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9 and 10


OXFORD PROGRESSIVE ENGLISH

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TEACHING GUIDE

For Cambridge O Level English Language Syllabus 1123 and
Cambridge IGCSE English First Language Syllabus 0500

FOURTH EDITION



WITH
UPDATED
CAIE EXAM
PRACTICE

Oxford excellence for Cambridge IGCSE® & O Level

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INTRODUCTION

This teaching guide to the Oxford Progressive English Books 9 and 10 complements and extends the units in the student books. Together the books provide a comprehensive programme of learning materials to help both teachers and students work towards the Cambridge O Level English Language 1123 and IGCSE First Language 0500 examinations.

There is a section here for every unit in Books 9 and 10, with each providing supplementary materials, answers for tasks, and a planned lesson, while Unit 10 of each book takes the form of an additional set of Paper 1 and Paper 2 texts and questions. Each of these areas are described in more detail below.

A full range of supplementary tasks is provided, including new discussion scenarios, grammar exercises, vocabulary, reading and writing prompts. Some of these arise out of the materials within the student book, and some provide fresh material, to explore the topic and ideas raised in the unit further.

There are answers for all vocabulary, grammar, comprehension, and use of language tasks. Those that have definite answers are provided with a key for the correct response, while the more interpretative tasks are all provided with example answers that would fulfil the criteria. All answers are full referenced to the page number and task title in the unit they are addressing.

Lesson materials come at the end of each unit, focused on a particular topic and objective and either making use of texts within the student book or providing new material. The tasks and focus are new and in addition to the tasks in the student book, and many come in the form of a worksheet that can be given to students.

The two Unit 10 sections provide a complete Paper 1 and Paper 2, with fresh new texts and topics, and in the same style and specification of the Cambridge final exams. These double the number of exam papers the student books offer, meaning four complete sets are provided in all.

In addition, following the OPE 9 and OPE 10 guides, two complete sets of practice papers are included, complete with texts, mark schemes, and example writing task answers with marks and commentary.

We hope you will find this teaching guide enhances your experience of using Oxford Progressive English Books 9 and 10. The alternative tasks and extension materials will provide you with a greater range of approaches to differentiating each unit. Example answers will speed up the process of marking and exemplifying tasks as you work with them. Lesson materials will help in planning and delivering the unit topics and outcomes. We believe this teaching guide will prove a valuable resource, and help your students to get the most out of their O Level English Language studies.

Oxford Progressive English Book 9

Unit 1: Snakes

Supplementary task: Persuasive argument

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 you could use to engage with this member of the class.

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

When you have discussed the arguments, take turns to argue in roles, with one of you 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, practise some persuasive expressions and verb forms to challenge the dogmatic member of the class.

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

- You may also consider the language used by the snake-hating member of the class. Think about the differences in tone and purpose between being assertive and 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 4 Comprehension (Sleeping Akoth)

- Aloo saw a crowd of people beside her hut, including someone from a nearby village.
- Aloo thinks something worrying must have happened for so many people to be outside her hut. She thinks the atmosphere seems tense and like someone has died.
- i) Aloo heard Anyango crying. ii) Anyango was the nurse who looked after the children. Her cry sounded 'shrill' and upset.
- The people think the situation is dangerous because the snake seems ready to strike and bite the baby.
- The phrase means that Aloo is angry with the men, and shows she is disappointed that none of them have gone in to rescue the baby.
- Aloo notices that the chairs and tables have been broken since she left.
- Aloo reacts emotionally, sitting down and crying with the baby in her arms.
- At the beginning of the story, Aloo feels anxious as she approaches her hut. She feels

a sense of dread as she starts to wonder what has happened. She feels frustrated when Anyango does not reply, and when the man talks to her.



Page 4 Synonyms

Synonyms from text:

- a) sped up = hastened (line 1)
- b) people attending a funeral = mourners (line 8)
- c) wrapped around = coiled (line 39)
- d) devil = fiend (line 42)
- e) tribe = clan (line 49)
- f) unable to move = paralysed (line 52)
- g) sweat = perspiration (line 67)
- h) horrific = ghastly (line 68)

Page 4 Silent 'b'

- a) lamb
- b) a plumber
- c) limb
- d) crumbs
- e) dumb; dumbstruck



Page 6 The perfect aspect

Verbs: Present and past perfect with 'have'

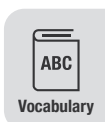
- a) had lived
- b) has seen
- c) had gone
- d) has learned; has learnt
- e) have made
- f) has visited
- g) had hit



Page 10 Comprehension (Saving lives with poison?)

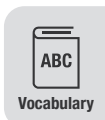
- a) The medical uses mentioned include the potential to make new medicines from the substances inside venoms, and also to help learn how to improve treatments for venomous snake bites.
- b) These poisons are very quick-acting and can be used to lower high blood pressure.
- c) The phrase is a way of referring to the different things a snake needs to give a venomous bite, like particular kinds of teeth or muscles.
- d) i) Harmless snakes can also have venom. ii) Scientists need to find out what is in the venom of harmless snakes, and whether it can be used in medicine.
- e) Her research worked out what different snakes ate and what effect this had on their venoms.
- f) The phrase means the snakes whose venom had changed over time were the best hunters and survived the most.
- g) His research showed parts of venom come from other parts of the snake and that studying those will help in working out how to make artificial forms of any substances that might be useful for medicine.

- h) He finds it interesting that something that can be so dangerous and even deadly could be used to save people's lives, which would be the opposite effect.



Page 11 Literal and metaphorical usage

- a) Police Suspect Murder Poison Plot
- b) Peaceful Meeting Turns Poisonous
- c) Young Boy In Poison Berry Tragedy
- d) Camper Hospitalized By Scorpion Venom
- e) 'Poisonous' Pollution To Blame For Fish Disaster Say Authorities
- f) Venoms Destined To Heal Not Harm Claim Researchers



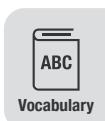
Page 12 Specialist vocabulary

Task 1

- a) anticoagulant (line 17)
- b) blood pressure (line 26)
- c) anatomical apparatus (line 35)
- d) tailored (line 81)
- e) natural pharmacology (line 105)

Task 2

- a) a substance that can treat the effects of a venom
- b) a single part of something
- c) a bodily organ capable of producing chemical substances
- d) a process involving change over a period of time
- e) the materials that make up a living thing



Page 12 Summary sentences

- a) Paragraph 5, from line 65
- b) Paragraph 6, from line 85
- c) Paragraph 1, from line 5
- d) none
- e) Paragraph 2, from line 22
- f) Paragraph 3, from line 31
- g) as above
- h) (example) Researchers discovered harmless snakes have venoms that might have medical benefits. (paragraph 4, from line 49)



Page 15 Comprehension (Snake)

- a) The snake and the person are both thirsty and coming to drink. The person is wearing pyjamas because it is hot.

- b) He notices the snake has a yellow-brown colouring and that it drinks without making any sound.
- c) In the way the snake lifts its head and looks at him.
- d) After it looks at him, the snake lowers its head back down and drinks from the water again.
- e) Lawrence means the values and things he has been taught as a child come into his mind at that moment.
- f) He liked the snake and was pleased it came to his particular trough to find water.
- g) Like a 'guest' that has visited him.
- h) Lawrence feels curious about the snake at first, noticing every detail about it. Then he feels warmly towards the snake, that he even admires it. At the end, he admits he had been afraid of the snake as well.



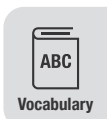
Page 15 Use of language (Snake)

- a) The phrase 'strange-scented shade' creates an atmosphere that seems quiet and still in the image it creates and the 's' sounds in the words that sound like a whisper.
- b) The 's' sounds here create the effect of the hissing sound of a snake.
- c) Lawrence makes the snake seem dismissive of the presence of a person, and also quite arrogant in the way it sticks out its tongue and takes its time to drink some more.
- d) He used it because the black snakes are harmless and so could not poison anyone.
- e) The questions show Lawrence is confused about how the snake made him feel. He feels guilty or inadequate, but at the same time pleased about the snake.



Page 18 Comprehension (So long, Fragrant Flower?)

- a) i) He is not convinced Fragrant Flower could possibly measure the length that has been claimed. ii) This is because Aglionby has measured the snake himself and found it to be around 7 metres too short.
- b) He doesn't want to hold the snake's tail, or to stretch it out in the way Darmanto says has to be done to get the correct length.
- c) He realises he is locked in the cage and the snake is very dangerous.
- d) Darmanto means he is very brave, and believes this is because his great-great-grandfather was and he shares the same genes.
- e) The snake's cage is rusty and visitors only pay a small amount to see the snake.
- f) He thinks it is being used to attract more visitors to come and pay to see the snake.
- g) The research says the size of a python doesn't change much by being stretched out, and the thousands of snakes measured have only been about half of Fragrant Flower's claimed length.
- h) He is sceptical about the story when he goes to visit the snake, and that it is a bit sad when he witnesses the conditions the snake is kept in. In the end, he thinks it is just an attempt to make money.



Page 19 Root words

Task 1

- a) disparity (line 11) = a significant difference. My brother is six years older than I am, and because of the disparity in our ages, it took a long time before I first beat him in a game of chess.
- b) docile (line 14) = quiet and obedient. The sheep were so docile that morning, it was easy to move them on to the next field.
- c) tentative (line 18) = not definite. The drama students had a lot of money to raise before putting on their production could be anything more than a tentative plan.
- d) rickety (line 40) = unstable and likely to break. Although the dining table was a valuable antique, it was far too rickety to use anymore.
- e) prestigious (line 45) = of high status. She saw her Olympic medal as the most prestigious achievement of her career.
- f) longevity (line 62) = long life. The song is still played on the radio, ever since it was a hit in the 1960s, and has real longevity.

Task 2

- a) broach (line 31)
- b) mammoth (line 24)
- c) ostensibly (line 40)
- d) adamant (line 29)
- e) unfazed (line 15)

Task 3

The word 'prestigious' is an adjective formed from the noun 'prestige'.

The word 'unfazed' is a past participle adjective formed from the verb 'to faze'.

Sample lesson plan, Unit 1 Snakes

Topic: Literal and Figurative Language Use

Time: 40–45 minutes

Aim: to gain understanding and practice in using language literally and figuratively

WORKSHEET Literal and Figurative Usage

Task 1: Read the following text.

Amy Johnson was a pioneer aviator who broke the record flight time between London and Karachi in 1930 by flying from England in a primitive aeroplane called Jason. She *landed* there on the largest *space* she could find which turned out to be a military parade ground. Jason continued across it, and *collided with* a post on the far side, damaging the front edge of one wing. A carpenter from the nearby village repaired the plane, while a tailor *sewed up* its wing.

Amy was helped with her engine overhaul by officers of the regiment whose parade ground she had landed on. She directed the operations, and *to cool down*, she was given a welcome drink. She was able to get enough petrol at Jhansi to fly on early the next morning to Allahabad, where she took on another 40 gallons of petrol. And on she went, for another 460 miles, *flying into strong head winds* and reaching Calcutta at six o'clock in the evening of Monday, May 12th.

She looked tired, and her skin was sunburned and starting to peel, but she told reporters that she felt very fit, despite having only three hours sleep a night, and living on a diet of sandwiches and fruit, which she ate while she was *flying*. What she did need was clothes—and everywhere she stopped people gave her shirts and shorts, and even dresses. When the front petrol tank was filled, it often *overflowed*, and the petrol ran into the cockpit where Amy's clothes were stored. She had to go to bed in pyjamas which had *soaked up* the petrol.

But clothes were a minor problem indeed, compared with what Amy had to face after she left Calcutta to fly the 650 miles to Rangoon in Burma. There was monsoon weather all along the route, with high winds and driving rain—it was the worst weather she had ever experienced, and she struggled for hours to get Jason through it. She could hardly see anything and, after crossing the coast of Burma, she was flying low *to get a better view*. Suddenly, she saw a 12,000-foot range of mountains straight ahead.

For each of the italicized words and phrases in the passage: a) explain the literal meaning and b) use the word or phrase figuratively in a sentence of your own. The first one has been completed for you.

1) **landed**

Amy Johnson literally *landed* her plane, that is, she brought it down safely.

Figurative use of 'landed':

When my mother went to work in the evenings I was landed with looking after my little brothers.

Now complete the same task for the other ten italicised words above.

Homework

Task 2: Use the following words and phrases with a) a literal meaning and b) a figurative meaning. One has been done for you as an example:

A big step

There was a big step outside the house and little Esther could not climb up it.

Moving from his village to Karachi in search of work was a big step for Tariq.

- | | | | | |
|--------------|---------|------------|----------|--------------|
| 1) entangled | 2) fall | 3) arms | 4) snake | 5) fenced in |
| 6) depths | 7) path | 8) journey | 9) green | 10) attack |

Unit 2: Books

Supplementary task: Metaphors and similes

1. Complete each of the following sentences with a simile of your own:

- The car sped along *e.g. as fast as an arrow*
- The alien's legs were long ...*e.g. like lamp posts*
- The road stretched ahead... *e.g. like a long snake*
- The mist gradually covered us*e.g. like a blanket*
- The news shocked her*e.g. like a gunshot*

2. Use each of the verbs a)–e) metaphorically in a sentence of your own:

- to eat *e.g. She wished she could eat her words, but they had been spoken.*
- to burn *e.g. After the incident he burned with embarrassment.*
- to swallow *e.g. He had to swallow his pride and ask for a room to rent.*
- to read *e.g. I could read the disappointment in his face.*
- to crush *e.g. I was completely crushed by his refusal.*

Supplementary task

Consider the following sentences. Each is the opening sentence of a separate story:

- This is a story about something that happened long ago when your grandfather was a child.*
- 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.*
- He awakes with a start. Somebody is shaking him, roughly.*
- Karim had to wait another week in the valley before the heavy rain subsided and the roads that were flooded became usable.*
- 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.*

Discuss these different story beginnings with someone. Use the following prompts to help you make some notes on each one.

- Does each beginning interest or intrigue you enough to make you want to read on?
- How do they do this? Is it the words? Or the mystery of what they don't reveal?
- What do you think the rest of the story will be like?
- Which beginning do you think is the best?
- Which is the least successful?
- What kind of scenario makes a good start to a story?
- Put your ideas into action and make up your own two-line opening to a story.

Share your ideas and two-line opening with others. Which do you think is most effective?

Supplementary task: Johnson's definitions

Dr Samuel Johnson published one of the early main dictionaries of English in 1755. Many of the words and definitions in it are now obsolete or quite old-fashioned, but there are plenty that still fit the way English words are used today. The examples below all come from Johnson's dictionary.

Match the definitions a–f to the words 1–6.

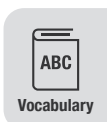
- a) the semicircle of various colours which appears in showery weather
 - b) something less than an atrocious crime
 - c) a large collection of books, public or private
 - d) celebrating a victory; victorious
 - e) many and different kinds; intermixture of one thing with another
 - f) an optic instrument 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 Comprehension (A Reading Silence)

- a) He became extremely quiet and made no sound.
- b) Everyone had to spend time recovering in bed, and the daylight was blocked out by covering the windows.
- c) i) Francis feels overwhelmed by the print on the page at first. ii) The letters and words appear to him as a kind of ‘code’ that needs interpreting.
- d) Francis gets faster and faster at reading as he reads *The Hobbit*, until he seems not to be aware of having to read the words and sentences and the story seems to go straight to his imagination.
- e) i) The ‘holes’ were words he did not yet know the meaning of. ii) He said them out loud sometimes and read on in the text, using the rest of the sentence as a clue to what the overall meaning was.
- f) He imagines what it would feel like to be strong and healthy, and to have a different family.
- g) He wonders what emotion the new books might bring to life, and hoped they would be about something very different to his own life.
- h) Francis realised reading was a way to block out everyday life, like when his parents would find him reading in silence. Reading also showed him new ideas and emotions, often in the unfamiliar words he found. Lastly, reading gave Francis a way to escape into an imagined world, often through the library books he borrowed and read.



Page 23 Synonyms

Task 1

- a) cluster (line 17) = mass
- b) limp (line 17) = lifeless
- c) delirious (line 19) = confused
- d) thicket (line 23) = muddle

- e) decoded (line 24) = interpreted
- f) sluggish (line 26) = slow
- g) accelerated (line 30) = raced
- h) methodically (line 38) = purposely
- i) robust (line 44) = resilient
- j) melancholy (line 48) = sadness

Task 2

- a) prophesying = predicting significant future events to others
- b) rekindled = either to bring a fire back from its embers, or to bring back a strong emotion in someone
- c) adornment = a decoration or fancy detail added to something

Task 3

- a) He wanted to escape the world he already knew and go somewhere else in his imagination.
- b) After the final was over, the streets nearby were filled with an exodus of fans from the stadium.
- c) exclude, extinct, ex-owner

Page 24 Metaphors and similes



- a) curled in a chair like a prawn (lines 9-10) = 'like a prawn' is a simile. The writer compares himself as a child curled in the shape of a prawn or shrimp. A prawn coils its tail up and is curved in the same way Francis sitting in the armchair would be. It is striking because it is an unusual comparison. It gives the reader a visual image of the child curled up in the chair, very small and absorbed in his book.
- b) bedsheets that seemed as big as the world when you lay in them, each wrinkle a canyon (lines 21-22) = The first part, 'as big as the world' is in the form of a simile, but 'each wrinkle a canyon' is a metaphor. They also give the idea of Francis being small, but also that, while he had mumps, his bed and sheets became the whole of his world while he got better.
- c) the first page of The Hobbit was a thicket of symbols (lines 23-24) = 'a thicket of symbols' is metaphorical. It gets across to the reader the confusion Francis first felt when reading the text of a book, with the idea that it seemed tangled to him and he couldn't make sense of the mass of words and sentences.
- d) at first it was sluggish, like a jelly of meaning (line 26) = 'like a jelly of meaning' is a simile. It is useful for describing the abstract idea of what meaning is, and how it makes its way into Francis's mind as he reads, which feels to him a bit slow and gloopy at first, before it becomes more fluent.

Page 29 Comprehension (The Battle of the Audiobooks)



- a) He is thinking of the two famous actors as competitors over who is the best Harry Potter audiobook reader.
- b) He thinks Fry's deeper voice and change of pace to read slower for some parts has gravitas.
- c) Dale has really different and exaggerated voices for different characters in the book.
- d) Kim feels that sometimes Fry doesn't give the one-off characters that appear for individual scenes enough drama and variation in his voice to make them as funny as Dale does.

- e) i) He is disappointed with the voice Dale gives Voldemort and finds it childish. ii) He thinks the voice sounds 'hissy' and that it doesn't fit with the way the series of books has grown out of being just children's books and become something more mature.
- f) Peter found Dale conveyed the loneliness in Harry Potter's character, and how painful the closing scenes of the series are.
- g) The text suggests that the two readings bring out different aspects of the novel, and also suggests that the readers of the article should listen to the two versions and decide for themselves.
- h) Kim makes it clear that Jim Dale is his favourite, partly because he was more familiar with them in America, and because he particularly likes the way Dale reproduces the magical and comical parts of the stories, for example a Patronus spell. Peter prefers Stephen Fry and thinks he often brings out the emotional parts of the story more deeply, and really loves the way he voices Hagrid.



Page 30 Summary sentences

- a) Sentences 2 and 4 are not an accurate summary.
- b) (example) Both Peter and Kim gave examples of individual episodes in the novels that one actor read better than the other.
- c) The order of the four sentences given is: 5, 3, 6, 1, with the student's own two sentences to be added in.



Page 31 Comedy words

- a) slapstick = Slapstick is a kind of comedy involving characters behaving in a non-serious and foolish way, making use of physical jokes like falling over, for example in Tom and Jerry animations.
- b) parody = An imitation of the style of someone or something well-known, often in an exaggerated way.
- c) caricature = A way of showing a person or character that exaggerates parts of their appearance, personality or behaviour, quite often in a negative way.
- d) cartoon = A way of telling a short story using words and pictures, often for younger readers, or in a simplified way.
- e) aside = Something a character says in a play that is directed to the audience to make a humorous point, and can also appear in some kinds of writing.
- f) satire = Use of exaggeration in comedy to show negative aspects like being selfish or unkind.
- g) farce = Humour that involves characters in disorganized and silly situations.
- h) wisecrack = Something a person says, often spontaneously, that is quite clever and amusing, but can also be critical or unkind.

Page 31 Synonyms

- a) adored = beloved (line 4)
- b) begin = commence (line 9)
- c) challenger = contender (line 13)
- d) better = superior (line 25)
- e) sinister = ominous (line 27)
- f) steely = stern (line 33)
- g) inept = stupid (line 56)

- h) sensitivity = tenderness (line 57)
- i) exquisite = masterful (line 77)
- j) viewpoints = opinions (line 81)



Page 43 Comprehension (The Sibylline Books)

- a) The city was so busy with people coming to market, and the goods the traders brought were plentiful - hens, fish, eggs, vegetables and other things.
- b) They would teach the king how to be wise and keep his city safe.
- c) The people think it might have been possible to prevent the bad winter if the king had bought the books.
- d) Because she had brought twelve in her first visit, and only the six she hadn't burnt were now left.
- e) The fruit seller remembers how they suffered the last time the old woman burnt some books and he is worried the same will happen again.
- f) Lots of animals and some of the people died because of the freezing ice and snow.
- g) i) She feels the king has finally done the right thing and now has some wisdom and knowledge. ii) However she thinks it is sad for others that it took several visits and the other books were lost, and she feels he must now do the best he can with what he has learnt and got from her.
- h) At first, the king is interested in how good the books look, but unwilling to pay much money to have them. He is still worried about getting them for a bargain price when the woman returns. In the end he realises the books have become his last chance and seems as though he will pay almost anything to have them.

Sample lesson plan, Unit 2 Books

- Topic:** Metaphors and Similes
Time: 40–45 minutes
Aim: to improve expression by using language effectively through metaphors and similes

WORKSHEET Metaphors and Similes

Task 1: Write out the following sentences, filling in each gap with one of the words a–h given below.

- a) night b) wind c) fog d) acrobat e) trees f) silence g) bubble h) wheels
 i) The road unwound under our like a roll of foil.
 ii) Fireworks tore through the fabric of the
 iii) Like an, the spider spun its delicate web.
 iv) His laugh rippled like in the trees.
 v) Slowly, the wrapped itself around the city as heavy as a blanket.
 vi) Winter made skeletons of the
 vii) The ring of the phone ripped through the
 viii) Her refusal burst my of happiness.

Colour-code the metaphors and similes in the sentences by underlining the metaphors in one colour and the similes in another.

Task 2: Use the beginning words and phrases below to write sentences that each use a metaphor or simile of your own. Afterwards, colour code them in the same way you did in the last task.

- 1) The road 5) Slowly
 2) Fireworks 6) Winter
 3) Like a 7) The ring
 4) His laugh 8) Her refusal

Homework

Key to worksheet tasks

Task 1: 1–h, 2–a, 3–d, 4–b, 5–c, 6–e, 7–f, 8–g

Task 2: Metaphors: 1) Time has converted... 2) yawn grotesquely 3) threaten anyone
 4) gape 5) pierce the silence

Similes: 1) dark as night 2) like monstrous mouths 3) like cries of pain 4) like a great winter coat 5) as still as the grave

Task 3: Read the following passage and then tackle the tasks below it.

About three miles from the little town of Norton stands an old house as dark as night which was last occupied by a family named Harding. Since 1886 it has stood ghostly and tenantless, and it is unlikely that anyone will ever live there again. Time has converted the old house into a spectral ruin and people round about tell stories of hauntings and strange noises like cries of pain emanating from within during the hours of darkness. The windows without glass yawn grotesquely; the doorways without doors threaten anyone who approaches. Birds nest in the holes in the roof which gape like monstrous mouths; the squeaking of mice scurrying across the

wooden floors pierces the silence.

Over the whole house grows a vine, wrapping itself round the brickwork like a great winter coat. It is a vine of a species unknown to science. In fact, no other botanist has tried to identify it following what happened to Dr Putinsky himself more than eighty years ago after he cut a small piece and returned with it to his laboratory—the laboratory which remains as still as the grave to this day.

- Make two headings 'Metaphors' and 'Similes' and list the examples from this passage. There are five metaphors and five similes.
- Write an explanation of why you have identified your examples as metaphors and similes.
- Write a description of a person—someone you know, or imagine or have read about—in which you use four metaphors and four similes.
- Colour code them as above and make them striking!
- Write the next three sentences to follow on from the final line of the passage in which you a) use at least one metaphor and one simile and b) explain what happened to Dr Putinsky!

Unit 3: At Sea

Supplementary task: *sc* and *c* words

The student who wrote the following account has made nineteen 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 fluoescent 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 extrordinary 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 straight at us, and then the whole creature desended back into the depths. We had seen the Loch Ness Monster!

Corrected copy (for peer or teacher's assessment):

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 7) **scene** before us. However, as we 8) **inhaled** the fresh, 9) **scented air**, we were 10) **conscious** of a sudden chill, and 11) **noticed** that the calm lake was changing. 12) **Flecks** of white foam were 13) **discernible**, which 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 straight at us, and then the whole creature 19) **descended** back into the depths. We had seen the Loch Ness Monster!

Supplementary tasks: Present and past perfect continuous practice

Quick revision:

Unit 1 covered the past and present perfect aspect verb forms, formed with the auxiliary verb 'have'.

Present perfect:

Susan has worked for the company for ten years.

This means that Susan has worked for the company for a limited time up to the present time.

Past perfect:

Susan had worked for the company for ten years.

This means that Susan is no longer working for the company, although she did in the past.

Now practise extending the present and past perfect aspect into perfect continuous forms. In this form, the present and past part is still formed by the verbs 'has/have/had', the perfect aspect by the verb 'been', and the continuous by the present participle of the main verb being used - which will always have an '-ing' ending. For example:

Susan has/had been working for the company for ten years.

- fill in the gaps with the present perfective continuous or the past perfective continuous, as appropriate;
- underline the verb phrase you have used, and at the end of the sentence, note the tense and aspect in brackets.

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

- 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)
- Earlier in the day the beggar (stand) outside the train station, but he disappeared when a police car drove up.
- Mother (cook) for the visitors all day and she is now very tired.
- She (study) French for only a month before she was able to make herself understood in the market.
- It (rain) all day today and the washing is still wet.
- Jo and her daughter (quarrel) again and now they aren't speaking to one another.

Answers:

- 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)
- Mother has been cooking for the visitors all day and she is now very tired. (present perfective continuous)
- She had been studying French for only a month before, yet she was able to make herself understood in the market. (past perfective continuous)
- It has been raining all day today and the washing is still wet. (present perfective continuous)
- Jo and her daughter have been quarrelling again and now they aren't speaking to one another. (present perfective continuous)

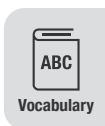
Key to tasks in Unit 3

Page 48 Use of language (The Blue Heart of Our Planet)



Reading

- That the planet is living and the oceans are essential, like the heart of a person or animal is.
- He repeats words and phrases like 'special relationship' and 'keeping alive' to build a positive idea of how important the ocean is to humans, and impress it upon his audience as part of his argument for helping to tackle the threat towards them.
- He changes the tone of his argument to make it feel like a responsibility everyone has.
- It is remote and unexplored, even though it is part of the planet we live on, and much closer than Mars. It also suggests we should know more about the ocean floor and need to understand it better.



- e) Humanity is portrayed as needing to look after the ocean, and that we are responsible for its wellbeing.

Page 48 Political language

- a) The colour and word 'blue' are widely associated in people's minds with the sea and oceans, in a figurative way. The word 'economy' refers to the way things like produce, industry, trade and money are managed. Putting these together as a phrase forms the idea of a specific kind of economy that relies on the seas and oceans.
- b) Marine spatial plan = 'marine' refers to things connected with the sea, and 'spatial' refers to the idea of an area, so the entire phrase refers to a plan that aims to manage how the area of the sea is shared out and used in a way that does not cause harm. Legally binding framework = 'legally' refers to the law, and 'framework' a collection of aims and processes, so the entire phrase means an agreed way of people using the sea that that it will be against the law to break. Exclusive economic zone = the 'exclusive' part of the phrase describes something that is specific to only one person or group, and in this case a country, and 'zone' means a particular area, so the phrase refers to a designated area that is set out for one particular country to use for things like fishing or energy.
- c) Sustainable Development Goal = one of the 17 goals set by the United Nations that aim to bring about peace and prosperity for people around the world, and look after the planet. One of these goals that is mentioned in the text, Goal 14, is focused on 'Life Below Water', so is particularly relevant to President Faure's speech. The Paris Agreement = an international agreement made in 2015 in Paris, France, which aimed to tackle the issue of climate change and keep global warming to between 1.5 and 2 degrees centigrade and no higher.
- d) Although they can seem quite wordy, political phrases like this can be useful for giving a label to a complex set of ideas, so it can be referred to more easily in discussion and documents. Phrases like this are also useful for the wider public, especially ones that become quite well known, like 'The Paris Agreement' as they increase awareness. Often, political discussion and debate is very long and complicated, so phrases like this can be useful for all parties to sum up where they got to and what they agreed on during the process.

Page 49 Rhetorical effects

- a) tripling = economy, tourism and fisheries (line 44)
- b) repetition = to save it – yes, to save it - the time to act is now (lines 64-65)
- c) modal verbs = 'can' and 'must' (lines 31-32)
- d) emotive language = 'If we want to survive, this is the only way forward.' (line 56)
- e) hyperbole = 'incredible beauty', 'paradise on earth' (lines 3-8)
- f) parallel syntax = 'We can solve them. We can solve them together. We must solve them, and we must solve them together.' (lines 31-32)
- g) The use of the modal verbs 'can' and 'must' in particular, change the tone of the speech. The President first says that humans 'can' bring about the solution to problems the oceans are facing, which has a positive and optimistic tone, emphasising that it is possible for it to be achieved. The switch to the modal verb 'must' alters the tone and makes it more urgent, and also places a responsibility on people to act and make sure it happens.
- h) Emotive language appeals to the way the people reading or hearing a text feel, which makes it more likely for them to engage with what is being said. It can also have a persuasive effect, encouraging people to side with things that are put forward in

a positive emotional way, or want to prevent things that are associated with negative emotions.

- i) The President uses hyperbole to represent his country of Seychelles and the ocean that surrounds it, using the phrases 'incredible beauty' and 'paradise on earth'. This can generate a positive emotional connection with the ocean and its natural beauty, and help to generate sympathy in the audience against anything that might harm or destroy it.
- j) I found the parallel syntax very effective because it achieves two major things with only minor changes to the language used. The addition of the word 'together' each time brings a positive sense of working together, and the change from 'can' to 'must' builds on this to show how important collective action is to prevent damage to the oceans. I also thought the emotive language used throughout was very effective, for example in bringing up the idea of 'survival', which adds to the sense that the President's message is crucial.



Page 53 Comprehension (Mystery on the Dark Seas)

- a) They rowed out in a particular direction that kept them hidden in the fog. They rowed quietly and without talking.
- b) They were thinking they were now alone and had got away from the land and other people.
- c) It means that the rowers had become worried about something and as a result put more energy into their rowing so that they could go faster.
- d) The wind gets stronger and feels cooler, and the waves get bigger on the sea.
- e) i). The currents and waves in the water are strong. ii) The description of the water changes to 'raging' which suggests it is moving more violently, and they are in danger of losing their oars as they try to row and steer through.
- f) It started out flat and clear of anything else, but as they move over it, it becomes rough underfoot, with holes and cracks in the rock.
- g) They are made to feel uncomfortable by the sound of the sea, perhaps it reminds them how far the drop is below to it, and perhaps it reminds them of how powerful the sea is.
- h) When they are first rowing out of the harbour, the people seem to feel guilty, not even wanting to look at each other. Then they seem more purposeful and need to work together, for example in the way they listen out and carefully approach the 'cry' that they hear. When they are on the rock, they have to work together more, linking arms to move safely at the top, and clutching each other when they stand near the edge and are afraid.



Page 54 Use of language (Mystery on the Dark Seas)

- a) Something about the situation makes the people in the boat uncomfortable and unwilling to communicate about it with each other.
- b) It has the effect of making the rocks seem like part of an animal, or even a monster. They are made to seem dangerous and threatening, and as if they might 'bite' and damage the boat or hurt the people.
- c) The description of the moon as 'a dead, distant thing' uses alliteration to repeat the 'd' sound in 'dead' and 'distant' and link these ideas to create a negative atmosphere of feeling isolated. This is added to by referring to the moon as a 'thing', which brings in a feeling of alienation to the atmosphere, with the sense that things here lose their identity.

- d) The meaning of the word 'sanctuary' has positive connotations of being in safety and sheltered from any past or outside harm.
- e) The sentence conveys the idea of the sea being restless, as well as the idea that there is something troubling at the heart of the whole scene.



Page 55 Present and past perfect continuous

Task 1

- a) has been phoning / tell
- b) has been staying / wants
- c) has been writing / describes
- d) has been studying / speak
- e) has been using / has

Task 2

- a) had been hiking / saw
- b) had been reading / knocked
- c) had been painting / collapsed
- d) had been hoping / came
- e) had been waiting / gave



Page 60 Comprehension (In the Ice Field)

- a) The Stewardess tells Emma to tell her mother they have hit an ice field and it will just slow the journey a bit, and that they should stay in their cabin.
- b) The Stewardess means that nobody should be worried about what has happened and it is not unusual.
- c) Milly asks her sister what is happening, and what the noises are she can hear.
- d) Matt thinks it will be very cold outside, or maybe even in the sea.
- e) Matt says that the ship is leaking and water is flooding some of the decks. He also says they need to get up to the upper decks where the lifeboats are.
- f) Matt says the ship is sinking and they might not get a space in a lifeboat if they don't get up to the deck quickly.
- g) i) Milly feels confused by what the Stewardess said. ii) When Milly first remembers what the Stewardess said, she feels comforted by the idea that the situation might not be that serious, but when Matt replies, Emma starts to think the Stewardess was lying.
- h) Emma finds it hard to believe the ship might be sinking and questions Matt when he suggests it to her. Milly is quite excitable, first just finding the noise unusual, and still trying to play with her sister by hitting her with a pillow. Matt is serious and tries to do all he can to help the two sisters, making them realise what is happening and getting them to dress warmly.



Page 65 Comprehension (An Affinity with the Ocean)

- a) The job he was offered involved two things he loved: scuba diving and using a camera.
- b) Roger means that the whale he swam with seemed playful and non-threatening, despite its enormous size.
- c) Roger says they are intelligent and finds the way they look, like their colours, fascinating.
- d) i) Roger feels very proud to have worked with Sir David Attenborough. ii) Matt considers Attenborough to be one of the best natural history film-makers, and he is also one of Matt's heroes.

- e) Roger has dived and seen coral reefs up close every year for a long time and thinks their condition is worsening over time. He also thinks there isn't enough being done to protect the reefs from fishing and other things that harm them.
- f) i) Roger finds it difficult not to get involved when he sees something harmful to animals going on. ii) He believes that the films he makes can help people to realise the danger animals and the environment are both in, and hopefully help things to change.
- g) Roger hopes he'll be offered a job that will help him fulfil the filming ambitions he still has.
- h) Roger has loved both the diving and the filming sides of his job, ever since his first position with the company Scubazoo. He enjoys visiting different parts of the world and gives examples of beautiful and wild places in Sri Lanka and Tonga. On the other hand, he can feel frightened by some aspects of his job, like being stung by a poisonous fish.

Sample lesson plan, Unit 3 At Sea

Topic: Report Writing

Time: 40–45 minutes

Aim: to gain practice in report writing, using appropriate vocabulary and tenses

WORKSHEET 3 Writing a Report

Revision: A report answers these kinds of questions: Who? What? Why? How? What next? When? Where?

For example, imagine that a protest has taken place. It could be on a global, national or local issue. Write a report on it that

- focuses on the group of people/employees involved in protest
- explores why the protest took place
- investigates who led the protest
- gives an opinion on what the consequences are likely to be, or recommends action
- states the relevant date e.g. September 2016
- states the location where it took place

Task 1: Choose a topic for your report. It may be on a protest, or another topic of your choice

Write down a heading for the report on your chosen topic

Using the points above as a guide, write down what you would include in your report in bullet points.

Task 2: The following text comes from the notebook of newspaper reporter, Hassan Johnson.

He has jotted down an account of his official visit to the City Zoo.

6 April 2016: *City Zoo, East Town*

First of all I was given the official tour by Mr Williams, the Zoo owner. He seemed rather nervous and didn't look me in the eye when I asked him questions. He took me to the zoo's new enclosure for a lion and lioness which had recently produced a baby—a great success and proof of the zoo's 'animal nurturing', said Mr Williams, and a welcome source of revenue as crowds had come to see the lion cub. This money was to be used to build new enclosures for the giraffes, he said. After the lion enclosure, my visit seemed to be at an end and when I asked to see more, Mr Williams said unfortunately that wasn't possible today.

In the afternoon I returned as a paying visitor and did the visitors' tour. I viewed animals reasonably well kept, although many were merely pacing up and down their enclosures without enough to entertain them, like climbing frames or pools. The penguins looked happy enough in their pool though it was rather dirty and small. Using the crowd as cover I slipped behind a fenced off section labelled 'No admittance' and here were animals in pathetic conditions. Three giraffes had hardly any room—one was lying motionless and another had rubbed its neck raw from constantly pushing against the wires that ran round the top of its fence. In another concrete-floored area with no vegetation a big brown bear sat moaning to itself. There was absolutely nothing in its enclosure except a pail of water. The smell across this large collection of neglected animals was overpowering and foul. I have the photos on my mobile phone.

Imagine you are Hassan Johnson and after your visit to the City Zoo, you write a report for your newspaper editor.

- Give your report a heading
- Give your name and the date

- Plan your report under appropriate headings
- You may add further relevant material if you wish
- Conclude your report with your recommendations for action

Write about 250 to 350 words.

Up to 10 marks are available for the content of your answer, and up to 15 marks for the quality of your writing. [25]

Unit 4: A Day in the Life

Supplementary task: Narrative writing

The following tasks are linked to each of the texts across the unit. Use the text in each case to give you some ideas about what you could write and how you could develop your story. Remember, you are also free to plan in and write anything you would like to that fits each question.

Narrative writing: Why do humans talk to their pets?

1. Write a story about a beloved pet that gets lost.
2. Write a story that includes the sentence: 'We're only human after all.'

Narrative writing: Walking back from school

1. Write a story about becoming involved with a disaster.
2. Write a story that includes the sentence: 'I was so shocked at the scene before me I just stood still, stunned.'

Narrative writing: The Garage School

1. Write a story about a day when school was closed for an unusual reason.
2. Write a story that includes the sentence: 'That was the beginning, and there was no looking back after that.'

Narrative writing: Life in an Antarctic research camp

1. Write a story about an instance of extreme weather conditions.
2. Write a story that includes the phrase: '- even if it is the toughest place on earth'

Supplementary task: School life

Discuss the following question:

'What are the most valuable aspects of school life?'

Discuss your own experiences and opinions, and your reasons. Use some of the following topics to prompt what you talk about:

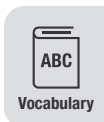
- friends
- growing up
- education
- opportunities
- classes
- teachers
- relationships
- curriculum subjects
- sport
- music
- science
- technology

When you have finished your discussion, make a list of your top five aspects, either from the examples above, or things you have come up with. Share them with other people and see if you can come up with a top three overall that you all agree with.

Key to tasks in Unit 4

Page 69 Colloquial language

- a) Do you think it's weird = Do you think it is unusual
- b) it just sort of happens = it happens naturally
- c) I'd never really given it much thought = I have not fully considered the matter
- d) on the phone to talk it out = to discuss the issue by telephone
- e) a human to hang out with = a human to socialise with



- f) the alternative is kind of scary = the alternative is a little worrying
- g) Do you wanna go outside? = Do you want to go outside?
- h) is kind of beside the point, anyway = it is irrelevant



Grammar

Page 69 The present continuous and the simple present

- a) i) Bina is in seventh grade. ii) simple present
- b) i) Rizwana has not been at school this week because she is looking after her mother.
ii) present continuous
- c) i) I want a mobile phone, but my father thinks that mobiles are injurious to health.
ii) simple present
- d) i) Every August we watch the tournament. ii) simple present
- e) i) Next week we are watching the tournament. ii) present continuous
- f) i) The museum opens at 9 a.m. on weekdays. ii) simple present
- g) i) 'She is crying her eyes out—I don't know what to do.' ii) present continuous
- h) i) Over ten million people live in London. ii) simple present
- i) i) He is living with his mother whilst his wife is away. ii) present continuous



Reading

Page 73 Comprehension (Working Back from School)

- a) Martin would have thought it was quite normal to see some smoke rising from the area where so many people lived, so didn't worry about it.
- b) The police set up a barrier and helped organise the people and vehicles moving about. The barrier was 'futile' because it wasn't possible to stop people going back towards the fire.
- c) Martin hadn't expected to see such a large fire spreading, and the damage it had already done.
- d) i) Martin thinks he can help save people's belongings from the fire. ii) He gathers clothes and other items together into a bundle, ready to carry away.
- e) He landed on the bundle he was carrying instead, which did not hurt.
- f) i) The people in Emma Avenue are calm. ii) They are chatting and doing something practical as they tidy their belongings. No one seems upset to Martin.
- g) i)+ii) When Martin first suspects there might be a fire, he feels curious about what is happening and walks towards the area. He is frightened by how fierce the fire is, especially the noise of it hissing and spitting, and the crashes and explosions as the buildings collapse.
- h) Martin has seen how quickly a fire can start and get out of control. He realises how easy it would be to lose your possessions, your home, or even your life, and that there is always a risk that something unexpected might happen and harm you.



Page 74 Use of language (Working Back from School)

- a) The writer suggests that although the situation seems normal at first, there is something unusual about it.
- b) The writer uses these words to show that there are a lot of people, and that they are all close together.
- c) The words 'blaze', 'inferno' and 'conflagration' are used to mean fire. They have a dramatic effect, representing the fire as very powerful and out of control.
- d) The writer shows how unpredictable the fire is, and how great its destructive power is, creating a scene that is almost like a war zone.

- e) The writer uses references to the physical sensation of the fire on his 'bare arms and legs' and 'my eyes'. By using these he creates a realistic impression of the heat and smoke of the fire and also an impression of danger as Martin gets nearer to it.



Page 74 Irregular verbs

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



Page 75 Present participles

- a) trudging i) definition 4 ii) verb
 b) glimmering i) definition 7 ii) verb
 c) snaking i) definition 1 ii) verb
 d) smouldering i) definition 5 ii) adjective
 e) peppering i) definition 2 ii) verb
 f) smattering i) definition 3 ii) noun
 g) chatting i) definition 6 ii) verb



Page 76 Multi-word verbs

Task 1

- a) dropped off b) drops off c) to drop off
 d) dropping off e) drop off

Task 2

- a) definition 3 b) definition 4 c) definition 5
 d) definition 1 e) definition 2



Page 79 Comprehension (The Garage School: Making a Life)

- a) It helped students move from TGS to other schools to continue their education.
 b) The phrase means the larger schools that most students go to across the city and the country, with more resources and opportunity.
 c) Mrs Mustafa helped to find the money needed to fund students to complete their education and training. She also taught them the values of her motto, which led to the idea of taraqee, which means 'success'.
 d) Mrs Mustafa believes TGS should not only teach the skills of reading and writing, and help students to pass their exams. She believes the school should also support students to find a job and begin a career.
 e) TGS gives students medical care, like treatment for ear disease. It also supports their nutrition by giving them milk and food, and provides them with some clothing and footwear.
 f) i) The main challenge is the lack of space to run additional classes and bring in more students. ii) One hope Mrs Mustafa has is that some land or a building will be donated to the school.
 g) The phrase means the school will be able to help students with their medical needs not only during the school day, but all the time, including throughout the night.
 h) Mrs Mustafa says that she wants her students to be 'good human beings', so she is motivated by helping to guide them morally. She started out wanting to help children from low income areas, and still has plans for after school provision for street children, so is motivated by helping people who are disadvantaged. She is also motivated by the

satisfaction she feels for students she sees go from TGS to succeed, like the example of the student who became a company manager.



Page 80 Use of language (The Garage School: Making a Life)

- a) The impression is given of the first students being eager to go to school, and also that they admired Mrs Mustafa.
- b) Using five words beginning with ‘T’ for the school motto makes them memorable and links them together, and Mrs Mustafa uses the word ‘must’ to convey the idea that the students will have to take their own responsibility as well.
- c) It suggests that the children at TGS live in households where there may not always be enough money to buy even food and clothing.
- d) The word ‘fizzes’ suggests that Mrs Mustafa is always thinking of new things and is enthusiastic about her ideas.
- e) The word ‘list’ in the phrase suggests that there are numerous resources that TGS is in need of, and also that there is a plan for what would come next for the school. The word ‘wish’ conveys the idea that TGS is not able to obtain these things, so must rely on good fortune to obtain them. It also suggests that some of the items on the list might be a bit unrealistic.



Page 80 Low frequency words

- a) mainstream (line 14) = normal and what most people do or think
- b) nurturing (line 21) = to care for living things and help them grow well
- c) unrelenting (line 21) = doing things without stopping
- d) encapsulates (line 26) = to hold ideas or facts together
- e) chronic (line 31) = lasting for a long time
- f) implement (line 55) = to carry out a plan
- g) perseverance (line 67) = carrying on even when things are hard

Page 81 Using expressions

- a) i) The water in the stream was very shallow, but luckily there was a stepping stone so you didn’t have to step in it at all. ii) Claude enjoyed his current job, but he only saw it as a stepping stone to get to the next stage of his career.
- b) i) They shook the lemonade bottle up and opened it; it started fizzing all over the table. ii) After she tried her new camera, she started fizzing with ideas for particular pictures she wanted to take with it.
- c) i) The senior school team had to borrow the junior team’s basketball vests, and for most of them, they were bursting at the seams. ii) Everyone had come to the library to see the country’s most famous children’s author, and now it was bursting at the seams.

Page 81 Non-gradable adjectives

- a) During the summer holidays, the bus company made all journeys free for school children.
- b) The surprise party had been a lot of effort, but the look on their mother’s face was priceless.
- c) After trying for an hour to work out the last crossword clue, Grandad gave up and declared it impossible.
- d) It was an excellent soup - the best the diners had ever tasted.
- e) Her bridesmaid had worried the dress would be too big, but it was the perfect fit.

- f) The company wanted a particular style to the new office, and only wooden chairs would do.



Page 83 Comprehension (Life in an Antarctic Research Camp)

- a) After the early 1990s, women were able to join the Antarctica research camp.
- b) It means that Professor Francis doesn't moan or make a fuss about the lack of comfort, and the difficulties of life at the Antarctic base.
- c) She spends some time alone in her tent reading a book, or enjoys listening to music and looking at the landscape scenery around her.
- d) She thinks that the conditions scientists have to live and study in at the Antarctic are hard to cope with and make it particularly difficult to conduct research.
- e) i) Overall, Professor Francis enjoys staying and working there. ii) She likes the dry, cold climate, and she feels that being a woman helps her to cope with the stresses of life there well.
- f) The fossils contain information about what the climate was like in Antarctica millions of years ago, and this information can help scientists to more accurately predict what might happen to the climate in the future.
- g) The ice sheet is very large and would cause a huge rise in sea levels around the world if it melted, and part of Professor Francis's research has shown that the ice sheet is currently unstable and melting.
- h) Professor Francis is significant not only as a woman scientist working in the Antarctic, but also in her position as the Director of the British Survey team, since women were not even allowed to research there about 20 years before. Her work on climate change research is also significant, trying to provide information to help humans adapt to sea level rises.



Page 84 Phrasing

- a) Antarctic fever (line 7) = a passion for living and working in the Antarctic
- b) confined (line 8) = with very little room
- c) makes light of (line 19) = dismisses or doesn't worry about the negative parts
- d) tribulations (line 19) = difficulties and challenges that can be uncomfortable
- e) thrives (line 29) = lives successfully and with enjoyment
- f) vital (line 36) = important to be found and understood
- g) waxed and waned (line 41) = got larger and smaller
- h) unstable (line 45) = unpredictable and at risk of breaking up
- i) collaborative (line 50) = involving multiple people and organisations working together
- j) exploitation (line 51) = using unnecessarily or in a damaging way

Sample lesson plan, Unit 4 A Day in the Life

Topic: Report Writing

Time: 40–45 minutes

Aim: to consolidate the use of the simple present and present continuous tenses

WORKSHEET 4 The present continuous and the simple present

Revision

Two uses for the present continuous:

- Actions which are ongoing in the present time: e.g. *I am working out right now, can you call later?*
- Actions planned for the future: e.g. *We are going on a protest march tomorrow, will you join us?*

Three uses for the simple present:

- General facts and truths: e.g. *Telling lies gets you nowhere.*
- Present thoughts, opinions and feelings: e.g. *Many people believe that eating red meat is unhealthy.*
- Habitual actions: e.g. *Every time I bring up the subject, she avoids answering.*

Task 1: Write five sentences of your own to illustrate each of the five uses explained above.

Task 2: Read this letter from a worried parent in the advice column of a magazine.

Dear Marilyn,

I am hoping very much that you are going to be able to help me. I am in despair about my teenage daughter Eva. She refuses to eat proper food. When our family is eating the evening meal, Eva eats hardly anything. She says that she is getting fat and she wants to be thin like a model. She thinks these stick-thin models are great. What can I do to encourage her to eat healthily? I know that when she seems to eat a proper meal, she is hiding the food and later she gives it to the dog. I am making myself ill with worry. Eva is losing weight and becoming very thin. She doesn't concentrate on her school work and spends a lot of time in her bedroom alone. I know she is not happy. I'm sorry to say that her father gets angry with Eva and that makes everything worse. She won't tell me what the matter is. Next week I am joining my husband on a business trip abroad, but I don't think I am able to leave Eva with her aunt as I had planned. What can I do? I am nearing the end of my tether. Please help.

Sofia, a very worried mother

Make two columns headed 'present continuous' and 'simple present'.

List under these headings as many examples of these verbs from the letter as you can find.

Take four pairs of verbs, one present continuous and one simple present, for example *I am hoping* and *Eva eats hardly anything*. Explain why the use of these tenses is different in the verb pairs you have selected.

Homework

Imagine you are Marilyn, the editor of the magazine advice column. Write a letter in reply to Sofia, the worried mother, giving her advice on how to deal with her situation.

In your letter use at least five examples of both the present continuous and the simple present verbs.

Colour code your ten examples.

Explain why you have used each of the verb tenses in your colour-coded examples.

Unit 5: Writing Home

Supplementary task: Formal letter

Achievers' High School,
Street No. 14, Block 7,
North Nazimabad,
Karachi

20th June 2019

Mr Tanvir Malik
Environment Department
Government Road

Dear Mr Malik,

Class Nine of Achievers High School attended the 'Green Schools' day organized by you and your team at the Environment Centre in May. As Class Representative, I would like to thank you for an enjoyable and instructive day.

Our class enjoyed the talk and the workshops that day, and feel we could do more to recycle and to help the environment. We have been discussing it over the past few weeks with our parents and teachers. You set us the challenge of coming up with a scheme for our own school that would increase the amount we recycle and reduce what we throw away. I am pleased to be writing to you to explain our idea.

We investigated the waste that we create each week as a school and found there were two main areas we could focus on to recycle: used paper and plastic bottles. Our plan is for each class in our school to have two recycling bins; one for waste paper, and the other for plastic bottles. We are encouraging all students and staff to bring any of these materials they use at school or at home and put them in the correct recycling bin. To encourage everyone, we have introduced a competition where the amount recycled will be weighed for each class each fortnight, and the class with the most at the end of the term will be our current Recycling Achievers!

The information you gave us about the dangers of microplastic pollution in particular inspired us to come up with this scheme, and we plan to bring our paper and plastics to the new recycling facilities you showed us during our visit.

We hope that you like our plan for more recycling at Achiever's High School, and would be very happy to show you how it is working one day in the future.

Thank you again for showing us how important recycling is during our visit, and for encouraging us to get involved and help the environment.

Yours faithfully,

Anwar Ahmed

Class Nine Representative

Task 1: How has Anwar structured the letter? Take each part of it, starting with the addresses, each paragraph, and the end of the letter, and explain what role each part fulfils.

Task 2: Using Anwar’s letter as a guide, write your own letter explaining a scheme that you think could begin in your school to help with an issue like the environment or healthy living.

Supplementary task: Opinion letter

Read the following opinion from an 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 household tasks, such as cooking and babysitting, 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 can still be found deeply rooted in everyday life and culture.

- Write an opinion letter to the editor of the newspaper.
- Express your views on the opinion reported in the newspaper.

Supplementary task: soft ‘g’ with –able and –ing suffixes

The silent final ‘e’ following the ‘g’ in words such as ‘marriage’ and ‘damage’ keeps the ‘g’ soft. It is pronounced like the ‘j’ in the word ‘just’. When you add the suffix *–able* to such words, the ‘e’ is generally retained: marriageable. But when you add the suffix *–ing* to such words, the ‘e’ is generally dropped: damaging.

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

singe (to burn); singeing

binge (to over-eat); bingeing

The word ‘singeing’ would become ‘singing’ without this exception, which is already a word and had a hard ‘g’, from the verb sing.

Fill in the gaps in the following sentences with words ending in either *–able* or *–ing*, using the correct rule each time.

- 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 was 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.

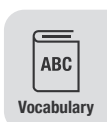
- Answers:**
- | | | |
|-----------------|-------------|-----------------|
| 1) rechargeable | 2) plunging | 3) exchanging |
| 4) manageable | 5) managing | 6) discouraging |
| 7) changeable | 8) damaging | |

Key to tasks in Unit 5



Page 90 Use of language (Summer at Lock Willow Farm)

- a) She is glad to be spending time away from college and cannot believe the opportunity is real. She is afraid the college will want to stop her being somewhere else and bring her back.
- b) Judy is overwhelmed by the experience of being at the farm and thinks it is a lovely place.
- c) The writer creates the impression that the farm is a place of plenty of luxury by listing the foods that she clearly likes. She also suggests it is friendly and relaxed through the sense of constant conversation she describes.
- d) There is an atmosphere of pleasure and beauty in the natural surroundings and scenery.
- e) The exclamation marks used, especially in examples like 'Hooray!', and the italics emphasising some words make the writing seem more like an excited and humorous speech. Judy also gives a funny anecdote that brings in a sense of light-hearted comedy when she tells Daddy-Long-Legs about the five calves at the farm and the different names she has given them, with cartoon-like drawings to go with it.



Page 90 Americanisms

Task 1

airplane = aeroplane	checkers = draughts	drapes = curtains
eggplant = aubergine	faucet = tap	garbage = rubbish
icebox = fridge	janitor = caretaker	laundromat = launderette
math = maths	normalcy = normality	overpass = flyover
popsicle = ice lolly	railroad = railway	sneaker = trainer
trash can = rubbish bin	undershirt = vest	vacationer = holidaymaker
washcloth = flannel	zucchini = courgette	

Task 2

- a) aluminum = aluminium
- b) color = colour
- c) donut = doughnut
- d) fiber = fibre
- e) gray = grey
- f) jewelry = jewellery
- g) pretense = pretence
- h) plow = plough
- i) rumor = rumour
- j) sulfur = sulphur



Page 100 Comprehension (The Morgans Down Under)

- a) (i) He is a rugby coach working with the Highlanders team in Dunedin. (ii) Danny coaches the defence side of the Highlanders team and he also helps local school teams.
- b) They are described as 'rugby-mad', which means lots of people in the area are either fans or players and really love the game.

- c) (i) She enjoys it, and feels at home there. (ii) She is 'delighted' to get a full-time job at the school, and finds the conditions beneficial, like the smaller class sizes to what she is used to, and the school years being the same as she knew in Wales.
- d) Lewis is also playing rugby, like his dad, and is even playing the same position in the team, 'fly-half'.
- e) Lewis is doing the haka as part of his Maori Studies, so he is getting to understand the tradition and culture behind it, as well as some authentic words and moves.
- f) The sentence suggests that Auntie Catrin in Gwen's family was musical and Gwen has inherited her love of music and musical ability.
- g) They have been growing things in their garden, which now has a 'vegetable patch', and improving their house, which included Danny mending the porch.
- h) The Morgans have missed their friends and family back in the UK, and say they have found it hard to keep in touch with them as much as they would like, and also that they hope to see them again soon. Danny has enjoyed playing rugby again and meeting new people in the 'seniors' league, which has given him a confidence 'boost'. Bethan is also feeling a bit more confident, and has found playing music helpful as a way to make new friends.



Page 103 Comprehension (Christmas Letter to my Sister)

- a) The decorations are 'trinkets' that have come from countries around the world: Germany, Japan, China and Korea.
- b) They didn't get to see their Christmas tree until it was fully decorated and revealed each Christmas Eve. They were also surprised at how it had changed from being a normal tree in their garden to one covered in decorations.
- c) She says it gave her a sense of balance ('equipoise') that has helped her to deal with the uncertainty of life.
- d) i) She feels they have grown older and become different and separated from the past they share. ii) The writer feels uncomfortable when they meet, describing the rooms as 'empty', their voices as 'timid', and that it makes her 'fidget'. She describes her sister as 'not eager to come home' back to what reminds them of their old home and lives.
- e) She means something that is not real, but instead imagin or what she pretends, or wishes is real.
- f) i) The sister feels confused about the idea of home in her life. ii) She is described as 'homesick' but also as 'foreign everywhere' with no definite place stated for her to call home.
- g) She imagines her sister feeling detached from the Christmas celebrations, for example, being 'indifferent to carols' she hears. She also imagines her as remembering the past, with the image of the 'elephant'.
- h) The writer is reminded of their childhood together when she hangs decorations on the Christmas tree, and feels nostalgic about some of the things she remembers, like the 'enchanted' tree. She thinks her sister is not completely happy, suggested by the idea of her feeling 'never at home' and often 'looking for something you've left behind'. She also thinks that her sister is 'haunted' by their childhood, and repeats the idea with the elephant becoming a 'ghost'.



Page 104 Use of language (Christmas Letter to my Sister)

- a) The descriptive words create a rich sense of atmosphere, including the magical sense of 'enchanted', but also the 'fragile' idea of the young children, and a more mysterious sense in the word 'goblin.'

- b) The physical feeling of being on it felt a bit like being on the water in a boat, which 'rose' and would 'sway' as they moved.
- c) The writer conveys the impression that they are partly uncomfortable about being reminded of their childhood, so their adult voices become 'timid'. The idea of an 'old child' also suggests that the writer still identifies with parts of her childhood, even though she is grown up.
- d) The writer uses a collection of words with negative meanings in 'frozen', 'indifferent', 'ghost' and 'lumbering' that reflect her feelings about the thoughts she has had in the poem about her sister and their childhood. These words and meanings create an impression of the difference between the sisters, and the unhappiness it can cause them both.
- e) The word suggests that the sister doesn't feel a strong personal connection to where she is living or the way of life there. It suggests that the sister doesn't love the place, but neither does she have any strong dislike for it.

Sample lesson plan, Unit 5 Writing Home

- Topic:** Vocabulary—phrasal verbs
Time: 40–45 minutes
Aim: to reinforce effective vocabulary through use of correct phrasal verbs

Key to Task 1

- 1) run up 2) through / over 3) out of 4) away / off
5) away 6) i) out into ii) over 7) away 8) round / over

WORKSHEET 5 Phrasal verbs

Revision:

Multi-word verbs is the name given to the prepositional and phrasal verbs which abound in the English Language. A multi-word verb consists of more than one word but acts as a single unit of meaning. The verb is followed by one or two participle which make up the meaning, such as *to pull up; to pull through; to pull down*

Using the wrong participle in a phrasal verb can change its meaning completely, so it is important to get it right!

Task 1: Complete the following sentences 1–8 by inserting the correct participle from a)–h).

- a) to run over b) to run away c) to run off d) to run through
e) to run round f) to run up g) to run out of h) to run down

You may use some of the verbs more than once.

- 1) My brother is extravagant and has run huge debts.
- 2) You're new here, so I'll run the company rules with you.
- 3) Oh dear, I was going to make an omelette but I've run of eggs.
- 4) The zebra ran as soon as he caught sight of the lion.
- 5) His imagination often runs with him.
- 6) The traffic bollards had stopped children being run by cars.
- 7) At the end of the winning team tried to run the clock.
- 8) Our neighbour would often run to our house for a quick chat.

Task 2: In each of the following groups of three sentences, one uses the phrasal verb incorrectly. Find the incorrect sentence in each case and explain why it is wrong.

1. a) They get on well with their work.
b) They get on their colleagues well.
c) They and their colleagues get on well.
2. a) She turned on the television.
b) The television turned on her.
c) The television was turned on.
3. a) He is looking after his brother.
b) They spent their time looking after the dog.
c) His brother is looking after seeing him.

4. a) Jim was put off by the noise.
b) The meeting was put off because of the rain.
c) They put off with the noise all night.
5. a) He called the phone back that night.
b) They called the batsman back to the pitch.
c) I called my parents back on the phone.

Task 3: Underline the phrasal verbs in the following sentences a)–e).

- a) Why have you decided to give up smoking?
- b) My hands were so cold I couldn't do up the zip on my coat.
- c) I can't hear a word—turn up the volume!
- d) He said he would pick me up from outside the supermarket at eight o'clock.
- e) The archaeologist lifted up the ancient Greek vase with great care.

Match each phrasal verb with its opposite below by adding the correct number next to the statement above.

- 1) drop off 2) undo 3) turn down 4) take up 5) put down

Homework

- a) Write five sentences of your own using the following phrasal verbs: to give up; to do up; to turn up; to pick up; to lift up. Do not use the verbs in the same sense as in sentences a)–e) above.
- b) Write five sentences of your own using the phrasal verbs in the box.
- c) Write five sentences using the following phrasal verbs: to drop back; to redo; to turn over; to take across; to put forward.

Answers to these tasks:

Task 1: 1) up 2) through 3) out 4) away 5) away 6) out into...round
7) away 8) over...out

Task 2 NOT correct are: 1) b 2) b 3) b 4) c 5) a

Task 3: a) to give up b) do up c) turn up d) pick up e) lift up

Unit: 6 Taxi!

Supplementary task: Consonant doubling

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* or
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* or
wage; waging; waged

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

- i) Write the base form of the underlined verb.
- ii) Add an 'e' to the verb you have identified, to make a new verb with a long vowel sound and write it out.
- iii) Write a sentence of your own that includes the verb you chose with either an *-ing* or *-ed* suffix.

The following has been done for you as an example:

The resources in this area are not being tapped sufficiently.

- i) Tap (*the base form of 'tapped' with a short vowel*)
 - ii) Tape (*the base form of another verb containing 'a', but ending in 'e' and with a long vowel*)
 - iii) *The police officers taped the interview with the suspect.*
- a) The trees need lopping because they have grown too high.
 - b) The box was filled with old documents.
 - c) Amir pinned the notice up on the board.
 - d) They shinned down the drainpipe to escape.
 - e) They scrapped their holiday plans because Grandfather was ill.
 - f) The sky was dotted with brilliant stars.
 - g) She planned her journey very carefully.
 - h) Mopping up after the storm took us hours.

Answers:

- a) i) lop ii) lope iii) *e.g.* The mysterious man loped away into the darkness.
- b) i) fill ii) file iii) *e.g.* Lisa spent hours filing her nails.
- c) i) pin ii) pine iii) *e.g.* When Abdul went away, his dog pined for him.
- d) i) shin ii) shine iii) *e.g.* The moon was shining brightly when they set out.
- e) i) scrap ii) scrape iii) *e.g.* What is that curious scraping noise?
- f) i) dot ii) dote iii) *e.g.* Milly dotes on the hamster her mother bought her.
- g) i) plan ii) plane iii) *e.g.* The edge of this door is very rough: it needs planing.
- h) i) mop ii) mope iii) *e.g.* Olaf felt miserable and spent the day moping around.

Mansoor gave in the following essay for his homework. His teacher, Mr Husain, has given it back to him to rewrite. He said that although Mansoor had paragraphed his work well, and his essay was a suitable length, it had mistakes in it that needed correcting.

Read the essay carefully with your class partner. On a sheet of paper divided in half, on the left-hand side, list your criticisms of the essay and all the mistakes which Mansoor has made, and on the right hand side, write down the good qualities, and the correct versions of what he has written.

Consider the following:

- Structure and organisation: Has paragraphing been used well? Is the order of points successful?
- Content: Are his points valid? Is his argument balanced? Is his opinion clear?
- Clarity of expression: Is his meaning always clear? Are sentences or phrases worded fluently?
- Accurate writing: Are the verb tenses correctly written? Is the right article used with nouns? Have capital letters and punctuation been used correctly?
- Appropriate language choices: Is the level of formality right? Are there any problems with vocabulary?

Decide what advice you would give Mansoor about rewriting his essay.

Mansoor

‘Would it be better if the car had never been invented?’

First of all, I ask myself is it really better for us if cars aren’t invented. I am sure the answer is No. People say that cars make emissions that polluted the air and causing the Greenhouse Effect and global warming, but what if the car is not invented? This means that we would have to walk or on a bike all the time. This is not possible for people who live in a more economic developed country. I think it is better that the car was invented!

Secondly, many people would have lost their jobs if car was not invented. For example, people work in road-building and factories which make cars. This would higher the unemployment rate in the whole world. This would add to a more competition with the other jobs. This would lower the quality of life of the people because they get less income. This means that your parents may not earn enough money for you to buy luxury goods like an MP3 player or a new mobile phone. Do we really want this to happen? Furthermore, without cars, we have to live like the people one hundred years ago. We would have to work on neighbouring farms close by. We could not work miles from our home so cars are useful transport now a day. Also, many sports like car racing depend on cars. I believe it is better that the car was invented.

To some extent, cars cause problems but without cars the problems are even more serious. Now a day people are researching some possible solution to satisfy the problems caused by cars. For example congestion charges can reduce the congestion in cities and increase the income of government to spend on more amenities for local people. Fuels are made with ethanol to reduce the pollution. Also electrical cars and solar cars are invented although they are not completed at the moment. I am sure with human’s clever mind they will be completed one day.

Finally let’s think about what will the life be like if car had never been invented. We all love cars. Who wants to live in a world with no cars? Not me!

Key to tasks in Unit 6



Page 108 Comprehension (Cuba's Classic American Cars)

- a) America placed a long economic embargo on Cuba that meant no more American cars or parts could be imported, and the old cars there would have to last as long as possible.
- b) There is a festival each year where the cars are shown off, well-polished and with 'blazing horns' and loud music. Tourists also find the fact they are so old of historic interest, making them feel 'nostalgic' for the cars of a previous era.
- c) Because the Cuban mechanics cannot get hold of the official parts for the cars, they have to work with whatever materials they have to create them. They manage to make complex and ornate replica parts through their own ingenuity and skill.
- d) One reason is because other workers are often paid little, at around \$25 a month. Another is because the mechanics provide an essential service, with no alternative way for people to mend their cars or even buy a new one.
- e) The phrase means that, although the cars are almost impossible to fix a lot of the time, and in another country would probably just be scrapped, the Cuban mechanics find a way to keep them in good condition. Renaldo's Oldsmobile has parts in it from other makes of car, like the generator he has fitted from a Lada, and he also makes his own parts, like the replacement hoses needed.
- f) The cars often stay within families and are handed down through from one generation to the next, so feel like they are a part of people's relationships.
- g) People mostly use bicycles, but there are also horse-drawn carriages and some scooter-powered taxis.
- h) i) Lots of American cars like SUVs will be imported. ii) The writer thinks people would stop using the classic cars and they would gradually disappear, along with the skills and tradition that went with them, and it would no longer be possible for future generations or tourists to enjoy them.



Page 108 Car-related language

Task 1

- a) two American cars = Buick, Ford / two Russian cars = Lada, Volga two European cars = Mercedes, BMW
- b) six car parts = horn, bumper, windshield, battery, hoses, exhaust
- c) three Spanish first names = Renaldo, Alberto, Fidel
- d) 546,551 miles in words = five hundred and forty-six thousand, five hundred and fifty-one miles
- e) three words and phrases about car maintenance = 'a car jacked up', 'body shops', 'service manuals'

Task 2

- a) put on the scrap heap (line 10) = taken off the road and crushed or dismantled
- b) a car jacked-up (line 37) = raising the wheels of a car off the ground with a lifting tool
- c) keeping them on the road (lines 42-43) = fixing cars so that they keep running and being used
- d) sheer wizardry (line 43) = inventive and skilled mechanics and engineering
- e) it runs a treat (line 67) = the car runs and drives well
- f) belch out (line 78) = emit a cloud of smoke and fumes

- g) there's more money in taxis and tourism (lines 114-115) = people can earn more as a taxi driver and working for tourists than in many other jobs
- h) swamped with brand new SOVs (lines 137-138) = lots of large modern American cars being brought into Cuba

Task 3

- a) car mechanics in Cuba are ingenious = 'Sheer wizardry', 'these magicians', 'staggering', 'outstanding', 'masters of improvisation', 'highly skilled', 'repairing the irreparable', 'mechanical ingenuity'
- b) Cubans value their cars = 'lovingly restored classic cars', 'car mechanics are amongst the highest paid workers', 'lovingly maintained', 'prized by their owners', 'cars are cherished', 'like family members', 'precious heirlooms', 'We love them so much', 'meticulous care'



Page 115 Comprehension (Ready for Lift-off?)

- a) They think eVTOLs will mean there are less cars on the roads.
- b) It means that flying cars, like eVTOLs, have been seen in the past as something that cannot really be produced and only appear in the minds of dreamers, or as part of a science fiction story.
- c) The text questions whether eVTOLs will be trusted by people not to crash or produce a lot of noise. It also questions how eVTOLs will be used, for example whether they will be available for everyone and change society in a positive way, or be a luxury for the rich.
- d) These 'ground-based' forms of transport have too many people trying to use them and are now slow and inefficient.
- e) One feature is the kinds of eVTOLs that don't have wings and use rotors instead for short journeys. The other main kind do have wings, and rotors as well, and can travel further by 'cruising'.
- f) i) Persuading the people who would use them that eVTOLs are safe to fly in. ii) The eVTOL manufacturers are working on modifications that will mean they meet safety regulations set out by organisations like the EASA.
- g) i) The writer feels it will be a long time before there are lots of eVTOLs in use. ii) The writer thinks that prices for eVTOL travel will have to become much lower, which relies on them being produced in greater numbers, which will both take time. The other issue the writer thinks could slow down the progress of eVTOLs is how successfully and quickly the general public can be convinced they are a good and safe idea.
- h) The people who are currently developing eVTOLs are enthusiastic about the benefits they will bring to society, for example in reducing traffic problems like the time Londoners waste in traffic jams each year. Many people in the general public still feel eVTOLs are futuristic and are not yet fully convinced it will be safe to have them flying over their houses or local schools, or that they will be affordable. People in regulating bodies like EASA feel eVTOLs can be safe, but only if they meet the same standards as current commercial aircraft.



Page 116 Idiom and expressions

- a) = 1; b) = 2; c) = 1;
- d) = 2; e) = 2; f) = 1

Page 116 Confusing words

a) prescribe and describe =

The doctor decided to prescribe antibiotics for her patient.

It is hard to describe just how hot the surface of the sun is.

b) edition and addition =

The book collector was amazed when he found a first edition in charity sale.

All around town there were posters advertising the zoo's latest addition of a hippopotamus.

c) except and accept =

Jacinda loved all kinds of fruit except for pineapple.

It was a very valuable gift and the committee felt it was too much to accept.

d) idle and idol

Brad first heard the band when listening to the radio in an idle moment.

She had become the idol of most of her fans and was more than just an actor to them.

e) air and heir =

Pavel had to get to a garage and put some air in his car tyres.

As well as being a successful businessperson, Mrs Ghosh was the heir to a family fortune.

f) goal and gaol =

His main goal was to qualify for the Olympic games.

He saw a reproduction of an old-fashioned gaol cell when he visited London.

Page 119 Technical language



a) energy-efficient (1) = using little energy to power itself

b) exponential (2) = rapidly increasing

c) sanctioned (3) = to be officially allowed

d) e-waste (4) = rubbish and used materials coming from electronic products

e) conventional (5) = the current and popular form

f) regulated (6) = to control with laws

Sample lesson plan, Unit 6 Taxi!

- Topic:** Assessing writing—peer and self-assessment
Time: 40–45 minutes
Aim: To enable students to recognize features of good and bad writing introduced in the textbook

WORKSHEET 6 Assessing writing

Read the following speech written by a student in response to the topic: *In praise of the bicycle*.

Good Morning everybody! I hope that your journey here wasn't plagued too badly by the rage at being stationary in a metal box which faces us daily. Myself, I had to leave home a mere twenty minutes before I arrived, even though I live right on the other side of town and travelled through the pandemonium which is our city traffic. I see on your faces the look of disbelief. That doesn't surprise me. All car drivers and their passengers know that such a journey at 8a.m. takes more than an hour.

So how did I manage to defy the laws of the traffic jam, I hear you ask? Motorbikes still have to stop at traffic lights and fight their way onto roundabouts. Public transport offers the sleepy, indirect tortoise approach. Even taxis, with their complete disregard for any road rule that doesn't take them directly into the path of an oncoming lorry, can't compete with such a record time. I'll let you know my trick. It's not a secret, just a truth that the majority of people choose to ignore. I cycled here. I appreciate that the humble bicycle isn't the pioneering technological advance that our ever-changing society would expect to deal with our worsening congestion problem. But it works!

The next time you are imprisoned alone in your luxuriously large saloon car during grid-lock, take a moment to look around and notice how many other solitary people are in the same predicament. Now if each car carried the amount of people suitable to its capacity, then there could be just one quarter the amount of traffic. I know that the idea that each car could be full is unrealistic: the majority of us don't know each other, we live in different areas and have completely different destinations.

So my proposal is, instead of sitting in an inefficient car wasting time, money and space, take the positive, productive initiative and start cycling! The advantages to reverting to this more primitive form of transport are countless, including benefiting the environment, your wallet, your time schedule and your fitness.

Thank you, ladies and gentlemen for your attention. I hope that what I have said will inspire you to make a pro-active change to the way you make your journeys.

This is clearly a very good piece of writing! You are going to be the teacher and write an assessment of it under the headings:

- i) Technical Accuracy ii) Vocabulary and iii) Engaging the audience

First of all, take notes on the following. You may of course add any other comments you wish. Once you have finished, write your overall assessment of the speech and give it a mark out of 25 - up to 10 marks for the content the student has chosen, and up to 15 marks for how accurate, fluent and well-organised the work is.

Technical accuracy

Can you find examples of correct spelling of difficult and sophisticated words?

Can you find evidence of complex sentences correctly constructed using a variety of punctuation?

Can you find examples of a variety of sentence structure and verb forms used for effect?

Vocabulary

Which words in the vocabulary of this piece do you find particularly effective?

How do the words you have identified contribute to the mood and energy of the writing?

Engaging the audience

How does the writing involve and capture the interest of the audience?

How does the student engage the audience in his point of view?

Homework

Write your own speech in which you either support or condemn one of the following:

- a) mobile phones
- b) computer games
- c) fast food

Unit 7: For Better or Worse

Supplementary task: Prefixes: *up-* and *down-*

Task 1

Consider the prefix opposites *up-* and *down-*. For each word below, write the form of with a *down-* prefix, with its word class, definition, and a sentence of your own.

- Upbeat (adjective) = cheerful; positive. *She was very upbeat about her exam result and did not seem to mind that she had failed.*
- Uptown (adjective, American) = from the wealthier part of the town or city. *She is an uptown girl now and never thinks about her old granny.*
- Upload (verb) = to transfer electronic data to somewhere or someone. He had to upload a recent photo of himself for the licence application.
- Upgrade (verb) = to improve; replace with a better version. *Daniel is going to upgrade his old laptop.*
- Uphill (adverb) = in a position, or moving, to a higher point on a slope. The hardest part of the race involved an hour of cycling uphill.
- Upmarket (adjective) = more expensive; higher status, *She began to shop in upmarket malls after she came into a lot of money.*
- Updraught (noun) = upward current of air. *The birds were circling in the updraughts.*
- Uplands (noun) = areas at higher altitude: *The animals came down from the uplands to graze on the pasture.*

Task 2

There are also lots of *up-* and *down-* words that aren't paired in the way the examples above are. Find out at least four *up-* words and four *down-* words that stand alone in this way.

Answers:

Task 1

- Downbeat (adjective) = unhappy; unenthusiastic. *She was very downbeat and dejected after her failure.*
- Downtown (adjective, American) = in a poorer and more rundown area of a town or city. *My parents do not allow me to go downtown with my friends.*
- Download (verb) = to transfer something to yourself electronically. The hit single was downloaded more than a million times by listeners in its first week.
- Downgrade (verb) = to replace with an inferior version; to lower the status of a person's role. *The security alert has been downgraded now that the emergency is over.*
- Downhill (adverb) = moving lower down a slope. She was relieved the rest of the hike was gently heading downhill from this point onwards.
- Downmarket (adjective) = less expensive or lower status items or places. *Property is cheaper in downmarket areas of the city.*
- Downdraught (noun) = a current of air or wind moving downwards. *The hot-air balloon was caught in a downdraught and came down in a field.*
- Downlands (noun) = chalky hills covered mostly in grass. The family loved parking near downlands and finding a good picnic spot.

Task 2

up- words = uplift (verb), upfront (adjective), uphold (verb), upbringing (noun)

down- words = downfall (noun), downpipe (noun), downpour (noun), downplay (verb)

Supplementary task: Writing a memoir

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

You can write about your own life, or write in the first person as though you are someone in your family. An older relative may well have a wealth of stories from the past you could use!

- Write about an incident from the past. It does not have to be extraordinary or heroic. Tales of everyday life told well are also interesting.
- Take particular care with verb forms. Include a variety and make sure you handle tense and time accurately.

Consider the effectiveness of the following examples of opening sentences to a memoir. Which do you find most engaging? Use your response to shape your own choices for the opening sentence of your memoir.

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

Key to tasks in Unit 7



Page 123 Comprehension (A Persian Childhood)

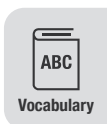
- Ali knows the birds he wants to buy and talks to the poultry-man to get them at a price he is happy with.
- She saw Ali cut the throats of the chickens, and also realised that killing them was part of the way the meals she liked to eat were made.
- i) Shusha's mother thought the taste of the battery-farmed chicken wasn't good enough. ii) Shusha agreed with her mother's view that it is better to enjoy more expensive and higher quality food and items, but less often, than have lots of things that are cheap and low-quality, and she has tried to keep it as her own rule as well.
- Her wrist was causing her a lot of pain, and it had swollen up very quickly. There was also something odd-looking about it that made Shusha think it was broken.
- Mashdi Habib would put them back together, but while they were all sealed up in a sack, a bit like bones inside a person's body.
- Mashdi Habib made a bandage for Shusha's wrist using warm ash, to keep it free from infection. He put it into a sling so that Shusha could rest it. He also reassured her that it would heal itself over the next week.
- The phrase suggests that the bone-setters felt that they couldn't keep practising their techniques in competition with the doctors who had been trained in modern medicine, so over time they stopped carrying out their procedures and left it to the doctors instead.

- h) Shusha describes the way her own feelings about the world have changed as she gained experience of the world, for example in realising the death of animals involved in eating chicken. She feels some parts of modern life can be worse than the older and more traditional methods she experienced when young, for example in the disappointing taste of modern battery-chicken, or the cheap plastic pots that replaced the beautiful ceramic ones Mashdi Habib had made.



Page 123 Use of language (A Persian Childhood)

- a) The writer gives the impression that the birds are being held against their will. They are treated like any other cooking ingredient, rather than a living creature, and don't trust the people in the market.
- b) The writer suggests that Ali thinks Shusha will eat the chicken anyway, despite what she has seen and found out.
- c) The phrase creates the impression that Mashdi Habib's work is done carefully and that he takes his time. It makes his work seem very precise, with the idea that there is only one correct way to put the bone back together.
- d) The word creates a tone of regret for the part of the memoir about to be told.
- e) The words 'disappeared' and 'beautiful' contrast and are juxtaposed with each other in the sentence to show how the writer feels about never seeing Mashdi Habib, and the pleasure she took in him and his pottery work.



Page 123 Finding synonyms

Task 1

Explain the following phrases as they are used in the text in your own words:

- a) fluttered their wings impotently (line 5-6) = flapped their wings in a pathetic and powerless way
- b) broken into smithereens (line 51) = broken into many small pieces
- c) with infinite gentleness (line 56) = as gently as possible
- d) new-fangled doctors (line 70) = doctors trained in modern scientific and technological ways

Task 2

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

Page 124 Homophones

Task 1

- a) dye & die = Quite a lot of ice cream brands add food dye to colour their products. / What made the dinosaurs die when they became extinct?
- b) break & brake = You might fall off your bike and break a bone if you don't fix that back brake.
- c) made & maid = The teacher made the decision about who would play which part in the play, and Jolene was asked to play the maid.
- d) week & weak = The class were excited as there was only a week left before the holidays. / She was left feeling a bit weak after recovering from the operation.
- e) sauce & source = Pass me the cranberry sauce, please. / They needed to source a new part for the broken bicycle.

Task 2

buy (bye), sun (son), seen (scene), way (weigh), nor (gnaw), but (butt), their (there, they're), too (two, to), see (sea), not (knot), sent (scent), blue (blew), whole (hole), right

(write), some (sum), poured (pawed), wrapped (rapt, rapped), been (bean), wood (would), piece (peace), for (four), be (bee), new (knew), one (won), read (reed), so (sew), more (moor)



Page 126 Time expressions

- a) She will buy a pair of shoes tomorrow. / She is going to buy a pair of shoes tomorrow.
- b) It will be Anna's birthday tomorrow.
- c) I will see David for the last time in January.
- d) He will phone his mother next Monday.
- e) He is going to travel right across Australia next year / in the future / next month.
- f) We will learn the present tense next month.
- g) Little Gina's parents will arrange a birthday party for her next year.



Page 129 Comprehension (El Sistema: Music Changes Life for Better)

- a) The phrase means that music can help people to enjoy better living conditions by improving social issues like poverty, education, health and crime.
- b) Caracas is described as having more violence than most other cities in the world, and the poorer parts of it are particularly overcrowded, like the barrios described.
- c) It has a huge number of members stretching over the country of Venezuela, in various musical groups that all share the El Sistema philosophy and name.
- d) Abreu thinks musical training can help increase the intelligence of young people, but more importantly, he thinks it gives them positive attributes like greater confidence and responsibility themselves, as well as the ability to work well with others in a team.
- e) i) Abreu thinks being involved in El Sistema helps students to do better at school and in their communities. ii) Abreu points to the 'above-average results' El Sistema students get academically, and also how much they get involved in different kinds of 'community action'.
- f) i) Really successful El Sistema musicians are needed to help teach the other pupils, but they also have the opportunity to go to other countries to study. ii) Abreu feels conflicted because he wants the best musicians to develop their careers internationally, even though they would help the project by staying in Venezuela.
- g) El Sistema faced practical problems like struggling to find the instruments and rehearsal spaces musicians needed, but also the challenge of changing the way young people see themselves and music.
- h) The philosophy Abreu has brought to El Sistema is about music being something that should be available to all, especially people in the poorest and most deprived situations. Another aspect is an emphasis on how powerful and positive people working together can be, whether that is in an orchestra or choir, or teaching another musician, or in the wider community.



Page 129 Use of language (El Sistema: Music Changes Life for Better)

- a) The text suggests that the dangers of poverty and crime are huge and indiscriminate and many children are powerless to avoid them.
- b) In this extract, using the metaphor of being 'transported ... to another world' conveys the idea that music can help children to escape the troubles they may have in the 'barrios' and their everyday lives - both emotionally, but also potentially in practical terms with the future study and career it might give them.
- c) This phrase has the effect of portraying El Sistema as something that is seen as valuable and is admired within Venezuela.

- d) The writer creates the impression that the El Sistema groups give the children that participate in them special powers. The impression is also given that the negative things in society like inequality are trying to attack these children, and the sense of morals and the strength they are given will help the children to combat the social problems in their lives.
- e) The motto conveys both the sense of enjoyment and fun involved in making music with others and being a child, as well as the hard work involved in trying your best and dealing with difficult social situations.



Page 130 Synonyms

- a) original thinker (line 9) = visionary
- b) packed (line 14) = densely populated
- c) promoter of (line 33) = advocate
- d) equally shared (line 42) = mutual
- e) predicament or difficulty (line 59) = dilemma
- f) finance or financial backing (line 77) = funding



Page 130 Prefix under-

Task 1

- a) undervalued b) underlying c) underfloor
- d) undercoat e) undermined f) underperformed

Task 2

underline = George wanted his new exercise book to be neat so he decided he would underline the date and heading.

underbrush = Getting through the forest was very slow as the underbrush was so thick.

undernourished = When they rescued the donkeys and brought them to the sanctuary, they were unwell and undernourished.

underexposed = Fatima photographed some birds in the woods but the pictures she took were underexposed.

Task 3

overvalued = The new player the team had bid for had hardly scored any runs and the fans thought he was overvalued.

overexposed = Photographs that are overexposed seem lighter and paler than was expected.



Page 134 Comprehension (A Changing World)

- a) Two main technologies mentioned are social media sites like Facebook and TikTok, and also new portable devices like smartphones and tablets.
- b) The phrase means to suddenly become famous and live a life where the media and public are interested in you and you get to mix with other celebrities.
- c) The writer suggests that the generation that has grown up with instant communication has lost the appreciation of time spent alone and without distraction, and even become afraid of being without the technology that connects them to the virtual world.
- d) The writer finds it worrying that some people who rely on being online most of the time, no longer want to spend time with 'real' friends and family face-to-face.

- e) Electronic communication can happen so quickly that there is a risk that people send things without checking if they are accurate or fair.
- f) The phrase means the communication that takes place beyond the words being said when you are face to face with someone, which lets you know how a person is feeling and reacting during the conversation.
- g) This serious issue is the environmental impact that disposing of large amounts of out-dated electronic technology can have. For example, these new technologies often contain chemicals and metals that are toxic, and these can get into the water and air when they are dumped or burned.
- h) The writer feels that instant communication is changing people's lives dramatically, for example in the way Facebook, TikTok and WhatsApp messages go backwards and forwards and interrupt daily activity. There is also a feeling in the text that online messaging communicates differently to the examples of handwriting or face to face conversation given, and that some emotional qualities are lost in it. The writer also feels there is a considerable cost to these advances in technology, with the details given of the potential risks of waste material to the environment and people in some of the poorest parts of the world.



Page 140 Comprehension (Karachi in Colour)

- a) There were a lot of offensive writing and images on the wall that needed to be removed.
- b) Now that it has been painted on by artists, it is very colourful and eye-catching. Also, people have begun taking photos and sharing them with lots of people on social media.
- c) They have been re-employed to work on the wall murals, and will also guide and teach teams of other painters who don't have their experience of such large artwork.
- d) One feature is the way they match the area they pass through, for example the donkey and cart stencils near the donkey racing track. Another is the way the paintings cater for who will see them, like the vibrant and famous truck-style designs welcoming people who have flown into the city, and the stretched peacock especially for drivers.
- e) The idea is created that the newly-painted walls in Karachi show a different side to the city than they used to, and communicate a much more positive mood, which people who see them pick up on.
- f) i) He hopes people will take the positive messages on the new walls to heart and help them feel differently about living in Karachi. ii) He says the response has been 'overwhelming' and people are trying to get similar paintings done on the walls in the area of the city they live in.
- g) The writer thinks the messages of 'peace', 'love' and 'welcome' sum up the positive impact of the project.
- h) The writer feels the amount of people who have bid and produced art on the walls shows how much creativity and talent is in Karachi. The writer also feels proud of the project and the city, and shows how it is being embraced officially by government. At the end of the text, the writer feels the project has created a 'sense of civic activism' and is impressed by the powerful positive effect it has had on the city.



Page 141 New words and meanings

Task 1

- a) gone viral on social media (line 23) = spread widely through websites online
- b) panaflex and acrylic signage (line 51) = plastic canvas and boards that can be computer-printed onto

- c) a marketing hub (line 98) = a site where advertisements can be placed to reach a wide audience who will spread the message to others

Task 2

Uber, hashtag, meme

Task 3

- a) painstakingly (adverb, line 8) = meticulously
- b) unprecedented (adjective, line 31) = unique
- c) replicate (verb, line 71) = echo
- d) motifs (noun, line 78) = designs
- e) revamp (verb, line 100) = redo
- f) initiative (noun, line 107) = project
- g) evoke (verb, line 116) = inspire

Task 4

(example)

- a) The detective searched the crime scene meticulously for clues.
- c) Zohra's own style of writing poetry had begun to echo her favourite poet.
- e) All the tiles fell off the bathroom wall he had finished, so he had to redo the job.
- f) The local university were launching a project to encourage people to study maths.
- g) They hoped the rower's championship medal would inspire people to take up the sport.

Sample lesson plan, Unit 7 For Better or Worse

Topic: Grammar—use of future tenses

Time: 40–45 minutes

Aim: To reinforce grammar skills and use of correct future tenses according to the given situation

Answers:

Task 1

1. will win
2. will be teaching / will be taking
3. Shall and shall
4. are going to fly / go / travel
5. starts / is / takes place

Task 2

1. Will you go to the doctor tomorrow? You'll go to the doctor tomorrow, won't you?
2. Will the monsoon come soon? The monsoon will come soon, won't it?
3. Will we complete the course before the examinations? We will complete the course before the examinations, won't we?
4. Will our family go for a holiday this summer? Our family will go for a holiday this summer, won't we?
5. Will their team win the competition? Their team will win the competition, won't they?

Task 3

Was jostled = simple past passive

lend = imperative

will ride away = future (will+infinitive) phrasal verb

will go = future (will+infinitive)

saw = simple past

have= simple present indicating future time.

WORKSHEET 7 Future time

Task 1: Fill in the gaps in the following sentences with the verbs expressing future time as indicated in brackets.

1. We (will + infinitive) the game tomorrow if go on playing as well as today.
2. Your English teacher, Miss Lily, will not be here tomorrow, so Mrs Rose (future continuous) you.
3. (Shall or will?) I tell her truth, or (shall or will?) I keep quiet about it?
4. Next week they (be going + infinitive) to America for their daughter's wedding.
5. The celebration dinner (simple present) this evening at 8 p.m. at the Hotel Majestic.

Task 2: Rewrite the following statements as questions i) as a question and ii) as a question using a tag question at the end.

1. You'll go to the doctor tomorrow.
2. The monsoon will come soon.

3. We will complete the course before the examinations.
4. Our family will go for a holiday this summer.
5. Their team will win the competition.

Homework

Task 3:

There was a merchant in Baghdad who sent his servant to the market to buy provisions and in a little while the servant came back, white and trembling, and said, 'Master, just now when I was in the market-place I *was jostled* by a man in the crowd and when I turned I saw it was Death that jostled me. He looked at me and made a threatening gesture; now, *lend* me your horse, and I *will ride away* from this city and avoid my fate. I will go to Samarra and there Death *will not find* me.' The merchant lent him his horse, and the servant mounted it. He dug his spurs in its flanks and as fast as the horse would gallop, he went. Then the merchant went down to the market-place and he saw Death standing in the crowd, and he came to him and said, 'Why did you make a threatening gesture to my servant when you *saw* him this morning?' 'That was not a threatening gesture,' Death said, "It was just that I was surprised. I was astonished to see him in Baghdad, because I *have* an appointment with him tonight in Samarra.'

What could the moral of this story be? Make the moral into a title for the story. Write out the story changing all the verbs in the narrative into the future tense. Keep the direct speech as it is, but set it out correctly with a new line for each speaker. Write out the verbs in italics from the direct speech and write down the tense of each one.

Task 4

The following poem was written—in the future tense—by a thirteen-year-old girl who was waiting for her father to come back from serving as a soldier abroad.

When you come home
The birds will sing
The flowers will bloom
You'll hug me tight
And I'll hug you!

Write your own collection of brief poems like this one.

In each one, imagine some event in the future. It may be something which you hope will happen, you are sure will happen, or you know will never happen.

Keep your poems simple.

Use a variety of verb forms to indicate the future tense.

Unit 8: Holidays

Supplementary: Writing task

Read the essay title and prompts for each of the two tasks below and then plan and write an essay for the one you would like to tackle.

- 1) '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?
 - Give your opinion and whether or not you agree with the given opinion.
 - Provide examples to detail and illustrate your essay points.
 - Balance your essay with consideration of both the time and money aspect.

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!'

Think about how these openings use the following features:

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

Look for the following material in their content:

- fact
- opinion
- metaphor
- simile
- exaggeration
- humour

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 department, 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 145 Comprehension (Surfing USA)

- It means that surfing is popular and fashionable.
- The storm had tremendous amounts of rain and would bring even larger than normal waves in the sea.



- c) They show that the ocean is powerful and dangerous, with waves that will take you underwater, and rocks that can seriously hurt you.
- d) Johann's lesson teaches Scott how to time his surfing: paddling when the wave is approaching, and waiting in a 'crouch position' while the wave breaks.
- e) i) Scott found that he would lose balance whenever he stood up and fall off the surfboard. ii) He avoided trying any new waves and pretended to be waiting to get his breath back.
- f) He is thinking when the right moment might be to stand up on the surfboard.
- g) i) He feels calm and that he understands why people love surfing. ii) He feels a sensation that 'the rest of the world has faded into the background'. He tells Nick that he felt what it was like to surf, when he asks him.
- h) When he first arrives in California he feels worried about the news reports of a terrible storm, predicted as the 'worst rain in 150 years'. When he is learning to surf, he feels embarrassed about how often he is falling off and invents the 'Breath Catching Method' to try and hide it. However, in the end, Scott manages a successful surf and feels that surfing is able to make people happy, like his observation of Nick.



Page 146 Literal meanings

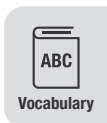
- a) crucially (line 20) = particularly relevantly
- b) omen (line 25) = a sign for how things would turn out
- c) unpredictable (line 31) = hard to be sure what it will do next
- d) proficient (line 31) = effective and confident
- e) as opposed to (line 35) = instead of
- f) left its legacy (line 53) = had a lasting effect
- g) novice (line 63) = person with little experience
- h) flailing (line 71) = waving around uncontrollably
- i) the optimum moment (line 92) = the best time
- j) the elements (lines 111-112) = the weather, land and sea



Page 150 Comprehension (Call this a Holiday?)

- a) It is a holiday that the tourist pays money in order to be put to work on a farm (instead of being paid to work)
- b) The tourists will be gathering good soil in the forest and manure and transporting it to the farm. They will also cut through rainforest undergrowth and cut down banana trees.
- c) The tourists provide money to support charity work that supports street children in Rio. In return, they are given a place to stay and are fed, as well as tours and education about the farm and life in the area.
- d) i) He feels a real sense of achievement. ii) He compares the experience to 'topping out on Everest' which compares it to managing to get to the summit of the highest mountain in the world.
- e) The project brings street children into the farm to do the same satisfying and healthy work Ferguson experienced and gain education. It also sends healthy farm produce of fruit and vegetables, eggs and honey to the homes of the children in Rio.
- f) He is thinking how this isn't a very long time, compared to the year-round work a farm requires, and he shouldn't consider it a great hardship or challenge.

- g) i) Ferguson thinks about the seeds he planted back at the farm and whether they are growing well. ii) He wonders if there has been any rain to water them as they grow.
- h) Ferguson initially suggests that the hard work on the tour can feel challenging and unpleasant, describing the pain of a 'burst blister' for example. However, he also describes the feeling of pleasure and satisfaction in the work, and the experience of 'doing a simple physical job' well. After the trip he feels grateful for the Task Brasil experience, saying it has made a difference to him as a person.



Page 151 Noun phrases

- a) insanely heavy bags (line 8) = extremely heavy bags
- b) a two-way process (line 19) = an activity where both sides have a part to play
- c) a consumerist society (line 25) = a society which encourages spending money and consuming goods
- d) glow of self-satisfaction (line 41) = a warm feeling of happiness
- e) a self-sustainable operation (line 40) = an activity which is able to produce its own resources



Page 153 Phrasal verbs

Task 1

- a) ii) see her off
- b) iii) touches down
- c) i) get away
- d) iii) stopping off
- e) ii) go back

Task 2

- a) to check out = We had to check out of our hotel by 10am on the last day of our trip.
- b) to check in = The receptionist asked us to sign a visitor's book when we checked in to the hotel.
- c) to take off = Once we were all aboard and wearing a seatbelt, the plane started its take off.
- d) to take time off = My employer agreed I could take time off for a holiday.
- e) to look around = We left time on the final day of the holiday to look around the village we had been staying in.
- f) to look through = After we got back from travelling we took time to look through our photographs.
- g) to come back = We had had such a great time, it seemed a shame to have to come back home.
- h) to dine out = For a treat we decided to dine out in an expensive restaurant on our final night.



Page 157 Comprehension (The Land of Fire and Ice)

- a) One detail was the pawprints left in the mud where the trek was walking, and another were the signs of eating and food, including freshly-caught salmon dropped by a mother bear.
- b) A mother bear with cubs in particular might attack and even kill a person.

- c) It is 'nine time zones east of Moscow', so very far from the most populated parts of Russia. There are also extreme weather conditions, and very often snow, even in the summer.
- d) i) There is also a lot of volcanic activity in the area. ii) The areas of hot springs near where they camped contained pools that could cause serious injury or death. Details are given of pools that contain boiling water that would scald, and others contain high concentrations of chemicals and acids that would quickly poison or burn a person.
- e) i) The writers recognised them as similar people to their guides: people who knew the area well and how to survive in it. ii) The people they met would have a large backpack with all they needed to be self-sufficient in that particular environment.
- f) They were long boots that helped keep the trekkers feet and legs safe and dry in a range of different conditions.
- g) i) They had gained altitude and the season was different from where they had started. ii) The plants growing around them had changed from summer flowers to autumnal fungi.
- h) At the start of the account, the writers are aware of several kinds of danger, from bears through to the dangerous volcanic pools. Later, they reflect on the tough nature of the trekking, and how it is essential to travel there with knowledgeable guides. Towards the end of the account, the writers remember more how beautiful they found a lot of what they experienced, including the trees and plants, and the food they sourced from the wild while there.



Page 157 Context

Task 1

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

Task 2

- a) to spawn (line 12) = The earliest horror movies spawned a genre that would grow to be one of the most popular in cinema.
- b) exotic (line 21) = Every so often the local greengrocer gets a batch of exotic fruit in.
- c) bilious (line 31) = After the dinner party most people had eaten so much of the excellent, rich food that they felt bilious.
- d) concessions (line 48) = The professional team made some concessions in the friendly match and gave the local amateur side a chance.
- e) shoals (line 67) = Modern fishing vessels are equipped with radar they use to detect shoals of fish.

Task 3

- a) potential hazard (line 27) = a danger that is present but may be avoided
- b) lethal concentrations (line 33) = an amount that is sufficient to cause death
- c) test of endurance (line 45) = a physical and mental challenge lasting a significant stretch of time

- d) ferocious currents of gushing water (line 57) = water that is moving very quickly and powerfully
- e) spectacular fairytale fungi (line 63) = mushrooms and toadstools that look like those depicted in magical children's stories



Page 161 Use of language

- a) It is trying to persuade readers to book the holiday to experience it for themselves.
- b) It suggests the effect of the Northern Lights is bright and full of rhythmic movement, like the lights set in time to the music at a disco.
- c) The phrase suggests Tromsø is busy, with a lot of enjoyable things to do and attractions.
- d) The text conveys the idea that the trip is in high demand so it is important to book to avoid not getting a place on it. It also portrays the aurora as something otherworldly, with a strange kind of beauty.
- e) The description of 'snow-dusted crags and icy fjords' uses its imagery to convey a strong impression of the Arctic scenery and the extreme cold of the land they will be passing through.

Sample lesson plan, Unit 8 Holidays

Topic: Writing brochures

Time: 40–45 minutes

Aim: To provide practice for using language in a succinct and effective way

WORKSHEET 8 Brochures

Task 1: Read these three ‘Travelbytes’ about travel experiences in three different countries:

1) A Japanese fish market:

Having come to terms with the trucks, we now had a chance to look about us. I was stunned. Tsukiji is like no other market I have ever seen. The noise and frenetic pace are overwhelming: haggling, buying, selling and chopping going on everywhere. We navigated round piles of tuna frozen whole, past crate upon crate of seafood (some of it still moving), and stall after stall of the freshest possible fish of every shape and colour. Despite the apparent chaos, business was proceeding briskly and efficiently along the watery, dimly lit aisles. But wait a minute, something was missing: the smell of fish. This stuff is so fresh that it hasn't had time to develop a smell! Before long, we were back where we began, exhilarated and exhausted. We were also starving. A breakfast of sushi is essential to the Tsukiji experience, and indeed there are sushi bars at every turn. Tuna, salmon, cuttlefish, roe, prawns...This was the finest breakfast I had ever seen.

2) The Libyan Desert

This is better than the oases of your wildest dreams; a long lake fringed by date palms and flawlessly sculpted sand dunes all around it. The colour contrast of the blue water and yellow sand is sublime. My first sight of Libya's Ubari Lakes will never be forgotten. The journey to get there was equally memorable. Our little convoy of Toyota Land Cruisers, affectionately called Japanese camels by our drivers, crawled up and sped down impossibly tall dunes. I got carried away with the majesty of it all and found myself in a state of euphoria, dancing along to the Libyan pop music blasting from the radio. The great explorer, Sir Richard Burton echoed my feelings: "Your fancy and imagination are powerfully aroused, and the wilderness and sublimity of the scenes around you stir up all the energies of your soul."

3) Amalfi, Italy

My dream became reality on the Amalfi Coast trip. During the week I fell in love with Italy. Now and again the sea mist parted to reveal superb views but the glimpses of Italian rural life were my abiding memories of the trip: the youth minding his goats as they grazed, and the mule train laden with chestnut poles on a hillside track. Ravello with its narrow alleys winding uphill between secluded gardens full of vines and roses and the Church of St Francis, founded by the saint himself, contrasted with Amalfi which was a mad comic opera full of hustle and bustle, bright colours and loud voices. Huge displays of monster lemons were piled outside the shops, people spilled out of cafes, and at the waterfront two policemen, each with loud whistles, attempted to control pedestrians and traffic. Cheerful chaos reigned supreme.

From each 'Travelbyte':

- a. Write down one opinion and one fact. Explain why you have identified each one in the way you have.
- b. Write down two verbs and two nouns which suggest movement and energy and a phrase suggesting colour or beauty.
- c. From *A Japanese fish market*: i) define the words ii) explain why the writer uses brackets; ellipsis; a short sentence; a colon iii) summarise in a phrase what the writer felt was stunning about his experience.
- d. From *The Libyan Desert*: i) explain what the following mean: *flawlessly sculpted*; *majesty*; *euphoria* ii) What does the quotation add to the writer's description? iii) What did the writer find beautiful, and what did they find exciting?
- e. From *Amalfi, Italy*: i) explain the following: *laden*; *abiding*; *founded* ii) In what ways did the scene appear to the writer as a 'mad comic opera'? iii) In what ways could this writer be described as 'romantic'?

Homework

Write your own description of a place which you know well, which you have visited, or which you imagine. The purpose of your writing is to make your readers think what a fantastic place it is, and feel that they would love to go there too. Use some of the techniques and features you have been exploring above in these three 'Travelbytes'.

- Be vigorous and energetic—use vibrant vocabulary to convey atmosphere, colour and movement.
- Be enthusiastic in your praise and opinions.
- Use facts and observations to inform and engage your readers.
- Use a variety of sentence structures and punctuation.

Unit 9: Journeys

Supplementary task: Sayings

Discuss the metaphorical as well as the literal meanings of the following sayings. Consider whether you agree with the sentiments of each of the sayings, and 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.

Supplementary text: Travel writing

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 *collectivo* (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

Now explore the text by considering the following comprehension, language and writing tasks based on it.

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

Metaphors

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

Vocabulary

- h) Explain the meaning each of the following in not more than seven words:
 - i) brawny
 - ii) blind corner
 - iii) hairpin bends
 - iv) hillocks
 - v) awesome
 - vi) inaccessible
 - vii) flourish
 - viii) sprint
- i) Write down three words from the second paragraph, which mean 'very small'.
- j) Choose five intensifiers from the text and explain how you think they add to the vividness of the description.

Summary writing

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

Writing for a purpose:

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

Key to tasks in Unit 9



Page 166 Comprehension (The Journey to the Moon)

- a) One detail is the sense that the stars appear in such a vast number they appear 'infinite' to the narrator. Another is that the context he sees the stars makes them more impressive, now he is beyond the layer of Earth's atmosphere.
- b) The narrator has previously been looking into the darkness of space and the night sky, so when he looks at the moon it seems extremely bright. The change is too much of a contrast for his eyes, and the phrase refers to the time it takes for them to adjust and see the moon clearly.
- c) i) He feels a bit disorientated about which way is up and which down. ii) He thinks about how he would feel about gravity on Earth and realises it is the opposite to what he is feeling now, because he is being pulled towards the Moon's gravity instead of the Earth's.

- d) One feature is that the moon appears larger and brighter than he is used to seeing it from Earth. Another feature is the way the stars in space showing behind it are not faded at all, but shine all around the outline of the moon.
- e) Mr Cavor thinks the Moon is a 'dead' and 'desolate' place, with conditions that are very different from Earth and too extreme for human life. He also gives the evidence of how humans have been observing the Moon from Earth for centuries through telescopes and never seen any sort of change or activity.
- f) He thinks that it might be possible for small insect or worm-like creatures to live there. They would need to spend part of their life underground to avoid the intense light, as well as hibernate through the extreme cold.
- g) Neither of them feel the need to eat as they hadn't used much energy. Even when the narrator did stop for 'refreshment' he ate very little.
- h) The narrator thinks about the splendour of the new sights he sees, and reflects on the details of how the Moon and stars look so different. He thinks about how gravity works, because of the different experiences he has of being weightless for a time, and feeling the gravity of the Moon. He also thinks about what they might find on the Moon, including wondering whether there might be humans, and discusses it with Mr Cavor.



Page 167 Use of language (The Journey to the Moon)

- a) The mood is uncertain, with the narrator wanting to gain some understanding of the situation the men are in.
- b) The phrase 'vague, half luminous veil' to describe the Earth's atmosphere creates the sense that the stars have always been hidden from him when on Earth and that he has never really seen them until this moment when that barrier has been taken away.
- c) It suggests space is an extreme, cold and unknown place to travel into, like exploring the deepest parts of the Arctic on Earth.
- d) The writer creates an impression that the story is based partly on scientific ideas, which makes it seem more futuristic and believable.
- e) The phrase is effective as it is portraying an experience that could only be imagined, especially in the period it was written. Because of this, the writer uses abstract words like 'space', 'time', 'night' and 'day'. The idea that it is 'neither night nor day' is effective too as they are heading to the moon, which represents the night, but it seems to them large and bright as the daytime.



Vocabulary

Page 167 Synonyms

Task 1

- a) to use less and save resources (line 2) = economise
- b) more than can be counted (line 9) = infinite
- c) food and equipment (line 23) = provisions
- d) empty and without any inhabitants (line 41) = vacant
- e) containers for holding gas (line 79) = cylinders

Task 2

- a) floated up (line 4) = arose
- b) marked (line 8) = flecked
- c) reverse (line 30) = opposite
- d) minutest (line 46) = tiniest
- e) alter (line 75) = change

Task 3

- a) half luminous (line 11) = partly glowing
- b) airless (line 14) = without any oxygen or breathable gases
- c) gravitation (line 21) = the pull towards something
- d) to the contrary (line 32) = from the opposite perspective
- e) upraised (line 44) = held above

Task 4

- a) overmuch (line 1) = too much; in excess
- b) earthward (line 29 & 76) = a direction towards the Earth
- c) unilluminated (line 49) = without light shining upon it
- d) cloudless (line 69) = without any clouds
- e) drowsiness (line 87) = the state of being drowsy



Page 171 Comprehension (From the Hills of Madagascar to the Coast)

- a) One detail is its 'old quarter' with old-fashioned cobbled streets. Another is the way it has a French, as well as a magical feel to it which he feels sums up the style of Madagascar.
- b) They found out that the journey would be very long, and they also got to see what the carriages second class passengers used were like, which changed their mind.
- c) The phrase conveys how the railway line makes its way through the highlands, keeping to a clear direction with parts of the rock cleared away.
- d) i) He feels worried but also finds it exhilarating. ii) One detail given likens the experience to being on a 'rollercoaster' that might be unsafe, with the railway track making worrying noises. Another detail is of the scenery the train passes through, with 'incredible' viaducts and valleys.
- e) There is a crowd of people and many of them are competing to sell things to the passengers on the train.
- f) i) The train starts to move off along the track. ii) Passengers on the back of the train reach out with their hands and pull him aboard.
- g) The dilemma is that the train can only provide power to either its front lights, so the driver can see the track ahead, or the carriages, so the passengers can see in the dark.
- h) The scene is lit by candles, both on the platform, and in the carriages. There is also the sound of local children singing songs, which Reeve finds 'haunting' and a part of the 'beautiful, other-worldly' effect created overall.



Page 172 Use of language (From the Hills of Madagascar to the Coast)

- a) The repetition of the word 'wait' is effective in conveying how Reeve and the others feel, and represents the sense of time passing monotonously while they wait for the train to be ready.
- b) The writer conveys the impression that the experience is unpredictable and thrilling, in the way a rollercoaster ride is, but also that it is worrying and it might not be safe because it is 'ageing'.
- c) It suggests the writer is feeling shocked, but also physically buffeted by the onrushing wind at the front of the train.
- d) By using words like 'scores', 'launch' and 'assault' the writer creates the impression of an army attacking the carriages and their passengers, although the idea is made almost

comical by the contrast with the image of 'bananas, cakes, sweets and bottles of water'. There is also humour in the way the woman 'sweeps the guard aside', with her smile and colourful clothes removing any real sense of violence that might have been in the word 'ferocious' and making it a light-hearted and entertaining scene.

- e) The writer tries to convey that there are a lot of insects flying around them, and too many to be able to stop them all from troubling the passengers.

Page 172 Synonyms



Task 1

- a) bustling (line 1) = busy
- b) locomotive (line 13) = engine
- c) rocket (line 28) = speed
- d) steely (line 36) = unshakeable
- e) hollering (line 46) = shouting
- f) dank (line 71) = damp

Task 2

- a) like being on the front of a giant ageing rollercoaster (lines 24-25) = The image of a rollercoaster reminds the reader of childhood and the sense of excitement they involve.
- b) wheels clacking like giant false teeth (line 32) = The idea of the sound of extra-large false teeth is a bit surreal and adds to the unreal and humorous aspect of the text, as well as developing the idea that the railway has a sense of character.
- c) like corks from a bottle (line 38-39) = This provides an entertaining image of how tightly-packed the carriages and the platform are.

Task 3

- a) A smoking red locomotive slowly emerges from the shed like a freshly-boiled lobster.
- b) The train groans unnervingly like a galleon in a storm as we screech round corners.
- c) Well-trodden footpath criss-cross the red soil like a diagram of star constellations.
- d) We wave our arms like a stressed air traffic controller in an attempt to keep the insects out of our mouths.
- e) Rickshaw drivers pull and tug at our clothes like children getting their parents' attention.

Page 176 Comprehension (The Last Journey of an English King)



- a) One detail is that he killed several people, including his own wife. Another story is that King Richard had the two princes that were his nephews murdered.
- b) David Baldwin's research first showed that Richard was buried in a particular church, somewhere in Leicester.
- c) Bones from the skeleton were carbon dated to around the time King Richard had been alive, and they were also examined to see if they were from a man of about his age, and for any possible distinguishing features, like the curvature of his spine, which both turned out to be the case.
- d) i) They felt it was unusual and significant, and became emotionally involved with it, either in sympathy for Richard, or as part of the sense of excitement. ii) The re-interment was unusual because King Richard was to be buried many centuries after he died, and also because he was the only English monarch to have been found buried in

an unmarked grave. Some people felt they wanted to show their support for Richard and help to alter his reputation, and some were excited to participate in a lavish event that involved 'pomp, grandeur and pageantry'.

- e) The phrase means for a person to be present or involved in events or occasions that happen at significant times and will be remembered throughout history.
- f) One detail is that the ceremony took place inside a cathedral, which was specially decorated with 'white roses' for the occasion. Another detail is the list of people who attended, including members of the royal family.
- g) Some people thought that it had cost too much money, and some also thought that Richard was a 'villainous' king and didn't deserve the events that took place.
- h) For the Richard III Society the discovery caused feelings of excitement and also celebration that their research and archaeological dig had been successful. Some members of the public also felt a strong interest in what was happening, particularly those who lived in Leicester. In addition to that, the details that the event caused significant extra tourist expenditure in the city meant that hotel owners in particular felt pleased about the publicity it had caused.



Page 177 Synonyms

- a) jeering (line 10) = deriding
- b) location (line 20) = place
- c) excavate (line 24) = dig up
- d) funding (line 26) = money
- e) regal (line 37) = royal
- f) tarnished (line 41) = damaged
- g) homage (line 42) = respect
- h) sealing (line 57) = closing
- i) disputing (line 60) = questioning
- j) villainous (line 61) = evil

Page 177 Points of view

- a) A young couple who travelled from America for the event = We're fascinated by the English history and really wanted to be here for the ceremony itself and to soak up all the interesting things happening in Leicester this week. It's a truly historical occasion.
- b) A sceptic = I am not convinced that the bones are definitively those of King Richard III. I think it would be very hard to prove such a thing beyond doubt so many centuries later, and on quite meagre evidence.
- c) The historian David Baldwin = I cannot believe that the little boy who saw Olivier play King Richard III all those decades ago would get to see a coffin containing the real king found at last. I'm delighted my research helped people take up this cause, and happy to have played my own part.
- d) The leader of the archaeological dig = We felt confident we had narrowed down the potential site of the church Richard's body was taken to after his death, but we couldn't have imagined our first digs would find it so quickly. It's been a lot of painstaking research and planning, and it's very rewarding that it all came together on this occasion.
- e) An hotelier in Leicester = It's been an amazing week, not only because the hotels have been so full, but also for the city itself. It's created a great buzz about the place, and I'm sure people will want to come back and visit again now they've got to know what Leicester has to offer.

Sample lesson plan, Unit 9 Journeys

Topic: Writing summary sentences

Time: 40–45 minutes

Aim: To enable students to understand and identify the main point/s in a text

Answers:

a=1 b=2 c=1 d=3 e=1 f=3 g=1 h=2 i=4 j=5

WORKSHEET 9 Writing summary sentences

When you write topic or summary sentences, you have to decide what the main points in a paragraph or a piece of writing are. You also have to decide what to leave out! To do this, you need to be able to identify the function of the words which the writer has chosen.

Task 1: Read the text below.

The writer is an English woman living in Cairo. On Mother's Day, her neighbour Selwa gives her a brown bag hung with gold chains which the writer thinks is very ugly.

Egyptians celebrate Mother's Day in springtime, right on the vernal equinox, which makes poetic sense. They are sentimental people in general and especially when it comes to mothers. But Selwa's visit obliged me to recall that Mother's Day wasn't just one of those Western-style consumer-fests recently adopted here, like Valentine's Day, but that it had another side. Some Egyptians say it originated in Egypt in honour of 'the Great Mother', Isis, a sort of patron saint of women. Whether or not that's true, local custom has it that all women are honoured on Mother's Day, often with a gift, be it sisters, aunts, teachers or even neighbours like myself. Selwa handed me the bag and I turned it around a couple of times, noting it was lighter than it looked because the chains were plastic. 'Don't use it,' Selwa said. 'Just keep it to remind you of us.'

'Oh, but I will,' I swore fervently. 'I will use it, a bag is always good, how wonderful,' I stammered, 'everyone needs a bag.' Selwa, who knows me, laughed. We kissed the obligatory three times and she left me alone.

Study the following extracts a–j which are taken from the passage and match them to the functions 1–5 listed after them below:

- a) Egyptians celebrate Mother's Day in springtime
- b) Right on the vernal equinox, which makes poetic sense
- c) Mother's Day wasn't just one of those Western-style consumer-fests
- d) Like Valentine's Day
- e) It originated in Egypt in honour of 'the Great Mother' Isis
- f) A sort of patron saint of women
- g) All women are honoured on Mother's Day
- h) Be they sisters, aunts, teachers or even neighbours like myself) 'Don't use it,' Selwa said. 'Just keep it to remind you of us.'
- j) We kissed the obligatory three times and she left me alone.

Functions:

- 1) a central or main point
- 2) detail

- 3) illustration or example
- 4) direct speech or quotation
- 5) narrative or anecdote

Before writing your summary sentences, you must put them into your own words. This is important in an examination because you will save words, and you will show that you have understood the meaning.

To practise, put the following into your own words so that the sense remains the same.

You will not necessarily need these in your summary sentences:

- which makes poetic sense
- a Western-style consumer-fest
- local custom has it that
- I swore fervently
- we kissed the obligatory three times

Now write two summary sentences for this passage. Construct your complex sentences carefully and correctly so that you include all the main points which you identified above. Conjunctions, semi-colons or colons will help you construct your complex sentences.

Homework

Write your own paragraphs in which:

- your main point, supported by an anecdote, is that parents do not realise how burdensome homework is;
- your main point, supported by an example and direct speech, is that protected species of wild animals are being hunted or exploited in some parts of the world;
- your main point, supported by detail and illustration, is that a current exhibition of the work of a local artist is well worth seeing.

Underline your main point in each paragraph.

Unit 10: Examination Practice

Supplementary task: Practice Paper 1, Comprehension and Use of Language

Text A: The open-air swimming baths

The boy in this story has travelled with his mother and brother to meet up with some other family members at an outdoor swimming pool.

It is a Sunday morning in late summer and, as usual, we are at the open air swimming baths. The air smells of cheap hotdogs which we do not buy, preferring to economise with packed lunches of white bread and jam. I am plucking up courage to jump in the pool, for I know that the water temperature—it is chalked up at the entrance—is only fifty-seven degrees F and that the shock of the initial cold will knock the breath out of me. 5

Today is what I have christened Flying Ant Day, for I have noticed that one day in the year the air is filled with winged ants who disappear the next day, not to be seen again for another twelve months. If this day takes place while I am at home, I boil water and try to exterminate them as they teem through the rockeries of our back garden. But today, Flying Ant Day takes place at the pool, and the bathers swat and wave their hands in frustration. Simply for the enjoyment of it, and to delay the plunge into the pool, I stomp around the paving stones with my flip-flops, killing as many ants as I can. But it seems to make no difference; the flying ants just keep coming. 10

Finally bored, I make my way towards the edge of the pool and prepare myself to dive—or belly-flop, since I am clumsy—into the icy water. There are two stone lions erected at the shallow end that spew out water in constant streams. Where these streams strike the surface of the pool, children gather to douse themselves and tamper with the cascades, filling buckets or empty crisp packets. I climb to the top of one of the lions and look for a gap in the crowd of flapping arms and kicking legs. I decide to break through my fear. I jump. The clutch of the water is as sudden as I knew it would be and I pant for breath. I collide with a small boy below me in my fall and he looks at me, offended, then shrugs and swims off. 15 20

The cold embrace of the water is paralysing at first. For the seconds I am under the surface, the shrieks and laughter that had seemed so shrill are muted to a kind of deep-voiced drawl. The world sounds like it is happening in another place entirely, and I am far away, leaving it for good. But then I kick upwards; my eyes and ears are assailed again with the children and adults bobbing outwards around me. The light seems very bright. 25

I strike out into a shambolic butterfly stroke in order to distract myself from the chill and make my heart pump so as to raise my body temperature to something tolerable. This takes several minutes, and at last I feel I am beginning to enjoy my swim. On the edge of the pool, my brother throws a beach ball to my cousin. I change to backstroke, which I have to abandon because the packed crowds get in the way. The stench of chlorine is overwhelming and my eyes will smart for hours afterwards. Somewhere in the middle of the pool is my mother, keeping her chin just at water height, her bare head encased in a rubber bathing hat which she never submerges. 30 35

I now keep to the mid-shallow end, because it seems less crowded. I begin to imagine, faintly, that people are staring at me but dismiss the impression as ridiculous. I notice that there is a faint redness around the patch of water I am swimming in. I look up and see my brother pointing to his chin and gesticulating wildly. I do not know what he means. He is shouting something, but the noise of the bathers around me makes it impossible to hear. Screaming boys are doing torpedoes and cannon balls all around, and I feel as if I am under an artillery attack. My brother is still yelling something. I make my way to the chrome ladder at the far side of the shallow end. 40

As I climb out, my brother's face is a mask of excitement and suppression. He blurts out his secret. Your chin! I look down and see that my chest is doused with a crimson liquid. I raise my hand to my chin and it comes back dripping with pink, chlorinated water as I clamber out of the water. Everyone is staring now and my mother has left the pool. The blood makes patterns on the flagstones. I am embarrassed rather than in pain. A large towel is wrapped around me, and another balled up and given to me to push against the wound. Every few minutes I lift it away and look; the bright red blot on it seems to widen and deepen each time, but after a while it no longer glistens so wetly and starts to get darker. I am led away to our car and I close my eyes as the cut begins to sting and throb. My head feels like a struck bell.

They rush me to hospital and sew me up, in a two-inch wound under the chin. I now have seven scars in total on my body and face. The doctor jokes that I am collecting them, and that she expects to see me back next month with the next instalment. It seems sometimes that I am a boy who has a special skill for being accident prone, but I smile all the same, and promise her that I will be more careful.

Question 1

- (a) Using your own words, explain the reason why the boy is 'plucking up courage to jump in the pool' (line 3). [2]
- (b) Give two features of what the boy calls 'Flying Ant Day' (line 7) [2]
- (c) Give two details that show that the children beneath the 'two stone lions' (line 16) are having fun. [2]
- (d) Explain what the boy means when he thinks 'the world sounds like it is happening in another place entirely' (line 26). [1]
- (e) (i) How does the boy feel when he starts to swim in the pool? (ii) Give two details from the text to support your answer. [3]
- (f) While he is in the pool, the boy sees that his brother is 'shouting something' (line 41) at him. (i) What is his brother trying to tell him? [1] (ii) Why doesn't the boy understand his brother at first? [1]
- (g) In what way is the boy helped after he is able to 'clamber out of the water' (line 48)? [1]
- (h) Explain using your own words the boy's different feelings about swimming in the pool and what happens to him that day. Give three details from anywhere in the text to support your answer. [3]

Question 2

- (a) Explain why the writer uses the phrase 'will knock the breath out of me' (line 5) to describe the feeling of going into the cold water. [1]
- (b) What two impressions does the writer want to convey to the reader in this extract: 'children gather to douse themselves and tamper with the cascades' (line 18)? [2]
- (c) Read this extract from the text: 'my eyes and ears are assailed again with the children and adults bobbing outwards around me.' (lines 27) What effect does the writer suggest by using the word 'assailed'? [2]
- (d) Read this sentence from the text: 'Screaming boys are doing torpedoes and cannon balls all around, and I feel as if I am under artillery attack.' (lines 42) What does the writer want to suggest to us about the situation at this point in the story? [1]
- (e) Identify one example from the text below of how the writer uses language effectively to convey the boy's feelings about the pain his injury is causing: 'I am led away to our car and I close my eyes as the cut begins to sting and throb. My head feels like a struck bell.' (lines 53) Explain the impression the writer creates in the example you have identified. [3]

Supplementary task: Practice Paper 1, Summary and short response

Text B: My Adventures in Hydrotherapy

The writer of the following blog entry gives her experience and advice on hydrotherapy as a treatment for arthritis.

I've never been much of a swimmer, so you can imagine my reaction when the doctor suggested a course of hydrotherapy as the next thing to try in treating my arthritis. I was a bit sceptical. Over the past few years I've had a go at numerous exercise sessions with little or no success. They ranged from harmless fads, right through to the downright painful. And this new one sounded like I'd have to keep myself afloat at the same time! Well, after six sessions at my local swimming baths, I'm still alive to tell the tale - and this time it has a happy ending. 5

My first pleasant surprise was that hydrotherapy, or aqua therapy as it is sometimes called, takes place in warmer water than normal public swimming. We were in a smaller side pool, heated to a balmy 35°C, so no goosebumps and shivering for the first ten minutes before you get used to it! It was only a little cooler than a bath at home. The next happy discovery was that hydrotherapy involves slow, careful movements, and not the splashy, strenuous business you might have seen in an aqua aerobics class on a Sunday morning. 10

Apparently, the temperature and steady pace are crucial parts of the treatment. They relax the body and gently help with joint movement, as Jayne, the therapist taking my sessions explained. Jayne was calm and reassuring, and it became clear that hydrotherapy is a joint effort, while you find and learn the exercises best suited to your condition. The unique part is obviously the water itself. This assists movement by supporting the body's weight, but can also increase the workout by providing resistance. It creates an interesting kind of push-and-pull effect, very useful in building up muscle strength. 15 20

After the first ten minutes, something almost miraculous occurred. I realised I wasn't in pain. The usual aches and stiffness I would experience with any sort of exercise seemed to have washed away. I watched my arms and wrists moving under the surface as if they belonged to someone else. Admittedly, it was early days, and I was only performing some of the smaller and more rudimentary movements advised for my type of arthritis. On top of that, later in the afternoon and several hours after getting out of the water, I was quite sore. But overall I could feel some mobility returning and looked forward to next week's session. 25

I drove along to my appointments with increasing optimism. Hydrotherapy may not be for everyone and, although I was definitely feeling the benefits, anybody considering it should speak to a doctor first. There are some conditions that can make it an inappropriate course of treatment. However, that shouldn't put you off at least finding out as, for the vast majority of us, hydrotherapy isn't just suitable, it's one of the safer forms of treatment around. 30 35

So, it came to my last session, with Jayne able to let me go through my routine independently now. At the end of the programme, the physiotherapist who has guided you will set out your next steps, which Jayne happily did with me as we cooled down by the poolside. A lot of the techniques will be ones you can continue on your own in normal swimming sessions. If you are very lucky, you might find a pool near you has a timetabled slot where the main pool temperature is raised especially. I was delighted by the progress I had made in just a couple of months, and have been visiting the pool regularly ever since. You never know, I might even go that bit further and start swimming lengths soon! 40

Question 3

(a) Summarise what would appeal most to arthritis patients about hydrotherapy treatment, according to the My Adventures in Hydrotherapy text.

You must use continuous writing and not note form in your answer.

Use your own words where appropriate.

Avoid copying long sections of the text.

Your summary should be 150-180 words.

Up to 10 marks are available for the content of your answer and up to 10 marks for the quality of your writing. [20]

(b) Imagine you are a physiotherapist working in a swimming pool with hydrotherapy patients.

You are interviewed by a local magazine producing an article of good news stories from different people who use the pool.

Give your response to the interviewer, using information from the text.

Interviewer's enquiry:

What do you find most rewarding about the work you do with hydrotherapy patients, and why? [5]

Supplementary task: Practice Paper 2, Directed writing

Text A

Neville, 20 years old

I think how much money you earn from a job is its most important factor, and my main ambition is to secure the highest paid job I can. Nothing changes your life more than wealth and having plenty of money to spend. I realise that this can mean taking on a higher level of responsibility in the workplace, long hours and even an element of risk and stress, but these are a small price to pay for the riches and lifestyle such jobs bring. I am currently studying towards a career in finance and can see the huge opportunities out there in the world to make my fortune. My degree course is difficult and I study all week to get the best grades I can, knowing that top-level pay will be my reward if I succeed. The way I see it, you need money more and more to live well in the modern world. Life has become rich and complex, with so many ways to pursue leisure, travel, and to enjoy a luxurious way of living. And that is not to mention the cost of technology if you want to keep up-to-date with the latest gadgets, home appliances, electric vehicles, and audio-visual entertainment. Perhaps most daunting for anyone starting out in life is the huge price for land and houses or apartments, if you'd like to make your home somewhere beautiful and safe. I for one don't intend to miss out on anything, so a high salary will always come first for me.

Text B

Peta, 52 years old

Job satisfaction and a good work-life balance are essential for me, and no amount of extra money would ever persuade me otherwise. In fact, I would happily accept a lower-paid job if it meant that I could avoid anti-social shifts or overwork and stress, and have done so several times in my working life. I have worked in healthcare for over twenty years now and still enjoy going into work, and am in no hurry to leave the profession. Rather than taking all the hours and responsibility and money available, I believe it is better to pace yourself, only committing to what you need and can manage. That way, work and pay are shared around more equally, and everyone can stay healthy and motivated over as long a career as they would like. Another priority for me when choosing a job has been good working conditions and job security. It's no good being paid huge sums of money if it leaves you terrified when you are unwell and need time off work to recover, or promotes a culture among colleagues that leads to unhappiness or even bullying. In my experience, situations where people are paid huge sums of money usually cause the more trouble than good in the end. So when you are looking for your next job, take my

advice and spend some time thinking about the really important things, like what you are good at and enjoy, and how happy and healthy you will be, rather than how many figures are in the salary.

Directed Writing

Write an email to students who are thinking of applying for a university place and deciding what career to pursue. Advise the students on what they should take into account while making their decisions and how they should go about deciding.

In your email you should:

- evaluate the ideas and opinions in both texts
- give your own views, based on what you have read in the texts about the subject

Base your article on what you have read in both texts but be careful to use your own words.

Address both of the bullet points.

Structure your email in a suitable way to begin the email, cover the points you would like to, and close the email.

Write about 250 to 350 words.

Up to 10 marks are available for the content of your answer, and up to 15 marks for the quality of your writing. [25]

Supplementary task: Practice Paper 2, Composition

Composition

Answer one question.

Write about 350 to 450 words on one of the following questions.

Up to 10 marks are available for the content and structure of your answer and up to 15 marks for the style and accuracy of your writing.

EITHER

Descriptive writing

Question 2: Write a description of a busy beach on a summer day. [25]

OR

Descriptive writing

Question 3: Describe the feelings you experienced when an accident of some kind happened. (The accident could have happened to you, another person, or in any other way.) [25]

OR

Narrative writing

Question 4: Write a story in which someone finds something very valuable. [25]

OR

Narrative writing

Question 5: Write a story that includes the sentence: 'I can't thank you enough - you've saved my life.' [25]

Unit 1: Taking Risks

Supplementary task: Coordination

Coordination in language is using the set of coordinating conjunctions to join words, phrases or clauses together. The coordinating conjunctions in English are the words: and, but, for, nor, or, so, yet, and there are several ways to remember these, but one is to use initials of the words to form the mnemonic FANBOYS (for, and, nor, but, or, yet, so), or you might want to see if you can come up with a different one.

Joining language with coordinating conjunctions means that the items have an equal weight or status in the phrase or sentence they are used, so one part is not more important or relying on the other. This can be to add detail or description, or to list things. Eileen Gu uses several of these words to create coordination in her essay, for example:

- excitement, uncertainty, and pressure (lines 6-7) = to list nouns for states of mind
- in foam pits and on airbags (lines 11-12) = to use two phrases for extra detail
- fearless or capricious (line 10) = to give two adjectives used to describe extreme sport athletes
- It doesn't take much to make things go wrong, for uncertainty can override confidence. (lines 39-40) = to join two clauses
- Pressure can be a positive force for competitors who use it to rise to the occasion, but it can also single-handedly dictate competitive failure. (lines 52-53) = to join two equally important but opposing points

The conjunctions 'and', 'or' and 'nor' are always used for coordination, although 'and' is the most frequent, and 'nor' is not often used. The other coordinating conjunctions, 'but', 'for', 'yet' and 'so' need to be read carefully in the context they appear in as they also have uses as other word classes, for example as adverbs and prepositions.

The examples below each end with a coordinating conjunction. Make up a continuation that fits for each of them. Some may need a whole clause, some a short phrase, and some just a single word. The first one has been completed as an example.

- Everyone's umbrellas started to go up, for ...
Everyone's umbrellas started to go up, for it had started to rain.
- She kept her finger's crossed as she rolled the dice, for ...
- At the market there was cumin, ginger, cardamom and ...
- As he had got up early, he had already walked the dog and ...
- I'm sorry, I cannot let you borrow this copy, nor ...
- They were determined nothing would stop them, not wind, rain, nor ...
- The world champion made it to the final, but ...
- It tasted strange; salty but ...
- You can get there by train, car or ...
- They usually either give up at this point, or ...
- Metal alloys are useful because they are strong yet ...

- l) I exercise all the time, yet ...
- m) Please can you hold the ladder still, so ...
- n) Some of the people stayed behind so ...

Key to tasks in Unit 1



Page 5 Use of Language (In Love with Fear)

- a) The sentence conveys an impression of the level of danger and challenge in the stunt, and also how fast it happens in the phrase 'rushes up to meet us'.
- b) The idea of 'a kind of song' creates a figurative effect that suggests the experience has a rhythm and sound to it that the writer is used to. It also contains the idea that the stunt is quite artistic and expressive.
- c) Using the short sentences in sequence separates the different parts of what happens: the turn and the reaction.
- d) Having 'butterflies in your stomach' is a phrase that describes feeling nervous, often in an excited way, and the phrase in the text suggests the nervousness has been building to this point of the experience.
- e) In the quotation 'Danger! cries every evolutionary instinct', the writer creates the impression that she is able to feel when something is wrong about a particular stunt.



Page 6 Affective language

- a) tumultuous (line 1) = exciting and confusing
- b) mercurial (line 5) = changeable
- c) capricious (line 10) = careless
- d) counterintuitive (line 13) = contradictory
- e) gargantuan (line 21) = towering
- f) metamorphosis (line 33) = change
- g) tantalisingly (line 34) = almost out of reach
- h) precarious (line 35) = difficult to manage
- i) autonomously (line 43) = without thinking
- j) alleviate (line 54) = let go of

Page 6 Subject-specific vocabulary

freeskier, halfpipe, slopestyle, big air
winter sports, twin-tipped skis, double-cork rotations, kicker ramp, 1440



Page 9 Levels of formality

Task 1

- a) intrigued (line 2) = wondering about
- b) rashness (line 12) = doing things without thinking
- c) prospect (line 18) = future possibilities
- d) engrossed (line 20) = really interested in doing
- e) artistry (line 33) = high level of creativity skill
- f) impulsively (line 35) = without any clear reason

Task 2

- a) calls an answer out (line 8) = contributes
- b) come up with (lines 11-12) = generate
- c) to just get in the way (line 15) = unnecessary

- d) do the job (line 23) = function
- e) look back into (line 31) = recollect
- f) value most highly (line 34) = esteem



Page 10 Using language to influence readers

- a) you, yourself, your
- b) 'you' is a second person personal pronoun, 'yourself' is a reflexive pronoun, 'your' is a second person possessive determiner
- c) The second person perspective creates the effect that readers feel like the text is directed at them.
- d) These are the sort of texts people read and apply to themselves, so the use of a second person perspective fits well by encouraging the reader to think about whether they recognise the description of each personality type in themselves.
- e) i) Coming round the corner fast on your bicycle, you pull the brakes hard and screech to a standstill.
ii) You went to the park and gathered your friends together so you could play a game of volleyball.
iii) You heard that several of the teams had been given awards but it was yours that was the overall winner.
iv) It's no good nagging you: you're not listening, and besides, you have to be allowed to make your own mistakes.



Page 17 Comprehension (Solar Impulse 2 Crosses No-Fail Zone)

- a) The flight was nearly five whole days long, which was the longest ever at that time.
- b) The solar cells are used to power the plane's propellers as it flies. They are also used to charge the plane's batteries so that the propellers can keep operating when it is dark.
- c) It means that, because the flight to Hawaii travelled over the ocean, the pilot wouldn't be able to land the plane if there were any problems, so everything had to go to plan.
- d) Borschberg feels a great sense of achievement. He compares the flight to climbing Everest five times, which makes it seem an amazing amount of effort. He also mentions the role of people supporting him from the ground while he flew, which shows how he feels about the team that has worked together successfully.
- e) The support team were concerned that the sun might not start to recharge the plane's batteries in time.
- f) One aspect of 'the real danger' was that the plane's batteries would drain down to 10% of their capacity that night. This was lower than usual because of the route of this particular leg of the journey, which meant the sun would be rising later and setting earlier and there would be less chance to recharge the batteries.
- g) i) Take-off can only happen when the weather conditions are right. ii) Solar Impulse 2 is an unusual plane, lighter, slower and bigger than normal aeroplanes, and can only fly safely in certain weather.
- h) Piccard and Borschberg hope the Solar Impulse 2 project will prove that flying a plane without aviation fuel is not only possible, but better for everyone. One detail that shows this, is that the Si2 will be able to fly longer than a jet plane would, even though it doesn't use fuel. Another is the detail of the solar power the plane uses, which is a renewable technology they hope will be used more. Lastly, the flight is the first around the world and shows what is possible in the future of air travel.



Page 17 Hyphenation

Task 1

- a) Solar-powered (line 1) = powered by the sun
- b) pick-up (line 12) = truck with a rear loading area

- c) no-fail (line 23) = impossible to fail
- d) zero-fuel (line 49) = without using fuel
- e) fuel-guzzlers (line 57) = high fuel consumption engines

Task 2

- a) a black bear in pursuit of its prey = blazing-eyed
- b) a rough sea = jagged-waved
- c) happiness = bliss-filled
- d) a fast car = race-ready
- e) someone very upset = heart-broken

Page 18 Circum- prefix

- a) The class were shown how to draw the circumference of a circle using a pencil and compass. Most of the class became noticeably more circumspect after the headteacher walked into the room.
- b) i) A spacecraft might be in a circumlunar orbit if it was researching the moon. ii) The auroras known as the Northern Lights over the north pole, and the equivalent over the south pole are found in a circumpolar position.

Page 18 Context



- a) solar-powered (line 1) = Badgers kept coming into our garden at night and digging holes, so we put in solar-powered lights to frighten them away.
- b) manned (line 8) = The government insisted that driverless trucks should still be manned, in case of emergency or technological failure.
- c) mental stamina (line 20) = The two players taking part in the chess championship final matches slept for around twelve hours each night because of the sheer mental stamina each game required.
- d) tweeted (line 43) = After winning a prize at the film awards, the actor tweeted a message to her followers to give her reaction to the news.
- e) upbeat (line 35) = The first part of the symphony was based on folk songs and was dance-like, creating an upbeat mood.
- f) environmentalists (line 57) = The latest climate change data showed that the current targets had been missed, as several leading environmentalists had warned.

Sample lesson plan, Unit 1 Taking Risks

Topic: Finding 'implicit' and 'explicit' meaning in texts

Time: 80–90 minutes (2 periods)

Aim: To understand the difference between 'implicit' and 'explicit' meanings in texts.

WORKSHEET Explicit and implicit meaning

Read the following news report about the Slovenian climber Tomaz Humar who made an ascent on Nanga Parbat, Pakistan's second highest peak and the world's ninth highest, after waiting for weeks at Base Camp for bad weather to clear.

After you have read the article, work through the tasks that follow on explicit and implicit meaning.

Drama on the King of the Mountains

Paragraph 1 Nanga Parbat, also called Diamir, the King of the Mountains, has the highest rock and ice wall in the world. With its three vast faces and a height of 8126 metres (26,660 feet), it has attracted—and destroyed—climbers for over a hundred years. In August 2005, it seemed as though the King of the Mountains was about to claim yet another victim: the Slovenian Tomaz Humar, a globally respected climber and a mountaineering legend in his own country, who had set off on a solo ascent on 1st August in what he knew was uncertain weather.

Paragraph 2 Humar had been waiting in Base Camp for weeks for bad weather to lift, but conditions remained relentless, and on his blog he wrote that it would be madness to set off in such weather. Then American climber, Steve House, and his climbing partner arrived at Base Camp. He too was determined to reach the summit, having climbed the infamous, uncharted Rupal Face, a 14,800-foot vertical nightmare of stone, snow, and ice. His rival's plans to ascend via the same route pushed Humar into starting his ascent, despite the far from ideal weather conditions. All went well for the first couple of days. As House bided his time at Base Camp, Humar climbed well, but then fog, drenching snowmelt, and avalanches stopped his progress at 6000 metres. He could neither ascend nor descend, and so dug himself into a snow hole.

Paragraph 3 On 5 August Humar radioed Base Camp and asked Nazir Sabir, President of the Alpine Club of Pakistan, for a rescue helicopter. As news of Humar's dangerous predicament flashed around the world, all eyes were on Pakistan to save the life of this Slovenian alpinist-superstar. Sabir and Colonel Manzoor Hussain briefed the Pakistani Foreign Minister and it was agreed that no effort should be spared in effecting a rescue. But the weather remained resolutely against the courageous helicopter pilots. Despite coming within 40 metres of the stricken climber, high winds, mist, cloud, and snow twice forced the rescuers to abandon their dangerous mission. Humar remained trapped for the fifth day, his rations running dangerously low and his spirits dampened by hearing the helicopters disappear, driven away by the ferocious winds. He spent another night huddled in his sleeping bag.

Paragraph 4 Humar fully expected the next day to be his last, but his uneasy sleep was broken by the sound of a helicopter and his radio link told him that another rescue attempt was under way. The helicopter came close but was unable to hover safely in the thin air, and Humar's hopes were again dashed. But with a truly dazzling display of skill and courage, the pilots of a second helicopter managed to hover, with its blades only a few

feet from the rock face. Three ropes weighted with rocks dangled from the chopper skids, and they came closer and closer to Humar as the two pilots manoeuvred the helicopter gently back and forth. They passed oxygen masks from one to the other as avalanches crashed past and they manoeuvred amidst the spin of turbulence. Finally, Humar managed to hook one of the ropes with his axe and attach it to himself.

Paragraph 5 Now the pilots were faced with yet another serious problem. The steel ice screws by which Humar had attached himself to the mountain were still holding fast: the helicopter was, in effect, tied to the mountain face. Humar had prepared a knife to cut the rope, but his hands were too frozen even to locate it, let alone use it. Swinging in the propeller gusts, he waited for the rope to snap—or else the helicopter would lose power and crash. The elastic ropes stretched, putting increasingly ferocious pressure on the helicopter, until suddenly the screws snapped, the helicopter swung precipitously, and Humar was catapulted into the air. He was now swinging free at the end of the rope where he remained until the mission returned safely to Base Camp. The two pilots, Lt Colonel Rashidullah Baig and Major Khalid Amir Rana, had risked their lives to rescue Humar, as had the pilots whose rescue bids had failed.

Paragraph 6 No one denied Humar's safe return was a triumph for all those who had been part of the rescue efforts, but some questioned the climber's decision-making. Everyone acknowledged the Slovenian's monumental climbing achievements: he had descended the 25,770-foot Nuptse in the dark after his partner had been blown off the summit in 1997; he had pushed a new line up the south face of Nepal's 26,795-foot Dhaulagiri in 1999. But concerns were expressed, as expressed by one elite climber: 'The intensive media interest in climbs, and the technology which allows minute by minute online reporting of them, puts too much pressure on the climbers,' he said. 'There's a danger that climbers will concentrate on creating a good internet story rather than on the climb. Also there's the psychological effect on the climber of knowing that a helicopter rescue is possible in the Himalaya. We've been air-lifting climbers off mountains for decades, but the Himalaya was the last bastion where rescue was not possible. Now Humar has set off in bad weather, determined to beat his rival, and called for a helicopter as soon as things went wrong. Climbers should not ask others to risk their lives to save their own.'

Paragraph 7 'Self-reliance is the essence of Himalayan alpinism,' said another climber. 'Now any ill-prepared egotist whose ability falls short of his Himalayan ambition can radio for help and expect others to risk their lives to save him, and there is one less place in the world where there is no safety net. I'm not criticising the staggering skills and bravery of those rescuers, but now any Himalayan ascent is worth less because the perception of risk has been altered.' Meanwhile, back in Base Camp, an unabashed Humar was reading thousands of emails from his fans and consulting with his team about future attempts. Steve House and his climbing partner who had stayed put when Humar had set off on his foolhardy ascent, made their attempt when the weather improved. They returned to Base Camp a month after Humar's rescue, having established the first new line on the Rupal Face for 35 years. Alpinism had been redeemed.

(Postscript: Tomaz Humar died while climbing alone on Langtang Lirung in Nepal in November 2009.)

Compare the two questions and their answers based on paragraph 1 that follow. The first is a question asking for explicit meaning, and the second requires implicit meaning to be read into the text.

For each one, consider how the meaning required to answer the question is directly stated in paragraph 1 of the text (explicit meaning), or if it needs to be interpreted to a certain degree from the text (implicit meaning). Write a brief explanation of how the answer has been created from the details given in the text.

a) Explicit meaning in paragraph 1

Q: Give two features of Nanga Parbat that show why it is such a unique and difficult mountain to climb.

A: It is unique as it has the highest rock and ice wall in the world, and difficult because it is over 8000 metres high with three vast faces.

b) Implicit meaning in paragraph 1

Q: In what way did the mountain seem to be ‘about to claim yet another victim’ in August 2005?

A: The climber Tomaz Humar had set off at a time when he realised there was a risk he could be stopped by dangerous weather conditions.

Now answer the following two questions based on paragraph 2 of the text. The first requires explicit meaning and the second requires implicit meaning. Use the questions and answers from paragraph 1 to guide you.

c) Explicit meaning in paragraph 2

Q: What made Humar wait in Base Camp for several weeks?

d) Implicit meaning in paragraph 2

Q: Explain what Humar was thinking when he started his ascent of Nanga Parbat ‘despite the far from ideal weather conditions’?

For the following examples from paragraph 3 of the text, you have been given the answers only. Like before, the first is the answer to an explicit question, and the second to an implicit question. This time, write a question for each, that would lead to the answers given. Use the questions based on paragraphs 1 and 2 to guide you in the different ways to phrase an explicit and implicit question.

e) Explicit meaning in paragraph 3

A: The weather conditions that forced the helicopter pilots to abandon the rescue were high winds, mist, cloud and snow.

f) Implicit meaning in paragraph 3

A: Hearing the helicopters disappear meant that Humar realised his rescuers had called off the attempt each time. He might also have felt that it meant that the weather conditions were too bad for the helicopter to return.

Now write your own sets of question and answer with explicit and implicit meaning for paragraphs 4 to 7 of the article. Set them out in the same way as the examples from paragraphs 1 to 3, starting with g) Explicit meaning in paragraph 4 Q and A, then h) Implicit meaning in paragraph 4 Q and A and so on.

Unit 2: Custom and Tradition

Supplementary task: Descriptive noun phrases

The 'Kaleidoscopes on Wheels' article includes several examples of noun phrases that include extra description to add detail to the things referred to in the text.

A noun phrase is built around a noun, but includes the words and phrases that add detail or information to it directly. For example, many nouns have a determiner of some kind in front of them to give information about which noun is being referred to: the book, a computer, my bicycle. But they can also include description just before and after the noun.

Look at the following examples of descriptive noun phrases from the Kaleidoscopes text, with the main noun in capital letters:

the booming truck-painting INDUSTRY

a tourism SYMBOL for Pakistan

small family-run paint WORKSHOPS

subsequent GENERATIONS of artists

Very often, the descriptive words positioned before the noun will be adjectives and others, and sometimes adverbs like 'very' used with the adjectives themselves. After the noun there is sometimes further detail given using a preposition to connect it: the prepositions 'for' and 'of' are used in the examples above.

The important thing to remember about noun phrases is that they are still really just nouns - things, places, people, or ideas and emotions - but just with more description. Noun phrases shouldn't start to include actions of any kind, or 'do' anything - that would suggest that a verb has been included and the phrase is starting to become something bigger.

1. Find the following nouns in the Kaleidoscopes text and write out the noun phrase around them, deciding where it should begin and end. The first has been completed as an example.

- a) noise (paragraph 1) = a background noise of traffic and blaring music
- b) masterpieces (paragraph 1)
- c) planes (paragraph 2)
- d) inscription (paragraph 3)
- e) bodywork (paragraph 4)
- f) eyes (paragraph 5)
- g) goods (paragraph 6)
- h) explosion (paragraph 7)

2. Adding description before, after, or both, to the nouns below from the Kaleidoscopes text.

The description you add doesn't have to fit with the subject matter of the Kaleidoscopes text. The first one has been completed as an example.

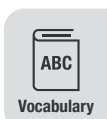
- a) boys = several tall, athletic boys
- b) truckers
- c) metal worker
- d) police
- e) bonnet
- f) company
- g) palaces
- h) traditions

Key to tasks in Unit 2



Page 22 Comprehension (Kaleidoscopes on Wheels)

- a) Some trucks have paintings of things from nature like flowers, mountains, streams and peacocks, and some have modern designs like images of film stars and military machinery.
- b) The text suggests that the people who drive trucks are the modern equivalent of traders and merchants over centuries who used whatever form of transport was available then to move their goods.
- c) The workshops are like a guild because they contain highly-skilled workers who specialise in a particular area of truck decoration.
- d) The work includes ornately carved patterns, and complex painting processes like layering pictures and glazing them.
- e) Drivers think there are several benefits to spending money to decorate their trucks, including attracting attention and custom, and keeping up a good image.
- f) Haji Hussain painted around the 1950s and one detail of his importance to truck art is that he was among the first group of skilled artists to paint on vehicles. Another significant detail of Hussain is his background in fine art, which he brought with him to his designs on carriages and trucks.
- g) i) Pakistan had a time of economic boom in the 1960s with opportunity for trade and business. ii) This was an advantage for truckers as they were needed to fulfil the growing demands of the transport industry.
- h) The truckers feel their trucks are part of their sense of identity, with the designs often showing the locality or business they are from. They also feel a well-decorated truck can give them status and are happy to invest a lot of money in designs to impress customers. Lastly, truck owners often feel a sense of history in their trucks, either in the tradition of decorated trucks, or in particular models they own, like the iconic Bedford lorries.



Page 22 Extension

Task 1

- a) booming (line 2) = getting bigger and more valuable
- b) inscription (line 23) = a fitting line of writing
- c) wrought (line 45) = designed and produced by hand
- d) intricately (line 47) = with fine and careful detail
- e) flamboyant (line 54) = colourful and eye-catching
- f) nostalgic (line 65) = with fond memories of the past

Use the words a–f in six sentences of your own.

- a) Many tourists had visited during the art festival and the hotel business was booming.
- b) The stonemason had carved their chosen inscription on the memorial plaque.
- c) They bought a bird bath wrought from a single piece of iron.
- d) When they took the back of the clock they could see how intricately it had been made.
- e) Some of the clothes the guests wore to the wedding were very flamboyant.

f) She saw a photo of her old school building and it made her feel nostalgic.

Task 2

- a) 'To gild' means to coat something in a very thin layer of gold or golden paint.
- b) To make the band leader stand out in the carnival they decided they would gild the belt of her uniform.
- c) guide and guile

Task 3

- a) A magnet is a piece of metal that can attract iron-based metals to it.
- b) After running away to sea at fourteen he had worked his way to the top and was now one of the world's most wealthy shipping magnates. They fitted magnetic catches to keep the cupboard doors closed in their caravan.
- c) magnificent and magnify

Task 4

- a) After giving everything in the contest, the two athletes embraced each other in their exhaustion.
- b) The play ended with one of the main characters being executed.

Page 25 Multiple meanings



Task 1

- a) Hello, would it be possible to make a reservation for a table for four at eight o'clock this Thursday?
- b) I would love to take the job, but my only reservation is how far I would have to travel each day.

Task 2

- a) The vase is regarded as priceless and is expected to sell for a record amount.
- b) Your suggestion proved invaluable, as the one I had initially intended to buy turned out to be a fake.



Page 29 Use of language (Talking the Night Away, Spanish-Style)

- a) The blogger conveys the idea that the tradition is very old, and also that it has been passed down through the generations of families.
- b) The phrase refers to things that happen between people face-to-face rather than online.
- c) The blogger creates the effect of reminding the reader of all these familiar distractions, and also to emphasise how many there are in everyday modern life.
- d) The description of the voices as 'high, low, reedy, growly' creates the impression of people of very different ages and characters talking and mixing, and the 'chuckles, gasps, sighs' suggests that they are emotionally involved in what they are talking about.
- e) The blogger suggests that in the past there used to be many people outside talking in the street, but now the numbers have fallen very low.



Page 33 Comprehension (At the New Year Celebration)

- a) Low Hee was thinking that his wait was now over and the dragon was about to appear.
- b) Low Hee feels angry about having to go into the temple. One reason is how much he wanted to see the dragon, but had to go into the temple before it arrives. Another detail given is Hee's desire to poke the Buddha's statue when he entered the temple, to take his frustration out on it.
- c) He knows his grandmother asks for her fortune often, but he doesn't usually get to see or hear it, so he is interested to know what will happen.
- d) The grandmother looked at him like that to silence him as the fortune teller began. Low Hee felt he had to be respectful and obey her.
- e) Ee Tsang thinks the fortune teller is right and her grandson will leave her one day and never return.
- f) One detail is in the description of Ee Tsang's eyes that suggests she is crying, and another is in the detail given of her hands and her tight grip that suggests she is feeling strong emotion and perhaps trying to keep it hidden.
- g) Low Hee has had the way he sees his grandmother changed by her reaction, and he is also thinking about his future and where he might go, and why the fortune-teller said he would not return.
- h) At first Ee Tsang is eager for Low Hee to have his fortune told, and doesn't care if he will miss the dragon performance. She takes it seriously, and silences Low Hee when she thinks he might interrupt the fortune-teller. Once his fortune is told, she is shocked and seems unhappy, lowering her head as if in dismay.



Page 33 Usage

- a) wide portals (line 17) = wide entrance doors
- b) a mocking leer (line 19) = a unfriendly smile
- c) hangings dangled (line 22) = posters or fabric hung up
- d) finely embroidered (line 46) = stitched with patterns and detail
- e) work around themselves (line 48) = each constantly circling and pressing the other

Page 33 Homophones and synonyms

Task 1

- a) porcelain / fine china = synonyms
 - b) rheumy / roomy = homophones
 - c) tumblers / acrobats = synonyms
 - d) cymbals / symbols = homophones
- a) The tea served by the street vendors was piping hot and served in fine china cups.
 - b) They decided to stay for the week in a hotel with a roomy apartment on the top floor.
 - c) He was amazed at the dancing that went on late into the night with acrobats in colourful costumes.
 - d) Every shop had put up decorations covered in gold and symbols for the celebrations.

Task 2

Complete the following pairs with the word asked for.

- a) soothsayer = fortune-teller
- b) gild = guild
- c) wizened = ancient
- d) raised = razed

Page 34 Similes

- 1) The dragon's mouth is being compared in size to an open window. It shows how Low Hee is impressed by the dragon.
- 2) The way the grandmother is holding Low Hee's sleeve tightly is compared to the tension in her face. This simile shows the tension Low Hee picks up on in his grandmother's demeanour.

Page 34 Customary and traditional



- a) customary or traditional
- b) customary
- c) traditional
- d) custom
- e) traditional
- f) customs

Sample lesson plan, Unit 2 Custom and Tradition

- Topic:** Expressing an opinion in writing
- Time:** 80–90 minutes (2 lesson periods)
- Aim:** To practise reading for explicit meaning and implicit meaning as separate skills.

WORKSHEET Explicit and implicit meaning questions

Read the Early Days text below and then use the questions that follow to test your reading for explicit and implicit meaning specifically.

Early Days

Paragraph 1 I start infant school at Hotham School. It is a big, red-brick Victorian school with two concrete playgrounds. The ground floor is the infant school, the first floor is the junior school and the second floor is mysterious. Inside there is wooden parquet flooring and the classrooms are bright and colourful. I do have a growing awareness of being different: both foreign and not Christian. In the holidays and at weekends, I play in the street with the other children. They are of all ages and races. We wander around the neighbourhood with impunity, although my parents prefer that I stay within the immediate vicinity of Weiss Road. There is a sweet shop around the corner from our house. Whenever I get a penny or two, I go immediately to the sweet shop to spend the money.

Paragraph 2 Our latest fashion is ‘Tarzan’ cards. They come in packets: four cards with a stick of bubble gum. Each card shows a scene from a cartoon Tarzan story. I really don’t like bubble gum, but I like collecting the cards. I carry my thick wad of cards around with me in the street. One day, two older boys, who I know by sight, approach me. One is black and one is white. The white boy also has a stack of Tarzan cards. The black boy says that we can play a game in which we will win Tarzan cards from each other. He knows the rules and will show me how to play. We squat on the pavement outside my house and play the game. The black boy is orchestrating the game; the white boy is the other contestant. I don’t really understand the game at all. Each time I pull one of the cards from my pile, the other boy also pulls a card from his pile. The black boy examines the two cards and then declares the winner. The white boy keeps winning and also gets to keep both of the cards each time. I don’t understand how this works, but I keep playing, in the hope of winning my cards back.

Paragraph 3 In a very short space of time, I lose all of my precious Tarzan cards. This is a horrible, unbelievable thing that has happened. I am frantic and miserable as I realise that, because I have no more cards, I can’t play any more, so there’s no chance to win my cards back. I notice that the black boy has a very cunning smile as the two of them walk away with all of my Tarzan cards. I run inside to tell my mother. She is dressed like a cleaning woman: rubber gloves, apron, scarf over her hair. She seems always to be cleaning the house. Very upset, I tell her what happened, hoping that she can make it right. She looks very tired.

Paragraph 4 At the end of the school year, my mother takes my two brothers and me with her to Pakistan and we live at my grandparents’ big house for the entire summer vacation. My father continues to work in London; he has no choice. My mother is highly stressed by the misery, humiliation and poverty of life in England (not to mention the cold and the rain), and is possibly having a nervous breakdown. She is seriously considering moving us back to Pakistan permanently.

Paragraph 5 My grandfather is a tall, distinguished man with a bald head. One day he takes me to work with him; he is the Manager of the railway station. He wears a white short-sleeved shirt and dark trousers, and carries a leather satchel. We travel to the railway station in a motor rickshaw. His office has many open windows which look out onto the tracks and let in the blazing sunshine, and a fan blows across the room, oscillating steadily throughout the day, marking time like a clock. There are several essential paperweights on his desk, smooth glass orbs with colourful trinkets embedded inside them. Many men come to see my grandfather, talking about important matters to do with trains, and he reads and signs endless papers. He introduces me as his grandson who lives in London; I try not to fidget too much.

Paragraph 6 My mother explores the idea of us attending school in Pakistan, but eventually she decides to give England another try and we arrive back in London. I can see my father through the glass wall at Heathrow Airport, waiting for us. It is good to see him again.

(From *Unimagined: a Muslim Boy meets the West* by Imran Ahmed)

Paragraph 1:

(explicit meaning)

- a) What was the school building like?
- b) How does the writer spend his leisure time?

(implicit meaning)

- c) What made the writer feel the same, and not the same, as the other children?
- d) How much freedom was the writer allowed?

Paragraph 2:

(explicit meaning)

- e) Explain in your own words how the older boys take advantage of the writer.
- f) Why does the writer not withdraw from the game?

(implicit meaning)

- g) Why does the writer carry his Tarzan cards around with him?

Paragraph 3:

(explicit meaning)

- h) Explain in your own words how the boy felt after the game.
- i) Which phrase tells you about the winner of the game?

(implicit meaning)

- j) Why does the writer's mother 'look tired' when listening to her son's story?

Paragraph 4:

(explicit meaning)

- k) What are two reasons for the writer's mother being 'highly stressed'?

Paragraph 5:

(implicit meaning)

l) Why does the writer 'try not to fidget too much'?

m) The writer's grandfather was 'a distinguished man'? What two aspects make him seem this way to the writer?

(explicit meaning)

n) How does the writer's mother change her mind and how does her decision affect the writer?

Unit 3: The Desert

Supplementary task: Narrative writing

The following text is a non-fiction narrative account of a taxi ride in Maputo, the capital of Mozambique in East Africa. In the text, the writer, Nick Middleton, is travelling in Mozambique in 1992, and staying with his friend, Alex, while he is in Maputo.

Maputo Taxi Ride

The streets of Maputo were full of superannuated taxis. These antediluvian vehicles should by rights have ceased to function decades before; that they continued to defy the laws of physics was a tribute to the mechanical ingenuity of the old-timers who sat behind their wheels. I don't know anything about car maintenance, but I was sure that the manufacture of spare parts necessary for the antiquated Peugeots and Citroens that chugged around Maputo must have been discontinued years ago. The most venerable cab I caught was early one Saturday evening when Alex and I set out for an open-air rock concert, held at a football stadium some miles out of town. Getting around Maputo was often a problem, if the destination was not on one of the set routes. The taxis all seemed to congregate at a single taxi rank, a half-hour walk from Alex's house, next to the central market in the town. Apparently a company had recently been established which would send a cab to your house when telephoned, but since Alex didn't have a telephone, this was not an option for us.

The light was fading as the two of us made our way down the road when an ancient Peugeot cab passed at a stately pace. We hailed it and the driver stamped on the footbrake, juddering to a halt in the middle of the road. He kept the engine running as we negotiated a fare. Then, as we climbed in, the engine cut out with a tired popping sound. The driver, an elderly gentleman with a shock of white hair, seemed unconcerned. He took his foot off the brake and rolled down the hill to jump-start his vehicle. Several of the springs were missing from the back seat and I sank into a cavity caused by a thousand passengers. Through the floor at my feet, a number of sizeable holes allowed us to observe the roadway over which we were passing. I tried to wind down my window, but the absence of a handle made it impossible. As we bumped over a minor pot-hole, however, the taxi seemed to have read my thoughts, because the glass from the window bounced neatly out of the door frame and into my lap. Alex laughed. 'It's an automatic,' he said.

We drove gently into town, which was not the route we should have been taking to reach the football stadium. Alex pointed this out to our driver, who explained that since this was a long-distance trip (it was about eight kilometres) he would have to find sufficient petrol for the journey. This proved a bit of a problem. We chased around several locations before finding a man who gave us some fuel from his petrol can. We set off past the Botanical Gardens and rounded the corner of the bay to proceed at about twenty miles per hour in a north-easterly direction. The

driver seemed to be having some trouble with the gears.

'How old is this car, Senhor?' Alex asked the driver.

'Oh, many years,' the old man replied, 'perhaps about thirty.'

'Don't all the gears work?' Alex asked him.

'Oh, all the gears work all right, but not all at the same time,' he replied.

Half-way along the most remote stretch of road leading up the coast out of town we got stuck behind a car driving more slowly than we were and the driver's comment on the gears was justified. He was unable to change down from third and we stalled. We rolled to a gentle stop in the middle of the road. The driver twisted the key in the ignition.

The engine turned over but did not ignite. He tried again. Still no luck. He made several more attempts before we suggested we could give him a push. Fifty metres down the road there was still no life from the engine. A gentle sea breeze rustled the fronds of the coconut palms which lined the beach and a crescent moon was up and shining a clean white light over the proceedings, contrasting with the weak yellow beam from the taxi's headlights. We were stranded on the most remote stretch of the road, a mile from anywhere.

The driver seemed supremely unconcerned. He switched off the headlights, folded his arms and just sat there in the middle of the road, saying nothing. He was in tune with his vehicle, they had both simply stopped. A large lorry appeared around the gentle bend in the road behind us. We were caught momentarily in its forward beam before we moved quickly to the side of the road, expecting the worst. The lorry sounded a lethargic horn as it swerved to avoid the dead taxi in its path. We decided to try one more push and as we gathered speed the engine spluttered into life. We jumped back into the vehicle as the driver revved the engine without comment, and ground it into gear. The back seat had come away from its moorings and was wedged down beneath the front seats, one corner sticking out of my door so that it wouldn't close. I had to hold the door to as we continued our stately progress up the coast road. We all held our breath as we turned off the tarmac on to a sandy track leading the final mile or so to the stadium.

(from Kalashnikovs and Zombie Cucumbers by Nick Middleton)

Creating atmosphere

The taxi and other vehicles moved slowly because they were so old, and there is an atmosphere of liveliness and humour in Middleton's account..

- a) Make two headings: Slowness of the vehicles and Liveliness and humour. Make a list of all the words and phrases which contribute to these two elements in the text. The first couple of phrases have been added as an example.

Slowness of the vehicles

chugged around

about twenty miles per hour

Liveliness and humour

the window bounced

We chased around

- b) Which words are used more than once? What does this repetition contribute to you the effect of the text?

Narrative writing

You are going to produce your own piece of narrative writing in response to the task below. Before you plan and write your own, read the two student examples from Imran and Parveen, of the first parts of their compositions, and the activity that follows to consider how effective they each are.

Write a story about a very strange taxi ride.

Write about 350 to 450 words.

Up to 10 marks are available for the content and structure of your answer and up to 15 marks for the style and accuracy of your writing.

Imran opening

I made my strangest taxi ride last summer. It was a very hot day and I was tired so I decided I would get a taxi back home. It was a relief to be in the taxi after walking through the streets. The taxi was a Morris Minor and the taxi driver told me he was very proud of it.

'This taxi is very old,' he told me. 'It belonged to my father, but he died last year.

Now it's mine and I look after it carefully in his memory.'

'Well, it's certainly very smart,' I said. 'How old is it?'

'It is thirty-three years old,' replied the taxi driver. 'But since my father died it has a special quality.'

'What is that quality?' I asked.

'It can fly!' answered the taxi driver.

I thought he was joking and I laughed.

'You don't believe me, do you?' asked the taxi driver.

Suddenly I felt the taxi splutter and judder. I saw wings like the wings of a plane come out of the sides of the taxi. We were flying.

Parveen opening

As soon as I stepped into the taxi, I felt uneasy. The hairs on my arms stood on end and a strange draught went down the back of my neck. I settled into my seat from where I could see the driver's eyes in the mirror. What eyes! They were dark brown, but had an eerie, fiery gleam in them. I looked away quickly and gazed instead at the press of traffic around us, which was churning out nasty black fumes.

'Nasty traffic fumes, aren't they?' said the taxi driver suddenly in a deep, gruff voice.

'Yes, indeed,' I replied, rather alarmed by the way he could read my thoughts and by his voice which was like the growl of a bear.

'Let's be rid of it all, shall we?' answered the driver and I could see in the mirror that his eyes were flashing red.

Suddenly I almost fell to the floor as the taxi gave a tremendous shudder. Lights flashed on its dashboard, the roof opened and, as I watched open-mouthed, a gigantic red balloon inflated and lifted the taxi vertically up into the sky. We were flying!

Now use the following headings to make notes on the strengths and weaknesses you see in Imran's work and Parveen's work: Accuracy, Vocabulary, Effectiveness. Once you have done that, read the teacher commentaries below and compare them with your points.

Imran commentary

Accuracy

- Accurate sentence structure, though unadventurous and unvaried
- Accurate spelling but spelling skills not tested by difficult words
- Direct speech correctly punctuated and set out
- Question marks and exclamation mark correctly used
- Tag question correctly structured and punctuated

Vocabulary

- Appropriate vocabulary, but generally unadventurous and repetitive such as taxi
- ‘splutter and judder’ and ‘in his memory’ are the only higher level phrases
- Verbs are ‘safe’ rather than adventurous: was used five times before the first line of dialogue; come in the penultimate sentence
- General lack of qualifying adjectives and adverbs which would have brought life and interest to the writing

Effectiveness

- Good idea but the build-up to the climax is dull
- The lines before the dialogue do not create an atmosphere and do not particularly engage the interest of the reader.

Parveen commentary

Accuracy

- Accurate and varied sentence structure including complex sentences
- Brief verbless exclamation used for effect: What eyes!
- Direct speech correctly punctuated and set out
- Tag question correctly punctuated and structured
- Accurate spelling, including difficult words, such as draught; fiery
- Exclamation marks used sparingly for effect

Vocabulary

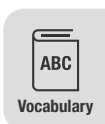
- A variety of interesting words to convey atmosphere, such as a strange draught; an eerie, fiery gleam
- A variety of interesting verbs: churning; were flashing
- Plenty of adjectives and adverbs add interest and atmosphere to the writing
- used for effect like the growl of a bear

Effectiveness

- Good idea with suspense built up from the very first sentence
- Vivid description makes the reader identify with the feelings of the main character
- Intriguing suspense maintained throughout the paragraph
- Climax kept until the end.

Now plan and write your own response to the narrative writing task, bearing in mind the evaluation you have undertaken of Imran’s and Parveen’s work.

Key to tasks in Unit 3



Page 39 Derivational suffixes

Task 1

- a) i) greeny-blue. ii) adjectives ‘green’ and ‘blue’. iii) ‘greeny-bluey’ tries to describe a colour that is a mixture of both green and blue.
- b) i) achy. ii) noun or verb ‘ache’. iii) ‘achy’ uses the particular feeling of pain experienced in having an ache and turns it into a description of how her arms and legs feel.

- c) i) weighty. ii) noun 'weight'. iii) 'weighty' means the emotion and sense of occasion feel heavy and difficult to manage.
- d) i) spotty, wobbly, clammy, squelchy. ii) noun 'spot', nouns and verbs 'wobble' and 'squelch'. ('clammy' is an adjective that isn't derived from another modern English word, although it originally came from an Old English verb now long out of use.) iii) The words come from different ways of describing various characteristics of the toad's appearance and what it is like to touch.

Task 2

- a) fluff = fluffy, What a fluffy cat!
- b) shake = shaky, His hands made the camera shaky.
- c) luck = lucky, This could be your lucky day.
- d) fat = fatty, She cut the fatty parts off the meat.
- e) paint = painty, The class's fingers were all painty.
- f) wood = woody, Some shrubs had grown woody.
- g) push = pushy, One pushy customer made them call the manager.
- h) scrap = scrappy, It was just a scrappy drawing and got thrown away.
- i) sport = sporty, They were a really sporty family and outdoors all the time.
- j) rat = ratty, He started to get ratty and lose his temper.
- k) jam = jammy, He guessed the right card but it was pure luck - totally jammy.
- l) cheese = cheesy, Everyone cringed at the cheesy music the teacher put on.



Page 40 Comprehension (Storm in the Desert)

- a) It was one that could kill the people, plants and animals caught in it.
- b) Auntie is distressed and doesn't know what to do, shown by the way she is speechless and holds her hands up in a gesture of despair. The cousins are afraid, shown by how they are hiding behind their mother and their wide-eyed expression.
- c) The wind is so strong that the characters cannot hear their own voices. Another detail of its strength is the way it forces sand through their clothes.
- d) The sand-storm has buffeted them and left their skin raw and sore, and they have also lost their voices.
- e) Baba is completely covered in white sand and dust and so looks ghostly. The effect of his eyes being red is also frightening, especially against the pale colour, like how the ghost of someone dead might be imagined to look.
- f) i) The desert now looks completely different. ii) Their walk is now over hilly dunes and there are no longer any shrubs or plants along the way.
- g) She is happy the camels have returned and hopeful that Grandfather may be with them.
- h) Shabanu notices immediately that Grandfather is missing when the room is first lit and is worried about him, shown in the way the second paragraph ends with a repetition that he is missing. She shouts to try and find him in the storm and stays out for as long as she can, showing her determination and desperation to find him. She is delighted when her hopes that he will be safe with the camels turn out to be true and he returns.



Page 40 Implicit and Explicit meaning

- a) The answer is based on explicit and implicit meaning here, to understand the explicit meaning of 'monstrous', and implicitly to see what parts of that apply to the way it is described.
- b) Requires implicit meaning to be answered. There is no specific detail given of how Auntie and the children feel, only a description of their facial expressions and gestures, which need interpreting.
- c) Requires an answer based on explicit meaning. It focuses on explicit descriptions of the wind and its effects on the people and area around.
- d) Requires explicit detail of the description and effects of the storm, and an implicit understanding of which of them would mean the search is going to be unsuccessful.
- e) Requires implicit meaning as Baba is not literally a ghost, so the description is figurative and needs translating into the details given.
- f) Requires explicit meaning to pick out details from the text that show the way the storm has altered the land and their walk.
- g) Requires implicit meaning to consider what the sound of the bells means for Shabanu.
- h) Requires both explicit and implicit meaning. Some of Shabanu's feelings are shown directly in the text, but others are implied by the things she does, or the way she is described, and both will be necessary to give enough evidence to secure all three marks.



Page 45 Comprehension (Sahara)

- a) i) Because Amadou is the chef, Palin is worried he will kill and cook the gazelle. ii) He sees Amadou trying to feed and care for the gazelle, so he no longer thinks Amadou will cook it.
- b) The scenery doesn't seem to change so it feels like they could just be stuck in the same place.
- c) Palin suggests that his experience of life in the desert has usually been one of people taking things slowly and in a relaxed way, so the sudden 'commotion' seems unlike what he has been used to.
- d) The people are alarmed and concerned with how to get rid of the snake at first, with Izambar immediately attacking it. Once it is dead though, everyone is relieved and finds the situation more amusing, shown by the joking that follows with Izambar trying to scare Palin and then pretending to eat it to make people laugh.
- e) After initially thinking their journey was monotonous and featureless, Palin witnesses the sand viper and scorpion incidents that show how unexpected dangers can appear, and then sees the paragliders flying overhead, showing other people are there too.
- f) Palin realises the beetles had been trying to get into his tent all night, and they then try and get into his things as he packs, suggesting they want to find out what these new items in the desert are.
- g) Palin thinks he and the cameleers have got to know and like each other and formed a relationship through the journey they have undertaken.
- h) Palin feels sympathy for the young gazelle they find and is troubled by the idea it might be killed and eaten. He feels differently about the snake and scorpion though as they are both killed, but he feels they are a danger. He is interested in the paragliders he meets, watching and noting what they do and asks them questions.



Page 45 Use of Language (Sahara)

- a) Palin suggests that the desert has had signs of life in the past, but these are no longer to be seen and have been removed by the sand and heat.
- b) By likening Francois to a boy, he gives the impression he is enthusiastic about his hobby. The paraglider being described as a new toy suggest it is something Francois is proud of and that it is a lot of fun.
- c) The phrase suggests Palin starts to feel anxious about what might be outside his tent, and in gathering the courage to open it, shown by his heart rate increasing.
- d) The way Palin lists the things he has seen in the desert in the same way one after the other by using 'And' each time creates the impression that he has in fact found the desert to be full of creatures and incidents.
- e) Palin suggests that the desert is wearing the cameraman down physically and mentally, and made him paranoid.



Page 45 Semantic fields

Task 1

- a) quietens (line 11) = means they are not only quieter in volume, but slower and thoughtful
- b) commotion (line 13) = a period of activity and noise
- c) clowning (line 21) = joking and silliness
- d) languid (line 24) = slow and relaxed in his movements
- e) drone (line 30) = a persistent noise
- f) surreal (line 33) = strange and unexpected
- g) dishevelled (line 50) = untidy and not properly looked after
- h) write-off (line 57) = too broken to be worth mending

Task 2

'dishevelled' and 'write-off' create a mood of damage and carelessness

'clowning' and 'surreal' create a mood of what is happening being strange and unreal

'quietens', 'languid' and 'drone' create a mood of things being unchanging or inactive



Page 48 Desert, Dessert, Deserts

- a) desert
- b) deserted
- c) desserts
- d) deserted
- e) desert
- f) deserts
- g) deserted



Page 50 Comprehension (Walking Across the Desert)

- a) Davidson is thinking how endless and unchanging the passage of time feels as she walks at this point in her journey.

- b) At first she is relieved, thinking 'Thank God', but once she finds the holes are empty, she starts to feel like she is losing control.
- c) Davidson uses the image of a string to represent something that is holding together her ability to cope, and she realises how important it will be to her survival not to start panicking.
- d) The 'powerful' voice shows the doubts Davidson was having about her journey and whether she would be able to make it, and the third voice that is just screaming suggests how afraid Davidson was deep down.
- e) Davidson panics about whether there will be any water at Mount Fanny and even whether she will reach it before dark when she is nearly there. Her panic starts to go as she goes over the last sand hills, and she cries with relief when she touches the rocks.
- f) She looks back at how doubtful she had been that there would be water and now thinks she had only been worrying without any reason, and only because she was so tired.
- g) Davidson feels refreshed and calm and sees life and the world around her differently. For example, her body feels completely well and she likens her movements to an eagle flying. Her mind is also clear and untroubled and she describes it a bit like water, 'clean and sparkling'.
- h) At first, Davidson starts to feel unsettled as she gets used to experiencing in the desert where 'time was different' and the cold. She feels a strong sense of self-doubt after finding the first rock holes had no water and starts to have disturbing dreams where she hears voices. On the morning she finds the mill, she feels happy, shown how she finds beauty in her surroundings again, like the way the 'colours danced' at dawn.



Page 51 Use of Language (Walking Across the Desert)

- a) Davidson suggests she is stuck in the same environment and experience as she walks along the road, with the same surroundings and weather.
- b) Davidson gives the impression that she feels the natural world and in particular the night wants to do her harm. She also creates the impression that she is trapped by it and cannot escape, even when she is asleep.
- c) The word 'croaked' suggests her voice is too weak or inarticulate to help her, and even suggests she has become almost inhuman and animal-like.
- d) The repeated short questions create the effect of Davidson's self-doubt, questioning herself, and also how her thoughts are panicked, with how many questions there are and how quickly they come.
- e) Davidson's use of dialogue and the sentence 'over and over and round and round' conveys the impression of her feeling of anxiety and the obsessive nature of her thoughts. The repeated words here mimic the repeated questions, commands, and replies in the passage, and the words 'over' and 'round' reflect how they keep on returning while she is in this state of mind.



Page 51 Literary devices

- a) They create a philosophical tone, as if the text is partly considering the meaning of life and the universe.
- b) Repeated words and phrases, like 'Sand hills came and sand hills went.' occur throughout the text and create a sense of the rhythm of the time Davidson is experiencing. There are also ones that are repeated across the text like the word 'cold', which emphasise what she is experiencing and keep it in the reader's mind.

- c) The personification of the oaks shows how they 'sighed' and are 'trying to grab at' Davidson, which makes the landscape seem unwelcoming and even dangerous to her.
- d) The moon is described as being 'cruel' among other things and shows how Davidson feels under threat in a hostile environment at this moment.
- e) The idea of string is thin and fragile and creates the image that it could easily snap or become undone, like her state of mind.
- f) It makes the sky seem ugly and moist, and also unnatural, reflecting the raindrops Davidson feels that never seem to hit the ground.
- g) This metaphor conveys the idea that the desert is somehow conspiring against her in secret.
- h) The zoomorphism here conveys the idea that Davidson is starting to feel not fully human, perhaps physically in the conditions she is enduring living outdoors, and in her state of mind being without contact with other humans.
- i) The short sentences create a disjointed rhythm, and a similar effect to the uncertain and stop-start nature of Davidson's progress at times.
- j) The imagine dialogue is effective as there are no other characters in the passage, so this is an interesting device to question and show Davidson's thoughts. It also created the effect of Davidson experiencing some kind of psychological problems in the conditions she is in.
- k) The alliteration of sounds like 'b' links together certain ideas and words, like the way 'bundle, blankets, brittle, black, bushes' create a sense of the discomfort of Davidson's sleep at times.
- l) The 's' sounds create a kind of whispered effect, reflecting the stillness and silence of the dawn as Davidson awakes.

Page 52 Synonyms and antonyms



Task 1

- a) constellations (line 19) = patterns of stars
- b) limbo (line 23) = being in a state of uncertainty between two things
- c) menace (lines 33, 34) = something threatening that means harm
- d) engulf (line 47) = completely cover over
- e) spine (line 51) = a length of hard ridge
- f) immensity (line 52) = something very large, in this case the expanse of desert
- g) trace (line 58) = sign or small amount
- h) fatigue (line 58) = mental and physical tiredness
- i) invigorating (line 62) = refreshing and giving energy

Task 2

- a) leaden (line 16) = bright
- b) unravel (line 15) = tie together
- c) chaos (line 24) = peace
- d) panic (line 15) = calmness
- e) pitiless (line 31) = compassionate
- f) expanded (line 60) = diminished



Page 56 Ultra-prefix

- a) ultrasound = sound at such a high frequency it cannot be heard by humans
- b) ultraviolet = rays of light with very short wavelengths that humans cannot see
- c) ultramodern = so modern and up-to-date that it has only just become available or fashionable



Page 56 Comprehension (MDS - Marathon Des Sables)

- a) The marathon is extremely long, taking several days, and takes place in the Sahara Desert, which is one of the most extreme environments on earth.
- b) Ranulph Fiennes ran the race aged 71, which is past the age most people have retired from any kind of work entirely. The 20-year-old somehow completed the running race with multiple fractures in his leg.
- c) The rules mean that you not only have to run, but have to carry things like clothes and food with you as you do. The course is across 'inhospitable' desert with high daytime temperatures and no shelter while you run.
- d) The popularity of the race is partly said to be due to the scenery the course goes through, which is impressive and interesting. Competitors who take part in it often meet people that they form a special bond with while going through the same tough experience and become friends.
- e) i) The text describes this feeling in the context of a day where the temperature is 50 degrees centigrade, which will feel too hot to be running in. ii) They try and overcome it by holding onto the thought of how good it will feel to run the whole route and succeed in completing the marathon.
- f) Competitors who complete the marathon feel they have managed a major achievement, and also feel differently about life and its challenges, feeling that they can do anything if they put their mind to it.
- g) The Goethe quotation suggests that people who are decisive and try to do something difficult are on the way to achieving something impressive.
- h) Running in the Mds involves 'gruelling' physical and mental experiences, simply because of the details of its length and the climate it is run in. However, it also provides several rewarding and positive experiences, including the social time spent with other runners. Finally, there is the experience runners are left with if they complete the marathon, with the text suggesting it can provide a unique way of looking at life after you have achieved it.



Page 57 Context

- a) She had decided to sail around the world, but it would be a formidable task.
- b) Because of how remote the area was, the hikers would have to be self-sufficient for the entire trip.
- c) The meeting between the officials had gone very well and fostered a sense of goodwill.
- d) He had been swimming every day for a month and it was starting to have a positive impact on his health.
- e) There had been no rain at all throughout May and the fields were brown and parched.
- f) One particular artist had started to use stencils which had given her style of painting a new slant.

Sample lesson plan, Unit 3 The Desert

- Topic:** Using a variety of sentence structures for effect in Creative Writing
- Time:** 40–45 minutes (1 lesson period)
- Aim:** To vary sentence structure effects and produce more interesting and effective writing.

WORKSHEET Varying sentence structures in writing

The following opening paragraphs were written in response to the Composition narrative writing task:

Write a story which begins with the words, ‘The lift doors opened slowly’.

Write about 350 to 450 words.

Up to 10 marks are available for the content and structure of your answer and up to 15 marks for the style and accuracy of your writing.

1. The lift doors opened slowly and I walked out. It was my big day, the day of my interview which could alter the course of my whole life. In front of me was a forbidding door with the number 817 on it. I had been told at Reception to take the lift to the eighth floor and go to Room 817 for my interview with the manager, Mr Strappini. As I knocked on the door, I took a deep breath to try and stop my nervousness overwhelming me.

‘Come in!’ called a voice.

I opened the door and stepped into a brightly lit office where sat Mr Strappini behind a vast steel and glass desk on a high-backed black leather chair. I felt intimidated.

‘Good morning, come and sit down,’ said Mr Strappini in a bold voice.

I stuttered a reply and sat down. It was hopeless. I was going to fail.

‘Well, young man,’ he continued. ‘I see you have applied to work here. Tell me why.’

Mr Strappini smiled at me and this smile, combined with the wonderfully comfortable leather chair, gave me confidence.

‘Ever since I was a child, I have longed to be a scientist,’ I began.

2. The lift doors opened slowly...but what was this? It was definitely 11.30 a.m. on Wednesday, June 30th, the day of my operation. At Reception I had been told to take the lift to the eighth floor, which I had done. The lift had whirred its way up and up. So far, everything had been normal. But now?

Before me opened up a vista I had never seen before: a landscape of forests carpeted with strange red fungi beneath a dark grey sky. Had I stumbled into a film-set? I stepped into this mysterious world and touched the fungi. They were cool—and real. As I trod on them I heard a strange noise like a cry, and I watched in absolute amazement as they sprang back up as I walked.

I heard another cry, this time more like a barking, and I caught a flash of something grey and fast running between the trees. Wolves! I shuddered. This was menacing and I began to feel afraid. Suddenly a voice bellowed from somewhere amongst the trees.

‘Can I help you?’

Now I really was terrified; I stood motionless, shaking from head to toe. Then I saw it.

- a) Identify any of the following sentence features in each of the composition openings above:

question; exclamation; ellipsis; colon; semi-colon; verbless sentence; short sentence; dialogue; reversed subject-verb order; complex sentence; subordinate clause.

- b) Are there any other features in the pieces that you think contribute to the variety of their sentencing?
- c) What is the effect of these features
- d) Explain which piece you enjoyed reading most and why.
- e) Give a mark out of 10 for A and for B so far.
- f) How would you develop each piece further and bring each to an ending?
- g) Choose one of the pieces and write it out, but including any changes you would like to make to the sentencing to make it even more effective. Then write your own continuation to the piece so that it ends well and is between 350 and 450 words in total.

Unit 4: Food

Supplementary task: Discussing food and poverty

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'. Use the following prompts to discuss what Guo Yue might have meant about both food and poverty, and your own views.

- a) How do you think 'lack of food' made Guo Yue feel about poverty?
- b) What does Guo Yue's image of a potato that is chopped 'very thinly and beautifully' suggest about his views on food?
- c) What do you think about the relationship between food and money? Can you give examples related to both poverty and wealth?
- d) What positive and negative effects on the way people eat can you see in both having a lot of money and a little?
- e) How do you think society should balance the money people have and the food they eat?

Supplementary task: Expressions and phrasal verbs

The following are examples of expressions and phrasal verbs related to the verbs 'to eat' and 'to feed'.

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 = to eat out of. The King ate from golden dishes. The King ate off golden dishes. (Both are correct.)

To feed off = to take nourishment.

They fed off the very best meat available.

This phrasal verb is also used in another context: 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.

The class nibbled away at their break-time biscuits.

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.

Key to tasks in Unit 4

Page 61 French food terms

- a) à la carte = a menu with each dish or item priced separately
- b) casserole = slow-cooked meat and vegetables - also a name for the dish it is cooked in
- c) hors d'oeuvres = small dishes served before the main meal
- d) marmalade = a kind of jam made from citrus fruits
- e) mayonnaise = a sauce made with oil and egg yolks



- f) meringue = a mixture of egg whites and sugar that is beaten and baked
- g) puree = food of any kind that is turned into a thick and smooth liquid
- h) trifle = a dessert served cold that is made from layers of jelly, cake, fruit, custard and cream

Further terms = bain-marie, lardons, soufflé



Page 61 Comprehension (The Culinary Delights of Lahore)

- a) Meat is very popular in Lahore and is cooked in ways that involve a high fat content, with lots of oil and butter used.
- b) The text suggests that there are only three foods the vegetarian will be able to eat - naan, dal and raita - and the people of Lahore wouldn't sympathise with the reason why the vegetarian is missing out on so many delicious meat dishes.
- c) The writer means that he ate too many dishes with a high butter or fat content and they led to a high cholesterol level which may have caused the heart operation he needed.
- d) i) The pieces of fresh meat used to make the dish are hanging up for the customer to see. ii) The customer has to choose the piece of meat they would like made into their meal.
- e) Paayey has to be cooked overnight until the marrow has come out of the bones of the sheep or goat feet being used. A good paayey must leave the diner's fingers sticky after it has been eaten.
- f) The writer is aware that he has only highlighted meat dishes so far in his article, and also people might think the Lahore cuisine is a bit healthier if it includes a fish dish.
- g) Husain loves Food Street because lots of the good chefs set up kitchens in the street to give you a range of choices of dishes, and waiters bring diners food from any of the different stalls to wherever you have chosen to sit. Another great detail is that the road it is on is closed to traffic so that there is lots of room and a good atmosphere.



Page 62 Expressions and idioms

Task 1

- a) displaced (line 6) = removed
- b) ascribe (lines 8 and 20) = attribute
- c) lashings (line 20) = large, generous quantities
- d) glutinous (line 37) = gooey and sticky
- e) delved (line 38) = dug

Task 2

- a) fatal (line 4) = lethal
- b) small pieces (line 14) = morsels
- c) frying pan (line 24) = skillet
- d) decorated (line 38) = garnished
- e) inventive idea (line 49) = brainchild

Task 3

- a) 'Array' is a noun which means a display or a range. 'A ray' is a noun phrase that means a beam of light, or a kind of flat fish.

- b) 'Cross-legged' is an adjective describing a way of sitting with one leg over the other. 'Cross-eyed' is an adjective that describes when someone's eyes aren't pointing in the same direction, or are unable to focus.
- c) 'Bypass' is a verb meaning to create a different route around something and can also be a noun for a bypass that has been put in place. 'Pass by' is a phrasal verb that means to move past something.
- d) 'Fads' is a plural noun and means short-lived fashions that come about. 'Fades' is a verb that means something is becoming less visible or vivid.
- e) 'Ascribe' is a verb that means attributing the effect or responsibility of something. 'A scribe' is a noun phrase that means a person who is writing down what other people are saying.
- f) 'Misspent' is adjective that describes a period of time that was used for unhealthy, unproductive, or perhaps even illegal activity. 'Misspelt' is an adjective for a word with the wrong spelling.



Page 67 Comprehension (A Beijing Childhood)

- a) The writer is describing an area of homes that are tightly packed together with passages running between and behind them so people can get around. They have too many people living in them for the space available.
- b) Because of the Cultural Revolution that happened in 1966, people in China did not feel they could talk about some things freely. Instead they often talked about food as it was a subject they were allowed to have opinions on and everybody knew about.
- c) The space in the courtyards outside the homes was used by people playing their musical instruments as well as people preparing, cooking and eating meals.
- d) The text is referring to the family's yellow table, and it was at the heart of family life because it was the only table that was used and shared by everyone whenever they needed for different tasks.
- e) The ground became frozen hard so the people were not able to farm or do any other work on the land. Before the cold weather, everyone made dumplings to last through the winter and kept them frozen outside to eat when needed, so there was nothing to do except sleep and eat.
- f) Because Guo's father died in 1964 they no longer had his salary to live on. Guo's mother's salary was not enough for the whole month and they would run out and not have enough to buy the food they needed.
- g) Guo felt sad when he realised the clothes were going to be sold as he wanted to wear them himself one day. At the time he was also hopeful that they would be able to return to the shop and buy them back.
- h) Guo felt that food was something to enjoy and talk about with others, from the customary greetings and conversations the people he lived near would have often, as well as the stories he liked to hear from his parents about the food they would make to survive the long winters. He also felt tasty food like the dumpling soup he had in a restaurant can be a real treat.



Page 68 Homophones

- a) i) One of his favourite toys was a book with mazes in that you could try to solve by drawing the route out with a pencil. ii) The children in her class never ceased to amaze the teacher with the stories they told her. iii) In the farmer's field the maize crop was ripening with yellow corn-on-the-cobs appearing between the green leaves.
- b) Although he knew he wanted to work with computers when he grew up, he wasn't yet sure on the exact occupation he would enjoy most.

- c) to pour = to tip liquid out from a container, to paw = for an animal to touch something with its paw
- d) been = the past participle of the verb 'to be'
- e) The wart on his thumb hadn't gone away so the doctor decided to treat it with a solution he had to apply each day.
- f) It was the last over of the match and the turn of the captain to bowl.



Page 72 Use of Language (A Beijing Childhood)

- a) The writer suggests that the East Midlands does not have many highly-rated restaurants.
- b) One impression suggested is that the quality of the restaurant is very good and a valuable thing to have found - like a gemstone. It also gives the impression that it is an unexpected discovery.
- c) The writer changes the word to 'furlong' so that the 'f' sound at the beginning repeats the 'f' at the beginning of the word 'fenugreek' and makes it alliterative.
- d) The phrase 'happy accident' suggests that although the sauce came about through something that wasn't supposed to happen in a recipe, it actually ended up tasting really good, so became a new dish and the mistake ended up being a benefit.
- e) The image of the writer as he 'waddled away' creates the impression that he is very full after his meal at June Plum and also feeling content and in a good mood from the quality of the food he was served. He also creates the impression that he is taking his time walking along and enjoying noting the other restaurants and the supermarket now in the area.

Sample lesson plan, Unit 4 Food

- Topic:** Recognizing in a text similarities and differences; causes and effects / actions and consequences; advantages and disadvantages; problems and solutions
- Time:** 40–45 minutes
- Aim:** To recognise the relationships between information and points in texts.

WORKSHEET Identifying information and point types

Read the following ten pairs of statements and consider the way in which the information or points in them are related to each other.

Use the four different kinds of relationship listed below as a) b) c) d) to choose in each case. You might decide some of the pairs are related in more than one way and need two categories.

When you have finished, check your answers with those given in italics below the pairs.

- a) similarities and differences
- b) causes and effects / actions and consequences
- c) advantages and disadvantages
- d) problems and solutions

Write down your answers in the following way: 1=a, etc.

1. In the 1860s the valley bottoms were carpeted in flowers. 150 years later fields of vegetables are grown with pesticides.
2. 700,000 acres of almond forests produce 80 per cent of the world's almonds. There are not enough wild bees to pollinate all these trees.
3. There are not enough wild bees to pollinate all the almond trees. Two million hives are trucked in from other parts of the USA.
4. The bees are dying off in great numbers. Beekeepers are making large amounts of money from hiring out their hives.
5. The bees which are the 'keystone' of the food web die. The whole 'edifice' of the food web collapses.
6. We are producing mountains of cheap food. We have levelled biodiversity and made ourselves vulnerable.
7. The bees are suffering from a range of deadly viruses. We should allow the bees time to recover naturally.
8. Beekeepers across the USA reported cases of CCO. Beekeepers across the globe reported similar losses.
9. We worry about the loss of big mammals like tigers and elephants. We do not take enough notice of the losses in the insect world.
10. We have a high-tech, chemically dependent system of producing food. The immune systems of bees have been damaged.

(1=a, 2=b+c, 3=c+d, 4=b+c, 5=b, 6=b+c, 7=d, 8=a, 9=a, 10=b)

Homework

Write six of your own pairs of statements to illustrate the different categories a–d.

Underneath each pair of statements write a brief explanation of why you have identified them as each category.

Unit 5: Trees

Supplementary task: Proverbs and stories with morals.

Farmer Kristoff

Kristoff's farm lay in the most fertile valley surrounding Dorfsberg. He had been a farmer all his life and done very well. His crops grew tall and never failed, even when his neighbours suffered from drought or floods. Kristoff asked high prices at market, as he knew his fruit and vegetables and grain were so good. People sometimes grumbled when times were hard, but they would usually pay Kristoff's prices, and sometimes even had to when other farmers had nothing to sell.

This situation carried on for many years. Kristoff prospered, even when food was scarce and poorer people had to go without. He had been able to build fine barns and granaries to store whatever was left and keep it fresh for many months. One particularly bad harvest meant Kristoff's farm was the only one with anything at all to gather and sell. People were desperate for food. But Kristoff did not relent and sold only to those able to pay the full price, even though many had to leave the village and travel wherever they might find food - or starve.

After this, even the few business friends Kristoff had deserted him. Once he had been out in his farmlands, working his labourers hard after sunset, when he saw the worker's children playing on the bales of hay while they waited for their parents to be free. Kristoff walked over to tell them not to mess up his valuable hay. But as he approached, the children screamed and ran from him, leaving one small girl still struggling out of the hay, staring at him in terror.

Kristoff was taken aback. He worked people hard, but he had never shouted or hurt anyone. He asked the stranded child why the others had run away, and why she was so scared of him. "You are Kristoff the Cruel," she stammered. "Everyone knows you will sell us if you catch us, and keep us in your barns till market day comes!" Kristoff was stunned and stood staring over the child's head at the empty courtyard. The girl saw her chance and ran away as well.

From that moment onwards, Kristoff vowed to change his ways. He would be Kristoff the Kind and children would laugh to see him, and never run and hide from him again. He immediately called his labourers in. He paid them all their wages and gave in addition a solid gold coin for the extra time they had worked that day. He also told them each to fetch a barrow and take home whatever they could of the unsold produce stored up in his barns. The workers were amazed and hurriedly did as Kristoff said, stumbling away that evening with overflowing loads and their children skipping along beside them.

Kristoff was as good as his word. He raised the salary of all who worked for him, and set up a charitable house in the village where all the surplus produce of his farm was sent each week to feed anyone in need. In time, the village came to trust Kristoff, and got used to him staying on after market to help his fellow farmers, or play with the children. When he died only a few years later, the whole village came to mourn his passing and every family had a story they told and handed down of Kristoff the Kind, and how much he was missed.

The following are some further proverbs - sayings that contain a particular truth or wisdom - that use trees to get their point across.

1. Discuss how you would interpret each of the proverbs and make notes on what you think each means. The first one has notes as an example.
 - a) Judge the tree by its fruit, not by its leaves. = This puts forward the idea that we should pay attention to actions rather than the appearance of people and things. Sometimes it is easy to be impressed by a person if they speak in a flattering or

entertaining way, even when they might not be acting in a way that helps others. And the other way round, it can be easy not to notice a person who has been very helpful or kind, if we are put off by the way they look or dress, or some other superficial reason.

- b) As a tree falls, so shall it lie.
- c) The apple never falls far from the tree.
- d) Do not cut down the tree that gives you shade.

Now read the following story, Farmer Kristoff. Some stories have a strong idea of a 'moral' that comes at the end of them, which is a sentence like the proverbs above. A famous example of these are Aesop's fables

- 2. When you have read Farmer Kristoff, discuss which of the tree proverbs above would best fit it and why.
- 3. Write your own story with a moral by using one of the proverbs above, or another proverb you know. You can use any subject matter to tell the story, but work on making the message of it fit the proverb you have chosen. Keep your story quite short - around 450 words - and plan out the characters and plot you will need to develop the events in it quite quickly.

Key to tasks in Unit 5



Page 80 Comprehension (The Cornucopia Tree)

- a) The pharmaceutical industry views traditional remedies as a source for new research and products.
- b) i) People saw the neem tree as having healing properties even in Vedic times. ii) It was known as a universal cure in Sanskrit, to fight infection and give pain relief among many other uses.
- c) The phrase means that the number of people suffering from malaria, and even dying, has started to rise again in recent years.
- d) Neem is made into a paste and soap to treat skin infections and fungus.
- e) i) The German entomologist noticed that swarms of locusts were not eating the leaves of the neem trees they landed on. ii) The research that followed was to find out what chemicals were in neem leaves that repelled insects.
- f) The neem pesticides only work on the insects farmers are trying to protect from and don't harm pollinating insects and mammals.
- g) The wood of the neem tree is resistant to insects like woodworm and termites and also makes a long-lasting timber.
- h) The writer has great respect for the properties of the neem tree and its many uses, and also feels it hasn't been fully understood yet, and should be more widely used. One detail that supports this is the way it could help deal with the problem of malaria, which is currently worsening. Another is the many forms of modern research that are being conducted on it. Lastly, its positive environmental aspects as an alternative to synthetic products are also part of this impression.



Page 80 Meaning in context

Task 1

- a) killing unwanted insects, animals or plants
- b) medicines and drugs
- c) insect-borne

- d) unprecedented
- e) insects
- f) voracious
- g) leather
- h) apiculture is farming bees, agriculture is farming crops and livestock

Task 2

- a) indigenous (line 8) = originating in that area
- b) treasure trove (line 6) = a valuable collection
- c) a cult following (line 7) = devoted users and supporters
- d) marauders (line 30) = a dangerous and damaging group
- e) non-toxic (line 37) = not harmful or poisonous
- f) versatile (line 39) = able to be used in many ways
- g) residue (line 53) = leftover material

Task 3

- a) a modern drug used to treat malaria
- b) a viral infection
- c) a fungal infection
- d) a skin disease
- e) an insect pest
- f) a useful insect
- g) a plant pollinator
- h) methane gas

Task 4

quinine = a substance extracted from the bark of a tree and used in some medicines

scrofula = a disease affecting lymph glands, particularly in the neck

larval = describing the early stage of the lifecycle of many insects

resins = sticky substances produced by trees and also made synthetically

cosmetics = make up and beauty products



Page 81 Hyperbole

Task 1

- a) an explosion of interest (line 3) = People really are interested, but the idea of an explosion is exaggerated. It creates the effect of the interest being sudden and intense.
- b) the amazing neem (line 6) = The word 'amazing' is added to present the tree very positively.
- c) a treasure trove of medicinal and insecticidal chemicals (line 6) = The chemicals in the neem do have medical and other uses, but describing it as a treasure trove makes it seem like it will be worth a lot of money as well and businesses are lucky to have found it.
- d) something of a cult following (line 7) = The tree does have people who use it and think it is beneficial, but describing them as a cult adds a sense that they are devoted to it or worship it in a way that goes beyond it just being a tree.

- e) with such unprecedented zeal (line 18) = There is research going on, but using this phrase creates the effect that it is the most enthusiastic and dynamic research ever carried out.
- f) neem's chemical arsenal (line 25) = Neem does contain chemicals, but calling them an arsenal likens them to weapons and makes it sound like they are going to be used in a forceful way.
- g) Long prized as a potent pesticide (line 27) = Neem seems to have pesticide qualities, but the adjectives used intensifies and dramatises this.
- h) a cocktail of chemicals (line 32) = There is a mixture of chemicals in neem, but this phrase makes them seem richly mixed together and even more impressive.
- i) perhaps the most powerful insect repellents ever discovered (line 33) = Research does show the chemicals repel some insects, but the word perhaps reveals the hyperbole here, creating the idea as a possibility.
- j) An impressive range of over 200 insects ... (lines 33-34) = The number given is the factual part, but the way it is introduced creates the idea that this is a significantly large number.
- k) The greatest advantage to pest control with neem (lines 35-36) = Neem's use as a pesticide has several aspects, so it is quite subjective to say which is the most important, rather than factual.
- l) Almost every part of this versatile tree (lines 38-39) = Lots of parts of the neem tree are used, and this phrases emphasises that it is nearly everything.
- m) in a multitude of ways (lines 39-40) = This is a phrase that can be true, but the hyperbole of it is in the way it works as a euphemism, not specifying anything factual.
- n) truly merits its sobriquet (line 55) = The language here could be considered over-complex for the point it makes, which makes the tone of the article more dramatic.
- o) blossom profusely (line 45) = The tree does produce blossom, and profusely is a word that emphasises and creates an image of great abundance.
- p) the source of a premium honey (line 46) = Honey is produced by the bees, but it could be considered a subjective view to rate it so highly above other honeys.

Task 2

The overall effect is to continually emphasise the positive properties and benefits of the neem tree, and to put them forward with sometimes exaggerated and dramatic language and imagery. If no hyperbole was used, the text would instead be purely objective and the sort of article that would instead be found in something like an encyclopedia, or a peer-reviewed scientific journal.



Page 85 Comprehension (Climbing the Wysteria)

- a) The writer suggests that the boy had an unruly side to his personality that could get him in trouble, but also helped him to explore and develop.
- b) The vet was used to Jimmy taking an interest in the work he did with animals.
- c) The vet thought it meant that Jimmy was climbing up the wisteria plant on the wall of the building.
- d) The vet saw Jimmy's legs dangling over the window and then disappearing above it, suggesting he had climbed even higher up the wisteria.
- e) The vet felt that his son was mocking him, because of the expression he had on his face, and the vet became angry, shown by his reaction of running over and waving his fist.

- f) The vet had been able to locate the thorn in the dog's foot, and also to gently remove it to prevent any further problems, which made him feel good about how he had been able to help.
- g) Before he saw him, the vet had heard the 'howl' the boy let out as he fell, and the 'thud' as he hit the ground and was worried the boy might be seriously injured, so seeing the boy sitting up suggested he couldn't be very badly hurt.
- h) At first, the vet doesn't consider the appointment anything unusual, or Jimmy appearing outside, but he becomes cross when he sees Jimmy climb further up the wisteria, especially as he says he had specifically told the boy not to. When he is treating the dog, he feels confident, but he starts to become more concerned when he is unable to find the thorn first time. When he finishes his appointment he feels happier, because he has checked Jimmy and found no injuries, and he has treated the dog successfully.



Page 91 Definitions

- a) acute (line 15) = intense
- b) interlocking (line 21) = linked together
- c) inflicted (line 30) = to have made someone suffer
- d) ever-decreasing (line 37) = getting less and less
- e) inhospitable (line 39) = difficult or unpleasant to live in
- f) viable (line 50) = possible and realistic
- g) virtually (line 62) = almost entirely



Page 92 Proverbs

Task 1

- a) Missing the main point of something. You might know some details or information and form a judgement, but you won't have understood the true significance of the thing or happening.
- b) Money isn't freely produced or available, especially when it runs out. You should take care of the money you have and realise that you will need to earn any more that you need in the future, so can't expect it to just appear.
- c) Major achievements come from a small beginning, or successful people grow up from being little children. You have to give things time to grow and should respect the idea that even the smallest person or act can in time lead to something very significant.
- d) Big, prominent things or people are more likely to be damaged by difficult circumstances than smaller and more flexible ones. You might find it easier to deal with life's challenges if you have less to lose and can be more flexible as a result.

Task 2

A picture is worth a thousand words.

Birds of a feather flock together.

Curiosity killed the cat.



Page 95 Synonyms

Task 1

- a) wealth (line 3) = most valuable assets
- b) repercussions (line 4) = side-effects
- c) extermination (line 11) = killing off

- d) climatologists (line 22) = people who study the climate
- e) resistance (line 18) = ability to protect themselves from
- f) critical (line 23) = important and dangerous to be without
- g) expanding (lines 35, 40) = getting bigger
- h) compelled (line 40) = acting because of being unable to resist
- i) access (line 47) = to have a way to get to
- j) felled (line 63) = chopped down

Task 2

- a) a very small part (Paragraph 1) = fraction
- b) put back together (Paragraph 2) = reassemble
- c) freak (Paragraph 3) = abnormal
- d) extremely dry (Paragraph 3) = arid
- e) spread (Paragraph 4) = sprawl
- f) regrowth (Paragraph 4) = regeneration
- g) intrudes (Paragraph 4) = encroaches
- h) separated pieces (Paragraph 5) = fragments
- i) slack (Paragraph 5) = lax
- j) replacement (Paragraph 6) = substitute

Sample lesson plan, Unit 5 Trees

Topic: Getting tone and register right in writing

Time: 80–90 minutes

Aim: To explore the meaning and importance of tone and register in writing.

WORKSHEET Tone and register

Your Head Teacher is proposing to instal a drinks and snack machine in your school and has asked you, as Year Representative, to report on what your year group thinks about the proposal.

1. Write a report for your Head Teacher on your findings.
2. Write an email to your friend who attends another school. Tell him or her about the proposal and what you think about it.

The following are examples of the openings of a report for teachers, and an email to a friend that a student involved with the proposal has written.

Report for Mrs Shamsi

Subject: Year Group's opinions on the proposal to install a drinks and snack machine in our school.

How the opinions were collected: I gave a questionnaire to every member of the Year Group to fill in and collated the results.

The results: 80 per cent of the students were in favour of the machine being installed. Their reasons were: a) being hungry before lunch time b) preference for snack food such as crisps rather than school dinners or packed lunches c) preference for canned drinks rather than water which at present is the only alternative in the school d) wanting the freedom to eat and drink what the machines would offer.

20 per cent of the students were not in favour of the machine being installed. Almost all of these students gave their reasons as: a) inability to afford to buy drinks and snacks and the fear that they would be left out or feel uncomfortable. Also, a minority of students gave the reasons: b) desire not to eat junk food because of weight or health and the opinion c) that the machine would set a bad example to the whole school.

Email to a friend

Hi Caz! Guess what? We're gonna have a drinks machine in school! AND crisps and snacks bars!!! My ABSOLUTE fave! Cool or what? Betcha jealous! Not definite yet, but all our year group are for it. Only thing is...could cost. What'll Mum and Dad say? Wow!!

1. Explore the tone and register of the texts above using the following prompts.

- a) Identify the following features in the Report and the Email, and add a notes under your headings for each one. i) colloquialisms ii) idiom iii) headings iv) statistics v) sentence structure vi) capitalization vii) orthography viii) use of punctuation ix) salutation x) vocabulary
- b) What can you tell about the relationship between writer and addressee in the Report and the Email?
- c) How has the type of text influenced the writer's choice of language?
- d) Describe the tone of the Report and the Email in your own words. How do they differ?

- e) How would the Report and Email be appropriately concluded? Write the conclusions.
 - f) What do you think the parents of the Year Group students would think of the proposal? Discuss what they might say, and write down three statements from three parents.
2. Write your own report for your Head Teacher on your findings.
 3. Write your own email to a friend who attends another school. Tell him or her about the proposal and what you think about it.

Homework

Write your review of a film, book or television programme found in:

- a) A letter to your penpal
- and
- b) A school newsletter sent home to parents

Make sure that the tone and register in each is appropriate and different.

Unit 6: Sport

Supplementary task: Reporting speech

Reported speech is spoken language that is included in written texts, whether for fiction or non-fiction purposes. There are two main ways of delivering reported speech to the reader, depending on the type of text you are writing and the tone and effect you want to achieve. These are direct speech, where the words of the person or character are put into quotation marks, and indirect, where the speech is included or summarised in the sentence itself.

The Amir Khan interview script in the textbook is set out in a simple interviewer/interviewee format, with the sentences that were spoken having been tidied up into standard English, but not included in a fully written up account. However, sometimes journalists will take material like this and write it up as part of an article that narrates the way the interview took place, or includes information that is discussed alongside.

Read the two examples of article openings based on the Amir Khan interview. The first uses a direct speech approach, and the second uses indirect speech. Some extra details have been made up to illustrate how direct and indirect speech would be part of an article.

Direct speech version

I meet Amir Khan in a cafe on a bright Friday morning. I am interested in whether a boxer feels differently to those of us not in the ring when they see a physical confrontation taking place. I lean towards Amir and ask, "When was the first time you saw a real fight?"

He smiles at me and seems to look back in his mind. Then he says, "I was about nine or ten years old." He pauses and bring the memory forward. "I sat by the ring and I thought: 'This is mad. Is this what it's going to be like when I get in there?' But then when I did get into the ring, the adrenaline took over." He's grinning now, and adds, "You don't even feel a punch."

Indirect speech version

I meet Amir Khan in a cafe on a bright Friday morning. I am interested in whether a boxer feels differently to those of us not in the ring when they see a physical confrontation taking place. I lean towards Amir and ask him when the first time was that he saw a real fight.

He smiles at me and seems to look back in his mind. Then he explains it would have been when he was nine or ten. He seems to remember the moment and how he felt vividly and tells me the story of a young lad sitting by the ring, thinking how mad boxing is and whether it will be just like that when he gets onto the canvas one day.

I push Amir on my fascination about the boxer's mindset and how it first felt to fight. He assures me that once he did start fighting, the adrenaline took over and he couldn't even feel the punches that hit him.

1. Look at each version next to the original Amir Khan interview and compare the effect in each case. How are they each different from just the interview words?
2. Compare the direct speech version with the indirect speech version. How are they different from each other?
3. Which version do you prefer as a way of reading the Amir Khan interview written down - the unreported interview, the direct speech version, or the indirect speech version?

In a written text, you can combine both direct and indirect speech forms, and if the journalist was to write up the Amir Khan interview, they would probably use a mixture of the two versions above. If the speech has come from an interview the writer conducted, they will probably make notes alongside the interview of details like the place they were talking in, the appearance and voice of the person they are interviewing, and any interesting facial expressions or gestures during the conversation. They will also bring in other points alongside the interview that they have researched or come across, and include those in the write up as well, to give it context and add to the things that were said.

4. Conduct your own short interview with someone you know. Choose a topic they know about and have experience or knowledge of. Try to record the interview and to make notes on anything interesting you notice or think during the interview. You could use an interview you did as part of the exercises in the textbook.
5. Use your notes and recording to write up your interview in a short report. Pay attention to the way direct and indirect speech have been punctuated and included in the examples above, and use both forms in your own piece.

Key to tasks in Unit 6



Page 101 Comprehension (The Human Condor)

- a) D'Arrigo thought that flying gave him freedom and something he could always try and achieve more with.
- b) The text refers to the place where d'Arrigo did a lot of his flying around Mount Etna in Sicily, which is a volcano on a small island. The earth and fire parts relate to the volcano, the water is the sea around the island, and the air is where he flies.
- c) He talked to them himself so the chicks would recognise his voice and think of him as their mother when he tried to train them to fly. He also put a hang-glider above their cage that looked like an adult condor.
- d) D'Arrigo's journeys involved both flying his hang-glider to great distances and interacting with bird species to both learn from them and teach them.
- e) One feature of it was that it was deemed impossible by other pilots, but d'Arrigo believed it could be achieved. Another was his careful study of weather forecasts to be able to know when the best moment would be to make his attempt.
- f) Several aspects of the weather changed, including a clear sky without any mist, and a change in the humidity in the air.
- g) D'Arrigo said the flight would not have been possible without his whole team. He detailed how each person had an essential role to play, for example that of the microlight pilot, Richard Meredith-Hardy who towed him up towards the mountain top.
- h) The writer begins and ends the article with a reference to the vision of d'Arrigo, shown in the quotation from him that he 'followed the dream of Icarus'. The writer suggests d'Arrigo has special abilities as an aviator, particularly in detailing his flying with birds, which he refers to aspects of as 'superhuman' and 'extraordinary'. Lastly, the writer thinks d'Arrigo dedication to training for his projects was exceptional, particularly in the detail he gives of his long preparation to fly over the Himalayas.



Page 101 New words

Task 1

- a) hang-gliding = a human flying by being suspended from a large lightweight fabric wing
- b) paragliding = a form of gliding using a specially shaped parachute
- c) microlight = an extremely lightweight aircraft

Task 2

- a) nurtured (line 12) = cared for and helped to grow
- b) superhuman (line 19) = beyond normal human abilities
- c) ventures (line 24) = projects
- d) thermal currents (line 30) = heated air rising in the sky
- e) a mission impossible (line 36) = something very difficult to achieve
- f) projected (line 46) = calculated into the future
- g) feat (line 50) = an admirable achievement

Task 3

- Aviator (line 1) = a person who flies aircraft
- aviary (line 12) = a caged enclosure birds are kept in

Task 4

- condors vultures
- eagles hawks
- cranes

Task 5

- Sicilian Andean
- Siberian Peruvian

Page 102 Abstract nouns



Task 1

- a) = ii) ambition
- b) = iv) comradeship
- c) = v) self-reliance
- d) = vi) respect
- e) = ix) pioneering spirit

Task 2

- i) The boxer showed great courage to come out and fight in the final round.
- iii) The ultramarathon runner's determination was incredible.
- vii) Although they hadn't scored yet, the team knew their persistence would pay off.
- viii) Everyone in the crowd clapped after the snooker player's honesty in saying she had touched the ball.
- x) It was the champion's sheer competitive spirit that had one the title in the end.

Page 106 Comprehension (Amir Khan's Early Days in the Ring)



- a) He explained he had felt a surge of adrenaline and hadn't really noticed the times he was hit.
- b) Khan didn't feel fear and instead was excited, which he thinks helped him become successful.
- c) He would have to do it independently as he didn't have friends to do it with. The first gym he used was freezing cold, but he would train hard and warm up.
- d) Khan is referring to the mental side of boxing where how you well you can think and concentrate can give you an advantage over your opponents.

- e) Khan explains that there is a lot to learn and memorise about the way your opponent fights when you are preparing. He also says boxers need to have worked on particular plans before they fight and be able to change between them if they need to.
- f) Khan feels the support he receives is 'awesome' and gives the example that the English fans support him even when he's fighting another English boxer. He is also a bit surprised about their support as it just seemed to happen; it wasn't something he planned or tried to get.
- g) i) The problems Khan mentions are drug use and other criminal activity. ii) He thinks boxing can give young people something to do with their lives that will keep them away from such things.
- h) As a child, Khan was a bit apprehensive about getting involved with what he saw of boxing. However, once he began fighting opponents he found it exciting. As he got further in the sport, he became dedicated to the sport, putting a lot of time into training and gym work.



Page 106 Colloquial usage

- a) hyper = o) full of energy
- b) ball = p) very enjoyable time
- c) dead = m) seriously
- d) big time = r) a lot
- e) yeah = t) yes
- f) turn-on = q) motivator
- g) awesome = l) very impressive
- h) cocky = k) overconfident
- i) guys = n) people
- j) kids = s) young people



Page 108-109 Sports prose writing

Text A: Polo in Karachi

- a) The writer holds their skills in high regard, both mental and physical, and the idea of an 'instinct' they seem to have.
- b) The writer feels nostalgic about the grass pitches that used to be in Lahore and disappointed that there are no real polo pitches in Karachi.
- c) The sport was played by the army in previous times to help train both the horses and their riders.

Text B: Polo in Chitral

- d) The text suggests that the spectacle of the horses and riders is enough entertainment for the crowd, with the ball being unnecessary.
- e) The writer uses powerful verbs to describe the action and tone of the game, like 'barrel up and down', 'cannons' and 'plunges'.
- f) The Matsuj captain adds character to the report, providing some speech to quote and also a contrasting image to the fierce action during the game.

Text C: Polo in the Ancient world

- g) The text suggests that the game was played by people in light cavalry armies, because they would be skilled on horseback.

- h) Polo was popular and played in the royal families of several countries, some of which even passed it on by teaching it when they visited. It even appeared on some Chinese royal coats of arms.

Text D: Elephant polo in Nepal

- i) Elephant polo is slower with some differences in the rules about safety and the length of the polo mallet. There are also two people on the elephant compared to just a rider in horseback polo.
- j) The player tells the mahout where to lead the elephant and the mahout knows how to communicate with and steer the elephant.

Text E: Scotland grab elephant polo glory

- k) The text include celebratory language like 'sporting glory' and 'glut of goals'.
- l) The pun is a kind of humour here to make the text amusing, with heavyweights meaning a significant team but also referring to the sheer size of the animals.



Page 110 Text type and purpose

Task 1

- Text A = c) news article / f) vivid description / o) entertaining
- Text B = e) reportage / g) effective direct speech / k) light-hearted
- Text C = b) encyclopaedia entry / j) serious / n) balanced
- Text D = d) information material / h) national pride / m) factual
- Text E = a) news report / i) humorous / l) biased

Task 2

2. Write two examples of each of the following from the texts.

- a) a fact = The polo stick appears on Chinese royal coats of arms / the polo sticks are between six and nine feet long
- b) an opinion = Losing was not an option / Coming away champions is the experience of a lifetime
- c) an opinion presented as a fact = Polo is indeed the 'Game of Kings', requiring the courage and physical prowess of a warrior. / With this victory no one can deny that

is one of the world's heavyweights!'

Task 3

- i) equestrian (Texts A and C) = involving horses
- ii) staged (Text D) = organised and hosted
- iii) agility (Text A) = speed of movement
- iv) co-founded (Text E) = jointly begun
- v) arcs (Text B) = curved shapes
- vi) craned (Text B) = leant out and around
- vii) sought (Text C) = looked for
- viii) migration (Text C) = movement to another place all together
- ix) ecstatic (Text E) = extremely pleased
- x) penalty (Text D) = a disadvantage given as punishment



Page 118 Comprehension (Team Abt Cupra Learning the Hard Way)

- a) The team is thought to have a strong combination of drivers and a newly designed car.
- b) They had started the first qualifying session well, and also done well in the second session. However, on the down side, a driver error at the finishing line and an incident with another driver set them back both times.
- c) He had not driven the new car before, nor had he been involved in a race weekend either, so these were both new challenges for him.
- d) Nasser felt positive about his first race, saying that he had learnt a lot and also produced good speed in the car with his driving.
- e) The fans were able to use the GridPlay system to vote for the drivers they liked during the weekend and Nasser scored highly and was popular, which helps the popularity of the sport.
- f) One of the drivers from another team was involved in a crash and CUPRA's Jutta Kleinschmidt took time to visit the driver to check that she was alright, and went to see her as quickly as she could.
- g) The text means that the results at the end of the race weekend, in the positions but also the fan ratings given, are what give the teams points and lead to success.
- h) The CUPRA team began optimistically with the feeling that they had a talented team and fast cars. However, they were disappointed overall as they were prevented from racing in the final because of an incident with their driver and another team. Despite this, they felt happy about some individual aspects, like the GridPlay votes they got, and the way Jutta Kleinschmidt showed compassion for her fellow driver.

Sample lesson plan, Unit 6 Sport

Topic: Identifying Fact and Opinion

Time: 40–45 minutes

Aim: to identify and differentiate between fact and opinion in texts and source materials.

WORKSHEET Identifying fact and opinion

1. How do you think facts and opinions differ? Use the following aspects as prompts to discuss the idea and make notes on whether you think each fits the definition of a 'fact' or 'opinion' in your discussion.
 - a) an expression of a belief
 - b) can be argued with
 - c) a verifiable statement
 - d) a point of view
 - e) differing from person to person
 - f) something demonstrably true
 - g) it can be proven
 - h) cannot be disputed
 - i) cannot be proved
2. How do we know the following statements are facts? Write notes on your main findings.
 - a) The temperature in Egypt can exceed 45 degrees.
 - b) Kangaroos carry their babies in their pouches.
 - c) 80 per cent of the buildings in the town collapsed in the earthquake.
3. Which of these sources could you refer to in order to verify the previous statements, and which do you think would be the most reliable and trustworthy?
 - a) dictionary
 - b) reference book
 - c) geography book
 - d) online encyclopedia
 - e) thesaurus
 - f) first-hand experience
 - g) newspaper report
 - h) magazine
 - i) a personal blog
4. What effect would each of the following phrases have on statements and facts if used alongside them?
 - a) I think it is believed
 - b) apparently it is widely stated
 - c) I understand that
 - d) It is reported

- e) Quite honestly
- f) If truth be told
- g) 90% of people say
- h) I've heard claims
- i) Early accounts suggest
- j) Witness testimony reveals

5. Write your own set of statements on any topics you choose. Include three that you consider to be facts and three opinions. Compare what you have written with other people and discuss the facts and opinions you have between you.
6. Read through the text below and separate out the details in it into facts and opinions in a table like the one below.

On Friday, 12th October 2011, I left my friend's house at 57 Forest Row at 8.15 p.m. and started to walk home. The walk usually takes me about 10 minutes. The traffic often goes too fast on this road, but a black van passed me at particularly high speed. I noticed that the windows were blacked out. It looked really sinister. A few minutes later it came back, driving in the other direction. It must have turned round at the roundabout. It stopped suddenly outside the Post Office opposite me on the other side of the road. Immediately, I reckon at least six men jumped out and ran into the Post Office. To be honest, I could not tell for sure what colour they were because they were wearing masks, but they seemed very big, heavy men. The situation was really frightening; however, I did call the police on my mobile. A few minutes later the men reappeared. They were dragging a man—I'm fairly sure it was the Post Master—and pushed him into the van and slammed the doors shut. They were waving what I think were guns as they drove off, again very fast.

Facts	Opinions

Homework

Cut out an article, letter, editorial or report from a newspaper.

Make a list of the facts and opinions in your chosen piece.

Write a brief explanation of the impression you get of the article in terms of whether you regard it to be mostly factual or opinion-based.

Unit 7: School Days

Supplementary task: Academic subjects

The main subjects students learn at school, college or university are probably mathematics, science, modern languages, physical education, music, art, information technology, geography and history. But there are a great many other courses and areas of academic and technical learning available to students. Some of them are related to these main subjects, or specialisms of them, and some are different.

1. Find out what each of these subject terms means, and note what you would study if you learned them yourself.

- | | | |
|-----------------|--------------|------------------|
| a) anthropology | b) botany | c) cartography |
| d) ergonomics | e) geology | f) jurisprudence |
| g) meteorology | h) pathology | |

Within a subject there are often many areas and to study. For example, 'Science' is often separated into Biology, Chemistry and Physics in school, and these subjects are known as natural sciences. However, each of these can be broken down into further subtopics. For example, Biology could include studying disease, genetics, plants and many other things.

2. Choose which of the main subjects below each of the topics listed are part of and write them under each.

Main subjects: Mathematics, Music, Art, Geography

- | | | |
|-----------------|----------------|------------------|
| a) algebra | b) ceramics | c) climate |
| d) collage | e) composition | f) erosion |
| g) geometry | h) harmony | i) painting |
| j) percussion | k) population | l) probability |
| m) sculpture | n) tourism | o) transposition |
| p) trigonometry | | |

3. Find the words or phrases for 6 more specific subjects or subtopics. You could make a list based on an area you know about already, or research a topic you are interested in to find out more about the vocabulary related to it.

Key to tasks in Unit 7

Page 123 Comprehension (Special Teaching)



- The first feature was his sister having a test, as Bowman was not the only member of the class to whom that had happened to. The second was that Bowman was the only one that forgot.
- Bowman noticed that Kestrel was silent and also could sense that she was thinking angry thoughts, both of which he recognised as signs of 'her wild moods'.
- Mumpo is sitting in the seat for pupils who come last and is thinking Dr Batch is talking about him, especially as several pupils look at him.
- They exchange sentences but send and receive them in their thoughts.
- They both feel very distressed. Kestrel reacts violently and calls out to her father to help her or stay with her as she is dragged away. Her father protests and asks for the Special Teaching not to happen.
- The phrase refers to Kestrel stopping her physical shaking and calming down from the extremely emotional state she is in.

- g) The people she sees sitting at the desks are in an unnatural position over their work. Also, although they are the size of children, their hair and hands appear like those of old people.
- h) When Kestrel hears Dr Batch talking she is feeling very angry and that she hates him, with Bowman picking up on her 'seething' thoughts. Later when she is taken away for Special Teaching, Kestrel is afraid, shown by her extreme reaction to the announcement by the Chief Examiner. When she meets the scarlet-robed woman, she is still afraid, but is also worried about what she has just seen in the room with the blackboard and rows of people in.



Page 123 Use of Language (Special Teaching)

- a) The writer suggests the teacher is overweight, and also that he is enjoying the way he is able to treat the children.
- b) The writer repeats the word to create the dramatic and tense way Dr Batch goes about telling the class off.
- c) It is a very short sentence and is placed in its own separate paragraph. This emphasises the impact of Kestrel's feeling of loneliness by isolating the idea and sentence as well.
- d) The way the room is described conveys the impression that it is a clinical and even hostile place. The details that the door cannot be opened and there is no window are threatening, as if it is a trap or a place where no help will come.
- e) The example of Kestrel tapping and getting no response creates the impression that something is very wrong in the situation, and that she and the 'children' are beyond help. The way Kestrel taps more loudly with the same response adds to the drama and creates an impression of unease or even panic.



Page 124 Adverbials of time

- 1) A moment later I heard another scream, turned around and eventually I saw what had happened.
- 2) A car came speeding round the corner and at that same moment I heard a crash.
- 3) After school I played a game of chess, next I chatted to my friends and then finally I went home.
- 4) In a flash, I felt a sharp pain and suddenly I fell to the ground.
- 5) After several minutes Mum said I wasn't allowed out and later she said I wasn't allowed my mobile phone either.



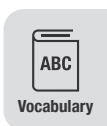
Page 127 Use of Language (The North Wind Made the Vikings)

- a) The speaker conveys the impression that the chance mustn't be lost to act on the subject in hand. It also suggests the speaker cares very much about the topic of careers guidance.
- b) The speaker here is attempting to create humour by referring to himself as 39 years old and at the same time as not yet grown-up, to make a joke.
- c) The speaker has the effect of creating concern for students in this position, which puts forward an image of them as lost or going somewhere that could even be harmful to them.
- d) These words are superlative adjectives and contain positive ideas of how good and timely the advice would be, which creates a sense of high expectations for the standards they are discussing.
- e) Using the saying 'the north wind made the Vikings' is effective as it sums up very concisely both the ideas of the challenges young people face but also the potential

they have, which the speaker then explains in many more words. It also gives a sense of adventure to the position young people are in as it connects them to the epic historical tales and image people may have of the Vikings.

**Page 130 Comprehension (Pushed to the Limit)**

- a) She feels positive about it, talking about it happily rather than in a way that would be worried about tiredness that might be expected.
- b) The education system in South Korea appears to be very successful statistically compared to many other countries in the world.
- c) South Korea doesn't spend as much money on education as several of the other countries it is compared to. It also have large class sizes, with well over 30 in a class, which is the most of the countries it is being compared to.
- d) The text means that looking only at the statistical side of the students' education, for example the grades they achieve, shows it to be impressive.
- e) Sooji was afraid because of how strict the South Korean schools are compared to what she had become used to in the US. However, she found things were different from her last experiences, with compulsory haircuts no longer in place and students allowed to have mobile phones in school.
- f) Seon-Yu is suggesting that there is only time after all her studies to get the sleep she needs, and she can't imagine fitting anything else in.
- g) The rating of South Korea's education system has risen from near the very bottom of the 30 countries it is compared to, right up to first place. Also, a lot more South Korean students go to university now, more than nearly every other country.
- h) Sinje Hun is comfortable with the demands placed on her and feels the education available to her is a great opportunity to fulfil her future ambitions. Sooji seems to feel similarly and explains that her motivation at school is to be 'smarter' and one of the 'smart kids'. However, Seon-Yu feels under pressure and admits that she has no spare time other than to go to sleep, even though she says her constant education 'fulfils' her.

**Page 130 Writing numbers****Task 1**

- a) 7.40 a.m. = Seven forty in the morning, or twenty to eight in the morning
- b) 10 p.m. = Ten o'clock at night
- c) 71% = Seventy-one percent
- d) 100,000 = One hundred thousand
- e) 1960s = The nineteen-sixties, or The Sixties
- f) 24th = Twenty-fourth

Task 2

- a) sight (Paragraph 1) = glance
- b) without a break (Paragraph 2) = relentless
- c) taken away (Paragraph 3) = confiscated
- d) increase (Paragraph 4) = upsurge
- e) prescribe (Paragraph 5) = dictate

Task 3

- a) emotional impact (line 16) = the way it makes a person feel
- b) high-pressured (line 17) = with constant expectations of success
- c) overly strict (line 24) = with too many rules and punishments
- d) financial burden (line 32) = cost that takes time to pay off
- e) intense competition (line 40) = trying hard to be better than others



Page 135 Comprehension (The Great Outdoors)

- a) It means that forest schools take place outside and in the natural environment, but also that they use particular activities and methods.
- b) i) Denmark didn't have enough indoor space for all of its pre-school-aged children at that time. ii) The children did well in the forest schools.
- c) Forest schools don't have the same predetermined structures that schools do so there is more freedom for activities and learning to take a unique route. Also, pupils get to explore what they would like to do or pursue their own ideas or questions more.
- d) Forest schools are 'hands-on' in the way that pupils get to do practical things as part of their learning, and move around and use materials and equipment more.
- e) Forest schools make the weather and being out in it part of the learning experience. They don't see any weather as 'bad' but instead let pupils experience the different weather conditions that come along and learn about them and how to make good choices about what to wear in various kinds of weather.
- f) Parents worry that too much time in traditional education is spent on purely academic work and getting pupils ready to take tests. They feel that there is not enough opportunity in traditional schooling for time spent outdoors or developing with others socially and emotionally.
- g) Their holistic approach is one that balances different kinds of learning and development in children, including the academic, but also other areas like communication.
- h) The writer feels that forest schools are partly 'nature-based' and have a benefit in the outdoor settings they take place within. Another benefit is the different curriculum they offer that includes things like yoga and campcraft that traditional education doesn't usually offer. Lastly, forest schools allow for resilience and an understanding of risk to be developed in children through the unfamiliar and challenging conditions, such as different weather condition and the challenges it can bring.

Sample lesson plan, Unit 7 School Days

- Topic:** Writing and Making a Speech
- Time:** 80–90 minutes
- Aim:** To enable students to structure a speech script and explore speech techniques, register and language.

WORKSHEET Writing a speech

Consider the following title for a speech. You will get the opportunity to write your own version of it, where you can agree or disagree, and raise your own points and areas of discussion.

Young people complaining about stress is absurd!

Before you write your own, work on the following tasks, making notes on each.

1. What are appropriate ways for addressing the audience of a speech? Consider the following examples, and add three more of your own for different audiences:
 - a) Ladies and Gentlemen
 - b) Staff and Year Ten students
 - c) Good Morning Class.
2. How can a speech be concluded effectively? It will depend on the context of the speech, including who it is addressing, its topic, and its purpose. For each of the following, note how formal or informal you think it is and a situation you could imagine it in.
 - a) Thanks for listening today
 - b) Thank you for your attention this morning
 - c) I rest my case
 - d) I now call upon the next speaker to oppose (or propose) the motion.
3. Make notes on the material for your speech, using the following structure.
 - a) Focus on the question immediately.
 - b) Challenge your audience with questions and statements.
 - c) Use humour, persuasion or emotion to make your point effective.
 - d) Address your audience and engage them.
 - e) Conclude at the end—don't state your final opinion at the beginning.
4. Experiment in your notes with how you could master the following aspects.
 - a) Introducing the topic in an original way.
 - b) Considering both sides of the argument.
 - c) Linking your paragraphs cohesively.
5. Read and evaluate a first draft of the 'stress' speech below. Make a note of its most successful aspects and phrases, and also of areas that are missing, do not work, or need to be improved.

Young people often complain about the stress they are under, whether it's from peer pressure, exams or parents. The stress which young people experience appears to take a toll on them. The question is, are they subjected to too much stress, or is it simply that teenagers over-react and over-dramatize their emotions and the situations?

Peer pressure is a common cause of stress among young people. The clothes you wear or the people you choose to be your friends determine your popularity and well-being inside and outside of school. Young people find that having to buy the 'right' clothes is stressful. I find myself stressed out when choosing what to wear. Although it sounds silly, it does add to my personal stress, and I believe many young people feel the same. It may seem ridiculous but stress of peer pressure can often result in being bullied and feeling insecure. There have been cases of young people committing suicide as a result of overwhelming stress caused by peer pressure, so the stress of peer pressure should not be disregarded.

Exams are an extremely common source of stress for young people. The thought of exams determining the next step of our lives at the age of sixteen can be an extremely daunting and frightening prospect. Some people can handle this time with ease and I wish I were in their shoes, but many like me feel the stress building up. It is made worse by parents and teachers telling us that we have to do well. Not only do we want to please ourselves and do well, but we have the burden of our parents' and teachers' hopes too. And then there are parents. If it's not exams, it's your room, and if it's not your room, it's your social life...Parents nag and enquire just about everything in our lives. The constant questions and conflicts caused by parents make many young people, including me, feel yet more stress. Simply being a teenager produces enough stress as it is with our hormones racing around without parents causing yet more. It is clear that young people are under a great deal of stress, but it can be dealt with. Stand back, take a deep breath and deal with the issues one at a time. We will overcome!

Homework

Go back over your notes on the 'stress' speech prompt and the first draft example.

Write your own response to the 'stress' prompt, using the structural points you have noted, and any other material you have prepared or identified in the example you read. Make sure you fulfill all the following criteria for the piece:

Write a speech for an adult audience about how far you agree with the following statement:

Young people complaining about stress is absurd!

In your speech you should:

- evaluate the ideas and opinions from **both** sides of the argument
- give your own views, based on your own experiences and research that have led you to agree and disagree with aspects of the statement.

Base your article on what you have researched from **both** points of view but be careful to use your own words.

Begin your speech with a suitable address to the audience.

Write about 250 to 350 words.

Up to 10 marks are available for the content of your answer, and up to 15 marks for the quality of your writing. [25]

Unit 8: Into the Wild

Supplementary task: Summary material

Below are two lists summarising the problems and solutions that are raised in the Leopards of the Galliat Forests text.

In a summary writing task, you find material in the text you want to include and put it into your own words. However, this task will ask you to explore that process in reverse.

For each of the statements given, find and quote the source material in the text it sums up. Label your answers 1. a) for the first problem statement, and work through each one.

Problems
<p>a) Villagers have been killed by leopards.</p> <p>b) There is conflict between Wildlife authorities and villagers over leopards released into the wild.</p> <p>c) Humans feed the monkeys which are the leopards' food source.</p> <p>d) Leopards are starving and search for food in villages.</p> <p>e) Leopards are hungry because their habitat has been squeezed by humans.</p> <p>f) Villagers blame the Wildlife Department and are hostile.</p> <p>g) Officials are afraid of attack.</p> <p>h) Officials are killing endangered leopards instead of tranquillising them.</p> <p>i) Officials are not proving whether leopards are man-eaters.</p>
Solutions
<p>a) Wildlife staff should be trained to use tranquilliser darts.</p> <p>b) Suspected man-eating leopards must be trapped, not killed.</p> <p>c) Suspected man-eaters should be properly examined.</p> <p>d) The Wildlife Department should be provided with proper equipment.</p> <p>e) Leopard families should be tracked.</p> <p>f) If the habitat is insufficient then leopards should be relocated.</p> <p>g) Environmental education programmes should be set up.</p> <p>h) Villagers should understand the animals and trust the officials.</p> <p>i) Numbers of predators in an area should be accurately calculated.</p>

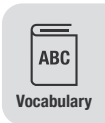
Key to tasks in Unit 8



Page 148 Comprehension (Riding a Reindeer)

- a) The reindeer hide weighs much less and is not as thick as his sheepskin coat, which would have been too heavy and hard to move in. Also, the reindeer fur is different, with hollow hairs that trap more air and warmth.
- b) The writer feels a bit guilty because he is wearing the skins of the same animals that were pulling him along.

- c) The 'mattress' was made of the lower branches of spruce trees and they had to lie with their heads near the embers of the fire.
- d) The writer is grateful for the snow as he falls off when trying to mount the reindeer and it make the ground softer when he hits it.
- e) The writer doubts the advice as it means he will be much nearer the antlers and in danger of getting spiked by one.
- f) It is a way of saying the writer is afraid and anxious about what might happen as he rides on the reindeer.
- g) The writer is pleased that he managed to ride the reindeer successfully and did not fall off again. He also feels he managed to be of some use and had a bit of an impact on keeping the reindeer herd moving.
- h) He realises that they have to live off the reindeer to survive, using their meat for food and their hides for clothing and boots. He respects the way Petya and his sons live and follows their instructions at camp and when riding. He also feels that their work and lives are hard and tiring and feels exhausted even by one day of work in which he contributed only a little help.



Page 149 Context and usage

- a) i) harnessing (line 2) = attaching or taking control of
 - ii) It was difficult to put the harness on the young horse.
- b) i) patiently (line 3) = calmly and taking the time required
 - ii) He was a difficult patient and complained a great deal.
- c) i) hide (line 6) = the skin removed from an animal
 - ii) They would have to hide before she counted to ten.
- d) i) traps (line 11) = retains
 - ii) The soldier sensed a trap and moved cautiously.
- e) i) briefed (line 23) = informed about something you need to know
 - ii) For a brief moment, there was a trail of light across the sky.
- f) i) launch (line 29) = propel
 - ii) There was going to be a grand launch for the writer's new novel at the weekend.
- g) i) seconds (line 46) = short moments of time, one sixtieth of a minute
 - ii) She visualised the jump before running into her second attempt.

Sample lesson plan, Unit 8 Into the Wild

- Topic: Practising analysis of use of language
Time: 60 minutes
Aim: To identify writer methods and intentions in language choices

WORKSHEET The Hound of the Baskervilles

The following text comes from *The Hound of the Baskervilles* written by Sir Arthur Conan Doyle in 1902. It is probably the most famous of the Sherlock Holmes stories and has been made into many films over the years.

In rural Devon where the Baskerville family has lived for many centuries, there is a legend that the family has been pursued by a monstrous dog. In the extract below, Sir Charles Baskerville has just died and his heir, Sir Henry Baskerville, has come to Devon to claim his inheritance. Holmes has set a trap for the man he believes is using a real vicious hound to kill the rightful Baskerville heir. Holmes's plan is for Sir Henry to walk across the moor at night and cause the perpetrator to reveal himself in the process. Holmes is accompanied by his assistant Dr Watson and Police Inspector Lestrade.

The Hound of the Baskervilles

The night was clear and fine above us. The stars shone cold and bright, while a half-moon bathed the whole scene in a soft, uncertain light. Before us lay the dark bulk of the house, its roof and chimneys outlined against the silver-spangled sky. Golden light from the lower windows stretched across the orchard and the moor. Every minute a white woolly fog which covered one-half of the moor was drifting closer and closer to the house. Already the first thin wisps of it were curling across the golden square of the lighted window.

As we watched, the fog came crawling round the house and rolled slowly into one dense bank. Holmes stamped his feet in his impatience.

'If he isn't out in a quarter of an hour, the path will be covered. In half an hour we won't be able to see our hands in front of us.'

'Shall we move farther back upon higher ground?'

'Yes, I think it would be as well.'

So as the fog-bank flowed onward we fell back until we were half a mile from the house, and still that dense, white sea, with the moon silvering its upper edge, swept slowly and inexorably on.

'We are going too far,' said Holmes. 'We dare not take the chance of his being overtaken before he can reach us. At all costs we must hold our ground where we are.' He dropped on his knees and clapped his ear to the ground. 'Thank God, I think that I hear him coming.'

A sound of quick steps broke the silence of the moor. The steps grew louder, and through the fog, as through a curtain, there stepped the man whom we were awaiting. He looked round him in surprise as he emerged into the clear, starlight night.

As he walked he glanced continually over either shoulder, like a man who is ill at ease.

'Hist!' cried Holmes, and I heard the sharp click of a pistol being cocked. 'Look out! It's coming!'

The fog was within fifty yards of where we lay, and we glared at it, all three, uncertain what horror was about to break from the heart of it. I was at Holmes's elbow, and I glanced for an instant at his face. It was pale and exultant, but suddenly his eyes started forward in a rigid, fixed stare, and his lips parted in amazement. At the same instant Lestrade gave a yell of terror and threw himself face downward upon the ground. I

sprang to my feet, my mind paralyzed by the dreadful shape which had sprung out upon us from the shadows of the fog. A hound it was, an enormous coal-black hound, but not such a hound as mortal eyes have ever seen. Fire burst from its open mouth, its eyes glowed with a smouldering glare, its muzzle and hackles and dewlap were outlined in flickering flame. Never in the delirious dream of a disordered brain could anything more savage, more appalling, more hellish be conceived than that dark form and savage face which broke upon us out of the wall of fog.

With long bounds the huge black creature was leaping down the track, following hard upon the footsteps of our friend. Holmes and I both fired together, and the creature gave a hideous howl, which showed that one at least had hit him. He did not pause, however, but bounded onward. Far away on the path we saw Sir Henry looking back, his face white in the moonlight, his hands raised in horror, glaring helplessly at the frightful thing which was hunting him down. But that cry of pain from the hound had blown all our fears to the winds. If he was vulnerable he was mortal, and if we could wound him we could kill him. Never have I seen a man run as Holmes ran that night. In front of us as we flew up the track we heard scream after scream from Sir Henry and the deep roar of the hound. I was in time to see the beast spring upon its victim, hurl him to the ground, and worry at his throat. But the next instant Holmes had emptied five barrels of his revolver into the creature's flank. With a last howl of agony and a vicious snap in the air, it rolled upon its back and then fell limp upon its side. The giant hound was dead.

Sir Henry lay insensible where he had fallen. We tore away his collar and saw that there was no sign of a wound and that the rescue had been in time. Already our friend's eyelids shivered and he made a feeble effort to move. A pair of frightened eyes was looking up at us.

'My God!' he whispered. 'What was it? What, in heaven's name, was it?'

'It's dead, whatever it is,' said Holmes. 'We've laid the family ghost once and forever.'

In mere size and strength it was a terrible creature which was lying stretched before us. It was not a bloodhound and it was not a pure mastiff, but it appeared to be a combination of the two—lean, savage and as large as a small lioness. Even now in the stillness of death, the huge jaws seemed to be dripping with a bluish flame and the small, deep-set, cruel eyes were ringed with fire.

'I was prepared for a hound,' said Holmes, 'but not for such a creature as this.'

(From *The Hound of the Baskervilles* by Sir Arthur Conan Doyle)

Use of language

- Read this sentence from the text: 'Before us lay the dark bulk of the house, its roof and chimneys outlined against the silver-spangled sky.' What does the writer want to suggest about the night sky? [1]
- What impressions does the writer want to convey to the reader in the description of the fog that appears across the moor? 'So as the fog-bank flowed onward we fell back until we were half a mile from the house, and still that dense, white sea, with the moon silvering its upper edge, swept slowly and inexorably on.' [2]
- What effect does the writer create by using the phrase 'as through a curtain' in the following sentence: 'The steps grew louder, and through the fog, as through a curtain, there stepped the man whom we were awaiting.'? [1]
- Explain how the writer uses the idea of sound effectively in the following sentence: 'In front of us as we flew up the track we heard scream after scream from Sir Henry and the deep roar of the hound.' [2]
- Identify one example from the following extract of how the writer uses language effectively to convey the impression the pursuers have of the hound in their first sight of it: 'Fire burst from its open mouth, its eyes glowed with a smouldering glare,

its muzzle and hackles and dewlap were outlined in flickering flame. Never in the delirious dream of a disordered brain could anything more savage, more appalling, more hellish be conceived than that dark form and savage face which broke upon us out of the wall of fog.' Explain the impression the writer creates in the example you have identified. [3]

Vocabulary: Canine terms

1. The word 'canine' describes things that are related to dogs. With the help of your dictionary, explain the following canine words from The Hound of the Baskervilles text that are parts of a dog's body.
 - a) muzzle
 - b) hackles
 - c) dewlap
 - d) flank
2. Explain each of the following words from the text in not more than seven of your own words:
 - a) inexorably
 - b) delirious
 - c) conceived
 - d) vulnerable
 - e) worry
 - f) insensible

Unit 9: Grandparents

Supplementary task: Wh- words

Wh- words are a set of functional words in English that start with wh-, or have 'w' and 'h' in them in the case of the word 'how'. The wh- words include:

- how
- what
- when
- where
- which
- who
- whom
- whose
- why

These words are used for a variety of functions in English, sometimes working as a single word, and sometimes as part of a longer phrase, clause or sentence. They can be used in the following ways and examples.

- To begin a direct question: Where is the rehearsal taking place?
- To begin a subordinate clause: They turned on the oven when they got home
- As a pronoun: After reading the dessert menu the waiter asked which I would like.

As individual words, wh- words can have several other uses, but these are the main three that most of them can be used for as a group.

Use the River Boy extract from Unit 9 to tackle the first of the tasks below, then work on the others afterwards.

1. Find a place where each of the following wh- words are used in the text. For each one, write out the sentence it appears in, and decide whether it is being used to begin a question, begin a subordinate clause, or as a pronoun.

- a) what b) who c) which d) when
- e) where f) why g) how

2. Write three sentences of your own which use the word 'whose' to a) begin a sentence that is a question, b) begin a subordinate clause within a sentence, c) as a pronoun within a sentence.

3. Many of these wh- words can also have the suffix -ever added to them to create a further set. For each of the following, write a sentence that uses the word. You can use the words in any way and don't need to describe how you've used each one, as long as it is grammatically correct.

- a) however b) whatever c) whenever
- d) wherever e) whichever f) whoever

Key to tasks in Unit 9



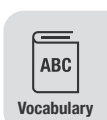
Page 154 Comprehension (The Kingdom)

- a) Its people and the beauty of its landscape meant people thought of it as special.
- b) The writer remembers the smell of the peat burning in people's fireplaces and also the sight of the stacks of peat by the side of the road.
- c) Granny Kerry was thought of as 'handsome' and the neighbours would all watch as she greeted her grandson.
- d) He was proud of how Dan would 'talk to the crows' and he also loved to listen to the stories he would tell.
- e) i) He was afraid his son might fall in the deep pools there. ii) The writer had to follow after his father across ditches and by the wood to fish with him.
- f) He realised that he had caught a fish.
- g) The writer's father had a store of stories and he would tell them in a way everyone enjoyed and listened to right to the end.
- h) The writer was very fond of the different members of his family, giving details of how welcoming his Granny Kerry was when he arrived to visit, how kind Grand Uncle Eddie was when he taught him how to work in the dairy, and how proud he was of his father when he caught a fish.



Page 154 Use of language (The Kingdom)

- a) The writer uses the word to give the impression of how much his father loved Kerry and the things he would remember and say about the place.
- b) The writer suggests they are almost going back in time to his father's own childhood and memories.
- c) The example of the repetition of the word 'loved' creates the impression of how much the writer loves his father, and how much his father loves Kerry, and how the two emotions are linked together and shared in the moment described.
- d) The writer conveys that he is impressed by his father's ability to catch a fish, but also particularly because it wasn't something that he expected his father to be able to do.
- e) The writer creates the idea that at that time the television was an invention most people had hardly seen or heard of, so it seemed almost unreal.



Page 155 Animal verbs

Task 1

- a) to dog = j) to pursue relentlessly
- b) to wolf = i) to gobble
- c) to crow = l) to boast
- d) to parrot = k) to repeat someone's words
- e) to rat on = g) to betray
- f) to ape = h) to copy

Task 2

Explain each of the following words from the text in not more than seven of your own words:

- a) isolated (line 9) = on its own

- b) shimmer (line 11) = a flickering light
- c) mingled (line 19) = mixed together
- d) eaves (line 27) = the underneath parts at the edges of a roof
- e) tugged (line 40) = pulled at
- f) frantic (line 42) = quick and wild
- g) legends (line 54) = famous and epic stories
- h) spellbound (line 56) = totally engrossed in what is going on



Page 157 Comprehension (Great-Grandfather's Bridge)

- a) The lines mean that there is a lot of noise echoing off the slope.
- b) The writer feels he can imagine his grandfather while being there, describing the experience as 'the illusion of his presence', and at the end of the poem he admires the bridge, describing it positively as 'the clean, concrete arch, thrust and tension matched, etched precisely against a monsoon sky'.
- c) The writer imagines him from what he has been told of the time his great-grandfather gave advice about the bridge.
- d) The great-grandfather is thinking whether the ground would be right to build a bridge on, so that the bridge would not be washed away again.
- e) The great-grandfather stopped when he found the spot he felt the bridge could be built on, then he told the men who were with him and confirmed the place by 'making a sign' to show them.
- f) i) The argument was about whether the people planning to build the bridge could trust great-grandfather's advice or not. ii) They decided that great-grandfather's advice was good and they would build the bridge where he said.
- g) The poet can see the clear shape of the bridge, and he can also see that it is strong and has been well designed and built when he says 'tension matched'.
- h) At the start of the poem, there is a feeling of admiration for the great-grandfather's bridge-building ability, shown in his 'reputation' that is mentioned. When he first arrives to look at the site of the bridge, the people there feel doubtful about whether he will be able to help at all, especially as he 'explained nothing' to them. Towards the end of the poem, the great-grandfather is respected enough for the people to decide to follow his advice, and the poet is proud of him.



Page 157 Similar sounding words

- a) undermine (line 14) and underlying
Some people at the meeting tried to undermine the chairperson when they spoke.
Research showed a lack of a particular vitamin is the underlying cause for the disease.
- b) gamble (line 28) and gambol
It was a gamble to drive on after the warning light came on.
The nursery class ran out onto the playing field and gambolled around it.
- c) allay (line 29) and relay
Someone from the company gave a press conference to allay the public's concerns.
She was able to relay the information about the ship's exact position using GPS.

d) promotions (line 54) and demotions

Many of the shops in town had promotions on their products to encourage shoppers.

The project had been a failure and some members of the team faced demotions.

e) assured (line 55) and assumed

Ticket holders were assured the show would still be taking place.

Most people assumed the motorway would be closed after heavy snow.

f) arch (line 60) and arc

One of the best parts of the new garden was the willow arch that had been created.

He found the question in the maths paper about the length of an arc easy to work out.

g) etched (line 62) and sketched

The new car had security numbers etched into its windows.

The artist sketched the outline for the mural on the wall.

h) humming (line 64) and strumming

Some of the crowd started humming along when the entertainer asked them to.

She said she had written the song while strumming her guitar one morning.



Page 162 Comprehension (River Boy)

- a) i) He decided he was better and would leave the hospital. ii) The consultant thought he shouldn't go home, but felt powerless to stop him.
- b) Grandpa meant that he was still alive and not ready to die yet.
- c) Grandpa dismisses Jess's concern and just says he is 'fine' and winks. He is also determined to go on the holiday even though the doctor and Jess don't think he is well enough.
- d) He is thinking that they regard him as weak and helpless and wants to show them that he can manage to walk on his own now he has got up.
- e) Grandpa had given the picture a name, which his paintings never had.
- f) Jess found it strange that the name River Boy felt significant, even though she knew nothing about it. The other strange thing was that Jess couldn't see a boy in the painting itself.
- g) She is surprised as Grandpa had never used the word 'muse' directly about her before. She also thought the term didn't fit her as she felt Grandpa could paint without her.
- h) Jess feels guilty about Grandpa coming with them on holiday as she thinks he is not well enough. She feels concerned about him and asks him more than once how he is. She also feels Grandpa can be stubborn and difficult, which she describes as 'Grandpa-ish'.



Page 162 Definitions

- a) discharged himself (line 2-3) = exercised his right to leave
- b) dodging (line 28) = avoiding
- c) drives (line 65) = gives motivation and energy
- d) influence (line 87) = power or authority
- e) irresistibly (line 102) = in a compelling way

Sample lesson plan, Unit 9 Grandparents

Topic: Exploring features of poetry

Time: 45 minutes

Aim: To understand and identify features of poetry and explain their effects

WORKSHEET Features of poetry

Read the poem 'Great-Grandfather's Bridge' in Unit 9. It is written in free verse, which is a term used to describe poetry that doesn't have any clear pattern to the way the line endings rhyme or don't rhyme. Another feature of free verse is its varied line lengths, which also don't have a specific number of syllables or 'beats' in them. Sometimes free verse poems are broken up into sections, but without any set number of lines to these.

However, even without a definite rhyme scheme, there are other features that help the text work as a poem, as well as being free verse. These include:

- a) caesura = A punctuation break within a line of verse, for example in line 1: I stop. The rock-halted slope
- b) enjambment = Running over from one line into the next without any punctuation, for example in lines 6-7, with a '/' used to show where the next line starts: The illusion of his presence / knocks in my mind.
- c) line break = The place a writer chooses to stop the current line and carry the poem on from the next line. This happens with every line of poetry, and it can be for many reasons, including to fit a particular line length or rhyme scheme in more formal poetry. It can be seen happening in an interesting way for example in lines 33-36: prodding / at the ground with his stick, / and stopped, / and stood there thinking.
- d) end rhyme = Often the words at the end of the lines in this poem do not rhyme with others, but occasionally they do. End rhyme is where the final words of a line rhyme, or partly rhyme (called a half-rhyme) with each other, for example lines 6 and 8 have a half-rhyme with the words 'presence' and 'place', and lines 55 and 57 rhyme with 'ahead' and 'said'.

1. There are other examples of these four features of poetry in 'Great-Grandfather's Bridge'. Find and write out lines that have an example that you have found in the poem for each feature:

- a) caesura
- b) enjambment
- c) line break
- d) end rhyme

Sometimes it is possible to come up with your own interpretation for the effect a poetic feature has. For example, in the example of caesura above, the break in 'I stop. The rock-halted slope' comes after the word stop and seems to have the same effect in the poem, mirroring the idea.

- 2. Choose two of the examples of poetic features, either in the description above, or in the ones you found, and write your interpretation of the effect you find they create.
- 3. Write your own poem about a grandparent using free verse and the poetic features above. It can be based on your own experience or something you make up.

Unit 10: Examination Practice

Supplementary task: Practice Paper 1, Comprehension and Use of Language

Text A: Hurricane at Grand Central Station

In the following witness account, F T Woodward tells the story of his experience at a train station during the 1900 Galveston hurricane in the US.

The train depot, standing as it does isolated and alone, was exposed to the full force of the hurricane, and the first strong gust at 8 o'clock was followed by a sound of shattering glass. Several of the windows of the general offices overhead had given way under the almost irresistible pressure. This was the beginning of seven hours of mortal dread.

The storm continued to rage with unabated fury and the roar of the wind was accompanied by the sound of crashing glass, as one after another of the many windows was torn from its fastenings and shattered against the brick walls of the building or upon the sidewalk below. Women clasped their children in their arms, as though they expected to be torn asunder the next moment. Men began to scan the pillars and partition walls supporting the floor above and to take up such positions as seemed to be most conducive to safety in the event the huge building was razed by the storm.

The crashing of glass was soon followed by a sound of ripping and tearing. Section after section of the tin roof was rolled up like sheets of parchment and hurled hundreds of feet away. To add to the terror and confusion, the electric lights suddenly went out and the building was left in darkness, except where the trainmen with their lanterns stood.

Then many moved toward the main entrance of the building, with the evident intention of seeking other quarters, but they were checked at the door by the blinding sheet of water which was being driven by the wind with mighty force, and which lay between them and any place of refuge. They appeared to hesitate between a choice of being drenched by water and possibly struck by a flying section of roof and of remaining in the depot until the end.

The question was soon settled. Even as they looked the roof of the Grand Central Hotel was torn off, many of its inmates rushing into the street. Almost simultaneously a wail went up from the people in the Lawlor Hotel as the big skylight on top was torn loose and fell crashing down the shaft, causing pandemonium. This seemed to satisfy those in the depot that no haven of safety could be found, and they determined to make the best of the situation.

Just then, above the roar of the wind, the crashing of glass and the flapping and pounding and tearing of tin, a new sound was heard. It was that of falling brick. Everyone stood crouched, prepared to leap to either side as the occasion might require. Every one realised the gravity of the situation, but, there was no shrieking, no fainting. Many withstood the ordeal with such fortitude as to lend courage to even the faintest-hearted there. Even the babies were mute and clung to their mothers' necks in breathless despair.

Nearer and nearer came that awful rumbling. A shower of brick and mortar fell in the rear of the women's waiting-room. Nothing remained of the tin-covered awning. Few if any doubted that the end had come and that in another moment all would be buried beneath the ruins.

Suddenly the sound ceased. The brick had fallen and the lower story of the building remained intact. It was soon learned that the entire wall stood unbroken and that the fall of brick and mortar was but the collapse of several large chimneys surmounting the top of the building.

As soon as this became known the effect upon the awe-stricken mass was electrical. Men lighted cigars, women cheered and laughed, and, though more chimneys fell, more glass

was shivered and the loosened tin on the roof continued to pound furiously until nearly 3 o'clock in the morning, there was no more panic, and all felt that the building would withstand the fury of the storm. And it did."

Question 1

- (a) Give two features of the effects of 'the full force of the hurricane' (line 3-4) as it first started to hit the train depot. [2]
- (b) Explain what the writer means by the phrase 'as though they expected to be torn asunder the next moment' (line 10) [1]
- (c) i) What happened 'to add to the terror and confusion' (line 16)? [1] ii) Why did it not affect were the train men stood? [1]
- (d) i) How do the people who moved to the main entrance feel when they got to the door and saw what was happening outside? ii) Give two details from the text to support your answer. [3]
- (e) Using your own words, explain why 'everyone stood crouched' (line 32) at one point in the station. [2]
- (f) In what way did the people in the station think 'the end had come' (line 39)? [1]
- (g) Give two details that show why the people in the station 'cheered and laughed' (line 46). [2]
- (h) Explain using your own words the different feelings of Woodward and the people in the station during the storm. Give three details from anywhere in the text to support your answer. [3]

Question 2

- (a) What two impressions does the writer want to convey to the reader in this sentence: 'This was the beginning of seven hours of mortal dread.' (line 6)? [2]
- (b) Read this extract from the text: 'Section after section of the tin roof was rolled up like sheets of parchment and hurled hundreds of feet away.' (lines 14-15) What effect does the writer suggest by using the word 'parchment'? [1]
- (c) Explain why the writer uses the sentence 'Even the babies were mute and clung to their mothers' necks in breathless despair.' (line 35) to convey the sense of fear among the people in the station. [2]
- (d) Read this sentence from the text: 'Nearer and nearer came that awful rumbling.' (line 37) What does the writer want to suggest to us about the situation at this point in the story? [1]
- (e) Identify one example from the text below of how the writer uses language effectively to convey the force of the hurricane: 'The storm continued to rage with unabated fury and the roar of the wind was accompanied by the sound of crashing glass' (line 7). Explain the impression the writer creates in the example you have identified. [3]

Text B: Rescue 1122 in Lahore

The writer of this article reports on the Rescue 1122 emergency service operating in Pakistan.

Many of us must have seen the American TV series Rescue 911 and wondered if we could ever have such a service in Pakistan. Punjab has proved that such a service is no longer merely a dream. Some of the major cities of Punjab now have an emergency service available within minutes which has the required skills and resources to rescue its citizens from a multitude of emergencies. Rescue 1122, or Punjab Rescue Service, has expanded its operations to eleven more cities, with plans to cover all districts of Punjab shortly.

My visit to Rescue 1122 started off with a detailed briefing by Dr Ahmad Raza, who heads the District Emergency Operations for Lahore. "Rescue does not copy any international

model of services. We have developed our own model customised to local needs," he said. "Every district of Lahore has a District Emergency Control Room. In Lahore alone, we have around five lines that are mapped onto the 1122 number that can be dialled from any landline or mobile number. Once a call is received, there is a standard set of questions that the operator asks the emergency caller, such as the nature of the emergency. The call is then forwarded to the wireless operator. The wireless operator contacts the nearest station, from where the rescue team is mobilised."

Lahore is a fairly large and complex city with 'congested' being an understatement for the old parts. Dr Raza explained how they managed to give coverage to the whole city with their apparently limited resources. "Lahore has a total of eight stations and one specialised vehicles station at our training academy. Besides this, we use some of the City District Government's fire stations that are no longer utilised by them, so there are a total of 14 stations with two ambulances in each." Areas are further defined according to daily trends of rush hours or critical events, like rallies and so on. Ambulances are deputed on standby at these key points. Whenever an emergency call comes, it is picked up by the nearest station, which then responds to the call.

"Currently we have 21 ambulances in use, 10 fire vehicles and five specialised fire vehicles, besides HAZMAT (hazardous materials) units and three rescue vehicles equipped with cutters, ropes and equipment to break walls and so on," Dr Raza told me. Neither old nor new buildings are required by law to have fire regulations, but Rescue has mapped out in detail all the high-rise buildings in the location. "To fight fires in high-rise buildings we have aerial ladders of 105-foot height, sufficient for a 10-storey building, whilst the throw of the water is long enough to fight fires in buildings higher than this. We also have an aerial platform that can rise to 60 feet," he added. "Every ambulance has two people and the fire vehicle has three, besides the driver. Even our drivers have specific tasks assigned to them when they reach the emergency site, so it's a complete team effort. Rescue 1122 boasts a response time of average seven minutes—a great achievement! It is possible because every vehicle crew does mapping drills every week so that locations can be easily found."

He highlighted an unexpected issue, "We believe that malicious calls are a serious nuisance. The worst form is fake incident reporting, in which the team finds that nothing has actually happened on the reported location, and the call is a hoax. We addressed this problem by designing software that now tracks all calls and maintains a database. Whenever a person calls in, the software shows the complete call history from that number." This behaviour seemed hard to believe but later on in my visit, I actually heard a call where some people called in "just for fun". It was depressing to witness citizens abusing the services that are there to help them.

Besides expanding its operations to all the districts of Punjab, Rescue will be bringing in additional equipment and resources including, it is hoped, a helicopter. With the emphasis on expansion, the service is still committed to maintaining quality. "We have established a Provincial Monitoring Cell that surveys all the district control rooms through IP cameras and has a central communication and GPS monitoring system for vehicles." Dr Raza explained. In the case of a complex emergency requiring more support, the Provincial Monitoring Cell takes over the district control to monitor the operation and arrange backup support.

Question 3

(a) Summarise what aspects of the Rescue 1122 service would most benefit people in Punjab in a time of emergency.

You must use continuous writing and not note form in your answer.

Use your own words where appropriate.

Avoid copying long sections of the text.

Your summary should be 150-180 words.

Up to 10 marks are available for the content of your answer and up to 10 marks for the quality of your writing. [20]

(b) Imagine you are a member of the public who called Rescue 1122 and experienced a successful evacuation from the block of flats you live in that was on fire.

You are interviewed on a national television news programme that is reporting on the events of the rescue.

Give your response to the interviewer, using information from the text.

Interviewer's question:

How did you feel when the Rescue 1122 team arrived on the scene and began tackling the fire and evacuating everyone? [5]

Supplementary task: Practice Paper 2, Directed Writing and Composition

Read both texts and answer Question 1.

Text A

Bradley, 61

Money has really ruined sport for me. When I was a boy I followed cricket and played football, both within a short distance of my house, and I really felt part of the sports. Everyone could take part and have a go, and even people who played professionally seemed normal. It wasn't unusual to see the players you had been watching in a stadium only the day before, out and around town, just going about their lives with their families. Playing sport was their everyday job and when they retired, they would take up another career, perhaps going on to run a shop, or become a teacher, or stay involved in sport as a coach or team manager. As a youngster playing sport, you were doing the same things every other cricketer, footballer or athlete was doing, even the well-known ones. It even seemed possible to be like them one day, if you practised and played well enough. Above all, sport was a game and everyone did it for fun, whatever level they were at. Money has changed all that. Now sport stars seem like aliens from another planet, totally removed from the grassroots of their sport. Most of them earn enough never to have to work again, some even by their early twenties. Worst of all, the knock-on effect has made everything in sport too expensive: joining a club, equipment, match tickets, and even the fees to watch on television. The first priority seems to be money-making and profit now, rather than encouraging people to join in and have a bit of healthy fun.

Text B

Roxana, 22

We're so lucky to be living at a time when there is so much money in sport! It's made everything better. Where once upon a time sports grounds were in poor condition and very basic, now we have many new and upgraded state-of-the-art facilities. Going to watch your favourite team play with your family is a pleasure these days, and a much safer experience as well. There is also a plethora of ways to follow your sport on television and online. Nearly every sport seems to have a dedicated television channel or show or website - even individual clubs - all packed with high quality interviews, coverage and reports that really bring the action to life. One of the most enjoyable benefits of the funding in sport that I have found as a young sportsperson is the range of courses and coaching sessions available. I play mostly tennis, golf, and do a lot of swimming, and in the last few years I have seen a new indoor tennis academy, an additional golf course, and a fully refurbished swimming pool at my local leisure centre, all open to the public. These have really helped me to improve my fitness and make a lot of progress in my playing ability. Perhaps the best thing that has resulted from sports having more cash is the quality of professional teams and athletes. They are amazing! With money for sports science, and the incentive of superstardom, the performances we are seeing today are far superior to anything that has gone before, and an inspiration for

the next generation coming through.

Question 1

Write a letter from the government sports department that will be sent to wealthy professional sports clubs, persuading them to give fans and amateur players more opportunities to take part in sport. Explain to the clubs the reasons some fans and players are unable to participate, and encourage the clubs to act to make sport more accessible to all.

In your letter you should:

- evaluate the ideas and opinions in both texts
- give your own views, based on what you have read in the texts about the subject

Base your letter on what you have read in both texts but be careful to use your own words.

Address both of the bullet points.

Set your letter out in an appropriate way, and use paragraphs to put forward different parts of your message.

Write about 250 to 350 words.

Up to 10 marks are available for the content of your answer, and up to 15 marks for the quality of your writing. [25]

Questions 2-5

Answer one question.

Write about 350 to 450 words on one of the following questions.

Up to 10 marks are available for the content and structure of your answer and up to 15 marks for the style and accuracy of your writing.

EITHER

Descriptive writing

Question 2 Write a description of a large crowd that has gathered to celebrate something. [25]

OR

Descriptive writing

Question 3 Describe the feelings you experienced when you arrived late for an event. (The event could have happened to you, another person, or be imagined.) [25]

OR

Narrative writing

Question 4 Write a story in which somebody tells a lie and gets found out. [25]

OR

Narrative writing

Question 5 Write a story that includes the sentence: 'It was beyond their wildest dreams.' [25]

Examination Practice Papers

The following section up to the end of this Teaching Guide comprises two additional complete sets of Paper 1 and Paper 2 texts, questions, mark schemes, and writing task examples with marks and commentary.

ENGLISH LANGUAGE

1123/01

Practice Paper 1 Reading

2 hours

Read Text A and answer Question 1 and Question 2 on the question paper.

Text A: The Way to School

In the following story set high in the mountains of northern Pakistan, the young son of a village leader makes the dangerous journey to begin his education.

High up at the head of the Hushe Valley, in the shadow of Masherbrum's hanging glaciers, Mohammed Aslam Khan had been a boy in the time before roads. Life in the village proceeded as it always had. In the summer, boys like Aslam led the sheep and goats to high pastures while the women made yoghurt and cheese. From Hushe's grazing grounds, Masherbrum's broad shoulder could be seen thrusting into the heavens. 5

In the autumn, Aslam took turns with other village boys driving a team of six yaks in circles around a pole, so that their heavy hooves would thresh the newly-harvested wheat. Throughout the long winter, he would huddle as near to the fire as he could creep, competing with his five brothers, three sisters, and the family's livestock to find the warmest spot. 10

This was life. It was how every boy in the village could expect to spend his days. But Aslam's father, Ghulam Ali, was the head of the most powerful family in Hushe. Everyone said Aslam was the cleverest of Ghulam Ali's children, and his father had other plans for him.

In late spring, when the worst of the weather had retreated, but the Shyok river still ran fast with snow melt, Ghulam Ali woke his son up before first light and told him to prepare to leave the village. Aslam couldn't imagine what he meant. But when he saw that his father had packed luggage for him, he began to cry. 15

Questioning his father's will was not allowed, but Aslam challenged him.

"But surely I can stay here?" he said, turning to his mother for support, but she remained silent and looked bravely at her son, shaking her head. By the light of a guttering oil lamp, Aslam was shocked to see that she, too, was crying. 20

"You're going to school," his father said.

Aslam walked with his father for two days. Like every Hushe boy, Aslam had roamed the narrow mountain paths that clung to the bare cliff sides like ivy tendrils to stone walls. But he had never been so far from home. Down here the earth was sandy and free of snow. Behind him, Masherbrum had lost the reassuring bulk that had placed it at the centre of his known universe. Now it was only one mountain among many. 25

When the trail ended at the bank of the Shyok, Ghulam Ali hung a leather pouch containing two gold coins around his son's neck on a cord. 30

"When, Inshallah, you get to the town of Khaplu, you will find a school. Give the Sahib

who runs the school these coins to pay for your education.”

“When will I come home?” Aslam asked, trying to control his trembling lips.

“You’ll know when,” his father said.

Ghulam Ali inflated six goat bladders and lashed them together into a zaks, the traditional Balti raft for fording a river when it ran too deep to cross on foot. 35

“Hold on tight,” he said.

Aslam couldn’t swim. His father put him in the water, and Aslam began to cry, struggling to control the raft. He looked back at Ghulam Ali, standing strong and proud, but as Aslam floated away, he realised his father had tears in his eyes too. 40

Aslam clung to the zaks as the Shyok sucked him from his father’s sight. He bobbed over rapids, sobbing openly now that no-one was watching, shivering in the water’s glacial chill. After a passage of blurred terror that might have taken ten minutes or two hours, Aslam noticed he was moving more slowly as the river widened. He saw some people on the far bank and kicked towards them, too afraid of losing the zaks to use his arms. 45

An old man fished Aslam out of the water and wrapped him in a warm yak hair blanket. He stood shivering and crying. When the old man asked him why he had crossed the river, Aslam told him of his father’s instructions.

“Don’t be afraid,” the old man counselled Aslam. “You’re a brave boy to come so far from home. One day, you’ll be honoured by everyone when you return.” 50

He stuffed two wrinkled rupee notes into Aslam’s hand and accompanied him down the path toward Khaplu, until he could hand him over to another elder. In this fashion, Aslam and his story travelled down the Lower Hushe Valley. He was passed from hand to hand, and each villager who accompanied him made a small contribution toward his education. 55

The kindness of these strangers encouraged Aslam, and he soon reached Khaplu and enrolled at the government school. He vowed to study as hard as he was able.

Khaplu was a bustling city, the largest settlement Aslam had ever seen. When he began his first term, Aslam didn’t have the fine uniform of the other students, and was dismayed to find they teased him for his yak skin shoes and woollen clothes. But the teachers at the school pooled their money and bought him the same white shirt, maroon sweater and black trousers his classmates had, and he soon blended in happily and made friends. 60

Once his first year of schooling had come to an end, Aslam walked back up the Hushe Valley to visit his family. As he entered the village, wearing his school uniform and smiling at the family and villagers who had come out to meet him, everyone gazed at him proudly and said he brought Hushe great honour. Aslam remembered what the old man had said to him when he had emerged from the Shyok river, and grinned as he realised the prediction had come true. 65

Section A: Comprehension and Use of Language

Question 1

(a) Give two details that show why Aslam’s father ‘had other plans for him’ than the other children in his village and family (lines 13-14).

-
- [2]

(b) (i) How did Aslam’s mother feel when Ghulam Ali prepared to send his son away to school (line 20)? (ii) Give two details from the text to support your answer.

- (i)

- (ii)[3]
- (c) Give two features of the method Ghulam Ali used to send Aslam down and across the Shyok river (line 35).
-
 -[2]
- (d) Explain what the writer means by the phrase ‘the water’s glacial chill’ (line 42).
-[1]
- (e) Using your own words, explain the way Aslam was able to make his way from the old man who helped him out of the river down to his enrolment at the school in Khaplu (line 46).
-[2]
- (f) (i) What was the reason Aslam found the other students at the school in Khaplu ‘teased him’ (line 60)?
- [1]
- (ii) How did the teachers there make it stop?
- [1]
- (g) In what way did Aslam think ‘the prediction had come true’ (line 69) when he returned to his village?
- [1]
- (h) Explain using your own words Aslam’s different feelings about leaving his home and his first year at school.
- Give three details from a nywhere in the text to support your answer.
-
-
-
-
- [3]

[Total: 16]

Question 2

- (a) What two impressions does the writer want to convey to the reader in this sentence: ‘From Hushe’s grazing grounds, Masherbrum’s broad shoulder could be seen thrusting into the heavens.’ (lines 4-5)?
-
-
- [2]

(b) Explain why the writer uses the phrase 'like ivy tendrils to stone walls' to describe the paths in the sentence 'Aslam had roamed the narrow mountain paths that clung to the bare cliff sides like ivy tendrils to stone walls.' (line 25).

.....
.....
..... [1]

(c) Read this extract from the text:

'Aslam clung to the zaks as the Shyok sucked him from his father's sight.' (line 41)

What effect does the writer suggest by using the word 'sucked'?

.....
..... [2]

(d) Read this part of the text:

'a passage of blurred terror that might have taken ten minutes or two hours' (line 43)

What does the writer want to suggest to us about the situation at this point in the story?

.....
..... [1]

(e) Identify one example from the text below of how the writer uses language effectively to convey how Aslam feels on his journey down the Hushe Valley:

'Behind him, Masherbrum had lost the reassuring bulk that had placed it at the centre of his known universe. Now it was only one mountain among many.' (lines 27-28).

Explain the impression the writer creates in the example you have identified.

example

explanation

.....
.....
..... [3]

[Total: 9]

Read Text B and answer Question 3 on the question paper.

Text B: The Majestic Pakistan Himalayas Walking Adventure

The following tourist brochure advertises the itinerary of a four week tour in the mountainous northern regions of Pakistan.

Welcome to a land of rugged beauty and unparalleled natural wonders – the Pakistan Himalayas. Embark on an unforgettable adventure through this breathtaking region, where towering peaks, ancient glaciers, and a vibrant culture await.

Day 1-2: Arrival in Islamabad:

Begin your journey in the capital city of Islamabad, where you will be greeted with warm Pakistani hospitality. Immerse yourself in the busy markets, sample traditional street food, and take in the sights and sounds of this modern and highly impressive metropolis.

Day 3-4: Skardu and Shigar Valley:

Travel in our specially chartered plane to Skardu, the gateway to the mountains. Marvel at the panoramic views of the western Himalayas and the mighty Karakoram Range behind, as your journey continues by road into the Shigar Valley. Visit the centuries-old

Shigar Fort, with its fully-restored architecture and museum in the old court, and spend a relaxing spell acclimatising and getting to know the rich history and culture of Shigar town.

Day 5-20: Concordia and K2 Base Camp:

At this point the serious hiking begins with our expert local guides, and the challenges of mountain life take over: snow, ice and harsh weather, but worth every step. Embark on the long and thrilling trek to Concordia camp, a place converging at the foot of some of the world's highest peaks. Witness the awe-inspiring beauty of the immense Baltoro Glacier at its millennia-old confluence - one of the largest outside the planet's poles - with the Godwin-Austen Glacier and others. Surrounding you are the formidable peaks of K2, the Gasherbrums, and Broad Peak. As you approach K2 Base Camp, feel the exhilaration of standing in the shadow of the world's second-highest mountain, and the sense of achievement that comes from completing the crossing when you return to Shigar.

Day 21-24: Hunza Valley:

After your accomplishments in the high mountains, it is time to take things at your own pace again, beginning by venturing into the landscapes and well-preserved culture of the enchanting Hunza Valley. Explore the ancient Altit and Baltit Forts, witness the centuries-old traditions of the local Burusho people, and indulge in the flavours of Hunza cuisine - especially chapshuro, a kind of flat pie crammed with minced meat, spices, tomatoes and onion. Don't miss the opportunity to visit the stunning Attabad Lake and the mesmerising Passu Glacier, undulating down from the Batura Muztagh mountain range.

Day 25-28: Fairy Meadows and return to Islamabad:

Continue your well-earned R&R in the lush green setting of the ethereal Fairy Meadows National Park. Ringed by snow-capped peaks, this area is known locally as Joot, with jaw-dropping views of Nanga Parbat, the imposing westernmost major peak of the Himalayas. This is also a great spot for observing and learning about the region's wildlife in the hands of local guides, with wild horses, musk deer and ibex roaming free on the plateau, and even glimpses of brown bears and snow leopards to be had. If you are feeling active, you can opt to take one last trek to Beyal Camp, an excellent viewpoint for the Raikot Glacier. From here the adventure comes to a close, returning to Islamabad on the tour's final day.

As you embark on this incredible tour, rest assured that your safety and comfort are our top priorities. We will lead you through well-established trekking routes, ensuring you have a memorable and thoroughly planned journey.

Prepare to be captivated by the grandeur of the Pakistan Himalayas, where natural beauty meets timeless cultural heritage. Each step you take will bring awe-inspiring vistas, friendly encounters with local people, and a deeper appreciation for this extraordinary land.

Section B: Summary and Short response

Question 3

(a) Summarise the positive experiences a traveller undertaking this tour in the Pakistan Himalayas might expect, according to Text B.

You must use continuous writing (not note form).

Use your own words where appropriate.

Avoid copying long sections of the text.

Your summary should be 150-180 words.

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.....
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.....
.....
..... [5]

[Total: 25]

Set A Mark Scheme 1

ENGLISH LANGUAGE

1123/01

Practice Paper 1 Reading MARK SCHEME

Section A: Comprehension and Use of Language

Text A: The Way to School

Question 1

This question tests the following reading assessment objectives (16 marks)

R1 demonstrate understanding of explicit meanings

R2 demonstrate understanding of implicit meanings and attitudes.

Overview of items for Question 1

Item	Assessment objectives tested	Marks for assessment objectives
1(a)	R1	2
1(b)	R2	3
1(c)	R1	2
1(d)	R1	1
1(e)	R1	2
1(f)(i)	R1	1
1(f)(ii)	R1	1
1(g)	R2	1
1(h)	R2	3
Total		16

Question	Answer	Marks	Guidance
1(a)	<p>Give two details that show why Aslam’s father ‘had other plans for him’ than the other children in his village and family (lines 13-14).</p> <ul style="list-style-type: none"> Aslam’s father was the head of the most powerful family in Hushe Aslam was the cleverest of Ghulam Ali’s children 	2	

1(b)	<p>(i) How did Aslam’s mother feel when Ghulam Ali prepared to send his son away to school (line 20)?(ii) Give two details from the text to support your answer.</p> <ul style="list-style-type: none"> • Reward any description of being distressed however expressed: • distressed / upset / unhappy / sad (1) <p>Any two details from:</p> <ul style="list-style-type: none"> • Aslam’s mother remains silent when he challenges his father (1) • She unable to agree with Aslam that he can stay longer at home / shaking her head (1) • She is crying as Aslam prepares to leave (1) 	3	Part (ii) details can be quoted from the text and / or in the students own words
1(c)	<p>Give two features of the method Ghulam Ali used to send Aslam down and across the Shyok river (line 35).</p> <p>Any two details from:</p> <ul style="list-style-type: none"> • Ghulam Ali inflated six goat bladders • he lashed six goat bladders together • he made a traditional Balti raft / zaks 	2	
1(d)	<p>Explain what the writer means by the phrase ‘the water’s glacial chill’ (lines 42-43).</p> <p>The water is:</p> <ul style="list-style-type: none"> • very cold / freezing / extremely cold 	1	
1(e)	<p>Using your own words, explain the way Aslam was able to make his way from the old man who helped him out of the river down to his enrolment at the school in Khaplu (line 46).</p> <p>He got to the school and enrolled by:</p> <ul style="list-style-type: none"> • being led by different villagers/elders who accompanied him • being passed from villager to villager to make his way bit by bit • being given money or things he might need by the villagers 	2	Do not credit material copied from the text: stuffed two wrinkled rupee notes into Aslam’s hand / passed from hand to hand / made a small contribution
1(f)(i)	<p>(i) What was the reason Aslam found the other students at the school in Khaplu ‘teased him’ (line 60)?</p> <ul style="list-style-type: none"> • Aslam didn’t have a school uniform • He wore different things to them: yak skin shoes and woollen clothes 	1	
1(f)(ii)	<p>(ii) How did the teachers there make it stop?</p> <ul style="list-style-type: none"> • They got him clothes for a uniform 	1	Do not credit: pooled their money without clothes/uniform detail

1(g)	<p>In what way did Aslam think ‘the prediction had come true’ (line 69) when he returned to his village?</p> <ul style="list-style-type: none"> • The people in his village of Hushe were now proud of him and thought his schooling and visit to them brought them honour 	1	
1(h)	<p>Explain using your own words Aslam’s different feelings about leaving his home and his first year at school.</p> <p>Give three details from anywhere in the text to support your answer.</p> <p>Aslam feels:</p> <ul style="list-style-type: none"> • at first: contented with village life / like he belongs in Hushe / happy with village life [Aslam took turns with other village boys / This was life. It was how every boy in the village could expect to spend his days.] • as he leaves the village: unhappy when he realises he is to leave the village / reluctant to leave the village / uncertain of his life and the world around him [he began to cry / “But surely I can stay here?” / trying to control his trembling lips] • on the journey down the river: frightened of the danger of the water / scared he might lose the raft / lonely when he is on his own [Aslam began to cry, struggling to control the raft / sobbing openly now that no-one was watching] • on his way to Khaplu: heartened by the help he is given / motivated to do well at school [these strangers encouraged Aslam / He vowed to study as hard as he was able.] • at school: upset when he is teased for his clothes / happy when he fits in and makes friends [dismayed to find they teased him for his yak skin shoes and woollen clothes / he soon blended in happily and made friends] • when he returns to Hushe: happy to see his family and the people of his village / pleased that he had made the village proud of him [smiling at the family and villagers / grinned as he realised] <p>Award up to 3 marks:</p> <ul style="list-style-type: none"> • 3 marks for an explanation which shows a secure understanding of Aslam’s different feelings • 2 marks for an attempt at an explanation which shows some understanding of the different feelings Aslam has • 1 mark for some awareness of how Aslam feels. The explanation may be partial. • The explanation must be predominantly in the candidate’s own words. 	3	Award marks for similar descriptions of feelings

Question 2

This question tests the following reading assessment objective (9 marks)

R4 demonstrate understanding of how writers achieve effects and influence readers.

Overview of items for Question 2

Item	Assessment objectives tested	Marks for assessment objectives
2(a)	R4	2
2(b)	R4	1
2(c)	R4	2
2(d)	R4	1
2(e)	R4	3
Total		9

Question	Answer	Marks	Guidance
2(a)	<p>What two impressions does the writer want to convey to the reader in this sentence: 'From Hushe's grazing grounds, Masherbrum's broad shoulder could be seen thrusting into the heavens.' (lines 4-5)?</p> <p>Award one mark for each up to a maximum of two marks:</p> <ul style="list-style-type: none"> • the village and grazing grounds are very high up in the mountains • Masherbrum mountain is huge / immense / impressive • Masherbrum is made to seem like a person or animal that is strong / powerful / mighty • Masherbrum is so high it reaches way into the sky / is extremely tall 	2	
2(b)	<p>Explain why the writer uses the phrase 'like ivy tendrils to stone walls' to describe the paths in the sentence 'Aslam had roamed the narrow mountain paths that clung to the bare cliff sides like ivy tendrils to stone walls.' (line 25).</p> <p>Award one mark for any of the following:</p> <ul style="list-style-type: none"> • the paths are in very steep / near-vertical areas <p>OR</p> <ul style="list-style-type: none"> • the paths are precarious / hanging on to the mountainside <p>OR</p> <ul style="list-style-type: none"> • the paths are weak / temporary / flimsy compared to the rock / stone of the mountain / cliff 	1	Do not credit identifying the simile on its own.

2(c)	<p>Read this extract from the text: ‘Aslam clung to the zaks as the Shyok sucked him from his father’s sight.’ (line 41) What effect does the writer suggest by using the word ‘sucked’? Award one mark for each up to a maximum of two marks:</p> <ul style="list-style-type: none"> • pulled away reluctantly / against his will / out of his control • powerful / strong current • described like a person / as if it has its own will / as if it wants to consume him • happens suddenly / shockingly / unexpectedly quickly 	2	
2(d)	<p>Read this part of the text: ‘a passage of blurred terror that might have taken ten minutes or two hours’ (line 43) What does the writer want to suggest to us about the situation at this point in the story?</p> <ul style="list-style-type: none"> • frightening experience / disorientating / Aslam is in shock / relentless and unchanging 	1	
2(e)	<p>Identify one example from the text below of how the writer uses language effectively to convey how Aslam feels on his journey down the Hushe Valley: ‘Behind him, Masherbrum had lost the reassuring bulk that had placed it at the centre of his known universe. Now it was only one mountain among many.’ (lines 27-28). Explain the impression the writer creates in the example you have identified. Responses might use any of the following relevant choices:</p> <ul style="list-style-type: none"> • lost the reassuring bulk: no longer the impressive / comforting / dominant part of his life it had been, loss of strength / power, being diminished, feeling insecure, like the uncertainty of growing up and having to become more independent • the centre of his known universe: idea of his limited view of life / the world up to that point, the dominant / important / formative role of the mountain in his life, a child’s perspective of the world • now it was only one mountain among many: change of perspective / viewpoint on life and the world, moment of realisation / truth, sense of insignificance 	3	<p>One part of the extract should be identified and quoted. Award one mark for any single aspect of the suggested choices, or similar ideas expressed differently.</p>

	<p>Award up to 3 marks.</p> <p>3 marks for:</p> <ul style="list-style-type: none"> • clear understanding of how writer achieves intended effect • relevant example precisely identified / example identified by accurate labelling <p>2 marks for:</p> <ul style="list-style-type: none"> • some understanding of how writer achieves intended effect • relevant example precisely identified / example identified by accurate labelling <p>1 mark for:</p> <ul style="list-style-type: none"> • relevant example precisely identified / example identified by accurate labelling 		
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Section B: Summary and Short Response

Text B: The Majestic Pakistan Himalayas Walking Adventure

Question 3(a)

This question tests the following reading assessment objectives (10 marks)

R1 demonstrate understanding of explicit meanings

R5 select and use information for specific purposes

and the following writing assessment objectives (10 marks)

W2 organise and structure ideas and opinions for deliberate effect

W3 use a range of vocabulary and sentence structures appropriate to context

Question	Answer	Marks	Guidance
3(a)	<p>Summarise the positive experiences a traveller undertaking this tour in the Pakistan Himalayas might expect, according to Text B.</p> <p>You must use continuous writing (not note form). Use your own words where appropriate. Avoid copying long sections of the text. Your summary should be 150-180 words. Up to 10 marks are available for the content of your answer and up to 10 marks for the quality of your writing.</p> <p>Use the Marking Criteria for Question 3 (Table R, Reading and Table W, Writing).</p> <p>INDICATIVE READING CONTENT</p> <p>Candidates may refer to any of the points below:</p> <p>1 seeing beauty of the natural landscape / rugged beauty</p> <p>2 visiting unique natural wonders / the world's second-highest mountain / particular mountains / valleys / glaciers / one of the largest outside the planet's poles / lakes</p>	20	Credit any individual aspects of indicative or similar relevant points arising out of the text.

	<p>3 contact with other cultures / local people / traditions / capital city of Islamabad / cities, towns and villages / Burusho people</p> <p>4 buying and tasting new foods / busy markets / street food / local cuisine / flavours</p> <p>5 different kinds of travel / hiking / flying / glacier crossing</p> <p>6 learning and gaining new knowledge and understanding / local guides</p> <p>7 physical challenge and resilience / mountain hikes / sense of achievement / snow, ice and harsh weather</p> <p>8 getting close to nature / observing wild animals / plants and flowers</p> <p>9 coming into contact with history / centuries-old Shigar Fort</p> <p>10 opportunities for rest and relaxation / Pakistani hospitality / acclimatisation</p>		
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Marking criteria for Question 3(a)

Table R, Reading

Use the following table to give a mark out of 10 for reading.

Level	Marks	Description
5	9-10	A wide range of relevant ideas (R1) Ideas are skilfully selected and used (R5)
4	7-8	A good range of relevant ideas (R1) Ideas are carefully selected and used (R5)
3	5-6	A range of relevant ideas (R1) Relevant ideas selected; may include excess material (R5)
2	3-4	Some relevant ideas used; may include indiscriminate selection (R1 and R5)
1	1-2	Some ideas referred to; limited evidence of selection (R1 and R5)
0	0	No creditable content

Table W, Writing

Use the following table to give a mark out of 10 for writing.

Level	Marks	Description
5	9-10	A relevant response that is expressed clearly, fluently and mostly with concision. The response is well organised. (W2) The response is the candidate's own words and/or structures where appropriate with a range of vocabulary which clarifies meaning. (W3)

4	7-8	A relevant response that is expressed clearly with some areas of concision. The response is organised. (W2) The response is the candidate's own words and/or structures where appropriate. (W3)
3	5-6	A relevant response that is generally expressed clearly. There is some evidence of organisation. (W2) The response is mainly the candidate's own words and/or structures where appropriate. (W3)
2	3-4	A relevant response that can generally be followed. There are areas of the response expressed in the candidate's own words and/or structures. (W2 and W3)
1	1-2	The response lacks clarity. There is occasional use of own words and/or structures. (W2) There may be long explanations or the response may be brief. (W3)
0	0	No creditable content.

Question 3(b)

This question tests the following reading assessment objective (5 marks)
R2 demonstrate understanding of implicit meanings and attitudes

Question	Answer	Marks	Guidance
3(b)	<p>Imagine you are a tourist who has just completed the four week Pakistan Himalaya tour successfully and enjoyed the experience.</p> <p>You are asked in a questionnaire what you think the main benefit of the tour was for you.</p> <p>Give your answer to the questionnaire, using information from the text.</p> <p>Questionnaire prompt: We believe our Pakistan Himalaya itinerary inspires and challenges our customers, enhancing their view of themselves and the world.</p> <p>Would you recommend the tour to other travellers, and why?</p> <p>INDICATIVE CONTENT</p> <p>Responses might use any of the following ideas.</p> <p>A1: The tourist would recommend the tour and agree that the experience is inspiring and/or challenging in a positive way because:</p> <ul style="list-style-type: none"> • Areas of natural landscape visited are of extreme and unique beauty [development of point: mountains like K2 are among the highest in the world and cannot be seen anywhere else / geographical locations like the Concordia glacier confluence are very old/huge/rare natural phenomenon.] 	5	Credit responses that use the indicative points or other similar or relevant perspective, opinion or ideas arising out of the text.

	<ul style="list-style-type: none"> • Physical and mental challenge of the Concordia trek left a real sense of accomplishment [development of point: overcoming extreme conditions and coping difficult but rewarding / gained a sense of what can be achieved with effort and resilience] • Learned a lot about the rich cultural and historical aspects of the region [development of point: time spent with local people and encountering the traditions and culture of the area an authentic way to understand different ways of life / forts and historic locations, museums, guides brought history to life] 		
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Table R, Reading

Use the following table to give a mark out of 5 for reading.

Level	Marks	Description
3	4-5	Consistent and relevant perspective offered. Ideas are developed and supported.
2	2-3	Generally relevant perspective offered. Some attempt to support or develop.
1	1	Some awareness of opinion or attitude.
0	0	No creditable content

ENGLISH LANGUAGE**1123/02****Practice Paper 2 Writing****2 hours**

Section A: Directed Writing

Read both texts and answer Question 1.

Text A

Ingrid, 72 years old

As an older person, who has been enriched by exploring several corners of the globe, I think that, although there are many places to visit, there is nowhere truly new left to discover. From the polar regions to the rainforests, it seems every inch of the planet has been touched by human presence. Today, with technology advancement and the ease of international travel, it seems as if the world has been fully mapped and documented. It feels every trail has been trodden, every summit conquered. The age of discovery and uncharted territory is a relic of the past. The once pristine beaches of the Indian Ocean are lined with luxury resorts. Antarctica, once an inaccessible unknown, now welcomes tourists aboard expedition cruises. Even the depths of the oceans, once thought to hold a fabled Atlantis, have been surveyed and studied. While some claim that there are still hidden wonders awaiting discovery, I struggle to find evidence. Even the remotest islands like Tristan da Cunha have been visited and inhabited. It seems that in this era of globalisation and connectivity, the concept of discovery has become a romanticised idea. 3D satellite maps and millions of videos covering the whole planet, all available at the touch of phone screen, have left us with a sense of familiarity rather than any real opportunity for exploration.

Text B

Omar, 18 years old

I believe that there are countless undiscovered places in the world just waiting to be unveiled, and I am determined to push my horizons, both in the physical world and in our understanding, especially in science. Under our oceans and seas, more than half of the surface of the globe has really only just begun to be explored and learned about. With expanses of seabed, deep tectonic trenches, and marine life yet to be seen, the open waters offer a humbling frontier that could keep humanity engrossed for centuries to come, especially as technology gradually improves access to these areas. From vibrant coral reefs teeming with colourful new species to the dark abyssal plains, the ocean holds near-endless possibilities for research and scientific breakthroughs. Even on land, there are remote regions that remain untouched by human presence. The dense jungles of the Amazon rainforest, home to indigenous communities and rare wildlife, offer an invitation to delve into a previously unimagined world of biodiversity and cultural richness. Ironically, even in our own cities, the spirit of discovery - or re-discovery - awaits. There are no doubt hidden gems in the narrow alleyways of Marrakech's medina, or the backstreets of Tokyo's neighbourhoods, with its hundreds of streets and hidden kissaten cafes. As long as curiosity and the spirit of exploration exists in people, there will always be places in the world just waiting to be found. Discovery is not only being the first, but something fresh for everyone when they visit a place or encounter something for their very first time - it never stops.

Question 1

Write a speech to be delivered to university students about the opportunities for discovery available to them in the modern world.

In your article you should:

- evaluate the ideas and opinions in both texts
- give your own views, based on what you have read in the texts about the discovered and undiscovered places in the world

Base your speech on what you have read in both texts but be careful to use your own words.

Address both of the bullet points.

Begin your speech with a question that engages the audience.

Write about 250 to 350 words.

Up to 10 marks are available for the content of your answer, and up to 15 marks for the quality of your writing. [25]

Section B: Composition

Answer one question.

Write about 350 to 450 words on one of the following questions.

Up to 10 marks are available for the content and structure of your answer and up to 15 marks for the style and accuracy of your writing.

EITHER

Descriptive writing

2 Write a description of a landscape of extreme natural beauty. [25]

OR

Descriptive writing

3 Describe the feelings you had when you experienced something for the very first time. (The experience could be related to growing up, a cultural event, travel or anything else.) [25]

OR

Narrative writing

4 Write a story about meeting an interesting person on a journey. [25]

OR

Narrative writing

5 Write a story that includes the sentence: 'It was such a relief when I found it again.' [25]

Set A Mark Scheme 2

ENGLISH LANGUAGE

1123/01

Practice Paper 2 Writing MARK SCHEME

Section A: Directed Writing

Question 1

This question tests the following writing assessment objectives (15 marks)

W1 articulate experience and express what is thought, felt and imagined

W2 organise and structure ideas and opinions for deliberate effect

W3 use a range of vocabulary and sentence structures appropriate to context

W4 use register appropriate to context

W5 make accurate use of spelling, punctuation and grammar.

and the following reading assessment objectives (10 marks)

R3 analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text

R5 select and use information for specific purposes.

Question	Answer	Marks
	<p>Write a speech to be delivered to university students about the opportunities for discovery available to them in the modern world.</p> <p>In your article you should:</p> <ul style="list-style-type: none"> • evaluate the ideas and opinions in both texts • give your own views, based on what you have read in the texts about the discovered and undiscovered places in the world <p>Base your speech on what you have read in both texts but be careful to use your own words.</p> <p>Address both of the bullet points.</p> <p>Begin your speech with a question that engages the audience.</p> <p>Write about 250 to 350 words.</p> <p>Up to 10 marks are available for the content of your answer, and up to 15 marks for the quality of your writing.</p> <p>Notes on task</p> <p>Responses might use the following ideas:</p>	

1	<p>Text A</p> <ul style="list-style-type: none"> • people have travelled to and explored all the different landscapes of the world • although modern travel is easy, there is nowhere left to go that somebody hasn't already been to before • all parts of the world have been changed by people, so they can no longer be experienced in their original state • science and technology have meant the world has been recorded and made available in the form of maps, books, webpages, etc • even once extremely remote or unvisited areas are now accessible to anyone who has the time and resources to get there • true discovery is now a 'romantic', idealised and fantastical idea • people are able to see places online in great detail that they will never visit <p>Text B</p> <ul style="list-style-type: none"> • the marine world is one of the biggest areas of the world's surface and still has huge amounts of exploration to be undertaken • there is a lot of opportunity for scientific discovery, not only in areas like the oceans which have not been explored, but in better understanding the places people have visited • there could still be centuries of the age of exploration ahead of us • some places are still untouched by humans / unvisited • other possible forms of discovery are still possible: cultural, biodiversity • parts of human civilisation can be explored and provide discovery • the definition of discovery can refer to an individual as well as humanity <p>Possible evaluation of ideas:</p> <p>Text A</p> <ul style="list-style-type: none"> • whether the age of discovery is past and consigned to history is a possible debate • how far things like tourism have replaced exploration and discovery • whether people have lost something by exploring the world so thoroughly • whether discovery has had a positive impact on the world and the people who live in it / issues of globalisation and loss of individual cultures, environments, species, habitats • whether discovery is limited and can ever one day be thought to be 'complete' or not • whether the idea of discovery is authentic / has become commercialised and popularised through tourism or the internet 	25
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	<ul style="list-style-type: none"> • whether there is real evidence for new frontiers awaiting discovery <p>Text B</p> <ul style="list-style-type: none"> • whether people still have the desire to explore the world • whether the idea of discovery is evolving as we discover more • whether technological advancement change the kinds of discovery possible for humans • how far discovery can be understood on different levels - scientific, cultural, etc • whether discovery has to be literally the first time something has ever been encountered by a human / whether it is also a more individual human concept • whether discovery is as much a state of mind as anything else <p>Possible synthesis of ideas:</p> <p>Text A is older and provides a voice of experience, having travelled to different parts of the world in own life, whereas Text B is younger and gives an optimistic view, looking for opportunity in the world.</p> <p>Both texts see at least some value in the process of discovery - Text A for example acknowledges that exploring the world can bring personal benefits, although is pessimistic about the idea of discovery</p> <p>Technology is raised by both texts, but Text A considers the way it has made travel easier and created multi-media representations of the world from a negative perspective, while Text B sees it as enabling new discoveries.</p> <p>Text A seems to take a more established and traditional view of the idea of discovery, but Text B challenges and questions what can be considered discovery in the current world.</p>	
	<p>The ideals of discovery are seen as romantic and unrealistic in the modern world by Text A, and Text B contains some of the same idealism, but in a motivating way.</p> <p>Both texts relate exploration and discovery with the idea of advancing scientific understanding in various ways.</p> <p>A couple of places - the deep seas, rainforests - are mentioned by both texts but used to make the opposite points about discovery, with Text A suggesting they have now been explored by people, and Text B seeing them as regions with lots left to discover.</p>	

Example Q1 response (343 words)

Are you ready to seek out the unknown?

I want you to think for a moment about the importance of new discovery in our modern world and the extent to which unexplored frontiers still exist. As we navigate through a globalised era, with travel increasingly accessible and information readily available, it is natural to question whether there are any undiscovered places left.

It is true that people seem to have left few corners unexplored, but the concept of discovery is multifaceted and goes beyond physical exploration alone. While it may be rare to encounter a place that no human has ever set foot on, there are still opportunities for scientific, cultural, and biodiversity discoveries. The marine world, for instance, remains one of the greatest areas of exploration, harbouring mysteries that are yet to be fully unveiled. Even in familiar territories, perhaps even in the midst of our busiest

cities, a deeper understanding and appreciation of the places we have visited can lead to remarkable discoveries.

Of course, the idea of discovery is not solely about external exploration but also about internal experiences and personal growth - as students, you know this as well as anyone. Individuals have the capacity to discover the world in their own unique way, whether it be through exploring different cultures, delving into the wonders of nature, or expanding their understanding through education.

In essence, the notion of discovery is evolving alongside our changing world. True discovery is about cultivating a state of mind that embraces curiosity, welcomes the unknown, and seeks growth and understanding. As university students, you stand at the precipice of knowledge and exploration, poised to embark on your own personal journeys of discovery.

So, let us not be disillusioned by the idea that the age of discovery is past. Instead, let us recognize that discovery takes on various forms and is limited only by our imagination and willingness to explore. There is still much to be discovered in the unexplored realms of our world, as well as in the depths of our own hearts and minds.

Marking criteria for Section A, Question 1

Table A, Reading

Use the following table to give a mark out of 10 for reading.

Level	Marks	Description
5	9-10	<ul style="list-style-type: none"> • Selects a wide range of relevant facts, ideas and opinions from the text(s). (R5) • Analyses, evaluates and develops the chosen content in a way that clearly fulfils all elements of the task. (R3)
4	7-8	<ul style="list-style-type: none"> • Selects a range of relevant facts, ideas and opinions from the text(s). (R5) • Some analysis, evaluation and development and a clear focus on the task. (R3)
3	5-6	<ul style="list-style-type: none"> • Identifies sufficient relevant facts, ideas and opinions from the text(s). (R5) • Some development of ideas in a reasonably focused response. (R3)
2	3-4	<ul style="list-style-type: none"> • Identifies some relevant points from the text(s). (R5) • Occasional development of ideas in a response that is sometimes focused. (R3)
1	1-2	<ul style="list-style-type: none"> • Attempts to identify a few relevant points from the text(s). (R5) • Evidence of some focus on the task. (R3)
0	0	• No creditable content

The 'Are you ready to seek out the unknown?' example above could be awarded marks around Level 4 of the reading table.

Reading mark: 7

AO R5: The speech does select a range of points from the material provided in the two texts. The parts it chooses to use are relevant for a speech and the task given. It does particularly well in bringing out the ideas in the sources and using those. There is evidence as well of the opinions raised in the text, although these are referred to

more through the way the more abstract ideas are presented. Both texts have been used, although the response leans more towards the views and material of Text A in its approach.

AO R3: There is some analysis of the material, mostly in the way the speech contrasts the different views of discovery with each other. There is less detailed evaluation, although it is enough to secure this level for a response with the word count specified. Some of the ideas and points raised are not fully developed from the source - it is inevitable that some of the same keywords and possibly even phrases will be used, but there is a lack of new development and the feeling that not all the material used has been transformed enough from the original source. However, there is a clear focus on speech task and the scenario given and the material from the texts has been used well with that in mind.

Table B, Writing

Use the following table to give a mark out of 15 for writing.

Level	Marks	Description
5	13-15	<ul style="list-style-type: none"> • Content is complex, well developed and effective. (W1) • Well-organised structure that assimilates ideas from the text(s). (W2) • Uses a wide range of well-constructed sentences accurately, including complex sentences. (W3) • Precise and effective use of a wide range of vocabulary. (W3) • Consistently appropriate tone and register for audience and purpose. (W4) • Highly accurate use of complex spelling, punctuation and grammar. (W5)
4	10-12	<ul style="list-style-type: none"> • Content is developed and effective. (W1) • Secure organisation that combines ideas from the text(s). (W2) • Uses a range of sentence structures accurately, including some complex ones. (W3) • Effective use of a range of vocabulary. (W3) • Mostly appropriate tone and register for audience and purpose. (W4) • Accurate use of spelling, punctuation and grammar, including some complex language. (W5)
3	7-9	<ul style="list-style-type: none"> • Content is relevant with some development. (W1) • Some attempt to organise and structure ideas from the text(s). (W2) • Uses most sentence structures accurately, sometimes attempting complex ones with success. (W3) • Uses a straightforward range of appropriate vocabulary. (W3) • Some awareness of an appropriate tone and register for audience and purpose. (W4) • Uses a straightforward range of spelling, punctuation and grammar. (W5)

2	4-6	<ul style="list-style-type: none"> • Content is straightforward with occasional development. (W1) • Occasional attempt to organise and structure ideas from the text(s). (W2) • Uses simple sentence structures accurately which may be repetitive. (W3) • Uses a range of simple vocabulary which may be repetitive. (W3) • A little awareness of appropriate tone or register. (W4) • Generally accurate use of more simple spelling, punctuation and grammar. (W5)
1	1-3	<ul style="list-style-type: none"> • Content is simple with a little development of ideas. (W1) • Organisation and structure rely largely on sequence in original text(s). (W2) • Attempts to use simple sentence structures. (W3) • Uses some simple vocabulary accurately. (W3) • Some accuracy in simple spelling, punctuation and grammar. (W5)
0	0	<ul style="list-style-type: none"> • No creditable content

The 'Are you ready to seek out the unknown?' example above could be awarded marks around Level 5 of the writing table.

Writing mark: 14

AO W1: The content, both in the material that is derived from the two sources, and in the way it is developed is complex and, in particular, effective. Because the speech moves from topic to topic there is perhaps not as much development of ideas in each case as might be possible, although there is a strong sense of an argument being developed across the piece.

AO W2: The structure is very convincing. The speech opens with a good question, as suggested in the task, and the paragraphs used signal the way the argument is constructed across the speech. The language used to link paragraphs and points works effectively, and there is a clear sense of an appropriate ending in the final sentence of the speech.

AO W3: Sentencing is confidently handled and shows some good variety. There is a question, and sentence structures are used to deliver the material and opinions in different ways, including a lot of variation of the openings of sentences. There could be more use of occasional very short sentences to vary sentence length more. The vocabulary used is highly articulate and accurate throughout.

AO W4: The tone and register of the speech are perhaps its strongest features as it confidently addresses its audience, and maintains a clear sense of a university student listener. This is particularly evident in the way the speech refers to the students directly at times, and includes phrases and asides that connect with them.

AO W5: Spelling, punctuation and grammar are handled precisely across the piece.

Total marks: 21/25

Section B: Composition

Questions 2, 3, 4 or 5

This question tests the following writing assessment objectives (25 marks)

W1 articulate experience and express what is thought, felt and imagined

W2 organise and structure ideas and opinions for deliberate effect

W3 use a range of vocabulary and sentence structures appropriate to context

W5 make accurate use of spelling, punctuation and grammar.

Question	Answer	Marks
2	<p>EITHER</p> <p>Descriptive writing</p> <p>Write a description of a landscape of extreme natural beauty.</p> <p>Use Table A to give a mark out of 10 for content and structure, and Table B to give a mark out of 15 for style and accuracy.</p>	25

Question	Answer	Marks
3	<p>OR</p> <p>Descriptive writing</p> <p>Describe the feelings you had when you experienced something for the very first time. (The experience could be related to growing up, a cultural event, travel or anything else.)</p> <p>Use Table A to give a mark out of 10 for content and structure, and Table B to give a mark out of 15 for style and accuracy.</p>	25

Question	Answer	Marks
4	<p>OR</p> <p>Narrative writing</p> <p>Write a story about meeting an interesting person on a journey.</p> <p>Use Table A to give a mark out of 10 for content and structure, and Table B to give a mark out of 15 for style and accuracy.</p>	25

Question	Answer	Marks
5	<p>OR</p> <p>Narrative writing</p> <p>Write a story that includes the sentence: 'It was such a relief when I found it again.'</p> <p>Use Table A to give a mark out of 10 for content and structure, and Table B to give a mark out of 15 for style and accuracy.</p>	25

Example Q3 response (406 words)

As I embarked on my first bicycle ride, a whirlwind of emotions washed over me. Excitement tinged with trepidation, joy interlaced with frustration - my emotions swirled like a tempest.

The thrill of something new surged through my veins as I straddled the bicycle seat. A sense of liberation and exhilaration coursed through me, knowing that I was about to embark on my first ever ride. The anticipation of propelling myself forward under

my own efforts filled me with a heady mix of empowerment and freedom. The wind whispered promises of uncharted territory, amplifying my anticipation.

Yet, amid the elation, moments of frustration crept in. Balancing on two wheels was a challenge that tested my patience and coordination. The initial wobbling and uncertainty chipped away at my confidence, giving rise to moments of self-doubt. My heart sank with each stumble, and frustration gnawed at the edges of my determination.

However, with each setback, a glimmer of resilience sparked within me. Positive determination welled up, urging me to persevere. I reminded myself that learning requires patience and practice. The thrill of the ride, the desire to conquer this new skill, spurred me onward, pushing past the moments of frustration.

My first ride was a nervous one. At times I felt like the bike was running, while I held on for dear life, struggling to take control. Then it would feel more like a lead weight, my legs barely strong enough to keep it moving. On some corners I felt myself drifting to the outside, clipping kerb stones and hedges, and on others I would steer too sharply, too quickly, and feel like I would be thrown off at any moment. But I rode on, determined to show the machine who was boss.

And then, a breakthrough! The bicycle responded to my growing confidence and newfound control. The rhythm of my pedalling aligned with the mechanics of balance, and a euphoric sense of accomplishment bloomed within me. I revelled in the joy of cruising along the road, the thrill of independence propelling me forward.

Positive feelings swelled with each passing moment. The simple pleasure of feeling my muscles working harmoniously, propelling me forward, instilled a deep sense of pride and achievement. The world seemed brighter, filled with the sights, sounds, and scents that I had previously taken for granted. Now I had found my confidence, the freedom and exhilaration of riding a bicycle became a newfound source of joy.

Marking criteria for Section B

Table A, Composition: Content and structure

Level	Marks	Description
5	9-10	<p>Consistently effective response to the task</p> <ul style="list-style-type: none"> • A wide range of descriptive or narrative features used to create a consistently effective response. (W1) • Structure is clear, well balanced and carefully organised for deliberate effect. (W2)
4	7-8	<p>Mostly effective response to the task</p> <ul style="list-style-type: none"> • A range of descriptive or narrative features used to create a mostly effective response. (W1) • Structure is mostly clear, balanced and well organised, with some choices made for deliberate effect. (W2)
3	5-6	<p>Sometimes effective response to the task</p> <ul style="list-style-type: none"> • Some use of descriptive or narrative features to create a sometimes effective response. (W1) • Structure is reasonably clear, with some organisation and some choices made for deliberate effect. (W2)

2	3-4	<p>Adequate response to the task</p> <ul style="list-style-type: none"> • A few ideas and/or experiences are expressed in an attempt to convey what is thought, felt and/or imagined. (W1) • Structure is occasionally clear, with some attempt at organisation to achieve effects. (W2)
1	1-2	<p>Task is addressed</p> <ul style="list-style-type: none"> • An attempt to convey what is thought, felt and/or imagined. (W1) • Some attempt to structure ideas. (W2)
0	0	<ul style="list-style-type: none"> • No creditable content

The 'My first bicycle ride' example above could be awarded marks around Level 4 of the content and structure table.

Content and structure mark: 8

AO W1: A range of descriptive features are used, with successful use of adjectives and sentences that mostly engage a reader throughout. There is scope for some more explicit figurative or literary techniques to be used, for example simile, but the approach taken is effective. One consideration is the material might be seen to focus more on the abstract and emotive content needed for the task, and might need a bit more concrete description of the experience of riding the bicycle. As a result, some of the feelings don't always have a very clear context, which makes the piece a bit less cohesive.

AO W2: Paragraphing is used clearly and well, developing the content and different aspects of the experience and scene described. There is also a sense of shaping to the piece, with a meaningful beginning and ending, without making the piece into a story. Some of the events create a sense of tension, which works well to make the piece engaging and don't lose sight of the piece's overall descriptive purpose.

Table B, Composition: Style and accuracy

Level	Marks	Description
5	13-15	<ul style="list-style-type: none"> • Uses a wide range of well-constructed sentences accurately, including complex sentences. (W3) • Precise and effective use of a wide range of vocabulary. (W3) • Highly accurate use of complex spelling, punctuation and grammar. (W5)
4	10-12	<ul style="list-style-type: none"> • Uses a range of sentence structures accurately, including some complex ones. (W3) • Effective use of a range of vocabulary. (W3) • Accurate use of spelling, punctuation and grammar, including some complex language. (W5)
3	7-9	<ul style="list-style-type: none"> • Uses most sentence structures accurately, sometimes attempting complex ones with success. (W3) • Uses a straightforward range of appropriate vocabulary. (W3) • Uses a straightforward range of spelling, punctuation and grammar. (W5)

2	4-6	<ul style="list-style-type: none"> • Uses simple sentence structures accurately which may be repetitive. (W3) • Uses a range of simple vocabulary which may be repetitive. (W3) • Generally accurate use of more simple spelling, punctuation and grammar. (W5)
1	1-3	<ul style="list-style-type: none"> • Attempts to use simple sentence structures. (W3) • Uses simple vocabulary accurately. (W3) • Some accuracy in simple spelling, punctuation and grammar. (W5)
0	0	<ul style="list-style-type: none"> • No creditable content

The 'My first bicycle ride' example above could be awarded marks around Level 5 of the style and accuracy table.

Content and structure marks: 14

AO W3: There is certainly a wide range of sentencing, accurately constructed, including effectively deployed short, simple sentences through to various multi-clause sentences using both compound and complex structures. Vocabulary is also precise and wide-ranging, in particular in the amount of feelings and emotions described. Some idiomatic phrases are used, with one or two not entirely convincing, for exam "under my own efforts", although not technically inaccurate in the way they are used.

AO W4: Words are spelled accurately, including complex ones like "harmoniously" and others, and grammar and punctuation are handled well, without necessarily using a very wide range of punctuation marks like a semi-colon or colon, for example.

Total marks: 22/25

Set B Question Paper 1

ENGLISH LANGUAGE

1123/01

Practice Paper 1 Reading

2 Hours

Read Text A and answer Question 1 and Question 2 on the question paper.

Text A: Lost in the Alhambra Palace

In the following story, inquisitive Sophia becomes separated from her parents on a sight-seeing trip to the Alhambra Palace in Spain.

Landing in Granada only the previous day, Sophia’s parents had decided right away to visit the legendary Alhambra Palace. She had learned a bit already about its architecture and rich Nasrid and Spanish history from her mother during the two-and-a-half hour flight. Sophia had been shown pictures in the guidebook her mother had with her and was very interested. 5

They stepped under the majestic entrance arch. Sophia led on, eager to explore the warren-like layout of the halls and courtyards. She became captivated by the sense of both artistry and mystery that seemed everywhere around her. The delicate arabesques, the exquisite geometric patterns, and the intricately patterned tiles spoke to Sophia of a bygone era. The young girl’s imagination soared as she pictured the lives of the people who once inhabited the very space she was now walking through. 10

In her impatience to explore, Sophia wandered further away from her family and soon found herself lost amidst the labyrinthine passageways of the Alhambra. Panic rose within her, and she felt a lump in her throat. She span round, looking back for her mother or father, and called out, but her voice seemed to echo into the vastness of the palace. 15

She stopped to think. Where did she see her parents last? Would they have noticed she was gone and run on to find her? Or were they somewhere she had already been, waiting for her to return? Determined to find her parents, she mustered her courage and decided to retrace her steps, back through the cooler air of the covered pathways and indoor aisles. 20

As Sophia turned a corner, she stumbled upon a small courtyard laid out with colourful flagstones and fragrant orange trees. The sound of laughter and footsteps filled the air and Sophia’s heart skipped a beat. It must be them. Relief washed over her as she made her way through the slender marble arches and into an area of sunshine again. Then Sophia stopped. There was no-one to be seen. She ran round each pillar in the courtyard, calling out, and then back into the shade of the palace again, confused. 25

With each passing corridor and newfound doorway, Sophia’s confidence wavered. The place seemed vast and unending, and she felt as though it were playing a game with her. But Sophia refused to give up, relying on her instincts and the hope of finally locating her parents. 30

As tears welled up in Sophia’s eyes, a local woman noticed her distress. Sensing the girl’s predicament, she approached Sophia with a warm smile.

“Are you lost, little girl?” the woman asked. Her voice was calm, soothing.

Sophia nodded. “I can’t find my parents. I don’t know how to get back to them.” 35

The woman gently took Sophia’s hand. “Don’t worry, they will not be far.” She looked

directly into Sophia's eyes and smiled again. "We shall find them together. The Alhambra can be a maze, but we will navigate it."

Following the woman, Sophia felt like a storm-stricken ship being pulled by a tug boat strongly and gently back to its harbour. Along the way, they encountered a few willing tourists who joined the search, listening to Sophia's description of her mother and father. 40

"Have you seen a young couple come through here, looking for their daughter?" one tourist asked a group of people nearby. "The girl over there has got separated from them."

A man with a camera around his neck nodded. "Yes. I think so. At least, they looked anxious about something." He scratched his head, thinking back. "I saw them heading into the Court of the Lions. Maybe they're still there." 45

Sophia's hope grew. She realised that she wasn't alone in her quest. The people around her, strangers just moments ago, became her allies and gave her strength.

The local woman led them briskly through the magnificent halls. Sophia feeling the rich history of the ancient dynasty that had existed here, the echoes of their culture all around her as her spirits rose. 50

Finally, they reached the Court of the Lions. It was paved in blindingly white marble and edged with an immaculately constructed rectangle of galleries. In the centre sat fountain surrounded by twelve marble lions, like the numbered points on a clock, but Sophia's eyes darted around, looking beyond the splendour for the familiar shape of her mother and father. Her heart skipped a beat when she spotted her parents in the opposite corner. Tears of joy filled her eyes. 55

"Mama! Papa!" she cried out, running towards them.

Her parents, their faces etched with worry, were squeezed together in Sophia's embrace. The tourists and locals who had helped smiled and joked with the family. They took their leave and slipped back into the palace as softly as sunlight moving from one flower to another, leaving the reunited family to their happiness and relief. 60

From that day forward, Sofia cherished every moment spent with her parents, knowing that their love and presence were the greatest treasures of all. Back home, as she grew older, she vowed to revisit the Alhambra Palace, and often relived the memories of that day, sharing the story with her relatives and friends. 65

And the time came when Sophia, now a grown woman, returned to the Alhambra Palace. As she walked through its grand halls, the patterns on the wall recounted the scenes of her childhood, animating and enacting them once more before her moistening eyes. She realised that the palace contained a part of her identity. 70

Sophia stood in the middle of the Court of the Lions, and couldn't help but feel a deep sense of gratitude for that day long ago. Her adventure in the Alhambra had taught her something important about the value of family and the significance of being together. And the place itself had left a deep impression on Sophia, calling her from afar, and bringing her back. 75

Section A: Comprehension and Use of Language

Question 1

(a) Explain what the text means by the phrase 'a bygone era' (line 10).

..... [1]

(b) Using your own words, explain two reasons why Sophia decides 'to retrace her steps' (line 20).

.....
..... [2]

(c) (i) When Sophia finds the courtyard with the 'colourful flagstones and fragrant orange trees' (lines 22-23), she hears the sound of laughter and footsteps. (i) What does she think?

..... [1]

(ii) Why does she feel 'confused' (line 27)?

.....
..... [1]

(d) Give two details of the way the local woman behaves and talks to Sophia, when she 'noticed her distress' (line 32) that show why the lost girl felt comforted.

.....
.....[2]

(e) In what way is Sophia helped by the man 'with a camera around his neck' (line 45)?

.....
..... [1]

(f) Give two features of the 'Court of the Lions' (line 53)

.....
.....[2]

g) (i) How does Sophia feel when she finds her parents? (ii) Give two details from the text to support your answer.

(i)

(ii)

.....[3]

(h) Explain using your own words the different feelings Sophia has about the Alhambra Palace.

Give three details from anywhere in the text to support your answer.

.....
.....
.....
.....
..... [3]

[Total: 16]

Question 2

(a) Explain why the writer uses the phrase ‘warren-like’ to describe ‘layout of the halls and courtyards’ (line 7).

.....
.....
..... [1]

(b) What two impressions does the writer want to convey to the reader in this sentence: ‘The place seemed vast and unending, and she felt as though it were playing a game with her.’ (line 29)?

.....
.....
..... [2]

(c) Read this extract from the text:

‘They took their leave and slipped back into the palace as softly as sunlight moving from one flower to another’ (lines 61-63)

What does the writer want to suggest to us about the way Sophia’s helpers returned to the palace?

.....
..... [1]

(d) Read this sentence from the text:

‘As she walked through its grand halls, the patterns on the wall recounted the scenes of her childhood, animating and enacting them once more before her moistening eyes.’ (lines 69-70)

What effect does the writer suggest by using the phrase ‘animating and enacting’?

.....
..... [2]

(e) Identify one example from the sentence below of how the writer uses language effectively to convey Sophia’s feelings about being helped by the local woman:

‘Following the woman, Sophia felt like a storm-stricken ship being pulled by a tug boat strongly and gently back to its harbour.’ (lines 39-40)

Explain the impression the writer creates in the example you have identified.

example

explanation

..... [3]

[Total: 9]

Read Text B and answer Question 3 on the question paper.

Text B: Echoes of the Past in Granada

In the following extract from memoir, the writer recalls the experiences and detail of her visit to Granada in Andalusia, Spain.

In 1964 I had occasion to spend a month in Spain, most of which was spent in Andalusia. Even after five hundred years, the society there bears the hallmarks of Arabic culture. In dance, music and every other aspect of life, the influence of the Arabs is apparent. The present inhabitants of Andalusia mention the Arab era with pride and deem it a golden age in their history. In many places in Spain, and especially in Andalusia, ruins of bridges, forts, and fortifications that were built by the Arabs can be found. Among the most famous examples of architecture still left standing are the Alhambra of Granada and the mosque at Cordova, both World Heritage sites.

In the older part of Granada, within the citadel, the historic neighbourhood of Zako is worth seeing. Its houses are in the Arabic style, with fountains playing in their courtyards. Though the streets are paved with stones, they are too narrow for a car to drive through them. Instead, they are dotted with stalls where jalebis are deep fried and kebabs roasted, bought throughout the day by local inhabitants and tourists alike.

Granada is situated in the lap of mountains. The city itself is positioned on one prominence, while the crumbling buildings of the Alhambra are scattered on another. Between the two is a steep valley, through which flows a river, the Darro, joining with the Genil. In the mountain caves outside the town live gypsies, said to be the descendants of Arabs who stayed on in the caves and made them their home. These caves now have electricity and are visited by crowds of tourists attracted by the gypsy songs and dances.

When I spoke a few words in their Romani language, the gypsies were delighted, and lavished hospitality on me. Many researchers feel that these gypsies come from the region that is now Pakistan. Their assumption is strengthened by the language that these people speak. In Spain I heard gypsies speak words like *pani*, which have the same meaning in their language that they do in Urdu, that is 'water'.

The Alhambra evokes a romantic sense of the grandeur of age-old cultures. In keeping with the architectural style prevalent in the Middle Ages, the Arab elite of Granada kept erecting buildings inside the citadel until this 'royal space' became entirely self sufficient. The court of the rulers there became the hub for craftsmen and artists. However, the depredations of time have so changed this lively neighbourhood that what remains is now confined to the palace known as the Alhambra. In the eyes of the experts this building is unrivalled in its location and artistic qualities.

There are numerous windows in its tall marble wall, through each of which the city of Granada can be seen in its entirety as though set in a picture frame. Embraced by fountains, a colourful path takes visitors to the back of the palace, from every casement of which a panorama of the snow-covered mountain peaks of the Sierra Nevada is visible. The old Alhambra garden has retained its original appearance, with seven hundred year old cedars imported from Lebanon still standing there, engaged in a lamentation for another age. One of the buildings within this crumbling enclosure has been turned into a hotel. I stayed there for two days, and during this time I wandered the ruined courtyard, heard old tunes on traditional instruments, and listened to the local people, talking still about the distant past.

.....
.....
..... [20]

(b) Imagine you are a lifelong citizen of Granada who runs a cafe close to the Alhambra and whose home is also nearby.

You are asked by local councillor about the impact the Alhambra Palace has on the lives of local people.

Give your response to the councillor, using information from the text.

Local councillor's question:

Living near to such a world famous historical site as the Alhambra can have its benefits and problems.

How do you feel about it and why?

Granadan Citizen's answer:

.....
.....
.....
.....

[Total: 25]

Set B Mark Scheme 1

ENGLISH LANGUAGE**1123/01****Practice Paper 1 Reading MARK SCHEME****Section A: Comprehension and Use of Language**

Text A: Lost in the Alhambra Palace

Question 1

This question tests the following reading assessment objectives (16 marks)

R1 demonstrate understanding of explicit meanings

R2 demonstrate understanding of implicit meanings and attitudes.

Overview of items for Question 1

Item	Assessment objectives tested	Marks for assessment objectives
1(a)	R1	1
1(b)	R1	2
1(c)(i)	R2	1
1(c)(ii)	R2	1
1(d)	R1	2
1(e)	R1	1
1(f)	R1	2
1(g)	R2	3
1(h)	R2	3
Total		16

Question	Answer	Marks	Guidance
1(a)	Explain what the text means by the phrase 'a bygone era' (line 10). <ul style="list-style-type: none"> • a time in the past / a previous age / historical period 	1	

1(b)	<p>Using your own words, explain two reasons why Sophia decides 'to retrace her steps' (line 20).</p> <ul style="list-style-type: none"> • Any two, or similar ideas from: • Sophia might find her parents where she saw them last • Her parents might have stopped somewhere Sophia had already been • Sophia will be going back through parts of the palace she knows • She won't get even more lost 	2	<p>Do not credit material copied from the text: Where did she see her parents last? Would they have noticed she was gone and run on to find her? Or were they somewhere she had already been, waiting for her to return?</p> <p>Do not credit: to get into the cool</p>
1(c)(i)	<p>When Sophia finds the courtyard with the 'colourful flagstones and fragrant orange trees' (line 22), she hears the sound of laughter and footsteps. (i) What does she think?</p> <ul style="list-style-type: none"> • She thinks the sound has come from her parents 	1	
1(c)(ii)	<p>Why does she feel 'confused' (lines 27)?</p> <ul style="list-style-type: none"> • She finds there is nobody in the court / she can see no-one in the court 	1	Do not credit: she didn't find her parents, or similar
1(d)	<p>Give two details of the way the local woman behaves and talks to Sophia, when she 'noticed her distress' (line 32) that show why the lost girl felt comforted.</p> <p>Any two from:</p> <ul style="list-style-type: none"> • the woman has a warm smile • her voice was calm and soothing • she listens to Sophia and tells her they will find her parents • the woman gently hold Sophia's hand 	2	
1(e)	<p>In what way is Sophia helped by the man 'with a camera around his neck' (line 45)?</p> <ul style="list-style-type: none"> • he tells her that he saw them at the Court of the Lions 	1	

1(f)	<p>Give two features of the ‘Court of the Lions’ (line 53)</p> <p>Any two details from:</p> <ul style="list-style-type: none"> • paved in white marble • in a rectangle shape • edged with galleries • has a fountain in the centre • there are twelve lion statues 	2	
1(g)	<p>(i) How does Sophia feel when she finds her parents? (ii) Give two details from the text to support your answer.</p> <ul style="list-style-type: none"> • Award a mark for any positive description however expressed: • overjoyed / happy / delighted <p>Any two details from:</p> <ul style="list-style-type: none"> • Sophia’s heart leaps when she sees them • she cries tears of happiness • she runs straight towards them • she hugs them both 	3	Part (ii) details can be quoted from the text and / or in the students own words
1(h)	<p>Explain using your own words the different feelings Sophia has about the Alhambra Palace. Give three details from anywhere in the text to support your answer.</p> <p>Sophia feels:</p> <ul style="list-style-type: none"> • at first: intrigued by the idea of visiting the Alhambra [and was very interested / eager to explore] • entering the palace: keen and enthused by what she sees there [She became captivated by the sense of both artistry and mystery / The young girl’s imagination soared] • when she loses her parents: frightened and alarmed to be on her own [Panic rose within her / she felt a lump in her throat] • looking for her parents: brave about trying to find them on her own / motivated to try [Determined to find her parents / she mustered her courage / Sophia refused to give up] • in the orange tree courtyard: excitement and relief when she thinks she has heard them [Sophia’s heart skipped a beat / Relief washed over her] 	3	Award marks for similar descriptions of feelings

	<ul style="list-style-type: none"> • when she is helped: reassured and calmer / hopeful that she might find her parents [Sophia felt like a storm-stricken ship being pulled by a tug boat / Sophia’s hope grew. / gave her strength / her spirits rose] • finding her parents: delighted to have found them / grateful for being with them again / appreciative of her family [Tears of joy filled her eyes. / Sofia cherished every moment] • as an adult: nostalgic for the past time she remember when revisiting the Alhambra / thankful for the experience she had as a child [enacting them once more before her moistening eyes / gratitude for that day long ago] <p>Award up to 3 marks:</p> <ul style="list-style-type: none"> • 3 marks for an explanation which shows a secure understanding of Sophia’s different feelings • 2 marks for an attempt at an explanation which shows some understanding of the different feelings Sophia has • 1 mark for some awareness of how Sophia feels. The explanation may be partial. <p>The explanation must be predominantly in the candidate’s own words.</p>		
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Question 2

This question tests the following reading assessment objective (9 marks)

R4 demonstrate understanding of how writers achieve effects and influence readers.

Overview of items for Question 2

Item	Assessment objectives tested	Marks for assessment objectives
2(a)	R4	1
2(b)	R4	2
2(c)	R4	1
2(d)	R4	2
2(e)	R4	3
Total		9

Question	Answer	Marks	Guidance
2(a)	<p>Explain why the writer uses the phrase ‘warren-like’ to describe ‘layout of the halls and courtyards’ (line 7).</p> <p>Award one mark for any of the following:</p> <ul style="list-style-type: none"> • there are lots of passageways of different kinds around her <p>OR</p> <ul style="list-style-type: none"> • the passages head off in many directions <p>OR</p> <ul style="list-style-type: none"> • it is hard to keep track of where you are in the palace if you don’t know it <p>OR</p> <ul style="list-style-type: none"> • the places in the palace seem to interconnect 	1	
2(b)	<p>What two impressions does the writer want to convey to the reader in this sentence: ‘The place seemed vast and unending, and she felt as though it were playing a game with her.’ (line 29)?</p> <p>Award one mark for each up to a maximum of two marks:</p> <ul style="list-style-type: none"> • the different places and passages in the palace seem bewildering • the palace is very large and complex • Sophia isn’t in control of the situation • the situation Sophia is in doesn’t seem fair 	2	
2(c)	<p>Read this extract from the text: ‘They took their leave and slipped back into the palace as softly as sunlight moving from one flower to another’ (lines 61-63)</p> <p>What does the writer want to suggest to us about the way Sophia’s helpers returned to the palace?</p> <ul style="list-style-type: none"> • they go quietly / calmly / are not noticed by Sophia and her parents / they want to leave the family to enjoy the moment / in peace 	1	Do not credit identifying the simile if no suggested meaning is given.
2(d)	<p>Read this sentence from the text: ‘As she walked through its grand halls, the patterns on the wall recounted the scenes of her childhood, animating and enacting them once more before her moistening eyes.’ (lines 69-70)</p> <p>What effect does the writer suggest by using the phrase ‘animating and enacting’?</p> <p>Award one mark for each up to a maximum of two marks:</p>	2	

2(d)	<ul style="list-style-type: none"> • Sophia can see her childhood memories in her mind's eye • the past is brought back to life again • it is like watching a play / film / cartoon 	2	
2(e)	<p>Identify one example from the sentence below of how the writer uses language effectively to convey Sophia's feelings about being helped by the local woman:</p> <p>'Following the woman, Sophia felt like a storm-stricken ship being pulled by a tug boat strongly and gently back to its harbour.' (lines 39-40)</p> <p>Explain the impression the writer creates in the example you have identified.</p> <p>Responses might use any of the following relevant choices:</p> <ul style="list-style-type: none"> • like a storm-stricken ship: being in distress / having experienced some kind of disaster / powerlessness / needing help from others / at the mercy of surroundings / having suffered or been harmed / affected by forces beyond own control • being pulled by a tug boat: being helped / relieved by the efforts of another / something powerful and purposeful / being guided / letting someone else take control • strongly and gently: a kind combination / showing consideration for another / a reassuring feeling • back to its harbour: returning to safety / the idea of parents as harbour / going back to home / sense of a happy ending / a place of belonging 	3	<p>One part of the extract should be identified and quoted.</p> <p>Award one mark for any single aspect of the suggested choices, or similar ideas expressed differently.</p>

Section B: Summary and Short Response

Text B: Echoes of the Past in Granada

Question 3(a)

This question tests the following reading assessment objectives (10 marks)

R1 demonstrate understanding of explicit meanings

R5 select and use information for specific purposes

and the following writing assessment objectives (10 marks)

W2 organise and structure ideas and opinions for deliberate effect

W3 use a range of vocabulary and sentence structures appropriate to context

Question	Answer	Marks	Guidance
3(a)	<p>Summarise the historical detail a visitor to Granada might find most authentic, according to Text B. You must use continuous writing (not note form). Use your own words where appropriate. Avoid copying long sections of the text. Your summary should be 150-180 words. Up to 10 marks are available for the content of your answer and up to 10 marks for the quality of your writing.</p> <p>INDICATIVE READING CONTENT</p> <p>Candidates may refer to any of the points below:</p> <ol style="list-style-type: none"> 1 hallmarks of Arabic culture / a golden age 2 archaeological ruins and architecture / Arabic bridges, forts, mosques 3 World Heritage site status / the Alhambra / the mosque at Cordova 4 neighbourhood of Zako / still traffic-less streets 5 gypsy heritage / descendants of Arabs / living in mountain caves, songs, dances 6 gypsy language / theory of links to Pakistan / Urdu and gypsy word for 'water' 7 Middle Ages self-sufficiency / Arab elite development 8 Alhambra once a hub for craftsmen and artists / court of rulers legacy / work retained in existing building 9 old Alhambra garden / original layout and appearance maintained, ancient cedars of Lebanon 10 music / old tunes played on traditional instruments 	20	Credit any individual aspects of indicative or similar relevant points arising out of the text.

Marking criteria for Question 3(a)

Table R, Reading

Use the following table to give a mark out of 10 for reading.

Level	Marks	Description
5	9-10	A wide range of relevant ideas (R1) Ideas are skilfully selected and used (R5)
4	7-8	A good range of relevant ideas (R1) Ideas are carefully selected and used (R5)
3	5-6	A range of relevant ideas (R1) Relevant ideas selected; may include excess material (R5)
2	3-4	Some relevant ideas used; may include indiscriminate selection (R1 and R5)
1	1-2	Some ideas referred to; limited evidence of selection (R1 and R5)
0	0	No creditable content

Table W, Writing

Use the following table to give a mark out of 10 for writing.

Level	Marks	Description
5	9-10	A relevant response that is expressed clearly, fluently and mostly with concision. <ul style="list-style-type: none"> • The response is well organised. (W2) • The response is the candidate’s own words and/or structures where appropriate with a range of vocabulary which clarifies meaning. (W3)
4	7-8	A relevant response that is expressed clearly with some areas of concision. <ul style="list-style-type: none"> • The response is organised. (W2) • The response is the candidate’s own words and/or structures where appropriate. (W3)
3	5-6	A relevant response that is generally expressed clearly. <ul style="list-style-type: none"> • There is some evidence of organisation. (W2) • The response is mainly the candidate’s own words and/or structures where appropriate. (W3)
2	3-4	A relevant response that can generally be followed. <ul style="list-style-type: none"> • There are areas of the response expressed in the candidate’s own words and/or structures. (W2 and W3)
1	1-2	The response lacks clarity. <ul style="list-style-type: none"> • There is occasional use of own words and/or structures. (W2) • There may be long explanations or the response may be brief. (W3)
0	0	No creditable content.

Question 3(b)

This question tests the following reading assessment objective (5 marks)

R2 demonstrate understanding of implicit meanings and attitudes

Question	Answer	Marks	Guidance
3(b)	<p>Imagine you are a lifelong citizen of Granada who runs a cafe close to the Alhambra and whose home is also nearby.</p> <p>You are asked by local councillor about the impact the Alhambra Palace has on the lives of local people. Give your response to the councillor, using information from the text.</p> <p>Local councillor’s question:</p> <p>Living near to such a world famous historical site as the Alhambra can have its benefits and problems.</p>	5	Credit responses that use the indicative points or other similar or relevant perspective, opinion or ideas arising out of the text.

	<p>How do you feel about it and why?</p> <p>INDICATIVE CONTENT</p> <p>Responses might use any of the following ideas.</p> <p>A1: The Granadan citizen is likely to be mostly or entirely positive about living and working near the Alhambra, but may raise a valid negative view.</p> <p>Positive and negative reasons maybe because:</p> <ul style="list-style-type: none"> • The Alhambra is a culturally and historically interesting place to live [development of point: residents are proud of the Alhambra and the culture and history of Granada] • Being near to the Alhambra brings lots of custom to the citizen's cafe [development of point: visitors are keen to relax and sample local food and hospitality, which keeps business busy] • Because the Alhambra is so unique and special, the area is secure and well-restored [development of point: World Heritage status brings funding and makes looking after the area a priority for international, national and local authorities] • The area attracts artists and craftsmen, so there are often high quality performances, exhibitions and artefacts to see and enjoy [development of point: dancers and musicians will be attracted to the area by large tourist audiences, artisans set up workshops and stalls in the area for the same sort of reason] • Tourists come to the Alhambra from all over the world and spend lots of money in the region [development of point: visitors will pay well for accommodation, food, entertainment and travel while staying in Granada, which benefits the cafe owner's business] • The Alhambra and Granada are very picturesque places to live [development of point: the mountains as well as the historic areas are beautiful and provide a constant backdrop to daily life] • Because of tourism, the area can often have a lot of visitors, which can make it a busy and less private place to live [development of point: tourism can make the area crowded and place strain on local space and resources] 		
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Table R, Reading

Use the following table to give a mark out of 5 for reading.

Level	Marks	Description
3	4-5	Consistent and relevant perspective offered. Ideas are developed and supported.
2	2-3	Generally relevant perspective offered. Some attempt to support or develop.
1	1	Some awareness of opinion or attitude.
0	0	No creditable content

Set B Question Paper 2

ENGLISH LANGUAGE

1123/02

Practice Paper 1 Writing

2 Hours

Section A: Directed Writing

Read both texts and answer Question 1.

Text A

Jurgen, 37 years old

In my opinion, made-up stories, whether in the form of folklore, myths, or other fiction, can be misleading and a waste of time. While they may captivate our imaginations and offer escapism, they can lead us astray from reality and cloud our judgement. Consider the story of The Boy Who Cried Wolf. Although it seems like a well-known fable that teaches a moral lesson about honesty, it is ultimately a fabrication. While it may be entertaining, I think it delivers a confusing message about lying. Such tales can confuse young minds and blur the lines between right and wrong. Similarly, the fairy tales many people grow up with, like Cinderella or Sleeping Beauty, often present a distorted view of reality. These two stories in particular suggest that happiness and success are dependent on finding a charming prince or being beautiful. Such narratives can undermine the importance of personal qualities and initiative. I worry that indulging in these things can distract us from engaging with real life and addressing its problems. Spending hours immersed in fantasy worlds, whether through books, movies, or video games, can distract us from making a meaningful impact on society. Instead of getting lost in fictional realms, we should focus on documentaries, biographies, and historical accounts that provide valuable insights into the individuals and events that have shaped the world, and learn instead from their true stories.

Text B

Marama, 52 years old

As a firm believer in the power of storytelling, I am convinced that stories are essential for healthy human development. They fire our imaginations, foster empathy, and shape our understanding of different perspectives, people and places. From ancient myths to fairy tales, to modern-day novels, fiction provides us with valuable insights and contributes to our wellbeing. Stories also serve as a powerful tool for teaching moral values. Aesop's fables, such as The Tortoise and the Hare, impart timeless wisdom in a concise and memorable way. They teach us about the importance of patience, honesty, and the consequences of our actions. By thinking about the scenarios that occur in stories, we can safely consider ethical questions and make more informed choices when similar dilemmas occur for real. Stories inspire and motivate us. The hero's journey, as depicted in the epic of Gilgamesh, Homer's Odyssey, The Lord of the Rings or Harry Potter resonates with us all at some level. These are tales of personal growth, overcoming adversity, and finding purpose in life foster our aspirations and encourage us to embark on our own journeys of self-discovery. Stories are essential precisely because they are made up - from the things people have thought, experienced and learned over time, and are a genuine, shared human experience.

Question 1

Write an article to appear in a library magazine that discusses the advantages and disadvantages of different kinds of stories.

In your article you should:

- evaluate the ideas and opinions in both texts
- give your own views, based on what you have read in the texts about the advantages and disadvantages of fictional stories.

Base your article on what you have read in both texts but be careful to use your own words.

Address both of the bullet points.

Begin your article with a suitable headline.

Write about 250 to 350 words.

Up to 10 marks are available for the content of your answer, and up to 15 marks for the quality of your writing. [25]

Section B: Composition

Answer one question.

Write about 350 to 450 words on one of the following questions.

Up to 10 marks are available for the content and structure of your answer and up to 15 marks for the style and accuracy of your writing.

EITHER

Descriptive writing

2 Write a description of a clear night sky. [25]

OR

Descriptive writing

3 Describe the feelings you experienced when you lost something valuable and then found it again. (What is lost can be an object, a person, or something else.) [25]

OR

Narrative writing

4 Write a story in which a person escapes from a mysterious world. [25]

OR

Narrative writing

5 Write a story that includes the sentence: 'Why won't anyone believe me?' [25]

Set B Mark Scheme 2

ENGLISH LANGUAGE**1123/02****Practice Paper 2 Writing MARK SCHEME****Section A: Directed Writing****Question 1**

This question tests the following writing assessment objectives (15 marks)

W1 articulate experience and express what is thought, felt and imagined

W2 organise and structure ideas and opinions for deliberate effect

W3 use a range of vocabulary and sentence structures appropriate to context

W4 use register appropriate to context

W5 make accurate use of spelling, punctuation and grammar.

and the following reading assessment objectives (10 marks)

R3 analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text

R5 select and use information for specific purposes.

Question	Answer	Marks	
1	<p>Write an article to appear in a library magazine that discusses the advantages and disadvantages of different kinds of stories.</p> <p>In your article you should:</p> <ul style="list-style-type: none"> • evaluate the ideas and opinions in both texts • give your own views, based on what you have read in the texts about the advantages and disadvantages of fictional stories. <p>Base your article on what you have read in both texts but be careful to use your own words.</p> <p>Address both of the bullet points.</p> <p>Begin your article with a suitable headline.</p> <p>Write about 250 to 350 words.</p> <p>Up to 10 marks are available for the content of your answer, and up to 15 marks for the quality of your writing.</p> <p>Notes on task</p> <p>Responses might use the following ideas:</p>	25	

	<p>Text A</p> <ul style="list-style-type: none"> • stories can take up a lot of our time, causing people to have less time for other things • the things that happen in stories are not our everyday real life • sometimes stories are ambiguous and the messages they offer might not be clear • not all stories stick to accepted morals or values • stories can change the way we see the world around us - which might mean we don't fully recognise what is true or real • there are other factual 'stories' of people's live and history that we should pay more attention to <p>Text B</p> <ul style="list-style-type: none"> • stories are good for the imaginative part of our brains and lives • there are often perspectives in stories different to our own or the ones we are likely to encounter around us • there can be educational benefits to engaging with stories • because they are not real, stories allow people to think things through in an abstract way, without the subject really happening around them • stories can prepare us for things that happen in our lives after we have read them • there is a long tradition of humans telling stories, stretching back into ancient history • the characters and events in stories can help us to learn things about ourselves <p>Possible evaluation of ideas:</p> <p>Text A</p> <ul style="list-style-type: none"> • whether stories are able to provide misleading views or information • whether negative things in stories are likely to influence the people who engage with them negatively or not • whether stories should have a definite message or moral to them • how classic stories like fairy tales should be interpreted and read • whether people pay enough attention to non-fiction like history and biography • how much of people's time should be taken up by recreation like stories, and how much to dealing with personal or other issues <p>Text B</p> <ul style="list-style-type: none"> • whether stories and fiction promote good physical and mental health • how far the perspectives provided by stories about other people and parts of the world are authentic and reliable 	
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	<ul style="list-style-type: none"> • whether there is enough use of stories for beneficial reasons in education • whether the culture of stories is thriving or not in the present day • how far the importance of storytelling has changed over human history <p>Possible synthesis of ideas:</p> <p>Both texts see stories as a highly significant part of human culture, but Text A judges their impact to be negative, and Text B a possible force for good.</p> <p>Both texts regard fiction and stories as influential and powerful in the impact they can have on people and society.</p> <p>The example of Aesop’s fables is raised by both texts, and both refer to fairy stories as significant traditions in storytelling, although they interpret the fable they each explore differently, with Text A seeing it as unhelpful and Text B beneficial for people.</p> <p>The texts both recognise that stories require quite a bit of time to be devoted to them, with Text A criticising this and suggesting it is a wasteful and indulgent aspect of them, and Text B raising issues like providing the opportunity for a bit of a break from the everyday world, or a different way to see it for a while.</p> <p>Each text is quite forceful in the argument it presents, putting forward some material that could be seen as suggestions or advice.</p> <p>The texts each raise the idea of impact stories and fiction can have on the individual as well as wider society and humanity, and make points about each and also how they could be considered to be connected.</p>	
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Marking criteria for Section A, Question 1

Table A, Reading

Use the following table to give a mark out of 10 for reading.

Level	Marks	Description
5	9-10	<ul style="list-style-type: none"> • Selects a wide range of relevant facts, ideas and opinions from the text(s). (R5) • Analyses, evaluates and develops the chosen content in a way that clearly fulfils all elements of the task. (R3)
4	7-8	<ul style="list-style-type: none"> • Selects a range of relevant facts, ideas and opinions from the text(s). (R5) • Some analysis, evaluation and development and a clear focus on the task. (R3)
3	5-6	<ul style="list-style-type: none"> • Identifies sufficient relevant facts, ideas and opinions from the text(s). (R5) • Some development of ideas in a reasonably focused response. (R3)

2	3-4	<ul style="list-style-type: none"> • Identifies some relevant points from the text(s). (R5) • Occasional development of ideas in a response that is sometimes focused. (R3)
1	1-2	<ul style="list-style-type: none"> • Attempts to identify a few relevant points from the text(s). (R5) • Evidence of some focus on the task. (R3)
0	0	<ul style="list-style-type: none"> • No creditable content

The ‘Can Stories Ever Be a Waste of Time?’ example above could be awarded marks around Level 5 of the reading table.

Reading mark: 9

AO R5: The material selected from the texts is well-chosen and includes a good balance of main arguments from each text as well as engaging with the idea of what stories are interestingly. Points from both texts are raised and used well to structure the discussion, by challenging and extending some points and exploring counterargument. The piece also makes use of reference points the source texts have in common, like the Aesop’s fables point.

AO R3: The focus of the article is used to advantage as well, allowing for a strong sense of evaluation of the ideas brought out of the sources. There is some analysis of points, for example engaging with particular critical positions and then discussing them. Development takes the form of comprehending a few of the more subtle aspects of the arguments raised in the texts, as well as extending the detail brought out of the Lord of the Rings and Harry Potter examples. These are not essential to be able to do, and can sometimes distract from pieces by just ‘retelling’, but here they are used purposefully to illustrate particular ideas well, so add to the effectiveness of the article overall.

Table B, Writing

Use the following table to give a mark out of 15 for writing.

Level	Marks	Description
5	13-15	<ul style="list-style-type: none"> • Content is complex, well developed and effective. (W1) • Well-organised structure that assimilates ideas from the text(s). (W2) • Uses a wide range of well-constructed sentences accurately, including complex sentences. (W3) • Precise and effective use of a wide range of vocabulary. (W3) • Consistently appropriate tone and register for audience and purpose. (W4) • Highly accurate use of complex spelling, punctuation and grammar. (W5)
4	10-12	<ul style="list-style-type: none"> • Content is developed and effective. (W1) • Secure organisation that combines ideas from the text(s). (W2) • Uses a range of sentence structures accurately, including some complex ones. (W3) • Effective use of a range of vocabulary. (W3) • Mostly appropriate tone and register for audience and purpose. (W4) • Accurate use of spelling, punctuation and grammar, including some complex language. (W5)

3	7-9	<ul style="list-style-type: none"> • Content is relevant with some development. (W1) • Some attempt to organise and structure ideas from the text(s). (W2) • Uses most sentence structures accurately, sometimes attempting complex ones with success. (W3) • Uses a straightforward range of appropriate vocabulary. (W3) • Some awareness of an appropriate tone and register for audience and purpose. (W4) • Uses a straightforward range of spelling, punctuation and grammar. (W5)
2	4-6	<ul style="list-style-type: none"> • Content is straightforward with occasional development. (W1) • Occasional attempt to organise and structure ideas from the text(s). (W2) • Uses simple sentence structures accurately which may be repetitive. (W3) • Uses a range of simple vocabulary which may be repetitive. (W3) • A little awareness of appropriate tone or register. (W4) • Generally accurate use of more simple spelling, punctuation and grammar. (W5)
1	1-3	<ul style="list-style-type: none"> • Content is simple with a little development of ideas. (W1) • Organisation and structure rely largely on sequence in original text(s). (W2) • Attempts to use simple sentence structures. (W3) • Uses some simple vocabulary accurately. (W3) • Some accuracy in simple spelling, punctuation and grammar. (W5)
0	0	<ul style="list-style-type: none"> • No creditable content

The ‘Can Stories Ever Be a Waste of Time?’ example above could be awarded marks around Level 5 of the writing table.

Writing mark: 15

AO W1: The content used is complex, with paragraphs raising and dealing with their own discrete points as well as contributing to an ongoing discussion.

AO W2: The title begins the article well, framing one of the main arguments in the source texts as an engaging debate. Paragraphs are then well controlled, with clear roots in one or both - usually both - source texts, but with transformation of the material with fresh detail or perspectives, in some cases by clearly synthesising the two.

AO W3: Sentencing is varied and confidently used, and helps to make the ideas put forward more engaging. For example, short, sometimes even effectively used minor sentences like “Certainly not”, are used to set up or develop discussing quickly but accessibly for a reader. These contrast with impressive complex sentencing too. Vocabulary is wide and precise, but also interesting in the range it uses, from articulate terms like “catalysts”, through to more idiomatic terms like “gateway”, and even colloquial phrasing like “hanging out”, all of which are original and not taken from the sources.

AO W4: The library context is particularly well used and referred back to at points during the article, contributing to a register and voice that fits the task described effectively. There is also a sense of inclusivity with the reader, with quite widely-known and popular examples of stories referred to so that most readers would be able to connect with at least

one of them. The tone is well-judged and guides the reader through the discussion in a way that involves them, using a core of first person plural pronouns like “we” and “us” to achieve this at certain points, and second-person address like “your” at times too.

AO W5: Complex spellings are used accurately throughout. The sentences and syntax is also precise, which is particularly strong given the range of lengths and structures used.

Total marks: 24/25

Section B: Composition

Questions 2, 3, 4 or 5

This question tests the following writing assessment objectives (25 marks)

W1 articulate experience and express what is thought, felt and imagined

W2 organise and structure ideas and opinions for deliberate effect

W3 use a range of vocabulary and sentence structures appropriate to context

W5 make accurate use of spelling, punctuation and grammar.

Question	Answer	Marks
2	<p>EITHER</p> <p>Descriptive writing</p> <p>Write a description of a clear night sky.</p> <p>Use Table A to give a mark out of 10 for content and structure, and Table B to give a mark out of 15 for style and accuracy.</p>	25
3	<p>OR</p> <p>Descriptive writing</p> <p>Describe the feelings you experienced when you lost something valuable and then found it again. (What is lost can be an object, a person, or something else.)</p> <p>Use Table A to give a mark out of 10 for content and structure, and Table B to give a mark out of 15 for style and accuracy.</p>	25
4	<p>OR</p> <p>Narrative writing</p> <p>Write a story in which a person escapes from a mysterious world.</p> <p>Use Table A to give a mark out of 10 for content and structure, and Table B to give a mark out of 15 for style and accuracy.</p>	25
5	<p>OR</p> <p>Narrative writing</p> <p>Write a story that includes the sentence: ‘Why won’t anyone believe me?’</p> <p>Use Table A to give a mark out of 10 for content and structure, and Table B to give a mark out of 15 for style and accuracy.</p>	25

Example Q5 response (397 words)

Secrets of the Past

“Why won’t anyone believe me?” Professor Reynolds exclaimed, frustration evident in his voice as he looked around the table - colleagues and friends of many years. He had stumbled upon the archaeological discovery of the century that challenged everything the world knew about ancient civilizations. Yet, so far everyone had dismissed his claims as outrageous.

Professor Turner, the renowned desert archaeologist, looked at him sceptically.

“Reynolds, I understand your excitement, but this finding contradicts everything we know. We need more evidence before we can accept such a radical proposal.”

Professor Reynolds clenched his fists, determined to make them see the truth.

“But I’ve seen it with my own eyes! The hieroglyphics, the artefacts - you saw my report and photographs. They all point to an advanced civilization that predates any we’ve previously known. We can’t ignore this!”

From the opposite side of the table to him, Dr. Martinez, an expert in ancient languages, chimed in.

“Reynolds, you know as well as I do that a single discovery is not enough. We need corroborating sources, translations, more archaeological sites.”

Professor Reynolds took a deep breath, trying to compose himself. He knew that convincing them required more than just words.

“Fine. I’ll gather more evidence. I’ll survey other sites, consult with experts. I won’t rest until I have undeniable proof.”

Weeks turned into months as Professor Reynolds relentlessly drove his team deeper and further in their excavation, moving outwards across the desert region, meticulously documenting every find, uncovering the astonishing past with each shovelful of sand. He consulted with specialists from around the world, piecing together the puzzle of the civilization he had stumbled upon.

At last, armed with a wealth of evidence, Professor Reynolds presented his findings before his doubters, displaying photographs, translations, and a comprehensive analysis of the artefacts. He convinced them to accompany him to the site of his endeavours.

Professor Turner’s eyes widened as he scrutinised the ruins half-exposed before him. Slowly, a smile crept onto his face.

“Reynolds, this ... this is remarkable. It challenges everything we thought we knew. You’ve done it.”

Dr. Martinez nodded, impressed. “I apologise, Reynolds. Your findings are indeed groundbreaking. We must share this with the world.”

As news of the unexpected archaeological discovery spread, the academic community was astounded. The civilization Professor Reynolds had uncovered opened up a new chapter in human history, rewriting the textbooks. The world had finally believed.

Marking criteria for Section B

Table A, Composition: Content and structure

Level	Marks	Description
5	9-10	<p>Consistently effective response to the task</p> <ul style="list-style-type: none"> • A wide range of descriptive or narrative features used to create a consistently effective response. (W1) • Structure is clear, well balanced and carefully organised for deliberate effect. (W2)
4	7-8	<p>Mostly effective response to the task</p> <ul style="list-style-type: none"> • A range of descriptive or narrative features used to create a mostly effective response. (W1) • Structure is mostly clear, balanced and well organised, with some choices made for deliberate effect. (W2)
3	5-6	<p>Sometimes effective response to the task</p> <ul style="list-style-type: none"> • Some use of descriptive or narrative features to create a sometimes effective response. (W1) • Structure is reasonably clear, with some organisation and some choices made for deliberate effect. (W2)
2	3-4	<p>Adequate response to the task</p> <ul style="list-style-type: none"> • A few ideas and/or experiences are expressed in an attempt to convey what is thought, felt and/or imagined. (W1) • Structure is occasionally clear, with some attempt at organisation to achieve effects. (W2)
1	1-2	<p>Task is addressed</p> <ul style="list-style-type: none"> • An attempt to convey what is thought, felt and/or imagined. (W1) • Some attempt to structure ideas. (W2)
0	0	<ul style="list-style-type: none"> • No creditable content

The ‘Secrets of the Past’ example above could be awarded marks around Level 4 of the content and structure table.

Content and structure marks: 8

AO W1: A good range of narrative features are used, in particular a straightforward sense of different characters, well-handled speech, some scene-setting and narration, and a clear and effectively paced plot. There is not a lot of space in the task to develop the narrative, although this response is a little under 400 words, so could have been longer. However, a plot is established quickly, choosing to use the sentence prompt provided at the start to good effect, and then a clear problem that needs to be overcome, and a sense of resolution and ending. The dialogue is also convincing. The narration and sense of atmosphere are adequate but not very developed.

AO W2: The story is clearly delivered and well-structured. There are some choices for effect that work, like roles the different characters take, and a couple of the sentence openings being used to develop a bit more context in the story, like “From the opposite side of the table” and “Weeks turned into months”. Although the paragraphs and dialogue are clear, they are very similar in length and can make the story feel a bit one-paced.

Table B, Composition: Style and accuracy

Level	Marks	Description
5	13-15	<ul style="list-style-type: none"> • Uses a wide range of well-constructed sentences accurately, including complex sentences. (W3) • Precise and effective use of a wide range of vocabulary. (W3) • Highly accurate use of complex spelling, punctuation and grammar. (W5)
4	10-12	<ul style="list-style-type: none"> • Uses a range of sentence structures accurately, including some complex ones. (W3) • Effective use of a range of vocabulary. (W3) • Accurate use of spelling, punctuation and grammar, including some complex language. (W5)
3	7-9	<ul style="list-style-type: none"> • Uses most sentence structures accurately, sometimes attempting complex ones with success. (W3) • Uses a straightforward range of appropriate vocabulary. (W3) • Uses a straightforward range of spelling, punctuation and grammar. (W5)
2	4-6	<ul style="list-style-type: none"> • Uses simple sentence structures accurately which may be repetitive. (W3) • Uses a range of simple vocabulary which may be repetitive. (W3) • Generally accurate use of more simple spelling, punctuation and grammar. (W5)
1	1-3	<ul style="list-style-type: none"> • Attempts to use simple sentence structures. (W3) • Uses simple vocabulary accurately. (W3) • Some accuracy in simple spelling, punctuation and grammar. (W5)
0	0	<ul style="list-style-type: none"> • No creditable content

The ‘Secrets of the Past’ example above could be awarded marks around Level 4 or 5 of the style and accuracy table.

Content and structure mark: 12

AO W3: Sentencing is good, with some variation of length and structure for effect, although short sentences are only really used in the dialogue and would have been effective in the narration too. The vocabulary is precise and there is some feeling of difference between the characters created by their phrasing and the use of punctuation.

AO W4: The story is correctly set out, including some creative punctuation like ellipsis and a dash used. The speech often uses the pattern of a character contribution introduced and then followed by speech, which isn’t inaccurate, but “said” constructions aren’t used at all where they would have been beneficial.

Total mark: 20/25

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★ About the Author:

Rachel Redford has had a long career in English Language and Literature public examinations in the UK, including Principal Examiner for GCSE English and Senior Examiner for English as a Foreign Language. She has published over 25 textbooks including Texts from Other Cultures, a collection of extracts from across the world, and the four Student Books in the Oxford UK series Oxford English: An International Approach.

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