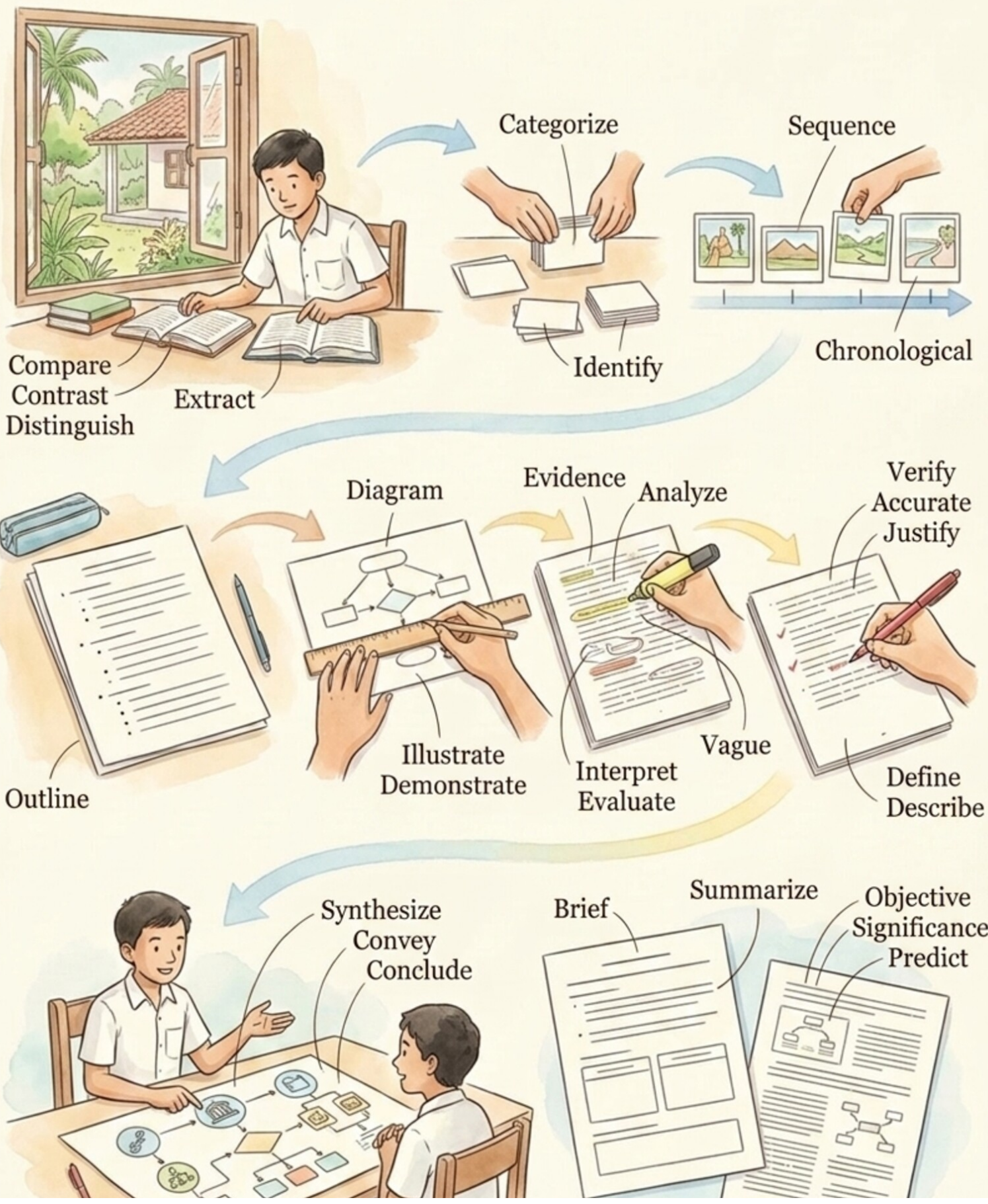




THE O/L ENGLISH GRADE LADDER



BOOK 4

The Distinction Crown

The last ten marks are not won by knowing more — they are won by losing less

High B (65) → Distinction A (75+ marks)

For the student scoring 65–72 who keeps losing marks they cannot account for

G.C.E. (O/L) English Language · Subject 31

Idasara Academy



How to Use This Book

Why this book is different

You are scoring 65 to 72. You already know enough English for an A — the questions you can answer correctly are worth more than 75 marks. You are losing the difference.

So this book does two things. It **teaches Test 16**, the one question no earlier book covered. And it **audits everything else**, finding where your marks leak and closing the holes.

The rhythm

Days 1 to 6: **fifteen to twenty minutes**. Day 7: **a full paper, about three hours**.

Every drill from now on is marked twice: for **score**, and for **loss type**. A 4 out of 5 with a careless slip is a failure at this level, because that slip will happen again in December.

The rule that governs this whole book

NOTE · Accuracy beats ambition. Always.

The top Language descriptor reads: **almost no errors, well-connected sentences, a good range of vocabulary**.

Read the order. *Almost no errors* comes first, and it is the one students at your level fail.

Bolt twenty impressive words onto your writing this month and you will misuse some, your error count will rise, and **your Language mark will fall**. This is the commonest way a B student stays a B student.

Write what you can write correctly. That is the whole strategy.



Your Seven Days

- **Day 1** — Paper I as a Zero-Error Zone — 40 marks
- **Day 2** — Precision Before Polish: the ten words you may add
- **Day 3** — Test 16: The Article — 15 marks
- **Day 4** — Test 16: The Speech — the free format marks
- **Day 5** — The Last Three Marks (Test 15 inference)
- **Day 6** — The Clock Protocol
- **Day 7** — The Distinction Gate



Day 1 — Paper I as a Zero-Error Zone

Where A students actually differ

Here is the thing nobody expects. A-grade students are not much better than B-grade students at Test 16. The difference is mostly on **Paper I**.

- A typical B student scores **32 to 34 out of 40** on Paper I.
- A typical A student scores **37 to 39**.

That is five marks, and it is half your journey to an A. Not one of them is gained by knowing more English. Every one is on a question you can already answer and got wrong through carelessness.

The three careless losses

Loss 1 — misspelling the word from the box. In Tests 2, 3 and 4 the correct word is printed in front of you. Students copy it and misspell it. Copy letter by letter.

Loss 2 — copying the question's words into your answer. In Tests 6 and 8, lifting phrases from the prompt reads as having nothing of your own to say, and it costs content marks.

Loss 3 — capitals and full stops. At the top band Mechanics is scored strictly. A whole answer without a capital letter loses marks no amount of good content recovers.

READING · The Audit of a Near Miss

A student sat a mock and scored 71 — four marks short of an A. Here is what the audit found.

On Test 3 she copied two words from the box and misspelled one. Half a mark.

On Test 5 she wrote the correct facts but began three answers with small letters. Half a mark for mechanics.

On Test 6 she copied a full phrase from the question into her notice. Her content mark fell from 2 to 1.

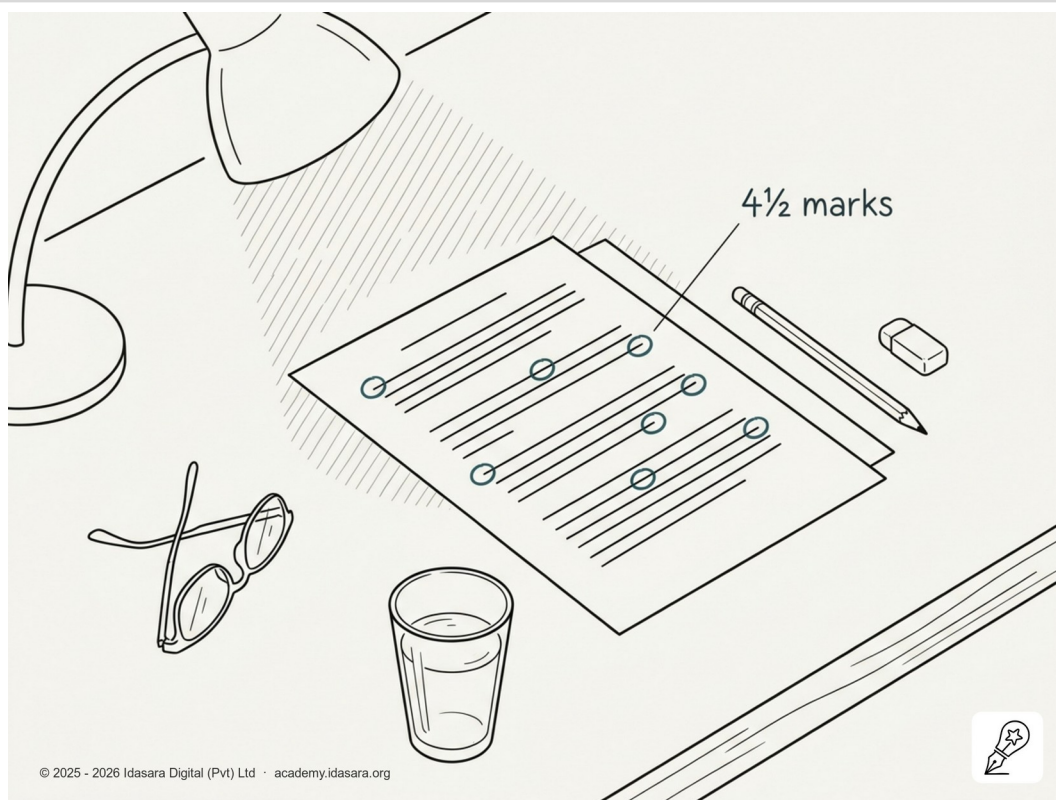
On Test 8 she wrote a good paragraph but stopped at 19 words. The floor capped her at 2 out of 5 — two marks lost in the last thirty seconds of the question.

On Test 14 she reported every figure correctly but never wrote a closing sentence. One organisation mark.

On Test 16 she wrote a strong four-paragraph article and ran out of time, so the conclusion was one incomplete line. Another organisation mark.

Total lost: four and a half marks. Not one because she did not know English. Every single one a habit.

She sat the paper again a month later, having changed nothing except those six habits, and scored 78.

**WRITING ACTIVITY · Audit Your Own Paper I**

Take your most recent full paper — the Book 3 gate, or any mock.

Go through **Paper I only**. For every mark lost, write one line in this form:

"Test — lost marks — reason:"

Now sort your reasons into two lists:

- **DID NOT KNOW** — genuine gaps in English
- **KNEW IT, SLIPPED** — careless losses

Add up each list, then write one sentence: *"I lost marks on Paper I to carelessness. That is per cent of my gap to 75."*

Almost every student at your level finds the second list is larger. That is the good news — habits are fixed in days, knowledge takes months.

PAST-PAPER DRILL · 2025 Paper I, complete · Target 37 / 40

Set a timer for **55 minutes** — five less than the real hour. You need a checking habit, and the only way to build one is to finish early on purpose.

Use the last five minutes for this check, in order:

1. Every blank filled?
2. Every copied word spelled exactly as in the box?
3. Every answer starting with a capital and ending with a full stop?



4. Tests 6 and 8 — over 20 words each? Count them.

Mark yourself, then count careless losses separately from knowledge losses.



Day 2 — Precision Before Polish

The most important day in this book, and the one students most want to skip

The trap you are walking towards

At 65 marks students conclude that what is missing is sophistication. They start collecting impressive words — *formidable*, *catastrophic*, *indispensable*, *eradicate* — and inserting them.

Their marks go **down**.

Every unfamiliar word carries a grammar frame you have not learned. *Indispensable* takes *to*. *Address* takes a problem, not a person. Get the frame wrong and you have not written an impressive sentence, you have written an error — and the top band is measured on error count.

The order of operations

1. **Accuracy**. Zero agreement errors, zero tense drift, zero fragments.
2. **Cohesion**. Sentences that connect. This is what lifts Language from 3 to 4.
3. **Range** — and only what you genuinely own.

The ten words you may add

Ten. Not fifty. Each with its frame, each within reach of the vocabulary you already have.

- *good* → **beneficial** — *beneficial to students*
- *bad* → **harmful** — *harmful to health*
- *big problem* → **serious issue**
- *solve* → **address** — *address the issue*
- *a lot of* → **a considerable number of** (countable) / **a great deal of** (uncountable)
- *make better* → **improve**
- *very important* → **essential**
- *because of this* → **as a result**
- *show* → **demonstrate**
- *help* → **support**

NOTE · The rule that protects your marks

If you have not used a word correctly three times in practice, do not use it in the examination.

Write that at the top of your exercise book. It is the difference between a Language 5 and a Language 3.

**READING · Two Versions of the Same Paragraph**

The same student wrote both. Decide which scored higher before you read on.

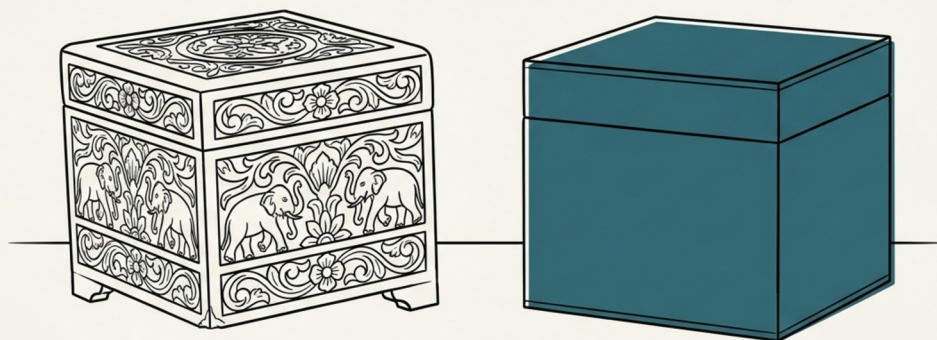
Version A. "The catastrophic proliferation of plastic constitutes a formidable dilemma which necessitates immediate eradication by the pertinent authorities, whom must incentivize the populace to ameliorate their comportment."

Version B. "The rapid increase of plastic waste is a serious issue which the authorities must address immediately. As a result of poor disposal, drains are blocked and floods become more frequent. Simple steps, such as separating waste at home, would be beneficial to every community."

Version A scored **2 out of 5** for Language. It contains four real errors — *whom must*, *incentivize the populace*, *ameliorate their comportment*, and *necessitates immediate eradication*, which does not mean what the writer intended. The examiner is not impressed; the examiner is counting mistakes.

Version B scored **5 out of 5**. Every word is ordinary. Every word is right. The sentences connect. It uses exactly four words from the list of ten — *serious issue*, *address*, *as a result*, *beneficial* — each correctly.

Version B is not the safe choice. It is the **better** answer.



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**WRITING ACTIVITY · Rewrite Downwards**

Take the chart description you wrote in Book 3, Day 5.

Go through it and find every word you were not fully sure about. Replace each with a simpler word you are certain of.

Then deliberately add **exactly three** words from the list of ten, each with its correct frame.



Now count: how many words did you simplify? How many errors do you think you removed by doing it? Finally, list the three added words and write each one's frame from memory. If you cannot write the frame, take the word out.

PAST-PAPER DRILL · Three Words, Three Times · 6 minutes

Take three of the ten words. For each, write **three** sentences using it correctly with its frame. Nine sentences.

Do a different three each day for the rest of this book. By Day 6 you will own all ten — a real vocabulary gain, and every word of it correct.



Day 3 — Test 16: The Article

15 marks · the biggest question on the paper · today you win 11

The thing printed under every option

Test 16 asks for about **200 words** and offers **four** options:

- **(a) an article** — for a newspaper or the school magazine
- **(b) an essay** — on a broad topic
- **(c) a speech** — for an assembly, a society or a competition
- **(d) a story** — completed from a given opening or outline

Under options **(a), (b) and (c)**, the paper prints:

> **Include the following:**

and then a list.

Those bullets are your paragraphs. The examiner has written your plan and printed it under the question. Option (d), the story, is the only one with no bullets at all.

Take a bulleted option

Not because stories are bad, but because the other three hand you a structure and the story asks you to invent one. Under time pressure, a printed plan is worth more than a good imagination.

The bullets really are the paragraphs

Look at what the papers actually gave:

- **2023, the article on advertising** — four bullets: *what advertising is · why it is necessary · how it influences the public · its adverse effects on society*
- **2024, the article on educational television** — three bullets: *what an educational programme is · types of programmes · benefits to students*
- **2025, the article on traffic congestion** — three bullets, **each with its own list**: *problems (air pollution, accidents, health issues, wastage of time, fuel cost, noise) · steps to solve it (public transport, road system, traffic management) · how the public can help (use public transport, follow rules, walk or cycle)*

Read that 2025 one again. The examiner gave the paragraphs **and the sentences inside them**. A student who used what was printed would have had a complete answer before writing a word of their own.

The shape

1. **Introduction — about 30 words.** Say what the topic is and why it matters. State your position.



2. **Body paragraph per bullet — about 45 words each.** One bullet, one paragraph, in the order printed.

3. **Conclusion — about 25 words.** Summarise and call for action.

Three bullets → five paragraphs → about 200 words. The arithmetic does itself.

READING · An Article That Scored 13

Written to the 2025 traffic-congestion question. Watch how each bullet becomes a paragraph.

How Traffic Congestion Creates Problems for People

In our towns and cities, traffic congestion has become one of the most serious issues of daily life. Thousands of people lose hours every week sitting in vehicles that are barely moving, and the cost is greater than most of us realise.

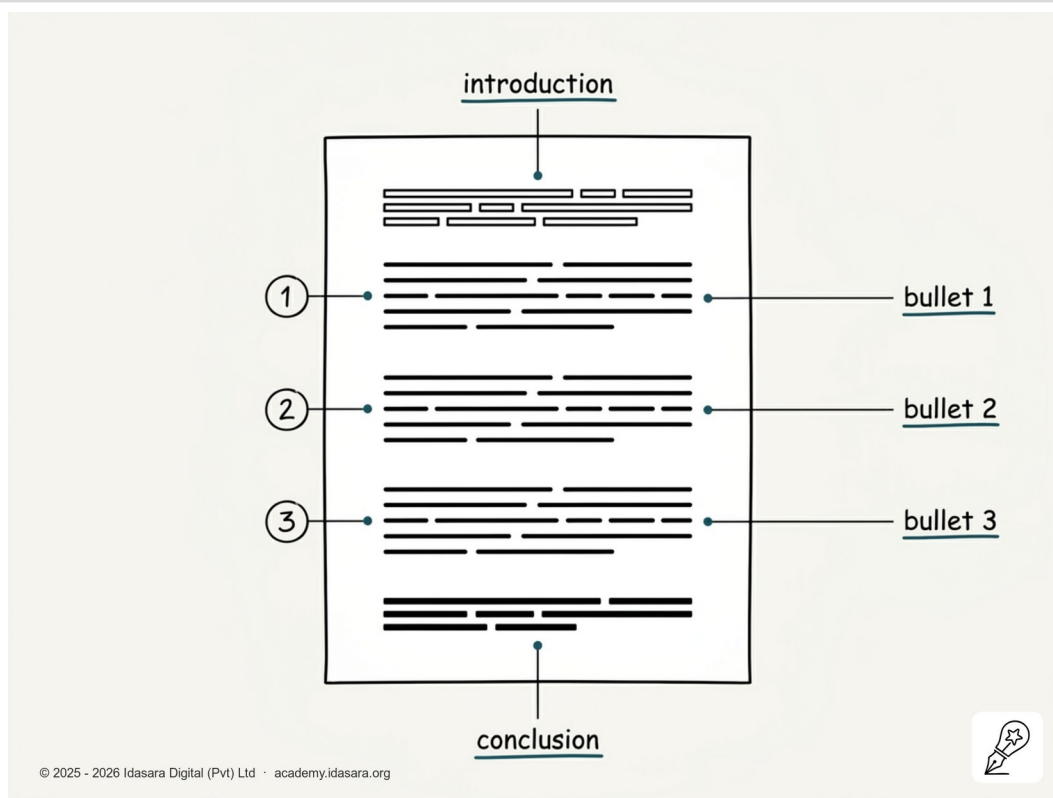
Firstly, congestion creates many problems at once. The air becomes polluted with exhaust fumes, which is harmful to health, especially for children and the elderly. Accidents are more frequent when drivers grow impatient. A great deal of time and fuel is wasted, and the constant noise affects everybody who lives near a main road.

Secondly, several steps could be taken to solve the problem. The public transport system could be improved so that fewer private vehicles are needed. Roads could be widened at the worst junctions, and traffic management could be made more efficient by better use of signals.

Furthermore, the public can support these efforts. If more of us used buses and trains, followed traffic rules properly, and walked or cycled for short journeys, the pressure on the roads would be reduced considerably.

In conclusion, traffic congestion is a problem that affects our health, our time and our money. If the authorities and the public act together, it can certainly be improved.

That is 206 words in five paragraphs. Every bullet from the question became a paragraph, in order. The vocabulary is ordinary — the highest words are *considerably* and *efficient*. It scored **13 out of 15**.

**WRITING ACTIVITY · Write One Article to the Bullets**

Choose one of these, all from real papers:

- *'The Role of Advertising in Media'* — bullets: what advertising is · why it is necessary · how it influences the public · its adverse effects
- *'Educational Programmes on Television'* — bullets: what an educational programme is · types of programmes · benefits to students
- *'How traffic congestion creates problems for people'* — bullets: the problems · steps to solve them · how the public can help

Before writing a single sentence, **copy the bullets down the margin of your page, one per paragraph**. That is your plan, and it took ten seconds.

Now write **190 to 210 words** in five paragraphs: introduction, one paragraph per bullet, conclusion.

When you finish, tick each bullet in the margin. Every one must be ticked.

PAST-PAPER DRILL · 2024 Paper II, Test 16 option (a) · Target 11 / 15

Set a timer for **30 minutes: 5 planning, 20 writing, 5 checking**.

Your five-minute plan is not optional: copy the bullets into the margin, one per paragraph.

Your five-minute check, in order:

1. Count the words. Under 50 caps you at 5. Under 150 and you are leaving marks behind.
2. Is every bullet ticked?



3. Is there a conclusion? A missing one costs an organisation mark every time.

4. Capitals and full stops.



Day 4 — Test 16: The Speech

15 marks · the same content, worth more · today you win 12

Why the speech scores higher

The speech is option (c), and it carries the same bullets as the article. But it has **format marks built into it** that the article has to earn.

An article must invent its opening. A speech opens with a salutation you memorise once and closes with a thank-you you memorise once. That is the Format and Organisation mark — 2 of the 15 — for two sentences you never have to think about again.

The speech shape

1. **Salutation.** *Respected Principal, teachers and my dear friends,*
2. **Opening.** *Today I wish to speak to you about*
3. **One paragraph per bullet.** Exactly as in the article.
4. **Call to action.** *Let us all decide, from today, to*
5. **Closing.** *Thank you for your kind attention.*

The speech connectors

A speech is spoken, so it addresses the audience:

First and foremost · Let us remember · We must not forget · My dear friends · Furthermore · In conclusion

The marks split, verified

The paper prints it under the question:

> *Content: 5 · Language: 5 · Format & Organisation: 2 · Mechanics: 3 — Total 15*

Content and Language are worth 5 each. Content is the bullets. Language is accuracy. Between them they are two-thirds of the question, and both are within your control.

READING · A Speech on Choosing Food Wisely

Written to the 2024 question — bullets: *types of food you eat · how you select them · why you select them.*

Respected Principal, teachers and my dear friends,

Today I wish to speak to you about something we all do three times a day without thinking — choosing what we eat.

First and foremost, let us consider the types of food available to us. There is the rice and curry prepared at home, the short eats sold outside the school gate, packeted snacks from the shop, and fresh fruit from the market. All four are within reach of most of us every single day.



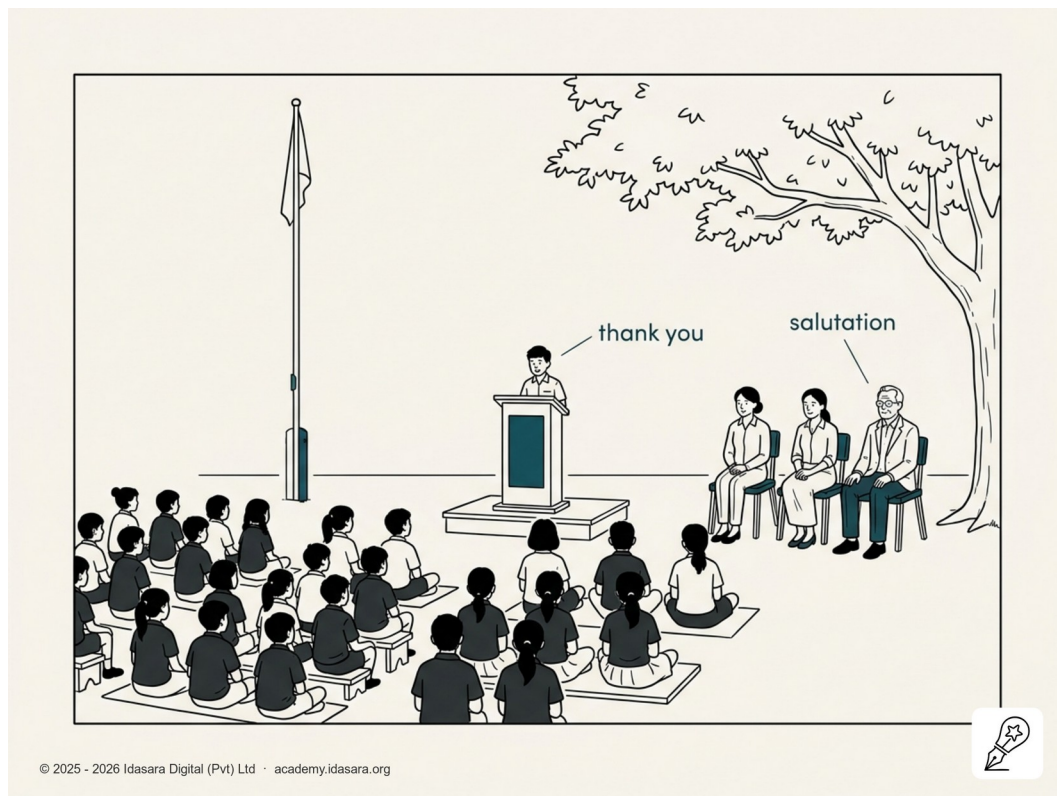
Let us remember how we usually select them. Too often we choose by price, by convenience, or simply by what our friends are eating. Very few of us stop to read what is printed on a packet, and fewer still ask what has been added to it.

We must not forget why this matters. A diet of fried and packeted food is harmful to health over many years, while fresh food is beneficial in ways we do not notice until much later. The habits we form now will still be with us at forty.

My dear friends, let us decide from today to choose one fresh item over one packeted one, every day. It is a small change, and it costs nothing.

Thank you for your kind attention.

That is 213 words. The salutation and closing took no invention at all, and they carried the format mark. Every bullet became a paragraph. It scored **13 out of 15**.



WRITING ACTIVITY · Convert Your Article into a Speech

Take yesterday's article. Do not choose a new topic.

Convert it:

- Add the salutation at the top
- Change the opening to *Today I wish to speak to you about...*
- Replace *Firstly / Secondly / Furthermore* with *First and foremost / Let us remember / We must not forget*
- Add a call to action before the conclusion
- End with *Thank you for your kind attention.*



Count your words again. The speech should be about twenty words longer — the salutation and closing add that for free.

That is the point: **the same content scores higher in speech form**, because the format hands you marks the article makes you earn.

PAST-PAPER DRILL · 2023 Paper II, Test 16 option (c) · Target 12 / 15

Set a timer for 30 minutes, same split as yesterday.

Choose the speech whenever the paper offers one and the bullets are clear.

Same five-minute check: words, bullets ticked, conclusion present, capitals and full stops. Then one more — is the salutation there, and the thank-you at the end?



Day 5 — The Last Three Marks

Test 15 inference • 3 marks • today you win 2

The three marks Book 2 left behind

In Book 2 you took the easy five marks on Test 15 — True or False, the pronoun question, and vocabulary in context. Three marks remain, and they are the inference questions.

They look like this:

> *The tree will remain as it is for years as...* (a) it is far from people (b) it is free from dangerous animals (c) people treat it with respect (d) the weather will always be fine

The answer is not stated anywhere. You must work it out from what the passage implies.

The method

1. **Find where the passage talks about the thing in the question.** Here, why the tree survives.
2. **Read that part and the sentence after it.**
3. **Test each option against the text.** Cross out any that the passage contradicts or never mentions.
4. **Choose the one the passage supports**, even if another sounds sensible in real life.

That last step matters most. Inference questions punish general knowledge. *(d) the weather will always be fine* is obviously untrue in life and unsupported in the text — an easy cross-out. *(a) far from people* may be mentioned, but if the passage says villagers visit it, that is contradicted.

The theme question

Sometimes the last mark asks for a title, or what the passage teaches. Two rules:

- The answer is almost always in the **first or last paragraph**.
- **Never copy a sentence.** A lifted sentence tells the examiner you found a fact, not a theme. Answer in your own words.

READING • The Last Weaver

There were once more than forty handloom weavers in the village of Talagune. Today there is one.

Her name is Somawathie, and she is seventy-three. She learned the craft from her mother, who learned it from hers. The patterns she weaves have names that are written down nowhere, and she is the last person who knows them.

For thirty years the co-operative bought everything she made. When cheap imported cloth arrived in the nineties, the co-operative closed. The younger weavers left for garment factories in the town, where the work was steadier and the pay arrived on time. Nobody blamed them.

Somawathie continued because she did not know how to stop. She sells now to a small shop in Kandy that supplies tourists, and to a few families who still order cloth for weddings.



Last year a university student recorded her patterns and published them. Somawathie was pleased, but she said something the student did not expect. "A pattern in a book is not the same as a pattern in the hands," she said. "You have saved the picture. You have not saved the weaving."

It is a distinction worth thinking about. We are becoming very good at recording what we are losing, and no better at keeping it.



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WRITING ACTIVITY · Six Inference Answers

Answer in your **own words**. Do not copy sentences.

1. Suggest a suitable title for this passage, other than the one given.
2. What does the writer think about the younger weavers who left? How do you know?
3. What does Somawathie mean by "You have saved the picture. You have not saved the weaving"?
4. What is the lesson of the last paragraph?
5. Find a word in paragraph three closest in meaning to "regular and dependable".
6. What does "a distinction worth thinking about" refer to?

Questions 1, 3, 4 and 6 are inference. Question 2 asks the writer's attitude — look for the judgement word ("Nobody blamed them"). Notice how the answers cluster in the first and last paragraphs.

PAST-PAPER DRILL · 2023 and 2025 Paper II, Test 15 · Target 7 / 8 each

Set a timer for 12 minutes per paper.



Do the True/False, pronoun and vocabulary questions first — those are your Book 2 marks and should now be automatic. Spend the remaining time on inference.

For every theme answer, check one thing before moving on: **is this copied from the passage?** If yes, rewrite it in your own words.



Day 6 — The Clock Protocol

No new English. Just the ten marks that time is currently costing you.

The failure that costs the most A grades

Students reach Test 16 with fifteen minutes left, write forty words, and are capped at 5 out of 15.

Ten marks. Not one lost for a language reason.

Paper II — the fixed time-box

Two hours, sixty marks. Write these times on your hand if you must.

- **Tests 9 to 13** — 27 marks — **35 minutes** (about 7 each)
- **Test 14** — 10 marks — **25 minutes** (3 notes, 19 writing, 3 checking)
- **Test 15** — 8 marks — **25 minutes** (12 reading, 13 answering)
- **Test 16** — 15 marks — **30 minutes** (5 planning, 20 writing, 5 checking)
- **Final check** — **5 minutes**

The two hard rules

Rule 1 — At 1 hour 25, you start Test 16. Whatever you are doing, whatever is unfinished. Fifteen marks written badly beats fifteen marks not written.

Rule 2 — If you are running late, do Test 16 before Test 15. Test 16 is worth 15 marks; Test 15 is worth 8. If something must be short, it must be the smaller question.

Paper I — the five-minute rule

Paper I is one hour for 40 marks and most students finish with time spare and do nothing with it. Finish in 55 minutes and spend the last five on the Day 1 checklist. That check is worth two to three marks, every time.

READING · The Same Student, Two Papers

A student sat two mocks three weeks apart. Her English did not change between them.

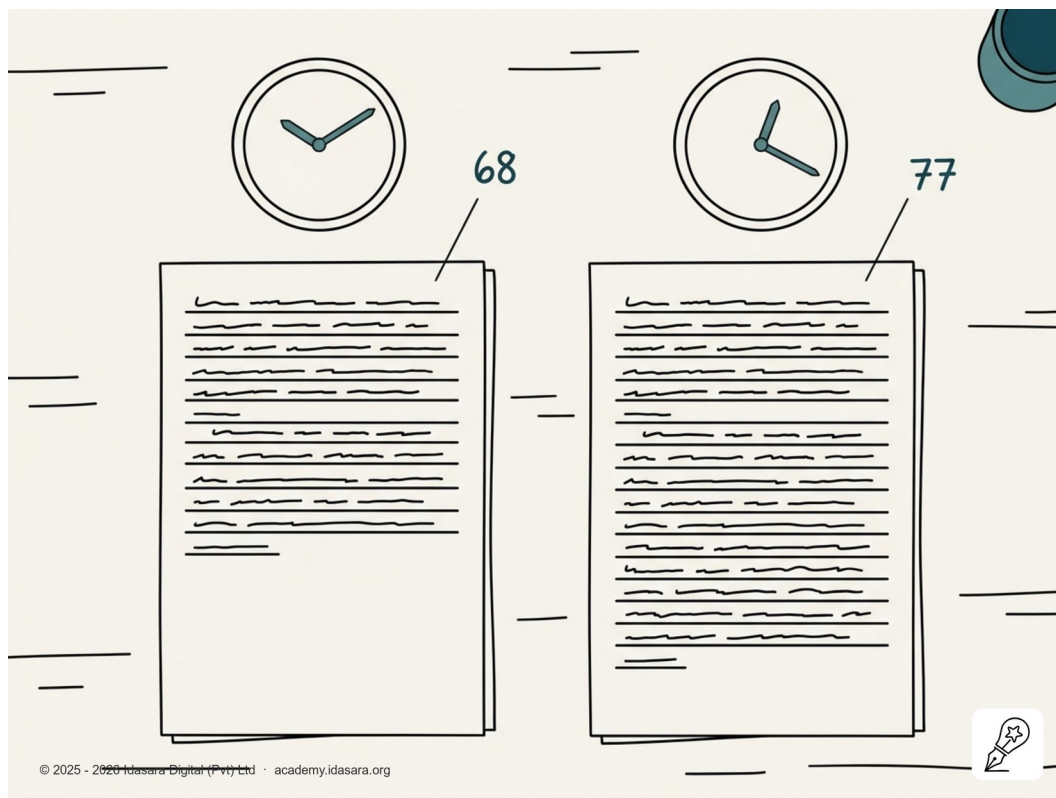
First attempt. She began Paper II carefully and spent 50 minutes on Tests 9 to 13, checking each twice. She reached Test 14 at 50 minutes and wrote a good description in 20. She started Test 15 at 70 minutes and it took 30, because the passage was long. At 1 hour 40 she started Test 16 with 20 minutes left. She wrote 95 words, no conclusion, and stopped mid-sentence when time was called. Test 16: **7 out of 15**. Total: **68**.

Second attempt. Same student, same English, a timetable written at the top of her answer sheet. She gave Tests 9 to 13 exactly 35 minutes and accepted that two answers were not double-checked. Test 14 in 25. Test 15 in 25 — she left one item blank rather than run over. She started Test 16 at 1 hour 25 with a full



30 minutes, wrote 205 words with a proper conclusion, and had four minutes to check it. Test 16: **13 out of 15**. Total: **77**.

Nine marks. No new English. She simply stopped over-investing in questions worth five marks and protected the one worth fifteen.



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WRITING ACTIVITY · Build Your Own Timetable Card

Write the Paper II time-box on a card using **clock times**, not durations. If your paper starts at 9.00:

- 9.00 — start Tests 9 to 13
- 9.35 — start Test 14
- 10.00 — start Test 15
- 10.25 — **start Test 16, whatever is unfinished**
- 10.55 — final check
- 11.00 — end

Then write one sentence underneath and mean it:

"At I start Test 16 even if Test 15 is not finished."

Copy this card at the top of your answer sheet in the first minute of the real examination. It costs sixty seconds and it is worth up to ten marks.



PAST-PAPER DRILL · Test 16 Alone, Three Times · 30 minutes

Not a full paper today. Just Test 16 from the 2023, 2024 and 2025 papers, **10 minutes each**.

Ten minutes is deliberately too short. Copy the bullets into the margin and write as much as you can.

What you are training is not the essay. It is the **feel of the clock** — knowing without looking how far through your time you are. Students who have this never lose the ten marks.



Day 7 — The Distinction Gate

A complete paper. Real conditions. 100 marks.

What to do

Take the **2025 paper** — the most recent, and the one you have used least.

- **Paper I — 1 hour — 40 marks** — finish in 55 minutes and check for five
- Break — 10 minutes
- **Paper II — 2 hours — 60 marks** — timetable card written first

Phone in another room. No notes. Someone else keeping time.

Your target

NOTE · The gate

Score **75 out of 100 or more**.

A Distinction, measured on a full paper exactly as the Department of Examinations measures it. No projection. This is the real thing.

The last check before you begin

1. **Every blank is filled.** No exceptions, either paper.
2. **Test 16 starts at 1 hour 25** into Paper II. Whatever is unfinished.
3. **Copy the bullets into the margin** before writing Test 16.
4. **No word you are not sure of.** Plain and right beats impressive and wrong.
5. **Both papers get a five-minute check** for capitals, full stops and word counts.

If you scored 75 or more

You have done it, and you should understand exactly what you have done. About 15 per cent of candidates in this country get an A in English, and many of them came from homes where English was already spoken.

If you began this series at 30 marks, you did not close a gap in English. You closed a gap in access — and you did it with seven weeks and a pen.

Sit the December paper with the same card and the same five rules. Nothing about the real day is different from what you did today.

If you scored 70 to 74



You are within touching distance and it is almost certainly not English.

Go back to your Day 1 audit and count your careless losses again. Then sit the 2024 paper next weekend with one change only: **finish Paper I in 55 minutes and use the full five-minute check.** That alone moves most students across.

If you scored under 70

Look at Test 16 and answer one question honestly: *did I finish it, or run out of time?*

If it stopped mid-thought, redo Day 6 and sit the gate again. It is a clock problem, fixed in a week.

If it was finished but scored under 10, redo Day 3. Check whether every bullet was ticked — a missing bullet is a missing content mark, and that is a structure problem, not an English one.



Your Final 130 Words

The ten you may add — with frames

beneficial **to** · harmful **to** · serious issue · address **the issue** · a considerable number **of** · a great deal **of**
· improve · essential · as a result · demonstrate · support

Article and speech openers

firstly · secondly · furthermore · moreover · in conclusion · it is clear that · respected principal · my
dear friends · first and foremost · let us remember · we must not forget · thank you for your kind
attention

Argument and balance

however · nevertheless · on the other hand · it is true that · admittedly · therefore · consequently ·
considerably · efficient · frequent

Inference and stance words

suggest · imply · indicate · reveal · assume · conclude · unfortunately · remarkably · clearly · evidently ·
the lesson is · worth noting

Exam-hall words

timetable · word count · conclusion · bullet · plan · check · blank · cap · margin · salutation



What Comes Next

Nothing. That is the point.

You have four books behind you and a method for every question on the paper. From here it is repetition: **one full timed paper each weekend until December**, marked against the official scheme, with careless losses counted separately from knowledge losses every time.

Two last things, and then put the book down.

Do not learn new vocabulary in the final month. Nothing learned in November will be secure enough to use correctly in December, and an insecure word is an error. Deepen what you own instead.

Write the timetable card in the first minute. Every paper. Sixty seconds for up to ten marks, and the cheapest thing you will ever do in an examination hall.

You started this series being told English was not for people like you. You are ending it with a distinction in reach. Go and take it.

The Distinction Crown

You are close enough now that the advice changes completely.

Everything in Books 1, 2 and 3 was about learning something new. This book is the opposite. From a B, the A is won by subtracting: the careless slip on a question you can already do, the conclusion you ran out of time for, the tense that drifted in paragraph three.

This is also where the biggest question on the paper is finally taught. Test 16 is worth fifteen marks — and the paper prints the paragraph plan underneath it. Three of its four options tell you exactly what to include. Most students never read that far.

One thing to hear now, because almost every student at your level gets it wrong: do not start using bigger words. The top band rewards writing that is accurate, not writing that is impressive.

Book 4 of four — the last. Sit the paper. You are ready for it.



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