (iii) a – 30 seconds  (iv) b – 90 seconds  (v) e – 120 seconds  (vi) d – 10 seconds*
Read and then Write: 
Activities for A1/A2

Read and then Write:

Activities for A1/A2

English users at the A1 level should be able to understand short, simple texts, a single phrase at a time, and recognise familiar words and phrases. They should write simple sentences. At A2 level, learners should be able to understand texts on familiar matters that consist of high frequency everyday language. They can write a series of simple phrases and sentences linked with simple connectors, such as “and” and “but”. Read and then Write tasks test these reading and writing skills. You can help your learners prepare for the test by using the A2 example task below and other practice tasks on page 4.

Read the passage. After 30 seconds the passage will disappear. Rewrite the passage in your own words. You have 90 seconds to write your answer

The school had a summer party last week. Anna sold cold drinks and ice creams there. It was very hot so Anna sold all of her ice creams. She made a lot of money for the school and they were happy.

Sample Answer: At the summer party, Anna sold all her ice creams because it was hot. She made money for the school and they were happy.
Read and then Write:
Activities for A1/A2

Speed reading

To complete Read and then Write tasks efficiently, test takers need to read the text as quickly as possible. Although 30 seconds should be enough time to read the whole text, A1 and A2 learners may not manage to do so if they stop to think for too long about the meaning of a word they are unsure about. They should be trained to read the text in chunks and then keep reading until the end even if they encounter a word that they are unfamiliar with. It is useful to explain to your learners that the meaning of a word may become clear if they keep reading. Explain that definitions and explanations will often follow the first appearance of a word, so stopping immediately at an unfamiliar word can prevent a reader from learning what the word means.

To improve your learners’ reading speed, you can display a text on the board in front of the whole text and give your learners the task of reading it as quickly as possible. Texts that appear in the A2 practice tasks on page 4 could work for this activity, but longer texts may be better, especially for more advanced learners. You will need to ensure that the vocabulary level of the text you use is appropriate for A1/A2 learners. You can do this by using the GSE Teacher Toolkit’s Text Analyzer tool.

Before displaying the text, pre-teach any vocabulary you think your class may struggle with and take a little time to discuss the topic in order to activate your learners’ schema and get them ready to read. Announce a specific time limit in advance and explain that learners must get to the end of the text within the time limit as you will be asking questions afterwards that relate to the whole text. Then, display the text, say ‘go’ and cover/take away the text at the end of time limit. At this point, you can ask two or three questions to test your learners’ understanding of the text. Before asking the questions, you could choose to first get learners to orally summarise what they have read to a partner or write a short summary of it in a notebook.

As well as helping your learners increase their reading speed, this activity is likely to help prepare them for the pressure of reading within a time limit during the test. Some learners will find dealing with this pressure harder than others. It is important to remind your class that even if they have not been able to get through to the end of the text and understand everything, they will still benefit from understanding some, even if not all, of the text.
Read and then Write: Activities for A1/A2

Join the club

Read and then Write tasks require test takers to rewrite the passage in their own words, which will mean they need to have the ability to use a range of vocabulary in their writing. At A1 and A2 level, learners encounter new words so regularly that the challenge of learning and using them all, or even just a few, can often be quite daunting. Learners may spend so much time and energy trying to understand the new words they hear and read, that they do not develop the ability to use the words in their speech and writing. You can encourage learners to develop their productive vocabulary by setting them the challenge of using specific words and rewarding them for doing so.

At the start of each class or week, write a list of words that your learners have encountered recently and display the list somewhere in your classroom. Under the list, write ‘Vocabulary Club’ and tell the class that they can ‘join the club’ by accurately using one of the words from the list in a written or spoken sentence. Once a learner has joined the club, you can add points next to their name each time they use another word from the list. Over the course of a class or week, encourage all learners to join the club by using the target vocabulary.

Jumbled sentences

A1 and A2 learners can be helped to understand the passages that appear in Read and then Write tasks and to rewrite them using accurate sentences by using activities that focus on developing their understanding of grammar and sentence structure. Jumbled sentence tasks can be an excellent way to do this. Here are some examples:

1. eating lovely some were food they  (Key: They were eating some lovely food.)
2. his was at first college it day  (Key: It was his first day at college.)

To create your own jumbled sentence tasks, you can select sentences from a text that has recently been used in class or another text that is at a suitable level for your learners. Select texts that contain areas of grammar that your learners need to practise. Write on the board or type on the display each of the jumbled versions of the sentences and ask the learners to reassemble them in the correct order. You can vary this activity by using sense groupings of words instead of, or as well as, individual words; e.g.

from her office/ the email/ Maria sent  (Key: Maria sent the email from her office.)

Your sister/ at football/ is very good (Key: Your sister is very good at football.)
**Read and then Write: Activities for B1/B2**

B1 learners can understand straightforward factual texts on familiar topics and situations with a satisfactory level of comprehension. They can write straightforward connected texts on a range of familiar subjects, linking a series of shorter discrete elements into a linear sequence. B2 learners can understand a broad active reading vocabulary and can adapt their speed of reading to different texts and purposes. They can write detailed descriptions, marking the relationship between different elements in clear connected text. Read and then Write tasks test these reading and writing skills. You can help your learners prepare for the test by using the B2 example task below and other practice tasks on page 4.

**Read the passage. After 30 seconds the passage will disappear. Rewrite the passage in your own words. You have 120 seconds to write your answer.**

Every afternoon, many parents came to pick up their children from the school near Lucy’s house. They would stand around in silence waiting for their children. Lucy decided to open a small food van right by her house. She sold healthy snacks and drinks every afternoon. It was very successful and helped bring the local community together because people started to talk to each other.

**Sample answer:** Lucy lived near a school and every afternoon she saw many parents waiting to collect their children from school without talking to each other. Lucy decided to start a food business by her house to sell healthy food and drink in the afternoons. People liked the business and it helped people in the local neighbourhood interact more

**Vocabulary tally chart**

Read and then Write tasks require test takers to use a range of vocabulary when rewriting the passage in their own words. This can be a challenge for many learners, whose range of productive vocabulary (words they know how to use) may not be as wide as their range of receptive vocabulary (words they can understand). To boost your learners’ productive vocabulary and get them ready for using their own words to rewrite the passage, you should set them the challenge of using specific words in their speech and writing. Ask learners to create a vocabulary tally chart in their note books, with columns for ‘Word’ ‘Meaning’ ‘Word Use Tally’. At the start of each week or each class, ask learners to add specific words and their definitions to the ‘Word’ and ‘Meaning’ columns and then challenge them to use each word as often as possible in writing and class discussions. Instruct them to keep a tally of the number of times they use each word and at the end of the week/class see who has used the word the most times.
Read and then Write: Activities for B1/B2

Complete the sentence

In preparation for Read and then Write tasks, learners will need to develop their understanding of grammar and their ability to use a wide range of sentence structures. This will help them to rewrite the passages accurately using their own words.

Finishing sentence tasks can be an effective way to get learners used to how verb tenses and conjunctions are used. Select an area of language you feel your learners need to focus on. Then, give them the start of sentences like those below and ask them to finish each sentence using their own ideas:

*Despite the rain,*...

*Although the weather was warm,*...

*If the government increased the tax level,*...

*If I won a large amount of money,*...

You can vary this activity by either displaying the start of sentences on a board or dictating the start of the sentence to your learners. Although this activity primarily focuses on grammar and sentence structure, it can also provide a good opportunity to challenge your learners to use specific new vocabulary.
### Read and then Write: Activities for B1/B2

Paraphrasing steps

Because test takers must rewrite the passage in their own words, Read and then Write tasks involve paraphrasing skills, which are skills that B1 and B2 learners are likely to need for other reasons too, such as writing short summaries of texts or rephrasing something that someone has said in order to clarify what they mean. Vocabulary activities can really help learners develop their paraphrasing skills, but it is also important to raise their awareness of paraphrasing techniques.

Paraphrasing involves presenting ideas and information from a source, such as a text or person, in different words while retaining the original meaning. Paraphrasing usually involves a combination of these techniques:

- **Using synonyms**
  
  e.g. ‘Computers are electronic machines used for storing data’ -> ‘Computers are electronic devices used for retaining information’

- **Changing word class**
  
  e.g. ‘The information was interesting for the students’ -> ‘The information was of interest to the students.’

- **Rearranging the order of points**
  
  e.g. ‘First, they added the eggs. Then, they added some sugar.’ -> ‘Before adding some sugar, they added the eggs.’

- **Changing sentence structure**
  
  e.g. ‘The flood was caused by heavy rain.’ -> ‘Heavy rain caused the flood.’

After making your learners aware of these paraphrasing techniques, give them texts and ask them to practise paraphrasing. At first, practice one technique at a time using single sentences or very short passages. After they have become comfortable using all four techniques, have learners combine them while paraphrasing longer passages.
Read and then Write: Activities for C1/C2

C1 learners can understand complex texts in detail, whether or not they relate to their own area of speciality, and when writing can select an appropriate formulation from a broad range of language to express points clearly. C2 users of English can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning. They can write clear, smoothly flowing texts with an appropriate and effective style and a logical structure. Read and then Write tasks test these reading and writing skills. You can help your learners prepare for the test by using the C1 example task below and other practice tasks on page

Read the passage. After 30 seconds the passage will disappear. Rewrite the passage in your own words. You have 120 seconds to write your answer.

Mrs Palmer inherited an old piano and found an expert to carry out renovations. Upon starting the work, he came across something out of the ordinary – a bag stuffed with a large quantity of gold coins! Mrs Palmer quizzed her extended family and reported it to the police, but no one could shed any light on the source of the money. She decided to use the windfall to fund a scholarship for musicians.

Sample answer: Mrs Palmer was left an old piano by a relation. It needed to have work done to it, and when this was started, a bag full of gold coins was found inside the piano. Mrs Palmer asked around among her relations and contacted the police, but no clues emerged as to where the money had come from. As it was unexpected, she used it for the benefit of musicians

RAFT storytelling

During Read and then Write tasks, test takers will need to use their own words to rewrite the passage within a time limit. You can get your learners ready for this by expanding their vocabulary and developing their writing speed. One effective method to achieve this is RAFT story telling. ‘RAFT’ stands for Role–Format–Audience–Topic, and RAFT storytelling is a way to stimulate writers’ imagination and promote written fluency. Assign your learners a role (e.g. ‘police officer’ or ‘parent’), a format (e.g. ‘crime report’ or ‘email’), an audience (e.g. ‘police chief’ or ‘child’) and a ‘topic’ (e.g. ‘catching a shoplifter’ or ‘giving a list of chores’). Once each part of the RAFT has been assigned, give your class a time limit and ask them to write as much as possible. Tell them to divide their time effectively between brainstorming, planning, writing and reviewing their work. Once the time is up, ask them to compare what they have written with a partner or group. This final stage of the activity could involve reading aloud and/or peer review.
Read and then Write: Activities for C1/C2

Spot the error

At C1 level and, particularly, at C2 level, learners are likely to be able to write as well as many people using English as a first language. However, even people using English as a first language often make mistakes when they are writing, especially when they are under timed conditions. For this reason, when preparing your learners for Read and then Write tasks it is important to hone their proofreading skills. A good way to do this is with a ‘spot the error’ activity or competition. Display some sentences on the board, or distribute them on a worksheet. Some of the sentences should be correct (i.e. error-free) while the others should contain a number of errors. Ask your learners to first identify which sentences contain errors, then to count how many errors are present, and finally to correct the errors. You can turn this activity into a competition by awarding points to the first learner or group to find all the errors.
To get ready for Read and then Write tasks, C1 and C2 test takers should practise paraphrasing, because this is necessary when rewriting the passages. First, raise your learners’ awareness of paraphrasing techniques:

Paraphrasing involves presenting ideas and information from a source, such as a text or person, in different words while retaining the original meaning. Paraphrasing usually involves a combination of these techniques: using synonyms; changing word class; rearranging the order of points and changing sentence structure. (See the B1/B2 activities on page 4 for examples of these techniques.) Get them to practice writing their own paraphrases – first by using each technique individually with short passages and then by combining the techniques when paraphrasing longer texts. After your learners have got used to paraphrasing, help them develop the ability to identify paraphrasing errors by using ‘The Good, the bad and the ugly’ activity. For this, you will need to create three paraphrases of an original text, one of which is accurate (‘the good’), one of which contains some but not all of the original text’s meaning (‘the bad’), and one of which significantly distorts the original text (‘the ugly’); e.g.

Original text
SatCom’s attempt to buy the exclusive rights to broadcast Japanese basketball in the United Kingdom failed, and the rights were instead sold to another broadcaster.

Paraphrase A
SatCom failed in their attempt to purchase the exclusive UK broadcasting rights for basketball from Japan due to the actions of another broadcasting company.

Paraphrase B
Although SatCom attempted to purchase exclusive UK broadcasting rights for Japanese basketball, the rights were sold to a different company.

Paraphrase C
Despite SatCom attempting to purchase the exclusive broadcasting rights for Japanese netball, the rights were bought by a different broadcaster.

(Key: Paraphrase A is bad: it does not make clear how the other broadcasting company influenced SatCom’s attempt. Paraphrase B is good. Paraphrase C is ‘ugly’ because it does not mention that the broadcasting rights are for the UK and has changed the name of the sport from ‘basketball’ to ‘netball.’)
Read and then Write: Practice Tasks

A2

Read the passage. After 30 seconds the passage will disappear. Rewrite the passage in your own words. You have 90 seconds to write your answer.

Last weekend, the weather was good so Tom and Suzy decided to have dinner in the garden. They were eating some lovely food when the rain started. They ran back to the house.

Sample Answer: Last weekend, it was nice outside so Tom and Suzy had dinner in the garden. Then the rain started so they went inside.

Read the passage. After 30 seconds the passage will disappear. Rewrite the passage in your own words. You have 90 seconds to write your answer.

Jack left home at 7 that morning. It was his first day at college and he really didn’t want to be late. He caught the bus and had enough time to buy a coffee before his first class started.

Sample Answer: Jack left his house at 7 o’clock to go to college. It was his first day. He caught a bus and then bought a coffee. He took the coffee to class.
Read and then Write: Practice Tasks

A2

Read the passage. After 30 seconds the passage will disappear. Rewrite the passage in your own words. You have 90 seconds to write your answer.

Elsa walked up the stairs to her bedroom. She closed the door behind her and sat at her desk. There were lots of books on her desk. She switched on the computer. She had an exam the next day and she needed to study.

Sample Answer: Elsa went to her bedroom. She closed the door and sat down. She had a lot of books on her desk. She turned on her computer. There was an exam the next day and she had to study.

Read the passage. After 30 seconds the passage will disappear. Rewrite the passage in your own words. You have 90 seconds to write your answer.

Anna invited some friends to a dinner party. She spent all day cooking the food. She was very excited and waited for her friends to arrive. In the evening, nobody came to her house. She checked the date. It was the day before the party!

Sample Answer: Anna wanted some friends to come to her house for dinner. She spent a long time making the food, but her friends didn’t come in the evening. When Anna looked at the date, she understood that she was a day early.
**Read and then Write:**

**Practice Tasks**

B1

**Read the passage. After 30 seconds the passage will disappear. Rewrite the passage in your own words. You have 120 seconds to write your answer.**

James was revising at home, but he had run out of biscuits. He really needed a snack, so he decided to go to the shop. He wrote a list of other things he needed: nuts, cream and sausages. He walked down the road to the supermarket, found everything from the list, paid and walked back home. But when he was back in his flat, he realised that he forgot the biscuits!

**Sample Answer:** James was a student. He was revising, but he was hungry. He decided to buy some biscuits and made a list of other things he wanted to buy. He went to the shop down the road and bought things from the list, but when he got home he realised that he didn’t buy the biscuits.

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**Read the passage. After 30 seconds the passage will disappear. Rewrite the passage in your own words. You have 120 seconds to write your answer.**

When Greg was on holiday, a guide told him that the goats in the next village were amazing. Greg wanted to see why, so he walked to the village to have a look. He saw that the goats there were all climbing trees. The trees produced fruit, and climbing the trees was the best way to get it. Now he agreed that these goats were different from the ordinary ones.

**Sample Answer:** Greg went on holiday, and someone told him about some surprising goats. He went to another village to find them. He saw that the goats could climb trees. They did this to get the fruit growing in the trees. He thought the goats were very unusual!
**Read and then Write:**

**Practice Tasks**

**B1**

Read the passage. After 30 seconds the passage will disappear. Rewrite the passage in your own words. You have 120 seconds to write your answer.

It was snowing heavily. Helen’s flight was delayed, so she went to a café near the gate. She ordered some pizza and a pot of black coffee. The food took a long time to come, but when it arrived, it smelled lovely. After her meal, she went to the souvenir shop. She got a mug and some postcards. Then, it was time to board the plane.

**Sample Answer:** The weather was bad. It was snowing. Helen’s flight was delayed so she had some time to wait. She had pizza and coffee at a café. Her order took a long time, but she was happy with the food. Then, she went shopping for souvenirs. When she finished shopping, she could finally board the plane.

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Read the passage. After 30 seconds the passage will disappear. Rewrite the passage in your own words. You have 120 seconds to write your answer.

Tess saw a post online about a secret café that serves amazing cheese rolls. She called her friends, and they immediately decided to look for it. There weren’t many directions, but that made them even more excited. They spent at least an hour trying to find it. When they finally got there, they were glad – the place served the best cheese rolls in town!

**Sample Answer:** Tess read something online about a secret café where they serve really good cheese rolls. She called her friends and together they went to look for that place. It took them a long time because there were few directions, but they were excited. Finally, they got to the place. They loved the cheese rolls and had a great time.
Read and then Write:
Practice Tasks

Read the passage. After 30 seconds the passage will disappear. Rewrite the passage in your own words. You have 120 seconds to write your answer.

Joe was selected to participate in an overseas study programme. He was looking forward to this incredible opportunity. However, he was very nervous about adapting to a new culture. Fortunately, everyone he met abroad was extremely welcoming. They helped him integrate, and thanks to them, he learnt so much about the country. The programme was a very positive experience and he stayed in touch with his new friends even after returning to his home country.

Sample Answer: Joe was excited about the chance to study abroad, but he was worried. He had concerns about whether he could get used to living in a different culture. However, things turned out well for Joe because the people he met while he was abroad made him feel very welcome. As a result, he learnt a lot and enjoyed his time abroad. He made great friends that he kept after he went home.

Read the passage. After 30 seconds the passage will disappear. Rewrite the passage in your own words. You have 120 seconds to write your answer.

Paul wasn’t looking forward to having dinner at his friend Jo’s house. Jo was a terrible cook whose food was always either bland or burnt! Paul was shocked when he arrived. He saw all the wonderful food on the dining table. It looked and smelt incredible! Jo had been doing a cookery course and learning new techniques. Paul had a wonderful time trying all the new dishes. Now Paul always asks Jo for cooking suggestions.

Sample Answer: Paul didn’t want to go to his friend’s house for dinner because he was worried that the food would be terrible. His friend’s food was generally very bad. However, the food was excellent because his friend had been learning to cook. Now, it’s Paul’s friend who is a cooking expert, and helps Paul to cook.
**Read and then Write:**

**Practice Tasks**

**B2**

Read the passage. After 30 seconds the passage will disappear. Rewrite the passage in your own words. You have 120 seconds to write your answer.

Lisa went to the bookshop to get the textbooks she needed for the new term. After buying the books, she had some money left over, so she decided to buy a book for herself. When she got to the literature section, there was a long queue. Lisa’s favourite author was in the bookshop! She was meeting her fans and talking about her latest novel. Lisa really appreciated the opportunity to meet such a role model.

**Sample Answer:** Lisa needed to buy some books for her studies, so she went to the bookshop. She also decided to buy a book to read for pleasure. She was surprised that the bookshop was so busy but then she discovered that her favourite writer was meeting fans there. She felt very fortunate to have the chance to meet her idol.

Read the passage. After 30 seconds the passage will disappear. Rewrite the passage in your own words. You have 120 seconds to write your answer.

Paula asked her hairdresser to create a dramatic new hairstyle for her. It took hours to do, but Paula was delighted with the results. While Paula was in the salon, the weather changed completely. It became incredibly windy and it was pouring with rain. As soon as she stepped out of the salon, Paula’s lovely new hairstyle was ruined! Paula always takes an umbrella when she goes to the hair salon now.

**Sample Answer:** Paula went to the hair salon for a new hairstyle. She spent a long time there because her hairdresser was creating a very different style. Unfortunately, by the time Paula was ready to leave, the weather had changed. Paula didn’t have an umbrella, so the wind and rain ruined her new hairstyle. Now, Paula always remembers to take an umbrella when she goes to get her hair done.
Read and then Write: Practice Tasks

C1

Read the passage. After 30 seconds the passage will disappear. Rewrite the passage in your own words. You have 120 seconds to write your answer.

Susan met her oldest friend back in the 70s, when she got off a bus and bumped into another young woman with such force that they both ended up on the pavement. When they’d scrambled to pick themselves up, they were amused to see that they were wearing identical purple suits! They went on to develop a bond and a camaraderie that has stood the passage of time.

Sample Answer: Susan met her best friend in the 1970s, when she got off a bus without looking where she was going and bumped into another young woman, making them both fall over. When they got up, they realised they were wearing identical clothes, and they went on to form a strong friendship that has lasted until now.

Read the passage. After 30 seconds the passage will disappear. Rewrite the passage in your own words. You have 120 seconds to write your answer.

John was running late for an interview and hailed a taxi. As it pulled up, a man jumped in. John stared in disbelief. He eventually arrived, and his interview – he was immensely relieved to discover – was behind schedule. When he was summoned in, he gasped: the inconsiderate man was behind the desk. John remained professional, answered questions competently and was offered the job. He declined, as he couldn’t work for someone so lacking in courtesy.

Sample Answer: John was going to be late for an interview. He called a taxi, but someone else got into the taxi that stopped for him. John couldn’t believe what had happened but managed to get to the interview. Luckily, it was also running late. When he went in for his interview, he found that the interviewer was the man who had taken his taxi. Even though John got the job, he decided against taking it because the man had been so rude.
Read and then Write: Practice Tasks

C1

Read the passage. After 30 seconds the passage will disappear. Rewrite the passage in your own words. You have 120 seconds to write your answer.

Sarah is a mountaineer. Last year she led a team in a clean-up operation on an overcrowded mountain. It was highly demanding, but they transported fifty sacks of waste down the slopes for disposal. A highlight was when Sarah came across a camera. Astonishingly, it was still in good working order, and she traced its owner by posting pictures taken off its memory card on social media.

Sample Answer: Sarah is a mountaineer, and she was involved in collecting rubbish left on a mountain by the many climbers who go there. It was particularly challenging, but she and her team cleared fifty bags of rubbish from the slopes. When she was there, Sarah found a camera. Amazingly, it was still working, and she was able to get some photos off it. When she put them on social media someone recognised them, and Sarah was able to return the camera to its owner.

Read the passage. After 30 seconds the passage will disappear. Rewrite the passage in your own words. You have 120 seconds to write your answer.

Sarah lived in picturesque countryside. She was very happy there, but a job opportunity came up that was too good to miss. The only drawback was uprooting herself and moving to a congested city full of tower blocks, but she decided to do it anyway. Luckily, she came across a leafy borough, finding a small apartment to rent in a townhouse adjoining parkland, and Sarah soon fell in love with life in the cosmopolitan city.

Sample Answer: Sarah had a job opportunity that she couldn’t refuse, and although she didn’t want to, it meant relocating from a picturesque rural area to a congested city. But Sarah was lucky because she managed to find an apartment to rent in a leafy suburb. She fell in love with life in the cosmopolitan city.
Be yourself in English.