

**Revised Edition**

Combined Teaching Guide to

**OXFORD  
PROGRESSIVE  
ENGLISH**

**Books 9 and 10**

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T/V

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### INTRODUCTION

This *Combined Teacher's Guide to Oxford Progressive English Books 9 and 10* is designed to complement and extend the corresponding Student Books, and to enable teachers to reinforce and extend their students' preparation for Cambridge O Level English Language examinations. This Guide has been revised extensively in correspondence to the changes in the textbooks according to the latest CIE O Level English language syllabus 1123/1, 2.

The Guide is divided into three parts:

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

The following features are included:

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

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

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

The following points are included:

- As the comprehension questions which follow all the texts in *Oxford Progressive English Book 10* are designed to elicit specific answers (as in the CIE papers), the answers to them are given in the Guide. Comments are also made about keywords and possible misreading to help both students and teachers.
- The Examination Practice Reading for Ideas and Reading for Meaning texts and questions, provided in *Oxford Progressive English Book 10*, follow the Assessment Objectives given in the Cambridge O Level Syllabus, i.e. Explicit and Implicit meanings, scan and analyse texts, and identify main ideas. The full mark schemes are given in the Guide (for example, pages 97–99), so that both students and teachers have a clear idea of how examiners assess these papers.
- Full responses are provided on the meanings and use of language, idiom and expressions.
- Extra guidance and practice are given on preparation for Directed Writing, Creative Writing and Summary Writing. Once again, these Writing tasks follow the syllabus guidelines for appropriate, clear and accurate communication using correct spelling, punctuation and grammar.
- Marks schemes, exemplar material and full, detailed guidance for teachers to assess the practice set of Examination Papers, included in *Oxford Progressive English Book 10*, make an invaluable resource for teachers. Teachers are also advised to refer to the CIE Syllabus 1123/1, 2 document for guidance on assessment.
- Answers to other tasks in *Oxford Progressive English Book 10* are given with the Unit text.
- Sample lesson plans and photocopiable worksheets are provided for Units 1–9, to facilitate teachers.

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

This final 32-page section is an **invaluable** resource for teachers and their students in their preparation for the Cambridge O Level examinations.

- Two complete sets of examination papers are provided. In view of its level of difficulty, the first comprehension text may be more appropriate to the beginning of the *Oxford Progressive English Book 10* Course, and the other is more appropriate towards the end.
- The two Directed Writing tasks are followed by general guidance to teachers on assessing Directed Writing Tasks and detailed guidance on assessing these specific ones.
- The two Part 2 papers on Creative Writing are followed by exemplar candidate essays with full Examiner comments, which give invaluable guidance and advice to teachers and students.
- The four texts for Reading for Ideas and Reading for Meaning tasks in this section are followed by full and detailed mark schemes for teacher use or for students' own self-assessment.
- Full guidance on assessing Summary Writing is given.

## INTRODUCTION

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

## Unit 1: Snakes

**Examination Watch****Summary sentences, page 10**

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

**Directed Writing, page 15**

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

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

**Speaking and listening****Supplementary task**

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

One member of your class has exclaimed:

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

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

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

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

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

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

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

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



## Key to tasks in Unit 1

### Page 5 Vocabulary

Synonyms from text:

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

### Page 5 Silent 'b'

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

### Page 6 Grammar

Verbs: Present and past perfective with 'have'

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

### Page 9 Specialist vocabulary

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

### Page 10 Summary sentences

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

### Page 15 Vocabulary, question 2

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

## Sample lesson plan, Unit 1 Snakes

- Topic:** An exercise to extend page 9, Unit 1, Student's Book 9, Literal and Metaphorical uses
- Time:** 40–45 minutes (One period)
- Aim:** to gain understanding and practice in using language literally and metaphorically
- Process:** the tasks below differentiate between the literal meaning and use of a word or a term as compared to their metaphorical use. The Worksheet may be photocopied and used in class or for homework.

### WORK SHEET 1 on Literal and Metaphorical uses

**Task 1:** Read the following text.

Amy Johnson was a pioneer aviator who broke the 1930 record by flying from England to India 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 ran 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 it, while a tailor *sewed up* the 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 *face* 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 **metaphorically** 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.

Metaphorical use of 'landed':

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

Now complete the other ten.



### Homework

**Task 2:** Use the following words and phrases in a) with a literal meaning and b) a metaphorical 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



### Vocabulary

#### Metaphors and similes, page 19

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

Professional writers, like the author of *A Reading Silence*, may use complex and striking or extended metaphors and similes successfully, but students are best advised to attempt simple ones. The sentences below can be given for class or home work.

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

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

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

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



### Speaking and listening

#### Supplementary task

This task would be useful as a preparation for the Examination Watch on page 24 of the Student's Book.

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

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

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

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

In your discussion, consider the following:

- Does each beginning interest or intrigue you enough to make you want to read on?
- How do they do this? Is it the words? Is it the length of the sentences? Or the mystery?
- What do you think the rest of the story will be like?
- Which beginning do you think is the best? Each group member must give a reason.
- Which is the least successful? Each group member must also give a reason.
- What kind of scenario makes a good start to a story?
- As a group, put all your ideas into action and make up your own two-line opening to a story.

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



## **Vocabulary**

**Dr Johnson's Dictionary, page 30**

### **Supplementary task**

The following are definitions from Dr Johnson's Dictionary.

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

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



## Key to tasks in Unit 2

### Page 18 Synonyms for words from text

- a) cluster : mass
- b) limp : lifeless
- c) delirious : not in one's senses
- d) thicket : confusion, like a mass of vegetation
- e) decoded : understood, made sense of
- f) sluggish : slow-moving
- g) accelerated : gained speed
- h) methodically : systematically, in an organized way
- i) robust : strong, healthy
- j) melancholy : sad

### Page 23 Summary sentences

- a) Paragraph 6
- b) Paragraph 1
- c) Paragraph 3
- d) N/a
- e) Paragraph 6
- f) N/a

### Pages 23–24 Vocabulary

#### Question 1

- a) devout
- b) entranced
- c) doled out
- d) escapades
- e) revert
- f) vulnerable
- g) phenomenon
- h) devastated
- i) docked
- j) spectacular

### Page 30 Vocabulary

#### Question 2

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

#### Question 4

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

## Sample lesson plan, Unit 2 Books

- Topic:** An exercise extending 'Metaphors and Similes' on page 19, Unit 2
- Time:** 40–45 minutes (One period)
- Aim:** to improve vocabulary by using language effectively through metaphors and similes
- Process:** the tasks below will further reinforce vocabulary and language use introduced in the textbook. The key to the tasks follows. The Worksheet may be photocopied and used in class or for homework.

### Key to worksheet tasks

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

**Homework:** 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

## WORK SHEET 2 Metaphors and Similes

**Task 1:** Write out the following sentences, filling in each gap with one of the following eight words a) – h):

- a) night b) wind c) fog d) acrobat e) trees f) silence g) bubble h) wheels
- The road unwound under our ..... like a roll of foil.
  - Fireworks burst through the dark walls of .... .. .
  - Like an ..... .., the spider spun its delicate web.
  - His laugh rippled like ..... .. in the trees.
  - Slowly, the ..... wrapped itself around the city as heavy as a blanket.
  - Winter made skeletons of the .....
  - The ring of the phone ripped through the .....
  - 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:** Write eight sentences of your own, beginning with:

- The road .....
- Fireworks.....
- Like a .....
- His laugh .....
- Slowly .....
- Winter.....
- The ring.....
- Her refusal.....

In each of your sentences use an imaginative metaphor or simile—or as many as you like! Colour code them using the same colours as above.

### Homework

Complete the following exercise to reinforce use of metaphors and similes in language.

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 pierce 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 any botanist. In fact, no other botanist has tried to identify it following what happened to Dr Putinsky 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



### Vocabulary

#### Supplementary spelling task consolidating the *sc* and *c* words, pages 36–37

This task can be photocopied for students.

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

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

#### An Evening by Loch Ness

It was evening and we were dozing after a long day's walk in the Schottish hills around Loch Ness. It was a fine evening and the setting sun gave a strange luminosity to the Loch. The colours of the sunset were as vibrant as those on the fluoesent little blue butterflies we had seen on our walk. Of course we had heard all the storeys about the Loch Ness Monster, but there was no sientifick proof that a Monster lived in these waters and we were septical about such tales. We were certainly not thinking about them as we sat watching the beautiful seene before us. However, as we inhailed 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 developped 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 streight at us, and then the whole creature desended back into the depths. We had seen the Loch Ness Monster!

#### Corrected copy:

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



## Grammar: present and past perfective continuous verb forms

### Supplementary tasks to support pages 44–46

#### Quick revision:

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

#### Present perfective:

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

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

#### Past perfective:

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

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

Now they are going to learn how to use the present and past perfective continuous. In the following sentences:

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

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

- 1) Murtaza (search) for the lost document all the previous week and finally found it under the sofa.

*Murtaza had been searching for the lost document all the previous week and finally found it under the sofa. (past perfective continuous)*

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

#### Answers:

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





## Key to tasks in Unit 3

### Page 35 Vocabulary

#### Question 1

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

### Page 40 Synonyms

- a) unleash : release, let go
- b) doom-laden : gloomy, predicting destruction
- c) trigger : set off
- d) battered : beaten up
- e) devastating : destroying completely
- f) predict : forecast, prophesy
- g) time-consuming : taking up much time

### Page 45 Present and past continuous

#### Task A

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

### Page 46

#### Task B

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

### Sample lesson plan, Unit 3 At Sea

- Topic:** Report Writing
- Time:** 40–45 minutes (One period)
- Aim:** to gain practice in report writing, using appropriate vocabulary and tenses
- Process:** Further explain the requisites of report writing task given below and in the textbook. The tasks below will further reinforce report writing skills introduced in the textbook. The Worksheet may be photocopied and used in class or for homework.

### WORK SHEET 3 on Writing a Report

An exercise to extend and consolidate Examination Watch: A Report

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

For example, the report:

- focuses on a group of people/employees involved in protest
- gathers and presents research on sources of 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. June 2012
- states the place locally or globally e.g. 213 Roman Way, Rome, or Italy in Europe

**Task 1:** Using the points above as a guide, write down a heading/topic for a report on any subject you choose.

Write a summary sentence in answer to each of these seven questions appropriate to your report topic.

**Task 2:** The following comes from the notebook of newspaper reporter, Hassan Johnson. He has jotted down an account of his official visit to the City Zoo.

#### *April 6<sup>th</sup> 2012: 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 even 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 rubbing it against the wire. In another enclosure 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 expanse of neglected animal enclosures was overpowering and foul. I have the photos on my mobile phone.

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 headings which answer the seven questions given above in Task 1.
- You may add further appropriate material if you wish.
- Conclude your report with your recommendations for action.

# Unit 4: A Day in My Life



## Vocabulary

Supplementary spelling task to complement *Buffalo Holmes*, pages 48–49

### Plurals of words ending in 'o'

Look at the plurals of the following nouns:

- a) buffalo; buffaloes
- b) potato; potatoes
- c) tomato; tomatoes
- d) mango; mango(e)s
- e) radio; radios
- f) ghetto; ghetto(e)s
- g) photo; photos
- h) mosquito; mosquitoes

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

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

*There is graffiti all over our garage door.*

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



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

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

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

- |            |   |
|------------|---|
| Teacher:   | Do you understand me? This work is disgraceful!                           |
| 1) Sameer: | I am understanding you, Sir. I am being ashamed, Sir.                     |
| Teacher:   | You must do it again and give it to me tomorrow. What do you have to say? |
| 2) Sameer: | I am being very sorry, Sir. I am apologising to you.                      |
| Teacher:   | And you are always late for school. How far away do you live?             |
| 3) Sameer: | I am living two miles away, Sir.  |
| Teacher:   | Do you come by bus?   |
| 4) Sameer: | Yes Sir, I am catching the bus every morning.                             |
| Teacher:   | Then why are you late?  |

- 5) Sameer: Very often, Sir, the bus is arriving late.  
Teacher: Do you mean you get up too late to catch it?
- 6) Sameer: Oh no, Sir, I am telling the truth, Sir. I am always telling the truth.  
Teacher: Very well, I wish to see an improvement.
- 7) Sameer: I am promising you, Sir.

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

Many English Language students make the same mistake as Sameer. Look carefully at Sameer's errors below and the reasons for them:

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

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

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

- 3) I live two miles away, Sir. ✓

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

- 1) Yes, Sir, I catch the bus every morning. ✓  
2) Very often, Sir, the bus arrives late. ✓

In 6) Sameer uses the present continuous tense, once correctly and once incorrectly. Why?

Sir, I am telling the truth. ✓ This is an action going on in the present time, and therefore the present continuous is correct.

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

I always tell the truth. ✓



## Speaking and listening

### Supplementary discussion to complement and extend *A Day in Our Life*, pages 58–60

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

In groups of four, discuss the following topic:

'The most valuable aspects of our school life'

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



### Key to tasks in Unit 4

#### Pages 51–52 Grammar: Present continuous and present tense

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

#### Page 56 Grammar: Some irregular verbs

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

#### Page 57 Vocabulary

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

## Sample lesson plan, Unit 4 A Day in My life

**Topic:** Report Writing

**Time:** 40–45 minutes (One period)

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

**Process:** Further explain the use of simple present and present continuous tenses, with oral responses. The tasks below will further reinforce correct use of grammar and tenses discussed in the textbook. The Worksheet may be photocopied and used in class or for homework.

### WORK SHEET 4 on the present continuous and the simple present

An exercise extending 'Verbs: the present continuous and the simple present' on page 51, Unit 4 and further grammar exercises

#### Revision:

Two uses for the **present continuous**:

- Actions which are ongoing in the present time: e.g. *I am having a bath 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 Mumtaz,

I am hoping very much that you are going to be able to help me. I am in despair about my teenage daughter. She refuses to eat proper food. When our family is eating the evening meal, my daughter 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 make her eat and stop ruining her health? 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 me!

Maki, 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 justified in the verb pairs you have selected.

### Homework

Imagine you are Mumtaz, the editor of the magazine advice column.

Write a letter in reply to Maki, 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 Letters



## An exemplar formal letter

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

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

The Director,  
Health Research Centre,  
University Road  
Karachi

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

16<sup>th</sup> July 2009

Dear Mr Malik,

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

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

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

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

Yours faithfully,

*Anwar Ahmed*

Anwar Ahmed  
Class Nine Representative

**Task 1:** Discuss what makes the letter successful.

**Task 2:** Using the exemplar as a guide, students write their own letter of formal thanks for a school day out.

### Supplementary task: Writing an opinion letter to a newspaper, pages 71–72

This task may be photocopied and given to students.

Read the following opinion from 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 the household tasks such as cooking, babysitting, etc. as such actions are seen as women's work and they feel proud saying that they never bother to step into the kitchen even to make a cup of tea. Most parents want their sons and daughters to have equal chances at success as they venture into the world. Today, equality of the sexes is largely mandated by public policy and law. However, traditional ideas about gender are still deeply rooted in Pakistani (read 'Eastern') culture.

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



### Vocabulary

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

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

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

Generally, it is retained: *marriageable*.

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

Generally, it is dropped: *damaging*.

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

singe (to burn) ; singeing

binge (to over-eat); bingeing

Can you think why these exceptions exist?

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

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

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

8) Too much make-up is (damage) to the skin.

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



## Key to tasks in Unit 5

### Page 65 Vocabulary: Odd man out

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

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

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

## Sample lesson plan, Unit 5 Writing Letters

- Topic:** Vocabulary—phrasal verbs
- Time:** 40–45 minutes (One period)
- Aim:** to reinforce effective vocabulary through use of correct phrasal verbs
- Process:** Phrasal or multi-word verbs enhance vocabulary and save both speech and writing from tedium. Explain and discuss briefly before giving worksheet tasks. The key to the worksheet tasks is given below. The Worksheet may be photocopied and used in class or for homework.

### 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

### WORK SHEET 5 on phrasal verbs

An exercise extending 'Phrasal verbs' on page 66, Unit 5

Revision: see page 57, Unit 4 in Student's Book 9

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 particles which make up the meaning, such as *to pull up*; *to pull through*; *to pull down*

Using the wrong particle 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 particle 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 out into

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 ... ..... eggs.
- 4) The zebra ran ..... as soon as he caught sight of the lion.
- 5) His imagination often runs ..... with him which makes him an unreliable witness.
- 6) The child ran ..... the road and was run ..... by a car.
- 7) David Copperfield ran ..... from his cruel employer.
- 8) Our neighbour would often run ..... to our house and ask for bread or potatoes when she ran ..... of them.

**Task 2:** Underline the following sentences which are correct **and** explain why you have rejected the sentence you have not underlined. In each triplet, one is not correct.

1. a) They get on well. b) They get on their colleagues well.  
c) They and their colleagues get on well.
2. a) She turned on the television. b) She turned on it.  
c) The television was turned on.
3. a) He is looking after his brother. b) He is looking his brother after.  
c) He is looking after him.

4.   a) The noise put Jim off.  
      c) Jim put the noise off.
5.   a) I called back my parents later.  
      c) I called my parents back later.
- b) The noise put him off.
- b) I called them back later.

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

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

Match each phrasal verb with its **opposite** below.

drop off    undo    turn down    take up    put down

## Homework

- 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.
- Write **five** sentences of your own using the phrasal verbs in the box.
- Write **five** sentences using the following phrasal verbs: to drop back; to redo; to turn over; to take across; to put forward.

# Unit: 6 Taxi



## Vocabulary

### Doubling the consonants: supplementary spelling task

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

For example: *hop; hopping; hopped*

**wag; wagging; wagged**

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

For example: *hope; hoping; hoped*

*wage; waging; waged*

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

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

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

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

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

The following has been done for you as an example:

The resources in this area are not being tapped sufficiently.

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

**Answers:**

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

**Examination watch, page 80**

Further to the task in the textbook, a supplementary exercise on correcting a student's essay is included here. This reinforces the assessment task in the textbook.

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 too many mistakes to be acceptable.

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:

- Good points in the essay such as paragraphing and variety of sentence structure
- The content: are his points valid? Could he have balanced his argument better? Is his opinion clear?
- Clarity of expression: is his meaning always clear?
- Errors with verb tenses and structures, such as the '*had not been invented*' structure and the conditional with *would*
- Errors with the definite and indefinite articles
- Inaccurate expressions and idiom, such as *an useful transport now a day; with human's clever mind*

Finally, 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 are not 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 85 Vocabulary**

#### **Question 1**

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

### **Pages 85–86 Topic sentences**

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

### **Pages 88–89 Idiom and expression**

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



## Sample lesson plan, Unit 6 Taxi

- Topic:** Assessing writing—peer and self assessment
- Time:** 40–45 minutes (One period)
- Aim:** To enable students to recognize features of good and bad writing introduced in the textbook
- Process:** Review the topic in the textbook and explain and discuss briefly before giving worksheet tasks. The Worksheet may be photocopied and used in class or for homework.

### WORK SHEET 6 on Assessing students' writing

An extended exercise building on Examination Watch 'Assessing students' writing', page 80 Unit 6 of Student's Book 9

Read the 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 disrespect 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 back 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) Mechanical 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.

### Mechanical 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

Consider all the verbs, adjectives and nouns from a wide and sophisticated vocabulary.

How do they all 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?

Write your assessment from your notes.

### **Homework**

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

- a) mobile phones
- b) computer games
- c) cars.

# Unit 7: For better or worse?



## Vocabulary

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

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

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

- 1) Upbeat (adj) = cheerful; positive. *She was very upbeat about her exam result and did not seem to mind that she had failed.*
- 2) Uptown (adj colloquial American) = from the smart part of the town or city. *She is an uptown girl now and never thinks about her old granny.*
- 3) Uplifted = raised up either literally or metaphorically. *I felt uplifted by the good news.*
- 4) Upgrade = to improve; move up. *Daniel is going to upgrade his old car.*
- 5) Uphold = to maintain; sustain. *The Headmistress told the girls they must uphold the values of the school.*
- 6) Upfront (colloquial) = frank; open; forthright. *Rosa was upfront about her problems as she thought talking about them was the best way of finding solutions.*
- 7) Upmarket = designed for an upper social class; classy. *She began to shop in upmarket malls after she came into a lot of money.*
- 8) Updraught (noun) = upward current of air. *The birds were circling in the updraughts.*
- 9) Upbringing (noun) = rearing; nurture. *When I consider my extraordinary upbringing, I reckon it's a miracle I'm as normal as I am!*
- 10) Uplands (noun) = hilly areas with a higher altitude: *The animals came down from the uplands to graze on the pasture.*

The students' task is to:

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

The *down-* prefix words exist for only half the words!

### Answers:

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



## Writing a memoir

### Supplementary task to complement *Memoir*, page 99

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

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

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

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

For example, consider the effectiveness of the following:

- 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 93 Vocabulary

Question 2

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

### Page 93 Prefix *under-*

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

### Page 99 Vocabulary Meanings

Question 2

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

### Pages 101–102 Time expressions

- It will be Anna's birthday tomorrow.
- I will see David for the last time in January.
- He will phone his mother next Monday.
- He is going to travel right across Australia next year / in the future / next month...

- 6) We will learn the present tense next month.
- 7) Little Gina's parents will arrange a birthday party for her next year.

### **Page 104 A Changing Life**

#### **Reading for understanding and interpretation**

- 1) email; texting; social network sites
- 2) The rapid rate of increase in users of instant communication and the enormity of the number of communications currently sent and received.
- 3) Advances in communication have destroyed young people's ability to be alone and their powers of concentration and focus.
- 4) emails: e.g. can cause pain because they are dashed off without sufficient thought about the recipient mobile phones: e.g. their ring tones intrude into other people's space and privacy.
- 5) Advantage: e.g. texting styles can be used to catch criminals or texting can encourage innovative and creative use of language.  
Disadvantage: It encourages students to use inaccurate English.
- 6) An e-book can store an enormous number of books on one small gadget and satisfies the hunger for new gadgets; the reader touches the screen to turn the 'page' on an e-book or to 'flick back'; the reader can read a much smaller amount of text at a time (less than a page of a printed book) before touching the screen to advance; illustrations in an e-book are not as effective...
- 7) She reserves judgement until more time has passed; she appreciates the advantages of the advances but also laments the passing of aspects of communication and culture which the advances have brought about.

### **Page 106 Examination watch**

#### **Presenting a personal opinion**

Having read the article 'A Changing Life' as well as the facts and figures presented for the class debate, students can compile their notes and work on writing an opinion essay. Guide them towards utilizing the points for effective writing explained in the Students' Book.

## Sample lesson plan, Unit 7 For Better or For Worse

**Topic:** Grammar—use of future tenses

**Time:** 40–45 minutes (One period)

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

**Process:** The key to the worksheet tasks is given below. The Worksheet may be photocopied and used in class or for homework.

### Keys to Tasks 1, 2 and 3

#### Task 1

1) *will win* 2) *will be teaching / will be taking* 3) *Shall and shall* 4) *are going to fly / go / travel* 5) *are going to be* 6) *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.

### WORK SHEET 7 on future time

An extension of the exercises 'Future time' and 'Time expressions' in the textbook, Unit 7

**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. If the global population continues to rise, many areas of the world (be going + infinitive) critically short of water.
6. 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**.

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 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



## Creative Writing

### Supplementary writing task

These tasks come with some advice for students on how to tackle these two different kinds of Creative Writing (or essays).

- 1) Write an essay which begins with these words:

'I knew as soon as we boarded the plane that the whole idea was a bad one.'

- Work out first of all what the bad idea is: are you going on holiday with a friend you have quarrelled with? Have you planned the trip as a way of conquering your fear of flying? Are you going to look for someone in another country? Are you taking a risk by going into dangerous territory?
- Plan your paragraphs carefully so that each one progresses the story.
- Keep the reader in suspense during the first paragraph: build up a tense atmosphere without saying what the bad idea is.
- Structure an ending that is not just an anti-climax.

- 2) 'Going away on holiday is just a waste of time and money.' Do you agree with this opinion?

Include:

- An explanation of the opinion offered—what does the unnamed speaker think and believe?
- Your opinion and whether or not you agree with the given opinion
- Detail and illustration by example
- A consideration of **both** the time and money aspect.



## Travel writing texts

Supplementary task to consolidate the themes and lessons of Unit 8

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

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

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

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

- fact
- opinion
- metaphor
- simile
- exaggeration



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

**Text 1: *Watching dolphins in Cambodia***

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

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

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

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

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

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

*'Dokumenti'*

'Passport!'

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

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

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

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

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

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

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

**Key to tasks in Unit 8****Page 117 Examination Watch: Writing features**

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

**Page 118 Phrasal verbs for holidays**

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

**Page 122 Vocabulary****Question 1**

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

## Sample lesson plan, Unit 8 Holidays

- Topic:** Writing brochures
- Time:** 40–45 minutes (One period)
- Aim:** To provide practice for using language in a succinct and effective way
- Process:** Mind-mapping to identify key points for writing a brochure. Other than the given task below, good use can be made of posters, calendar pictures, magazine advertisements (visuals) to generate ideas for Task 2. The Worksheet may be photocopied and used in class or for homework.

### WORK SHEET 8 on brochures

Exercises to extend 'Writing holiday brochures' page 112 and Examination Watch 'Writing features' page 117, Unit 8

**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: a 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':

1. Write down one opinion and one fact. Explain why you have identified each one in the way you have.
2. Write down two verbs and two nouns which suggest movement and energy **and** a phrase suggesting colour or beauty.
3. From *A Japanese fish market*: a) define the words *frenetic*; *haggling*; *chaos*; *aisles*; *roe* b) Explain why the writer uses brackets; ellipsis; a short sentence; a colon c) summarise in a phrase what the writer felt was stunning about his experience.
4. From *The Libyan Desert*: a) explain what the following mean: *flawlessly sculpted*; *majesty*; *euphoria* b) What does the quotation add to the writer's description? c) What did the writer find i) beautiful ii) exciting?
5. From *Amalfi, Italy*: a) explain the following: *laden*; *abiding*; *founded* b) In what ways did the scene appear to the writer as a 'mad comic opera'? c) 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 must go there. So, use some of the techniques and features you have been studying 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 opinions to inform and excite your readers.
- Use a variety of sentence structure and punctuation to make your writing lively.

# Unit 9 Journeys



## Speaking and listening

### Supplementary task

Discuss:

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



## Travel Writing Text

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

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

This morning I took a *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**

**Reading for understanding**

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

**Metaphors**

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

**Vocabulary**

- 8) Explain the meaning 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
- 9) Write down three words from the second paragraph, which mean 'very small'.
- 10) Choose five intensifiers from the text and explain how you think they add to the vividness of the description.

**Summary writing**

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

**Writing for a purpose:**

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



**Key to tasks in Unit 9**

**Page 127 Vocabulary**

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

**Page 138 Vocabulary 'stealing' words**

Question 1

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

**Page 139**

Question 3

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

## Sample lesson plan, Unit 9 Journeys

- Topic:** Writing summary sentences
- Time:** 40–45 minutes (One period)
- Aim:** To enable students to understand and identify the main point/s in a text
- Process:** Discussion to identify key points for writing out summary sentences. The key to Task 1 is given below for your reference. The Worksheet may be photocopied and used in class or for homework.

### Key to Task 1

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

## WORK SHEET 9 on Writing summary sentences

An exercise consolidating and extending 'Examination Watch: writing summary questions' on page 135, Unit 9. This also revises and extends Examination Watch exercises in Units 1, 4, 6 and 7 of Student's Book 9.

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 a 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 they 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 extracts a)–j) from the passage and match them to the functions 1)–5) listed 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



- i) '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 poached 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: Adversity



### Supplementary texts from Shakespeare, page 140

From *Cymbeline* (III, vi 22):

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

(Peaceful times produce weak people; difficult, harsh times produce tough people.)

From *Othello* (I, iii 246):

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

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

From *The Tempest* (II, ii 45):

‘...misery acquaints a man with strange bedfellows.’

(Through suffering and hardship we meet all kinds of people whom we would otherwise not know.)

#### Task:

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



### Grammar

#### Supplementary task on phrasal verbs

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

- 1) look after
- 2) take after
- 3) put away
- 4) take away
- 5) cut down
- 6) break down
- 7) go off
- 8) put off
- 9) go on
- 10) hold on
- 11) blow up
- 12) catch up

**Sample answers:**

- 1) Griselda has to *look after* her invalid mother.
- 2) Griselda *takes after* her father—she certainly has his nose!
- 3) After the wedding the dress was *put away* and never worn again.
- 4) ‘*Take it away!* I hate snakes!’
- 5) When Ahmed’s weight reached twenty stone he decided he really must *cut down* on all the junk food he was eating.
- 6) Rosemary *broke down* in tears of joy when she heard the news.
- 7) He *went off* on a long trip and never returned.  
The meat *went off* in the heat.  
The alarm *went off* at 5 a.m.
- 8) You must not *put it off* any longer. You must start your revision.
- 9) He is so boring, he *goes on* and on.  
We decided to *go on* despite the hail storm.
- 10) ‘*Hold on!* The horses are going to gallop!’  
She *held on* to the hope that he would come back one day.
- 11) The thieves planned to *blow up* the safe.  
Miss Agnetti *blew up* when I told her I hadn’t done my homework.
- 12) Give Minnie time to *catch up*, she only has little legs.  
After so many years apart, the cousins had plenty to *catch up* on.



**Key to tasks in Unit 10**

**Page 147 Vocabulary**

Question 1

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

Question 2

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

Question 3

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

## Sample lesson plan, Unit 10 Adversity

- Topic:** Revision of language skills and comprehension texts
- Aim:** To reinforce skills and concepts learnt in Student's Book 9
- Process:** This revision worksheet can be attempted as assessment tasks (over two or three periods) or as class work or homework. The Worksheet may be photocopied and used.

### WORK SHEET 10: Revision of language skills and comprehension texts

Now that you have finished working through Student's Book 9, work through the following revision test to see how much you have remembered!

1. Write down three words with a silent 'b'.
2. a) Identify the tenses in these two sentences.  
b) Explain the difference in meaning between the two:  
Bobby has written four poems during July. Bobby had written four poems during July.
3. Give an example of someone doing pioneering work. Your answer should not be more than three lines.
4. What points do you need to remember when you are setting out a written report?
5. What would you include in the conclusion to a written Report?
6. *He ran like the wind but failed to catch up with her.* What feature appears in this sentence? Rewrite the same feature beginning with 'as'.
7. What was the message in the story *The Sibylline Books*?
8. Write down: a) three words which begin with 'ph' b) three words with silent 'c' after 's' c) three words which begin with 'sc' pronounced 'sk'.
9. Write down an example of a verb in a) present perfective continuous tense b) past perfective continuous.
10. Write down an example of a verb in a) the present continuous b) the simple present.
11. Why is it wrong to say 'I am cleaning my motorbike every Thursday'?
12. What is a memoir?
13. What is the difference between 'loaded' and 'laden'?
14. Use the following phrasal verbs in sentences of your own: a) to put on b) to put off c) to put by d) to put away.
15. What is the difference between being 'traumatised' and 'transfixed'?
16. In the story *Vanka*, who was the little boy Vanka writing to, and why was he writing?
17. When writing a formal letter, what do you need to remember when setting it out?
18. Use the following multi-word verbs in sentences of your own: a) to come on b) to come to c) to come across d) to come forward e) to come back.
19. What is a verbless sentence? When might it be appropriate to use one?
20. If you were writing a story, how could you keep the interest of your readers?
21. When you are selecting summary sentences from a piece of writing, what would you **not** include?
22. Write two sentences to show the difference between the words 'accept' and 'except'.

23. Use the following words in sentences: a) underlying b) undervalued b) overdone c) overexposed
24. Write down the homophone for the following words: a) pitcher b) made c) week d) way
25. Write two sentences expressing future time, each one using a different verb construction.
26. What are the functions of statistics in a newspaper article?
27. Write a synonym for: a) stinks b) costly c) sustainable
28. Write an antonym without using the prefix 'un' or 'in' for: a) heavy b) valuable c) heartbreak d) labour
29. Identify the following as facts or opinions: a) Pacifists believe war is wrong b) Everyone knows that war is wrong c) It's a fact that war is wrong.
30. Write down three facts and three opinions.
31. When would you use the *were* subjunctive? Write an example in a sentence.
32. Write two sentences using 'mouth' literally and metaphorically.
33. Write down as many different words as you can for the shades of a) blue b) green c) red.
34. What does the saying 'Procrastination is the thief of all time' mean?
35. Name three plays written by William Shakespeare.
36. What did the Quake Jumpers do?
37. What fact could you use to illustrate the point that our climate is changing?
38. *They gave us a 'meal'.* In this sentence why is 'meal' in inverted commas, and how do the commas change the meaning of the sentence?
39. Write down five alternative saying words for 'said'.
40. Write four sentences using: a) effect b) affect c) affects d) effects



## Key to Revision Worksheet

1. E.g. lamb; numb; succumb
2. a) present perfective and past perfective with the auxiliary 'have' the action continues up to the present time; the action has been completed in the past
3. E.g. a doctor developing brain surgery not carried out previously.
4. Headings; your name; date; sub-headings
5. As fast as the wind
6. E.g. that wisdom is priceless
7. a) e.g. photograph; phosphorescence; phenomenon b) e.g. science; scimitar; scene c) e.g. scare; scholar; sculpture
8. E.g. recommendations for the future
9. a) they have been studying b) they had been studying
10. a) they are studying b) they study
11. Because it's a habitual action and should be the simple present
12. an autobiography; memories from the writer's past
13. 'loaded' is used for freight; 'laden' is used when the load is excessive.
14. Student's choice e.g. a) She put on a brave face. b) She put off going to the dentist. c) Granny put by a little money each week. d) There was so much to put away after the children had been playing.
15. 'traumatised' is deeply affected and disturbed by a dramatic or violent event; 'transfixed' is totally absorbed by something, usually something visual.
16. He was writing to his grandfather because he wanted to go home to him.
17. Your address; the date; a salutation; a sign off; a signature+ addressee's address if appropriate
18. Student's choice e.g. a) The heating comes on at 9a.m. b) It took him several minutes to come to. c) He comes across as a bad-tempered man. d) The police are asking the culprit to come forward. e) I long for him to come back.
19. One without a verb—used for effect such as drama.
20. E.g. By a cliff-hanging plot; by keeping the climax or solution to the very end.
21. Examples, details, illustration. Direct speech, anecdote...
22. I accept your invitation with thanks. I like all animals except elephants.
23. a) The underlying cause is anxiety. b) I feel undervalued as though no one appreciates what I do. c) I'm afraid the meat is overdone. d) The lives of celebrities are overexposed.
24. a) picture b) maid c) weak d) weigh
25. I will be going to America next week. The match starts at 7p.m. this evening.
26. To inform; to illustrate; to strengthen a point; to extend reader's understanding
27. a) smells b) expensive c) unsustainable
28. a) light b) worthless c) joy d) leisure
29. Trick question! They are all opinions
30. Student's choice

31. To express a hypothesis, a supposition, a condition, an assumption. If I were wealthy, I would give money to charity.
32. a) A fly flew into his open mouth. b) The mouth of the river is very fertile.
33. a) e.g. turquoise; royal blue; cyan; sapphire..b) e.g. emerald; verdant; c) e.g. flame; cerise; crimson; burgundy
34. That if you keep putting things off, you're wasting time.
35. E.g. As You Like it; Macbeth; Hamlet
36. Risk their lives to rescue stranded mountain villagers after the great earthquake.
37. E.g. that the glaciers are melting
38. Commas suggest that the meal was so meagre it could not really be called a meal.
39. E.g. Cried; shouted; stated; answered; muttered
40. a) The *effect* of the landslide was disastrous. b) The tax rises will *affect* many people.  
c) Depression *affects* 2 in every 30 people. d) The *effects* on children of drinking fizzy drinks are damaging.

# Oxford Progressive English Book 10

## Introduction

*Oxford Progressive English Book 10* continues the preparation of students for the Cambridge O Level examination. The texts and tasks in the Student's Book and the Teaching Guide focus on the Cambridge O Level examination pattern for the syllabus, 1123/1, 2. The comprehension questions following each text are designed to elicit specific answers as required in the examination questions, encouraging students to read the questions carefully and answer relevantly. (Many, many candidates in the examination lose marks because they have not read the questions carefully).

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

At the end of each of the Units 1–9 is a Lesson Plan which focuses on a key skill.

## Unit 1: Taking Risks



### ***Drama on Killer Mountain***

#### **Suggested answers to Reading for understanding, pages 4–5**

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



- 10) The reputation of true Alpinism or mountaineering has been restored by House's achievement of establishing a new route.

### Reading for Ideas, pages 7–12

*The Lobster Harvest* and following tasks from pages 7–11 are a very useful introduction to the Comprehension in Paper 2, which includes the Summary question.

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

Particularly useful are the very detailed exemplar material and examiner commentaries which follow. These allow the student and teacher to understand exactly what is required to answer the comprehension questions correctly and to tackle the summary writing question.

As this is a 'mock' examination paper, students are required in some questions to use their own words and will be penalized if they do not.

### Reading for Meaning, pages 12–15

*Shooting the Owl* under Section 2: Reading for meaning, and Examination Watch (pages 12–17) also provide further reinforcement for examination practice.



### Taking Risks, pages 17–20

#### Suggested answers to Reading for interpretation

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

## Sample lesson plan, Unit 1 Taking Risks

**Topic:** Finding 'implicit' and 'explicit' meanings in selected texts

**Time:** 80–90 minutes (2 periods)

**Resource:** Texts from Student's Book

### For class work:

Reading for Meaning based on text *Shooting the Owl*, the following questions and the Examiner Feedback, pages 15–17

### For Homework:

Tasks based on text *Drama on Killer Mountain*, pages 4–5

**Aims:** To make students understand what is required of them to find 'implicit' and 'explicit' meanings in the given 'Reading for Meaning' text

To extend students' experience of language beyond the confines of the examination paper

### In order to achieve this we need to:

- give a general explanation of the terms 'implicit' and 'explicit'
- link this explanation to idiom and examples in the students' daily lives
- make the progression to general Comprehension questions
- make further progression to explaining the sample O Level questions in the text *Shooting the Owl*
- give students practice in writing their own responses to questions in *Shooting the Owl*
- give students the guidance to assess their class partner's responses

### Process:

Encourage students to offer their own definitions of 'implicit' and 'explicit', and arrive at a consensus definition. For example 'implicit' means 'not stated in so many words, but the meaning is understood'. The opposite 'explicit' means 'clearly and obviously stated with no doubt about its intended meaning'.

Encourage students to offer examples of idioms or expressions using forms of 'implicit' and 'explicit' for example 'I trusted you implicitly'; 'I told you explicitly not to do that'. What do these mean? Encourage students to suggest a scenario where they may be used.

Present a series of statements and ask students to answer the question a) 'How is the speaker feeling?' b) Are those feelings explicit or implicit?

e.g. i) "You're the biggest fool I've ever had the misfortune to have to work with!" (explicitly angry / frustrated ...)

ii) "As I stood on the edge of the diving board, I was sweating" (frightened / nervous / apprehensive—implicit in the 'sweating')

Consider two questions from *Shooting the Owl*:

Q 9: Why does the boy shoot the owl? (Explicit)

Q 15: What was the boy feeling when he was staring at the floor? (implicit)

Use the candidates' responses in Students' Book 10 pp. 15–16 to illustrate how text is **selected** for Q 9 (explicit) and how text is **interpreted** for Q 16 (implicit).

Give students further questions on *Shooting the Owl* not provided in Student Book 10, such as:

1. (explicit) How does Ron Barton react to the boy's shooting of the owl? (1 mark)

Answer from this line from the text:

*"You little vandal. Wait till your father hears about this!"*

2. (implicit) How is the boy feeling when he answers Ron Barton? (2 marks)

Answer from this line from the text:

*"It didn't die," I beamed, "I shot it!"*

Ask students to assess a class partner's answers' initially using their own opinions, and then with guidance.

1. Assessing students are looking for: with anger; he accuses the boy of being a vandal / a wrecker /being destructive; he threatens him / tries to frighten him with / the promise of his father's punishment.
2. Assessing students are looking for **two** of the following: proud / confident / happy about what he has done; cheerful; not at all guilty / unaware of his crime

### Homework

For homework, students re-read *Drama on Killer Mountain*.

Students will:

- 1) write five questions requiring implicit understanding, and five questions requiring explicit understanding.
- 2) provide the answer underneath for each question.
- 3) write a brief explanation after each group of five questions of what makes the meanings a) implicit and b) explicit.

(The questions could be used in a follow-up peer assessment exercise if required).

## Unit 2: Customs and Traditions



### ***Kaleidoscopes on wheels, pages 22–24***

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

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



### **Examination Watch, page 26**

This gives students a further complete Paper 2, Reading for Ideas and Reading for Meaning.

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

Considerable support is given to students under Examination Watch on pages 29–31.

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



### **Mark Scheme for *Sniffing out Landmines***

Question 1a) Notes:

Give a maximum of 15 marks for any of these points.

Do not necessarily expect an equal number of points in each box.

The student's own words are not required.

Do not credit any point from Paragraph 5.

MAIN POINTS
<b>Problems</b> <ol style="list-style-type: none"> <li>1. 80 million mines are buried in more than 60 countries</li> <li>2. Unexploded bombs are left buried after wars</li> <li>3. 50 people a day are killed or injured , many of them children</li> <li>4. Economic impact where land is left off-limits for farming and development</li> <li>5. Important train can't be run in case movement sets off the buried bombs</li> <li>6. Bombs fitted with sealing can't be detected by rats because they don't leak</li> <li>7. Countries with unexploded bombs don't have the resources to have them removed</li> <li>8. Money is needed to test the bees in a real mine field</li> <li>9. Dogs are expensive to train to detect mines and bombs</li> </ol>
<b>Solutions</b> <ol style="list-style-type: none"> <li>1. To find a low-cost method of detecting landmines safely</li> <li>2. APOPO has trained African rats to locate buried bombs</li> <li>3. Rats have superior sense of smell, are lighter and faster than dogs</li> <li>4. Researchers are investigating how honey bees can screen large areas for unexploded bombs</li> <li>5. Rats are being used to clear the vital rail link</li> <li>6. Sealed bombs which rats can't smell can be detected with metal detectors</li> <li>7. When rats get tired they can be replaced with a replacement rat</li> <li>8. Bees can detect explosive residue and will show the extent and density of the contamination</li> <li>9. No complex or expensive equipment is necessary for bees</li> <li>10. Bees can be trained cheaply and quickly in two hours</li> </ol>

### Q1 b) Summary

It would be a good idea to get students used to writing their summaries on paper which gives the same amount of space as is given on the exam paper. In the examination they will be writing their answers in the Cambridge exam booklet, and the space given is to encourage them to write the correct number of words.

This is where students should use their own words. Use the guidance provided according to the CIE syllabus 1123/1, 2 document on pages 94–95 and 98 of this Teaching Guide.

Q2: There are plenty of obvious facts to select in Paragraph 5. For example: 'Rats begin training at the age of five weeks'

'I think' makes the following the clearest (and therefore the safest!) opinion to select is: 'I think it's too early to conclude whether this is due to selective breeding or to more established training methods and improved skills of the trainers'.

Q3: The first statement gives the clearest overview of the whole text. The other two statements are true, but represent only part of the content of the text.

Q4: Do not credit anything to do with clearing landmines, although using rats or dogs for some other purpose would be acceptable. Some students may cite birds which is unacceptable as they are asked for animals.

Students could select the reward system used in training guide dogs for blind or deaf people, training monkeys to perform tricks or laboratory tasks, or any other sensible suggestion.



### Mark Scheme for *Early Days*

5. Give 1 mark each for any one of the following: It was red brick Victorian / it had two playgrounds / was on three floors / had wooden parquet flooring / bright and colourful classrooms. Lifting is acceptable.
6. playing with other children in the street / buying and eating sweets from the sweet shop = 1 mark
7. i) playing with other children / having the same interests as them in the holidays and at weekends = 1 mark  
ii) feeling foreign and not Christian / Muslim = 1 mark
8. Key phrase to be understood here is 'with impunity': they could wander around the neighbourhood freely / without any constraints / as they wished = 1 mark
9. They take advantage of the younger boy's youth and lack of understanding to trick him into giving up his precious cards / they assert their authority by saying they know the game when in fact they are cheating the younger boy. = 2 marks  
Students should avoid using the words: 'orchestrating'; 'declares'; 'knows the rules'; 'stack'
10. because he hopes he will win his cards back = 1 mark
11. because he treasures them / is proud of them / because they are special / precious = 1 mark
12. he feels desperate / helpless / panic-stricken = 1 mark  
unhappy / distressed = 1 mark  
( 'horrible'; 'unbelievable' or these two words in student's own words = 0 marks; 'frantic'; 'miserable'; 'upset' = 0 marks)
13. has a very cunning smile = 1 mark
14. because she is tired as she has been cleaning / because she cannot comfort her son by getting his cards back / because she does not want to be bothered by her son's troubles = 1 mark
15. i) she is unhappy / miserable / humiliated by her life of poverty / hates the weather / cold and rain in England = 1 mark
16. because he does not want to annoy his grandfather; he wants to behave well to impress / please his grandfather = 1 mark
17. Give total of 2 marks for any of i) ii) or iii):  
i) the way he looks: e.g. tall; carries a leather satchel; wears a white shirt and dark trousers; looks impressive  
ii) his place of work: sunny office; a fan; intriguing paperweights;  
iii) what he does: talks about important matters; signs papers      Total 2 marks
18. She decides to return to England = 1 mark  
The boy sees his father again and is pleased = 1 mark.      Total 2 marks
19. with impunity = freely / without fear of punishment  
vicinity = neighbourhood / immediate area / surrounding area  
wad = pack / packet / sheaf / stack  
orchestrating = organising / controlling  
frantic = desperate / panic-stricken / frenetic

humiliation = mortification / embarrassment / being made to feel small

oscillating = waving / swaying

orbs = globes / spheres

Total 5 marks



### **At the New Year Celebrations, pages 33–35**

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

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

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

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



### **Key to task in Unit 2**

#### **Page 37 Vocabulary usage**

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



## Sample lesson plan, Unit 2 Customs and Traditions

**Topic:** Expressing an opinion in writing

**Time:** 80–90 minutes (2 lesson periods)

**Resources:** *Kaleidoscope on Wheels* and the following Writing task; *Early Days* and *At the New Year Celebrations* (class work)

**Aims:** To enable students to express their own opinions in three different contexts. They will write their opinions:

i) based on a character or scenario in a text ii) of an effect of a linguistic feature iii) in order to persuade the reader.

To extend students' skills, confidence and awareness, as well as preparing them for aspects of the examination papers.

**In order to do this we need to:**

- Consider the differing implications of context and purpose of i) ii) and iii)
- Guide how to empathize with a character or scenario in a given text, such as an Examination Reading for Meaning text
- Guide how to express an opinion of a linguistic feature
- Guide how to express an opinion, using phrases and idiom for the specific purpose of persuasion

Relevance to examination preparation: 2) and 3) to Reading for Meaning tasks; 4) to Directed Writing

**Process:**

- 1) Introduce the concept of students writing their own opinions. When might they be asked to do so, or wish to do so? From the students' suggestions arising from their own lives, select three contrasting occasions, for example:

a) to complain about a faulty video which they bought on-line b) to respond to a Headteacher's request for students' opinions on changes to school uniform c) a personal diary entry after some upsetting event between friends

- 2) Elicit from these examples students' ideas on how these pieces of writing would differ. From these suggestions make the conclusion that **context** and **purpose** determine the writer's **use of language**.

With reference to the text *Early Days* (pages 31-32): A comprehension question may ask students for their own opinions, such as:

a) *What do you think of the behaviour of the two older boys?*

For questions like these, the answers must: a) express a clear opinion and b) give one or more **text-based** reasons.

Students need to be encouraged to have confidence in their opinions: they are being tested on their ability to express a personal opinion based on the text.

i) *I think the older boys are mean and manipulative because they take advantage of the younger boy.*

ii) *I think the older boys are really clever and determined in getting what they want because they use their superior age to deceive the younger boy.*

These two responses are equally valid—students are not being tested on their moral values or judgements!



b) *How would you feel on your return to Britain if you were the young boy?*

For questions like these, answers must: a) express a clear opinion and b) give one or more **text-based** reasons which show **empathy** with the character in the text.

Ask students to identify what they have learned from the text about the boy's life, and then to put themselves in the boy's position and imagine how they would feel. For example, how would they feel about their mother's unhappiness and indecision; the separation from their father; the conflict they feel in Britain; leaving their grandfather behind in Pakistan..?

Students then write their responses to these two questions.

- 3) Writing an opinion of a linguistic feature: students may be asked questions such as *How does the simile / metaphor in line xx add to your understanding / enjoyment of the text?*

For questions like these, students must: a) express a clear opinion b) show **understanding** of the **meaning** and **effect** of the linguistic feature.

Again, students need to be encouraged to have confidence in their opinions and to explore and think about the language and its **connotations**, rather than think there is one 'right answer'.

With reference to *At the New Year Celebrations* (pages 33–35), consider:

- a) *How does the writer's use of language in 'It was as though he could see his own destiny in their wet depths' (line 46) add to your enjoyment of the text?*
- b) *How does the metaphor in 'His head swam with new thoughts' (line 56) add to your understanding of the boy's feelings?*

Encourage students to **explore** and **extend** their ideas, not just find what they think is one right answer and stop! Explore the connotations and associations of the words with their literal and metaphorical meanings. So long as their opinions are based on the words and related to the scenario and feelings in the text, they are valid. The test is to explore language and its effects.

- 4) Writing to persuade: Directed Writing tasks in the examination may ask students to express **persuasive** opinions, or give **persuasive** reasons. (There are, of course, other purposes for writing, but the focus here is on persuasion).

With reference to the Writing task following *Kaleidoscope on Wheels* (page 26) give students the following section of a student letter to the magnate telling him how he would decorate his truck:

*I would paint a Centaur along one side of your truck with a beautifully painted body and there would be a pool of nymphs in the middle with gazelles leaping through a green forest. Some cricketing heroes could go on the other side with our greatest building in Lahore, the Fort, in the background.*

Ask students 'Would you find this persuasive? ...Why not? ...What is missing? ...' This leads on to a discussion of **persuasive language** during which students build up a collection of useful phrases, expressions and idiom, and interesting vocabulary appropriate to formal persuasion in this particular task.

For example: I am sure you will agree; surely you must agree that; I am confident that you will find it irresistible; what could be more impressive than...; can you imagine anything more splendid than...?; your truck will undoubtedly be the most resplendent; the icing on the cake would be...

Students then write their own paragraph outlining their design for any part of the truck in persuasive language.

In groups, the most persuasive paragraphs are chosen and one from each group is read to the class. Discussion on why each is successful may follow to reinforce the learning.

### Homework

To reinforce the learning in each of these three areas, for Homework students will complete the following tasks.

1. With reference to *Early Days* (pages 31–32):  
How do you think the two boys are feeling when they walk off with the younger boy's Tarzan cards? How would you be feeling if you were those older boys?
2. With reference to *At the New Year Celebrations* (pages 33–35):  
How do the details and the writer's language in Paragraph 3 add to your appreciation of the atmosphere?
3. With reference to the introduction above, write a paragraph from each of the following using appropriate language and expressions.
  - a) A letter of complaint about a faulty video which you bought on-line
  - b) A response to your Headteacher's request for students' opinions on changes to school uniform
  - c) Your personal diary entry after an upsetting event between you and your friend

## Unit 3: Desert



### **Storm in the Desert, pages 38 – 40**

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

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



### **Examination Watch, page 41**

#### **Writing using the historic present**

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

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

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



### **Sahara, pages 42–43**

#### **Suggested answers to Reading for understanding, page 44**

- 1) He's afraid at first that as Amadou is their chef, he would cook the baby gazelle. Later he sees Amadou gently offering the baby milk from his finger, so he is reassured that the creature is being looked after kindly.
- 2) Key words are **lack of distinctive landmarks**. Students should try to explain this in their own words rather than merely write out the phrase from the text. For example,

there were no landmarks, such as trees, by which they could gauge / estimate their progress; nothing stood out from the barren / featureless landscape / desert.

- 3) i) Raised voices suggested excitement / urgency which was most unusual in the desert; ii) the camels had come to a standstill / had stopped.
- 4) Both look pale and harmless / defenceless / insignificant when dead, but in fact are capable of inflicting terrible, even fatal, pain and/or delivering fatal poison.
- 5) Because the paraglider has landed successfully after two or three attempts and the audience are both surprised and admiring.
- 6) Student's own imagination: for example, the air would be thick; clinging; difficult; slow to fly in.
- 7) Electricity allows people to function in the absence of daylight, but in the desert the darkness dictates when they should sleep.
- 8) Because there are virtually no sounds in the desert, so a very slight noise too becomes magnified and sounds very loud.
- 9) Renaud is unlucky that there is not enough wind to fill his parachute and that his machine engine cuts out—and he writes off / destroys his paraglider. Francois on the other hand successfully launches his machine and skilfully directs it with one hand whilst filming with the other.
- 10) It is a very friendly / hospitable / generous / kind act, but *reckless* because it is a foolish risk to use up the last sheep as they may need it later in their journey.

### Reading for interpretation and language, pages 44–45

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



### Examination Watch and Writing, pages 46–47

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



## Key to task in Unit 3

### Extend your word power, page 48

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



## Mark Schemes

### Passage 1: Death Valley National Park (pages 48–50) Reading for Ideas 25 Marks

Q1: Give 15 marks for Content Points.

Students do not need to use their own words in this section. However if they do use their own words, it will be easier for them to write their summary in the following task.

Students do not need to have an exact 7/8 split of points in each box, although there should be a reasonable number of points in each.

Students may write more than 15 bullet points altogether if they wish. Accurate points should be credited to a maximum of 15 points.

Any points made from Paragraphs 1 and 3 should not be credited.

MAIN POINTS
The Shoshone tribe in the past
<ol style="list-style-type: none"> <li>1. <i>The Shoshone tribe moved into Death Valley 2000 years ago</i></li> <li>2. The tribe was nomadic</li> <li>3. They camped in winter by the water source and in the mountains in the hot summers</li> <li>4. They moved around according to the seasons</li> <li>5. They lived off the land</li> <li>6. The women made baskets and the men hunted</li> <li>7. They had story-telling sessions</li> <li>8. They performed traditional dances wearing red paint.</li> <li>9. Their traditional way of life was destroyed by the mining industry</li> <li>10. They had hostilities in 1860s and people were killed</li> </ol>
The Shoshone tribe at the present time
<ol style="list-style-type: none"> <li>1. <i>The Shoshone tribe now live in a settlement inside the national park</i></li> <li>2. The tribes still live in Death valley</li> <li>3. Their culture and traditions are under threat</li> <li>4. They had to fight the US government for a reservation</li> <li>5. They are now recognized as a Native American tribe</li> <li>6. They now have a National Council</li> <li>7. The Council is compiling oral history to be passed down</li> <li>8. They are mapping out sacred sites</li> <li>9. The tribe struggles to maintain their culture and traditions</li> <li>10. As the National Park has grown bigger, the tribal territory has got smaller</li> </ol>

**Q1 b):** This is where students should use their own words

Give a mark of 0–5 for the student's **use of own words**, using the scale provided on pages 97–98 of this Guide and page 163 of the Student's Book.

**Q2:** There are plenty of facts in Paragraph 3, for example, the first sentence, or: *The most profitable mineral was borax...*

The most obvious example of opinion are the words following the clue words 'it is believed...':

*It is believed these men gave the valley its desolate name.*

**Q3:** The first statement gives the fullest account of the main ideas in the text. The other two statements are partial assessments of the text.

#### Q4 Personal response

Reward any sensible answers **not mentioned in the text** which show that the student has understood the idea that human activity can damage the environment, or make it dangerous.

Students may select coal mining; building houses or hotels over a wild animal's habitat; making golf courses in dry areas; oil tankers spilling oil into the oceans or coral beds...

Unfortunately, there are many instances students may choose!

#### Passage 2: *The Diamond* (pages 51–52) Reading for Meaning 25 Marks

Half marks are not awarded in the Cambridge O Level examination. They have been used here to enable you to indicate to your students the importance or writing full answers.

- 5) The merchant's tone is cross/ bad-tempered / ill-tempered / impatient = ½ mark  
peevish / unfriendly = 0 (student asked for own words)

Elzevir's tone is polite / respectful = ½ mark

Total 1 mark

- 6) peevishly = 1 mark unfriendly = 0

- 7) He did not greet Elzevir and the boy / he replied to Elzevir's politeness rudely = 1 mark

- 8) The downstairs was dimly lit = ½ mark

whereas the upstairs room was brightly lit [by the sun's rays] = ½ mark

Total 1 mark

- 9) He looked down on them / regarded them as inferior; his attitude changed to amazement and pleasure = 1 mark

when he realized the diamond was valuable = 1 mark

Total 2 mark

Deduct ½ mark each for any of: 'contempt', 'wonder' 'delight'

- 10) Look for an understanding of 'plumped' and 'proudly'

The boy felt extremely proud / he treasured his diamond/ = ½ mark

He took enormous pleasure in placing the diamond in the merchant's hand; he did so with a [dramatic] flourish = ½ mark

Total 1 mark

- 11) hard-hearted slyness; flinty deceit; cynical duplicity = 1 mark

- 12) Reward a plausible reason, for example: he thought they had stolen it; he was afraid of buying a stolen diamond; he did not trust them = 1 mark

- 13) Look for an understanding of why the merchant used the technical terms, for example: to dazzle Elzevir and the boy with science; to impress them and make them believe him; to make him seem very professional and knowledgeable; to make them believe the diamond is fake = 1 mark

- 14) Look for understanding in student's own words of 'the sudden destruction of long-cherished hope'  
 For example: because the merchant had just told him that the diamond was not real = 1 mark which had in a moment shattered his belief he had had [nursed] for a long time = 1 mark Total 2 marks.  
 Deduct ½ mark each for 'sudden destruction' / 'long-cherished'
- 15) He was furious / enraged / intensely angry = 1 mark  
 He reacted with violence in throwing the diamond away = 1 mark Total 2 marks  
 He was upset / he was disappointed = 0 (not enough for an explicit understanding)
- 16) i) because Elvezir answered him angrily / threw the diamond away = 1 mark  
 ii) because he wanted the diamond because he knew it was valuable = 1 mark  
 Total 2 marks
- 17) because he intended to go and find it when Elzevir and the boy had gone. = 1 mark
- 18) He realizes that the merchant has duped / fooled / deceived / cheated them = 1 mark
- 19) because he was so shattered / so heart-sick / so sick at heart / to find the diamond was a fake / not real / paste = 1 mark (disappointed ; sham = 0)  
 and because he was so deeply depressed; unhappy; miserable at having lost their dreams / beliefs = 1 mark (bitterly cast down = 0) Total 2 marks
- 20) wizened = wrinkled ; wrinkly; shrivelled  
 gnarled = knobbly; knotted  
 fairly = honestly; by fair means; legally  
 illumined = lit up; lit; illuminated  
 devastation = desolation; destruction  
 sham = fake; fraud; deception; con  
 brooded = thought deeply; pondered; mused over  
 duped = tricked; fooled; deceived; swindled  
 Student should select 5 words = 5 marks

### Sample lesson plan, Unit 3 Desert

**Topic:** Using a variety of sentence structures for effect in Creative Writing

**Time:** 40–45 minutes (1 lesson period)

**Resources:** Reference to Examination Watch on simple sentences for effect (page 41)  
Unit 3

Photocopiable work sheet below

**Aims:** To making students aware of the effects to be created in their writing by varying sentence structure

To make students write more interestingly and engagingly

To raise the level of the performance in Creative Writing in the examination

#### In order to do this we need to:

- present students with the Group Work Sheet
- guide them into selecting sentence variety and analysing the effects
- give students a check-list of sentence variety
- give students the opportunity to discuss in a group or workshop a creative writing topic, and to make notes on sentence structures to be included
- give students practice in writing on a chosen topic.

#### Process:

1. Introduce the topic of sentence variety as a way of avoiding monotony; increasing reader interest; raising examination Creative Writing mark.
2. Give the photocopied work sheets to class groups and discuss the two extracts A and B with the whole class.
3. Allow groups to work through the sheet. Each group may elect a spokesperson who collates the group's findings.
4. Teacher moves from group to group to listen and guide if necessary.
5. Findings are discussed as a whole class after each Spokesperson reports on his or her group's findings.
6. Re-cap: Findings are summarized:  
Why is it important to vary your sentence structure?  
Which varieties of sentence structure to you feel you could use effectively in your writing?

#### Homework

Write a story which begins with these words:

*When we crossed over the old bridge, we saw it.*

- Make your writing fluent
- Incorporate your sentence variety into your writing
- Do not write as though you are mechanically going through your check-list!

Homework stories could be discussed in a workshop group situation to reinforce the techniques learned and to ensure that students are not writing merely mechanically.



## WORK SHEET for group activity

### Using a variety of sentence structure in Creative Writing

The following opening paragraphs were written in response to the Creative Writing topic: *Write a story which begins with the words, 'The lift doors opened slowly'.*

- A. 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.

- B. The lift doors opened slowly...but what was this? It was definitely 11.30am on Wednesday, June 30<sup>th</sup>, the day of my interview. At Reception I had been told to take the lift to the eighth floor, which I had done. The lift had whirled 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.

**Checklist:** Question; exclamation; ellipsis; colon and semi-colon; verbless sentence; short sentence; dialogue; reversed subject-verb order; complex sentences; subordinate clause

Identify these features in A and B. Can you identify any more?

### For discussion:

What is the effect of these features?

Which do you think are particularly effective in A and B? Why?

Which did you enjoy reading most, A or B? Why?

Give a mark out of 10 for A and for B. Justify your mark.

## Unit 4: Food



### ***The culinary delights of Lahore, pages 56–57***

**Suggested answers to Reading for understanding and interpretation, page 58**

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



### ***A Beijing Childhood, pages 62–64***

**Suggested answers to Reading for interpretation, pages 64–65**

- 1) Because it enabled them to express their thoughts freely when they were not allowed to do so about many other topics.
- 2) i) Because they were the two forms of education which he received; ii) because in his family courtyard the sounds of the musicians practising mingled with the sounds of food preparation.
- 3) By making dumplings at the Chinese New Year when the ingredients were available and placing them in jars and storing them in the frozen earth, thereby ensuring food for themselves in the lean winter months.
- 4) Because she was going to sell her husband's treasured performance clothes in order to buy food, and she knew that she would never be able to get them back.
- 5) i) Because she wanted to pacify / reassure her child; ii) because she wanted to comfort herself, too / she did not want to face the truth.
- 6) i) Because he had had a delicious meal; ii) because he had been to a restaurant for the first time; iii) because he felt he had the best mother.
- 7) *chang-shan*



## Speaking and listening

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

#### Group discussion

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

In your groups, discuss the following:

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



## Why are they dying? pages 67–68

### Suggested answers for Reading for understanding and interpretation, page 68

1. Instead of a great range of different plants, John Muir would see massive roads, hundreds of houses, industrial buildings, and fields soaked in chemicals.
2. Advantage is that it is lucrative / a source of revenue and also provides business for beekeepers; disadvantage is that such a vast area requires bees to be brought in for pollination and cannot be pollinated by the bees which are present.
3. i) That there were no dead bees and ii) that the insects which usually clear up after a failed hive would not go near these collapsed hives.
4. Because 90 per cent of our commercially grown food and crops for feeding meat-producing animals depend on bees pollinating the plants.
5. The main reason is that their immune systems seem to have collapsed and they are suffering from a range of diseases.
6. We are focused on economic efficiency and growth in food production. This narrow focus means that if one of the factors involved fails, we are unable to replace it and are in a difficult situation from which it is impossible to extricate ourselves.
7. Because we have to produce food relentlessly and we are not allowing natural systems to repair themselves and are therefore likely to fail / suffer a disaster.
8. It is a warning to us to reconsider what we are doing to the natural world and do something about it before it is too late.



## Grammar

### Supplementary expressions and phrasal verbs

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

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

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

*The King ate off roast swan.* ✓

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

*They fed off the very best meat available.*

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

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

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

*The termites had eaten away the window sills.*

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

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

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

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

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

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



## Key to task in Unit 4

### Page 59 Vocabulary

#### Question 2

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

### 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

(Note: these are the categories which students may be asked to identify in their Summary question in the examination. For the exercise here, 'cause and effect' and 'actions and consequences' are together. An action may be a cause, but a cause is not necessarily an action!)

**Time:** 40–45 minutes (1 lesson period)

**Resources:** Reference to Unit 4 *Why are they Dying?* pages 67-68

Photocopiable Work Sheet

**Aims:** To enable students to identify these four categories of textual content in preparation for the Summary examination task in Reading for Ideas.

To encourage understanding by group discussion during the identification task on the Work Sheet.

#### Process:

1. Introduce the topic and link it to the examination task so that students are aware of its relevance to the examination.
2. Discuss meanings of the categories and ask students for examples.
3. Arrive at a consensus definition of each one; students write down an agreed example of each category
4. Students work through the Work Sheet in a group. According to the size of the group, each student will report back on one or more of the 10 pairs of statements.
5. Teacher listens in, and guides if necessary.

6. When the task is completed, group members report their results with brief reasons why they identified each pair as they did.
7. Teacher gives the answers and groups may score themselves. The key is:  
1a, 2b and c, 3c and d, 4b and c, 5b, 6b and c, 7d, 8a, 9a, 10b
8. Re-cap: Findings are summarized:
  - How can you define the categories? What synonyms or alternative phrases could you use for each one?
  - What kind of texts may have more of one particular category?
  - How can some statements belong to more than one category?

### **WORK SHEET for group discussion**

To identify:

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

Identify the following pairs of statements as a) b) c) d) or two categories.

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 US.
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.

### **Homework**

Students write their own pairs of statements to illustrate the different categories a)–d).

Underneath each pair of statements students write a brief explanation of why they have identified them in the way they have.

# Unit 5: Trees



## ***The Cornucopia Tree, pages 71–73***

**Suggested answers to Reading for understanding, page 74**

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



## ***Climbing the Wisteria, pages 76–77***

**Suggested answers to Reading for understanding and interpretation, page 78**

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



## **Writing**

**Supplementary task on proverbs about trees, page 86**

Discuss the interpretations of the following expressions.

Describe an example or a scenario which illustrates their meaning.

- a) Judge the tree by its fruit, not by its leaves.
- b) As a tree falls, so shall it lie.

- c) The apple never falls far from the tree.
- d) He that would eat the fruit must climb the tree.

**Interpretation**

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

**Sample lesson plan, Unit 5 Trees**

**Topic:** Getting tone and register right in writing

**Time:** 80–90 minutes (2 lesson periods)

**Resources:** leading on from the ‘Class discussion of tone’ section in Unit 5 (pages 79–80)

Photocopiable work sheet

**Aims:** To make students understand the meaning and importance of tone and register in writing

To enable students to write in tone and register appropriate to the given task or occasion

To enable students to identify features used to create appropriate tone and register

**Process:**

1. Discuss tone and register and decide on a definition.
2. Discuss the determining factors that register and tone are determined by (or dependent on / influenced by):
  - a) the audience or readership
  - b) the relationship between writer and addressee
  - c) the topic
  - d) the format
3. Fill in a)–d) with examples and questions such as: How would your language and tone differ if you were
  - a) writing a job application letter **or** writing up your diary at the end of the day?
  - b) writing a letter home when on a school trip away **or** writing a birthday letter to your seven-year-old niece?
  - c) writing a funny anecdote **or** writing an eye-witness report to an accident?
  - d) writing a magazine article **or** a speech?
4. Groups or pairs work through the Work Sheet; teacher listens in and guides.
5. The groups’ responses to 1)–6) on the work sheet are shared and discussed.



## WORK SHEET for 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.

First: consider these incomplete responses:

### 1) Report for Mrs Shamsie

**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% of the students were in favour of the machine being installed. Their reasons were: a) hunger 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% 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. A minority of students gave the reason: 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.

### 2) 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) Identify the following features in 1) and 2) above. Add a note to each one to indicate the tone and register.  
 colloquial idiom    headings    statistics    sentence structure    capitalization  
 orthography    use of punctuation    salutation    tabulation    vocabulary
- 2) What can you tell about the relationship between writer and addressee in 1) and 2)?
- 3) How has the format influenced the writer's choice of language?
- 4) Describe the tone of 1) and 2). How do they differ?
- 5) How would 1) and 2) be appropriately concluded? Write the conclusions.
- 6) 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. As a group choose appropriate language to convey the tone of their opinions.

### Homework

Write a review of a film, book or television programme for:

- 1) an on-line blog

and

- 2) the Review page of a national newspaper.

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



# Unit 6: Sports



## ***The Human Condor, pages 87–89***

### **Suggested answers to Reading for understanding and interpretation, page 90**

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



## ***Interview with Amir Khan, pages 92–95***

### **Suggested answers to Reading for understanding and interpretation, page 95**

- 1) Because Amir was hyperactive, with boundless energy, and his father wanted to channel that energy positively into a sport.
- 2) He loved the atmosphere, smells and sounds of the club, and the boxing ring.
- 3) His dedication to the sport; his wins; getting more and more fit.
- 4) Because it involves game plans which have to be rethought throughout about; because it involves studying videos and learning from them in order to improve.
- 5) That he has the support of English fans even when he is fighting another English boxer.
- 6) Because he is just an ordinary lad who has good manners and does not put on airs.
- 7) To be world champion; to become a legend / sporting hero; to gain respect as a person for being a good role model to children.
- 8) Being able to take fifty or sixty young people off the streets and into the boxing clubs because of his influence.
- 9) He tells them to make something of their lives and not to break the law; to grasp the opportunity which sport and education offers them to become somebody.

The next part is the students' own opinion, but the likely answer is that Amir's visits are effective because the young people will listen to him as he is like them and not a figure in authority.

- 10) The key words in students' answers are likely to be: modest; unassuming; clean-living; thoughtful; ambitious; talented; dedicated; determined.



### High Dive, page 102

#### Suggested answers to Reading for interpretation

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

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

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

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



### Key to tasks in Unit 6

#### Page 91 Vocabulary: Abstract nouns

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

#### Page 96 Vocabulary and expressions: Matching words

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

## Sample lesson plan, Unit 6 Sports

**Topic:** Identifying Fact and Opinion

**Time:** 40–45 minutes (1 lesson period)

**Resources:** Following on from Examination Watch on page 98, Unit 6

Photocopiable work sheet

**Aims:** To enable students to identify Fact and Opinion in preparation for the Reading for Ideas question in the examination.

To widen and deepen students' understanding and experience beyond the examination task.

### Process:

- 1 Arrive at definitions for Facts and Opinions: for example: A fact is a statement which is verifiable / demonstrably true / can be proved / cannot be argued with; an opinion is an expression of a belief / a point of view / which cannot be proved as factual / can be argued with / may differ from person to person
- 2 Task A on the Work Sheet: How do we know these statements are facts? This enables students to consolidate the findings of Step 1. Students write the main points of their findings under the heading 'Your notes'.
- 3 Task B on the Work Sheet: Which of these sources could we refer to in order to verify the statements as facts in A ? Which sources do you think would be the most reliable and trustworthy? Why? (This raises the concept of bias and authority)
- 4 Task C on the Work Sheet: Rewrite the statements in A introduced by one of these 'clue' opinion phrases. What have the facts become?
- 5 Task C on Work Sheet: *90 per cent of the people say...* Where may we come across words like these?  
  
Compare the role of statistics to inform and elucidate (statement 3 in A) with the role of statistics to persuade or deceive as here and in advertisements etc. Students write their own examples of two statements using statistics in those two ways. Give advice on how to use statistics sparingly in students' own Directed Writing when appropriate.
- 6 Opinions expressed without 'clue' phrases. Ask students to comment on the following: a) It's outrageous! b) Too many people in the world have too much money. c) She's as sly as her mother. d) Little children need cuddles .
- 7 Students write their own examples of opinions: three with 'clue' phrases and three without 'clue' phrases.
- 8 Task D on the Work Sheet: students fill in the facts and opinions in two columns with these headings. When they have finished, arrive at the answers as a class activity.

## WORK SHEET for identifying fact and opinion

### Task A

- 1) The temperature in Egypt can exceed 45 degrees.
- 2) Kangaroos carry their babies in their pouches.
- 3) 80 per cent of the buildings in the town collapsed in the earthquake.

Your notes:

### Task B

dictionary    reference book    geography book    on-line encyclopedia  
 thesaurus    first-hand experience    newspaper report    magazine

Your notes:

### Task C

I think    it is believed that    apparently    it is widely stated that  
 I understand that    it is reported that    quite honestly    if truth be told  
 90% of people say

Your notes:

### Task D

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 at the end of each completed list of the features which have led you to identify your facts and opinions.

# Unit 7: School



## **Special Teaching, pages 104–106**

### **Suggested answers to Reading for understanding and interpretation, pages 106–107**

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

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



## **Nicholas Nickleby, pages 108–110**

### **Suggested answers to Reading for understanding and detail, page 112**

- 1) Squeers' tremendously loud, terrifying and authoritative voice caused the 'universal start' in the boys (made all the boys jump with fear).
- 2) Because he knew that Smike was going to be punished cruelly, and he felt very uncomfortable about it; he may have been thinking how he could stop the punishment taking place.
- 3) Students should not merely copy from the text, but interpret in their own words. The boys felt that it was wrong; they were indignant / angry / outraged; they felt pity for Smike; they felt very uneasy and uncomfortable (they 'moved uneasily in their seats').
- 4) Smike meant 'Don't flog me / Spare me the flogging / beating.' Squeers intended some kind of sick joke when he played on these words. He said he would spare Smike's life, but he would beat him until he was nearly dead.
- 5) i) Physical cruelty: twisting his arm; ii) mental cruelty: smiling like a devil and abusing him verbally.

- 6) By shouting out to stop Squeers, and persisting in his order; by ignoring Squeers' orders; by standing up to Squeers who was brandishing the lash; by speaking out against the cruelties Squeers had exercised on the boys; by thrashing Squeers despite being lashed across the face himself.
- 7) The key word is **astonishment**. Amazement / shock had robbed Squeers of speech.
- 8) The key words are **rage** and **indignation**. Nicholas has been driven by outrage and fury against Squeers' dreadful cruelties imposed on the boys. (Not the lash across the face, although that helped him to express his fury.)
- 9) Because Squeers had got what he richly deserved (and was not actually dead).
- 10) Smike had followed Nicholas.
- 11) Students should provide their own interpretative answers which are likely to be focused on: Smike's desperation; his love and respect and gratitude for Nicholas; Nicholas as a god or saviour; Smike's total humiliation before Nicholas who is his only hope.
- 12) Students are advised to make a brief list-plan under headings before writing this answer.



### ***Pushed to the limit, pages 116–117***

#### **Suggested answers to Reading for understanding and detail, page 117**

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



### **Key to task in Unit 7**

#### **Page 117–118 Vocabulary**

##### **Question 2**

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

## Sample lesson plan, Unit 7 School

**Topic:** Writing and Making a Speech

**Time:** 80–90 minutes (2 lesson periods)

**Resources:** Revision of the Examination Watch (pages 113–115)

Writing Task in Unit 7 (page 115) which follows

Photocopiable work sheet below

**Aims:** To enable students to structure a spoken and written speech

To provide students with the appropriate techniques, register and language

To prepare students with a possible format for the Directed Writing In the examination

### Process:

1. Give information on use of formal conventions for opening and concluding a speech according to the scenario dictated in the task. For example:

Ladies and Gentlemen / Staff and Year Ten students / Good Morning Class...

Thank you all for listening today / Thank you for your attention this morning / I rest my case / I now call upon the next speaker to oppose (or propose) the motion.

2. Give guidance and hints on how to think about the following topic:

*Young people complaining about stress is absurd!*

- a) **Focus** on the question immediately
  - b) **Challenge** your audience with questions and controversial statements
  - c) Use **wit and humour** to make your point effective, if you can
  - d) **Engage** with your audience—address them (e.g. *I'm sure you agree with me, Class,... All of you here today will undoubtedly agree that...*)
  - e) Keep your **conclusion** to the end—don't state your opinion at the beginning.
3. Give guidance on **planning**. Plan to make at least three forceful and persuasive points supported by, for example:
    - a) personal anecdote or experience—but this must be **extremely** brief and punchy, ideally a sentence maximum;
    - b) persuasive statistics: these could be a made-up survey which showed, for example, that 85 per cent of Year 10 students in your survey of 120 students felt that stress was a major cause of concern in their lives;
    - c) detail and example.
  4. Give guidance on **linking** paragraphs so that the argument is cohesive and each paragraph develops into the next one
  5. Give guidance on considering both sides of the argument and not being over dogmatic
  6. Give guidance on introducing the topic in a lively way; avoid this kind of dull introduction:

*I am here to argue that life for young people is stressful. I am going to argue that...*

and work instead on introductions such as, *Young people complaining about stress is absurd, is it? Let's consider this! First of all, have you...*

7. Give guidance on appropriate language and idiom, for example, the use of the imperative: *Think of / Imagine this..* Expressions and idiom such as, *On the other hand / undoubtedly / no one could fail to agree that*



8. Use the work sheet below as a workshop group activity.
  - a. When the response has been revised and made into a speech, the members of the group divide it up and deliver it as a speech so that each person has a section to deliver.
  - b. Class makes notes as they listen; then discusses as a whole the successes of the speeches.

### **WORK SHEET for writing a speech**

*Young people complaining about stress is absurd!*

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-dramatise 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 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 about 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!

#### **Tasks for the group:**

- a) What is good about this response? Are there any shortcomings?
- b) Make the response into an effective speech. Write your revisions and additions on the sheet.

#### **Homework**

Students go back to their discursive essay written in response to the task on page 115, *People often say, 'Young people have too much freedom'. Do you agree?*

Turn your discursive essay into a speech.

Make notes using bullet points which will be your only aid when delivering your speech

Adapt, review and add points you have learned from these two lessons to make your speech really effective.

**In class:** Students deliver their speeches.



# Unit 8: Beasts



## Examination Watch

Reading for Ideas: *Leopards of the Galliat forests*, pages 120–121

Reading for Meaning: *The Buffalo*, pages 123–124

These **comprehension** passages move another step forward towards the Cambridge O Level examination. Students are given the mark scheme so they can assess their own, or their partner's, work and see exactly how marks are lost and won.

Further constructive advice is given in order to prepare students for the **Summary** question in Examination Watch on pages 121–122.

Here below are suggested points for Q1a) and answers for Q1b) of *Leopards of the Galliat forests*.

Problems
<ol style="list-style-type: none"> <li>1. Villagers have been killed by leopards</li> <li>2. Conflict between Wildlife authorities and villagers over leopards released into the wild</li> <li>3. Humans feed the monkeys which are the leopards' food source</li> <li>4. So leopards are starving and search for food in villages</li> <li>5. They're hungry because their habitat has been squeezed by humans</li> <li>6. The leopards' killings cause great anger</li> <li>7. Villagers blame the Wildlife Department and are hostile</li> <li>8. Officials are afraid of attack</li> <li>9. Officials are killing endangered leopards instead of tranquillizing them</li> <li>10. Officials are not proving whether leopards are man-eaters</li> </ol>
Solutions
<ol style="list-style-type: none"> <li>1. Wildlife staff should be trained to use tranquillizer darts</li> <li>2. Suspected man-eating leopards must be trapped, not killed</li> <li>3. Suspects must be properly examined</li> <li>4. Wildlife Department should be funded to have proper equipment</li> <li>5. So that leopard families can be tracked</li> <li>6. If habitat is insufficient then leopards should be relocated</li> <li>7. Environmental education programmes should be set up</li> <li>8. Villagers should understand the animals and trust the officials</li> <li>9. Wildlife Department should take advice from India which has been successful in this field</li> </ol>

**Suggested answers for Questions 2–4 of *Leopards of the Galliat forests*:**

- 2) Fact (verifiable) e.g. *The NWFP has made a proposal for making hunting of leopards legal*  
Opinion (open to debate) e.g. *According to a wildlife census, out of 80,000 leopards worldwide about 18,000 are found in South and South-east Asia.*
- 3) The second statement encompasses the whole topic of the passage.
- 4) Students in Pakistan may well know about the tigers in the Sundarbans in Bangladesh; general answers such as building houses in woodland or over drained wetlands are also appropriate.



### ***Riding a Reindeer*, pages 128–129**

#### **Suggested answers to Reading for understanding, page 130**

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

#### **Suggested answers to Reading for detail and language, page 130**

- 1) *initially*
- 2) *convoy*
- 3) For cutting shavings to make kindling.
- 4) Their heads were next to one another by the stove but their bodies stretched out in a semicircle like the spokes of a lady's fan (not a ceiling fan).
- 5) There were no stirrups attached to it; it was not shaped, but just a lump of felt.
- 6) i) That the antlers were huge, and higher than the writer; ii) that he felt intimidated / afraid / daunted by them / that they were menacing / threatening.
- 7) Paragraph 1: *patiently*; Paragraph 5: *docile and uncomplaining*. That they were quiet, calm, biddable, non-aggressive animals.
- 8) Student's choice: because he wanted Kiasha to think all was well so they could set off; he did not want to show his fear; because he did not want to hold up proceedings.
- 9) Because his only previous experience of riding had been an unsuccessful attempt / he was no good at riding, so he was afraid / nervous about riding the reindeer.
- 10) The sound of the reindeer **hooves** on the ice; the clacking / knocking of their **antlers**.



## ***The Hound of the Baskervilles*, pages 133–135**

### **Suggested answers to Reading for understanding and interpretation, pages 135–136**

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



## **Key to task in Unit 8**

### **Page 136 Vocabulary**

#### **Question 2**

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

## Sample lesson plan, Unit 8 Beasts

**Topic:** Developing written ideas coherently

**Time:** 40–45 minutes (1 lesson period)

**Resources:** Extension of Examination Watch on page 132, Unit 8

With reference to Assessment Objective W2 *Communicate clearly and develop ideas coherently, at word level, at sentence level and at whole text level*

**Aims:** To give guidance on how to express and develop ideas **coherently** in writing through words, sentences and paragraphs.

To improve students' writing, and their performance in the examination,

### Process:

1. Introduce the concept of 'coherently'. Ask students what it means to be 'incoherent'. (E.g. *you can't understand it; it doesn't communicate; it doesn't make sense...*) Then ask 'What makes a piece of writing incoherent?' (e.g. errors in spelling, grammar, sentence structure; inaccurate vocabulary and verb forms and tenses...) Then work out a definition of 'coherent' writing.
2. Introduction to consideration of coherence at word level: the importance of a wide vocabulary; awareness of connotations; the sounds of words in alliteration; the power of words in metaphor...
3. Make 'Word pools' of vocabulary which show some sophistication and variety. Each 'Word Pool' has the title of a much over-used, trite word as heading and has to be filled with extended vocabulary. Groups probably do this best. Suggested titles for the Word pools: *nice, good, bad, big, went, got ok, beautiful*. Every student should have full word pools.
4. Introduction to consideration of coherence at sentence level: What makes a sentence incoherent? (e.g. incorrect or missing verb; incorrect punctuation; lack of full stops...) What makes a sentence successful? (e.g. subject and verb order reversed for effect; complex clauses or phrases correctly punctuated; involves you the reader by asking you a question...)
5. Ask students to write examples of sentences a) use a semi-colon in a sentence expressing an advantage and a disadvantage b) write three sentences, one of which is a question addressed to the readers which persuades them to your point of view c) write three sentences, the final one of which is a verbless sentence written for a particular effect d) write a sentence using a colon which explains a situation and provides an explanation for it.
6. Introduction to consideration of coherence at whole text and paragraph level: How can you tell when paragraphs have been used 'for effect'? (e.g. each paragraph shows a development of the plot / argument / description; linking words show how one paragraph leads to another; they are not divided randomly but are planned; each paragraph has a different topic...)
7. Give guidance on how to avoid the plodding and uninspired structure of starting consecutive paragraphs with 'Firstly..' 'Secondly'.....'Finally' by using linking words and phrases.
8. For practical experience, read the following paragraphs one at a time and ask students to write the next paragraph, beginning with a clear link to the given paragraph:
  - a) *That summer holiday had been a long one for Anna. She had never been known to break rules. Everyone at school knew her as a model teenager: obedient, intelligent and diligent. For her, disobedience was impossible. But that all changed after a silly night of dares. Anna's parents were going out of town for the weekend before term started again,*

*and after telling her for the millionth time about the emergency numbers stuck on the fridge, that all her food was in the pantry and that they trusted her, they left her home alone.*

- b) *Camping—a hassle or a new learning experience? In our leisured society, everyone wants to live comfortably. However, some nature lovers think differently. Camping holidays to them are a once in a lifetime opportunity to be at one with nature. On the other hand, to city dwellers used to a high standard of living, camping is merely a way of torturing themselves. There are advantages and disadvantages to everything, and camping is no exception.*
- 9 Guidance on giving the whole text coherence with a concluding paragraph which, for instance, draws an argument together and makes conclusions; ends a piece of creative writing with a cliff-hanger or a final solution to what has gone before.
- 10 Ask students to write the opening and concluding paragraphs to:
- a) a discursive essay on the topic: *Junk food is destroying our children*
  - b) a story which begins and ends in the present, but goes back to the past in the other paragraphs.

### Homework

Write a plan for a piece of creative writing on the following topic:

*We are gradually ruining our planet. Do you agree?*

First of all make a list of all your points and ideas on the topic.

In your plan make a column for each paragraph.

Summarize your argument in each paragraph.

Include the linking words and phrases you intend to use.

Write your opening and concluding sentence.



## Unit 9: Grandparents

### ***The Kingdom*, pages 137–138**

#### **Suggested answers to Reading for understanding, page 139**

- 1) Students should not merely copy *a place set apart.....and its people* from the text, or the words in the explanation of *kingdom* on page 136. Give credit for answers expressed in the student's own words, for example, because it was a part of Ireland where the place and people were very special to him / very close to his heart / almost sacred.
- 2) It was rural: a landscape of black bogland, a few farms, a river, hills, and the sea far in the distance.
- 3) Any three of the following (credit the first three only): i) it was the dominant / most important heart / centre of the house; ii) it was where the grandmother cooked; iii) and around which she dried clothes; iv) it filled the room with a characteristic smell (which was important to the writer as a boy).
- 4) i) He had lived / used to live (not *lived*) in the attic; ii) he used to talk to the crows; iii) he used to tell the boys stories. Students should be rewarded highly if they make points about Uncle Dan rather than merely recalling the above points, for example, *he was eccentric / odd / a recluse because...*
- 5) Because he loved being by the river, and seeing his father happy in his favourite place.
- 6) He was a skilful fisherman and could soothe the fish / stop the fish wriggling by stroking its stomach.
- 7) It was the television. He feels that its 'colonization' was a great pity / a shame because it replaced / displaced the sociable family card playing and storytelling.
- 8) They were true as well as fictional; traditional stories (of the supernatural and battles) handed down from previous generations.

#### **Suggested answers to Reading for detail and language, page 139**

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



## Key to task in Unit 9

### Page 140 'Animal Kingdom' words

To dog = d

To wolf = c

To crow = f

To parrot = e

To rat on = a

To ape = b



## Examination Practice

### A written statement, pages 140–141

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

For example:

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



## Great-Grandfather's bridge, page 141

### Suggested answers to Reading for understanding, page 142

- 1) Because his way has been blocked by a rockslide.
- 2) That his journey has been temporarily stopped; that his great-grandfather built the railway bridge he can hear in the distance.
- 3) That he can 'see' his great-grandfather gazing at the water as he puzzled out how to solve the bridge-building problem.
- 4) i) Because nothing they had built had been successful / the monsoon had twice swept their bridge away; ii) because he had a fine reputation for honesty and bridge building.
- 5) Because they were afraid that Great-grandfather may be out of touch with modern techniques; because Great-grandfather did not explain what he was thinking. Students should link these reasons to the men feeling uneasy because they were responsible for inviting him.
- 6) Some said Great-grandfather had been sensibly pensioned off / was too old to think sensibly; others said they may as well try as it was not an expensive venture; it was worth the gamble because they could win promotion if it were successful.



- 7) Because the bridge had been built, since which time trains have continued to cross safely over the monsoon-swollen river.
- 8) Student's own choice, but likely to focus on the idea that Great-grandfather had intimate knowledge and long experience of building bridges, and the area / terrain.
- 9) Likely to focus on the people's past fear and anxiety over the approaching monsoon, and the damage it would wreak on the bridge which contrasts with their present confidence and absence of worry.
- 10) Student's own choice e.g. *proud; admiring; impressed; grateful*.

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

They knew that Great-grandfather designed the bridge.

The writer's great-grandfather designed the bridge.



### **River Boy, pages 143–146**

#### **Suggested answers to Reading for understanding and interpretation, pages 146–147**

- 1) He had discharged himself from hospital; 'misled' because he was still ill; Jess thinks discharging himself may have made him worse / threatened his life.
- 2) He was probably stubborn; strong-minded; refused to listen to the doctor's advice; dogmatic; assertive.
- 3) '...dodging the undertaker' shows Grandpa's humour as he makes light of his condition / makes a joke out of his illness / his nearness to death. Their closeness is shown by Grandpa winking at her and telling her he will be well as long as she is there.
- 4) Because he has come very quickly to thinking of Grandpa as an invalid and forgetting that he is not deaf as well.
- 5) Because he is afraid that his unsteady father, having refused an offer of help, may fall.
- 6) Grandpa had painted *River Boy* the previous night after his return from hospital. Mysterious because i) Grandpa had given the picture a name which he never usually did; ii) it was called *River Boy* but there was no boy in it.
- 7) The key words are **you seem to be a sort of muse for him**. Students should not copy the words in the explanation on page 139. Because Jess was very close to Grandpa and was frequently the inspiration for his painting / she was likely to be part of Grandpa's plans / inspiration as an artist.
- 8) That Jess has been the spark in Grandpa's paintings; that her presence / birth motivated / inspired Grandpa and continues to do so.
- 9) She thought it meant some kind of goddess who gave him ideas or inspired him, not a real person, let alone her.
- 10) That it had some (almost mystical) power; the boy in the picture seemed to start to appear; she felt that it was particularly important to Grandpa; she felt herself being drawn into the picture by some strange force.  
What might happen is entirely up to the student, but the suggestions should be connected somehow with what has been learned or interpreted from the text.



### **Sample lesson plan, Unit 9 Grandparents**

**Topic:** Creative Writing

**Time:** 80–90 minutes (two periods)

**Resources:** Examination Watch guidelines and exemplar essay, pages 147–150

**Aim:** To enable students to write coherently and effectively on a given topic

**Steps:** Students will

- study the exemplar essay and review the text in the light of Examiner's comments
- rewrite selected sentences as directed on pages 149–150, for practice
- complete writing task on page 150.

# Unit 10: Examination Practice

Pages 152–156 contain a complete set of Papers with mark schemes, exemplar material, and full and detailed student guidance.

Pages 157–167 contain a second complete set of Papers for your students to use as invaluable examination practice.

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

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



## Examination Practice Papers 1 and 2

### Part One: Directed Writing, page 169

Here students need to construct an appropriate letter layout with, minimally, the given salutation, an appropriate sign-off and signature.

The tone should be appropriately formal and polite.

Students will increase their marks by using appropriately persuasive phrases (such as 'I am sure you will agree that' or 'Surely the whole community cannot be mistaken in believing...') **and** by covering all three points **in detail**.

What the 'something special' is that the nominee has done is up to the student. As long as it is sensible and appropriate, it does not matter whether it is finding work for local unemployed young people, or installing a village water purifier.

Give 15 marks for **Task Fulfilment**: the three pieces of information which must be included, although coverage of each piece will not require the same number of words. Students should be careful not to provide too much detail at the expense of omitting one of the bullet points altogether.

Task Fulfilment requires not merely that the three content (or bullet) points have been included. The scenario should be comprehended correctly and the three content points should be included (not always developed in detail) for a mark of 10 or more than 10.

It would help you to think in Bands.

Band 1: 15–13 marks      Band 2: 12–10 marks      Band 3: 9–7 marks  
Band 4: 6–4 marks      Band 5: 3–1 marks

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

It would help you to think in Bands.

Band 1: 15–14 marks      Band 2: 13–12 marks      Band 3: 11–10 marks  
Band 4: 9–8 marks      Band 5: 7–6 marks      Band 6: 5–4 marks  
Band 7: 3–2 marks      Band 8: 1–0 marks

### Part Two: Creative Writing, page 169

Below are candidate responses to topic 5: *Which skills do you think you have learned which will enable you to become a useful citizen?* They can be used for teaching purposes before students tackle this Paper as examination practice.

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

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

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

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

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

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

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

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

(498 words)

### Examiner's Comments

#### Strengths in Ahmed's response:

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

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

- Sentence structure and sentence separation are flawed: lack of full stops; lack of verbs; sentence length varied, but not for any particular purpose
- Verb forms are inaccurate, such as wrong forms (*I have notice*) wrong agreement (*science help*).
- Spelling errors: simple words and some more complex (e.g. *visualise*) are spelt accurately but there are eight mistakes.

- Errors of idiom and expression are a major problem (e.g. *speak my views; in a different angle*).
- Clarity and communication of ideas: errors hamper precision and, in some cases, meaning (e.g. *With this vital skill to look ahead and see what you are going to plan*).
- Errors with singular and plural forms (e.g. *groups discussion; basic of education*).
- Organization: paragraphs are used and different topics are raised in each, but links between them are crude with 'finally' used twice, and the conclusion lapsing into note form and ending with a one-sentence paragraph.

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

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

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

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

## 1 Wahid

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

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

### Examiner's comments:

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

## 2 Romesa

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

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

### Examiner's comments:

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



### Mark Scheme

Below is the mark scheme for the Reading for Ideas and Reading for Meaning Comprehension practice papers in Unit 10 pages 170–174.

#### Reading for Ideas *Ice under the Volcano*, Passage 1: pages 170–171

#### Question 1a) Notes

Award 15 marks for any of these points (excluding those initial points from the examination paper).

The points do not need to be equal in number for each heading, but they should not be hugely different.

MAIN POINTS	
Part played by ice cream in everyday lives	
1.	<i>Visitors ate ice cream in the cool evenings</i>
2.	Ice cream eating was an entertainment along with viewing the volcano
3.	Street vendors sold ice cream and sorbets
4.	Ice cream eating was so part of the Neapolitan way of life that it still exists today
5.	Recipe books contained instructions for making it in people's homes
6.	Cheap sweeteners meant it was not just a luxury as in other parts of Europe
7.	All social classes ate ice cream
8.	People experimented with all sorts of different flavours
9.	Ice cream was eaten inside and outside the home
10.	Ice cream shops were social centres like coffee houses
11.	Neapolitans drank iced water; only beggars drank ordinary water
Importance of ice cream making to the economy	
1.	<i>Ice cream eating involved an important industry</i>
2.	An entire micro-economy centred on ice which was essential for making ice cream
3.	many people's livelihoods centred on ice and snow
4.	Snow was harvested in the mountain slopes of Vesuvius
5.	The ice had to be transported across the Bay of Naples which was more costly in Winter
6.	The tax system showed that ice was an essential commodity in the economy of the city
7.	Ice was valued as a staple along with oil and grain which shows how important it was to the economy
8.	The price went up and down according to the time of day and the season
9.	People earned their living by collecting snow and storing it in pits

## 1 (b) Summary

Examiners will be looking for 'around 160 words' (including the 10 words given) and will judge the length partly on how the candidate's writing fills the given space.

Getting students to practise writing in the space given on the examination paper and counting their words is therefore a good idea. Examiners will be able to pick up responses which are below or above the word limit. Students who use substantially more or fewer words will penalize themselves.

Give 0–5 marks for **use of own words** as follows:

Sustained and creative use of own words = 5

Noticeable use of own words = 4

Recognisable but limited use of own words = 3

Selective copying of relevant sections = 2

Non-selective transcript = 1

Random, meaningless and complete transcript = 0

Give 0–5 marks for **accuracy** as follows:

Error-free (apart from the occasional error) = 5

Almost always accurate = 4

Generally accurate = 3

Serious errors becoming frequent = 2

Heavy frequency of serious errors = 1

Complete breakdown of sense = 0

To arrive at the Style Mark out of 5, add A and B mark together and halve.

Note: If a student scores only 1 or 2 for Use of Own words, then apply a ceiling of 2 for Overall Style Mark

2) One fact is: Pictures and engravings were made of Neapolitan street scenes = 1 mark

One opinion is: I believe a scarcity of bread would not be more severely felt than a failure of snow = 1 mark

(other appropriate examples may be rewarded)

3) The first statement is correct = 1 mark

3) The Neapolitan passion for ice cream tells us much about 18<sup>th</sup>-century life and culture = 1 mark

(The second and third statements are true of only part of the text. The first statement summarizes the **whole** text.)

4) Any sensible answers are acceptable. For example:

truffles made into pâté or chocolates

caviar made from the eggs of sturgeon fish



## Mark Scheme

Reading for Meaning *A Frozen World*, Passage 2: pages 172–174

Q5 Give one mark each for two of the following: her water [tomato paste and soap] are covered in ice / she has to break the ice with a knife / the damp wood for her fire is frozen so it's slow to boil the kettle

- Q6 Give one mark each for two of the following: resilient / tough / determined / positive / patient / uncomplaining / practical
- Q7 because they have been exposed to the weather / the cold / the wind; because they spend a lot of time outdoors = 1 mark
- Q8 because she has to brave the elements / the weather / the extreme cold / which tests her ability to overcome the cold / how well she can endure the conditions = 1 mark
- Q9 Give one mark each for any two of the following:  
cars and horses can drive over the frozen river; the teachers and school children wear their coats inside school; the herders' children have to board at school; the wood-burning stoves are not sufficient to keep the school warm; the way to work is frozen and heavy clothing is essential; going outside to the toilet is very unpleasant and cold  
Students should not use the words: 'communal outside toilet'; 'concealed from the freezing air'; 'wind-burned children'
- Q10 that they press together near the fire / that they all try to get close to the fire / they move close together to get close to the fire = 1 mark
- Q11 i) letters from the post office ii) tea at a friend's house on the way home = 2 marks
- Q12 by trading skins from camels, sheep, goats and wolves = 1 mark
- Q13 to fetch water from the river = 1 mark  
because her neighbourhood well has frozen hard / solid = 1 mark
- Q14 Given one mark each for any two of the following: i) to provide water for their animals ii) to keep their meat fresh ii) to prevent the animals making the land bare
- Q15 Trucks transport ice to them = 1 mark
- Q16 i) that it will get even colder / the temperatures will drop even lower = 1 mark  
ii) that they are necessary for the herders = 1 mark
- Q17 Give one mark for any one of the following: she appreciates the beauty of her surroundings / the magnificence of the snowscape; she likes seeing the everyday life; she feels content
- Q18 'weighed down with' = 1 mark
- Q19 encased = enclosed / covered / enveloped  
communal = shared by all / shared by the community / shared  
creaking = squeaking / groaning / scraping  
ricochet = bounce off / rebound off  
flushed = reddened with cold / reddened / raw  
preserves = keeps fresh / conserves  
overgrazed = barren / bare / eaten up  
crusted = covered with / with a film of / coated with  
(1 mark for each correct answer)

Total 5 mark

# Sample Examination Practice Papers

This section up to the end of the unit comprises two complete sets of papers with questions and exemplar essays, marking schemes and support.

## ENGLISH LANGUAGE

1123/1

### Practice Paper 1 Writing

1 hour 30 minutes

*Communicate W1 appropriately, W2 clearly, W3 accurately, W4 creatively*

#### Section 1: Directed Writing

Write 200–300 words. Total marks for this part: 30.

**Task:** You have been asked to raise money for a charity by organizing either a sports event or a concert. Write a letter to invite an important guest to take part. You must include the following information in your letter:

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

Cover all three points **in detail**. Your letter should be written in clear, correct English. It should try to persuade your guest that this is a worthwhile cause.

Points for teachers assessing all Directed Writing responses:

- Make sure all three bullet or content points above are answered in detail. Frequently, students lose a mark because they have carelessly left out one of the pieces of information—usually one which they could easily have provided, such as the ‘when and where’.
- Plans are a good idea so that paragraphs can be planned effectively. The response does not have to consist of three paragraphs.
- Writing out the response in full and then writing a second ‘fair copy’ is not a good idea because students are likely to find they run out of time.
- Award marks for Language and Style. Here you are rewarding Accurate Standard English and appropriate Style and Tone.
- Look at features such as the vocabulary used (better students will not depend merely on the vocabulary given in the question); range of sentence structure; links within and between sentences.



- Total mark will be Task Fulfilment Mark (15) + Language Mark (15) = 30 marks. See the guidance and detail at the beginning of this Unit.

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

- Students need to understand the idea of 'raising money for charity'. This means that the event, either a sports event or a concert, has been arranged and the money that people pay to attend the event will be given to a charitable organization, which in turn works to improve the lives of others. For example, the money may be going to an internationally known charity such as Oxfam or the Red Crescent, or to a local charity which helps, for example, homeless people in the area.
- Students need to tell the 'important guest' what he or she is being asked to do. For example, are they asking a local pianist to play during the concert? Are they asking a high profile cricketer to introduce a sporting event?
- The letter format should be correct and students should have had plenty of practice at writing letters, so this formality can be completed quickly, leaving them time to be spent on the all-important body of the letter. For the letter format they need essentially: their address; the date; an appropriate salutation; a sign-off which goes with the salutation; their signature; their printed name.
- Tone is an important element in Directed Writing. This 'important guest' is being asked to give up his or her time to help in a charity event, so the tone needs to be polite, respectful, and persuasive rather than chatty, informal, assertive, or demanding.
- Students need to read the whole question and pay careful attention to the last sentence where they are instructed to 'try to persuade your guest that this is a worthwhile cause'. This directive is best treated briefly but persuasively with the conditional correctly used. For example, *I am sure you agree with us all that it would be a wonderful achievement to bring clean water to the villagers, many of whom at present are dying from diseases caused by polluted water.*

## Section 2: Creative Writing

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

You are advised to spend about 60 minutes on this part of the paper and to write between **350** and **500** words. Total marks for this part: **30**.

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

**Exemplar essay: Rosa**

Total marks available: 30

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

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

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

Money is indeed a very important aspect of a job because people work to earn money to keep themselves and their families. However, there are other aspects of a job which are also important. To start with, the people we work with and the conditions in which we work have a major impact on us. No amount of money could compensate for the daily misery of unpleasant work colleagues or an isolated, or extremely crowded, workplace. Another aspect is the work itself, which may be boring, gruelling or repetitive. For example, you may have to pick fruit or vegetables in extreme heat or cold all day, and the money paid may not be a sufficient reward. Then there is the consideration of hours of work. Some people earn very high wages, but work twelve hours or more a day, six or seven days a week. They have no time for any social life and often decide they would prefer to work fewer hours and earn less money.

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

So there are many other factors to consider when deciding whether money is the most important aspect of a job. Many people, of course, do not have the choice; they have to take whatever job is going, even if the pay is poor. I feel money will always play a large part when we are choosing a job, so I agree that money is important, but not the most important aspect.

(500 words)

### Examiner's comments:

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

## ENGLISH LANGUAGE

1123/2

## Practice Paper 2 Reading

1 hour 45 minutes

## Section 1: Reading for Ideas

25 marks

Passage 1: *Rescue 1122 in Lahore*

- 1 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. 5
- 2 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." 10 15
- 3 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. 20 25
- 4 "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-feet 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 work. Rescue boasts a response time of average seven minutes—a great achievement, especially in the absence of street labels or proper GPS mapping of addresses! It is possible because every vehicle crew does mapping drills every week so that locations can be easily found." 30 35 40

- 5 He highlighted an unexpected issue, “We believe that obnoxious 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. 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 women called in “just for fun”. It was depressing to witness our people abusing the services that are there to help them. 45
- 6 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. 55 60

Read Passage 1 and then answer **all** the questions below.

*R3: scan and analyse: identify required information*

### 1 (a) Notes

**Identify and write down** the achievements of Rescue 1122, and the difficulties which the service encounters, as described in the passage.

#### USE MATERIAL FROM THE WHOLE PASSAGE.

At this stage, you need NOT use your own words. To help you get started, the first point in your column of notes is done for you. You will be awarded up to 15 marks for **content** points.

MAIN POINTS
Achievements
<i>An emergency service to rival 911 in USA has been established in Punjab</i>
Difficulties
<i>Lahore is a very big, complex city</i>

R3: summerise required information

1 (b) Summary

Now use your notes to write a summary, in which you explain the achievements of Rescue 1122, and the difficulties which the service encounters, as described in the passage.

This time, you will be awarded up to 5 marks for using your own words wherever possible and for accurate use of language.

Your summary, which must be in continuous writing (not note form), should be around 160 words, including the 10 words given below. Begin your summary as follows:

Pakistan now has a rescue service to rival America's 911 .....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

No. of words: [5]

*R4: main ideas: fact/opinion*

- 2 From Paragraph 5, *select* and write down **one** fact and **one** opinion.

One fact is .....  
 ..... [1]

One opinion is .....  
 ..... [1]

*R4: main ideas: conclusion*

- 3 Which of the following statements is correct? Tick the statement you have chosen.

The writer received a full report about Rescue 1122 from Dr Raza. ☐

The writer is impressed by the establishment and work of Rescue 1122. ☐

The writer is proud of the organisation of Rescue 1122. ☐ [1]

*R4: main ideas: personal response*

- 4 'Rescue will be bringing in additional equipment and resources' (lines 52–53).  
 From your **own** knowledge or experience, suggest **two examples** of organisations  
 which would benefit from additional equipment and resources. Include **why** the  
 organisations would benefit.

Do not refer to the specific examples in the text.

.....  
 .....  
 .....  
 .....  
 ..... [2]



## Mark Scheme

Teachers may notice that the points which students are asked to pick up for their summaries are woven throughout the texts provided in this Series.

When it comes to the examination, students may find their task easier as the points are likely to be blocked within sections of the given text.

1a) An emergency service to rival 911 in USA has been established in Punjab

An emergency service will arrive within 7 minutes

The service has been expanded to major cities - plans to cover whole area

Service was developed to suit local needs, not copied from somewhere else

5 phone lines in Lahore can be called from a landline or a mobile

Standby-ambulances are stationed at designated key places

Over 30 emergency vehicles

They're fully equipped including fire fighting equipment

Hoses can reach the highest buildings

Crews are well drilled and have designated tasks

Crews are well-drilled in mapping and finding destinations

Nuisance calls have been tracked

Quality of the service has been assured by monitoring

Lahore is a very big, complex city

The old part of the city has chronic congestion

Limited financial resources were available to establish the service

No fire regulations make fire fighting more difficult

The service had to map the city's high-rise buildings

Lack of street labelling in Lahore

No GPS mapping of addresses was available

False time-wasting and possibly life-threatening calls

Award up to 15 marks for any of these points.

1b) See instructions on page 98.



- 2) One opinion from Paragraph 5 is:

‘It was depressing to witness our people abusing the services...’

(whether or not something is depressing, is a value judgement which could differ between individuals)

Or:

‘We believe obnoxious calls are a serious nuisance’

(‘we believe’ introduces an opinion or point of view which could vary according to the individual.)

- 3) The second statement ‘*The writer is impressed by the establishment and work of Rescue 1122*’ is the one which gives the fullest overall account of the text.

The first statement takes no account of the positive and admiring tone of the article, which is an important part.

The last statement is incorrect. Dr Raza may well be proud of the organisation, but not the writer. He may have been impressed by it, but not proud.

- 4) The student is free to make any sensible suggestions **with a supportive reason**, so long as the emergency service is not one of the examples.

For example:

My school (or schools in general) would benefit from additional resources so that we could have new computers and have a computer studies course.

Or:

My local hospital would benefit from additional resources so that it could be equipped with an MRI scanner. This would detect some forms of cancer early on and save lives.

## Section 2: Reading for Meaning

25 marks

Passage 2: *The open-air swimming baths*

- 1 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 economize with packed lunches of white bread with Sandwich Spread. 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 and that the shock of the initial cold will knock the breath out of me. 5
- 2 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 15
- 3 Finally bored, I make my way towards the edge of the pool and try to pluck up the courage 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 shocking as I knew it would be and I pant for breath. I have struck a small boy below me in my fall and he looks at me, offended, then shrugs and swims off. 20 25
- 4 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
- 5 I now keep to 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 belly-flops all around, and I feel as if I am under artillery attack. My brother is still yelling something. I make my way to the chrome ladder at the far side of the shallow end. 35 40
- 6 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. 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. 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. It seems sometimes that I am a child whose central instinct is one of self-damage. 45 50

Read Passage 2 and then answer **all** the questions below.

**From Paragraph 1:**

*R1: explicit meaning*

- 5 Why does the boy's family not buy any of the hotdogs?.....  
.....  
..... [1]

*R2: implicit meaning*

- 6 Why does the boy have to 'pluck up courage' to jump in the pool?

**Answer in your own words.**

.....  
..... [2]

**From Paragraph 2:**

*R1: explicit meaning*

- 7 For the boy, how is Flying Ant Day different at home from Flying Ant Day at the pool?  
.....  
..... [2]

*R1: explicit meaning*

- 8 Why does the boy call this day 'Flying Ant Day'?  
.....  
..... [1]

**From Paragraph 3:**

*R1: explicit meaning*

- 9 Which verb tells you that the boy is not a good diver?  
.....  
..... [1]

*R1: explicit meaning*

- 10 Explain **in your own words** what the children around the stone lions are doing.  
.....  
..... [2]

From Paragraph 4:

*R1: explicit meaning*

- 11 What does the boy have to do before he can begin to enjoy his swim?

**Answer in your own words**

.....  
..... [2]

*R1: implicit meaning*

- 12 What two things detract from the boy's pleasure in his swim?

.....  
..... [2]

From Paragraph 5:

*R2: implicit meaning*

- 13 What signs of his injury does the boy take no notice of?

**Answer in your own words**

.....  
..... [2]

*R2: implicit meaning*

- 14 In what way does the boy feel as if he is 'under artillery attack'?

.....  
..... [2]

From Paragraph 6:

*R1: explicit meaning*

- 15 As the boy climbed out of the pool, what was the reaction of his brother?

**Answer in your own words**

.....  
..... [1]

*R1: explicit meaning*

- 16 Why is everyone staring at the boy?

.....  
..... [1]

*R1: explicit meaning*

17 How does the boy feel after he has been treated in hospital?

.....  
 ..... [1]

**From the whole of Passage 2:**

*R1: explicit meaning*

18 Choose **five** of the following words. For each of them give **one** word or short phrase (of not more than **seven** words) which has the same meaning that the word has in the passage.

exterminate (Paragraph 2 line 10).....  
 douse (Paragraph 3 line 20).....  
 offended (Paragraph 3 line 25).....  
 packed (Paragraph 4 line 31).....  
 smart (Paragraph 4 line 32).....  
 submerges (Paragraph 4 line 34).....  
 gesticulating (Paragraph 5 line 39).....  
 blurts (Paragraph 6 line 45)..... [5]



## Mark Scheme

- 5) because they prefer to save their money / prefer to economise / and bring their own packed lunch = 1 mark  
because they could not afford them = 1 mark
- 6) because he knows that the water is very cold / is 57 degrees = 1 mark  
And that he'll be shocked / it will be unpleasantly shocking / he'll be made breathless by the cold when he first jumps in = 1 mark  
Students should not use the words: 'chalked up at the entrance'; 'shock of the initial cold'; knock the breath out of me'
- 7) At home the boy collects up the ants and boils them to get rid of them = 1 mark  
At the pool he squashes as many as he can by treading on them / with his flip-flops = 1 mark  
(a reference to the bathers swatting the flies does not score, because the question asks what the boy does)
- 8) Because the air is full of flying ants which last only a day / and they come only once a year = 1 mark
- 9) belly-flop = 1 mark  
(belly-flop is also a noun, but here it is a verb)
- 10) The children are soaking themselves / pouring water over themselves / by interfering with the flow of water from the lions' mouths / by redirecting the water flow = 1 mark  
and filling up buckets / pails and crisp wrappers = 1 mark  
Students should not use the words: 'douse themselves'; 'tamper with'; 'cascades'
- 11) He has to swim in a wild / violent / energetic way in order to take his mind off the cold = 1 mark  
and make his heart beat faster / raise his heart beat / and make himself reasonably warm / to stop himself being freezing cold / excessively cold = 1 mark  
Students should not use the words: 'to distract'; 'heart pump'; raise..body temperature'
- 12) the crowds / the fact it is so crowded / packed = 1 mark  
The nasty smell / stench / stink of chlorine / which makes his eyes sting / smart for hours = 1 mark
- 13) Give one mark each of any two of the following (total 2 marks):  
people staring at him / looking at him  
a red stain in the water around him  
the shouts and signing / waving of his brother  
Students should not use the words: 'faint redness' ; gesticulating'
- 14) because the boys around him are jumping into the water all around him making him feel as though he is a target and they are aiming at him = 1 mark  
The screaming of the boys sounds like the [wild and frightening] sounds of battle = 1 mark  
Total 2 marks

- 15) He has a look of agitation / extreme animation / looking as though he's trying not to say something or cry out / trying to keep quiet = 1 mark

Students should not use the words: 'excitement'; 'suppression'

- 16) because he is dripping blood / his chest and chin are covered in blood = 1 mark

('because he is doused in crimson liquid' can score as students are not asked for their own words, but it is always better for students to show that they have understood rather than lift phrases)

- 17) He feels as though there is something about him which makes him hurt himself / is accident-prone / can't help hurting himself.

(The reference to the scars on his body does not score because it is not how the boy feels as asked in the question.)

- 18) exterminate = kill / kill off / wipe out

douse = soak / inundate / make thoroughly wet /

offended = put out / annoyed / insulted

packed = dense / heaving / jam-packed

smart = sting / irritate / hurt

submerges = puts beneath (or under) the water

gesticulating = waving to attract attention / gesturing

blurts = comes out with / cries out / exclaims

## ENGLISH LANGUAGE

1123/1

## Practice Paper 1 Writing

1 hour 30 minutes

*Communicate W1 appropriately, W2 clearly, W3 accurately, W4 creatively***Section 1: Directed Writing**

You are advised to write between **200** and **300** words. Total marks for this part: **30**.

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

- When and where the event was held and what kind of event it was
- How you prepared yourself for the competition
- Your feelings when the result was announced and the reactions of your family

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

Teachers should refer to the points on pages 94–95 of this Guide for assessing the Directed Writing tasks.

Further points for teachers to note when assessing students' responses to the Direct Writing task above:

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



## Section 2: Creative Writing

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

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

You are advised to write between **350** and **500** words. Total marks for this part: **30**

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

### Exemplar essays

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

#### Response 1: Toby

It happened to me! My 15 minutes of fame.

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

(197 words)

#### Examiner's comments:

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

BUT

- The response is **half** the required length and will be penalized accordingly.
- The response is structured into a single paragraph.

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

## Response 2: Ashti

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

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

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

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

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

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

(407 words)

## Examiner's comments:

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

BUT

- Spelling is weak (over 12 errors) and some misspelt words such as *heinsite* for *hindsight* and *foke law* for *folk law* are confusing for the reader. Life's *fraze* in the penultimate line is unintelligible.
- Words are inaccurately divided: *your self* for *yourself* (3 times); *breakdown* for *break down*.
- Sentences are inaccurately punctuated: some are run-ons and others lack a complete verb.
- Meaning is not enhanced by helpful punctuation.
- There are errors with verb forms.
- Some lines do not communicate, as in the final sentence of the third paragraph and the final very long 'sentence' of the penultimate paragraph.
- Paragraphs are used, but they are haphazard and not planned effectively.
- Overall, the composition fails to communicate clearly or properly address the topic.

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

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

- Use the specified number of words. Using 500 rather than 400 words gives you more scope for advanced vocabulary and development of content. Get used to writing around 500 words in compositions that you write in preparation for the examination: you will know roughly how long 500 words look on the page. (You will be writing Paper 1 responses on separate sheets, not on the examination paper).
- Plan your composition—jot down **briefly** what you are going to say in each paragraph.
- Don't write out a rough copy and then a 'fair copy'.
- Make sure that your paragraphs are effective, clearly linked and indented.
- Make the content interesting to the reader.
- Make sure you focus on the **whole** question and its key words.
- Choose an appropriate tone and vocabulary—for example, an opinion composition and a story composition are likely to be different in 'markers' and choice of vocabulary.
- Use a variety of sentence structure—include some **accurate** complex sentences. Choose interesting words, but do not experiment with idiom you are not sure of. Avoid cliché.
- Make sure that your punctuation is in order: sentence demarcation should be accurate; commas, questions marks and semi-colons should be in the right places. Direct speech should be correctly punctuated.
- Manage you time well so you can go over your work carefully and check for errors.
- Don't **just** read it through—look for errors you know you are likely to make, such as verb tenses and forms e.g. *would*; *could*; *will*; the use of the articles; spelling; idiom; not using the ampersand (the symbol & for **and**).
- Give yourself plenty of practice in writing in timed conditions **before** the examination!
- Make sure that you communicate clearly—think before you write.

## ENGLISH LANGUAGE

1123/2

## Practice Paper 2 Reading

1 hour 45 minutes

## Section 1: Reading for Ideas

25 marks

Passage 1: *Travels in Spain*

- 1 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 mark of Arab 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 famous examples of architecture still left standing are the Alhambra of Granada and the mosque at Cordova. 5
- 2 In the older part of Granada, within the citadel, the old neighbourhood of Zako is worth seeing. Its houses are in the old Arab style, with fountains playing in their courtyards, the men's quarters in front, and the women's quarters next to the back garden. Though the streets are paved with stones, they are too narrow for a motor car to drive through them. But they are dotted with stalls where *jalebis* are deep fried or kebabs roasted. The church has conceded to the extent that Muslims are allowed to say their prayers in a part of the mosque at Cordova. 10 15
- 3 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. Notable among the few remaining buildings from earlier times, is the 'Madrassa', which I have seen being used as a police station, though now I believe it has been handed over to the university. In the mountain caves outside the town, live gypsies, said to be the descendants of Arabs who became nomads in order to escape the oppression of the Christian church in the fifteenth century. After the heat of the Inquisition cooled down, they 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. 20 25
- 4 When I spoke a few words in the gypsy language and told them that I belonged to the subcontinent, 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 the beginning of the Christian era, when warlike tribes from central Asia began their invasions, the early inhabitants were forced to flee to the south. It is very likely that many of these people mingled with the invaders and travelled west, adopting a nomadic life. In Spain I heard gypsies speak words like *pani*, and *kala chiri*, which have the same meaning in their language that they do in Urdu, that is 'water' and 'blackbird'. 30 35
- 5 The Alhambra evokes a romantic sense of the grandeur of bygone 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 40

- changed this lively neighbourhood that now its fame is confined to the palace known as the Alhambra. In the eyes of the experts this building is unrivalled in its location and artistic qualities. The opposite side of the town is reserved for the public audience hall and the king's administrative centre. 45
- 6 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 one to the women's apartment at the back, from every casement of which a panorama of snow-covered mountain peaks 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 the past. 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 about the Civil War which had ended twenty years before. 50 55

Read Passage 1 and then answer **all** the questions below.

*R3: scan and analyse: identify required information*

### 1 (a) Notes

Identify and write down the Arab influences to be seen in Andalusia, and the attractions of the area for the visitor as described in the passage.

**USE ONLY THE MATERIAL FROM PARAGRAPHS 1, 2, 3, 5 and 6.**

At this stage, you need NOT use your own words. To help you get started, the first point in your column of notes is done for you. You will be awarded up to 15 marks for content points.

MAIN POINTS
Arab influences
<i>The society bears the mark of Arab culture</i>
Attractions for the visitor
<i>Andalusia has much to attract the visitor</i>

[15]

R3: summarise required information

1 (b) Summary

Now use your notes to write a summary, in which you explain the Arab influences to be seen in Andalusia, and the attractions of the area for the visitor as described in the passage.

This time, you will be awarded up to 5 marks for using your own words wherever possible and for accurate use of language.

Your summary, which must be in continuous writing (not note form), should be around 160 words, including the 10 words given below. Begin your summary as follows:

Although Andalusia ceased to be Arab five hundred years ago .....

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No. of words: [5]

*R4 main ideas: fact/opinion*

- 2) From Paragraph 4, select and write down one fact and one opinion.

One fact is ..... [1]

One opinion is ..... [1]

*R4: main ideas: conclusion*

- 3) Which of the following statements is correct? Write down the statement you have selected.

The writer was happy to see the Arab influences in Andalusia. ☐

The writer enjoyed the music and the sight-seeing in Andalusia. ☐

The writer was interested to hear the language of the cave-dwellers. ☐ [1]

*R4: main ideas: personal response*

- 4) 'The old neighbourhood of Zako is worth seeing' (Paragraph 2 line 1). From your **own** knowledge or experience, suggest **two examples** of places which have survived from long ago which are worth seeing. Include **why** the places are worth seeing.

Do **not** refer to specific examples from the passage in your answer.

.....  
 .....  
 .....  
 .....  
 ..... [2]



## Mark Scheme

MAIN POINTS
Arab influences
<ol style="list-style-type: none"> <li>1. <i>The society bears the mark of Arab culture</i></li> <li>2. Arab era considered the Golden Age of Andalusia's history</li> <li>3. Bridges and fortifications built by Arabs now visible as ruins</li> <li>4. Arab architecture seen most clearly in Alhambra (Granada) and Mosque (Cordova)</li> <li>5. Arab style houses with courtyards and segregated quarters for men and women to be seen in Zako</li> <li>6. The Arab Madrassah in use by the university</li> <li>7. The cave gypsies are descendants of Arabs who escaped Christian oppression</li> <li>8. Alhambra garden contains 700 year-old cedars</li> <li>9. Buildings were built inside the citadel in Granada, of which the Alhambra survives</li> <li>10. Traditional Arab music and dance still performed by the cave-dwelling gypsies.</li> </ol>
Attractions for the visitor
<ol style="list-style-type: none"> <li>1. <i>Andalusia has much to attract the visitor</i></li> <li>2. Enjoy traditional food from stalls in the narrow Zako streets</li> <li>3. Explore Arab houses and no traffic in the atmospheric Zako streets</li> <li>4. Hear and see the traditional gypsy music and dance in the caves</li> <li>5. Enjoy the beauty of the valley setting of Granada</li> <li>6. Enjoy the unrivalled beauty, atmosphere of the architecture and location of the Alhambra</li> <li>7. Enjoy the extraordinary beauty of the views framed through the Alhambra windows</li> <li>8. Stay at the hotel within the ancient enclosure</li> <li>9. Wander the ruins; soak up the historical atmosphere; explore and view</li> <li>10. Muslim visitors can say their prayers in the historical Arab Mosque at Cordova</li> <li>11. Listen to the locals talking about their past</li> </ol>



- 2) A fact is:

*In Spain I heard gypsies speak words like 'pani' and 'kala chiri'*

(a verifiable fact)

Or:

*Their assumption is strengthened by the language that these people speak.*

(A more subtle fact: those who believe in the origins of these people are strengthened in their belief by...A demonstrable fact)

An opinion is:

*Many researchers feel that these gypsies come from the region which is now Pakistan.*

(‘feel that’ introduces an opinion which is open to discussion or dispute)

Or:

*It is very likely that many of these people mingled with the invaders and travelled west.*

(‘It is very likely that’ introduces a notion or idea or opinion, not a validated fact)

- 3) The first statement is the correct one.

The **overall** theme or thrust of the passage is the writer’s interest in the influence of Arab culture which he saw on his travels. The other two statements are correct, but do not sum up the **whole** passage and are therefore not appropriate conclusions.

- 4) It is the student’s free choice to think of historical places of interest from anywhere on the globe—Egyptian Pyramids, temples in Thailand, mosques in Istanbul, Mughal tombs in the subcontinent, Pompeii....The place should be named, not just a general term, such as ‘ruins’ or ‘ancient tombs’.

Any sensible comment for why these places are interesting may be credited, for example ‘because they teach us about a past age’ or ‘because they make us understand what life must have been like long ago.’

## Section 2: Reading for Meaning

25 marks

Passage 2: *Travelling to School*

- 1 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. 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 on the coldest days. 5 10
- 2 This was life. It was how every boy in Hushe could expect to spend his days. But Aslam's father, Ghulam Ali, was the *numberdar*\* of Hushe. Everyone said Aslam was the cleverest child in the family, and his father had other plans for him. In late spring, when the worst of the weather had retreated, but the Shyok still ran fast with glacial 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, wrapping a block of *churpa*, hard sheep cheese, into a bundle of clothes, he began to cry. 15
- 3 Questioning his father's will was not allowed, but Aslam challenged the headman anyway. 20
- "Why do I have to go?" he said, turning to his mother for support.
- By the light of a guttering oil lamp, Aslam was shocked to see that she, too, was crying.
- "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 placed it at the centre of the known universe. It was only one mountain among many. 25 30
- 4 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.
- "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. 35
- "You'll know when," his father said.
- Ghulam Ali inflated six goat bladders and lashed them together into a *zaks*, or raft, the traditional Balti means of fording a river when it ran too deep to cross on foot.
- "Now hold on tight," he said. 40
- Aslam couldn't swim.
- 5 "When my father put me in the water I couldn't control myself and I cried. He was a strong man, and proud, but as I floated away down the Shyok, I saw he had tears in his eyes, too."
- 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 45

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.

50

"An old man fished me out of the water and wrapped me in a warm yak-hair blanket," Aslam said. "I was still shivering and crying and he asked me why I had crossed the river, so I told him of my father's instructions."

- 6 "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."

55

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 man who accompanied him made a small contribution toward his education.

60

"People were so kind that I was very encouraged," Aslam remembers. "And soon I was enrolled in a government school in Khaplu, and studying as hard as I was able."

\*numberdar = headman

Read Passage 2 and then answer **all** the questions below.

**From Paragraph 1:**

*R1: explicit meaning*

- 5 How did Aslam help with the work?

.....  
..... [1]

- 6 Write down the words which tell you that the routine did not change in Aslam's childhood.

.....  
..... [1]

*R2: implicit meaning*

- 7 What was the effect on Aslam's village of there being no roads?

.....  
..... [1]

**From Paragraph 2:**

*R1: explicit meaning*

- 8 'This was life'. Write down two adjectives to describe the way of life in the Hushe Valley

..... [1]

*R1: explicit meaning*

- 9 Why did Aslam's father choose late spring for his son's journey to school?

**Answer in your own words.**

.....  
..... [2]

*R2: implicit meaning*

- 10 What **two** things have you learned about Aslam's father?

**Answer in your own words.**

.....  
..... [2]

*R2: implicit meaning*

- 11 What did the block of cheese indicate to Aslam?

.....  
..... [1]

**From Paragraph 3:**

*R1: implicit meaning*

- 12 Give **two** reasons why you think Aslam's mother did not answer his question.

.....  
.....  
..... [2]

*R1: explicit meaning*

- 13 What does the simile 'like tendrils to stone walls' add to your understanding of what the paths looked like?

.....  
..... [1]

*R2: implicit meaning*

- 14 Explain **in your own words** how different Masherbrum looked to Aslam after he had descended from his village.

.....  
.....  
..... [2]

From Paragraph 4:

*R1: implicit meaning*

- 15 Which **two** emotions do you think made Aslam's lips tremble?

.....  
 ..... [1]

From Paragraph 5:

*R2: implicit meaning*

- 16 What does it tell you about Aslam that he sobbed openly only when no one was watching?

.....  
 ..... [1]

*R2: explicit meaning*

- 17 Explain how Aslam reached his school safely after he floated away on the river.

.....  
 ..... [2]

*R1: implicit meaning*

- 18 What do the final eight words tell you about Aslam?

.....  
 ..... [2]

From the whole of Passage 2:

*R1: explicit meaning*

- 19 Choose **five** of the following words. For each of them give **one** word or short phrase (of not more than **seven** words) which has the same meaning that the word has in the passage.

competing (Paragraph 1 line 8) .....  
 livestock (Paragraph 1 line 9) .....  
 challenged (Paragraph 3 line 19) .....  
 guttering (Paragraph 3 line 22) .....  
 pouch (Paragraph 4 line 32) .....  
 sucked (Paragraph 5 line 45) .....  
 glacial (Paragraph 5 line 45) .....  
 wrinkled (Paragraph 6 line 56) ..... [5]



## Mark Scheme

- 5) he took the sheep and goats to the high pastures [in summer] / he took turns driving the yak round in a circle to thresh the wheat = 1 mark
- 6) [Life in the village] proceeded as it always had = 1 mark
- 7) The villagers were self-reliant / had to do things for themselves / had to use their own resources / could not rely on supplies coming in by road / could not go to market = 1 mark for any of these ideas.
- 8) Give one mark each for any one of: traditional; unchanging; seasonal; hard / tough; communal  
 Adjectives must describe the way of life.  
 Any description of the mountain or glacier = 0
- 9) because the very worst of the winter weather was over = 1 mark  
 Because the river would be full as the glacier melted [so Aslam would be able to float down] = 1 mark Total 2 marks
- 10) that he was numberdar or head man [and was respected] = 1 mark  
 that he wanted his son to be educated / go to school = 1 mark Total 2 marks
- 11) that his father had packed luggage for him / that he really was going away = 1 mark
- 12) i) because she was crying / she could not speak for tears / she did not want Aslam to see how upset she was / she did not want to make Aslam cry too = 1 mark  
 ii) because she did not want to say anything against Aslam's father's orders = 1 mark Total 2 marks
- 13) Students need to show that they understand the word 'tendrils'  
 That the paths were narrow / spidery / they clung onto the mountainside / they did not look robust or strong = 1 mark
- 14) It no longer looked enormous and familiar / a huge and comforting presence / hugely important = 1 mark  
 It could now be seen as just one of many other mountains; it had lost its importance as the single mighty mountain = 1 mark  
 Students should not use the words: 'reassuring bulk'; 'centre of the known universe'
- 15) Give one mark for any one of: fear / terror; not wanting to be left alone; wanting to return home; uncertainty; because he could not swim
- 16) that he was a brave boy / that he did not want to appear weak / that he did not want to disappoint his father / that when alone he could no longer prevent himself from crying / = 1 mark  
 Because he was frightened of the water = 0  
 Students must address the 'only when no one was watching' part of the question.
- 17) Students need to describe the way Aslam was passed from hand to hand by kind elders who cared for him = 2 marks  
 Mention of rupees is irrelevant.
- 18) that he studied hard = 1 mark  
 For the second mark students need to interpret: e.g. that he wanted his father to be proud of him / that he valued the opportunity to be educated / that he wanted to achieve Total 2 marks

- 19) competing = in competition; vying; jostling  
livestock = domestic animals / farm animals  
challenged = questioned /  
guttering = flickering  
pouch = purse / little secure bag  
sucked = pulled out of / pulled away  
glacial = icy / freezing cold / from the glacier  
wrinkled = crumpled / worn

ANTI PIRACY AD