

**Practice Paper 6****What It's All About**  
**Skimming for Prediction (Strategy 1)**

Skim Texts 1 to 3 by reading and viewing any heading, subtitle, illustration and the first sentence of each paragraph. Then, write the common topic of the three texts below.

**Common topic:**

**Scanning (Strategy 5)**

Scan through Texts 1 to 3 to find the answers to as many of the questions as you can within two minutes.

1. What does OLC stand for?

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2. What are the names of the twins in Text 2?

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3. What did the police find in the house?

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4. Who said "Do one thing every day that scares you"?

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5. If you are not failing, what does the old adage say about you?

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**Text 1** [5 marks]

Read the flyer below and answer Questions 1–4.

## OUTDOOR LEARNING COURSE (OLC)

### Low Self-Esteem

Many young people, whatever their background, tend to become less confident about themselves as they grow older. They may experience anxiety and develop negative feelings about themselves. This is likely to result in them becoming adults unprepared for the demands of working life, lacking in some basic life skills. However, young people are saying they want the chance to learn real-life skills that prepare them for the world of work.



### How Our Courses Help

We are an international provider of outdoor learning courses that benefit young people by having a positive and lasting effect on their attitudes, skills and behaviour. After taking one of our courses, young people will be more efficient and more confident in their ability to achieve whatever they set their mind to.



### Do Our Courses Really Work?

We evaluate our courses immediately and annually thereafter. The results so far support our claim that graduates from our courses have above-average confidence and a positive outlook on life.



### Here is one of the many testimonials:

"When I returned from the course, everyone could see the change in me. My friends said that I was much more positive in my outlook and was more confident. I cared less about what people thought of me because I had learnt to be my own person."

Ben Tan, 15

Redmayne Secondary School

1. What issue does the organisation aim to deal with?  
\_\_\_\_\_ [1]
2. How do the photographs suggest that the courses involve challenging situations?  
\_\_\_\_\_ [1]
3. In what **two** ways is a participant likely to benefit from the courses?  
\_\_\_\_\_  
\_\_\_\_\_ [2]
4. Why has a testimonial been included?  
\_\_\_\_\_ [1]

**Text 2** [20 marks]

*In the text below, two teenagers witnessed a police raid at night. Read it carefully and answer Questions 5–11.*

1	Crouching behind a bush, hidden from the road, the twins studied the derelict house that they had come to know so well — in daylight. They strained their eyes intensely in hopes of catching a glimpse of any movement or unexpected changes in the unkempt garden, now full of dark shadows cast by the pale street lighting and a half-moon that was spending much of its time behind the clouds. They could make out the dilapidated shell of the house, its wooden shutters clattering in the breeze, its balcony full of swirling leaves and rubbish.	5
2	Melanie was considering what the house might have looked like in its heyday, a family party filling the balcony with the swirl of laughter rather than leaves. She tried to imagine the garden lit by candles and paraffin torches. Her brother thought her too romantic by far. He was thinking of the present and what the reality might be — the secret cellar that contained the ill-gotten gains of the illegal smuggling operation which, his imagination assured him, had its base in this house.	10
3	Neither would have admitted that their thoughts were a diversion. It was their own way of putting off the moment when, they had agreed, they would dart across the garden to explore the interior of this mansion, a place that they had spent many hours fantasising about since their move into the neighbourhood with their parents two months before.	15
4	Martin touched Melanie’s arm and gestured that it was time. Almost as if it was a signal, a beam of light shone out from a window of the house, alarming them. It flickered briefly and was gone. The twins froze, but their senses were alert to every slight sound in the darkness. Suddenly, they could hear sounds. They could hear voices but not loudly enough to make out individual words. A motor throbbed somewhere nearby. A succession of clicks left and right sent shivers down their spines.	20  25

5	Little did they know that they would be stars in school the next day as they described their firsthand account of what they saw — unobserved — when the police raided the house and found Singapore’s largest haul of illegal goods.
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5. (a) What was the main difference between the scene described in paragraph 1 and the previous times when the twins had watched the house?

\_\_\_\_\_ [1]

(b) Which phrase suggests how the twins were watching the house?

\_\_\_\_\_ [1]

6. (a) What does the word ‘unkempt’ (line 4) reveal about the garden?

\_\_\_\_\_ [1]

(b) Which phrase in paragraph 1 suggests that the house was rundown and uncared for?

\_\_\_\_\_ [1]

(c) Which word in paragraph 1 suggests a banging noise?

\_\_\_\_\_ [1]

7. (a) Which word in paragraph 2 suggests a time when the house was at its best?

\_\_\_\_\_ [1]

(b) ‘Her brother thought her too romantic by far.’ (lines 10–11)

(i) Explain in **your own words** the scene Melanie imagined.

\_\_\_\_\_  
 \_\_\_\_\_ [2]

(ii) What was ironic about Martin’s thoughts of his sister?

\_\_\_\_\_  
 \_\_\_\_\_ [2]

8. (a) Which word in paragraph 3 suggests that the twins were avoiding the moment to set off?

\_\_\_\_\_ [1]

(b) Why did the twins want to explore the house?

\_\_\_\_\_ [1]

9. Which word in paragraph 4 describes the twins' reaction to the sudden noise and movement? [1]

\_\_\_\_\_ [1]

10. (a) What was uncanny about the contents found in the house in the context of what was revealed earlier about Martin's thought process? [1]

\_\_\_\_\_ [1]

(b) The twins had witnessed a police raid that discovered a huge consignment of goods. What **two** factors about their experience enabled them to be 'stars' at school the next day? [2]

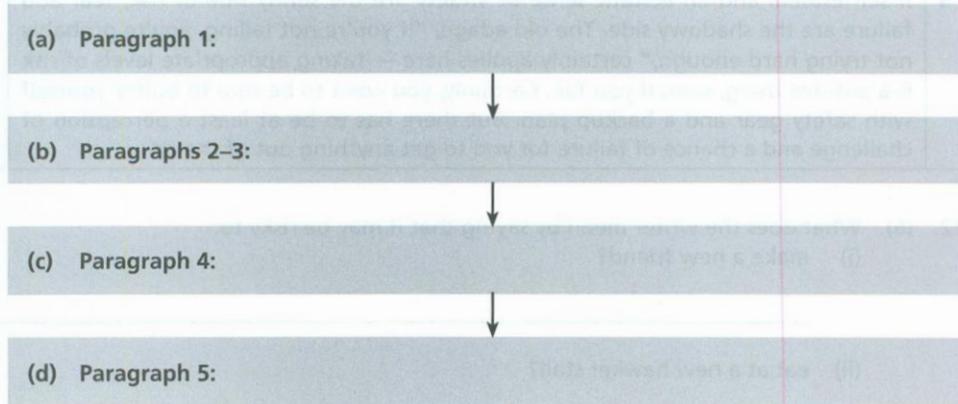
\_\_\_\_\_  
 \_\_\_\_\_ [2]

11. The structure of the text reflects the stages of the narrative. Complete the flow chart by choosing one word or phrase from the box to summarise the stage of the narrative described in the relevant paragraphs. You do not need to use all the words or phrases in the box. [4]

**Main focus**

- a derelict house
- introduction to characters and scene
- the interest in the house
- conclusion
- freezing cold night
- darting across the garden
- parties in the garden
- the climax

**Flow Chart**



**Text 3** [25 marks]

The text below discusses risk-taking. Read it carefully and answer Questions 12–16.

<b>1</b>	Risk may conjure up images of rock climbing or parachuting, where one false move can result in the most dramatic kind of death. But risk does not have to mean danger; it only needs to involve uncertainty. It may involve making a new friend or eating at a new hawker stall. Risk is simply about facing uncertainty, and that does not have to end badly. There are possible positive outcomes of taking risks as well, or no one would ever take them.	5
<b>2</b>	Unfortunately, it can be scary and we are not always ready to confront the unknown. Many experts warn that we have become more risk-averse lately. Our arguably overly protective, 21st-century style of parenting may be stunting our children. By bubble-wrapping our lives, we may inadvertently be taking away opportunities to experience the building blocks of growth as a person or as a member of society, and that may be the biggest risk of all.	10
<b>3</b>	“Do one thing every day that scares you,” Eleanor Roosevelt once said. On the other side of that fear, opportunity awaits. It seems that the ability to take calculated risks is actually an essential human trait, crucial to our development as a species and as individuals, say experts. Our risk-taking ancestors were the survivors, the daring ones who took chances to adapt to a changing environment. Today, the same principle applies. To grow, we need to experience challenges, whether we are three, 13, or 30 years old. Facing things that make us uncomfortable offers a cluster of psychological benefits. For a start, it can make us resilient, enabling us to cope with the challenges that life throws at us. It does wonders for our self-esteem. It is argued that those prepared to take risks are more likely to be confident individuals who appear happy to other people. Certainly, risk-takers are more engaged with life than those who do not dare to take risks. It is not just about taking up parachuting or gambling.	15 20
<b>4</b>	If self-esteem and an ecstatic sense of vitality are the sunny side of risk, fear and failure are the shadowy side. The old adage, “If you’re not failing, you’re probably not trying hard enough,” certainly applies here — taking appropriate levels of risk is a positive thing, even if you fail. Certainly, you want to be sure to buffer yourself with safety gear and a backup plan. But there has to be at least a perception of challenge and a chance of failure for you to get anything out of the risk.	25 30

12. (a) What does the writer mean by saying that it may be risky to:
- (i) make a new friend?  
\_\_\_\_\_ [1]
  - (ii) eat at a new hawker stall?  
\_\_\_\_\_ [1]
- (b) What does the writer define as the one essential feature of risk?  
\_\_\_\_\_ [1]

13. Jane and Ali are discussing risk-taking.



Jane

Why bother to take risks?



Ali

Taking risks is good for us.

- (a) Give one explanation from paragraph 2 for why people are reluctant to take risks like Jane.

\_\_\_\_\_ [1]

- (b) Give **two** points mentioned in paragraph 2 that Ali could use to support his opinion.

\_\_\_\_\_  
 \_\_\_\_\_ [2]

14. '... you want to be sure to buffer yourself with safety gear and a backup plan.' (lines 28–29) How might this be achieved with regard to **one** of these two risk-taking situations — making a new friend or trying a new hawker stall?

\_\_\_\_\_  
 \_\_\_\_\_ [2]

15. According to the writer, why is it important that risk-taking involves a chance of failure?

\_\_\_\_\_  
 \_\_\_\_\_ [2]

16. Using your own words as far as possible, summarise the benefits of taking risks.

USE ONLY INFORMATION FROM PARAGRAPH 3.

Your summary, which must be in continuous writing (not note form), must not be longer than **80** words, not counting the words given to help you to begin.

Begin your summary as follows:

*Although taking risks may seem scary, there are many benefits ...*

**Method**

1. Underline the key words in the summary question that tell you what to focus on.
2. Read the passage and underline the points that answer the summary question.
3. List the points and make brief notes in your own words about what you have underlined in the passage.

Points to select from text	No.	Suggested own words
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	

Your notes should be marked out of 7 for language by your teacher / tutor.

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Vocabulary Extension

Write a definition for each word in the space provided. Use a dictionary if you need to.

Word List 1

1. abundant

2. abundant

3. abundant

4. abundant

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100. abundant

[15]

Vocabulary Extension

What is the meaning of the words in bold in the context of the texts below? These are for further practice.

From Text 1

- 1. ... challenging young people to achieve their **potential** \_\_\_\_\_
- 2. ... a broad **spectrum** of people ... \_\_\_\_\_
- 3. ... presented with the **inaugural** ... award \_\_\_\_\_

From Text 2

- 4. ... studied the **derelict** house ... (line 1) \_\_\_\_\_
- 5. ... might have looked like in its **heyday** ... (line 8) \_\_\_\_\_
- 6. ... that contained the **ill-gotten** gains ... (line 12) \_\_\_\_\_
- 7. ... they would **dart** across the garden ... (line 15) \_\_\_\_\_

From Text 3

- 8. ... ready to **confront** the unknown ... (line 7) \_\_\_\_\_
- 9. ... we may **inadvertently** be taking away ... (line 10) \_\_\_\_\_
- 10. ... offers a **cluster** of psychological benefits. (line 19) \_\_\_\_\_