

O LEVEL TEXTS

9 & 10

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combined  
teacher's guide

# OXFORD PROGRESSIVE ENGLISH

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OXFORD



Combined Teacher's Guide to  
**OXFORD**  
**PROGRESSIVE**  
**ENGLISH**  
Books 9 and 10

**OXFORD**  
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### INTRODUCTION

This **Combined Teacher's Guide to Oxford Progressive English Books 9 and 10** is designed to complement and extend the corresponding Student Books, and to enable teachers to reinforce and extend their students' preparation for Cambridge O Level English Language examinations.

The Guide is divided into three parts:

#### 1) Complementary Guide to Oxford Progressive English Book 9

The following features are included:

- Supplementary exercises help with increasingly advanced points of grammar which pose particular problems for students of English as a Second Language (ESL), such as phrasal verbs, the present and past perfective continuous, and the confusion between the present continuous and the simple present.
- Supplementary Speaking and Listening tasks, though not assessed discretely in the Cambridge O level examinations, give students ample opportunity for challenging debate and discussion, which also help in building up their skills of textual interpretation, brainstorming their ideas for written tasks, and their interpretation of sayings and expressions.
- Supplementary writing tasks (Compositions and Directed Writing) are intended to extend and consolidate skills learned and practised in Oxford Progressive English Book 9.
- Practice and guidance help with awkward spellings which present problems for ESL students (for example: *sc* and *c*; plurals ending in *-o*; suffixes *-able* and *-ing* after soft 'g').
- Brief supplementary texts with exercises designed to consolidate specific skills make useful extra units for whole class or group work or for individual students to work through unaided.
- The answers to the tasks in Oxford Progressive English Book 9 are given at the end of each Unit.

#### 2) Complementary Guide to Oxford Progressive English Book 10

As the Cambridge O Level examinations are now that much closer, the guidance and support provided in this section changes accordingly.

The following points are included:

- As the comprehension questions which follow all the texts in Oxford Progressive English Book 10 are designed to elicit specific answers (as in the CIE papers), the answers to them are given in the Guide. Comments are also made about keywords and possible misreading to help both students and teachers.
- When an Examination Practice comprehension text and questions are provided in Oxford Progressive English Book 10, the full mark scheme is given in the Guide (for example, pages 30, 46), so that both students and teachers have a clear idea of how examiners assess the Comprehension paper.
- Full responses are provided on the meanings and use of language, idiom and expressions.

## Introduction

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- Extra guidance and practice are given on preparation for Directed Writing and Summary Writing.
- Marks schemes, exemplar material and full, detailed guidance for teachers to assess the practice set of Examination Papers, included in pages 162-166 of Oxford Progressive English Book 10, make an invaluable resource for teachers.
- Answers to other tasks in Oxford Progressive English Book 10 are given with the Unit text.

### 3) Two complete sets of fully supported Practice Papers

This final 19-page section is an **invaluable** resource for teachers and their students in their preparation for the Cambridge O Level examinations.

- Two complete sets of examination papers are provided. In view of its level of difficulty, the first comprehension text is more appropriate to the beginning of the Oxford Progressive English Book 10 Course, and the other is more appropriate towards the end.
- The two Part 1 papers on Composition are followed by exemplar candidate essays with full Examiner comments, which give invaluable guidance and advice to teachers and students.
- The two Directed Writing tasks are followed by general guidance to teachers on assessing Directed Writing Tasks and detailed guidance on assessing these specific ones.
- The two Comprehension tasks are followed by full and detailed mark schemes for teacher use or for students' own self-assessment.
- Full guidance on assessing Summary Writing is given with separate checklists of relevant and irrelevant points.

# Oxford Progressive English Book 9

## INTRODUCTION

Oxford Progressive English Book 9 is concerned with building the specific skills required for the Cambridge O Level examinations and extending the students' experience of a range of challenging and arresting texts and language. The supplementary support in this Guide focuses on exercises to clarify those points of grammar which are particularly difficult for your students; extra Speaking and Listening tasks which are directly linked to specific skills; brief texts and exercises which consolidate skills taught in the Student's Book; and tasks and guidance on tricky English spellings.

## Unit 1: Snakes



### Examination Watch

#### Summary sentences, page 10

Throughout Oxford Progressive English Books 9 and 10, students' summary writing skills are built up until they are fully prepared for the Summary Writing task in the examination. This begins with matching and writing summary sentences to help build the skills of recognizing and expressing the main points in an economical way. Students will also begin to recognize detail and illustration as well as the main points.

#### Directed Writing, page 15

This Writing task is the beginning of students' preparation for the Directed Writing task in the examination. It is designed to make students aware of the importance of recognizing the genre in which they are being asked to write. Here it is a Report.

The sub-headings are designed to help students organize their work effectively and also to make them proficient at including **all** the information required of them i.e. responding to a)-f) inclusive. (In the examination, candidates often omit one of the pieces of information asked for and thus lose marks.)



### Speaking and listening

#### Supplementary task

The purpose of Speaking and Listening tasks is to encourage participation and effectively express points of view. The ideas generated can be compiled into proper written responses. This task could usefully be set at the end of the unit as it consolidates skills learned in it.

One member of your class has exclaimed:

'I hate snakes! Horrid creatures – they should all be killed!'

In small groups, work out the persuasive arguments which students could use to engage with this member of the class.

They may wish to agree or disagree, either completely or partially, but they must produce persuasive and valid arguments.

When students have discussed the arguments, they should take turns to argue in role, with one taking the part of the class member who hates snakes, and the other one taking the part of someone who holds the opposite view.

- The keyword here is **persuasive**. Before the discussion begins, it would be helpful for students to practice some **persuasive** expressions and verb forms to assuage the dogmatic member of the class. (Persuasive markers are also useful in written compositions.)

*For example: Perhaps you should consider; let's look at another side of the argument; do you not think that...*

- Students may also practice some dogmatic and **assertive** language and expressions as will be used by the snake-hating member of the class. They need to appreciate the differences in tone and purpose between the assertive and the persuasive.

*For example: I just hate....; they're all vile; I won't change my mind; they're no good to anyone; no one can say anything different.*



## Key to tasks in Unit 1

### Page 5 Vocabulary

Synonyms from text:

- a) entangled
- b) satan
- c) hypnotized
- d) clan
- e) flicking
- f) ghastly

### Silent 'b'

- a) lamb; lambing or lambing time
- b) a plumber
- c) long-limbed
- d) crumbs
- e) dumb

### Page 6 Grammar

Verbs: Present and past perfective with 'have'

- b) has seen
- c) had gone
- d) has learned / has learnt
- e) have made
- f) has visited
- g) had hit

### Page 9 Specialist vocabulary

- a) anticoagulant
- b) blood pressure
- c) anatomical apparatus
- d) tailored
- e) natural pharmacology

### Page 10 Summary sentences

- a) Paragraph 5
- b) Paragraph 6
- c) Paragraph 1
- d) n/a
- e) Paragraph 2
- f) Paragraph 3

### Page 15 Vocabulary, question 2

- a) broach
- b) mammoth
- c) ostensibly (not deceptively)
- d) adamant
- e) unfazed

## Unit 2: Books



### Vocabulary

#### Metaphors and similes, page 19

Metaphors and similes can bring vitality and style to a student's writing, but students need plenty of practice if they are to be used effectively.

Professional writers, like the author of *A Reading Silence*, may use complex and striking metaphors and similes successfully, but students are best advised to attempt simple ones.

1. Complete each of the following sentences with a simile of your own:
  - a) The car sped along .... *e.g. as fast as an arrow*
  - b) The alien's legs were long ...*e.g. like lamp posts*
  - c) The road stretched ahead... *e.g. like a long snake*
  - d) The mist gradually covered us ....*e.g. like a gigantic blanket*
  - e) The news shocked her ....*e.g. like a gunshot*
2. Use each of the verbs a)-e) metaphorically in a sentence of your own:
  - a) to eat *e.g. She wished she could eat her words, but they had been spoken.*
  - b) to burn *e.g. After the incident he burned with embarrassment.*
  - c) to swallow *e.g. He had to swallow his pride and ask for a room to rent.*
  - d) to read *e.g. I could read the disappointment in his face.*
  - e) to crush *e.g. I was completely crushed by his refusal.*



### Speaking and listening

#### Supplementary task

This task would be useful as a preparation for the Examination Watch on page 25 of the Student's Book.

The composition *What do you think makes a good book?* could be written after working through the Examination Watch. Students will also learn useful hints on how to improve their own imaginative compositions.

In small groups, students consider the following sentences. Each is the opening sentence of a separate story:

1. *This is the story about something that happened long ago when your grandfather was a child.*
2. *I disappeared on the night before my twelfth birthday, 28 July 1998. Only now can I at last tell the whole extraordinary story, the true story.*
3. *He awakes with a start. Somebody is shaking him. Roughly.*
4. *Karim had to wait another week before the tanks rolled away again from the middle of town and the daytime curfew was lifted.*
5. *It was said that my father once wrestled a black bear in Balochistan with his bare hands. No one ever doubted the truth of any story about Baba.*

Within their group, students elect one to be the scribe, who will write down the ideas and opinions of the others in the group.

In your discussion, consider the following:

- Does each beginning interest or intrigue you enough to make you want to read on?
- How do they do this? Is it the words? Is it the length of the sentences? Or the mystery?
- What do you think the rest of the story will be like?
- Which beginning do you think is the best? Each group member must give a reason.

- Which is the least successful? Each group member must also give a reason.
- What kind of scenario makes a good start to a story?
- As a group, put all your ideas into action and make up your own two-line opening to a story.

After the discussion, each scribe will summarize the main points for the rest of the class, and read out the group's own two-line opening to a story. After hearing each group, the class decides which two-line opening is the most successful.



## Vocabulary

### Dr Johnson's Dictionary, page 31

#### Supplementary task

The following are definitions from Dr Johnson's Dictionary.

Match the definitions a)-f) to the words 1)-6).

- a) the semicircle of various colours which appears in showery weather
  - b) something less than an atrocious crime
  - c) a large collection of books, public or private
  - d) celebrating a victory; victorious
  - e) many and different kinds; intermixture of one thing with another
  - f) an optic instrument which gives to the eye a large appearance of objects which otherwise could not be seen
- 1) library
  - 2) microscope
  - 3) misdemeanour (English spelling)
  - 4) rainbow
  - 5) triumphant
  - 6) variety



## Key to tasks in Unit 2

### Page 23 Summary sentences

- a) Paragraph 6
- b) Paragraph 2
- c) Paragraph 3
- d) N/a
- e) Paragraph 8
- f) Paragraph 5

### Page 24 Vocabulary

#### Question 2

- a) devout
- b) engrossed
- c) entranced
- d) hefty
- e) escapades
- f) vulnerable
- g) phenomenon
- h) devastated

- i) docked
- j) spectacular

**Page 31 Vocabulary**

Question 2

- a) beggar
- b) devil
- c) burden
- d) frenzy
- e) grocer
- f) cocoa
- g) turquoise
- h) screen
- i) umbrella
- j) public

Question 4

a = 4; b = 5; c = 2; d = 1; e = 3.

## Unit 3: At Sea



### Vocabulary

**Supplementary spelling task consolidating the sc and c words, page 36**

This task can be photocopied for students.

The student who wrote the following account has made no less than **twenty** spelling mistakes! He is writing about his experience of Loch Ness in Scotland. *Loch* is the Scottish word for 'lake'. There is a legend that a Monster lives in the loch, and many people claim to have seen it.

- Write out the account correctly spelt.
- Underline the words which you have corrected.

An Evening by Loch Ness

It was evening and we were dozing after a long day's walk in the Schottish hills around Loch Ness. It was a fine evening and the setting sun gave a strange luminosity to the Loch. The colours of the sunset were as vibrant as those on the fluoesent little blue butterflies we had seen on our walk. Of course we had heard all the storeys about the Loch Ness Monster, but there was no sientifick proof that a Monster lived in these waters and we were septical about such tales. We were certainly not thinking about them as we sat watching the beautiful seene before us. However, as we inhaled the fresh, sented air, we were consious of a sudden chill, and notised that the calm lake was changing. Fleks of white foam were disernible, which developed before our eyes into an extrrdinary phosforesence. To our astonishment, from the luminus water rose a great serpent. My friend was scarred and actually screamed from schock. Its great neck rose up dramatically from the water; it looked streight at us, and then the whole creature desended back into the depths. We had seen the Loch Ness Monster!

Corrected copy:

It was evening and we were dozing after a long day's walk in the 1) Scottish hills around Loch Ness. It was a fine evening and the setting sun gave a strange 2) luminosity to the Loch. The colours of the sunset were as vibrant as those on the 3) fluorescent little blue butterflies we had seen on our walk. Of course we had heard all the 4) stories about the Loch Ness Monster, but there was no 5) scientific proof that a Monster lived in these waters and we were 6) sceptical about such tales. We were certainly not thinking about them as we sat watching the beautiful 6) scene before us. However, as we 7) inhaled the fresh, 8) scented air, we were 9) conscious of a sudden chill, and 10) noticed that the calm lake was changing. 11) Flecks of white foam were 12) discernible, which 13) developed before our eyes into an 14) extraordinary 15) phosphorescence. To our astonishment, from the 16) luminous water rose a great serpent. My friend was 17) scared and actually screamed from 18) shock. Its great neck rose up dramatically from the water; it looked 19) straight at us, and then the whole creature 20) descended back into the depths. We had seen the Loch Ness Monster!



## Grammar: present and past perfective continuous verb forms

### Supplementary tasks to support pages 44-46

#### Quick revision:

In Unit 1, students learned to use the present and past perfective verb tenses formed with the auxiliary verb 'have'.

#### Present perfective:

*She has worked for the company for ten years.*

This means that she has worked for the company for a limited time up to the present time: *i.e.* at the present time she is probably still working for the company.

#### Past perfective:

*She had worked for the company for ten years.*

This means that she is no longer working for the company: the action has been completed and is in the past.

Now they are going to learn how to use the present and past perfective continuous.

In the following sentences:

- Fill in the gaps with the present perfective continuous or the past perfective continuous, as appropriate.
- Underline the verb you have used, and at the end of the sentence, note the tense in brackets.

The first one has been done for you as an example:

- 1) Murtaza (search) for the lost document all the previous week and finally found it under the sofa.  
*Murtaza had been searching for the lost document all the previous week and finally found it under the sofa. (past perfective continuous)*
- 2) Earlier in the day the beggar (stand) outside the train station, but he disappeared when a police car drove up.
- 3) Mother (cook) for the visitors all day and she is now very tired.
- 4) She (study) French for only a month before she was able to make herself understood in the market.
- 5) It (rain) all day today and the washing is still wet.
- 6) Jo and her daughter (quarrel) again and now they aren't speaking to one another.

**Answers:**

- 2) Earlier in the day the beggar had been standing outside the train station, but he disappeared when a police car drove up. (past perfective continuous)
- 3) Mother has been cooking for the visitors all day and she is now very tired. (present perfective continuous)
- 4) She had been studying French for only a month before she was able to make herself understood in the market. (past perfective continuous)
- 5) It has been raining all day today and the washing is still wet. (present perfective continuous)
- 6) Jo and her daughter have been quarrelling again and now they aren't speaking to one another. (present perfective continuous)



### Key to tasks in Unit 3

#### Page 35 Vocabulary

##### Question 1

- a) a milky trail
- b) probable
- c) defined
- d) congregated
- e) vessel
- f) decomposition
- g) attributed
- h) rapidity (not rapidly)

#### Page 45 Present and past continuous

##### Task A

- 2) a) has been staying b) he wants c) simple present
- 3) a) has been writing b) intends to do c) simple present
- 4) a) has been studying b) cannot speak c) simple present
- 5) a) has been using b) has c) simple present

#### Page 46

##### Task B

- 2) a) had been reading b) knocked c) simple past
- 3) a) had been painting b) collapsed c) simple past
- 4) a) had been hoping b) was disappointed c) simple past
- 5) a) had been waiting b) gave c) simple past

## Unit 4: A Day in my Life



### Vocabulary

#### Supplementary spelling task to complement *Buffalo Holmes*

##### Plurals of words ending in 'o'

Look at the plurals of the following nouns:

- a) buffalo; buffaloes
- b) potato; potatoes

- c) tomato; tomatoes
- d) mango; mango(e)s
- e) radio; radios
- f) ghetto; ghetto(e)s
- g) photo; photos
- h) mosquito; mosquitoes

The reason why there is no rule for the spelling of the plurals of words ending in 'o' is that these words have all been imported from other languages. They have been given the English 's' plural endings, but as you can see, there is no rule about the 'e' preceding the 's'. Generally, however, the plural of words ending in 'o' is formed by adding just an 's'.

An interesting example of an English noun which is given its correct foreign plural is *graffiti*, the writing and drawing, usually spray-painted, which appears on walls and available spaces in towns and cities. The Italian singular noun *graffito* means 'scribbled writing'. In English, its plural form *graffiti* is used, but it has been adopted as a singular noun!

*There is graffiti all over our garage door.*

How many more nouns can you think of which end in 'o'?



## Grammar: the present continuous and the simple present, pages 51–52

### Supplementary task: eliminating the confusion in use of these verb forms

This confusion is particularly common amongst people for whom English is a second language. Consider this conversation between Sameer and his teacher.

Teacher: Do you understand me? This work is disgraceful!

1) Sameer: I am understanding you, Sir. I am being ashamed, Sir.

Teacher: You must do it again and give it to me tomorrow. What do you have to say?

2) Sameer: I am being very sorry, Sir. I am apologising to you.

Teacher: And you are always late for school. How far away do you live?

3) Sameer: I am living two miles away, Sir.

Teacher: Do you come by bus?

4) Sameer: Yes Sir, I am catching the bus every morning.

Teacher: Then why are you late?

5) Sameer: Very often, Sir, the bus is arriving late.

Teacher: Do you mean you get up too late to catch it?

6) Sameer: Oh no, Sir, I am telling the truth, Sir. I am always telling the truth.

Teacher: Very well, I wish to see an improvement.

7) Sameer: I am promising you, Sir.

In all but one of his responses, Sameer uses the present continuous tense when he should use the simple present. Only one of his responses using the present continuous tense is correct.

Many English Language students make the same mistake as Sameer.

Look carefully at Sameer's errors below and the reasons for them:

In 1) and 2) and 7) above 'understand', 'to be ashamed', 'to be sorry', 'to apologise' and 'to promise' all express Sameer's feelings and thought processes. These verbs should therefore be in the simple present:

- 1) I understand you, Sir. ✓ I am ashamed, Sir ✓
- 2) I am very sorry, Sir. ✓ I apologise. ✓
- 7) I promise you, Sir. ✓

In 3) 'I live two miles away' is a statement of fact, and the verb should therefore be in the simple present:

3) I live two miles away, Sir. ✓

In 4) and 5) Sameer is talking about habitual actions: he catches the bus *every morning*; *very often* the bus arrives late. The verbs should therefore be in the simple present:

1) Yes, Sir, I catch the bus every morning. ✓

2) Very often, Sir, the bus arrives late. ✓

In 6) Sameer uses the present continuous tense, once correctly and once incorrectly. Why? Sir, I am telling the truth. ✓ This is an action going on in the present time, and therefore the present continuous is correct.

I am always telling the truth. ✗ The adverb 'always' changes the sentence into an habitual action, and so the verb should be the simple present:

I always tell the truth. ✓



## Speaking and listening

**Supplementary discussion to complement and extend *A Day in My Life*, pages 58-60**

This topic brings together the themes of this unit, as well as giving students the opportunity to introduce personal opinions and experiences. The discussion could be used as a basis for a written composition with the same or similar title.

In groups of four, discuss the following topic:

'The most valuable aspects of our school life'

Discuss fully your opinions and your reasons. Finally, when you have finished your discussion, make a list of the top five aspects, and then compare your list with the lists of the other groups in your class.



## Key to tasks in Unit 4

**Pages 51- 52 Grammar: Present continuous and present tense**

- b) is looking after / present continuous / ongoing action in present time
- c) thinks / simple present / present opinion
- d) watch / simple present / habitual action
- e) are watching / present continuous / action planned for the future
- f) opens / simple present / habitual action
- g) is crying / present continuous / ongoing action
- h) understand; condemn / simple present / opinion and feelings
- i) live / simple present / general fact
- j) is living / present continuous / ongoing action in present time

**Page 56 Grammar: Some irregular verbs**

- a) wove
- b) laden
- c) loaded
- d) weaving / wove / weaving / woven
- e) laden

**Page 57 Vocabulary**

1 = f; 2 = e; 3 = g; 4 = c; 5 = d; 6 = b; 7 = a.

## Unit 5: Writing Letters



### An exemplar formal letter

#### Supplementary task to letter writing, pages 67-69

This is a sample letter which could be given to students to compare with their own letters at the end of the task.

The Director,  
Health Research Centre,  
University Road  
Karachi

Achievers' High School,  
Road No. 14,  
North Nazimabad,  
Karachi

16<sup>th</sup> July 2007

Dear Mr Malik,

Class Nine of Achievers' High School attended the 'Be Healthy Day' organized by you and your team at the Health Research Centre on Wednesday last week. As Class Representative, I would like to thank you for a most enjoyable and instructive day.

Most of us in our class eat too much junk food, even though our parents and teachers tell us not to. Now that we have seen from the slides illustrating your lecture exactly what goes into burgers, I think that we will no longer choose to eat them. We were shocked to hear about the way that we are turning into a nation of overweight children, and we have all decided we are going to eat more healthily from now on.

The cookery demonstrations were brilliant. They gave us plenty of recipes to take home about easily prepared meals which are good for us. The many ideas for healthy snacks were particularly useful as we all get home from school hungry and that is when we tend to eat junk food. Best of all, we enjoyed all the tasters!

Once again, I would like to thank you and your team for a great day and for answering all our questions. We all learned a great deal, and intend to eat more healthily from now on.

Yours faithfully,

Anwar Ahmed

Anwar Ahmed  
Class Nine Representative

**Supplementary task: Writing an opinion letter to a newspaper, pages 71-72**

This task may be photocopied and given to students.

Read the following opinion from a newspaper article in a Pakistani newspaper:

Do you ask your daughter to help with the outdoor work and your son to do the dishes and vice versa? Do you give your son chances to take care of others and praise him for being gentle and considerate? Do you hug your daughters as much as you hug your sons? It's not difficult to understand the core reason for this discrimination against girls. Male chauvinism stems from their sense of superiority over women exhibited at the level of personal relationships. Men habitually refuse to contribute to the household tasks such as cooking, baby sitting, etc. as such actions are seen as women's work and they feel proud saying that they never bother to step into the kitchen even to make a cup of tea. Most parents want their sons and daughters to have equal chances at success as they venture into the world. Today, equality of the sexes is largely mandated by public policy and law. However, traditional ideas about gender are still deeply rooted in Pakistani (read 'Eastern') culture.

- Write a formal letter to the Editor of the newspaper
- Follow the layout rules and the organization advice given above.
- Express your views on the opinion reported in the newspaper.
- Include a suggestion, or suggestions, for change, or reasons for maintaining things as they are.



**Vocabulary**

**Supplementary spelling exercise with soft 'g' and suffixes *-able* and *-ing***

As you know, the silent final 'e' following 'g' in words such as 'marriage' and 'damage' keeps the 'g' soft, that is, like a 'j' as in 'just'.

When you add the suffix *-able* to such words, what happens to the 'e'?

Generally, it is retained: *marriageable*.

When you add the suffix *-ing* to such words, what happens to the 'e'?

Generally, it is dropped: *damaging*.

There are a few exceptions to the *-ing* suffix rule:

singe (to burn) ; singeing

binge (to over-eat); binging

Can you think why these exceptions exist?

If the 'e' were not retained, these words would rhyme with 'ringing'.

Fill in the gaps in the following sentences with words ending in either *-able* or *-ing*:

- 1) I want these batteries to last. Are they (recharge)?
- 2) I saw him (plunge) into the river.
- 3) They are (exchange) addresses.
- 4) Divide your work up into (manage) units.
- 5) She is (manage) her money very well.
- 6) It is very (discourage) to fail my test again.
- 7) The weather is so (change). I don't know whether to take an umbrella.
- 8) Too much make-up is (damage) to the skin.

**Answers:** 1) rechargeable 2) plunging 3) exchanging 4) manageable  
5) managing 6) discouraging 7) changeable 8) damaging



## Key to tasks in Unit 5

### Page 65 Vocabulary: Odd man out

- a) usually
- b) shining
- c) forbidden
- d) beats
- e) encouraged

### Page 66 Phrasal verbs: *To come on*

- a) correct
- b) wrong
- c) correct
- d) correct
- e) wrong ('to' should be 'too')
- f) correct

# Unit: 6 Taxi



## Vocabulary

### Doubling the consonants: supplementary spelling task

You already know these spelling rules. When the suffix *-ing* or *-ed* is added to a verb containing one syllable, a short vowel and a final consonant, the consonant is doubled.

For example: *hop; hopping; hopped*  
*wag; wagging; wagged*

When the suffix *-ing* or *-ed* is added to a verb containing one syllable, a long vowel and a final 'e', the final 'e' is dropped and the consonant is not doubled.

For example: *hope; hoping; hoped*  
*wage; waging; waged*

These rules are often broken or ignored by English Language students, resulting in misunderstanding and lack of comprehension.

Consider these two errors: *I stayed up all night hopping for news.*

*Wagging war always causes the death of innocent people.*

In the following sentences, 1-8, the verb with a double consonant and a short vowel is underlined.

- i) Write the base form of the underlined verb.
- ii) Write the base form of another verb with the same consonants but with a vowel sound which is different from the one in the sentence, and without a double consonant.
- iii) Write a sentence using that verb with either an *-ing* or *-ed* suffix.
- iv) Underline the *-ing* or *-ed* word in your sentence.

The following has been done for you as an example:

The resources in this area are not being tapped sufficiently.

- a) Tap (*the base form of 'tapped' with a short vowel*)
  - b) Tape (*the base form of another verb with same consonants but with a long vowel*)
  - c) The police officers taped the interview with the suspect.
1. The trees need lopping because they have grown too high.
  2. The box was filled with old documents.
  3. Amir pinned the notice up on the board.
  4. They shinned down the drainpipe to escape.
  5. They scrapped their holiday plans because Grandfather was ill.
  6. The sky was dotted with brilliant stars.

7. She planned her journey very carefully.
8. Mopping up after the storm took us hours.

**Answers:**

- 1) a) lop b) lope c) *e.g.* The mysterious man loped away into the darkness.
- 2) a) fill b) file c) *e.g.* Lisa spent hours filing her nails.
- 3) a) pin b) pine c) *e.g.* When Abdul went away, his dog pined for him.
- 4) a) shin b) shine c) *e.g.* The moon was shining brightly when they set out.
- 5) a) scrap b) scrape c) *e.g.* What is that curious scraping noise?
- 6) a) dot b) dote c) *e.g.* Abdul's dog dotes on him and would not eat when his master was away.
- 7) a) plan b) plane c) *e.g.* The edge of this door is very rough: it needs planing.
- 8) a) mop b) mope c) *e.g.* She was so lonely and miserable, she spent days moping around.



**Key to tasks in Unit 6**

**Page 85 Vocabulary**

Question 1

- a) Any two of the following American cars: Chevrolet (Chevy); Buick; Ford; Chrysler; Oldsmobile; Cadillac; Dodge; Pontiac / Russian cars: Lada; Volga / European cars: Mercedes; BMW; Audi (The American SUV does not belong in any category)
- b) Any six of: tail fins; horn; V-8 engine; bumper; windshield; generator; differential; battery; air filter; hose; exhaust system; milometer
- c) Any three of: Jorge; Renaldo; Alberto; Josef; Castro
- d) Five hundred and forty six thousand, five hundred and fifty one
- e) the Nineteen Nineties

**Pages 85-86 Topic sentences**

- a) Paragraph 7
- b) Paragraph 3
- c) Paragraph 2
- d) Paragraph 4

**Pages 88-89 Idiom and expression**

1 = a; 2 = b; 3 = a; 4 = b; 5 = b; 6 = a

## Unit 7: For better or worse?



**Vocabulary**

**Supplementary task on prefixes: *up-* and *down-* , page 93**

Having worked on the prefixes *under-* and *over-* , students may challenge themselves further by considering the prefix opposites *up-* and *down-* .

Below are words with the prefix *up-* with a sentence illustrating their use:

- 1) Upbeat (adj) = cheerful; positive. *She was very upbeat about her exam result and did not seem to mind that she had failed.*
- 2) Uptown (adj colloquial American) = from the smart part of the town or city. *She is an uptown girl now and never thinks about her old granny.*
- 3) Uplifted = raised up either literally or metaphorically. *I felt uplifted by the good news.*

- 4) Upgrade = to improve; move up. *Daniel is going to upgrade his old car.*
- 5) Uphold = to maintain; sustain. *The Headmistress told the girls they must uphold the values of the school.*
- 6) Upfront (colloquial) = frank; open; forthright. *Rosa was upfront about her problems as she thought talking about them was the best way of finding solutions.*
- 7) Upmost = absolute most; topmost. *You must try your upmost to win the race this time.*
- 8) Updraught (noun) = upward current of air. *The birds were circling in the updraughts.*
- 9) Upbringing (noun) = rearing; nurture. *When I consider my extraordinary upbringing, I reckon it's a miracle I'm as normal as I am!*
- 10) Uplands (noun) = hilly areas with a higher altitude: *The animals came down from the uplands to graze on the pasture.*

The students' task is to:

- provide their own sentences for the words 1-10 above
  - write sentences to illustrate the meanings of the words with the opposite prefix *down-*
- The *down-* prefix words exist for only half the words!

**Answers:**

- 1) Downbeat (colloquial): e.g. *She was very downbeat and dejected after her failure.*
- 2) Downtown (American): e.g. *My parents do not allow me to go downtown with my friends.*
- 3) No such word as *downlifted*
- 4) Downgrade: e.g. *The security alert has been downgraded now that the emergency is over.*
- 5) No such word as *downhold*
- 6) No such word as *downfront*
- 7) No such word as *downmost*
- 8) Downdraught: e.g. *The hot-air balloon was caught in a downdraught and came down in a field.*
- 9) No such word as *downbringing*
- 10) Downlands: e.g. *The valley in the downlands is a great place for cycling.*



## Writing a memoir

### Supplementary task to complement *Memoir*, pages 94-97

Using *A Persian Childhood* as a springboard, write the first chapter of a memoir.

Students may choose to write their own memoir, or write in the first person as though they were someone in their family who is over fifty years of age. A relative may well have a wealth of stories from the past!

- Write about an incident from the past. It does not have to be extraordinary or heroic—it is your description which makes the incident a pleasure for the reader!
- Take particular care with verb forms. Include a variety and make sure they are accurate!

It would be useful to take some time to give students some practice and time to think of arresting first sentences which are going to grab the attention of a reader.

For example, consider the effectiveness of the following:

- a) *My aunt was born in 1940 and lived all her life in Quetta.*
- b) *Born in 1940, my aunt has lived through more than ten tempestuous decades.*
- c) *A violent storm brought floods and terrifying lightning on the night my aunt was born.*
- d) *'If you fall off, get straight back on' was my aunt's motto in life, and she certainly knew all about falling off!*
- e) *My aunt was married and had six children, three boys and three girls.*



## Key to tasks in Unit 7

### Page 93 Vocabulary

#### Question 2

- |                          |               |                 |
|--------------------------|---------------|-----------------|
| a) engulfed (not buried) | b) hangs over | c) fertile      |
| d) lax (not neglect)     | e) repair     | f) desensitized |
| g) pasture               | h) dismantle  | i) incidences   |
| j) perennial             |               |                 |

### Page 93 Prefix *under-*

- |                |               |               |
|----------------|---------------|---------------|
| a) undervalued | b) underlay   | c) underfloor |
| d) underline   | e) undermined |               |

### Page 99 Vocabulary Meanings

#### Question 2

a = 6; b = 8; c = 7; d = 5; e = 2; f = 4;  
g = 3; h = 1

### Pages 100-101 Time expressions

- 2) It will be Anna's birthday tomorrow.
- 3) I will see David for the last time in January.
- 4) He will phone his mother next Monday.
- 5) He is going to travel right across Australia next year / in the future / next month...
- 6) We will learn the present tense next month.
- 7) Little Gina's parents will arrange a birthday party for her next year.

# Unit 8: Holidays



## Writing

### Supplementary writing task: Composition titles

These titles come with some advice for students on how to tackle these two different kinds of compositions.

- 1) Write a composition which begins with these words:  
'I knew as soon as we boarded the plane that the whole idea was a bad one.'  
  - Work out first of all what the bad idea is: are you going on holiday with a friend you have quarrelled with? Have you planned the trip as a way of conquering your fear of flying? Are you going to look for someone in another country? Are you taking a risk by going into dangerous territory?
  - Plan your paragraphs carefully so that each one progresses the story.
  - Keep the reader in suspense during the first paragraph: build up a tense atmosphere without saying what the bad idea is.
  - Structure an ending that is not just an anti-climax.
- 2) 'Going away on holiday is just a waste of time and money.' Do you agree with this opinion?  
Include:
  - An explanation of the opinion offered—what does the unnamed speaker think and believe?
  - Your opinion and whether or not you agree with the given opinion

- Detail and illustration by example
- A consideration of **both** the time and money aspect.



## Travel writing texts

### Supplementary task to consolidate the themes and lessons of Unit 8

Below are three introductions to travel articles which have the 'wow factor'. This means that they are written to entertain the readers and make them think, 'Wow! I want to go on a trip like that!'

These three texts may be used to illustrate the features which make lively writing, such as:

- intensifiers and vocabulary
- varied sentence structure including dashes; continuation dots; direct speech; parenthesis; effective brief sentences

They may also be used as further illustration of the effective use of:

- fact
- opinion
- metaphor
- simile
- exaggeration

They may also be used as a springboard for students writing their own travel article about a place they know, or imagine, using the techniques and features which they have found in the three texts.

#### Text 1: Watching dolphins in Cambodia

'Dolphin! Dolphin!' By the time I'd swung my camera round, only a gentle ripple betrayed the spot where, moments before, one of the world's rarest mammals had surfaced.

'Over there!' pointed Eak, our guide. I missed it again.

I was beginning to fear I was being duped—victim of a new reality TV show, *Gullible Tourist*—but Eak assured me that dolphins truly were in my sights.

Sighing, I lowered my camera, deciding that perhaps it'd be better if I concentrated on just spotting a dolphin rather than ambitiously attempting to snap one.

Most visitors hear the dolphins before they see them. The trademark whoosh of air as one breaches the water is unmistakable. I fixed an intent stare at the brown, soupy water, waiting for some action. When Eak told us that dolphins need to come up for air every two minutes, I realized it was time to look further afield—a dolphin can swim a long way in two minutes.

#### Text 2: The Highroad through Tajikistan's mountain-lined Pamir Highway

'*Dokumenti*'

'Passport!'

As intimidating as the burly, bearded Tajik commandant was trying to be, at first I wasn't that concerned. I had a bag bursting with enough Central Asian visas, permits and registration stamps to placate even the most bureaucratically minded official. No, it was the slip of paper the guard held in his hand that really worried me—especially when he read out the two words on it: my name.

When the KGB\* has your name handwritten on a slip of paper, it's rarely good news. This was the second time I'd been collared by the Tajikistan KGB on this trip. I was following the Pamir Highway, the incredible rollercoaster road (often likened to Pakistan's Karakoram Highway) that bumps up and over the roof of the world from Khorog to Osh in neighbouring Kyrgyzstan, doling out some of Asia's grandest mountain scenery en route. Only days earlier I'd been thrown out of the Little Pamirs, a stunning cul-de-sac of snowy peaks and high-altitude lakes that has long formed the strategic meeting of empires (these days the former USSR, China, Pakistan, and Afghanistan). My expulsion had been for a 'crime': possession of

a notebook full of scribbles and a telephoto lens the size of the Hubble telescope. Cold-war sensitivities remain fresh in the forgotten corners of Central Asia.

*KGB are the Russian initials for their Security and Intelligence outfit, which also included the secret police. Though Tajikistan is now an independent country, the author has used KGB as a familiar term.*

### Text 3: Swimming with killer whales in a fjord in the Norwegian Faroe Islands

The clue's in the name: killer whale. They're no vegetarians. So snorkelling within gulping distance of a pack of peckish killer whales — orca — as they settle in to snack on herring in a northern Norwegian fjord might seem... well, foolhardy. But that's not the way our guide sees it.

'It's exhilarating beyond belief— swimming within twenty metres of four, five or even six massive orca as they feed.' Of course, it helps that she has studied animal behaviour for more than a decade and understands perfectly the intentions of these huge mammals.

If you've seen a film of Patagonian orca attacking seals, you might find this experience a bit scary. But these are very specialized animals here in Norway, indulging in carousel feeding— circling shoals of herring to herd them into a ball, and then picking the fish off one at a time. It's incredible to watch, and totally safe because the orca ignore human swimmers.



## Key to tasks in Unit 8

### Page 117 Examination Watch: Writing features

- a) exaggeration
- b) fact
- c) metaphor
- d) simile
- e) fact
- f) metaphor
- g) opinion
- h) simile
- i) opinion

### Page 118 Phrasal verbs for holidays

- 1) see her off
- 2) touches down
- 3) get away
- 4) stopping off (not 'touching down', which is landing)
- 5) go back

### Page 122 Vocabulary

#### Question 1

- a) sculpted
- b) fumes
- c) harmless-looking
- d) environment / river beds / tundra
- e) gradient
- f) precipitous
- g) unbelievably

# Unit 9 Journeys



## Speaking and listening

### Supplementary task

Discuss:

- the metaphorical as well as the literal meanings of the following sayings
  - whether you agree with the sentiments of the sayings
  - your reasons for agreeing or disagreeing
- a) Travel broadens the mind.
  - b) The past is a foreign country through which we travel as strangers.
  - c) Travel is more likely to contract the purse than enlarge the mind.
  - d) Bad news travels fast.
  - e) It is better to travel hopefully than to arrive
  - f) He travels fastest who travels alone.



## Travel Writing Text

### Supplementary text with questions to consolidate skills learned in this Unit

*The following text describes the beginning of a journey in South America made by Dervla Murphy in the early 1990s.*

This morning I took a colectivo (communal taxi) from the coastal city of Chiclayo to Cajamarca: a five-hour journey. Nobody had bothered to heal our taxi's wounds after various misadventures and it looked like something off a scrap-iron dump. If there are any rules of the road here, the brawny, mulatto driver hasn't yet heard of them. He chatted cheerfully to the couple in front, roaring with laughter at his own jokes and not noticing when the señora went white with terror. A restless five-year-old shared the back with us. His favourite game was pulling the driver's hair as we were about to overtake a truck on a blind corner, or knocking his cap over his eyes as we negotiated hairpin bends with abysses on one side. I grew not to love him.

This must surely be the world's most dramatic approach to a great mountain range. For some thirty miles beyond Chidayo we were crossing a flat, hot, grey desert, with lake mirages shimmering in the distance. Then came an area of scattered hillocks, their crests fuzzy with green scrub. And our excitement was ever increasing, as the faint mighty blur of the Andes, all along the horizon, became more solid, distinct, awesome. One seems to leap from sea-level to 10,500 feet, swirling and swivelling through sheer, rocky, barren gorges, glimpsing narrow valleys, sometimes sufficiently irrigated by glinting streams for ribbons of green to set off the dry colours of stone and sand. Minuscule dwellings perch on apparently inaccessible ledges. Tiny patches of maize flourish on almost sheer slopes. Diminutive, colourfully-attired women, carrying loads or babies (or both) on their backs, sprint up near-vertical paths. Often we looked back in disbelief at our road far below—a thin agile serpent, coiling itself around the flanks of the Andes.

From: *Eight feet in the Andes* by Dervla Murphy

### Reading for comprehension

- 1) Where is the writer travelling to and from?
- 2) Who is the *senora* and why is she 'white with terror'? (*Senora* is the Spanish for 'lady')
- 3) Why did the writer not like the little boy who was with her in the back of the taxi?
- 4) How does the writer convey the contrast between the flat and the mountainous regions through which she travelled?
- 5) In what way could the journey be called 'dramatic'?

**Metaphors**

- 6) Explain the metaphor of *to heal our taxi's wounds*. (Paragraph 1) What does it mean and how effective do you think it is?
- 7) Quote the metaphor in the final sentence. Explain its meaning and effectiveness.

**Vocabulary**

- 8) Explain the meaning of a) brawny b) blind corner c) hairpin bends d) hillocks e) awesome f) inaccessible g) flourish h) sprint
- 9) Write down three words which mean 'very small' from the second paragraph.
- 10) Choose five intensifiers from the text and explain how you think they add to the vividness of the description.

**Summary writing**

- 11) Give three examples of detail which you would omit if you were writing a summary of this text.
- 12) Write three sentences which summarise the whole of the text. Do not write more than 50 words.

**Writing for a purpose:**

- 13) What do you think is the writer's purpose in this text? Give your reasons.
- 14) How does the writer engage the interest of the reader?



**Key to tasks in Unit 9**

**Page 127 Vocabulary**

- a) projecting
- b) ebb away
- c) absolutely
- d) abundant
- e) clambered

**Page 138 Vocabulary 'stealing' words**

- a) Wrong *The man stole the handbag from the woman*
- b) Correct
- c) Wrong *The shop manager reported the theft of computers from his shop.*
- d) Correct
- e) Correct
- f) Wrong *The teacher had her briefcase stolen on her way to school.*
- g) Correct *Stealing* is also correct
- h) Wrong *Six brand new cars were stolen from the show room.*

**Page 139 Vocabulary**

Question 3

- a) shoplifters
- b) burglar
- c) mugger
- d) pickpockets
- e) pirates
- f) brigands / bandits
- g) bandits
- h) pilferer

## Unit 10: Adversity



### Supplementary texts from Shakespeare, page 140

From *Cymbeline* ( III vi 22):

'Plenty and peace breeds cowards; hardness of hardiness is mother.'

From *Othello* ( I iii 246):

'The tyrant custom...hath made the flinty and steel couch of war my thrice-driven bed of down:'

(i.e. *It has been my way of life to go to war so often that to me the hardships of war are like a feather bed.*)

From *The Tempest* ( II ii 45):

'...misery acquaints a man with strange bedfellows.'

#### Task:

- 1) Explain what each speaker means.
- 2) Provide an example from life, or from something you have read which illustrates what each speaker means.
- 3) Do you agree with each speaker?
- 4) Make up your own saying about adversity.



### Grammar

#### Supplementary task on phrasal verbs

Write your own sentences to illustrate the meaning of the following phrasal verbs:

- 1) Look after
- 2) Take after
- 3) Put away
- 4) Take away
- 5) Cut down
- 6) Break down
- 7) Go off
- 8) Put off
- 9) Go on
- 10) Hold on
- 11) Blow up
- 12) Catch up

#### Example answers:

- 1) Griselda has to *look after* her invalid mother.
- 2) Griselda *takes after* her father—she certainly has his nose!
- 3) After the wedding the dress was *put away* and never worn again.
- 4) '*Take it away!* I hate snakes!'
- 5) When Ahmed's weight reached twenty stone he decided he really must *cut down* on all the junk food he was eating.
- 6) Rosemary *broke down* in tears of joy when she heard the news.
- 7) He *went off* on a long trip and never returned.  
The meat *went off* in the heat.  
The alarm *went off* at 5 a.m.

- 8) You must not *put it off* any longer. You must start your revision.
- 9) He is so boring, he *goes on* and on.  
We decided to *go on* despite the hail storm.
- 10) '*Hold on!* The horses are going to gallop!'  
She *held on* to the hope that he would come back one day.
- 11) The thieves planned to *blow up* the safe.  
Miss Agnetti *blew up* when I told her I hadn't done my homework.
- 12) Give Minnie time to *catch up*, she only has little legs.  
After so many years apart, the cousins had plenty to *catch up* on.



## Key to tasks in Unit 10

### Page 149 Vocabulary

#### Question 1

- a) effect
- b) affects
- c) effects
- d) affected
- e) effect

#### Question 2

- a) wiping out
- b) inaccessible
- c) resumed
- d) reconstruction
- e) herald

#### Question 3

- a) worst
- b) gigantic
- c) beginning
- d) positive
- e) proud

# Oxford Progressive English Book 10

## INTRODUCTION

Oxford Progressive English Book 10 continues the preparation of students for the Cambridge O Level examination. The comprehension questions following each text are designed to elicit specific answers as required in the examination questions, encouraging students to read the questions carefully and answer relevantly. (Many, many candidates in the examination lose marks because they have not read the questions carefully).

Possible answers for the comprehension questions are therefore given in this Teacher's Guide. Students may, of course, express differently the points made in the provided answers. Students should be encouraged to use their own words rather than copy from the text.

## Unit 1: Taking Risks



### **Drama on Killer Mountain, page 4**

#### **Suggested answers to Reading for understanding**

- 1) Because his American rival arrived at the base camp intending to climb via the same route, and Humar was determined to set off to beat him.
- 2) The **weather** was against them. The **detail**: high winds, mist, cloud, snow.
- 3) i) Not being able to hover in the thin air; ii) having to manoeuvre through the turbulence of avalanches.
- 4) Because Humar was still attached to the mountain by steel screws, the helicopter itself was anchored to the mountain. It was 'potentially fatal' because the helicopter could lose power and crash.
- 5) Because his hands were so frozen that he could not find the knife, still less use it.
- 6) This is an example of a question requiring the specific answers from the text. A reason such as Humar risking the lives of his rescuers would not score because it is not stated in paragraph 6. i) They blamed him for the death of his climbing partner; ii) they saw his climb as suicidal; iii) they objected to his self-advertising on his website.
- 7) It puts too much pressure on climbers, and they may concentrate on making a good web film / story rather than on their climb. (Answers citing the possibility of helicopter rescue are wrong as they are not focused on media interest.)
- 8) Because he went off into the mountains without any chance of a rescue and without any publicity.
- 9) Because the risk factor has altered and debased the achievement / because to attempt a climb where rescue is feasible devalues the achievement.
- 10) The reputation of true Alpinism or mountaineering has been restored by House's achievement of establishing a new route.

*The Lobster Harvest* on pages 7-13 is a very useful introduction to the Comprehension in Paper 2, which includes the Summary question.

The text is the length that students will meet in this paper. The questions are presented with the paragraph numbers and/or line numbers to which they refer, and the marks which are awarded to them, as they are on the Cambridge examination paper.

Particularly useful are the very detailed exemplar material and examiner commentaries which follow. These allow the student and teacher to understand exactly what is required to answer the comprehension questions correctly and to tackle the summary writing question. As this is a 'mock' examination paper, students are required in some questions to use their own words and will be penalized if they do not.



### **Taking Risks, page 16**

#### **Suggested answers to Reading for interpretation**

- 1) i) That mining or digging is dangerous and should not be undertaken except by experts; ii) that every individual should take responsibility for his own safety.
- 2) So that he may be trusted to look after others and fill a position of authority when he grows up.
- 3) i) It would destroy the excitement / thrill / adventure in life; ii) it would stop us enjoying worthwhile activities (like mountaineering); iii) it would kill the spirit of enterprise / adventure.
- 4) Because such occupations are undertaken only by skilled people when all precautions are in place.
- 5) To assess the risk before undertaking the activity and assess what precautions should be taken. They should think out beforehand so that appropriate action will come naturally / immediately when required.
- 6) 'Reckless' means not weighing up the risks and doing something too difficult. 'Brave' means having the courage to turn back when the risks are greater than the action is worth.
- 7) *chastened* = admonished, subdued, disciplined  
*undismayed* = showing moral courage, not losing resolution / determination.

## Unit 2: Customs and Traditions



### **Kaleidoscopes on wheels, page 21**

#### **Suggested answers to Reading for understanding**

- 1) As the camel caravans were used, modern trucks are used by traders for transporting goods along traditional routes. The camels were decorated to indicate their owners' ethnic groups; in the same way the decorations on trucks are specific to different regions and ethnic groups.
- 2) The range / variety and contrast of subjects used in decorations in different areas.
- 3) To show the range of skills involved; the painstaking care taken with detail; the high standard of the decorations; how no effort or expense is spared.
- 4) i) *As thanks for prosperity* = as a way of expressing gratitude for their business success; ii) *to attract customers* = draw in more trade / as an advertisement; iii) *to keep up with all the other trucks* = to maintain standards; not to be beaten / outflanked by other decorations; iv) *the police are less likely to stop them* = to secure protection for their loads / from being stopped by the police.
- 5) For example: film stars and the Faysal Mosque (the secular and sacred); OR classical calligraphy and Pakistani military heroes (the ancient and modern); whichever is the most contrasting in the student's opinion.
- 6) This is a mini-summary—look for main points and **selected** brief supporting detail.
- 7) Because the Bedfords were their old 'friends' which lasted for a quarter of a century and were phenomenally strong.

- 8) Students are required to show that they have understood the word *apogee* as the highest point and to illustrate their responses appropriately from wherever they choose in the text.



### Examination Practice, page 23

This gives students a further complete Paper 2, from an actual Past Paper from the Cambridge O Level examination.

Students are not provided with support for the answers as in the previous Unit, but the detailed Mark Scheme written by the Oxford Progressive English author is given here for you to assess your students' work.

Considerable support is given to students under Examination Watch on pages 27-29.

At this stage, it is probably a good idea to read the passage with the class to ensure that everyone has a basic understanding, but leave students to answer the questions on their own. Students should be given as much time as they need to finish, and note taken of how long individuals take. Students who are too speedy are as problematic as those who are too slow!



### Mark Scheme

#### Comprehension Questions, page 26

##### Question 1

The phrase targeted in the text is **disbelief**.

The best word to use is 'incredulous' (not 'incredible'), but 'disbelieving', 'sceptical', 'doubtful' are also acceptable; or answers such as 'he found it difficult to believe what he was hearing' or 'he thought he was mad' are also acceptable.

##### Question 2

Because he was an expert on elephants (and had a detailed knowledge of wildlife) = 1 mark

Because he had a detailed knowledge of wildlife = 0 mark

##### Question 3

i) The zoo director said there were no elephants available / to buy / for sale = 1 mark

ii) It was very hot / oppressively hot = 1 mark

OR because it was monsoon time = 1 mark

##### Question 4

i) Because she looked good-natured / easy-going / docile = 1 mark

ii) Because Salim, who knew about elephants, advised him to = 1 mark

iii) Because Salim said the other elephants looked / were dangerous = 1 mark

Total = 2 marks: mark the first two reasons only.

##### Question 5a)

i) He was glaring / scowling / looking extremely angry; by the look on his face = 1 mark

ii) His face was purple / red (with rage / anger) = 1 mark

iii) He was shouting (furiously / angrily) = 1 mark

Total = 2 marks: credit first two answers only.

His face was mottled = 0 mark

He was furious / angry = 0 mark (not sufficient)

**Question 5b)**

- i) It had been an emotionally draining / exhausting / troubling experience = 1 mark  
Any answer with 'nervous' = 0 mark
- ii) It had cost me a lot of money / it had been expensive financially / it had emptied my purse  
= 1 mark  
Copying from the text = 0 mark

**Question 6a)**

- i) Because we escaped from / were free from the cacophony / loud / awful / discordant noise of vehicles / cars = 1 mark
- ii) ...and the opportunity for Queen to steal (not 'rob') / likelihood of Queen stealing / taking other people's things = 1 mark  
Copying 'din' or 'thieving' from the text = 0 mark

**Question 6b)**

- i) Because the injury could jeopardize their trip / could spoil / delay their journey plans  
= 1 mark
- ii) Because it would cause discomfort / pain / suffering for Queen = 1 mark

**Question 7a)**

- i) Because Aditya started to get his camera out / reached for his camera bag (without realizing it would disturb the wild elephants) / wanted to take a photograph = 1 mark  
Because Salim indicated to Aditya to keep quiet = 0 mark

**Question 7b)**

Because they made only a soft / slight sound OR  
Because they appeared (like an apparition) (from the foliage) as though from nowhere OR  
Because they stood without moving (in front of the travellers)  
One reason = 1 mark. If more than one reason is given, credit the first reason only.

**Question 8a)**

Targeted words here are **tranquil** and **threatening**  
The silence of the forest had been peaceful / calm / serene = 1 mark  
Quiet = 0 (students are asked for the mood of the silence)  
After the elephants went it was frightening / felt unsafe / hostile / felt dangerous / as though something nasty was going to happen / menacing = 1 mark  
Bad; evil = 0 mark  
Copying from the text = 0 mark

**Question 8b)**

The word 'suggest' in the questions indicates that the student should interpret the material in the text, and not look for stated answers in it.

- Because they were scared = 0 mark
- i) Because they had been frightened and were now less confident
- ii) Because they were now aware that danger may be lurking and they were wary
- iii) Because they were afraid there may be more wild and dangerous elephants
- iv) Because they were afraid they might surprise more wild elephants which might attack them.  
Any two of these reasons = 2 marks  
If more than two reasons are offered, mark the first two reasons only.

### Question 9

1. assuming: *e.g.* thinking; understanding; presuming
2. destination: *e.g.* where we were to finish the trip; goal; journey's end
3. assembled: *e.g.* got together; gathered together; collected together
4. abruptly: *e.g.* suddenly; unexpectedly; sharply
5. cooled down: *e.g.* became less angry; calmed down; ceased to be angry
6. assessed: *e.g.* calculated; judged; estimated
7. sharp: *e.g.* sudden; quick; abrupt
8. clustering: *e.g.* gathering; crowding; grouping

Mark only the first five words attempted.

Mark only the first attempt for each word. A two-word attempt linked by a comma or 'or' counts as two attempts.

### Summary

**Credit up to 15 marks** for points made under the appropriate parts of the question, that is:

- i) The difficulties and dangers which the writer and his companions encountered
- ii) How they overcame them

**Credit to a maximum of 5 marks** for the student's use of **own words**

**Credit to a maximum of 5 marks** for the student's **use of English**

**Maximum Total = 25 marks**



### **At the New Year Celebrations, page 31**

#### **Suggested answers to Reading for interpretation**

These questions are particularly designed to encourage students to use their own interpretative skills when answering a question.

In general, comprehension questions include straightforward retrieval questions where the answer is to be found from a careful reading of the text, but the questions here require students to **interpret** the text.

- 1) Students should not relate what the crowd *did*, but interpret its *mood* from the people's actions. For example, the mood was cheerful; celebratory; happy; excited; friendly.
- 2) He intended to crawl through people's legs to reach the front of the crowd. He was stopped by his grandmother holding onto his sleeve and preventing him from moving forward.
- 3) That he was disrespectful / curious / mocking; did not regard it as sacred.
- 4) The reasons inferred could be any two of: i) because he had certificates attesting to his skills; ii) because the people respected old age; iii) because he appeared to be connected with the temple; iv) because the people were gullible.
- 3) Inside the straws were prophecies / prognostications / forecasts / little pieces of paper which purported to make statements about the future of the individual who has picked one out.
- 6) i) By moving closer rather than running off to see the dragon; ii) because his grandmother gave him a sharp look / her expression showed that he must not ask her; iii) he knew he must not show disrespect by asking questions.
- 7) That he is very old and his voice is not strong (or possibly he affected a high voice to sound spiritual).
- 8) By lowering her head; by a few tears despite her trying to control them; by wringing her hands in distress.
- 9) Because the boy feels that the Buddha had known, before he did, that he was to go on a journey and that the Buddha had been making fun of him.

- 10) He was thinking about his journey and where he was being sent.
- 11) Look for detail, interpretation and inference from the whole text. Students should **not** merely retell or narrate the text.



## Key to task in Unit 2

### Pages 32-33 Vocabulary

- 1) customary or traditional
- 2) customary
- 3) traditional
- 4) custom
- 5) traditional
- 6) customs

# Unit 3: Desert



## Storm in the Desert, page 36

### Suggested answers to Reading for understanding and interpretation

- 1) i) Close the shutters to keep the sand out; ii) push the door shut and wedge the bed against it to prevent the wind opening it again; iii) light a candle to provide light.
- 2) i) She has been practical and shut everything up; ii) she and the children are afraid and feel helpless.
- 3) Calling out for Grandfather was useless.
- 4) Sensible answers would be: because they are frightened / exhausted / dazed / suffering from shock / anxious about Grandfather.
- 5) i) By running to them taking the lanterns from them; ii) by squeezing refreshing drops into their burning eyes; iii) by sheltering Sher Dil under her skirt.
- 6) Because he is (ghostly) pale with white dust and the gritty sand has turned the whites of his eyes blood red.
- 7) i) Where it was flat there are now dunes / hillocks; ii) the thorn trees have been swept away; iii) the whole landscape has therefore changed.
- 8) Any two of: i) desperation and anxiety in his frantic digging; ii) gratitude to Allah by crying out 'Allah, Allah'; iii) relief by his tears.  
He had been afraid that they would not be able to find water and would have had to return home before they had found Grandfather.
- 9) Students may make sensible suggestions such as: dead animals; destroyed huts or fences; destroyed bushes; covered up waterholes.
- 10) Because all the bells sound like beautiful music to the relieved listeners; *magical* because the music heralds the miraculous return of Grandfather.



## Examination Watch

### The historic present, pages 36-37

These two illustrate very simply two techniques which could improve the students' own writing:

- i) The use of the historic present
- ii) Using a short sentence for effect

The Writing task gives them the opportunity to practice these skills, which need to be fully assimilated if they are to be used to effect. Techniques inaccurately carried out fail to impress examiners!



### **Sahara, page 40**

#### **Suggested answers to Reading for understanding**

- 1) He's afraid at first that as Amadou is their chef, he would cook the baby gazelle. Later he sees Amadou gently offering the baby milk from his finger, so he is reassured that the creature is being looked after kindly.
- 2) Key words are **lack of distinctive landmarks**. Students should try to explain this in their own words rather than merely write out the phrase from the text. For example, there were no landmarks, such as trees, by which they could gauge / estimate their progress; nothing stood out from the barren / featureless landscape / desert.
- 3) i) Raised voices suggested excitement / urgency which was most unusual in the desert;  
ii) the camels had come to a standstill / had stopped.
- 4) Both look pale and harmless / defenceless / insignificant when dead, but in fact are capable of inflicting terrible, even fatal, pain and/or delivering fatal poison.
- 5) Because the paraglider has landed successfully after two or three attempts and the audience are both surprised and admiring.
- 6) Student's own imagination: for example, the air would be thick; clinging; difficult; slow to fly in.
- 7) Electricity allows people to function in the absence of daylight, but in the desert the darkness dictates when they should sleep.
- 8) Because there are virtually no sounds in the desert, so a very slight noise too becomes magnified and sounds very loud.
- 9) Renaud is unlucky that there is not enough wind to fill his parachute and that his machine engine cuts out—and he writes off / destroys his paraglider. Francois on the other hand successfully launches his machine and skilfully directs it with one hand whilst filming with the other.
- 10) It is a very friendly / hospitable / generous / kind act, but *reckless* because it is a foolish risk to use up the last sheep as they may need it later in their journey.

#### **Reading for interpretation and language**

- 1) Because it is looking desperately for its lost mother.
- 2) To add vividness to his description; to intensify the visual effect.
- 3) A sense of hurry / excitement which is uncharacteristic of the usual slowness / languid pace of the desert.
- 4) *Fear* because the sand viper could cripple a camel (which would be very serious financially and practically). *Fun* because Izambar fools about with it / clowns about and makes the party laugh.
- 5) Because the light was sudden and fierce in the total darkness, like the piercing stab of a dagger.
- 6) That he was hugely enthusiastic / excited / had a childish enthusiasm and passion for it.
- 7) *Heart beating a little faster*
- 8) They reflect Palin's ideas coming into his head; altogether they are funny / humorous.
- 9) *Elusive*
- 10) Hospitable / friendly / celebratory / happy / cheerful / jolly.



### Examination Watch and Writing, pages 42–43

This writing task is designed to give students practice in using a **range of correct verb forms**, a skill well worth acquiring.



### Key to task in Unit 3

#### Extend your word power, page 44

- 1) desert [dez-ert] stress on first syllable
- 2) deserted [diz-erted] stress on second syllable
- 3) desserts [diz-erts] stress on second syllable
- 4) deserted (as for 2)
- 5) desert (as for 1)
- 6) deserts [diz-erts] stress on second syllable
- 7) deserted (as for 2)



### Mark Scheme

#### *Death Valley National Park, pages 46-47*

##### Question 1

It changed from a place with lakes (and a mild climate) = half a mark

It became a desert = half a mark

Total = 1 mark

##### Question 2a)

They moved from the valley to mountains in hot summers = 1 mark

In the winters they harvested near water = 1 mark

Total = 2 marks

Note: answer in your own words.

##### Question 2b)

Note: the key word is **why**.

To represent / to be a symbol of the earth = 1 mark

Which they respected / worshipped = 1 mark

Total = 2 marks

##### Question 3

The key word is **desolate**.

Because they had nearly died there / suffered there / it was nearly fatal = 1 mark

Because they died there = 0 mark

Total = 1 mark

##### Question 4a)

The industry managers / owners = 1 mark

The mineral resources / silver / borax = 1 mark

Total = 2 marks

##### Question 4b)

The key word **survival** (not way of life).

- i) Their watering areas were inhabited / they could not get water any more  
= 1 mark

- ii) Their food sources were destroyed / cut down = 1 mark  
They could no longer pursue their (traditional) way of life = 0 mark  
Total = 2 marks

**Question 5**

They took advantage / exploited / the end of the boom / the industry = half a mark  
to convert industrial buildings = half a mark  
into a new lucrative / money-making use / function = 1 mark  
Total = 2 marks

**Question 6**

- i) By compiling oral histories  
ii) By publishing a dictionary and / traditional stories  
iii) By protecting their sacred sites  
One way only asked for, so credit first attempt only  
Total = 1 mark

**Question 7**

The key word is **modern**.  
Roads / petrol stations = 1 mark  
Remains of the shafts = 0 mark  
Total = 1 mark

**Question 8a)**

The key word is **contrasting**.  
i) Destruction / mudslides = 1 mark  
ii) Glorious carpets of flowers = 1 mark  
Total = 2 marks

**Question 8b)**

It seemed impossible / so unlikely to hear bees in a barren desert = 1 mark  
Total = 1 mark

**Question 9**

Because the lake only appeared / came into being once in a hundred years / very rarely /  
going across water in a desert was extraordinary = 1 mark  
Total = 1 mark

**Question 10**

Answer in your own words.  
The key words are **kinds of lifestyle**  
i) Traditional lives of the ancient tribal people = 1 mark  
ii) The rich / luxurious life of the visitors = 1 mark  
The trapped miners = 0 mark (not a lifestyle)  
Total = 2 marks

**Question 11**

1 mark each for any one of the given meanings.  
1) game = edible birds / birds you can eat / birds hunted/shot and killed for food  
2) inhospitable = hostile; unfriendly  
3) sojourn = stay / time

- 4) catastrophic = disastrous
- 5) extravaganza = glorious explosion / lavish display / fantastic show (needs an intensifier for the full mark)
- 6) kaleidoscopic = multicoloured / dazzlingly bright / mixed bright colours
- 7) endemic = found only in this place / local
- 8) revered = deeply respected / held in awe / held to be sacred  
admired = 0 mark

Total = 5 marks

## Unit 4: Food



### **The culinary delights of Lahore, page 52**

#### **Suggested answers to Reading for understanding and interpretation**

- 1) An outsider would think the statement is true because of the enormous amount of meat which the local people eat, and the cholesterol-rich way they have of cooking it in generous amounts of butter and oil. The reality is that Lahoris may well be aware of the dangers of too much cholesterol, but meat is so essential to their cuisine that it cannot be replaced.
- 2) Because it is traditional and they believe it is good for them. The younger generation are too decadent and newfangled to use ghee. The younger generation has probably abandoned ghee because they are more aware of health warnings / want to move away from the old ways.
- 3) *Asli ghee*; clarified butter; artery-blocking.
- 4) Because the customer enjoys spending time selecting a particular piece of meat and waiting thirty minutes whilst it is prepared and cooked to perfection. A gourmand would just eat anything and want to eat straightaway.
- 5) The *paayey* soup has to be sticky enough to make the customer's fingers stick together after they have delved into the bowl.
- 6) The fish are more scarce now that Chinese carp (which eat the *rahu*) have been introduced into the river, and because of industrial pollution.
- 7) Because they have banned traffic; there is an abundance of excellent traditional foods well cooked; the street is well lit and clean; the eating places are comfortable.



### **Vocabulary, page 53**

#### **Question 2**

- |               |              |
|---------------|--------------|
| a) lethal     | b) morsels   |
| c) skillet    | d) garnished |
| e) brainchild |              |



### **A Beijing Childhood, page 58**

#### **Suggested answers to Reading for interpretation**

- 1) Because it enabled them to express their thoughts freely when they were not allowed to do so about many other topics.
- 2) i) Because they were the two forms of education which he received; ii) because in his family courtyard the sounds of the musicians practising mingled with the sounds of food preparation.

- 3) By making dumplings at the Chinese New Year when the ingredients were available and placing them in jars and storing them in the frozen earth, thereby ensuring food for themselves in the lean winter months.
- 4) Because she was going to sell her husband's treasured performance clothes in order to buy food, and she knew that she would never be able to get them back.
- 5) i) Because she wanted to pacify / reassure her child; ii) because she wanted to comfort herself, too /she did not want to face the truth.
- 6) i) Because he had had a delicious meal; ii) because he had been to a restaurant for the first time; iii) because he felt he had the best mother.
- 7) *chang-shan*



## Speaking and listening

### Supplementary task to complement *A Beijing Childhood*

#### Group discussion

In the introduction to the text above, Guo Yue is quoted as saying, 'Lack of food makes you chop a potato very thinly and beautifully'.

In your groups, discuss the following:

- What do you think he meant by these words?
- What short-term and long-term effects did childhood poverty have on Yue and his family?
- In which ways can hardship or misfortune have positive or good effects? You may like to think about the after-effects of the tsunami in South East Asia and of the earthquake in Pakistan as well as about Guo Yue.



## *Fat Man Walking*, page 63

### Suggested answers to Reading for understanding and interpretation

- 1) They show that because of overeating, the situation is getting worse fast and that both children and adults are having their lives blighted by diabetes.
- 2) Because 'bulk' is more emotive. It sounds ugly and insulting, whereas 'weight' is factual, and non-judgemental.
- 3) He will have found himself as a person and as a father. He has lost his real self to obesity and he hopes to get it back.
- 4) Because hundreds of thousands of obese Americans have identified with his effort to lose weight through his website.
- 5) Because it is so massive that he finds it overwhelming and rather frightening / he finds it hard to cope with the magnitude of the response.
- 6) Because he thinks pills prevent obese people from facing the reality of their situation / they need to eat less, not take a pill.
- 7) Students may make their own choice. For example, the mountains are a challenge because he would have to carry the enormous weight of his body uphill which would be even harder than on flat ground. Second part of the answer is student's opinion.
- 8) For example, because Steve's message tells obese Americans that unless they change their eating habits, the future is bleak for them and their country—and only **they** can effect that change.



## Grammar

### Supplementary expressions and phrasal verbs

To eat in = to eat at home, not in a restaurant. *We're eating in tonight.*

To eat out = to go for a meal in a restaurant. *Let's eat out on my birthday.*

To eat from / off *The King ate from golden dishes. The King ate off golden dishes.* (Both are correct.)

*The King ate off roast swan. ✗ The King ate roast swan ✓*

To feed off = to take nourishment. *The King fed off roast swan.*

*They fed off the very best meat available.*

(Note the difference in meaning with: *They were fed up with the best meat!*)

The verb is also used metaphorically: *The pipe feeds off the main tank.*

To eat away = to corrode; to nibble away (not to eat in another place!)

*The termites had eaten away the window sills.*

Or: *The termites had eaten the window sills away.*

It is also used metaphorically: *Jealousy ate away at her.*

Food for thought (metaphorical only) = something to think about.

*The controversial lecture certainly gave us food for thought.*

Foodie = colloquial for a gourmet, one who loves good food.

Foodaholic = someone who is obsessed with any kind of food.

## Unit 5: Trees



### *The Cornucopia Tree*, page 69

#### Suggested answers to Reading for understanding

- 1) Because recent research has shown that the tree can provide a wealth of valuable medicinal drugs and insecticides.
- 2) Cleaning the teeth with twigs from the neem tree is endorsed by dentists who say it reduces gum inflammation and periodontal disease.
- 3) Because malaria has become resistant to modern drugs unlike neem products which are effective in treating the disease.
- 4) Any three of: anti-viral e.g. small pox; antiseptic / fungicidal e.g. athlete's foot; analgesic (pain killers) / antipyretic (fever-reducing).
- 5) He noticed that locusts did not strip the neem trees. He realized insecticides and repellents could be made from the tree.
- 6) The wood is resistant to termites, which makes it good for construction; the bark produces compounds used in tanning and dyeing, and its fibre makes excellent rope.
- 7) The fruit pulp is made into methane gas; the pressed nuts provide oil for making soap; the 'cake' left after pressing is used to feed livestock.



### *Climbing the Wisteria*, page 73

#### Suggested answers to Reading for understanding and interpretation

- 1) By squeezing the outer pad of his left foot which made the dog wince. He thought the dog had something sharp like a thorn in his pad and he intended to take it out by cutting the pad open under anaesthetic.

- 2) Jimmy peered in at the window as the vet lifted the dog onto the table; his knee became visible as the vet was filling the syringe; Jimmy's shadow passed the window as the vet cut with his scalpel and his face grinned; Jimmy's feet dangled as the vet made a cut; his upside down head appeared as the vet reached for the forceps; the howl of terror rose just as the vet got the thorn out.
- 3) He had been trying not to take any notice of what was going on outside in order to be respectful / polite / professional towards his client.
- 4) Mr Garrett seemed a serious, rather grim man much absorbed in his dog; at the end of the text he shows humanity, warmth and understanding.
- 5) Students may select: annoyance, anxiety, panic, anger, embarrassment, triumph, frustration, or any other appropriate emotion which they can illustrate from the text.
- 6) He meant that children do such wild and dangerous things that parents need to keep a cool head / be hard-headed / emotionally tough and strong.

### Supplementary task on expressions about trees, page 81

Discuss the interpretations of the following expressions.

Describe an example or a scenario which illustrates their meaning.

- a) Judge the tree by its fruit, not by its leaves.
- b) As a tree falls, so shall it lie.
- c) The apple never falls far from the tree.
- d) He that would eat the fruit must climb the tree.

#### Interpretations:

- a) Judge someone by what they do or produce, not by their externals such as their possessions.
- b) This is expressing fatalism. Death / Fate strikes when it will and we cannot change or challenge it.
- c) Family characteristics will be continued through the generations.
- d) If you want something worthwhile, you must be prepared to work / suffer for it.

## Unit 6: Sports



### *The Human Condor*, page 85

#### Suggested answers to Reading for understanding and interpretation

- 1) Students may choose, for example: passionate, idealistic, dedicated, energetic, philanthropic / caring, or any other quality which they can illustrate from the first two paragraphs.
- 2) By talking to them before they hatched so they would become used to his voice and imprint on him as soon as they hatched; by teaching them to fly.
- 3) He learned flights and techniques from the birds which enabled him to complete his own flights and break records.
- 4) He taught them their traditional migratory routes and how to conserve energy by using the thermal currents.
- 5) Because experts told him it could not be done as the air was too thin and it was too cold.
- 6) Student's own choice.
- 7) That he was generous in his praise of others and did not take all the praise / he shared the praise; OR that he appreciated the importance of team work.

- 8) Because d'Arrigo had accomplished such immensely dangerous feats and he was killed by a simple mechanical fault in a comparatively safe plane.
- 9) Students' own choice. Suitable answers will focus on d'Arrigo's determination to push to the limits and break the boundaries in everything he did.

**Page 86 Vocabulary: Abstract nouns**

- 1) ambition
- 2) comradeship
- 3) self-reliance
- 4) respect
- 5) pioneering spirit



**Interview with Amir Khan, page 90**

**Suggested answers to Reading for understanding and interpretation**

- 1) Because Amir was hyperactive, with boundless energy, and his father wanted to channel that energy positively into a sport.
- 2) He loved the atmosphere, smells and sounds of the club, and the boxing ring.
- 3) His dedication to the sport; his wins; getting more and more fit.
- 4) Because it involves game plans which have to be rethought throughout about; because it involves studying videos and learning from them in order to improve.
- 5) That he has the support of English fans even when he is fighting another English boxer.
- 6) Because he is just an ordinary lad who has good manners and does not put on airs.
- 7) To be world champion; to become a legend / sporting hero; to gain respect as a person for being a good role model to children.
- 8) Being able to take fifty or sixty young people off the streets and into the boxing clubs because of his influence.
- 9) He tells them to make something of their lives and not to break the law; to grasp the opportunity which sport and education offers them to become somebody.  
The next part is the students' own opinion, but the likely answer is that Amir's visits are effective because the young people will listen to him as he is like them and not a figure in authority.
- 10) The key words in students' answers are likely to be: modest; unassuming; clean-living; thoughtful; ambitious; talented; dedicated; determined.

**Page 91 Vocabulary and expressions: Matching words**

a = 6; b = 7; c = 9; d = 3; e = 11; f = 8; g = 2; h = 4; I = 1; j = 12; k = 10; l = 5



**High Dive, page 97**

**Suggested answers to Reading for interpretation**

These questions are designed to encourage students to explore words and their connotations and interpretations, and to build students' confidence in expressing their own opinions and interpretations.

- 1) She is concentrating hard as she controls and hones her muscles, gathers her strength and becomes absolutely single-minded, thinking only of what she is about to do.
- 2) Any two from: *Withdrawn; upon a pinnacle of loneliness; solitary*
- 3) Any two from: *solitary against summer's sky; loosens her limbs; taut, tense*
- 4) Her arms, as she dived, formed the shape of an arrowhead. It is appropriate because her body has become an arrow which pierces the water.
- 5) *Hawk-plunge* likens the dive to the sudden dive of a bird of prey, a hawk, from the sky to the ground to pounce on its prey. It is effective because it conveys the girl's sudden powerful dive through the air, like that of a hawk.

*Sun-doomed Icarus* recalls the Greek myth of Icarus who flew too near the sun on the wings his father had made him, and he fell into the sea when the wax on his wings melted. It is appropriate because it recalls a dramatic, mythical dive and so makes the girl's dive seem more momentous.

- 6) It makes her body into a blade or knife slicing the water. The poet wanted to create the idea of her body cutting into the water sharply and cleanly, like the slice or cut of a knife.
- 7) The flight of a bird (but without wings).
- 8) *Severe; fear; ear; sheer*      *strength; length*      *sky; sigh*      *stands; hands*  
*Sheltering; wing*      *word; bird*      *hurled; world*

## Unit 7: School



### **Special Teaching, pages 101–102**

#### **Suggested answers to Reading for understanding and interpretation**

The questions have been designed to encourage students to read them carefully, focus on key words, and answer exactly what they have been asked.

- 1) Dr Batch is a disciplinarian who is bullying, sarcastic; harsh and cruel. Students should be encouraged to express these ideas, rather than merely retell the narrative.
- 2) That she was furiously angry: boiling with anger, frustration, and fury.
- 3) To show that the class, unlike Kestrel, had absorbed the 'teachings' of the school. They had been successfully brainwashed, whilst Kestrel was rebelling.
- 4) They were shameful and were despised by the others.
- 5) The class regards the idea of slipping down the ratings with horror and will work harder and harder to ensure they do not slip. (They are terrified of ending up like Mumpo in the seat of shame.) Kestrel is full of hatred / resentment / rebellion / anger against the system and does not care about slipping down the ratings.
- 6) Students are asked for Kestrel's 'reception', so only the first part of Paragraph 4 is required. Her reception suggests that the teaching regime will be harsh; disciplinarian, almost military; like a prison; inhumane.
- 7) The key word is **strange**, used about the classroom in Paragraph 4 only: *That there was no teacher* (line 71).
- 8) They were wrinkled and old in appearance, but were the size of children; perhaps because that is their punishment.
- 9) Hammering with fear; terror; apprehension; extreme anxiety (not excitement; wonder...)
- 10) Because she seems friendly / sympathetic towards Kestrel and says that the proposed punishment seems harsh.



### **Nicholas Nickleby, page 107**

#### **Suggested answers to Reading for understanding and detail**

- 1) Squeers' tremendously loud, terrifying and authoritative voice caused the 'universal start' in the boys (made all the boys jump with fear).
- 2) Because he knew that Smike was going to be punished cruelly, and he felt very uncomfortable about it; he may have been thinking how he could stop the punishment taking place.

- 3) Students should not merely copy from the text, but interpret in their own words. The boys felt that it was wrong; they were indignant / angry / outraged; they felt pity for Smike; they felt very uneasy and uncomfortable (they 'moved uneasily in their seats').
- 4) Smike meant 'Don't flog me / Spare me the flogging / beating.' Squeers intended some kind of sick joke when he played on these words. He said he would spare Smike's life, but he would beat him until he was nearly dead.
- 5) i) Physical cruelty: twisting his arm; ii) mental cruelty: smiling like a devil and abusing him verbally.
- 6) By shouting out to stop Squeers, and persisting in his order; by ignoring Squeers' orders; by standing up to Squeers who was brandishing the lash; by speaking out against the cruelties Squeers had exercised on the boys; by thrashing Squeers despite being lashed across the face himself.
- 7) The key word is **astonishment**. Amazement / shock had robbed Squeers of speech.
- 8) The key words are **rage** and **indignation**. Nicholas has been driven by outrage and fury against Squeers' dreadful cruelties imposed on the boys. (Not the lash across the face, although that helped him to express his fury.)
- 9) Because Squeers had got what he richly deserved (and was not actually dead).
- 10) Smike had followed Nicholas.
- 11) Students should provide their own interpretative answers which are likely to be focused on: Smike's desperation; his love and respect and gratitude for Nicholas; Nicholas as a god or saviour; Smike's total humiliation before Nicholas who is his only hope.
- 12) Students are advised to make a brief list-plan under headings before writing this answer.



### ***Pushed to the Limit, page 112***

#### **Suggested answers to Reading for understanding and detail**

- 1) Because 97 per cent of South Korean students achieve sufficient qualifications to enter the labour market, whereas in Britain only 71 per cent do so. (Students should not merely copy out the lines from the text.) Good students will appreciate and comment that 97 per cent is nearly everyone!
- 2) She is excited and enthusiastic.
- 3) The system puts enormous stresses on the students which not all can cope with: South Korea has the highest suicide rate in the world. (Students need to link these two points.) The phrase 'appears to be' prepares you about the system's rate of success.
- 4) The country has to focus on its young people, its 'human capital', to make the country grow, and therefore the educational system is tough and strict.
- 5) Some rules about what is allowed, for example hair length, no longer exist. The ethos of the schools has not changed and all students want to achieve more and more.
- 6) They are dedicated; totally committed; single minded in their desire for success; determined; willing and eager to drive themselves to the limit; fiercely competitive.
- 7) i) That the students get very little sleep; ii) that the suicide rate is very high.
- 8) Students need to amplify their reasons. This is an objective account because it shows the good and bad sides to the issue and is therefore balanced and not biased.

#### **Page 112 Vocabulary**

##### **Question 2**

- |                                |                                 |
|--------------------------------|---------------------------------|
| a) sight = glance              | b) without a break = relentless |
| c) persistent endeavour = zeal | d) increase = upsurge           |
| e) prescribe = dictate         |                                 |

Supplementary discussion topic to complement this Unit

Class debate

As a class debate the motion:

'The most important part of a young person's life should be education.'

## Unit 8: Beasts



### **Comprehension: Leopards of the Galliat Forests, Pages 116–119**

The **comprehension** passage on *Leopards of the Galliat Forests* moves another step forward towards the Cambridge O level examination. Students are given the mark scheme so they can assess their own, or their partner's, work and see exactly how marks are lost and won.

Further constructive advice is given in order to prepare students for the **Summary** question in Examination Watch on pages 119-120, particularly on **keeping to the word limit**.



### **Riding a Reindeer, page 123**

#### **Suggested answers to Reading for understanding**

- 1) The reindeer skin coat was thinner and lighter than his heavy sheepskin coat which had restricted his movements. (The answer has nothing to do with warmth.)
- 2) Because warmth is trapped in the air between each of the reindeer hairs, which are hollow thus making the fur particularly warm.
- 3) Because he felt as though he was exploiting the reindeer / as though he was taking advantage of them.
- 4) i) By making a layer of leafy branches for insulation between the earth and the skins; ii) setting up a stove and filling it with logs; iii) making kindling (shavings of wood to start the fire); iv) drinking tea and eating meat.
- 5) i) To use as a brace / prop to lift yourself up onto the reindeer; ii) to use as a barb / whip to drive the animal; iii) to keep your balance on the animal / to stop yourself from falling off.
- 6) Kiasha's attempt was smooth and successful; the writer's was clumsy and unsuccessful, ending with him on his back in the snow.
- 7) That he would become stuck on / impaled on / pierced by the reindeer's antlers.
- 8) As on a horse, the rider kicked the reindeer on its sides to make it move. The slow, stately / rolling / lumbering pace of the reindeer made it feel like riding a cow.
- 9) The dog was fast and he chased up the animals which lagged behind / the stragglers, and helped to keep the herd moving.
- 10) Student's own choice, but appropriate feelings would be: exhausted; relief; sense of achievement; sleepy; exhilarated.

#### **Suggested answers to Reading for detail and language**

- 1) *initially*
- 2) *convoy*
- 3) For cutting shavings to make kindling.
- 4) Their heads were next to one another by the stove but their bodies stretched out in a semicircle like the spokes of a lady's fan (not a ceiling fan).
- 5) There were no stirrups attached to it; it was not shaped, but just a lump of felt.
- 6) i) That the antlers were huge, and higher than the writer; ii) that he felt intimidated / afraid / daunted by them / that they were menacing / threatening.

- 7) Paragraph 1: *patiently*; paragraph 5: *docile and uncomplaining*. That they were quiet, calm, biddable; non-aggressive animals.
- 8) Student's choice: because he wanted Kiasha to think all was well so they could set off; he did not want to show his fear; because he did not want to hold up proceedings.
- 9) Because his only previous experience of riding had been an unsuccessful attempt / he was no good at riding, so he was afraid / nervous about riding the reindeer.
- 10) The sound of the reindeer **hooves** on the ice; the clacking / knocking of their **antlers**.



### **The Hound of the Baskervilles, page 128**

#### **Suggested answers to Reading for understanding and interpretation**

- Students have not been asked specifically to use their own words, but they are expected to do so and should be encouraged accordingly. Students who use words from the text should get less credit than those who use their own words.
- 1) The fog was 'drifting closer and closer' / creeping nearer and nearer to / encroaching on / enveloping the house by the minute ('white and woolly' is irrelevant—**movement** is asked for). It makes the fog more menacing, frightening, threatening, dramatic; like an enemy; it seems like a creature.
  - 2) Because the fog was approaching them and threatening to envelop them.
  - 3) So that he was in readiness to fire his pistol at whatever (or even whoever) he thought was pursuing Sir Henry.
  - 4) Holmes stared, horror struck, gaping, stunned; Lestrade screamed in fear and threw himself on the ground; Dr Watson jumped up.
  - 5) Fire burst from its mouth / it was exhaling fire like a dragon; its back and jaw were outlined in flame as though it was on fire.
  - 6) Because they knew that the pursuing hound was an ordinary creature which had been wounded. This meant that it could be killed and they would be safe, and that they were not being pursued by some mystical creature which could not be killed.
  - 7) i) That it had been wounded and felt the pain; ii) that it was extraordinarily powerful; iii) that it had been trained to pursue even when wounded.
  - 8) Student's own choice.

#### **Page 129 Vocabulary**

##### **Question 2**

- a) mouth
- b) fur along the top of the back which rises with aggression or fear
- c) fold of skin hanging from the neck or cheeks
- d) side

## Unit 9: Grandparents



### **The Kingdom, page 132**

#### **Suggested answers to Reading for understanding**

- 1) Students should not merely copy *a place set apart.....and its people* from the text, or the words in the explanation of *kingdom* on page 132. Give credit for answers expressed in the student's own words, for example, because it was a part of Ireland where the place and people were very special to him / very close to his heart / almost sacred.
- 2) It was rural: a landscape of black bogland, a few farms, a river, hills, and the sea far in the distance.

- 3) Any three of the following (credit the first three only): i) it was the dominant / most important heart / centre of the house; ii) it was where the grandmother cooked; iii) and around which she dried clothes; iv) it filled the room with a characteristic smell (which was important to the writer as a boy).
- 4) i) He had lived / used to live (not *lived*) in the attic; ii) he used to talk to the crows; iii) he used to tell the boys stories. Students should be rewarded highly if they make points about Uncle Dan rather than merely recalling the above points, for example, *he was eccentric / odd / a recluse because...*
- 5) Because he loved being by the river, and seeing his father happy in his favourite place.
- 6) He was a skilful fisherman and could soothe the fish / stop the fish wriggling by stroking its stomach.
- 7) It was the television. He feels that its 'colonization' was a great pity / a shame because it replaced / displaced the sociable family card playing and storytelling.
- 8) They were true as well as fictional; traditional stories (of the supernatural and battles) handed down from previous generations.

### Suggested answers to Reading for detail and language

- 1) That he felt deep affection for the place; that he thought of the place with tenderness.
- 2) '...made by generations of turf diggers.'
- 3) That she was majestic; impressive; awesome; dignified; regal with her handsome face and the neighbours looking on like subjects.
- 4) *Creaked*: that they made squeaking noises when you went up them;  
*sagged*: that they were in a poor state of repair / worn with age.
- 5) That the river flowed lazily and slowly past. It makes the place seem more like a beautiful dream or vision / like a special kingdom / makes it seem romantic.
- 6) It's dramatic: some action after the lazy atmosphere of the beautiful / idyllic place.
- 7) Because he knew his father to be impractical, but here he displayed some special / admirable hunting skills.
- 8) Choice and explanation are the student's own, e.g. 'legends of ghosts and old battles'; 'I had heard a thousand times before'.
- 9) Student's own choice.

### Page 133 'Animal Kingdom' words

- To dog = d  
To wolf = c  
To crow = f  
To parrot = e  
To rat on = a  
To ape = b



### Examination Practice

#### A written statement, page 133

In the examination, students would need to think of a plausible scenario quickly. If they spend too long thinking out such a scenario and go into great detail in their written answer, they will run out of time. Students could usefully be given practice in thinking out various scenarios in a given time of, for example, three minutes, before they tackle the task given here.

For example:

- a) You hear a man shouting angrily and see two men riding off at great speed on a motorbike. What has happened?

- b) You see three people arguing loudly. One man seems to be threatening two boys who run off. The man throws something down onto the street and walks off in the other direction. What was going on?
- c) You are in a shop when a woman runs in carrying a baby in her arms. An older woman rushes in, and pulls the woman and the baby out of the shop. What is going on?



### **Great-Grandfather's bridge, page 136**

#### **Suggested answers to Reading for understanding**

- 1) Because his way has been blocked by a rockslide.
- 2) That his journey has been temporarily stopped; that his great-grandfather built the railway bridge he can hear in the distance.
- 3) That he can 'see' his great-grandfather gazing at the water as he puzzled out how to solve the bridge-building problem.
- 4) i) Because nothing they had built had been successful / the monsoon had twice swept their bridge away; ii) because he had a fine reputation for honesty and bridge building.
- 5) Because they were afraid that Great-grandfather may be out of touch with modern techniques; because Great-grandfather did not explain what he was thinking. Students should link these reasons to the men feeling uneasy because they were responsible for inviting him.
- 6) Some said Great-grandfather had been sensibly pensioned off / was too old to think sensibly; others said they may as well try as it was not an expensive venture; it was worth the gamble because they could win promotion if it were successful.
- 7) Because the bridge had been built, since which time trains have continued to cross safely over the monsoon-swollen river.
- 8) Student's own choice, but likely to focus on the idea that Great-grandfather had intimate knowledge and long experience of building bridges, and the area / terrain.
- 9) Likely to focus on the people's past fear and anxiety over the approaching monsoon, and the damage it would wreak on the bridge which contrasts with their present confidence and absence of worry.
- 10) Student's own choice e.g. *proud; admiring; impressed; grateful.*

Note the correct use of upper or lower case 'g' for grandfather:

*They knew that Great-grandfather designed the bridge.*

*The writer's great-grandfather designed the bridge.*



### **River Boy, page 140**

#### **Suggested answers to Reading for understanding and interpretation**

- 1) He had discharged himself from hospital; 'misled' because he was still ill; Jess thinks discharging himself may have made him worse / threatened his life.
- 2) He was probably stubborn; strong-minded; refused to listen to the doctor's advice; dogmatic; assertive.
- 3) '...dodging the undertaker' shows Grandpa's humour as he makes light of his condition / makes a joke out of his illness / his nearness to death. Their closeness is shown by Grandpa winking at her and telling her he will be well as long as she is there.
- 4) Because he has come very quickly to thinking of Grandpa as an invalid and forgetting that he is not deaf as well.
- 5) Because he is afraid that his unsteady father, having refused an offer of help, may fall.
- 6) Grandpa had painted *River Boy* the previous night after his return from hospital. Mysterious because i) Grandpa had given the picture a name which he never usually did; ii) it was called *River Boy* but there was no boy in it.

- 7) The key words are **you seem to be a sort of muse for him**. Students should not copy the words in the explanation on page 139. Because Jess was very close to Grandpa and was frequently the inspiration for his painting / she was likely to be part of Grandpa's plans / inspiration as an artist.
- 8) That Jess has been the spark in Grandpa's paintings; that her presence / birth motivated / inspired Grandpa and continues to do so.
- 9) She thought it meant some kind of goddess who gave him ideas or inspired him, not a real person, let alone her.
- 10) That it had some (almost mystical) power; the boy in the picture seemed to start to appear; she felt that it was particularly important to Grandpa; she felt herself being drawn into the picture by some strange force.  
What might happen is entirely up to the student, but the suggestions should be connected somehow with what has been learned or interpreted from the text.

## Unit 10: Examination Practice

Pages 146-161 contain a complete set of Papers with marks schemes, exemplar material, and full and detailed student guidance.

Pages 162-166 contain a second complete set of Papers for your students to use as invaluable examination practice.

What follows below are mark schemes, exemplar material, and full and detailed guidance for you to enable you to assess your students' work, and to give them essential feedback.

Much of the material below may be used as valuable teaching units.



### Examination Practice Papers 1 and 2

Below are candidate responses to topic 3: *Which skills do you think you have learned which will enable you to become a useful citizen?* They can be used for teaching purposes before students tackle this Paper as examination practice.

Consider this first response from Ahmed, which can be used to illustrate how an intelligent and thoughtful student can fail.

I have studied the basic of education in school but education alone cannot make me a good citizen but the skills and talents I was able to achieved and discovered was the key to becoming a good citizen for future generation.

I have learned many skills, at first to be honest I never thought I could say I am a skillfull person until I have notice that even though it may seem simple that in order to achive thing in life we need to develop the skill for the thing we want in life. At first in our English lesson it may seem we are just learning how to spell and write correct sentences and on how to read and interpret a passage from classic novels. But also at the same time we are also developing and learning the key skills of communication. From all the groups discussions and debate I was able to gain confidence to stand up and speak my views. A quality that some people are not born with.

And again Maths, it may just seem we are learning how to add, and subtract, but in these task we must do we also gain the main factor of 'Problem Solving'. Maths help us to gain the skill of problem solving as a citizen. If I was to approach any problem in life with this skill I can solve it to make life seem more simple.

I would also like to point out that science, people may think it teaches us the elemtry of discovery of a new elemt or how scientists came to invent the car. But science also help us learn to understand! The ability to understanding one can acheive a lot. In science we learned how to investigat to why things happen. We learned how to exsperiment and to understand the out come. So as a citizen in the future I would need to understand my current situation before I could do experiment next to see what may be the out come.

And finally I would like to present one more skill which I think is very useful. And that is 'Art'. In art we are not learning how to mix colours or draw or even how to use a brush. I feel more like in art we are learning the skill to visualise, to see things in a different angle. With this vital skill to look ahead and gain a big picture of what you are going to plan.

I can now finally conclude or my skills into one. 'Communicate' is for me to get along in life, to be able to speak. Solve to solve a problem and with understanding it will be much more simple and finally 'visualise' if I was to gain a idea of what I am going to do to see the finish painting already I can plan out my future and with 'communication, solving and understanding' I can carry it out and draw it.

These are the skills I have learned and how I would become a useful citizen.

513 words

### Examiner's Comments

Strengths in Ahmed's response:

- He has focused on the topic and presented an acceptable interpretation of 'skills'.
- He is thoughtful and tries to explore and extend his arguments.
- He has paragraphed his composition and attempted to organize and conclude his material.
- His tone is appropriate.

Unfortunately these strengths are overwhelmed by errors and lack of clarity.

- Sentence structure and sentence separation are flawed: lack of full stops; lack of verbs; varied sentence length not for any particular purpose
- Verb forms are inaccurate, e.g. wrong forms (*I have notice*) wrong agreement (*science help*).
- Spelling errors: simple words and some more complex (e.g. *visualise*) are spelt accurately but there are eight mistakes.
- Errors of idiom and expression are a major problem: e.g. *speak my views; in a different angle*.
- Clarity and communication of ideas: errors hamper precision and, in some cases, meaning (e.g. *With this vital skill to look ahead and gain a big picture of what you are going to plan*).
- Errors with singular and plural forms (e.g. *groups discussion; basic of education*).
- Organization: paragraphs are used and different topics are raised in each, but links between them are crude with 'finally' used twice, and the conclusion lapsing into note form and ending with a one-sentence paragraph.

Ahmed's composition may be used to show students the importance of **planning in effective paragraphs; focus on the topic; clear and accurate expression; accurate verb forms, spelling and punctuation**.

The composition may be used for students to find and correct the errors, and explain why they are wrong. While they do this, they will be assimilating the advice on how to improve their own writing. Students may be asked to rewrite the whole composition, eliminating errors and making the meaning clear throughout.

The following two extracts from Wahid and Romesa may be used to illustrate the different approaches to the topic.

The keywords in the title are **skills** and **useful citizen**. Examiners would need to see that students have interpreted **skills** in an appropriate way and that they understand that a **useful citizen** relates to their positive role as a member of society in the future. Weaker candidates would probably go through their school curriculum subjects and fail to link what they have learned explicitly to **citizenship**.

1 Wahid

While I have grown up, I have learned valuable key skills, skills which involve being polite to everyone, helping people, having respect for my parents and people who are enrolled in important positions. In my opinion, these are the main and most important key skills needed to maintain good feelings between citizens wherever they live in the world.

These are great skills to have but they are not the only skills you need. In order to have a good, well paid job, I do think that you need qualifications. These qualifications require hard work, dedication and determination, skills which I have learned during my years at school and which will certainly help to make me a useful citizen. These qualifications do not mean just English and Maths, but that you know what you are doing in your job and your life.

**Examiner's comments:**

- Wahid is to be commended for his interpretation of 'skills' and for his clear links to citizenship.
- Good level of accuracy and clarity of communication.
- However, he is likely to find that he has put too many points into his first paragraph. A plan would have enabled him to develop and extend his points in separate paragraphs.

2 Romesa

Firstly, I have studied Cultural Studies for four years and I think what I have learned will help me to be a useful citizen. Learning about the beliefs and cultures of different people in different countries has helped me to find out more about beliefs and has made me more aware of them. I have learned that people may be different from one another, but in our hearts we are the same. Feeling this way could help me live peacefully with others and be a useful citizen when I am grown up.

We also learned about the environment and I have learned to be careful with it and look after the world that we have been given. When I am grown up and living in my community, I would like to be a useful citizen and set a good example by not dropping litter and by re-cycling all that I can. I have learned all about the damaging effects of pollution, such as factories spilling effluent into rivers, and I would like to be useful citizen in the future by preventing pollution in my area.

**Examiner's comments:**

- Romesa is to be commended for her interpretation of 'skills', for her clear links to citizenship and for her thoughtful approach.
- Good level of accuracy and clarity of communication.
- Vocabulary and verb forms need to be more varied for really high marks. *I have learned* is used repetitively; *different* is used three times.

**Part Two: Directed Writing, page 162**

Here is an opportunity for students to practice their quick thinking in working out a likely scenario for this question.

What is this illegal activity which has been making the noises which have upset the neighbours? All kinds of grizzly ideas come to mind, but students are not being asked to plan a horror movie, so a simple, easily explained activity is best!

Have a group of youngsters been working on a stolen car?

Has someone been flying a light aircraft low over the neighbourhood?

Has someone been using a machine at night?

Give 5 marks for the **Content**: the five pieces of information which must be included, although coverage of each piece will not require the same number of words. Students should be careful not to provide too much detail at the expense of omitting one of the bullet points altogether.

Give up to 15 marks for **Language**, taking into account the use of **Accurate Standard English** and the appropriate **Style** and **Tone**. This is a Report to the Police, so a factual, business-like tone is appropriate. Heavily judgemental comments, threats, and descriptive writing are inappropriate.



## Mark Scheme

### Comprehension: *Asayita*, page 165

#### Question 1a)

Changed from horses and carts in the last town = half a mark

to camels and donkey carts = half a mark

Total = 1 mark

#### Question 1b)

Keyword is **lowland**: they had descended from the Highlands / they had travelled to a lower place = half a mark

Keyword is **oven**: it was boiling hot / hot as a hairdryer / burning hot = half a mark

Total = 1 mark

#### Question 2a)

Because the signpost was battered / shabby = half a mark

and the road was just a (dirt) track / there was no proper road = half a mark

Total = 1 mark

#### Question 2b)

a massive salt plain where nothing grew / a gigantic lifeless salt plain = half a mark

that there had been regular dust storms = half a mark

Total 1 = mark

#### Question 3

That it was guarded by armed guards and a chain (at night) = half a mark

although it was in the middle of a wilderness / of nowhere = half a mark

It was like driving back into the Middle Ages = 0 mark

Total = 1 mark

#### Question 4a)

The keywords are **human activity** i.e. human beings doing things.

children playing (in the dust) = half a mark

people walking with their goats = half a mark

Total = 1 mark

#### Question 4b)

Looked in amazement / surprise / curiosity / inquisitive / enquiring = 1 mark

because they were arriving after dark and there were no other trucks / because a truck after dark was rare there = 1 mark

Answers including *curious glances* or *conspicuous by their absence* = 0 mark

Total = 2 marks

#### Question 5a)

Because he thought it would be safer / more secure = half a mark

Because he thought it would be cooler because it had a ceiling fan = half a mark

Total = 1 mark

**Question 5b)**

Because the electricity gave out and without the fan he was left in stifling heat  
= 1 mark

Total = 1 mark

**Question 6**

Because it was daylight and the town came alive as the shops opened and everyone bustled about / busied themselves with their daily trade / routines = 1 mark

*going about their business / ply their trade* = 0 mark

Note that details about working on a puncture, shoeshine boys etc are not required.

Total = 1 mark

**Question 7**

The next two questions are the **discriminators**.

Because the usual 'help' provides for nomadic people to stay in one place, which is not helpful because they can only survive by moving from one place to another

= 1 mark

Because their environment does not offer stable necessities / forces them to get what they can where they can find it = 1 mark

*adopted out of necessity / unpredictable resources* = 0 mark

Total = 2 marks

**Question 8a)**

Targeted words from the text are **meet the nomads' needs on their own terms**.

Because it recognized that nomads moved around and could not stay in one place  
= half a mark

So any agency help had to take that fact into consideration = half a mark

*meet the nomads' needs / on their own terms* = 0 mark

Total 1 = mark

**Question 8b)**

Because she understood that nomads cannot settle in one place as they must search for pasture for their animals = 1 mark

so instead of building a health centre, they trained workers to go out into the country / desert to help them = 1 mark

Total = 2 marks

**Question 9**

Because there is a very high rate of illiteracy / 98 per cent / most of them cannot read or write = half a mark

Because their language was written down only thirty years ago = half a mark

Total = 1 mark

**Question 10a)**

Because they are inexperienced and are easily exploited by the Highland merchants = 1 mark  
who take advantage of the Afar people's inexperience / vulnerability / desperation and give them low prices = 1 mark

*At his wits' end / suck the Afar dry / no experience of economy* = 0 mark

Total = 2 marks

**Question 10b)**

By calling her a 'one woman whirlwind' which shows her strength, power and commitment / determination = 1 mark

By calling her a 'one woman whirlwind' = half a mark

Total = 1 mark

**Question 11**

1 mark each for any one of the given meanings.

1. nonchalantly = lazily; in carefree way; unhurried; not worried = 1 mark
2. credentials = (official) papers; identification = 1 mark  
qualifications = 0 mark
3. haphazardly = not arranged in an orderly way; randomly; irregularly = 1 mark
4. affording = giving; allowing; enabling = 1 mark
5. throng = group; crowd = 1 mark
6. buffeted = assailed; knocked (against); battered = 1 mark
7. fringes = (outer) edges; outer regions; peripheries; borders = 1 mark  
suburbs = 0 mark
8. unpredictable = erratic; unreliable; unstable; variable  
impulsive = 0 mark

Total = 5 marks

**12) Summary**

Credit up to 15 of the following points:

- 1) the town was closed off at night
- 2) there was no electricity to light the street lights
- 3) candles and braziers gave some light
- 4) children played
- 5) people walked with their goats in the darkness
- 6) there was no traffic
- 7) it had a hotel
- 8) and a town square where goats grazed
- 9) the locals knew to sleep outside where it was cooler
- 10) the writer spent a very hot night when the fan failed
- 11) the town came alive in the morning before it got too hot
- 12) business was brisk
- 13) shops and kiosks opened
- 14) the writer visited the Development Association
- 15) which was unique in the practical help it offered the nomads
- 16) he met the very strong, admirable woman who ran it
- 17) he learned about the Afar nomads
- 18) and the ways the Association tries to help them
- 19) by sending health workers out into the desert
- 20) he learned about the plans to teach the nomads literacy

Content: 15 marks

Style Assessment: (See Oxford Progressive English Book 10, pages 160-1)

Own words: 10 marks

Accuracy: 10 marks

Total = 25 marks (15 + the two Style Assessment marks halved)

# Examination Practice Papers

First complete set of papers with exemplar essays, marking schemes and support

## English Language, Paper 1 1123/1

**1 hour 30 minutes**

### Part One

At the head of your composition put the number of the topic you have chosen.

**You are advised to spend about 60 minutes on this part of the paper and to write between 350 and 600 words. Total marks for this part: 40.**

1. 'Pay is the most important factor in a job'. What is your view?
2. Write about a special day which turned out differently from what was expected.
3. Write a story which begins with the following words: When I looked up, all I could see was the sky.
4. 'My life would be nothing without music'. Do you agree with this statement?
5. Write about the ways in which you think your life is different from that of a grandparent when he or she was the age you are now.

### Exemplar essay: Rosa

Total marks available: 40

Topic 1: 'Pay is the most important factor in a job'. What is your view?

*This is a question we often ask ourselves in this modern world where, for some people, there is a huge amount of money floating around. We have come to believe that now, more than ever, having a job with the right amount of pay is the key to ultimate happiness. But is this right? Will we ever stop wanting more?*

*In an ideal world, every one of us would be content in a comfortable job which gives us a sense of importance and keeps our minds active, never mind if the pay was poor. We would have all the basics of food, shelter and water in this job, but no luxuries like a widescreen television or designer clothes. Would we be content? Most of us would say 'No, we want more than just the basics, we want our own houses and a successful lifestyle'. Unfortunately, there is no getting away from the fact that people want money, and many people would agree that the pay is the most important aspect of a job.*

*There is no escaping the fact that money is a very important aspect of a job because people work to earn money to keep themselves and their families. However, there are other aspects of a job which are also important. To start with, the people we work with and the conditions in which we work have a major impact on us. Miserable or aggressive work colleagues and an isolated, or extremely crowded, workplace can make working life very unpleasant, and no amount of money could compensate for such daily misery. Another aspect is the work itself, which may be boring, gruelling or repetitive. For example, you may have to pick fruit or vegetables in extreme heat or cold all day, or fill in tedious forms, and the money paid may not be a sufficient reward. Then there is the consideration of hours of work. Some people earn very high wages, but work twelve*

hours or more a day, six or seven days a week. They have no time for any social life with their families and friends and often decide that although the money is good, they would prefer to work fewer hours and earn less money.

Even more important than money is job satisfaction. What is the point of working at a job you hate just because it pays well? It will not bring you happiness, but stress and possibly depression and even illness. If you enjoy your job and have always wanted to be in your chosen profession, being paid may even be a bonus to you! More importantly, if you are happy in your work, you will work hard and be a good employee as well as experiencing job satisfaction. I think that this aspect of a job is the most important. Many people like nurses and aid workers work for low wages but are rewarded by the satisfaction they receive from helping others.

So there are many other factors to consider when deciding whether money is the most important aspect of a job. Many people, of course, do not have the choice; they have to take whatever job is going, even if the pay is poor. I feel that the perfect job would involve something that I enjoyed, which starts early and finishes early, which has a friendly, comfortable working environment and offers a substantial amount of money! Money will always play a large part when we are choosing a job, so I agree that money is important, but not the most important aspect.

592 words

### Examiner's comments:

- The candidate has used the full word allowance, which has enabled her to sustain and develop her argument.
- She has focused on the topic throughout and made an emphatic and clear statement of her point of view at the end, as asked by the question.
- Personal view (as required by the question) is appropriately included e.g. *I agree; I feel; I think.*
- She has tackled the whole question, analyzing the concept of **most important** as well as expressing a point of view.
- She has included a range of factors in a job with an appropriate use of detail and example.
- The whole response is engaging and clear.
- Paragraphs mark the progression of the argument; they are used effectively and accurately with a different topic written about in each one.
- Paragraphs and argument are linked with appropriately chosen phrases and expressions, such as *to start with; even more important than money is...; however.*
- Sentence structure is accurate and varied with exclamations and questions used for effect.
- Punctuation is accurate including a semicolon, quotation marks and commas (both single and pairs).
- Vocabulary is appropriate and accurate with some words from an advanced vocabulary, such as *gruelling.*
- A range of verb forms are used accurately: *would* and *will* are accurately used and differentiated; *may; could compensate.*
- Present tense is sustained accurately throughout; pronouns accurately used for variety and effect, *I; we; it.*

### Part Two

You are advised to spend about 30 minutes on this part of the paper, using 200-300 words. Total marks for this part: 20.

You have been asked to raise money for a charity by organizing either a sports event or a concert.

Write a letter to invite an important guest to take part. You must include the following information in your letter:

- Exactly what type of event it is
- When and where the event will take place
- What you would like your special guest to do
- What other arrangements have been made for the day
- Why the money is needed

You may add further details if you wish.

Your letter should be written in clear, correct English. It should try to persuade your guest that this is a worthwhile cause.

### Points for teachers assessing all Directed Writing responses:

- Award 5 marks for Content, one mark for each of the bulleted points asked for. Frequently, students lose a mark because they have carelessly left out one of the pieces of information – usually one which they could easily have provided, such as the ‘when and where’.
- Plans are a good idea so that paragraphs can be planned effectively, noting that one paragraph per bullet point is not necessarily appropriate. For example, ‘when and where’ would make a very scant paragraph on its own and would be better being in the same paragraph as another point.
- Writing out the response in full and then writing a second ‘fair copy’ is not a good idea because students are likely to find they run out of time.
- Award 15 marks for Language and Style. Here you are rewarding Accurate Standard English and appropriate Style and Tone.
- Look at features such as the vocabulary used (Better students will not depend merely on the vocabulary given in the question); range of sentence structure; links within and between sentences.
- Total mark will be Content Mark maximum 5 + Style Mark maximum 15 = 20 marks.

### Points to note for teachers when assessing students’ responses to the Directed Writing above:

- Students need to understand the idea of ‘raising money for charity’. This means that the event, either a sports event or a concert, has been arranged and the money that people pay to attend the event will be given to a charitable organization, which in turn works to improve the lives of others. For example, the money may be going to an internationally known charity such as Oxfam or the Red Crescent, or to a local charity which helps, for example, homeless people in the area.
- Students need to tell the ‘important guest’ what he or she is being asked to do. For example, are they asking a local pianist to play during the concert? Are they asking a high profile cricketer to introduce the sporting event?
- The letter format should be correct and students should have had plenty of practice at writing letters, so this formality can be completed quickly, leaving them time to be spent on the all-important body of the letter. For the letter format they need essentially: their address; the date; an appropriate salutation; a sign-off which goes with the salutation; their signature; their printed name. Not so essential but always good to include is the addressee’s address.
- Tone is an important element in Directed Writing. This ‘important guest’ is being asked to give up his or her time to help in a charity event, so the tone needs to be polite, respectful, and persuasive rather than chatty, informal, assertive, or demanding.
- Students need to read the whole question and pay careful attention to the last sentence where they are instructed to ‘try to persuade your guest that this is a worthwhile cause’. This directive is best treated briefly but persuasively with the conditional correctly used. For example, *I am sure you agree with us all that it would be a wonderful achievement to bring clean water to the villagers, many of whom at present are dying from diseases caused by polluted water.*

## English Language, Paper 2

1123/2

**1 hour 30 minutes**

Read the following passage *A Dog's Life* and then answer **all** the questions which follow below.

You are recommended to answer the questions in the order set.

Mistakes in spelling, punctuation and grammar may be penalized in any part of the Paper.

**A Dog's Life****Paragraph 1**

Something about our domestic helper's face told me she had suffered a bad shock. Her mouth opened to speak, but then closed again, the words choked off somewhere behind her tonsils. 'What's wrong?' I asked. She shook her head and then sat down. It took me a full ten minutes to extract the terrible truth and when it came it was indeed terrible. But first, before I can tell you what happened, a little background.

5

**Paragraph 2**

Our domestic helper, Aprila, comes from the Philippines, and she has grown terribly fond of our two dogs, Sam and Susie--the former, a long-haired retriever, the latter, a plump (well, actually fat) black Labrador. Much of Susie's plumpness can be attributed to the very generous helpings of dog food which Aprila doles out several times a day. Susie is an eating machine and, although smaller than Sam, frequently elbows, or should I say paws, him out of the way when it comes to mealtimes. He stands there looking forlorn until I manage to get Susie's guzzling face out of his dish.

10

**Paragraph 3**

But there's a price to be paid for every sin, and for Susie's sin of gluttony there was to be a reckoning. Well, actually, in her case, there turned out to be two reckonings. The first came when Aprila was taking the dogs for a morning walk and noticed a Filipino gardener on the corner, staring hard in her direction. He seemed to be leering. He was, in fact, looking at Susie. As Aprila and the hounds turned the corner she heard him call out 'How much for the fat one?' 'She's not for sale,' she replied. 'Are you sure? Boy, she'd make such good eating. So fat, so much meat!' he exclaimed.

15

**Paragraph 4**

When I heard this later I thanked God that, to the best of my knowledge, my dogs had no understanding of Tagalog, the principal language of the Philippines, the language in which this vile transaction was proposed. Aprila grasped their leashes tighter and broke into a trot, quickly putting a healthy distance between Susie and her gourmet admirer. I should not have been surprised. Dogs are a dinner table speciality in many parts of Asia but the thought of dear Susie with her soulful brown eyes and endlessly wagging tail, the thought of her lying on a silver platter with an apple in her mouth, all because we had fattened her into a prize delicacy, was, frankly, too much to bear.

20

25

**Paragraph 5**

There was, of course, only one solution to all of this. Unhappily, the solution brought Susie to her next reckoning. After emergency consultations with Aprila and my wife, we decided that a diet and a programme of rigorous exercise were needed. Susie would have to lose her flabby flanks and, with any luck, I might lose a few of the pounds which have prompted several of my more unkind friends to refer to me as Bunter\*.

30

**Paragraph 6**

And so, on a steaming hot Sunday afternoon, I set forth with some dog-loving friends for a long walk along one of the pathways in the hills above Hong Kong. Below us the city spread out towards China in a vast sea of superlatives which I won't bore you with. Joggers pounded past us. You know the kind: mid-twenties, all Nike and Walkmans and rippling muscles, the new puritans of the sensible nineties, freed from the formal clothes and the multiple tyrannies of the dealing room floor for a few hours on a hot Sunday. I noticed that most of them scowled at the dogs as they went past.

**Paragraph 7**

We had just turned off the main track onto a quieter path and allowed the dogs off the leash when Susie pounced on a piece of barbecued meat lying in the grass. It was devoured in milliseconds. All was well until we reached the end of the walk and I said goodbye to my friends. Then, without warning, Susie was transformed from a happy panting dog into a writhing, howling, foaming beast. She collapsed on her side and was sick repeatedly, twisting and turning in terrible pain.

**Paragraph 8**

I frantically waved down taxis but none would stop. A bus came, but refused to allow me to get on with the animals. Overcome with fear I began to walk but Susie could hardly even stagger. Night was coming on and my home was a good five sweltering miles away across the mountain. Besides, I was supposed to be catching a plane to Australia to film a story. I picked up my mobile phone; the battery was dead. I looked around frantically for a public telephone; none to be seen. There was nothing for it but to pick the dog up in my arms and begin the long trek home.

**Paragraph 9**

I got there hours later feeling more dead than alive, covered in dog vomit, and rang the vet, breathlessly describing the symptoms. 'She's obviously been poisoned,' he said, 'but if she's managed to survive this long she'll pull through.' His advice was to starve her for twenty-four hours, give her lots of water and then come and see him the next day when she had slept. There had been lots of similar poisonings, he told me. The rumour was that a crazed jogger, someone who had been chased by dogs one time too many, had started placing poisoned meat along the track. Several animals had been killed. In fact, Susie was very lucky, he said.

**Paragraph 10**

And so I cancelled the flight to Australia and played nurse to my whimpering hound for the night. She slept in her basket, I nearby on the couch. In the middle of the night I heard a few yelps and looked across. Susie was asleep, lost in some dog dream. Was she dreaming of her old home before we moved to Hong Kong? Or the guinea fowl rising in clouds as she chased after them? Maybe. Maybe she was actually cursing me in her dreams for having brought her to these alien Asian shores. I felt guilty for about two seconds and then went back to sleep.

**Paragraph 11**

At about six in the morning I was woken by a curious sensation; something warm and sandpappy was licking my face, and I was aware of the malodorous whiff of dog breath drifting over me. I opened my eyes. Susie was sitting there, eyes bright, tail wagging, and I could have sworn she was saying 'Breakfast please'. Poor Susie, much too old to learn new tricks.

\*Bunter: Billie Bunter was a famous, fictitious fat boy who was always eating.

From: Fergal Keane, *Letter to Daniel*, Penguin 1996

### From Paragraph 1

- 1) In your own words, explain how the writer knew that his domestic helper had suffered a bad shock. [1]

### From Paragraph 2

- 2) a) In your own words, explain why the dog Susie is fat. [1]  
b) Explain in your own words the difference in temperament between the dogs, Susie and Sam. [2]

### From Paragraph 3

- 3) Why was the gardener staring in Aprila's direction? [1]

### From Paragraph 4

- 4) a) In your own words, explain why the writer was relieved that the dogs could not understand Tagalog. [1]  
b) Explain how the incident with the gardener made the writer feel. [1]

### From Paragraph 5

- 5) What did the writer believe would be a benefit to him of the 'only one solution'? [1]

### From Paragraph 6

- 6) a) What does the phrase 'in a vast sea of superlatives' tell you about what the writer thought about the scene before him? [1]  
b) In your own words, explain why the joggers chose to be out on a hot Sunday. [1]

### From Paragraph 7

- 7) In your own words, describe Susie's transformation after she ate the meat. [2]

### From Paragraph 8

- 8) Why was carrying his sick dog a last resort for the writer? [2]

### From Paragraph 9

- 9) Why did the writer refer to the jogger as 'crazed'? [1]

### From Paragraph 10

- 10) What does the writer think may have been going on in the dog's head as she slept? [2]

### From Paragraph 11

- 11) In your own words explain why in his final sentence, the writer calls his dog 'poor' Susie? [2]

### From the whole passage:

- 12) Choose five of the following words. For each of them give one word or short phrase (of not more than seven words) which has the same meaning that the word or phrase has in the passage. [5]
- |                           |                         |
|---------------------------|-------------------------|
| 1) attributed to (line 9) | 5) pounded (line 37)    |
| 2) forlorn (line 12)      | 6) tyrannies (line 39)  |
| 3) leering (line 16)      | 7) rumour (line 60)     |
| 4) gourmet (line 24)      | 8) malodorous (line 71) |

### Summary

- 13) Using your own words as far as possible, summarize the reasons for Susie's exercise regime and what happened on that Sunday afternoon. Include the writer's feelings.

USE ONLY THE MATERIAL FROM PARAGRAPHS 2-9 INCLUSIVE

Your summary, which must be in continuous writing (not in note form), must not be longer than 160 words, including the 10 words given below.

Begin your summary as follows:

*The reason we set off on that hot Sunday was.....*

[25]

### Mark Scheme

#### Question 1

From her face / her expression = half a mark

Because she could not speak / get her words out = half a mark

Because the words choked off somewhere behind her tonsils = 0 mark (copying)

Total = 1 mark

#### Question 2a)

Because she was overfed / fed more than once a day / given too much food = half a mark

An answer which includes the words 'very generous helpings of dog food' = 0 mark

Because she often (greedily) ate the other dog's food as well as her own = half a mark

An answer which includes 'guzzling face' or 'eating machine' = 0 mark

Total = 1 mark

#### Question 2b)

The keyword here is **temperament** which refers to the dogs' natures, not their behaviour.

Susie is greedy / pushy / dominant = 1 mark

Sam is passive / submissive / patient / non-aggressive = 1 mark

Total = 2 marks

#### Question 3

Because he wanted to buy (= half a mark) Susie and eat her (=half a mark)

Total = 1 mark

#### Question 4a)

Because Tagalog was the Filipino / foreign language (= half a mark) in which the wicked suggestion / the awful proposition / shocking question was expressed (= half a mark)

An answer using the phrase 'vile transaction' loses the second half mark

Total = 1 mark

#### Question 4b)

i) Unsurprised because dogs are eaten in Hong Kong.

ii) Horrified / disgusted / shocked at the thought of Susie on a plate/ the image of Susie served on a plate was unbearable to him.

iii) Guilty at having allowed Susie to get so fat.

Total = 1 mark (Half a mark for each of the above i-iii to a total of 1 mark)

#### Question 5

He too would lose weight = 1 mark

An answer which includes 'which had prompted several of his more unkind friends to refer to him as Bunter' = 0 mark

Total = 1 mark

### Question 6a)

This question is a discriminator and needs the idea of the city spread out over a large area **and** that it was **very** beautiful for the full mark.

the city was spread out / stretched / over a wide area / a long way = half a mark

the scene was glorious / fantastic / **very** beautiful / amazingly beautiful / dazzling / stupendous = half a mark

beautiful = 0 mark

Total = 1 mark

### Question 6b)

It was an opportunity for them to dress in sports gear / casual clothes / not to wear their smart work clothes = half a mark

'freed from' or 'formal clothes' = 0 mark

It was a relaxation / release / freedom from work = half a mark

Any part of 'multiple tyrannies of the dealing room floor' = 0 mark

Total = 1 mark

### Question 7

From a normal / cheerful / contented animal breathing normally / with her tongue hanging out = 1 mark

'happy panting dog' = 0 mark

to an animal / creature / monster (= half a mark) rolling around / twisting around in agony / vomiting / crying out in pain / drooling (= half a mark)

'writhing, howling, foaming beast = 0 mark

Total = 2 marks

### Question 8

The key words in the question are 'a last resort'. The answer needs to express the idea that the writer had tried other alternatives, but detailing of those efforts are not required.

He had tried to get help / there was no alternative = 1 mark

But everything had failed / because his efforts to get a taxi or a bus were unsuccessful = 1 mark

Any reference to the plane to Australia loses the above mark.

Total = 2 marks

### Question 9

Because the man must have been mad / crazy to have done such a wicked thing = 1 mark

Because he had been sent mad by dogs barking at him when he was jogging = 1 mark

Total = 1 mark

### Question 10

She may have been dreaming of her old life / home (when she chased birds / guinea fowl) = 1 mark

She may have been cursing / criticizing the writer for having brought her to a strange new place = 1 mark

Total = 2 marks

### Question 11

The keywords here are **too old to learn new tricks**

He is sorry for her / sympathetic towards her (= half a mark) because she has suffered / been very ill = half a mark

and is not able / too set in her ways to learn from her experience / it will not stop her from being greedy = 1 mark

Total = 2 marks

**Question 12**

1 mark each for any one of the given meanings.

1. attributed to: explained by / ascribed to / assigned to = 1 mark  
given to = 0 mark
2. forlorn: lost / dejected / abandoned / forsaken = 1 mark  
sad = half a mark  
disappointed / cross / upset = 0 mark
3. leering: eyeing unpleasantly / looking slyly / gazing malignly = 1 mark  
eyeing / looking / gazing / staring = half a mark  
smiling / laughing = 0 mark
4. gourmet: food connoisseur / one who appreciates good food = 1 mark  
rude / hungry / greedy = 0 mark
5. pounded: thundered / ran with heavy steps / thumped / hammered = 1 mark  
ran = half a mark  
rushed / raced = 0 mark
6. tyrannies: restrictions / oppressions / very or too strict rules / = 1 mark  
cruelties / tortures = 0 mark
7. rumour: story that is told; is passed around / not (necessarily) based on the truth = 1 mark  
story = half a mark  
lie / report = 0 mark
8. malodorous: smelly / stinking / smelling unpleasant / having a horrible smell = 1 mark  
bad / nasty = 0 mark

**Summary**

Students should include up to 15 of the following points.

The reasons for the exercise regime:

- 1) Susie was greedy and had become plump / overweight / overfed
- 2) a man had offered to buy Susie to eat (because she was plump)
- 3) the writer felt guilty because he had allowed Susie to grow into an attractive dinner
- 4) he could not bear to think of her cooked / served on a plate
- 5) he hoped to lose a few pounds as well

What happened on Sunday afternoon:

- 6) he was walking with friends on the hills
- 7) the joggers thumped past, scowling at the dogs
- 8) Susie gobbled a piece of meat in the grass
- 9) suddenly after the friends had gone Susie collapsed in agony, vomiting
- 10) frantic and frightened
- 11) the writer tried to get help unsuccessfully
- 12) he was worried by the approaching night and his flight to Australia
- 13) he had to carry the dog home five miles / for three hours
- 14) he was exhausted; encouraged by the vet's words
- 15) he felt lucky that Susie had survived so far

### Irrelevant points:

1. Aprila's fondness for the dogs and their breed in paragraph 2 (although her overfeeding of Susie is relevant)
2. Sam looking forlorn in paragraph 2 (Susie's behaviour can be summarized in the single adjective 'greedy')
3. The details in paragraph 3
4. First 5 lines of paragraph 4
5. Description of the scenery in paragraph 6
6. The joggers clothes and lives described in paragraph 6
7. Details of the efforts of the writer to find help in paragraph 8
8. The rumour in paragraph 10 (not relevant to Sunday afternoon as asked)

Mark to a maximum of 15 for Summary Points.

Mark to a maximum of 10 marks for Style.

Total = 25 marks

- Count the number of words students have used. (Don't take their word for it!)
- After 160 words including the ten given introductory words, cross out any extra words and do not give any credit for them.
- If students use note form throughout, give 0 for Style, but credit the points made.
- For Style, credit the students' use of their **own words** and their accuracy in their **use of English**.

Second complete set of Papers with exemplar essays, marking schemes and support  
It is suggested that the following Papers are used later in the Course than the first set above.

# English Language, Paper 1 1123/1

**1 hour 30 minutes**

## Part One

Write on **one** of the following topics.

At the head of your composition, put the number of the topic you have chosen.

**You are advised to spend about 60 minutes on this part of the paper and to write between 350 and 600 words. Total marks for this part: 40**

- 1 Write about an occasion when mistaking the date had serious consequences.
- 2 'It happened to me'. Write an article about an event which had a great impact on you.
- 3 'Global warming is the most serious threat to our world today'. Is this your view?
- 4 Write a story which begins with the words: *It was the greatest surprise of my life when...*
- 5 Write a description of your favourite place. Include your reasons for choosing it.

## Exemplar essays

Topic 2: 'It happened to me'. Write an article about an event which had a great impact on you.

Response 1: Toby

*It happened to me! My 15 minutes of fame.*

*"Our school was entered for the schools music festival. We'd been practising for weeks perfecting our abilities and timing. I was one of the two on the piano. We knew we would have heavy competition from the schools who had entered many times before, but we were determined to put on a show. When the day finally came, we were all nervous and some of us including myself were terrified of performing in front of about a hundred viewers, but we got our heads down and played our best. After we had performed, the judges said that our style and use of electronics to make salsa music was truly unique. Afterwards we were all confident, especially me. I had never done that sort of thing before and by doing it I proved to myself that I had more confidence than I'd ever have imagined. I realized that anything can be done if you're prepared; even if you think that you can't do it as long as you know what you're doing and you're prepared for it, you can do anything. Nothing is holding us back, only our minds."*

197 words

## Examiner's comments:

- The candidate communicates clearly and engages the interest of the reader.
- The content is appropriate to the topic, the event is explained and the writing is given a title.
- Sentence structure is largely accurate with some variety and some success with complex sentences.
- Vocabulary is appropriate but insufficiently developed, partly because of the brevity of the composition.

BUT

- The response is **half** the required length and will be penalized accordingly.

- The response is structured into a single paragraph.
- Spelling is uneven: *unique* is correctly spelt, but *competition*, *finally*, *afterwards*, *confidence* are spelt wrong. Inaccurate word division: *infront*
- The basic error of *your* for *you're* occurs twice, as well as *youre* without the apostrophe.
- Verb forms are accurate except for *Id've ever have imagined* for *I ever would have imagined* (or *I would ever have imagined*)
- The candidate has inaccurately placed the whole of his composition in speech marks.

### Response 2: Ashti

"It happened to me" I suppose this would be an accurate description but does it not happen to all of us? The feeling of being alone, unloved I suppose looking back on these things we could, if we had realized, changed certain aspects of what we did and things would have worked out differently but, as it stands without hindsight we can't really. I'm sure everyone has been there and felt that moment when your heart breaks and all you want is the world you thought you knew to crash down around you, night become a twenty-four hour thing and alone you will sit not knowing what to do with your self.

It changes everything, not only the outlook you once had, once so bright and full of hope is now somehow over night replaced with the dark haunting feeling of loneliness and self loathing. The morning is when it hit you. Waking up to a new day full of everything it had before but missing so much you don't know whether to scream or breakdown and cry. All those little things you could reassure self with now just feel like you've been telling your self lies for the past months.

There is hope at the end of an extremely dark tunnel but then hope is like a star shining so brightly yet a million miles away and you could never reach it if you tried so you start to ask your self Why should I bother. The thing is I don't know the expected happy ending that your usual read is somewhat lacking this time, a hard slap of reality when you realise happy endings belong and have always belonged in fairy tales and folk law.

Those situations just make you feel cold on the hottest day of the year it's something you can't change and never will be able to.

You wonder why I tell you this? Why am I depressing you with such things you may not relate to? But one day unfortunately I'm sure you will or already have and having analysed and thought through everything it can feel like the end of the world, as if the grass is always greener on the other side if only you could get to the other side and once there surely the side you just left becomes the 'other side' of life's little faze.

It happened to me but not doubt it will to all of us.

407 words

### Examiner's comments:

- The candidate certainly writes about the impact an event has had upon her, but fails to explain what the event was, and therefore fails to 'write about an event...' as asked by the question.
- The candidate shapes her article by beginning and ending with 'it happened to me'.
- The article is within the word limit.
- There is an attempt to write interestingly e.g. *the dark haunting feeling of loneliness and self loathing*; *hop is like a star shining so brightly yet a million miles away* (sic)

### BUT

- Spelling is weak (over 12 errors) and some misspelt words such as *heinsite* for *hindsight* and *foke law* for *folk law* are confusing for the reader. Life's *faze* in the penultimate line is unintelligible.
- Words are inaccurately divided: *your self* for *yourself* (3 times); *breakdown* for *break down*.

- Sentences are inaccurately punctuated: some are run-ons and others lack a complete verb.
- Meaning is not enhanced by helpful punctuation.
- There are errors with verb forms.
- Some lines do not communicate, as in the final sentence of the third paragraph and the final very long 'sentence' of the penultimate paragraph.
- Paragraphs are used, but they are haphazard and not planned effectively.
- Overall, the composition fails to communicate clearly or properly address the topic.

### Lessons to be learned by students from these two compositions:

(These may be given to students as a check-list.)

- Use the specified number of words. Using 600 rather than 400 words gives you more scope for advanced vocabulary and development of content. Word limits here (unlike in Summary Writing) are suggested, so don't waste unnecessary time counting your words in the examination. Get used to writing around 600 words in compositions that you write in preparation for the examination: you will know roughly how long 600 words look on the page.
- Plan your composition—jot down **briefly** what you are going to say in each paragraph.
- Don't write out a rough copy and then a 'fair copy'.
- Make sure that your paragraphs are effective, clearly linked and indented.
- Make the content interesting to the reader.
- Make sure you focus on the **whole** question and its key words.
- Choose an appropriate tone and vocabulary—for example, an opinion composition and a story composition are likely to be different in 'markers' and choice of vocabulary.
- Use a variety of sentence structure—include some **accurate** complex sentences. Choose interesting words, but do not experiment with idiom you are not sure of. Avoid cliché.
- Make sure that your punctuation is in order: sentence demarcation should be accurate; commas, questions marks and semi-colons should be in the right places. Direct speech should be correctly punctuated.
- Manage you time well so you can go over your work carefully and check for errors.
- Don't **just** read it through—look for errors you know you are likely to make, such as verb tenses and forms e.g. *would*; *could*; *will*; the use of the articles; spelling; idiom; not using the ampersand (the symbol & for **and**).
- Give yourself plenty of practice in writing in timed conditions **before** the examination!
- Make sure that you communicate clearly—think before you write.

### Part Two

You are advised to spend about 30 minutes on this part of the paper and to write between 200 and 300 words. Total marks for this part: 20.

You recently represented your school in a competition with other local schools. You were very pleased with the result and have been asked to write an account of the event for your school magazine. You must include the following details:

- When and where the event was held
- How you prepared yourself for the competition
- Some details about the event itself
- Your feelings when the result was announced
- The reactions of your friends and family

You may add further details if you wish.

Your account should be written in clear, correct English. The account should be interesting for your readers and show how much you enjoyed taking part.

(Courtesy CIE O Level English Language 1123/2 Paper May/ June 2003)

(Refer to the points for teachers assessing Directed Writing tasks on page 56. )

**Points for teachers to note when assessing students' responses to the Direct Writing task above:**

- Students need to be aware that they are writing an account for their school magazine and adopt a suitable tone. They may give their account an interesting or intriguing title, and their tone should be lively and enthusiastic. However, the tone should not be too 'chatty' and informal, and should not include slang.
- Students should read the whole question carefully. Careless students may fail to notice that some of the bullet points require **two** pieces of information: 'where **and** when'; 'friends **and** family'. Further, students may fail to understand that their feelings are required **when the result was announced**, not during or before the event.
- Students should take note of the final sentence which asks for the account to be interesting and 'show how much you enjoyed taking part'. Students should choose vocabulary, intensifiers, and expressions to convey this enthusiasm, e.g. *I was ecstatic / elated / wildly excited when I heard the result; can you imagine my excitement when....*
- Students should work out in their minds exactly what the 'competition' was. It could be chess, a sport, drama..... the choice is theirs, but they should not waste time going into great detail about it.
- Students should avoid writing **too much** detail about any one bullet point, because it is unnecessary and deprives them of valuable time which they could use for essential checking for errors and omissions.



### Comprehension

*For the teacher:*

*The following text is an article written by the Professor of Animal Ecology at Cambridge University who runs the Kalahari Meerkat Project in the Kuruman River Reserve in South Africa. It was at his research centre that the filming for the enormously successful film, Meerkat Manor, was carried out.*

*Meerkats is the Afrikaans name for mongoose. Afrikaans is the Dutch-based language spoken in South Africa by Afrikaans people and the name is probably derived from 'meer kat as hond' which means 'more cat than dog'. This particular species of slender-tailed meerkat is confined to the Kalahari and adjoining regions of Southern Africa. They are carnivores which dig for food in the sandy soil, and live in social groups, each group having a territory of 3-5 square kilometres. Their antics are very attractive to humans!*

*You may choose to read this with your students before they tackle the questions by themselves, or you may use the whole as an unseen timed test in preparation for the examination.*

## English Language, Paper 2 1123/2

**1 hour 30 minutes**

Read the following passage *March of the Meerkats* and then answer **all** the questions which follow below.

**You are recommended to answer the questions in the order set.**

**Mistakes in spelling, punctuation and grammar may be penalized in any part of the Paper.**

**March of the Meerkats****Paragraph 1**

It is clear that meerkats exercise a strong fascination over a viewing public. The current film *Meerkat Manor* is being shown in sixty-seven countries and has an audience in the USA alone of 22 million. I have been leading a research team working on the behaviour of meerkats for the past thirteen years, and *Meerkat Manor* was filmed at our research site, but I'm still surprised by the intensity of public interest in meerkat society. Just what is it that makes meerkats so special?

5

**Paragraph 2**

There are probably several reasons for their popularity. There's no doubt that meerkats are cute. It is thought that humans find animals whose eyes are on the front of their heads, rather than at the side, more appealing, and here meerkats obviously qualify. And they are very active. Unlike many other carnivores, meerkats are always on the go, digging for the grubs, beetles, scorpions, and geckos that make up their diet. Sometimes they disappear entirely below the sand in tunnels they have excavated, forming chain gangs to dispose of loose sand; they climb high up dead trees to scan the horizon for predators and tumble back down; they join in complex coordinated war dances to scare away intruders from neighbouring groups. But many other animals have appealing faces and an absorbing daily routine, so there has to be something else.

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**Paragraph 3**

The highly developed level of cooperation between group members is probably another important reason for their popularity. The sight of mature males babysitting pups for a day at a time, of chain gangs digging loose sand up from deep underground, of sentries carefully replacing each other and calling to other group members to let them know that a guard is on duty, or of groups cooperating to defend their young against predators has an immediate appeal because of the apparent similarity to human societies.

20

**Paragraph 4**

Competition between females is the flip side to the cooperation coin, however. Since dominant females cannot rear pups successfully without a supporting cast of helpers, they need to ensure that there aren't too many competing pups produced in the group—which is why they suppress breeding attempts by subordinate females, often by killing other pups.

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**Paragraph 5**

Meerkats have an important practical advantage for film makers: they can become completely habituated to the presence of observers. When most of the meerkats in our population emerged as pups from their natal burrows, the first other animal they

30

saw would have been a member of my research team. They consequently become completely used to us and now ignore our presence. We have taken advantage of this by training them, with crumbs of hard-boiled egg, to climb onto electronic scales at dawn, midday and dusk so that we can measure their food intake and monitor their growth. Camera teams can film them from a few metres away while they go about their business undisturbed. It's not difficult to recognize individual meerkats and appreciate differences in their behaviour and personality. 35

**Paragraph 6**

In *Meerkat Manor*, the series follows the lives of one group, the Whiskers. The group includes Flower, the dominant female who carefully nurtures and protects her dependent offspring, but usually kills any grandchildren produced by her resident daughters and evicts females from the group. There's also a large cast who help to rear the three litters of pups which Flower produces each year, guarding them for up to twelve hours at a time and giving them nearly half the food they catch, contributing to sentry duty and, when necessary, defending each other at risk of their lives. 40 45

**Paragraph 7**

Since *Meerkat Manor* is shot so close to the animals, it is easy to recognize individual differences and changes in behaviour. All social animals probably show differences in personality, as any dog owner will tell you, but the role that these differences play in cooperation and social conflict within meerkat groups makes for compulsive viewing. In addition, our life history of each animal allows *Meerkat Manor* to tell genuine stories about the lives of individuals in a way that has obvious parallels with human television soap operas\*. Flower and all the other meerkats are real characters, not fictitious inventions. And when the films describe each creature as a parent, brother, aunt or uncle, this is not based on guesswork, but on known kinship tested by DNA fingerprinting. 50 55

**Paragraph 8**

But don't be misled by the superficial similarities between the social behaviour of meerkats and humans. There are fundamental contrasts between meerkat groups and human societies, not least the fact that one female monopolizes each group. For scientists, films like *Meerkat Manor* have the advantage that they engage public interest in research and popularize its findings. But there's a real danger of interpreting animal actions in terms of human emotions and processes. We may believe we can identify fear, aggression, anxiety, and attraction from the animal's behaviour, but the psychological processes involved may be very different from those in humans. 60

**Paragraph 9**

It is important to remember that human values are irrelevant to animal societies. Flower is not showing pathological behaviour when she kills her daughters' offspring but a strategy that maximizes her own breeding success. Conversely, the social relations of animals provide no model for human behaviour: there are real risks in deriving moral lessons for humans from animal societies, even those as cooperative as meerkats. 65 70

**Paragraph 10**

Attempts to justify or condemn human behaviour by reference to animal societies are not rare. The press release about the forthcoming meerkat film promises that it will provide 'an inspiring look at how one family's connection to each other and their surroundings stands as a model of resilience and fortitude to us all'. While meerkats are cute, funny, affectionate, fearless, and frequently unselfish, they are also vicious, uncaring, murderous, and vindictive, especially to weaker individuals. Both sides of their characters are necessary for their survival and reproductive success, but it would be inappropriate to draw moral lessons for human beings from such behaviour. 75

\*soap operas = the name given to television serials about fictitious families and communities  
Abridged from *March of the Meerkats*, an article by Tim Clutton-Brock, Professor of Animal Ecology,  
University of Cambridge 80

**From Paragraph 1:**

- 1) Give one piece of evidence for the 'strong fascination' which meerkats exercise over the viewing public. [1]

**From Paragraph 2**

- 2 a) In your own words give two reasons for the meerkats' popularity. [2]  
2 b) In your own words explain how meerkats scare away intruders. [1]

**From Paragraph 3**

- 3) In your own words give one example of the cooperation between meerkat group members. [1]

**From Paragraph 4**

- 4) What does the writer mean by competition between females being the 'flip side of the cooperation coin'? [2]

**From Paragraph 5**

- 5 a) Why have the meerkats become 'habituated to the presence of observers'? [1]  
5 b) What is the advantage to the film maker of being able to film the meerkats from a few metres away? [1]

**From Paragraph 7**

- 6 a) Explain in your own words the similarity between the meerkat film and television soap operas. [2]  
6 b) How can the film makers be sure that the stated relationship between each meerkat is the correct one? [1]

**From Paragraph 8**

- 7 a) In your own words explain what the writer warns the reader not to be 'misled' by, and why he makes this warning. [2]  
7 b) What is the advantage to the scientists of films like Meerkat Manor? [1]

**From Paragraph 9**

- 8) In your own words explain why it would be inappropriate to apply human values to Flower's behaviour. [2]

**From Paragraph 10**

- 9 a) Write down one example of meerkat behaviour from which it would be inappropriate to draw moral lessons for human beings. [1]  
9 b) Explain what the press release promises about the meerkat film, and why the writer disagrees with the promise. [2]

**From the whole passage:**

- 10) Choose five of the following words. For each of them give one word or short phrase (of not more than seven words) which has the same meaning that the word or phrase has in the passage. [5]
- |                           |                          |
|---------------------------|--------------------------|
| 1. intensity (line 5)     | 5. monitor (line 36)     |
| 2. excavated (line 12)    | 6. superficial (line 57) |
| 3. dominant (line 26)     | 7. irrelevant (line 65)  |
| 4. consequently (line 33) | 8. inspiring (line 73)   |

**Summary**

11) Using your own words as far as possible, summarize the reasons why meerkats make good subjects for filming, and why it is inappropriate to draw parallels between their behaviour and that of human beings.

USE ONLY THE MATERIAL FROM PARAGRAPHS 5-10 INCLUSIVE

**Your summary, which must be in continuous writing (not in note form), must not be longer than 160 words, including the 10 words given below.**

Begin your summary as follows:

*The writer says meerkats make excellent subjects for filming because ....*

[25]



**Mark Scheme**

**Question 1**

1 mark for: the fact that the film is being shown in 67 countries.

Or: the fact that the film has an audience of 22 million in the USA.

One piece of evidence was asked for, so if more than is offered, credit (or not) only the first one offered.

Total = 1 mark

**Question 2a)**

1 mark for i) ii) or iii) up to a total of 2 marks:

i) because their eyes are on the front of their heads [rather than on the sides] which human beings are naturally attracted to / respond to = 1 mark

ii) because they are sweet / endearing / irresistible = 1 mark  
because they are cute = 0 mark (copying)

iii) because their activities are energetic / busy / constant and entertaining = 1 mark  
because they are very active = 0 mark (copying)

because they disappear in tunnels, form chain gangs, or any other examples of what they do = 0 mark

**Question 2b)**

they all take part in complicated aggressive / hostile dances specially designed to frighten = 1 mark

Any answers with 'complex coordinated war dances' = 0 mark

**Question 3**

1 mark for any of the following:

i) looking after the babies / the young

ii) digging (deep) = half a mark; in organized groups = half a mark

iii) being on sentry duty = 1 mark

iv) defending the babies / protecting the babies from harm/ attackers = 1 mark

Any copying from the text e.g. babysitting pups for a day at a time = 0 mark

If more than one example is given, credit (or not) only the first one offered.

**Question 4**

One side of the females' behaviour is good because they are cooperative and work together = 1 mark

But they also have a bad side to their behaviour in that they are very competitive (and kill off other babies) = 1 mark

Total = 2 marks

**Question 5a)**

Because they have seen human beings ever since they were born / human beings were the first creatures they saw when they emerged from the tunnels where they were born = 1 mark

**Question 5b)**

They can recognize individuals = half a mark

and the differences in their behaviour and personality = half a mark

Total = 1 mark

**Question 6a)**

Their differences and what they do / their quarrels / social interaction make good drama / soap opera = 1 mark

Inclusion of 'social conflict' or 'compulsive viewing' = 0 mark

The meerkat film is about genuine individuals, like soap opera characters = 1 mark

Inclusion of 'fictitious inventions' or 'genuine stories' = 0 marks

Total = 2 marks

**Question 6b)**

Because they have studied the life histories and DNA of the animals = 1 mark

**Question 7a)**

Not to be misled by the apparent similarities between the behaviour of meerkats and human being / by the way that human beings and meerkats seem to behave in similar ways = 1 mark

Inclusion of 'superficial similarities' = 0 mark

Because there are basic / deep-seated / very important differences between them = 1 mark

Because one female monopolizes each group = 0 mark

Inclusion of 'fundamental contrasts' = 0 mark

Total = 2 marks

**Question 7b)**

They make people interested in the research = half a mark

They make the findings of the research appealing to the general public / people in general = half a mark

Total = 1 mark

**Question 8**

Because Flower's behaviour looks like murder/ vicious cruelty (when she kills her daughter's babies) = 1 mark

Inclusion of 'pathological behaviour' = 0 marks

But in fact she's protecting her own babies / making sure her own babies will survive = 1 mark

Inclusion of 'strategy' or 'maximizes or breeding success' = 0 marks

Total = 2 marks

**Question 9a)**

1 mark for one of the following:

when they are vicious / cruel OR uncaring / negligent OR murderous / kill others' babies OR vindictive / spiteful OR nasty / cruel etc. to those weaker than themselves

More than one offered, credit (or not) the first one **only**.

Total = 1 mark

### Question 9b)

It promises that the film will be a great/ inspirational model/ example of strength /resilience for human beings to follow = 1 mark

This is wrong because in fact meerkats have a vicious side which would make a very bad model for human behaviour = 1 mark

Total = 2 marks

### Question 10

1 mark each for any one of the given meanings.

1. intensity: strength; force; power = 1 mark
2. excavated: dug (out) = 1 mark  
dig (out); made = 0 mark
3. dominant: chief; most important; main; principal; leading = 1 mark  
dominating; important = 0 mark
4. consequently: as a consequence; as a result; for this reason;  
therefore = 1 mark  
then = 0 mark
5. monitor: record; take note of; observe; keep an eye on; examine = 1 mark  
measure; watch = 0 mark
6. superficial: (on the) surface; apparent; outward = 1 mark  
trivial; shallow = 0 mark
7. irrelevant: immaterial; beside the point; unrelated; extraneous = 1 mark  
unwanted; unnecessary = 0 mark
8. inspiring: inspirational; moving; stimulating = 1 mark  
breathtaking = 0 mark

### 11) Summary

Students may score any of these points up to a total of 15.

Why meerkats are good subjects to film:

- 1) they are totally used to observers
- 2) they have seen humans since their birth
- 3) they can be filmed from very close quarters
- 4) so their daily routines can be observed
- 5) differences in individuals can be seen
- 6) changes in behaviour can be seen
- 7) which makes compulsive viewing
- 8) life histories make them genuine individuals
- 9) which makes them more like humans
- 10) and therefore more watchable

Parallels between meerkats and human beings are inappropriate:

- 11) despite similarities
- 12) there are basic differences
- 13) one female dominates

- 14) emotions displayed may be similar
- 15) but interpreting them in human terms is wrong
- 16) human values are irrelevant to animal society
- 17) such as meerkats killing others' babies
- 18) moral lessons for humans should not be derived from animals
- 19) to say the film is a moral lesson in resilience for humans is wrong
- 20) because the vicious side of meerkats is definitely not a good moral lesson

Irrelevance would include:

- 1. The detail about training the meerkats with bits of egg
- 2. Paragraph 6 which is about the film itself
- 3. The advantages to scientists
- 4. The list of meerkat qualities in paragraph 10



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