ENGLISHONLINE.TRAINING · WORKSHEET

AFB Worksheet

Practise the three levels. Write your answers on this page. The answer key is on page 2 — check only after you finish.

Name: _____ Class: _____ Date: _____

Warm-up: the three questions

Complete the three questions that decode any task.

1. What does the text _____? Level: _____

2. How does it _____ it, and what does that _____? Level: _____

3. What do I _____ — and can I _____ it? Level: _____

Exercise 1 · Sort the verbs

Write each verb under the right level. Some levels get more than one verb.

describe · analyse · justify · summarise · compare · evaluate · retell · discuss · outline

AFB 1	AFB 2	AFB 3

Exercise 2 · Label the level

Write AFB 1, 2 or 3 next to each task. Underline the operative verb first.

1. Describe the narrator's attitude towards his job. _____

2. Analyse how the writer creates suspense in lines 5–10. _____

3. Discuss whether the article's main claim is convincing. _____

4. Outline the arguments the author uses against social media. _____

5. Compare the two characters' reactions to the news. _____

6. Comment on the statement: "School uniforms improve learning." _____

Exercise 3 · Fix the opener

A student began an AFB 3 answer like this:

"The speech is very good and effective."

Rewrite it as the first sentence of a strong AFB 3 answer. Start with *"While …, …"* and name one strength and one weakness.

_____

_____

Exercise 4 · Your turn

Task: "*Discuss whether school uniforms improve learning.*"

Write the first two sentences of your answer.

Sentence 1 — both sides: *While supporters argue …, critics point out …*

_____

Sentence 2 — your position: *In my view …, because …*

_____

ENGLISHONLINE.TRAINING · ANSWER KEY

AFB Worksheet — Answers

For teachers, parents and self-checking. If you marked your own work, redo any exercise where you lost a point before moving on.

Warm-up

1. What does the text **say**? → AFB 1
2. How does it **say** it, and what does that **do**? → AFB 2
3. What do I **think** — and can I **prove** it? → AFB 3

Exercise 1 · Sort the verbs

AFB 1	describe · summarise · retell · outline
AFB 2	analyse · compare
AFB 3	justify · evaluate · discuss

Exercise 2 · Label the level

1. **AFB 1** — “Describe” asks for content found in the text. Opinions earn nothing here.
2. **AFB 2** — “Analyse” asks how the effect is created, not what happens.
3. **AFB 3** — “Discuss” means weigh both sides, then reach a position.
4. **AFB 1** — “Outline” asks for the arguments, listed accurately.
5. **AFB 2** — “Compare” reorganises known material into a new structure.
6. **AFB 3** — “Comment on” a statement means take and defend a position.

Exercise 3 · Fix the opener

A strong answer names a strength and a weakness in the first sentence, e.g.: *“While the speech builds trust through personal anecdotes, its sweeping generalisations weaken the argument for critical listeners.”* The original opener has a position but no evidence, no other side — nothing to mark yet.

Exercise 4 · Your turn

Check two things: Does sentence 1 contain **both sides** (supporters’ and critics’ arguments)? Does sentence 2 commit to a **clear position with a reason**? If either is missing, the answer is not yet at AFB 3.

Marking tip

Give one point per correct level in Exercise 2, two points for Exercise 3 (strength + weakness in one sentence), and two for Exercise 4 (both sides, then position). A perfect score is 10. Below 8, redo Exercise 2 — verb-to-level mapping is the skill everything else builds on.