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Other names

Pearson Edexcel
International GCSE

Centre Number

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Candidate Number

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English as a Second Language

Paper 1: Reading and Writing

Thursday 9 June 2016 – Afternoon
Time: 2 hours

Paper Reference

4ES0/01

You must have:

Insert for Part 1, Part 2 and Part 3 (enclosed)

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided – *there may be more space than you need.*
- Dictionaries may **not** be used in this examination.

Information

- The total mark for this paper is 100.
- The marks for **each** question are shown in brackets – *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

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Turn over ►

PEARSON

READING

Part 1

Read the leaflet below on memory and answer Questions 1–10.

10 Ways to Improve Your Memory

Do you find yourself forgetting where you left your phone or blanking out information at key moments? Fortunately, there are plenty of things that you can do to help improve your memory.

- 1 Being focused is one of the major aids to memory. In order for information to move from short-term memory into long-term memory, you need to attend to this information actively. Try to study in a place free of distractions such as television, music and other diversions.
- 2 Studying materials over a number of sessions gives you the time you need to process the information more successfully. Research has shown that students who study in this way remember material far better than those who do all their studying in one marathon session.
- 3 Researchers have found that information is arranged in long-term memory in related clusters. You can take advantage of this by studying similar concepts and terms together, or making an outline of your notes and textbook readings to help draw together connected concepts.
- 4 Mnemonic devices are simple strategies often used by students to help with recall. The best mnemonics are those that utilise positive imagery, humour or novelty. You might come up with a rhyme, song or joke to help remember a specific segment of information.
- 5 Information needs to be encoded into long-term memory so that it can be recalled. This can be done by studying the definition of a key term for example, and then reading a more detailed description of what that term means. If you repeat this process a few times, you will recall the definition more easily.
- 6 When studying unfamiliar material, take the time to think about how this information relates to things you already know. By establishing relationships between fresh ideas and existing memories, you can dramatically increase the likelihood of recalling the recently-learned information.
- 7 Many people benefit greatly from the photographs, charts and other graphics in textbooks. If you do not have such images to help, try creating your own. Draw charts or figures as part of your notes or use highlighters to draw attention to related ideas in study materials.
- 8 Research suggests that reading material aloud significantly improves your ability to remember it. Educators have also discovered that teaching others new concepts enhances understanding and recall. These approaches can be combined by explaining new concepts and information to a study partner.

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- 9 The order of information can play a role in recall. While recalling middle information can be problematic, this can be overcome by spending extra time rehearsing it. Another strategy to use with an especially challenging concept is to change the sequence of the material to make it easier to memorise.
 - 10 If you are used to studying in one specific location, try a different spot. If you study in the evening, try reviewing the information the following morning. Making small changes to study sessions can increase the effectiveness of your efforts and significantly improve long-term recall.

(Source: adapted from http://psychology.about.com/od/cognitivepsychology/tp/memory_tips.htm)



P 4 6 0 8 2 A 0 3 2 4

Questions 1–10

For each paragraph (1–10) identify which heading from A–M below best describes the information in that paragraph. In the grid on page 5, put a cross ☒ under the correct answer. If you change your mind, put a line through the box ☒ and then indicate your new answer with a cross ☒.

Headings may be used once or not at all.

Which heading below best describes which paragraph?

- A How to use visual cues
- B Techniques for difficult information
- C Group information when studying
- D The suggested length of study sessions
- E Linking new and known material
- F The importance of concentration
- G Going beyond the basic explanation
- H The need to spread study periods
- I The benefits of copying out difficult texts
- J The use of memory techniques
- K Help yourself by helping others
- L The benefits of a varied routine
- M Choosing the correct study material



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	A	B	C	D	E	F	G	H	I	J	K	L	M
1 Paragraph 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Paragraph 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Paragraph 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Paragraph 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Paragraph 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Paragraph 6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Paragraph 7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Paragraph 8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Paragraph 9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 Paragraph 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Questions 1–10 = 10 marks)

(Total for Part 1 = 10 marks)



Part 2

Read the article below on a different way of living and answer Questions 11–30.

A Different Way Of Living

Traditional neighbourhoods where all the children play together outside for hours and all the neighbours look out for them are now rare. However, there is a new type of cohousing village community that is likely to have similar elements. This may persuade some to move from a city dwelling to join such a scheme.

Cohousing is a collaborative venture, where residents intentionally and actively participate in the design and operation of their own neighbourhood. All homes are individually owned and paid for by residents. One example of such a community in Belfast consists of 36 private dwellings arranged around a square. The homes, varying in size, have from one to three bedrooms and are partially standardised to reduce building costs. The site layout also allows residents the option of adding an extra room to their houses if needed in the future. The homes are clustered to foster community interaction and to preserve natural open spaces. There is a network of pedestrian paths in and around the community with vehicle parking around the outside of the village.

The community also includes a 'common house'. This is crucial to the concept of cohousing. It is centrally located: residents frequently pass by on the way to and from their own homes thereby increasing opportunities to interact with neighbours. A common house provides the community with a focus for socialising and sharing. The cohousing community layout is very different from most typical new neighbourhoods where houses have attached garages and private gardens resulting in people having little contact with their neighbours. As cohousing has evolved over the past 20+ years, research has shown that residents in communities with well-used common houses are happier with smaller private homes.

In the Belfast common house the well-equipped kitchen is used to prepare community meals, which are then served on a regular basis in the large dining area. This area may also, on occasion, be used for meetings, workshops and presentations. A children's crèche facility is located near the dining area, so parents can participate in community events without worrying about childcare. Older children have their own space for homework and there are areas for arts and crafts, music and yoga. A fully-functioning office space is available so residents can share the technology and resources typically found in individual homes. Guest rooms located in the common house lessen the need for individual homes to provide lodging for visiting friends and family.

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Although numerous aspects of the community are very appealing, people make the decision to move largely because of the lifestyle it makes available to children. They live in a rural area where they can play outside safely, explore natural places and don't have to be driven long distances for play dates or activities. With parking on the outskirts of the village and all members of the community knowing each other, cohousing creates a safe environment for children to play and can allow them greater freedom. Children also have playmates of all ages. Many children in a typical community know only their parents, possibly their grandparents and other children their own age. Those who live in cohousing may also know many middle-aged people and older children. This provides them with a more well-rounded life experience to draw from. Many cohousing families swap childcare, pass on clothes and toys to others and discuss parenting approaches. Having community support is something cohousing members really appreciate.

Despite numerous benefits to living in cohousing, it can also present challenges. Group decision-making is more time consuming and can seem especially difficult for parents of young children. Different parenting styles, such as allowing exposure to violent media or responding to disagreements among children, can be more challenging. All the children have access to a communal play area. In a typical community, parents invite other children to come into their garden to play with their children. If the children don't get along, parents don't invite those children to come over to play again. In a cohousing community, everyone has to work things out. This can be frustrating in the beginning, but the whole family can experience incredible growth in terms of forming and sustaining lifelong relationships.

(Source: adapted from http://www.theecologist.org/green_green_living/home/1876537/cohousing_and_community_on_the_coast.html and <http://mainecohousing.org/homes/homes.html>)

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Questions 11–20

Answer the following questions. For each question write no more than THREE words taken from one point in the text. You must not answer in complete sentences.

11 What are not as common as they used to be?

.....

12 What are lowered by making the residents' homes similar?

.....

13 What is encouraged by the closeness of the Belfast community homes?

.....

14 Which building is important for cohousing initiatives?

.....

15 What do residents frequently have together?

.....

16 What facilities are provided for those coming to see residents?

.....

17 Who is thought to benefit the most from community living?

.....

18 Which items are community families likely to give away?

.....

19 What takes longer as a result of living in cohousing?

.....

20 Which recreational facility do children share?

.....

(Total for Questions 11–20 = 10 marks)



Questions 21–25

Indicate your answers to the questions below by marking a cross for the correct answer . If you change your mind, put a line through the box and then indicate your new answer with a cross .

21 The layout of the Belfast community includes...

- A** individual parking places.
- B** options for more homes.
- C** access to unspoilt areas.

22 The Belfast community residents are likely to...

- A** come into contact with others on a regular basis.
- B** meet up with other residents in the evening.
- C** make daily use of the communal areas.

23 The dining area is used as a...

- A** place to do homework.
- B** function room for adults.
- C** play room for children.

24 Children living in a cohousing community...

- A** have access to a range of planned activities.
- B** spend more time with others outdoors.
- C** build relationships with people of all ages.

25 Cohousing parents with young children may disagree on the...

- A** best way to deal with conflict.
- B** amount of TV children watch.
- C** types of games children play.

(Total for Questions 21–25 = 5 marks)



Question 26–30

According to the text, which of the following statements are correct?

Indicate your answers to the questions below by marking a cross for the correct answer ☒. If you change your mind, put a line through the box ☒ and then indicate your new answer with a cross ☒.

Choose FIVE answers.

- A** Cohousing residents help with creating their environment.
- B** The option to rent is not available in a cohousing community.
- C** Cohousing residents are satisfied with the size of their houses.
- D** New neighbourhoods are now being designed to be more open.
- E** Shared computer equipment is an option for cohousing residents.
- F** Visitors are not encouraged to stay in the homes of residents.
- G** Cohousing communities exist in both city and rural locations.
- H** It is common for cohousing residents to assist each other.
- I** Parents face the most difficulties with community integration.
- J** Cohousing encourages children to be more tolerant of each other.

(Total for Question 26–30 = 5 marks)

(Total for Part 2 = 20 marks)



Part 3

Read the article below on the ICEHOTEL and answer Questions 31–50.

ICEHOTEL

The ICEHOTEL is the world's first ice hotel and is situated in the village of Jukkasjärvi, in northern Sweden, about 17 kilometres from Kiruna. There are many charter flights to Kiruna Airport directly from London.

In the winter of 1989, Japanese ice artists visited the area and created an exhibition of ice art. In spring 1990, French artist Jannot Derid held an exhibition in a cylinder-shaped igloo in the same area. One night, there were no rooms available in the town, so some of the visitors asked for permission to spend the night in the igloo at the exhibition hall. They slept in sleeping bags on top of reindeer skins and were the first guests of the 'hotel'.

Each spring, around March, the builders of the ICEHOTEL harvest tons of ice from the frozen Torne River and keep it in a nearby production hall. The ice is used for creating designs for the ICEHOTEL and for ice sculpting classes, events and product launches all over the world.

Each year the ICEHOTEL receives over 200 applications from artists around the world to design the imaginative rooms and suites. The artists are from different fields, e.g. theatre, structural design, photography and interior design. From the applications received, a jury selects about 50 artists to create the Ice Church, the Ice Bar, the reception, main hall and suites. The artists start making preparations for the building of their rooms and suites in November. When the temperature drops and it is possible to collect snow from the Torne River shore, usually in mid-November, the building process begins. The snow is sprayed onto huge arch-shaped steel forms and allowed to freeze. After a couple of days, the forms are removed, leaving a maze of free-standing corridors of snow. Walls are put up in the corridors in order to create rooms and suites. Ice blocks are then transported into the hotel and the selected artists start creating the ICEHOTEL furniture. The ICEHOTEL opens in phases from the beginning of December. Each week, another section of the hotel opens to visitors and guests until the beginning of January. By this time, the entire construction is complete.

When complete, the hotel features a bar with glasses made of ice, an ice chapel that is popular with wedding couples, a main hall, a reception area, plus rooms and suites for over 100 guests. The hotel also has an ice restaurant. All the ICEHOTEL furniture is sculpted from blocks of ice. The thick walls, floors and ceilings are made of ice. Even the beds and chairs, the fittings and decorations are carved from ice. No two bedroom suites are the same; they are unique works of art.

At the ICEHOTEL the beds are set up with reindeer furs and guests sleep in polar-tested sleeping bags. There is no heating and the bedroom temperatures are constantly around -5°C . There's no plumbing at the hotel, but there's a sauna on the premises with hot tubs outdoors. The ice suites themselves do not have any bathroom facilities, but the bathrooms for guests are in a warm building close by. There is also warm accommodation available next to the hotel.

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The Ice Church follows the same conventions as a Swedish church. This has been made possible by links formed between the local parish of Jukkasjärvi and the ICEHOTEL. Each year the Ice Church runs a Christmas Day service. During the winter period around 140 couples get married and about 20 children are baptised. Most of these children live in the parish or have parents living there. The Ice Church has a co-ordinator who assists people with all the arrangements for the ceremonies they are involved in. Characteristics of a wedding in the Ice Chapel are the cold, the stillness and the unaccompanied voices of the church singers.

The ICEHOTEL is the biggest hotel of ice and snow in the world, extending over some 6,000 square metres. The architecture of the hotel is changed each year as it is rebuilt from scratch. When spring comes, everything melts away and returns to the Torne River. The ICEHOTEL exists only between December and April and is one of the Seven Wonders of Sweden. Many visitors stay there to see the Northern Lights, which can be visible during the winter months when sheets of red, green and yellow lights dance in ribbons across the sky. However, since this is a natural phenomenon, it can never be guaranteed.

(Source: adapted from [http://en.wikipedia.org/wiki/Icehotel\(Jukkasj%C3%A4rvi\)](http://en.wikipedia.org/wiki/Icehotel(Jukkasj%C3%A4rvi)))



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Questions 31–35

Read the statements below. Decide whether they are TRUE, FALSE or NOT GIVEN according to the text.

Mark a cross ☒ for the correct answer. If you change your mind, put a line through the box ☒ and then indicate your new answer with a cross ☒.

	True	False	Not Given
31 The ICEHOTEL can be reached directly by aeroplane.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32 Each year different artists design the hotel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33 The ICEHOTEL opens fully in January.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34 There is running water inside the ICEHOTEL.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35 The Ice Church is used by guests and local people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Questions 31–35 = 5 marks)



Questions 36–45

Complete the following sentences using no more than TWO words taken from one point in the text.

- 36 In 1989, a display of was open to the public.
- 37 The is used to store ice collected in March.
- 38 Each year decides who will help with the design and build of the ICEHOTEL.
- 39 During the building phase, are divided to shape the interior of the ICEHOTEL.
- 40 All of the are individually styled.
- 41 To use visitors have to go into another building.
- 42 The is run with the cooperation of two parties.
- 43 For those getting married at the ICEHOTEL, help from is available.
- 44 Due to the temporary nature of the ICEHOTEL, is different every year.
- 45 If the timing is right, guests will witness the

(Total for Questions 36–45 = 10 marks)



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Questions 46–50

Complete this summary of the text using words from the box below. Each word may be used once or not used at all.

The ICEHOTEL, situated in northern Sweden, is a unique destination for visitors.

The ICEHOTEL first had [46] in 1990 and has been going ever since. Each year, in November, the building work starts on the ICEHOTEL as the necessary [47] become available.

Once finished, the ICEHOTEL has a number of impressive rooms and suites, all containing [48] made from ice. The bedding the hotel provides is designed specifically to take account of the [49] in the bedrooms.

The ICEHOTEL is not a permanent structure and as spring arrives it slowly [50] and the process begins again the following year.

- | | | | | |
|------------|-----------|-------------|-----------|-----------|
| fittings | artists | temperature | dissolves | materials |
| disappears | designers | heating | guests | beds |

(Total for Questions 46–50 = 5 marks)
(Total for Part 3 = 20 marks)

TOTAL FOR READING = 50 MARKS



Part 4

Your family is moving to a new home. Write an email to your friend.

In your email you **must**:

- write why you are moving to a new home
- describe your new home
- invite your friend to visit.

You **must** write between **75 and 100 words only**.

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(Total for Part 4 = 10 marks)



Part 5

Your school is choosing between cookery lessons and music lessons for all students. You have been asked to write a report for the Head Teacher.

In your report you **must**:

- give **two** benefits of music lessons
- give **two** benefits of cookery lessons
- state which lessons you would prefer and give **one** reason why.

You must write between **100 and 150 words only**.

(20)

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(Total for Part 5 = 20 marks)



Part 6

You are doing a project on travel. Read the text below and write a summary for your teacher.

Travelling with a Tour Group

Once you've chosen your travel destination, you'll need to decide whether you want to journey independently or with a tour group. Some travellers always choose tour groups, whilst others prefer to plan their own trips. Here are some advantages to travelling with a tour group.

- **Convenience**

When you take a tour, someone else handles all the details. You choose a pre-set itinerary, pay the tour group operator and sit back while the professionals deal with airlines, bus drivers, local guides and hotel managers. All you need to do is arrive at your departure point on time, suitcase in hand.

- **Cost**

Large tour operators capitalise on economies of scale. They have buying power with airlines, hotels and other transport companies. Some of those savings are passed on to you. When you combine these savings with discounts or travel memberships, you may discover that you'll pay the same for an independently-purchased airfare alone as you will for a tour. This latter might include not only airfare but also hotels, meals and guides.

- **Worry-free Travel**

Some travellers like the challenge of solving problems themselves. Language barriers and transport strikes are part of the experience for them. If you'd rather worry about what to wear to dinner than where to eat, a group tour can provide a stress-free travel experience. Your tour operator and guide are there to worry about dealing with difficulties. Problems are rare on group tours because your tour operator has devised the itinerary in advance – and has most likely conducted this tour many times before.

- **Unusual or Overcrowded Destinations**

If you want to visit Antarctica, you probably have to go with a tour group. Fortunately, you can find tour groups going to Antarctica, Nepal and many other exotic places. Tour operators can set up trips to just about anywhere, particularly places most individuals can't reach on their own.

Popular sights, such as the Vatican Museum in Rome, are so crowded during peak months that many would-be visitors are turned away after spending hours in a queue. Guided tour groups have their own Vatican Museum access times and even enter through a different door. If standing in a queue is difficult for you or if you have limited time available to visit your 'must-see' attractions, you can maximise your sightseeing time by travelling with a tour group.

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- **Tour Guides**

If you're visiting a place for the first time, you'll especially enjoy taking a group tour with a knowledgeable guide. Well-informed, organised guides add value to your tour experience. Your guide is likely to know the best photo opportunities and can tell you how to walk around Venice when the streets are flooded. You'll always know where you're going, and you won't have to worry about outdated maps and broken ticket machines.

- **Learning Experiences**

Tour groups offer many ways to discover other cultures, learn new skills and study the subjects you've always wanted to know about. Tour operators understand travellers' preferences and continue to add to itineraries and programmes.

(Source: adapted from: <http://seniortravel.about.com/od/tourgroups/a/usetourgroup.htm>)

In your summary you **must** give:

- **two** benefits of tour groups in terms of convenience and cost
- **one** way being in a tour group can help at busy places
- **two** ways in which tour guides can be useful.

You **must** write between **100 and 150 words only**. You **must** use your own words where possible.

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(Total for Part 6 = 20 marks)

TOTAL FOR WRITING = 50 MARKS
TOTAL FOR PAPER = 100 MARKS



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