

CIE O-Level English Language (1123) Notes

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AS/A/O Levels

GACS, SCIL, SI, LLC, Crescent,

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The Formal Letter

*Notes compiled by **Kamran Qureshi**, for the benefit of **O-Level students***

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THE FORMAL LETTER

FORMAT

- ✓ Sender's Address
 - ✓ Date
 - ✓ Recipient's Name (Title/ Designation/ Address)
 - ✓ Salutation (e.g. Dear Editor,) (usually given)
 - ✓ Subject:
 - ✓ (Body of the letter)
 - P1: Introduction (*Reason for writing*)
 - P2: Content Point 1
 - P3: Content Point 2
 - P4: Content Point 3
 - P5: Conclusion
 - ✓ Yours faithfully,
 - ✓ Signature
 - ✓ Full Name
-

TYPES

Letter of Application

Letter of Complaint

Letter to Report/ Inform

Letter to the Editor... and others!

Letter of Application is a popular type of formal letter...

Salutation

- Dear Mr/Ms (surname),
- Dear Sir/Madam/Sir or Madam,

Introduction

"It should clearly state the purpose of writing the letter." Examples:

- I am **writing to apply for** the post/position of Office Assistant as advertised in The News, on May 11th...
- I am writing **with reference to** your advertisement, which I saw in The News, on May 11th...
- I am writing **in response to** your advertisement, which I saw in The News, on May 11th...
- I am writing **in connection with** your advertisement in The News on May 11th...
- **With reference to** your advertisement in The News, May 11th edition, I wish to **express my interest** in the position...

Experience / Qualifications / CV

- I gained some experience while ...
- I am currently working as ...
- I have been working for ... for the last four years.
- I worked part-time for three years as ...
- At the moment I am employed by ...
- My qualifications include ...
- I have a diploma in ...
- I graduated from Barcelona University last year with a degree in ...
- Please find attached my CV
- As you can see from the attached CV ...

Endings

- Please do not hesitate to contact me if/should you require further information.
- I look forward to hearing from you.
- I am available for interview at your convenience.
- I shall be available for interview any day apart from Wednesdays.

Yours faithfully/ Yours truly,

Signature

First name + surname

Letter of Complaint is another popular type of Formal letter.

Salutation

- Dear Mr/Ms (surname),
- Dear Sir/Madam/Sir or Madam,

Introduction

“Reason for writing (Complaining / expressing dissatisfaction)

Open with a sentence that immediately draws the reader's attention to the matter. Examples:

- I am writing to complain about... (the faulty installation of my air conditioner.)
- I wish to express my dissatisfaction with... (my stay at your hotel.)
- I am writing to express my dissatisfaction with...
- I am writing to express my annoyance with...
- I am not happy about...
- ...was very disappointing.

Endings

In the final body paragraph of your letter, you should state your expectations of how the company should resolve the matter, including specific actions and deadlines, e.g.:

- I would appreciate it if you could replace... (the missing part by next week.)
- Please let me know as soon as possible what action you propose to take.
- I look forward to hearing from you within the next ten days.
- Please do not hesitate to contact me if/should you require further information.
- I look forward to hearing from you.

Yours faithfully OR Yours truly,

Signature

First name + surname

SEE SAMPLE LETTERS ON NEXT PAGES

1. See a letter of complaint about a faulty product.
2. See a letter of complaint about unsatisfactory workmanship.
3. See a letter of complaint about a disappointing holiday.

SAMPLE 1

Mr. Shaukat Siddique
House 81, Q Block, DHA
Lahore
54792

11 November, 2019

Customer Services Manager
National Electrical Products
Regency Plaza, Shop 7-b,
Hall Road, Lahore

Subject: Electric Iron (Model No. 2279)

.....
Dear Sir or Madam,

I wish to express my dissatisfaction with the above iron, which I purchased from The Electrical Store in Regency Plaza on 25 October, 2019. On using it for the first time, I found that the temperature control was faulty; it was not possible to set it for any temperature apart from the highest, for cotton.

When I attempted to return the iron to the store, the cashier said that the store was unable to replace it or offer me a refund but advised me that it could be sent away for repair. As I need an iron on a daily basis, and it was not clear how long a repair would take, this option was unsatisfactory. As the iron clearly does not function as it should and therefore does not comply with the legal standards of product quality, I am writing to you to ask for a full refund of the Rs4, 500 retail price.

I look forward to hearing from you within the next two weeks.

Yours truly,

Shaukat Siddique

Shaukat Siddique

SAMPLE 2

Mr. Irfan Siddique
House 81, Q Block, DHA
Lahore
54792

11 November, 2019

Mr Awais Najam
Proprietor
Sunshine Blinds
Shop 43, Shah Alam
Lahore

FAULTY INSTALLATION OF WINDOW SHADE

Dear Mr Najam,

I am writing to complain about the faulty installation of the above blackout shade to my bedroom window.

A technician from your company came to my house to fit the shade on Monday, 29 October. That same evening, I discovered the mechanism was not working and that it was impossible either to raise or to lower the shade.

I phoned your company the following morning, and the same returned three days later to repair the shade. However, although the shade worked for the first few days after his visit, it then jammed once more. When I phoned again on 6 April to report this fault, I was told that no one would be available to visit me for two weeks.

As I regularly work nights, and this shade is the only means of blocking out daylight, it is vital that it is functioning properly so that I can sleep during the day. I therefore would appreciate it if you would ensure that someone returns to replace the shade by the end of the week.

Yours faithfully,

Irfan Siddique

Irfan Siddique

SAMPLE 3

22 August, 2020

Dear Mr Chishti,

Following our telephone conversation earlier today, I am writing to give details of my dissatisfaction with my stay at the Avalon Hotel, Gulberg II, Lahore, on 10–18 August 2020, which I booked with your company for me and my family.

My central complaint is that the hotel fell far short of the description in the brochure. We had booked two double suites, in rooms 213 and 214. Although the rooms were billed as four-star accommodation, they were very cramped, and the furnishings were worn and dirty. In addition, the shower in room 213 did not work. The hotel's grounds, described in the brochure as "pleasant, tranquil, and spacious," were in fact bordered on two sides by a very busy main road. The swimming pool was closed the entire week for repairs.

When we spoke to your representative, Ms Maryam Adeel, she promised to try to get the shower fixed, but this took an unacceptably long time to happen—three days from when we first complained. I asked her to fill out an accommodation report form detailing these issues and I enclose a copy for your information, together with photos of the bedrooms and the hotel grounds.

As I stated in my telephone call, I feel that we are due a full refund for this hotel stay as it failed to meet the description in the brochure, and it ruined our holiday.

I look forward to hearing from you within the next two weeks.

Yours truly,

Mahad Khan

Mahad Khan

ASSIGNMENT QUESTIONS:

2019 May (11)

LETTER to the Editor

You are walking along a busy road and you see a car drive very close to someone on a bicycle. The car almost knocks the cyclist off the bicycle. You are very concerned about the way that car drivers behave towards cyclists. You decide to write a letter to the Editor of the local newspaper to complain about the problem. Write your letter. You must include the following:

1. when and where the incident took place
2. what exactly happened, including how the car driver was to blame
3. what you think should happen to improve the situation for cyclists on the roads.

- ✓ Cover all three points above in detail.
 - ✓ You should make your letter polite and informative.
 - ✓ Start your letter 'Dear Editor'
 - ✓ Remember to supply an appropriate ending.
-

2019 May (12)

LETTER to the Editor

There have been many problems with the public transport in your area. These problems have made travelling difficult. You decide to write a letter to the Editor of the local newspaper to explain how unhappy you are with the present situation. Write your letter. You must include the following:

1. details of the problems with the public transport in your area
2. an example of when and how you were affected
3. what you think should be done to improve the situation.

- ✓ Cover all three points above in detail.
 - ✓ You should make your letter polite and informative.
 - ✓ Start your letter 'Dear Editor'
 - ✓ Remember to supply a suitable ending.
-

2014 May (12)

LETTER of Complaint (Restaurant Manager)

You and your family recently visited a restaurant for a celebration. Unfortunately, you received very poor service which made the occasion unhappy and unsuccessful. You decide to write a letter to the manager complaining about what happened.

1. The date and the reason for the celebration
2. Details of what went wrong
3. What you would like the manager to do.

- ✓ **Tone/Register:** polite but persuasive.
 - ✓ **Start:** 'Dear Sir,'
 - ✓ **Remember** to add an appropriate ending.
-

2013 Nov (11)

LETTER of Application (Hotel Manager)

The manager of a large hotel wants to employ full-time members of staff such as receptionists or chefs. The manager wishes to hire and train students who are about to leave school. You decide to write a letter to the manager to apply for one of the jobs.

1. Which job you are applying for and why you would like to do this work
2. Details of your achievements in and out of school and why they make you suitable for the post
3. How you would like to develop your career in the hotel business.

- ✓ **Tone/Register:** You should make your letter polite and informative.
 - ✓ **Start:** 'Dear Sir / Madam,'
 - ✓ **Remember** to provide a suitable ending.
-

The Informal Letter

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THE INFORMAL LETTER

FORMAT

1. OPENING

- Salutation [Example: Dear Sam]
- Introductory paragraph

2. BODY

- Content point 1
- Content point 2
- Content point 3

3. ENDING

- Closing paragraph
- Valediction [Warm regards, Best, Yours lovingly]
- First name [First name: Zain]

1. OPENING

a) **SALUTATION**

Usually given in the exam question...Examples:

- Dear (first name),
- Dear Sammy

b) **INTRODUCTORY PARAGRAPH**

*“Contrary to the **Formal** letter, the opening of an **Informal** letter should not begin with its ‘purpose’. Rather an informal letter should open with polite greetings to be followed by a few comments/references of personal nature that affirm the relationship between the writer and his/her audience.*

- Hi! / How are you? / How are things at your end? I hope you're well. How is your family?
- Thank you/ many thanks for your (recent/last) letter/email/postcard.
- It was good/ nice to hear from you recently.
- It's been ages since I've heard from you. I hope you're/you and your family are well.
- I'm sorry I haven't written in a while / I'm sorry I've been out of touch for such a long time.

Once finished with the greeting and opening comments, the opening paragraph should next move onto the ‘purpose’ of the letter.

- Anyway, the **reason I'm writing** ...
- I thought I'd write to tell/ask you
- I'm writing to **apologise** for missing your party but I'm afraid I was with flu.
- I'm really **sorry** that I forgot to send you a birthday card but I was busy with my new job.
- Thank you very much for your **invitation**. I'd love to come.
- Thank you for asking/**inviting** me to ... but I'm afraid I won't be able to ...
- I'm/ having a party on Friday 19th and I was wondering /hoping you'll be able to come.
- Would you like to come/go to see '*Maula Jatt*' with me at the weekend?
- I'm writing to ask for **your help**/you (if you could do me) **a favour**.
- Hope you don't mind me asking but could you (possibly) ...?
- I'd be very/really/terribly grateful if you could ...
- I'm writing to **thank you** for your hospitality/the wonderful present.

2. BODY

THREE CONTENT POINTS

(Provided in the exam question)

a) STYLE

Your style should reflect the warmth, closeness and openness that are usually expected where the writer has a close and personal relationship with the reader.

b) VOCABULARY

Informal vocabulary, including phrasal verbs e.g.: 'go on' instead of 'continue'

INFORMAL	FORMAL
I have got	I have received
We went in the apartment	We entered the apartment
The receptionist told us straight away	The receptionist informed us immediately
I am very unhappy	I am very dissatisfied
I would like you to give me all my money back	I would like a full refund

c) SIMPLER SENTENCE STRUCTURE

I'll be late for the party. It's because of my French exam.

d) CONTRACTIONS

One way of making your letter informal is to use contractions. Example: *I've just heard you've been to...*

e) EXCLAMATION MARK

Another way to create an informal style is to use exclamation mark. It is used at the end of a short 'exclamations' to show strong feelings or surprise, and are written in the same way we would speak. For example:

If you'd been at the wedding, you'd have loved the food!

Brilliant news!

Congratulations!

DO NOT overuse exclamation mark. Perhaps use only once or twice in a letter.

3. ENDING

a) CLOSING PARAGRAPH

- Well, that's all for now...
- Give my love/regards to ... Say hello to ...
- I **hope to hear from you** soon... I look forward **to hearing from you** again...
- See you soon! Write back soon! I hope to see you soon!
- Once again, thank you for all your help...
- All the best/ Best wishes/ Love, Lots of love...

b) VALEDICTION

Since an informal letter is always written to someone with whom you are on a first-name basis, it provides you the leverage to coin any suitable phrase as a complimentary close; however, the following may also be used:

- *Best/ kindest/ warm regards,*
- *Best, Best wishes,*
- *Love, Yours lovingly,*

c) FIRST NAME

Sample:

I suppose that's all for now Uncle Dave. I'll try and visit you and aunt on Eid, probably on its second day. Give her my respects, will you?

Hope to see you soon!

Love,

Qasim

ASSIGNMENT QUESTIONS:

Previous Exam Questions:

- 2019 Oct (11) *LETTER to Inform (Aunt)*
- 2019 Oct (12) *LETTER to Inform (Friend)*
- 2012 Nov (11) *LETTER of Apology (Friend)*
- 2011 May (11) *LETTER to Inform (Aunt)*
- 2010 May (12) *LETTER to Inform (Aunt)*
- 2007 Nov *LETTER of Invitation (Friend)*
- 2005 Nov *LETTER of Invitation (Friend)*
- 2001 Nov *LETTER of Concern (Relative)*

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

- You will be awarded up to 15 marks for following the task instructions.
 - You will be awarded up to 15 marks for the language you use.
-

2019 Oct (11) LETTER to Inform (Aunt)

Recently, two of your relatives who live abroad came to stay with your family for a week. This was a very happy event for everyone. You decide to write to your aunt, who lives in another city, to tell her about this visit. Write your letter. You must include the following:

1. who the relatives are and when they came to visit
 2. details about what you and your relatives did together during the visit
 3. what your relatives enjoyed most about their visit and why.
- ✓ Cover all three points above **in detail**.
 - ✓ **Tone/Register:** make your letter **interesting and informative**.
 - ✓ Start your letter '**Dear Aunt...**'
 - ✓ Remember to provide a suitable ending.
-

2019 Oct (12) LETTER to Inform (Friend)

Last year, your best friend at school moved away to live in another town. Recently, a very important person came to visit your school. You decide to write a letter to your friend with all the details of the visit. Write your letter. You must include the following:

1. who the important person was and when the visit took place
 2. details of what happened during the visit
 3. why the visit was important for you and your school.
- ✓ Cover all three points above **in detail**.
 - ✓ **Tone/Register:** make your letter **interesting and informative**.
 - ✓ Start your letter '**Dear (name)**'
 - ✓ Remember to provide a suitable ending.
-

2012 Nov (11)

LETTER of Apology (Friend)

Your friend recently asked you to deliver an item of value to a relative. Unfortunately this item was lost during the journey. You need to explain this in a letter to your friend.

1. when **and** how the item was lost
2. your attempt to find it
3. An offer to replace or pay for the item.

- ✓ Cover all three points above **in detail**.
 - ✓ **Tone/Register:** make your letter **polite and apologetic**.
 - ✓ Start your letter '**Dear (name)**',
 - ✓ Remember to provide a suitable ending.
-

2011 May (11)

LETTER to Inform (Aunt)

Your aunt has written to you asking how you are getting on at school. You reply, telling her about a recent incident which upset you very much.

1. what happened
2. why you were so upset
3. How the situation was resolved.

- ✓ Cover all three points above **in detail**.
 - ✓ You should make sure your Aunt will understand your feelings and sympathise with you.
 - ✓ Start your letter '**Dear Aunt...**'
 - ✓ Remember to provide a suitable ending.
-

2010 May (12)

LETTER to Inform (Aunt)

You recently attended a wedding. Unfortunately, your aunt missed the occasion and she wants you to write her a letter to tell her about everything that happened.

1. the names of both of the people getting married
2. a description of where the wedding took place
3. an account of the ceremony
4. what you thought was the most interesting moment
5. What else you think your aunt would have liked.

- ✓ You must cover all five points in detail.
 - ✓ You should add further details if you wish
 - ✓ Make your letter friendly and informative.
 - ✓ Start your letter 'Dear Aunt,'
-

2007 Nov

LETTER of Invitation (Friend)

You recently saw a photograph of an important school occasion. In the photograph you saw something which surprised or worried you. You decide to write a letter to your friend about this.

1. Which occasion it was
2. Where the photograph was taken
3. What you saw in the photograph which surprised or worried you
4. Why you are so concerned about this
5. What you think should be done about it.

- ✓ **Tone/Register:** expresses your feelings clearly.
 - ✓ Start: 'Dear ...,'
 - ✓ Remember to end your letter appropriately.
-

2005 Nov

LETTER of Invitation (Friend)

You have been chosen to represent your school in a general knowledge competition. You must choose one friend to be in your team. Write a letter to your friend **inviting him** or her to be in your team.

1. When and where the competition will take place
2. A request to your friend to join you in the team
3. Why you think your friend is the best choice for your team
4. What preparation you should both do
5. Details of the prizes in the competition.

- ✓ You must cover all five points in detail.
 - ✓ You may also add further details if you wish.
 - ✓ **Tone/Register: friendly and enthusiastic**
 - ✓ Start: 'Dear ...'
-

2001 Nov

LETTER of Concern (Relative)

You have just heard that a relative of yours is in hospital for a minor operation. You have decided to write a letter intended to **express your concern**.

1. say how sorry you are/
2. ask about the patient's well-being
3. give some light-hearted news from home
4. suggest a home-coming party
5. Promise a visit.

- ✓ You may add details of your own (if you wish).
 - ✓ Make sure that your English is correct.
 - ✓ **Tone/Register:** The letter should be **cheerful**.
-

The Report

Notes compiled by Kamran Qureshi, for the benefit of O-Level students

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The Report

FORMAT

STEP 1

To: Recipient's Name or Position

To: the Principal

OR

To: The Investigating Officer

Gulberg Police Station

STEP 2

From: Writer's Name (additional info)

From Huzaifa Naveed,

School Student Council President

STEP 3

Date

STEP 4

Title/ Subject (should be underlined)

Subject: Report on the Accident at Hyde Park

STEP 5

Body

- ✓ P1: Introduction
- ✓ P2: Content Point 1
- ✓ P3: Content Point 2
- ✓ P4: Content Point 3
- ✓ P5: Conclusion

STEP 6

Signature

As a general rule, reports should be written in a formal register, using plain English, as the primary purpose of a report is to convey essential details as clearly and effectively as possible. Reports should be logically structured and, as with other genres, it is sensible to use the bullets in the question to provide your basic structure.

Exam Question

Here is an example of a typical Directed Writing examination question:

***During the lunch-time recess**, one of your **friends** fell over while taking lunch in the school canteen and suffered an injury. It was necessary to summon paramedics and although **there were no serious injuries**, your friend was taken to the Outpatients' Department at the local hospital to be checked over.*

***You witnessed the accident** and the **head teacher/principal** of your school/ college has asked you to **write a report** of the incident giving details of what happened.*

You should include the following details in your report:

- *When and where the accident took place*
- *How the accident occurred and the injuries suffered by your friend*
- *Suggestions as to how similar accidents can be avoided in future.*

*You should **cover all the points above in detail** and ensure that your report is **clear and informative**. You should write between 250 and 300 words.*

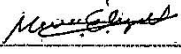
The comments below refer to the underlined details in the wording of the question:

- The first paragraph of the question sets the situation or scenario of the incident. It is important to note key details – you are told when the incident happened; that one of your friends was involved and that your friend was not seriously injured – be careful here; it's very easy in the heat of the moment to write an account involving seriously broken limbs which does not fulfil the requirements of the question!
- You witnessed the accident but you do not have to be involved in it; all that matters is that you saw events at close hand so that you are able to provide a reliable report.

- You are given the genre of what you should write (a report) and the audience to whom it is to be addressed (headteacher/principal of your school/college). Ensure that you use an appropriate format for your response – a report and not a letter.
- You should cover all the points above in detail. For the report to be helpful, it is important that you add some convincing details to the basic facts that the question provides. For example, it is important to **give the precise date and time** (not just ‘last Wednesday during the lunch hour’) and also some **added detail** about exactly where your friend was in the canteen when the accident happened and so on. Note also that the third bullet requires some expansion over and above the information given in the question – a **successful response** to this question is likely to provide information in response to the second bullet (for example, ‘My friend slipped on some food which had been spilled by another student’) which can be used when answering the final bullet (for example, ‘I suggest that the canteen staff ensure that any spillages are dealt with immediately and that students are directed away from areas where a spillage has occurred’).
- It is also important that you stay within the scenario as set out in the question. You may find it helpful to take a few moments to visualise yourself in the canteen and work out what you could have seen or not seen. For example, you could not have seen that the canteen staff failed to clean up the spillage earlier in the morning, even if the failure contributed to the accident.
- Remember the **purpose of your answer** – this is a report that should **focus clearly on the facts**; it should be written in a **tone** that is appropriate to a report and should make its points clearly. In this case your reaction to the events would not be relevant. In a real-life situation it is quite possible that your report could be used as evidence if the school was considered liable for the injuries your friend incurred.

DON'T FORGET TO READ THE CANDIDATE RESPONSE AND EXAMINER'S COMMENTS ON THE NEXT PAGE

①	I	Task 1
		To: Mrs. S.A Perera, Principal
		From: Mevan Edirisinghe, class 10A
		Date: 3 rd of May 2018
		Time: 9:35 am
		Req: Easier break time for students
		As Royal College is increasing in popularity, man the student numbers also are also increasing. As a result of this many places in the school such as the canteen are overcrowded. Most student regret breaktime as it is extremely chaotic to by a meal from the canteen. I myself have had many unfortunate incidents at the canteen. When the canteen becomes crowded with hungry children the canteen becomes a battle field. Each one fighting for their meal. As a result many students have been injured.
		To solve this problem some teachers and students both recommend open building a few more canteens around the school as spreading the students among many canteens will ease the congestion. The others students recommend expanding the current canteen so that the students have space to eat. The senior school teachers recom suggested to reduce the intake of students in the school. The prefects council suggested having to have separate break times for each grade, so that less there will be an expece on the school is minimal.
		By following one of these methods the students of Royal College will benefit.

		greatly, as the canteen will be a much more relaxing place to eat, and a less hazardous. By managing these crowds the students who receive injuries in the canteen will reduce greatly and the less most importantly the school will be able to cope with the increasing number of students. As having large crowds in the canteen is a health hazard for students reducing such large amounts of students in the canteen will be beneficial for students.
		I hope you take ^{notice of} all these suggestions to so that the ^{break time} canteen becomes a easier for everyone.
		
		(M. Edirisinghe)
		(265 words)

Task Fulfilment: 13 out of 15

Language: 12 out of 15

Total mark awarded = 25 out of 30

Examiner comments

- ✓ For Task Fulfilment, the candidate adds more information than is required by the question to ensure that the format looks authentic. In particular, a topic heading is supplied.
- ✓ The candidate can use vocabulary which is precise enough to convey shades of meaning.
- ✓ For Task Fulfilment, the candidate includes personal as well as general experience, as required by the question.
- ✓ The candidate uses images to convey the situation.
- ✓ For **bullet point 1** of Task Fulfilment, the candidate has indicated realistic difficulties.
- ✓ The spelling is nearly always accurate, even when the word is a difficult one. Later examples include the word 'beneficial'; 'minimal' is another example of the candidate using good vocabulary.
- ✓ For **bullet point 2** of Task Fulfilment, the candidate gives several appropriate suggestions.
- ✓ The candidate uses some variation in sentence structures to create some natural fluency.

- ✓ Sentence separation is accurate and the punctuation generally helpful.
- ✓ For Task Fulfilment, the candidate has addressed **bullet point 3**.
- ✓ The paragraphs show some evidence of planning, usually according to the separate bullet points.
- ✓ For Task Fulfilment, the candidate at the end includes an appropriate signature to enhance the format.
- ✓ Overall, the writing is increasingly accurate with some slips caused by ambition.

SOME DOS AND DONTs

1. It is important not to confuse a report with a formal letter; a report should not contain a salutation ('Dear Headteacher', for example) nor a valediction ('Yours faithfully').
2. There should be a heading that states the report's purpose ('Report on Accident in the School Canteen').
3. A report should contain only the specific details required; you should adopt an objective tone and avoid falling into narrative or adding unnecessary descriptive details or personal reactions to or speculations about what is being reported.
4. It is acceptable, however, to include recommendations as to further actions to be taken in your concluding remarks – the final bullet in the exam question often indicates the need for this.

Tips for writing reports

Be concise: Your introduction and conclusion should be concise. It is important that you convey key information relating to the subject of your writing as clearly and concisely as possible. Your readers will want to gain a swift overview of the main points and may not have time (or inclination) to wade through lengthy paragraphs of introductory comments.

Give a balanced view: You may have strong opinions about the subject of your writing and you should certainly express them, as long as they are justified by reference to events or examples.

NOW ATTEMPT THE PRACTICE QUESTION ON NEXT PAGE

PRACTICE QUESTION

Your head teacher has asked for ideas for a new sport to be added to your co-curricular activities at your school. It so happens that several of your friends and you have recently attended a 'taster' day at the local sports club and tried out several different sports that you had not played before, including one sport that you all found very enjoyable.

Write a report for your head teacher stating why you would like this sport to be added at school.

Your report must include the following details:

- what the sport is and why you enjoyed playing it
- what the school needs to provide, (for example, a playing field, equipment, qualified instructors)
- what benefit would come to you and the students and the school if you played this sport.

Cover all three points above in detail. You should ensure that your report is clear and informative. You should write between 200 and 300 words.

TIPS

You may use the following while writing:

✓ ***The Introduction***

The aim/purpose of this report is to consider/suggest/...

This report is intended to...

Below is a summary of the most important relevant points as well as some recommendations.

✓ ***While Reporting results***

Most people seem to feel that...

Several people said/told me/suggested/thought that...

✓ ***Making recommendations***

I would therefore recommend that we expand the library/installing a new coffee machine...

It would seem that banning mobile phones is the best idea.

Having considered the options, ...

I would like to suggest/recommend ...

I therefore suggest/recommend ...

You may wish to consider ...

The Article

Notes compiled by Kamran Qureshi, for the benefit of O-Level students

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FORMAT OF AN ARTICLE

H E A D L I N E

By Mohsin Ali Khan Niazi

INTRODUCTION

An Article should always begin with an Introduction as it is considered to be the most important paragraph of the text. Its purpose is to provide a well-informed overview or synopsis of the central event. The information is usually provided with the help of 5 Ws and 1 H: when, who, what, where, why and how.

CONTENT POINT 1

CONTENT POINT 2

CONTENT POINT 3

The three content points should make use of short sentences, illustrations, and quotes of other people that add value, are useful and offer relevant information. The quotes should be properly punctuated with the help of quotation marks.

Some Differences

Newspaper Article

1. Purely based on FACTS.
2. An OBJECTIVE presentation, without opinion or emotion.
3. Simple and straightforward re-telling of FACTS, with NO CREATIVE WRITING.
4. It is not DISCURSIVE it just gives facts.
5. **STYLE:** The writing is very FORMAL, there are NO CONTRACTIONS and NO SLANG is used. Grammar and punctuation are formal.

Magazine Article

1. Based on FACTS; however...
2. It can be SUBJECTIVE and has room for opinion and emotion.
3. More in-depth, with more detail and questioning. It can be creative /discursive.
4. The writing should be more FLUENT.
5. **STYLE:** The writing here must be FORMAL because it is an exam, but it can be more INFORMAL than a newspaper article. It can be CONVERSATIONAL and engage the reader; it can USE CONTRACTIONS.

INTRODUCTION

SAMPLE 1

ON THE OCTOBER 1st, 2019, SENIOR STUDENTS of SCIL and SI set up a medical camp near Jinnah Road, Township, Lahore. The purpose of the camp was to help the local community in their struggle against the recent dengue outbreak. Armed with banners and brochures to raise awareness about the epidemic, the enthused students were welcomed by an equally charged crowd of people, including doctors from nearby hospitals...

ANALYSIS

➤ **WHEN**

ON THE OCTOBER 1st, 2019,

➤ **WHO**

... SENIOR STUDENTS of SCIL and SI

➤ **WHAT**

...set up a medical camp

➤ **WHERE**

...near Jinnah Road, Township, Lahore.

➤ **WHY**

...The purpose of the camp was to help the local community in their struggle against the recent dengue outbreak.

➤ **HOW**

Armed with banners and brochures to raise awareness about the epidemic, the enthused students were welcomed by an equally charged crowd of people, including doctors from nearby hospitals...

SAMPLE 2

It was late, about 11:45 p.m., when Mansur Khan landed at Allama Iqbal International Airport, Lahore. Eager to surprise his family, he signalled the first taxi in sight and began his 15-minute ride home. A lot had changed, he noticed; and yet every road – rather every nook and corner, seemed familiar. Exhilarated, he constantly chattered with the driver in an animated manner, and suddenly—wham! Out of nowhere on that quiet night of November 25, 2017, a car T-boned the taxi, propelling it sideways, at least 50 feet from the road... Stunned by the impact of the collision, Mansur let out a grunt and a cry from behind the vehicle's airbags. All he could think of was home. And then he passed out.

ANALYSIS

➤ **WHEN**

It was late, about 11:45 p.m. ...
... November 25, 2017...

➤ **WHO**

... when Mansur Khan ...

➤ **WHERE**

... Allama Iqbal International Airport, Lahore ...

➤ **WHAT**

...and suddenly—wham! Out of nowhere ...a car T-boned the taxi, propelling it sideways, at least 50 feet from the road...

THE MAMA BEAR INSTINCT

By Andy Simmons

In September 2017, Angela McQueen, then 40, had finished only one lap when a 14-year-old freshman standing not far from her – pulled out a gun. As was her routine, McQueen routine was on lunch-monitoring duty at the time. The longtime physical training teacher at Mattoon High School in Mattoon, Illinois, was keeping an eye on the hundreds of students in her charge by walking laps around the school cafeteria.

“Oh, my God!” she recalls saying to herself. **“He’s going to start shooting.”**

School employees had been trained on how to handle active shooters: Attack their ability to aim. So with the shooter’s finger on the trigger, McQueen lunged at him. Grabbing at his arm, she forced the gun barrel into the air, but not before he got off a couple of rounds, striking one student in the hand and chest and grazing another. As students ran for the exits, McQueen subdued the shooter with help from the school resource officer, who disarmed the student and took him into custody until police arrived minutes later. Afterward, McQueen went outside to dole out hugs and support to her shaken students.

“It’s the mama-bear instinct,” she told the local paper, *the Pantagraph*. **“I don’t have kids of my own, but these are still ‘my’ kids. You’re not going to do this to my kids.”**

And so, thanks to McQueen, a story that has played out tragically at far too many schools across the country had a relatively happy ending. **“If it hadn’t been for her, the situation would have been a lot different,”** Police Chief Jeff Branson said at a news conference.

As one impressed student told CBS News, **“Ms. McQueen is Chuck Norris, basically.”**

(282 words)

FIREWOOD FOR FREE

By Janet Jones and Hillary Swanson

Shane McDaniel and his sons cut 80 truckloads of wood for those in need.

It is late November and the winter bite is at its severest. Washington is known for being home to lots of trees, fireplaces and wood-burning stoves too. **But what if you couldn't chop wood or couldn't afford to pay someone to do it?** Luckily, Shane McDaniel and his twin sons, Harrison and Henry McDaniel, 21, are happy to lend an axe. The three men chop truckloads of wood—then donate it to those in need. **“I want to help people who are freezing out here and have no way of keeping their families warm,”** Shane explained to heraldnet.com.

“The idea started as a father-son bonding project,” he told msn.com. **“I had to cut wood with my dad. He just loved doing it,”** says Shane, 48, a divorced father of six. He wanted to pass along that feeling, so he and the twins spent the summer of 2018 together, and the result was a great wall of wood piled up around their house in Lake Stevens, 35 miles outside of Seattle. Technically, it was 40 cords—a cord measures four feet high, four feet wide, and eight feet deep. To buy that much would cost about \$10,000.

When the weather turned cold that November, Shane started thinking of people who might have no other option but to freeze. He posted on Facebook: “IF YOU ARE IN NEED OF FIREWOOD AND CANNOT AFFORD IT, CONTACT US!”

The response was immediate. Requests started pouring in. Single mom Katelyn Ticer, 29, and her four-year-old daughter rely on a wood-burning stove as their sole source of heat, so it was a relief to receive a truckload of firewood from the McDaniels before the holidays. **“To get that much wood brought me to tears,”** she told msn.com. **“So much stress and anxiety is off my shoulders. I couldn't be more thankful.”**

“Giving is the reward,” he says. **“It has nothing to do with how well it's received; it's about how much it's needed.”**

ASSIGNMENT

Previous Exam Questions:

- 2015 Nov (11) school magazine article about the success of the team
 - 2015 Nov (12) school magazine article about a festival
 - 2013 May (11) school magazine article about a community welfare project
 - 2013 May (12) school magazine article about the visit of a foreign student
 - 2004 Nov school magazine article about a person you would like to change places with for a day
-

2015 Nov (11)

You are a member of a school team which recently won an **important competition**. Your Principal is very pleased with the team's improvement and asks you to write an article for your school magazine about the success of the team.

(You can choose any kind of team: for example, debating, quiz, sports etc.)

Write your magazine article. You must include the following:

- Some details about the team and the competition it won
- Why the team was so successful this year
- How team members and the whole school have benefited from this success.

Cover all three points above in detail. You should make sure your article is lively and informative. Start your article with a suitable headline.

2015 Nov (12)

Recently, you and some other members of your class were chosen to take part in a **festival**. Your Principal is very pleased that you took part. He has asked you to write an article for your school magazine about what you did at the festival.

Write your magazine article. You must include the following:

- details of the festival and where it was held
- what you and the other students did at the festival
- why you feel taking part was a benefit to you and the other students and to your school.

Cover all three points above in detail. You should make sure your article is lively and informative. Start your article with a suitable headline.

2013 May (11)

Your class is organising a project to help some people in your community. You decide to write an article for your school magazine to encourage other students to join in this project.

Write your magazine article. You must include the following:

- Details of the people you are helping and why you are helping them
- Details of the project you are organising
- What other students can do to help.

Cover all three points above in detail. You should make sure your article is informative and persuasive. Start your article with a suitable headline.

2013 May (12)

Recently, a foreign student spent one month as a member of your class in order to learn about your country. You decide to write an article for your school magazine about the visit.

Write your magazine article. You must include the following:

- The student's name and other details about the student
- What the student did during the visit both in and out of school
- Why you feel the visit was of benefit to the student and to your school.

Cover all three points above in detail. You should make sure your article is lively and informative. Start your article with a suitable headline.

2004 Nov

Your school is holding a writing competition. You are asked to write an article about a person you would like to change places with for a day. It could be a famous person or someone you know.

Write your article which will appear in your school magazine.

You must include the following:

- a suitable headline for your article
- which person you would like to change places with
- what you admire about that person
- what you would do on that day
- What you think you would learn from changing places with the person.

You must cover all five points in detail. You should also add further details if you wish and make your article lively and interesting for your fellow students

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The Speech

*Notes compiled by **Kamran Qureshi**, for the benefit of O-Level students*

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FORMAT OF A SPEECH

BODY OF THE SPEECH

P1: Introduction

- ✓ **Direct address** e.g. Respected Principal and honourable guests,
- ✓ **Greeting/ Welcome note** e.g.: good morning etc.
- ✓ **Introduce yourself**
- ✓ **Introduce the topic of your speech**

P2: Content Point 1

While elaborating on your point you may use:

- ✓ **Direct address**
- ✓ **Triad**
- ✓ **Rhetorical question**

P3: Content Point 2

While elaborating on your point you may use:

- ✓ **Direct address**
- ✓ **Triad**
- ✓ **Rhetorical question**

P4: Content Point 3

While elaborating on your point you may use:

- ✓ **Direct address**
- ✓ **Triad**
- ✓ **Rhetorical question**

P5: Conclusion

- ✓ **thank the audience**
- ✓ **You may reiterate or reemphasize on the purpose...**

PRACTICE QUESTION

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

Your friend has decided to run for the post of **Student Council President**. Write a speech that you have to present to the whole school during assembly, to support your friend.

Write your speech. You must include the following.

PARAGRAPH POINTS:

- His achievements and contributions to the school
- What your friend can achieve for the students if he is elected.
- What your friend can achieve for the school if he is elected.

DIRECTIONS:

1. Cover all three points above **in detail**.
2. You should make sure your speech is enthusiastic and informative.
3. Start your speech, '**Respected Principal, teachers and fellow students...**'

FEW TIPS ON ATTEMPTING THE ABOVE QUESTION

- Thank the person/group/organization for giving you the opportunity to speak.
- State the purpose of your speech (you can refer to the situation given in the introductory paragraph)
- Elaborate content points
- Thank the audience for their time. Example:

I wish all of you a very good morning. My name is Adeel Khan. I am a student of grade 11, and also the secretary of the Student Council. Today, I stand here before you, to extend my support to my good friend and fellow student, Qasim Omar, in his bid for the council elections.

In case you have invited the audience then

- Thank the audience for accepting your invitation.
- Explain why they had to be/ or have been invited
- Elaborate the content points
- Ask for their cooperation, or ask them to take some action
- Thank them again

OR

- Refer to the situation first which prompted you to invite your guests
- Thank them for taking time out.
- Explain your purpose/Elaborate the content points.
- Urge for action
- Thank them again

Subsequent paragraphs

- Highlight the points that are given in the question. The question may force you to maintain a persuasive tone throughout the speech; if so, use the **techniques of persuasion** and **rhetorical devices**. Using **non-sentences & rhetorical questions** at times:

Should we worry about the cost? No, not at all!

- using short forms: I'm, I'll, We'll, don't
- It is customary to mention the audience every once in a while (**direct address**):

And so you see, my friends, that this is not the only way to solve the problem.

Ending

- Sum up at the end of your speech, or tell your audience what you want them to do e.g. vote for whomever. End with a personal or general comment e.g.

I hope I have convinced you that Qasim Omar is indeed an ideal candidate and should be elected to the Student Council.

Thank you.

IMPORTANT POINTS

ORAL REGISTER

If a Directed Writing task asks you to write a speech or talk then it is important that you establish an **oral register** from the start.

HOW TO MAINTAIN ORAL REGISTER

You should maintain the oral register by including such things as **rhetorical questions** and **direct addresses** to your audience.

You can do this quite simply by beginning with a statement such as 'Good morning, everyone; I'm here today to speak to you about ...' and then continue with the points that you wish to make, using the bullet points in the question to help you to structure your speech.

APPROPRIATE REGISTER

It is important that you are aware of the purpose of your speech or talk and that you adapt the register in which it is given to convince your audience of that purpose. For example, if you are required to persuade your audience to a particular viewpoint, you might well wish to use some **emotively toned language** to sway their opinions.

On the other hand, if your speech is intended to provide information (for example, informing parents of what is needed for students taking part in a school trip), then your language should be more balanced and could well contain examples to illustrate the details that you are providing.

EXAMINER COMMENTS

Those who score more highly are able to give the **appearance of a speech**.

Many candidates recognise that **thanking members of the audience** and/or individuals is a good opportunity to make their responses sound like a speech... suitable ending such as 'Thank you for your attention.'

Direct address

Examples: 'Honourable /venerable/dear/ respected // members of the audience/ guests...

Most successful responses employ **rhetorical devices** (usually **questions**) to engage with the audience, thus giving the writing the genuine feel of a speech - to indicate a relationship between speaker and audience.

The best speeches made use of **rhetorical devices**, **direct appeal** to the audience, even a touch of **humour**: the appropriate use of humour can help greatly to give life to the writing...

The use of devices such as **rallying calls** such as 'plant a tree today for a better tomorrow' or 'more trees for more oxygen'...

PRACTICE QUESTIONS ALONG WITH EXAMINER COMMENTS

The Principal wants more parents to be involved in the life of your school. You have been asked to make a speech at a meeting for parents, inviting people to **take part in all sorts of school activities**.

Write your **SPEECH**.

CORE POINTS

- the **request** for parents to help & **some of the ways** in which they could be involved
- how the students would benefit & how the parents would benefit
- how the parents should let the school know they are interested

DIRECTIONS

- You must cover all points in **detail**.
- You should add further details, if you wish, and make your speech **informative, polite and persuasive**.
- Start your speech 'Ladies and Gentlemen,'

School activities:

Joining the Parent-Teacher association
providing financial or practical help with building new facilities at the school
seeing that they arrived at school punctually and appropriately dressed
checking the students' homework
helping with concerts, sports and field trips to fundraising for the school itself or for charity

Students' Benefit:

The candidates would feel valued and loved
It would inspire them to strive for better results
If parents contributed practically to the school, providing computers, air conditioners or a new gymnasium , the students' education would benefit accordingly.

Parents' Benefits:

Parents' pride in their children's achievements
friendship and contacts with other parents
new interests or hobbies to brighten up dull lives
a 'prize' for helpful parents

Show Interest:

Parents were urged to 'fill a form'
contact the school by e-mail or telephone or
simply to turn up at the school

A WORD OF CAUTION BY THE EXAMINER

The **best speeches** made use of **rhetorical devices**, **direct appeal** to the audience, even a touch of **humour**, but most relied purely on force of argument to encourage participation and sometimes this could become aggressive, rather than persuasive, suggesting 'You must come to school...', 'You have to attend', or even 'Aren't you ashamed of yourselves that you do so little?'

Others were too casual and colloquial: 'You guys could help your kids, if you people were really interested.'; 'If you wanna help that'd be good, cause, like, we're gonna need the aircon in the heat.'

June 2012 (12) *

To celebrate the start of a special environmental project, a tree is being planted in your school grounds. As secretary of the project committee, you are to make a speech to mark the occasion in front of the Principal, guests, staff and students of the school.

Write your **SPEECH**.

CONTENT POINTS

- details of what the environmental project hopes to achieve
(A strong, clear indication of what the speaker hoped the project would achieve. This might be on a local level or might be much more national or even global in its concerns)
- why you think this project is important
(Precise details of the importance of the project, whether it would be to provide something visual or something to do with immediate or long-term health benefits)
- how your audience could support the project
(An indication of how the audience could support the project, possibly financial, possibly practical.)

DIRECTIONS

- Cover all three points above **in detail**.
- You should make sure your speech is enthusiastic and informative.
- Start your speech, 'Principal, guests, teachers and fellow students...'

POINTS FROM THE EXAMINER REPORT

Aims of the project:

- Improvement of the school grounds or neighbourhood areas
- wider concerns of saving the planet from global warming, deforestation

Why this project was important:

- adding beauty to the surroundings
- saving of the planet for future generations

Audience was asked to help:

- By donating funds
- Subscribing to the scheme
- by planting a tree themselves at home
- moral support

Many candidates recognised that thanking members of the audience and/or individuals was a good opportunity to make their responses sound like a speech.

Most successful responses employed **rhetorical devices (usually questions)** to engage with the audience, thus giving the writing the genuine feel of a speech.

The use of **rallying calls** such as **'plant a tree today for a better tomorrow'** or **'more trees for more oxygen'** was a nice touch.

The Narrative Essay

Notes compiled by Kamran Qureshi, for the benefit of O-Level students

Soft copy can be obtained from <https://www.facebook.com/OALevelsEnglish>

Remember, a well-written narrative essay tells a story and makes a point!

In a narrative essay, the writer tells a story about a real-life experience. Everyone enjoys a good story—especially one that captures the imagination. However, the narrative essay goes further. In it, the writer places a personal experience within the context of a larger theme, such as a lesson learned. When writing a narrative essay, the writer wants not only to tell a good story, but also convey why the story has meaning.

To Make a Narrative Essay IMPACTFUL

To maximize its impact, the essay should:

- Be written to have an **emotional impact** on the reader
- Include a lot of references to **sensory perceptions and emotions**
- A narrative essay is supposed to be descriptive; use **vivid details and imagery** for the purpose of describing. A good start might be to brain storm your setting and characters in the beginning:

You need to have a setting: a place where your story starts or takes place at the beginning. You need to describe the setting- its physical appearance, either with the help of descriptive words or even with metaphor and imagery.

You need to have characters:

PHYSICAL TRAITS hair color, eye-color, face shape, body shape, etc.

First, you may choose to describe the person plain and simple. For example, if you come up with a list for a character name, Emma, let's say, that list could contain:

Dark skin, brown eyes, brown hair, heart face, curly, and long hair.

- *I saw the little girl smiling by herself in the hallway. She was dark skinned, with long, curly brown hair, and had a heart-shaped face with brown eyes.*
- Joshua Gates, age 13, 5ft 8", tightly cropped brown hair, wears glasses, medium height with a narrow freckled face.

Describe all the scenarios and characters' actions in such a way that the reader can visualize them. Use **sensory words relating to all five senses**. Particularly if you're working on a short story or essay, conveying a lot of sensory information using very **evocative language** can help the reader feel transplanted into the setting.

- **You may use dialogue in the essay.**
- **Vary the structure** of your sentences.
- **Make the words lively, descriptive, exciting, active, emotional, and precise.**

Narrative Opening Options

1. Setting the scene

The conventional way of starting a narrative is to provide the context (by referring to the country, place, season or weather, time of day) and to introduce the main character by giving some detail about his/her name, age, job and problem.

For example: It was pouring with rain, which was unusual for summer in Cyprus. Armov, a middle-aged bank clerk, was trying to make his way on foot through the flooded streets of the city to get home to his sick mother when....

2. Starting in the middle

The narrative starts in the middle of either a sequence of actions,
e.g. 'The pursuers were catching up on him'...

Or in the middle of a dialogue,
e.g. "I can't believe you just said that," said Mary'.

In both cases the reader is forced to try to imagine what has gone before and to quickly get involved in what is happening or being said now.

3. Shocking or Intriguing Statement

A shocking statement provokes the reader
e.g. 'I had always hated my mother and was glad that she was dead'.

An intriguing one arouses curiosity
e.g. 'The clocks were striking thirteen.'

Both narrative openings make the reader want to read on because they are surprised.

4. Flashback or Flash-forward

Instead of starting in chronological sequence, a narrative can begin with a reference to a previous event or jump to the future outcome of the story about to be told.

Section 2

Narrative

Task 5

Rough Draft

- Chloe, John, Simon, Myself
- Waiting with chloe for john and simon
- Dark, chilly night
- John and Simon dressed up funny
- Secret agents
- Plot to kill german president
- John and Simon sell us out
- Two people come to capture us
- We incapacitate them a flee
- Hide in the crowds to escape
- Learn an important lesson
- Never trust anyone
- Conclusion

EXAMINER'S COMMENT

Planning is a sensible idea, especially when it helps to determine the proper sequence of events and tenses. It is important not to spend too much time doing this, especially if it stops the candidate checking afterwards.

Task 5

Final Draft

We were getting late. Chloe and I had been waiting for over an hour. If they got any later, we would not have made it. I had already tried to call John and Simon on their mobile phones, at least ten times. I was just about to lose my temper when they stepped into the room. Chloe and I were waiting in.

It was a dark night. The moon was almost completely hidden by the clouds behind the clouds. It had a strong feeling that it was going to rain. It looked like a scene from a spy movie right before when something bad is about to happen. But then again, maybe it was a spy movie and maybe something bad was about to happen. I quickly pushed that thought away before any suspicion got to me.

"So, what do you think," said John with his arms spread out like a matador about to fight a bull. "I don't know how you look, but I do know you're late," said Chloe annoyed. John and Simon were both wearing a regular tuxedo except that the collars were extremely 'puffy' and ruffled. I thought they

were ugly, but I didn't say anything. I just wanted to get the job done.

We were actually part of a secret British intelligence agency known only by the Queen and our superiors. Not even MI6 or MI7 knew about us.

Anyway, we were in Germany getting ready to assassinate the President at an opera show. But I had a bad feeling about it but, I was keen on completing the job and returning home.

When we finally got to the gigantic theatre, housing all of Germany's most powerful generals and politicians, we were already late. The show had begun. Luckily, we were informed that the president would also be late, so we were fine. We got to our seats and started preparing. Suddenly, the door opened behind us. We thought we had been caught, but it was just another spectator. In fact, it was a couple. When they entered the room, we were impressed by what they were wearing. It looked really expensive and I thought that maybe they were some rich diplomats.

After nearly fifteen minutes, the opera was halted for the arrival of the president. This was our cue. The door swung open and to our surprise, soldiers marched in

instead of the president. Before we could react, we heard a voice shout out, "Don't move a muscle." It was the man who had entered our cubicle. Him and his 'wife' had both pulled out a gun and had them pointing at us. I instantly knew what had happened.

John and Simon had tipped them off and had guaranteed their own safety at the cost of our lives. I knew the clothes this 'couple' had worn were too much. It was almost like they were trying too hard to blend in. That is why John and Simon had taken so long.

The president # was safe but we were not. I needed to think fast. I lunged forward snatching the gun out of the strangers hands and held it up to his temple. In the mean time Chloe had knocked out John and had Simon in an arm hold. She broke his arm and slowly moved towards me. I pushed the man and his 'wife' and rushed out the door locking it behind myself. #

We were out! I don't know how I did it but it just happened. I got it. The rest of the way was a breeze. We were wearing formal clothes, so we let a few shakos loose and blended into

10. The very occasional slips in verb forms only serve to highlight that the sequence overall is consistent and clear.

EXAMINER'S COMMENTS ON PAGE 3

11. Again, the precise use of vocabulary such as 'instantly' conveys the meaning well and the use of tense ('had happened') adds sophistication.

12. The candidate cleverly uses the punctuation of 'couple' to convey meaning. The same is true of the word 'wife' later on this page. Overall in this essay the punctuation is accurate and helpful.

13. Excellent vocabulary here in 'lunged'. This also demonstrates how good the spelling is throughout the essay.

14. The punctuation and the short dramatic sentence combine to contribute to the atmosphere.

15. The effective use of a modern idiom is sophisticated as it is typical of the genre.

EXAMINER'S COMMENTS ON PAGE 4

16. This is a long, sustained essay and the final paragraph provides a sensible summing up of the action. A sense of unity is achieved.

Total mark awarded = 25 out of 30

Common mistakes candidates made in this question

- Adding variety to a Narrative essay is essential and one of the best ways is to include convincing dialogue. However, for this to work properly, it must be punctuated correctly, including setting out different speakers on different lines. Many candidates found it difficult to do this.
- Another common mistake made in writing direct speech was when candidates confused it with reported speech so that it became a mixture of the two – She said that 'I am going out.'
- Prepared opening paragraphs were used in Narrative essays, usually involving the candidate waking up on a bright, sunny morning and going through the whole routine of washing and having breakfast when in fact it all had very little to do with the story which tended to start in paragraph 2.

FEATURES OF NARRATIVE ESSAY

- Character/s
- Main Event
- Complication/s
- Resolution
- Ending
- Reflection

Question1: Write a story in which a text message plays an important role.

DEVELOP THE FOLLOWING MIND MAP INTO A NARRATIVE ESSAY

- **Character/s**
Ali, grade 10 student
- **Main Event**
Ali's father has setup a meeting between Ali and an experienced teacher. He hands Ali the teacher's address on a piece of paper.
- **Complication/s**
 - 1 – Ali forgets the address home
 - 2 – no credit in Ali's mobile, trouble contacting home
 - 3 – flat tyre
- **Resolution**
 - 1 – Ali's mother finds the slip and texts him the address (towards the end of the narrative).
 - 2 – Ali has to look for a shop to buy some credit for his phone/ Ali calls home and talks to his mother.
 - 3 – spare tyre or tyre fixed from a shop
- **Ending**
He made it on time, since his mother texted him the address / OR he was late, but the teacher was generous and accommodated him / or else
- **Reflection**
Reflection is part of a narrative; it comes as a natural reaction to the complications that arise and the process of resolution.
Example: *Ali couldn't bear the thought of disappointing his father. "How could I've been so irresponsible? I need to get my act together," Ali castigated himself on his way back home. He knew he had to organize himself and he made a firm resolve to do so.*

Question 2: Write a story which includes the sentence: ‘Don’t ever touch my things again! Get out of my room! Leave!’

DEVELOP THE FOLLOWING MIND MAP INTO A NARRATIVE ESSAY

- **Character/s**
 1. Ali, grade 8 student, 14 years
 2. Aleena, Ali’s younger sister, 2.5 years
 3. Ali and Aleena’s mother

- **Main Event**

Ali has to submit a school project (science model) the following day...he has been working very hard...is very excited and proud of it...

- **Complication/s**
 1. Aleena sneaks into Ali’s room behind his back, wrecks the project mistakenly
 2. Ali throws a fit, when his mother asks him to behave, he is rude towards her as well, is almost in tears

- **Ending**

Positive

- **Solution**
 1. Ali’s parents are able to help Ali fix the science model...focus on how his father helped him...how his mother helped him.
 2. His father pacifies him, Ali realises his mistake, apologizes to his mother and sister

- **Reflection**
 1. How could Ali have prevented the complications from happening? What should he do to avoid them in future?
 2. Keep fragile/ breakable/ expensive etc. items inside a cupboard, out of his little sister’s sight...he should resolve never to lose his temper in times of stress, not to misbehave with his mother again at any cost? NOTE: the entire point of a reflection is “self-improvement”.

PRACTICE QUESTIONS

May/June 2019 (12)
<p>Write a story which includes the sentence: <i>'He spoke in such a nervous way, she thought he was going to change their plan.'</i></p> <p>Write a story in which a map plays an important part.</p>
May/June 2019 (11)
<p>Write a story which includes the words: <i>'Two years after they last saw each other, she was amazed at how confident he seemed.'</i></p> <p>Write a story in which a promise plays an important part.</p>
October/November 2018 (12)
<p>Write a story which includes the words: <i>'The house they lived in as children now looked very different.'</i></p> <p>Write a story about a time when you wanted to do something adventurous but you had to change your plans.</p>
October/November 2018 (11)
<p>Write a story which includes the words: <i>'They both read their letters and then walked away in opposite directions.'</i></p> <p>Write a story about someone who became successful because of their determination and hard work.</p>
May/June 2018 (12)
<p>Write a story which includes the words: <i>'When they entered the room, we were impressed by what they were wearing.'</i></p> <p>Write a story about someone who lost all his possessions while he was helping other people.</p>
May/June 2018 (11)
<p>Write a story which includes the words: <i>'When they did not agree with her solution, she felt angry.'</i></p> <p>Write a story in which two people unexpectedly agreed to help each other.</p>
October/November 2017 (12)
<p>Write a story which includes the sentence: <i>'Because the space was so small, it did not seem possible to get the vehicle through it.'</i></p> <p>Write a story in which a text message plays an important part.</p>
October/November 2017 (11)
<p>Write a story which includes the sentence: <i>'When the announcement was made, two people got up and left the room.'</i></p> <p>Write a story in which a diary plays an important part.</p>

May/June 2017 (12)

Write a story which includes the sentence: 'I don't want any argument about this; we are going to see him now and that's final.'

Write a story in which an unexpected guest arrives at a wedding.

May/June 2017 (11)

Write a story which includes the sentence: 'It suddenly became clear that they were not as lazy as everyone said they were.'

Write a story in which a locked door plays an important part.

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DESCRIPTIVE WRITING

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DESCRIPTIVE WRITING

Purpose

The primary purpose of descriptive writing is to describe someone or something in such a way that a **picture** is formed in the reader's mind.

It must be understood that:

“ARGUMENT” has the interest of other people’s views, and

“NARRATIVE” has curiosity as a driving force, but

“DESCRIPTION” must rely on colorful, expressive **vocabulary** and **imagery** to engage the reader’s interest by providing visuals and images. Hence – in addition to other Linguistic Techniques – the use of Adjectives and Adverbs is an absolute must.

Note: Unless the reader can see the picture they will not be able to relate to the experience.

Must

- vivid, colourful and impressive vocabulary
- diversity and range of sentence structures
- Use of five senses to express and create an environment, visuals, atmosphere
- Adjectives and Adjectival Phrases

Details of size, shape and colour are important. Make colour precise, e.g. ‘scarlet’, ‘azure’, ‘off-white’, ‘bluish-grey’.

- Adverbs and Adverbial Phrases

To explain actions

Must Not

- All forms of repetition should be avoided.
- Avoid Clichés
- Vocabulary must be meaningful and **concrete** not **abstract**.

The Hot Fudge Sundae

In front of me on the table sat a beautiful pure white bowl, simplistic in design, hiding a decadent surprise inside. In the bowl was hidden something that was not so pure, however, the irresistible indulgence was worth every calorie that I knew it contained. As I looked inside I saw on the bottom of the bowl a hot, tender brownie loaded with macadamia nuts. I knew from past experience that the nuts had a creamy and smooth texture, almost like white chocolate. On top of the brownie were two firmly packed scoops of ice cream, laying side by side, each one a different flavour. The scoop on the right was a rich vanilla, flecked with dark specks of vanilla bean. The scoop on the left was a dark, smooth, bittersweet chocolate. The scoops were just starting to melt tiny rivers of melted cream down the sides of the hot brownie, pooling on the bottom of the pure white bowl. These scoops of ice cream were draped with a sumptuous, rich, hot fudge sauce. Topping the luscious sauce was an ample dollop of whipped cream that was in perfect contrast to the dense, almost too rich dessert below. The whipped cream was topped with a shower of chocolate sprinkles and finely chopped walnuts. What finally completed this wonderful creation was a perfect maraschino cherry, its red juice sending tiny streams down the whole mountain of dessert delight. The contrast of colors, textures and flavors in this dessert appealed to every part of my senses. I could not wait to eat it.

- i. *Decadent (excessive indulgence of one's own appetites and desires. self-indulgence)*
- ii. *Flecked (Mark or dot with small patches of color or particles of something: "the minarets are flecked with gold leaf)*
- iii. *sumptuous (splendid and expensive-looking)*
- iv. *dollop (A shapeless mass or blob of something, esp. soft food: "great dollops of cream)*

The Andalucían Stallion

Standing on his hind legs, this rare Andalucían stallion is fearless. His ears are turned back while his noble looking head is held high. His all black coat glistens in the late afternoon sun. His face displays a strong confidence with his nostrils flared, his veins bulging from his cheek bones, and his fiery black eyes burning holes into the souls of those who stare into them. His neck muscles are tensed and thickened with adrenalin. His black main is thrown into the wind like a flag rippling in the winds of a tornado. His muscular front legs are brought up to his chest displaying his flashing gray hooves that could crush a man's skull with one blow. His backbone and underbelly are held almost straight up and his hind quarters are tensed. His back legs are spread apart for balance. His back hooves are pressed into the earth; therefore, his hooves cause deep gouges from the weight of his body on the soil. His black tail is held straight down and every once in a while a burst of wind catches it and then it floats down back into place like an elegant piece of silk falling from the sky. His bravery and strength are what made his breed prized as a warhorse.

- i. *rippling (Form or flow with small waves on the surface)*
- ii. *gouges (grooves)*

A Friendly Clown

On one corner of my dresser sits a smiling toy clown on a tiny unicycle--a gift I received last Christmas from a close friend. The clown's short yellow hair, made of yarn, covers its ears but is parted above the eyes. The blue eyes are outlined in black with thin, dark lashes flowing from the brows. It has cherry-red cheeks, nose, and lips, and its broad grin disappears into the wide, white ruffle around its neck. The clown wears a fluffy, two-tone nylon costume. The left side of the outfit is light blue, and the right side is red. The two colors merge in a dark line that runs down the center of the small outfit. Surrounding its ankles and disguising its long black shoes are big pink bows. The white spokes on the wheels of the unicycle gather in the center and expand to the black tire so that the wheel somewhat resembles the inner half of a grapefruit. The clown and unicycle together stand about a foot high. As a cherished gift from my good friend Tran, this colorful figure greets me with a smile every time I enter my room.

How should you write your description?

SHOW - DON'T TELL

If there's one thing you should remember as you write your descriptive essay, it's the famous saying: **show, don't tell**. But what's the difference between showing and telling?

Consider these two simple examples:

- *I grew tired after dinner.*
- *As I leaned back and rested my head against the top of the chair, my eyelids began to feel heavy, and the edges of the empty plate in front of me blurred with the white tablecloth.*

The most effective descriptive essays are loaded with such showing because they enable readers to imagine or experience something for themselves.

The first sentence tells readers that you grew tired after dinner. The second sentence shows readers that you grew tired.

Telling: The pancake tasted bitter, and he couldn't stand it.

Showing: He took a bite and quickly spit out the pancake. "Susan! Why'd you put too much baking powder in the pancakes again?"

Telling: The job applicant is nervous about his job interview

Showing: Try as he might, he could do nothing but think about the questions he might be asked, the answers he would need to give, the way he would have to walk and talk and sit, the times he would need to speak or listen and nod, the things he would have to say or not say, the response he would need to give if asked about his legal status in the country.

His throat went dry. His palms moistened. Unable to reach for his handkerchief in the packed downtown subway, he wiped both palms on his pants.

Now to try SHOW the following:

- *A thief is feeling very scared before appearing in front of the judge.*
- *A boy weeps, thinks he's lost.*
- *He couldn't hide his excitement upon seeing his result.*
- *A dog is overjoyed to see / misses its master.*
- *An old man, waits in anticipation, for his test results, inside a hospital.*
- *A kid felt sick after eating a leftover sandwich gone bad.*
- *A parent feels mad at his/her son for skipping school.*

DESCRIPTIVE WRITING EXERCISE

TOPIC: A MORNING WALK

TASK: Write a descriptive essay, of 200 words, on the above mentioned topic

INSTRUCTIONS:

a) Use "IMAGERY" as a technique, and;

b) Try to engage all 5 senses + your 6th sense (e.g. feelings) in your description.

----**NOTE:** *It is difficult to write interesting descriptions, so this type of composition should not be attempted unless you have had practice and success at this type of writing. Description must rely on range of vocabulary and use of **imagery** to engage reader interest. Unless the reader can see the picture they will not be able to relate to the experience.*

GRAND DAD

Fatigued and at peace, he sits. Asleep.

I take the opportunity to guiltily stare at the skin on his hands. Translucent and waxy, it no longer clings firmly to his bones but sits idly, hanging on by just the weakest of invisible threads. Across his hands the veins maraud chaotically; a rush-hour motorway of criss crossed purple roads. Thick cobalt ropes pattern his skin, silently pushing blood to and from the heart that is weary now, exhausted from a life of challenge.

He mumbles, inarticulate thoughts escaping from his dream world. His mouth is dry, and the white salt rim of dehydration sits upon his lower lip. He is unshaven. A multi-cultural population of different coloured hairs tuft from his sallow skin: ginger, the occasional flash of black, but mostly grey...and white. The signs of old age are everywhere.

It has not always been this way. As a child of six, we visited granddad in his garden. He didn't then seem to fit the archaic title 'granddad' as he now does — he was young, wiry and strong. Firm pectoral muscles rose and fell under his white shirt as he drank cold lemonade. His skin was browned and hardened from the sun, like a hazelnut. Following my gaze to his muscular physique, he smiled and ruffled my hair. "Want some of this yourself?" he asked. Although I had opened my mouth to protest, he gave me no time to answer. His tree trunk arms embraced me, and for a split second I knew that I was loved. Knowing that his actions were too emotional, too expressive for the family we belonged to, he quickly hoisted me into the air and threw me so high that I felt I would land on the white fluffy clouds above me. I giggled — the only encouragement he needed to continue — as he threw me higher and higher. Each aerial assault I was sure would be the last, but his strength never left him. How long it lasted I don't know. In some ways it has lasted to this day, thirty years on.

Age has come to him without invitation, without warning. It has taken a strong, proud man and reduced him to skin and bone.

He opens his eyes. For a split second there is no focus. He blinks. There! The cloudy pools of green stare at me. Their sclera, in the rest of us so white, is yellowed like the aged and stinking pillows that lurk embarrassed beneath our pillow covers at home. He clears his throat to speak, grasping onto the arm of his sofa to will himself the strength which this simple action requires. "Are you OK?" he asks. I want to tell him 'no'. I want to tell him that I am not OK, that I want my granddad back. That I want again to be tossed into the air, to sit on the harbour wall eating fish and chips, to laugh at the seagulls and to take the role of passenger in his pristine Vauxhall. But before I can begin to mouth the words he is smiling. His grin causes water to fill his failing eyes — two pools sit across the boundaries of his lower lids. He speaks again. "Must have dropped off for a bit".

As I drive home that evening I gaze down at my own hands on the steering wheel. No cobalt ropes patter them, although one sole vein does bulge ominously to the surface, foreshadowing the future which inevitably will come to us all.

The Argumentative Essay

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THE ARGUMENTATIVE ESSAY – AN INTRODUCTION

The main aim of an argumentative essay is to **build a case for one's opinion** or stand on a particular issue. Students often think that argumentative essay questions are best left to be tackled by highly intelligent peers. This is not necessarily so. In Cambridge O level exams, students are generally provided topics they are already familiar with. Hence, with the correct and reasonable approach, a student can generally do quite well.

You may be asked to provide **your perspective of an issue**.

Example: **'Superstars today make lousy role models.' What is your view?** / Discuss / Comment.

OR

You may be asked to support or criticise an issue.

Example: **'The modern world has no place for compassion.'** Do you agree or disagree?

HOW TO APPROACH AN ARGUMENTATIVE ESSAY

There are **two main ways** to approach an essay effectively. You could:

a) **The Argumentative Approach:**

Establish your stand on the issue before proceeding onto a discussion of your argument. Here, you have to provide evidences to support your opinion to make your argument convincing. This approach can be used for questions like, "Do you agree or disagree?" or "What is your opinion or thesis?"

b) **The Discursive Approach:**

Divide your essay into two parts; one in support and the other criticising the issue, and concluding with a negotiation of both stands e.g. *Though I believe that most superstars today fail to make positive role models, there are some who do make good role models because of their humanitarian efforts.* This approach is best for questions asking you to "Comment" or "Discuss."

STRUCTURE

Whichever approach you choose, an Argumentative Essay has the following **STRUCTURE**:

- i. **Introduction**: It consists of the **Topic Statement** + one's **Thesis** (Thesis Statement)
- ii. **Middle**: multiple paragraphs to prove one's Thesis
- iii. **Conclusion**: a **summation** of your main argument + a reiteration of your stand (**thesis**).

INTRODUCTION

Writing an Introduction

When you begin an essay, it is important to explain the title and meaning of the issue to be discussed, and briefly introduce the layout of your argument.

Example (1)

The global village phenomenon is more detrimental than beneficial for the human race." What is your view?

To begin, you have to explain the term, 'Global village,' especially, its relevance to the world today; state what you think about the issue and how you intend to approach the essay. Such a clear introduction will enable any reader to follow your flow of thought or argument in the essay based on your understanding of the question.

You may begin in this manner:

The term 'global village' originates from the idea that the world is now becoming smaller by the day due to advancements in technology and transportation. Humans are now more connected than ever to everywhere else in the world. This can be both beneficial and detrimental for the human race.

NOTE: If a question asks for your opinion, it is better to state whether you agree or disagree with the proposition in the introduction itself so that the examiner is clear about your stand and how you intend to approach the essay.

Example (2)

'Studying History is a waste of time.' Do you agree or disagree?

You may begin in this manner:

The world is moving at such a rapid pace today that many people often regard the humanities and the arts as mere wastes of time. Prominence is given to subjects like science and engineering while subjects like history are relegated to a lower position. History, however, can be a useful source of information. It not only teaches us lessons about the past but can also teach us lessons about our future. As such, a study of history is not only useful but to a large extent necessary as well.

CONCLUSION

Writing a Conclusion

It is important not to rush through your conclusion. Your conclusion serves two main purposes:

- (a) a summation of your main argument;
- (b) a reiteration of your stand(thesis).

An effective conclusion is one that ties up your essay succinctly. Thus, an abrupt or ill-written one can undermine your argument and stand.

Example: 'Studying History is a waste of time.' Do you agree?

As seen from the above discussion, history is extremely useful to anyone who is interested in the wellbeing of his nation, himself and his fellow citizens. History can thus be applied to our everyday lives and as long as it continues to be relevant to us, studying history will never and should never be considered a waste of time.

ERRESTED – Techniques used to Argue, Persuade, Advice

TECHNIQUES	EFFECTS ON THE READER
Examples (illustrative)	Based on personal observation, circle of friends, family, neighbours etc.
Rhetorical question	Engages the reader to read on as they feel that, by being addressed directly, the text is relevant to them.
Repetition	Emphasises important points.
Emotive language	Makes the topic of the text seem overly good or bad, depending on the purpose of the text.
Statistics (FACT making)	Make the text seem authoritative, accurate and therefore believable.
(rule of) Three	Makes the text catchy – it sticks in the reader’s head.
Exaggeration	Dramatically emphasises an important point.
Direct address	Engages the reader to read on as they feel that, by being addressed directly, the text is specifically for them.

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ERRESTED – Techniques used to Argue, Persuade, Advice

ESSAY TOPIC – SMOKING IS HARMFUL AND SHOULD BE DICSOURAGED

TECHNIQUES	DEFINITION	EXAMPLE
Examples (illustrative)	Based on personal observation, circle of friends, family, neighbours etc.	An uncle of mine who used to chain smoke, passed away last year due to a massive heart attack, leaving behind five children, all school going and a house loan worth Rs 1.2 million...
Rhetorical question	Any question in a piece of writing which does not require an answer.	‘Do you want to die young?’
Repetition	Writing a word or phrase more than once.	‘Smoking is senseless. Smoking is pointless’
Emotive language	Words which elicit a powerful emotional response.	‘Smoking is deadly and self-torturous’
Statistics (FACT making)	Numerical facts and data.	‘8/10 smokers want to quit’
(rule of) Three	Lists of three things in a sentence.	‘Smoking is expensive, harmful and anti-social’.
Exaggeration	Overstating a point.	‘one puff could kill us all’
Direct address	Referring to the reader directly using the pronouns ‘we’, ‘you’ ‘our’ or ‘us’.	‘You need to give up smoking’

ASSIGNMENT QUESTIONS

Attempt the following:

<p>1. What are the most important qualities a friend should have? Give reasons and examples to support your view.</p> <p>2. Is being a brave person always about using physical strength or are there other ways of being brave? Give reasons and examples to support your view.</p>	<p>May/June 2019 (12)</p>
<p>3. Some people say that we learn more outside the classroom than inside it. Do you agree? Give reasons and examples to support your point of view.</p> <p>4. What are the best and worst things about being a teenager? Give reasons and examples to support your point of view.</p>	<p>May/June 2019 (11)</p>

The

Summary

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HOW TO WRITE A SUMMARY

Step 1) Read the passage closely:

PASSAGE

Juanita Garcia is a coffee farmer living high in the Nicaraguan hills. We met at the end of her long, back-breaking day. Her house, miles from her small farm, is simple. Outside are a few bananas and orange trees, inside a bed, chairs, an open fire, a few months' corn supplies. No decoration, no ornaments, no frills.

Juanita summed up her aspirations. What she wanted for herself, her family and community she said, was just 'a life of dignity'. Until recently there was little chance of that. The world market that bought her small crop was always precarious and unstable. The coffee went through the hands of dozens of middlemen all taking their cuts. The price yo-yoed around but mostly was near the basement. Life for her and the others in her community was uncertain, poverty-stricken and with little hope.

Several years ago, the Fairtrade Foundation in London helped put her co-operative in touch with a British chocolate maker who wanted to offer a new quality bar. It now buys directly from the co-operative farmers on the alternative European 'Fairtrade' market at a price guaranteed at or above the world price. The few pennies more that the consumer pays in Britain go directly to the farmers to help themselves develop. 'We didn't make enough money to live on before Fairtrade', said Juanita. 'Now we get a better price and the money comes directly to us. Now we have hope'.

Talk to small farmers around the world about their aspirations and few mention money. Words like 'dignity', 'pride', 'hope', and 'decency' keep coming up instead.

In the Dominican Republic, Jose Rodriguez, a small cocoa farmer, said: 'I am not in search of money. I just want everybody to have the means to a decent life. 'Fairtrade has given him and the 8,000 other small farmers who make up the Conacado association and sell to British chocolate makers that hope, he says.

In Costa Rica, Arturo Jimenez Gumez came to a co-operative selling Fairtrade bananas after laboring on one of the giant US-owned banana estates. Now he is a small farmer in his own right, and believes Fairtrade had changed his life: 'Maybe we are only farmers but we have the right to dream and to plan for our children. Our dream is that we should be looked upon as human beings. I thank God for the Fairtrade system.'

In St. Vincent, one of the four Windward islands that supply Britain with many of its bananas, Renwick Rose works with a group trying to persuade British supermarkets to offer Fairtrade bananas. 'When you buy a cheap banana (one sold on the conventional market) you are unwittingly participating in the exploitation of labour. There are children, mothers, fathers and blood sweat and toil behind that banana. Fairtrade is not just asking you to pay more- but just what it costs.'

Phil Wells of the Fairtrade Foundation says at least 500,000 farmers around the world are probably now benefiting from Fairtrade. 'The point, though, is that very many millions, the bulk of small farmers around the world, are suffering terribly.' He says. The House of Commons, now sells Fairtrade coffee, as does the European parliament, and with help it should be possible to get for more people with a professed social conscience to follow suit.

Julie Christie, a Fairtrade supporter, said: 'The world has reached a stage where consumerism triumphs over all. Conversely, our role as consumers is one of the powers left to us. Fairtrade makes our decision easier- we know that Fairtrade-marked products are produced without exploitation.'

Step 2) Write the content points on:

- a) 'The Problems' faced by the small farmers in the developing countries

- b) The 'Ways they are being helped' to overcome the problems.

The candidate should first of all mark the points in the text and then write them in his own words . Example: instead of 'long, back-breaking day' the candidate may write 'hard and tiring'. Similarly in place of 'world market' being 'precarious and unstable' it is changed to 'uncertain and volatile' so on and so forth.

The candidate can copy the phrases as they are from the text. No marks will be deducted if the points are picked /lifted as it is from the text, however, changing the points into substitute words would allow the candidate to write the summary in a better manner.

Step 3) Make use of the content points to write a summary

- *Remember, a summary has to be written in your **own words** and in **simple language**.*
- *The content points should be rearranged in a paragraph form i.e. it is not necessary to write them in the same sequence as jotted above.*
- *In the summary the sentences are kept short and simple.*
- *When summarizing a text, no quotes or examples should be included from the original text.*
- *Summary is written entirely in own words and **no sentence is lifted from the text**.*
- *Link all the points with transition words (because, however, but, and) giving continuity to thoughts.*

A Candidate's Response

The Problems

1. The work is hard and tiring
2. The farmers have to sell their produce in a volatile and uncertain world market
3. They have to sell through **middle men**
4. Which means that the farmer's **profit is negligible**
5. This leads to the farmers living in near **poverty**
6. Their lives are **lacking in hope** and dignity
7. The farmers and their families are exploited for the labour
8. They **cannot make secure plans** for their children.

Ways in which they are being helped

1. Fair trade arranges for (European) food manufacturers to buy direct from small-farmer co-operatives
2. This gives the farmers an alternative outlet, they can sell at a price guaranteed similar to or higher than the market price
3. The extra cost paid by the consumer goes direct to the farmers
4. This gives the farmers hope and restores their independence
5. British supermarkets are being encouraged to stock Fairtrade goods
6. Fairtrade wants to put an end to exploitation
7. It is working hard to get support from a range of people with social consciences.

A Candidate's Response (in 155 words)

Small farmers in the developing world work long hours. They make very little profit from their crops because they have to sell through middle men who take a large share of the profit. The world market is uncertain and because the farmers are unable to store their crops, they are not able to wait to get the best price. They live very poor lives and their futures are uncertain. Some international organizations, however, are doing what they can to help the small farmers.

An organization called Fairtrade is trying to end this abuse by spreading awareness of the issue, and arranging for food companies in Europe to buy direct from groups of small farmers at a price guaranteed to be the same or above the world price. The consumers in Europe pay a little more for goods sold in this way, but small amount of money to them makes a great difference as the profit goes directly to them; this gives the farmers hope and helps to make them independent.

Assessment

This summary got an A. Let's see why!

1. Once the candidate has jotted down all the points, he now rearranges them in a paragraph form. He/she has added all the content points in his/her summary but it is not necessary to write them in the same sequence as jotted above.
2. The candidate should mark the **problems** and the **ways to help the small farmers** in a different manner. This will help avoid confusion while the candidate jots the content points.
3. In the summary the sentences are kept short, simple and changed accordingly keeping in mind that the purpose of a summary here is to inform.
4. When summarizing a text, no quotes or examples (Phil Wells , 500,000 farmers are benefiting, House of Commons, four Windward islands etc.), are included from the original text therefore, the candidate has omitted all the illustrations cited in the text and focused only on the core points.
5. The information provided here is complete and concisely written in approximately **155 words**. That means the candidate does not exceed the word limit of 160 words as required in the question.
6. Summary is written entirely in own words and **no sentence is lifted from the text**. Remember, no marks will be given if the summary is copied because the **examiner wants to know how you have interpreted the text** which he will assess through the summary you have written.

7. **You can shuffle your content points but keep in mind whatever manner you write the points in, the sentences should be linked.**

8. In the first example, instead of repeating 'and(s)' and 'but(s)', see how the candidate has linked all the points with **transition words** (because, however, but, and) giving continuity to thoughts.

9. **It would have been better if the summary had been divided into two paragraphs** because this would have proportionate ideas divided in the **two parts of the content points** i.e. '**problems faced by the small farmers**' and '**the help provided to them**'. However, it is still written in a **coherent** manner, therefore marks will not be deducted.

TURN TO NEXT PAGE FOR EXAMPLE CANDIDATE RESPONSE

Ref: Example Candidate Responses, Cambridge O Level, English Language 1123, For examination from 2018 (Version 1.0, Paper 2)

Section 1: Reading for Ideas

Read **Passage 1**, *People and Animals*, in the Insert and answer **all** the questions below.

1 (a) Notes

Identify and write down the information in the passage which describes people's uses of animals in former times, and the uses made of animals today.

USE MATERIAL FROM THE WHOLE PASSAGE.

At this stage, you do **not** need to use your own words. Use note form. To help you get started, the first point in each section of notes is done for you. You may find it helpful to use bullet points when listing the content points.

You will be awarded up to **12 marks** for **content** points.

Content Points

People's uses of animals in former times

- (means of) human transport
- Hunted for food
- Used to move objects around.
- Early humans learned how to use their hides of from these animals to keep themselves warm and dry.
- Useful in the hunting of other animals.
- animals had a role to play in warfare.
- Sacrificing animals to a god or gods was an integral part of most religions.
- Used in sports in early civilisations.
- Invention of needles made from silvers of animal bones.

Uses made of animals today

- (used for) educational purposes
- (used for) entertainment purposes.
- Some animals have extraordinary heightened senses. (used for) searching people
- Trained to sniff out drugs and explosives.
- (used for) scientific testing.
- Selling animal products allows people to pay for education for their children.
- ~~(are used)~~ (are used) to provide companionship and the sense of purpose
- (used for) animal-assisted therapy [12]

(b) Summary

Now use your notes from 1(a) to write a summary of people's uses of animals in former times, and the uses made of animals today, as outlined in the passage.

Use your own words as far as possible. You will be awarded marks for producing a piece of writing which is relevant, well organised, and easy to follow.

Your summary must be in continuous writing (not note form). You are advised to write between 150 and 180 words, including the 10 words given below.

Begin your summary as follows:

Since earliest times, people have made use of animals as a source of food but also used them for transportation of goods. The furry hides of animals was used by ^{humans} ~~man~~ to keep themselves warm and dry simultaneously with the invention of needle from the silver of the animals bone allowed humans to improve their clothing. Although animals were used as human transport they were also used on the battlefields. As the animals were domesticated they were now being used by humans to hunt other animals. Moreover the animals were also used as an offering to god or gods in most religions. In the early civilisations animals were an integral part in the sporting activities and even today are an important part. ^{They} Now a days animals are being kept in Zoo's which allows ^{more} people to see them in their natural habitat. Animals who have extraordinary heightened senses are used to find lost people simultaneously they are also being utilized in the fight against crime as they can smell drugs and explosives. Animals are used for scientific testing as well as being used for therapeutic reasons. They also offer a sense of companionship and even are used by people in rural areas for as a source of income as they sell animal products.

Content Points

Not a point, an extension of point about clothes.

All other points in this section are clearly made.

'Horses' needed to be specified.

Purpose not required by rubric, only use of animals.

'Pets' needed to be specified.

Mark for (a) = 12 out of 12

Summary

Relevance - almost entirely relevant

Coherence - fluent, good use of **linking devices**, although **more might have been used**.

The following lines were fluent: but also (line 2), simultaneously (line 4), although (line 6), also (line 7), as (line 7), moreover (line 9), nowadays (line 12), which (line 13), as (line 16), as well as bring (line 18), also (line 18), and even (line 19), as (line 20).

Answer could have been improved with **more links**, such as 'however' or 'furthermore'.

This script was awarded lower Band 5 for Coherence.

Mark for (b) = 9 out of 10

Total mark awarded = 21 out of 22

Common mistakes candidates made in this question

Part (a)

The most common error was to offer examples as if they were overarching points, e.g. to write 'horses carried soldiers into battle' rather than 'animals were used in warfare' or to write 'The Greeks used horses in chariot racing' rather than 'animals were used in sports'.

- Another common error was to write only a partial point, e.g. 'animals were sacrificed' with no reference to gods, or 'this study could help in forecasting of earthquakes' instead of 'animals can be used to help in forecasting of earthquakes'.

Part (b)

There were three basic types of errors under **Relevance**.

- Writing **general statements** which did not contribute to the summary, e.g. 'many animals were used and are being used for different purposes' and 'in recent times, animals were used for different things'.
- **Details and examples**, rather than overarching points, e.g. specific reference to camels, llamas and elephants.
- **Invented material**, e.g. 'Olympic racing', sign of kindness' and 'harmless or natural way.'

There were also two basic types of errors under **Coherence**.

- **Not using links such as 'however' or 'moreover'**, producing a stilted or abrupt effect rather than a fluent one.
- **Fluency** was sometimes impeded by many common errors.

Linking & Transitional Words /Phrases

The following list, categorized by type of relationship, provides examples of some common and useful transitional words and phrases.

Cause and effect:

Consequently, therefore, accordingly, as a result, because, for this reason, hence, thus

Sequence:

Furthermore, in addition, moreover, first, second, third, finally, again, also, and, besides, further, in the first place, last, likewise, next, then, too

Comparison or contrast:

Similarly, also, in the same way, likewise, although, at the same time, but, conversely, even so, however, in contrast, nevertheless, nonetheless, notwithstanding, on the contrary, otherwise, still, yet

Vocabulary

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Read the following closely, and make 'descriptive' sentences of your own.

Abhor

(v.) to hate, detest, despise

1. A wise and peaceful man by nature, Maximus abhorred violence and was deeply committed to reconciliation.
2. Because he got hit in the head while playing cricket, Jones began to abhor the sport.

Alacrity

(n.) to do something with eagerness and promptness

1. When his teacher asked him to lend a hand with the distribution of handouts, Simon did so with alacrity.
2. Always anxious to do well at class, Asad headed for his University with alacrity and determination.

Amiable

(adj.) friendly

1. An amiable fellow, Neil got along with just about everyone.
2. Pakistan has always enjoyed an amiable relationship with Saudi Arabia.

Appease

(v.) to calm, satisfy

1. When Jerry cries, his mother gives him a chocolate to appease him.
 2. The captives appeased the angry king with gifts and offerings.
-
-
-

Arcane

(adj.) obscure, secret, known only by a few

1. Professor Langdon is an expert in arcane literature of ancient symbols.
 2. An arcane society, the 'Illuminati' have been around for centuries.
-
-
-

Avarice

(n.) excessive greed

1. The banker's avarice led him to amass an enormous personal fortune.
 2. He paid a year's rent in advance, just enough to satisfy the landlord's avarice.
-
-
-

Boon

(n.) boon: advantage / blessing

I don't sleep well on planes, so it's a real boon to me to be able to watch the latest movies while travelling.

Beaming

(v.) Smiling, grinning

Haris was beaming with delight in his brand new vehicle, while his friends gawked in disbelief.

Broached

Started /mentioned/ raise (a difficult subject) for discussion.

1. Feeling the weight of the questions the journalists put forward, the mayor finally broached the subject he had been avoiding all evening.
2. Finally Simon dragged up the courage to broach the subject.
3. When Tom dared to broach the subject of seasickness at the breakfast table, his siblings scowled at him.

Baffling

Impossible to understand; puzzling / bewildering / confusing/ perplexing

1. Hanson found it baffling how different Paul was in person than over the net.
2. He was baffled by the technical language of the instructions.

Cajole

(v.) to urge, coax

1. Magda's friends cajoled her into drinking too much.
 2. It was Simon who had cajoled Paul into jumping from the train.
-
-
-

Callous

(adj.) cold, insensitive, unfeeling

1. The murderer's callous lack of remorse shocked the jury.
 2. She was so callous that she could make fun of a cancer patient for wearing a wig.
-
-
-

Candour

(n.) honesty, frankness

1. We were surprised by the candour and honesty of the politician's speech and the impact she made.
 2. I find it hard to have conversations with people who lack candour; in fact I don't trust such people.
-
-
-

Chide

(v.) to scold or rebuke/ to voice disapproval

1. Asad's mother chided him for his lazy habits and sloppy appearance.
 2. She chided him for not replying to her letters.
-
-
-

Coerce

(v.) to make somebody do something by force or threat

1. The captive was coerced into admitting a crime in front of the judge, which he had not actually committed.
 2. The court decided that David Beckham did not have to honour the contract because he had been coerced into signing it.
-
-
-

Confidant

(n.) a person entrusted with secrets

1. Jack was not only a friend and a confidant; he was also my business partner.
 2. Shortly after we met, he became my chief confidant.
-
-
-

Confine

(v.) keep or restrict someone or something within certain limits

1. A recluse by nature, Joseph mostly confined himself to the four walls of his study room.
 2. Danial was confined to bed for four days with a bad dose of flu.
-
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-

Condescended

Showing that you are more important than others; show that one feels superior; be patronizing; do something in such a way as to emphasize that one clearly regards it as below one's dignity or level of importance

1. I don't want to condescend but isn't this the same shirt you wore on your brother's birthday five years ago?
 2. You make me feel worthless with your condescending attitude.
 3. Drake needs to take his condescending attitude elsewhere and realize that he is not the king of the world.
 4. The arrogant boss spoke to his employees in a condescending manner.
 5. Your condescending words belittle people!
-
-
-

Caution

Say something as a warning; warn or advise against (doing something)

1. "You're in the courtroom," the judge cautioned the witness, "whatever you state shall have legal implications".
 2. This mountainous terrain has suffered recently from tragic accidents; therefore, drive with caution and take care.
-
-
-

ASSIGNMENT QUESTIONS:

1) Use the above vocabulary in the following themes:

1. Hospital
2. Any Business Activity
3. Park

2) Attempt the following Narrative Essays [w18 (11)]:

REMEMBER: A NARRATIVE IS A STORY THAT OFFERS REFLECTION. THEREFORE, ONLY AN EXPERIENCE WORTH REFLECTING UPON IS WORTH NARRATING TO OTHERS.

1. Write a story which includes the words: 'They both read their letters and then walked away in opposite directions.'
2. Write a story about someone who became successful because of their determination and hard work.

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Deride

(v.) to laugh at mockingly; scorn; express contempt for; ridicule; to laugh at someone or something in a way that shows you think they are stupid or of no value

- The native speaker often derided the other teacher's accent.
 - The worst thing you could do to a champ once he has lost his title would be to deride him or laugh at him.
 - While critics might deride it, the public can't get enough of the painter's work.
-
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Diligent

(adj.) showing care in doing one's work; reliable and meticulous in one's work or duties.

- The diligent researcher made sure to double check her measurements.
 - After diligent investigation, the police found the parcel.
 - Most wars would not be possible without the diligent efforts of the West's gigantic arms trade.
-
-
-

Decry

(v.) to criticize openly; publicly condemn

- Simon wanted to, but could not decry the bullying at school due to fear.
 - The leader of the opposition decried the appalling state of roads.
 - When corruption is rife, no one decries the misuse of power.
-
-
-

Delicately

(*adj.*) tactfully, with extreme care

- Mr Lutchman turned the camera delicately in his hands.
 - He approached the main subject delicately.
 - She took the jewel in her hands, holding it delicately.
-
-
-

Elated

(*adj.*) overjoyed, thrilled; ecstatically happy

- I felt elated after beating Dennis at the tennis final.
 - When he found out he had won the lottery, the postman was elated.
 - The students were so elated on the day of their graduation.
-
-
-

Eloquent

(*adj.*) expressive, articulate, moving or persuasive in speaking or writing

- The President gave such an eloquent farewell speech that most guests were teary-eyed.
 - Maulana Abul Kalam Azad and Zulfiqar Ali Bhutto have carved a name for themselves as two of the most eloquent orators in the history of the subcontinent.
-
-
-

Embezzle

(v.) to steal money by falsifying records; steal or misappropriate money placed in one's trust

- The accountant was fired for embezzling \$10,000 of the company's funds.
 - To copy another person's design is no less wrong than to embezzle his money.
 - The judge sentenced the embezzler to ten years in prison, along with a hefty fine.
-
-
-

Enmity

(n.) ill will, hatred, hostility

- His comments earned him the **enmity** of his co-workers.
 - We need to put aside old **enmities** for the sake of peace.
 - John and Scott have clearly not forgiven each other, because the enmity between them is obvious to anyone in their presence.
-
-
-

Empathy

(n.) sensitivity to another's feelings as if they were one's own

- She had a deep **empathy** with animals.
 - The ethical basis of the fast is to teach self-restraint and empathy with the poor.
 - It's hard to empathise with a cold-hearted murderer who gets the death sentence.
 - Teachers should be empathetic towards their students.
-
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Erudite

(adj.) having or showing great knowledge or learning

- Professor Dwight was known as an erudite scholar who had translated some of the most difficult Old English poetry into Spanish.
 - Watching the news and reading the newspapers are good ways to stay **erudite** on world events.
 - The **erudite** article was a great resource for learning about the difficult topic.
-
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-

Extol

(v.) to praise enthusiastically; revere or admire very much

- I will extol the Lord at all times; his praise will always be on my lips.
 - The actor was extolled by various critics for his performance in the film.
 - The friends and family of late Mrs Johnson, spent time at her funeral while extolling her virtues.
-
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Fabricate

(v.) to make up, invent

- When Sam arrived an hour late to class, he fabricated some excuse about my car breaking down on the way to work.
-
-
-

Feral

(adj.) wild, savage

That beast looks so feral that I would fear being alone with it.

The three boys who had been raised in the wilderness were as feral as a pack of wolves.

He looked at me with a **feral** grin.

Flabbergasted

(adj.) surprise (someone) greatly; astounded

She was too **flabbergasted** to speak.

Everybody was **flabbergasted** when I announced I was going to immigrate to Australia.

Murder mysteries always leave me flabbergasted when I am unable to guess the identity of the murderer.

Forsake

(v.) to give up, renounce

My principles are dear to me; I won't forsake to appease anyone.

You must **forsake** your bad habits.

Fringed

(Verb) form a border around (something).

He paused under the trees that fringed the park and surveyed the damage caused by storm.

The island has long golden beaches fringed by palm trees.

11. The boy's eyes were large and brown and fringed with incredibly long lashes.

Furtive

(adj.) secretive; attempting to avoid notice or attention, typically because of guilt or a belief that discovery would lead to trouble.

There was something furtive about his behaviour and I immediately felt suspicious.

The soldiers were furtively crawling through the night.

The old gardener looked around furtively and then stealthily sneaked the mobile into his tool bag.

ASSIGNMENT QUESTIONS:

1) Use the above vocabulary in the following themes (at least 5 words each):

4. Joe at the Hospital
5. A Business Activity
6. Simon at the Park
7. The Shopping Mall
8. The ceremony

2) Attempt the following Narrative Essays [w18 (12)]:

REMEMBER:

- i. **A NARRATIVE IS A STORY THAT OFFERS REFLECTION. THEREFORE, ONLY AN EXPERIENCE WORTH REFLECTING UPON IS WORTH NARRATING TO OTHERS.**
- ii. **A NARRATIVE HAS ONLY ONE MAIN EVENT.**

EXAM QUESTIONS:

1. Write a story which includes the words: 'The house they lived in as children now looked very different.'
2. Write a story about a time when you wanted to do something adventurous but you had to change your plans.

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CIE O-Level English Language (1123) Notes

Compiled by:

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English Language Teacher

AS/A/O Levels

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ENGLISH LANGUAGE

1123/11

Paper 1 Writing

May/June 2019

1 hour 30 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper ask the invigilator for a continuation booklet.

Note: Remember that Section 1 and Section 2 of this paper are worth the **same** number of marks, so you should divide your time carefully between them.

Answer both **Section 1** and **Section 2**.

This document consists of **3** printed pages and **1** blank page.



Section 1: Directed Writing

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

- You will be awarded up to 15 marks for following the task instructions.
- You will be awarded up to 15 marks for the language you use.

Task 1

You are walking along a busy road and you see a car drive very close to someone on a bicycle. The car almost knocks the cyclist off the bicycle. You are very concerned about the way that car drivers behave towards cyclists. You decide to write a letter to the Editor of the local newspaper to complain about the problem.

Write your **letter**. You must include the following:

- when **and** where the incident took place
- what exactly happened, including how the car driver was to blame
- what you think should happen to improve the situation for cyclists on the roads.

Cover all three points above **in detail**. You should make your letter polite and informative.

Start your letter 'Dear Editor', and remember to supply an appropriate ending.

Section 2: Composition

Begin your answer on a new page of your answer booklet.
Write on **one** of the following topics.

At the beginning of your composition put the number of the task you have chosen.

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

Tasks 2–6**Description**

- 2 Describe a place where you go to relax and enjoy some free time. (Remember you can describe the place itself, what happens there and other people you see there.)

Argument

- 3 Some people say that we learn more outside the classroom than inside it. Do you agree? Give reasons and examples to support your point of view.
- 4 What are the best **and** worst things about being a teenager? Give reasons and examples to support your point of view.

Narrative

- 5 Write a story which includes the words: 'Two years after they last saw each other, she was amazed at how confident he seemed.'
- 6 Write a story in which a promise plays an important part.

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ENGLISH LANGUAGE

1123/12

Paper 1 Writing

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Section 1: Directed Writing

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- You will be awarded up to 15 marks for following the task instructions.
- You will be awarded up to 15 marks for the language you use.

Task 1

There have been many problems with the public transport in your area. These problems have made travelling difficult. You decide to write a letter to the Editor of the local newspaper to explain how unhappy you are with the present situation.

Write your **letter**. You must include the following:

- details of the problems with the public transport in your area
- an example of when **and** how you were affected
- what you think should be done to improve the situation.

Cover all three points above **in detail**. You should make your letter polite and informative. Start your letter 'Dear Editor', and remember to supply a suitable ending.

Section 2: Composition

Begin your answer on a new page of your answer booklet.

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

At the beginning of your composition put the number of the task you have chosen.

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

Tasks 2-6**Description**

- 2 Describe **two** places near where you live which are beautiful in different ways. (Remember you can describe the places, the atmosphere and what makes the places so special.)

Argument

- 3 What are the most important qualities a friend should have? Give reasons and examples to support your view.
- 4 Is being a brave person always about using physical strength or are there other ways of being brave? Give reasons and examples to support your view.

Narrative

- 5 Write a story which includes the sentence: 'He spoke in such a nervous way, she thought he was going to change their plan.'
- 6 Write a story in which a map plays an important part.

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ENGLISH LANGUAGE

1123/11

Paper 1 Writing

October/November 2019

1 hour 30 minutes

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Section 1: Directed Writing

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

- You will be awarded up to 15 marks for following the task instructions.
- You will be awarded up to 15 marks for the language you use.

Task 1

Recently, two of your relatives who live abroad came to stay with your family for a week. This was a very happy event for everyone. You decide to write to your aunt, who lives in another city, to tell her about this visit.

Write your **letter**. You must include the following:

- who the relatives are **and** when they came to visit
- details about what you and your relatives did together during the visit
- what your relatives enjoyed most about their visit and why.

Cover all three points above **in detail**. You should make your letter interesting and informative. Start your letter 'Dear Aunt ...,' and remember to supply an appropriate ending.

Section 2: Composition

Begin your answer on a new page of your answer booklet.

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

At the beginning of your composition put the number of the task you have chosen.

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

Tasks 2–6**Description**

- 2 Describe the best meal you have ever eaten. (Remember you must describe the place, the atmosphere and the people you were with as well as the food itself.)

Argument

- 3 Which characteristic in people do you most like **and** which characteristic do you least like? Give reasons and examples to support your views.
- 4 Is it better for people to live in the same place all their lives or to live in different places? Give reasons and examples to support your views.

Narrative

- 5 Write a story which includes the sentence: 'When she tried to open the door, she was surprised that the key didn't fit.'
- 6 Write a story in which a science laboratory plays an important part.

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ENGLISH LANGUAGE

1123/12

Paper 1 Writing

October/November 2019

1 hour 30 minutes

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Section 1: Directed Writing

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

- You will be awarded up to 15 marks for following the task instructions.
- You will be awarded up to 15 marks for the language you use.

Task 1

Last year, your best friend at school moved away to live in another town. Recently, a very important person came to visit your school. You decide to write a letter to your friend with all the details of the visit.

Write your **letter**. You must include the following:

- who the important person was **and** when the visit took place
- details of what happened during the visit
- why the visit was important for you and your school.

Cover all three points above **in detail**. You should make your letter interesting and informative. Start your letter 'Dear ...,' and remember to supply a suitable ending.

Section 2: Composition

Begin your answer on a new page of your answer booklet.

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

At the beginning of your composition put the number of the task you have chosen.

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

Tasks 2–6**Description**

- 2 Describe your favourite holiday location. (Remember you can describe the surroundings and the local people, as well as the place.)

Argument

- 3 What helps people to succeed in life: their appearance, their personality or their opinions? Give reasons and examples to support your view.
- 4 'Playing competitive sport is the best way to keep fit and healthy.' What is your opinion? Give reasons and examples to support your view.

Narrative

- 5 Write a story which includes the sentence: 'There were two very different opportunities and he knew he had to choose the right one.'
- 6 Write a story in which a broken light plays an important part.

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ENGLISH LANGUAGE

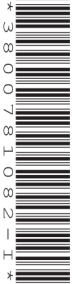
1123/21

Paper 2 Reading

May/June 2019

INSERT

1 hour 45 minutes



READ THESE INSTRUCTIONS FIRST

This Insert contains the two reading passages.

This document consists of **3** printed pages and **1** blank page.

Passage 1

Shops and shopping in modern times

- 1 In the past, people always shopped in their own towns or villages, but modern times have seen the arrival of out-of-town shopping in retail parks. An attractive feature of out-of-town shopping is that these retail parks have plenty of parking spaces, which are generally free of charge. Drivers are not faced with as much congestion on the roads as they would be if they were heading for the town centre, and so the travelling experience is pleasant, with customers arriving at the shops in a relaxed frame of mind. 5
- 2 Because retail parks have many stores – perhaps a food store, a bookshop and clothes shops in close proximity and all in one venue – it is possible to shop for a wide range of goods in a single trip. Sometimes these out-of-town shopping opportunities are found in large, bright modern malls, and so shopping can be done in comfortable temperatures under one roof, with no need to keep the weather in mind when preparing for a shopping trip – simply get into your car and go! Because of the space available, and because the land tends to be cheaper than in town centres, retailers build bigger stores out of town than in town, thus offering a greater variety of goods for sale. These big stores often have longer opening hours than shops in towns; they will be open late into the evening, and every day, while town shops often close early in the evening and possibly one day a week. There is nothing more relaxing than late-night shopping after a busy day in school or at the office. 10 15
- 3 Because stores in retail parks and shopping malls are bigger than shops in town and have capacity for more shoppers, they are sometimes able to offer lower prices to their customers. This might be seen particularly in huge stores, sometimes known as hypermarkets, which sell mainly foodstuffs but also household items, electrical goods and clothing. Sometimes multi-national companies are attracted to build stores in out-of-town retail parks; these might well be big, internationally recognised furniture or electronics stores, which pop up across regions, entire countries and even entire continents. Because of the vast amount of manufacturing carried out by these multi-national companies, goods for sale may be considerably cheaper than the same sort of goods in smaller shops in town. 20 25
- 4 On the other hand, shops in town centres have many advantages over out-of-town retail parks and shopping malls. If a town is of historical interest, the shops there will generate income from tourists who arrive to explore its history. A town might achieve its own individual character by its types of shops. The features of a university town, a seaside town or a town in an agricultural area are all reflected in the distinctive range of shops to be found there. However, most out-of-town retail parks are boring and soulless because they are identical to each other. Sometimes income is derived for a town from occasional but planned events, from a weekly market to an annual fair or festival. When the circus comes to town, it's not wedged in between the computer superstore and the country's biggest furniture store! 30 35
- 5 It's wonderful to be part of a happy, settled community; in affording their residents the opportunity to take an interest in what goes on, lively town centres promote a sense of civic pride. People coming into town to shop will often spend more than simply the price of the items bought, as they may go for coffee or meet friends for lunch, thus increasing local income. Furthermore, this social dimension of town centres is also important because many people in our modern world with its fast-paced way of life need to take time out to relax, and cafes and restaurants in town provide that opportunity, especially at weekends. Small businesses – maybe belonging to a local jeweller, or dressmaker or lawyer – flourish in town centres. 40
- 6 Town centres have the advantage over out-of-town retail parks, in that, as the name suggests, they are central. This means that often local people can walk or cycle to do their shopping, or there might be local public transport such as a tram or bus. By comparison, getting to a retail park usually requires a car, with all the expense which that entails. 45

Passage 2

Aunt Joan

- 1 Aunt Joan was frequently confused. Because she lived alone and was, I thought, often lonely, I regularly went to her small apartment to chat with her. Sometimes she was perfectly rational, while sometimes it was as though she were seeing the world through a mist. But she had enriched my life and I knew I would be greatly impoverished if her companionship were suddenly withdrawn. 5
- 2 One day I heard a disturbing story about Aunt Joan, which reached me through a well-intentioned friend. That morning she was in a local market and noticed my aunt examining several items at a stall, while glancing nervously over her shoulder from time to time. My friend then realised that the stallholder was also watching Aunt Joan, although he pretended he wasn't. So they both witnessed the moment when my aunt picked up a child's bracelet and stealthily dropped it into her pocket. Then, with a haughty expression, her head held high, she attempted to walk away. When the stallholder stopped her and asked to see what was in her pocket, she flung the bracelet across the stall with an arrogant gesture, crying: 'What do I want with your tawdry trinkets?' 10
- 3 When I visited Aunt Joan that same evening, she was unusually quiet; she just looked out of the window as though she had not even heard me. I went into the kitchen to make us both tea, but when I opened the cupboard, I was dismayed to find an ill-assorted collection of cheap objects, which were clearly unused: three egg cups, a great quantity of white ribbon, four children's colouring books and a necklace of gaudy beads, all with labels still attached to them. It had clearly been going on for some time. 15 20
- 4 A week later, when I called in to see Aunt Joan, she was sitting at the table, busy with notebooks and pencil. 'Fetch me my spare pair of glasses, Mary,' she said as I entered. 'They're in the second drawer in my bedside cabinet.' What made me pull open the third drawer? It was not intentional but the sight almost paralysed me; for several seconds I thought I would choke. The open drawer revealed several gold bangles, six diamond rings and a few pearl necklaces – a small fortune in jewellery. I was familiar enough with Aunt Joan's past life to know there were no riches like that in our family. 25
- 5 I had no concept of time passing until I became aware of Aunt Joan behind me in the bedroom; she saw the open drawer. An ominous silence developed that was broken when Aunt Joan hissed: 'How dare you meddle in my affairs?' It was so shocking I had to sit down on the edge of the bed. Gradually her old face assumed a tired, almost pathetic quality. She whimpered: 'Don't tell anyone. They'll take all my pretty things away and then they'll take me away.' Her eyes filled with tears, her lips trembled and the toll of ninety years descended on her as she crumpled into a sobbing wreck. 'Of course I won't tell anyone,' I said, unwisely. 'It's a secret, I promise.' The awfulness of the dilemma hit me when I went home. What on earth was I going to do? A promise is a promise, but theft is a crime – and that seemed to me to be the only possible reason for Aunt Joan having these valuables in her possession. 30 35
- 6 Somewhat anxiously, I went to visit Aunt Joan again the next day. This time she made the tea and, while she was in the kitchen, I took the opportunity to look in her bedside cabinet once more, but now it was empty. As she made no reference to my discovery of the evening before, I fondly imagined that she had forgotten about it. But now I knew that she had not forgotten a thing and had taken the precaution of hiding the jewellery elsewhere. But where? 'I wonder if it was there in the first place or did I dream the whole thing up?' I said to myself. 40
- 7 Later, the tea things cleared away, I was chatting with Aunt Joan, albeit nervously, and she was sewing. As she put her work away into her capacious sewing bag, she dropped the bag and a shower of gold bangles, rings, and necklaces rolled across the floor. An embarrassed silence followed. Neither of us knew what to say. What on earth would happen next? 45

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Cambridge Assessment International Education
Cambridge Ordinary Level

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ENGLISH LANGUAGE

1123/21

Paper 2 Reading

May/June 2019

1 hour 45 minutes

Candidates answer on the Question Paper.

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Write your centre number, candidate number and name in the spaces at the top of this page.
Write in dark blue or black pen.
Do not use staples, paper clips, glue or correction fluid.
DO NOT WRITE IN ANY BARCODES.

Answer **all** questions in **both** Section 1 and Section 2.
The Insert contains the two reading passages.
Mistakes in spelling, punctuation and grammar may be penalised in any part of the Paper.
Dictionaries are **not** permitted in this examination.

The number of marks is given in brackets [] at the end of each question or part question.

This document consists of **8** printed pages and **1** Insert.

Section 1: Reading for Ideas

Read **Passage 1**, *Shops and shopping in modern times*, in the Insert and answer **all** the questions below.

1 (a) Notes

Identify and write down the advantages of out-of-town shops and shopping, and the advantages of town centre shops and shopping, as outlined in the passage.

USE MATERIAL FROM THE WHOLE PASSAGE.

At this stage, you do **not** need to use your own words. Use note form. To help you get started, the first point in each section of notes is done for you. You may find it helpful to use bullet points when listing the content points.

You will be awarded up to **12** marks for **content** points.

Content Points

Advantages of out-of-town shops and shopping

- *retail parks have plenty of parking spaces, which are generally free of charge*

.....

.....

.....

.....

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Advantages of town centre shops and shopping

- *If a town is of historical interest, the shops there will generate income from tourists*

.....

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[12]

2 Re-read paragraphs 2, 4 and 5, and give **one** opinion from each of these paragraphs.

- Paragraph 2
..... [1]
- Paragraph 4
..... [1]
- Paragraph 5
..... [1]

[Total: 25]

Section 2: Reading for Meaning

Read **Passage 2**, *Aunt Joan*, in the Insert and answer **all** the questions below.

From paragraph 1

- 3 (a) Why did the writer regularly visit Aunt Joan?

..... [1]

- (b) In what way does the writer indicate that Aunt Joan was 'frequently confused' (line 1)?

..... [1]

From paragraph 2

- 4 (a) What **two** things did Aunt Joan do which showed that she knew she was doing something wrong?

(i)

.....

(ii)

..... [2]

- (b) Aunt Joan attempted to walk away 'with a haughty expression, her head held high' (lines 11–12). Give **one** word used later in the paragraph which continues this idea.

..... [1]

From paragraph 3

- 5 (a) Why does the writer think that the objects in the cupboard 'were clearly unused' (line 18)?

..... [1]

- (b) 'It had clearly been going on for some time.' (line 20) What does 'it' refer to?

..... [1]

From paragraph 4

6 (a) What mistake did the writer make when Aunt Joan asked her to fetch her spare pair of glasses?

..... [1]

(b) 'It was not intentional but the sight almost paralysed me; for several seconds I thought I would choke.' (lines 24–25) Describe **in your own words** the writer's reaction to what she saw in the drawer.

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

From paragraph 5

7 (a) Why did Aunt Joan go into the bedroom?

..... [1]

(b) 'Aunt Joan hissed' (line 30). What emotion do you think she was feeling?

..... [1]

(c) 'A promise is a promise, but theft is a crime' (line 36). Explain **in your own words** why the writer thought she had a 'dilemma'.

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

From paragraph 6

8 The writer looked in Aunt Joan's 'bedside cabinet once more, but now it was empty' (lines 39–40).

(i) What was she looking for?

.....
 [1]

(ii) Why was the drawer empty?

.....
 [1]

9 From paragraphs 1–7

For each of the words below, circle the letter (A, B, C or D) which has the same meaning that the word has in the passage.

(a) **enriched** (line 4)

A helped B financed C improved D developed [1]

(b) **fortune** (line 26)

A luxury B wealth C value D luck [1]

(c) **ominous** (line 29)

A strange B threatening C serious D deep [1]

(d) **fondly** (line 41)

A kindly B affectionately C proudly D foolishly [1]

(e) **capacious** (line 45)

A large B extended C wide D comfortable [1]

10 Re-read paragraphs 5 and 6, which contain sentences telling us (a) what Joan said and (b) what the writer said.

Give:

- the **meaning** of each sentence as it is used in the passage
- the **effect** of each sentence as it is used in the passage.

(a) “They’ll take all my pretty things away and then they’ll take me away.” (lines 32–33)

Meaning

.....

Effect

..... [2]

(b) “I wonder if it was there in the first place or did I dream the whole thing up?” I said to myself.’ (line 43)

Meaning

.....

Effect.....

..... [2]

[Total: 25]

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ENGLISH LANGUAGE

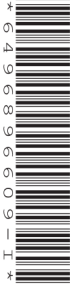
1123/22

Paper 2 Reading

May/June 2019

INSERT

1 hour 45 minutes



READ THESE INSTRUCTIONS FIRST

This Insert contains the two reading passages.

This document consists of **3** printed pages and **1** blank page.

Passage 1*Online and in-store shopping*

- 1 The internet has brought about a revolution in many aspects of our daily lives, with social media, internet banking and changes to the way education is carried out in our classrooms. Another area of change caused by the internet revolution is in the way people shop; they now have a choice between online and in-store shopping.
- 2 One advantage of online shopping is that purchases are delivered directly to your door and so you don't have to carry goods, which might be heavy, through town or on a bus or train. Conventional shops have to pay for things like shelving units and décor, and sometimes elaborate displays, whereas online items are stored in basic out-of-town warehouses with much lower overhead costs. This means that goods purchased online are often cheaper than those bought in shops. Apart from the money saved on the actual goods, online shoppers make further savings as they don't have to pay to travel to shopping centres – either for fuel or public transport – or for the coffee or lunch they might have once they get there. Moreover, online shoppers are not at the mercy of the elements, and don't get caught in the rain or burned by the sun, which often happens to those who visit high street shops or markets.
- 3 Because there is no need to leave your home to shop online, it is much quicker than in-store shopping; the weekly groceries for an entire family can be bought in a matter of minutes. This means that time is freed up for people to do more interesting things. After all, wandering around a supermarket is a very boring activity. Instead of grocery shopping together, families can spend their precious time at weekends or in the evenings going to a park, beach or gallery.
- 4 There is nothing more disappointing than finding that a particular item in a store is out of stock or unavailable in the correct size. However, online shoppers know immediately if the desired article is available and can quickly make alternative arrangements if it isn't. People who shop in stores are restricted to particular opening hours, but the internet is always open for business. If you want to order your groceries or that new jacket in the middle of the night or on a public holiday, you are free to do so!
- 5 On the other hand, many people find that in-store shopping reduces stress and is therefore relaxing, providing 'retail therapy', as it is called. It may add to the overall cost of shopping to stop for coffee in town, but many people like to incorporate their coffee break at the shops with catching up with friends, and so it can be seen that shopping in this way has a social dimension. Many shoppers find that, although some reductions are made on items for sale online, more discounts are available in shops. It is really satisfying and even thrilling to search through discounted items looking for a bargain.
- 6 In-store shopping nowadays can be carried out in huge, bright malls buzzing with activity, with everything under one roof. Although it can be argued that the internet also has everything under one roof, the overall experience of a shopping mall is much more interactive than sitting silently in front of a computer screen placing an order. In-store shopping allows us to judge items for sale at close quarters: perfumes can be smelled, clothes can be tried on, fabrics can be seen and felt.
- 7 Goods purchased in-store are instantly available, so that consumers don't have to stay at home waiting for deliveries, or rely on delivery companies which might let them down. Shops, particularly when run by small or independent retailers, add character and local colour to towns, and attract visitors, who in turn generate income for local areas by purchasing things. Conversely, the closure of such shops because they can't compete with online shopping detracts from the appearance of towns and can turn them into unattractive wildernesses. Moreover, people are needed to work in shops and so having a lively town full of busy shoppers provides employment for local people and is yet another advantage of in-store shopping.

Passage 2

Jennifer

- 1 As some last-minute paperwork had to be dealt with, Jennifer was late getting away from the office, which upset her as this was the much-anticipated day when her daughter Anna was coming home from university for the long vacation. Jennifer's boss was apologetic, but he was adamant that she should do the extra task, as the paperwork had to be completed that evening in time for the next morning's post. 5
- 2 At long last, the work done, Jennifer rushed to the office car park and jumped into her car. The rain was pouring down and it was already dark; even worse, the high wind buffeted Jennifer's little car, almost as if it were trying to force her off the road. She headed anxiously in the direction of the motorway which would take her to the airport. Her shoulders hunched up to her ears with tension, she peered out through the gaps created by the windscreen wipers as they swished quickly and rhythmically back and forth. Her heart raced with the effort of driving in such difficult conditions, but also at the thought of seeing Anna after her absence of almost a year. Jennifer thought yet again of her plans for Anna's vacation: their visits to family members; their invitations to friends to share dinner with them; their shopping trips ... Jennifer relaxed a little. 10 15
- 3 Suddenly the brake lights of the car in front glowed red as its driver slowed down, and Jennifer had no alternative but to do the same. Signs by the side of the motorway depicting matchstick-figure workmen warned of roadworks ahead. Jennifer sighed in exasperation, while realising that endurance and good humour were her best options. 'Maybe it won't take much longer,' she thought, but after the car had crawled along for half a kilometre, and flashing orange lights confirmed the need for caution, she switched on the car radio to listen to some calming music. But, when the radio announcer gave his audience a time check, her anxiety increased and she hastily chose silence again. The queue of traffic edged almost imperceptibly forward. 20
- 4 Sooner than Jennifer had expected, a cluster of huge hotels, like shiny white teeth, rose against the skyline, indicating that she was approaching the airport. She took the appropriate exit from the motorway and headed for the airport car park. It appeared to be full, and driving up and down each lane looking for a space shaved even more precious minutes off her schedule, until, just as she was beginning to despair, her mission was accomplished. 25
- 5 The arrivals hall was busy. Jennifer made her way through a huddle of taxi-drivers who were noisily trying to attract prospective passengers, and drivers of hotel cars holding up cards on which were displayed the names of arriving guests. An extended family of at least 30 people, all wearing traditional dress in a blaze of colours, was gathered under the electronic board which displayed details of flight arrivals. Jennifer wove through this group, craning her neck to study the board. She felt her heart miss a beat at the absence of a reference to Anna's flight, before realising she was looking at information about domestic and not international flights. She half-walked, half-ran, in the direction of international arrivals. 'How could I be so stupid?' she berated herself. To her relief, the new arrivals board told her that Anna's plane, having been delayed by an hour, had just landed. 30 35
- 6 Jennifer picked a spot which gave her an excellent view of the automatic doors through which her daughter would emerge once she had cleared immigration and collected her luggage. At first the doors hissed open only occasionally as an irregular trickle of people came through. Airport meetings can be so emotional, thought Jennifer, as passengers arrived, their eyes scrutinising the crowd, before lighting up with joy as they recognised their loved ones. Children fell over themselves as they rushed towards grandparents; fathers and sons shook hands; friends embraced. The doors were opening more frequently now, releasing a steadier stream of people. And suddenly, at last, there she was – Anna herself! 'Are you all right, Mum?' she asked anxiously, noticing her mother's flustered expression. 'How was your journey?' 40 45
- 7 'Oh, absolutely fine,' laughed Jennifer. 'And look what I got at the end of it!' 50

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Cambridge Assessment International Education
Cambridge Ordinary Level

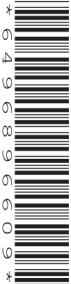
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ENGLISH LANGUAGE

1123/22

Paper 2 Reading

May/June 2019

Candidates answer on the Question Paper.

1 hour 45 minutes

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Write your centre number, candidate number and name in the spaces at the top of this page.
Write in dark blue or black pen.
Do not use staples, paper clips, glue or correction fluid.
DO NOT WRITE IN ANY BARCODES.

Answer **all** questions in **both** Section 1 and Section 2.
The Insert contains the two reading passages.
Mistakes in spelling, punctuation and grammar may be penalised in any part of the Paper.
Dictionaries are **not** permitted in this examination.

The number of marks is given in brackets [] at the end of each question or part question.

This document consists of **8** printed pages and **1** Insert.

Section 1: Reading for Ideas

Read **Passage 1**, *Online and in-store shopping*, in the Insert and answer **all** the questions below.

1 (a) Notes

Identify and write down the advantages of online shopping, and the advantages of in-store shopping, as outlined in the passage.

USE MATERIAL FROM PARAGRAPH 2 TO PARAGRAPH 7.

At this stage, you do **not** need to use your own words. Use note form. To help you get started, the first point in each section of notes is done for you. You may find it helpful to use bullet points when listing the content points.

You will be awarded up to **12** marks for **content** points.

Content Points

Advantages of online shopping

- *online purchases are delivered directly to your door*

.....

.....

.....

.....

.....

.....

.....

.....

.....

Advantages of in-store shopping

- *in-store shopping is relaxing / reduces stress / provides ‘retail therapy’*

.....

.....

.....

.....

.....

.....

.....

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.....

.....

[12]

(b) Summary

Now use your notes from **1(a)** to write a summary of the advantages of online shopping, and the advantages of in-store shopping, as outlined in the passage.

Use your own words as far as possible. You will be awarded marks for producing a piece of writing which is relevant, well organised and easy to follow.

Your summary must be in continuous writing (**not** note form). You are advised to write between **150** and **180** words, including the 10 words given below.

Begin your summary as follows:

An advantage of online shopping is direct delivery of purchases

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[10]

2 Re-read paragraphs 3, 4 and 5.

Give **one** opinion from each of these paragraphs.

- Paragraph 3 [1]
.....
- Paragraph 4 [1]
.....
- Paragraph 5 [1]
.....

[Total: 25]

Section 2: Reading for Meaning

Read **Passage 2**, *Jennifer*, in the Insert and answer **all** the questions below.

From paragraph 1

- 3 (a) Why was Jennifer upset that she was 'late getting away from the office' (lines 1–2)?
..... [1]
- (b) 'Jennifer's boss was apologetic, but he was adamant that she should do the extra task' (lines 3–4). Explain **in your own words** how Jennifer's boss felt about giving her the extra task.
.....
.....
..... [2]

From paragraph 2

- 4 (a) Jennifer 'headed anxiously in the direction of the motorway' (lines 8–9). What are the **two** physical signs of Jennifer's anxiety?
(i)
(ii) [2]
- (b) Jennifer was driving 'in such difficult conditions' (line 12). Which was the worst of these 'difficult conditions'?
..... [1]
- (c) 'Jennifer relaxed a little.' (line 15) What made Jennifer relax?
..... [1]

From paragraph 3

5 (a) ‘Jennifer had no alternative but to do the same.’ (line 17) What did she have to do?

..... [1]

(b) What were the **two** indications of roadworks ahead?

(i)

(ii) [2]

(c) ‘Jennifer sighed in exasperation, while realising that endurance and good humour were her best options.’ (lines 18–19) Explain **in your own words** what Jennifer’s ‘best options’ were.

..... [2]

(d) The car ‘crawled along’ (line 20). Give **one** word used later in the paragraph which conveys a similar idea.

..... [1]

(e) Jennifer ‘chose silence again’ (line 23). What did she do?

..... [1]

From paragraph 4

6 Her ‘mission was accomplished’ (line 29). What was Jennifer’s ‘mission’?

..... [1]

From paragraph 5

7 “‘How could I be so stupid?’ she berated herself.’ (lines 37–38) Why does Jennifer think she has been stupid?

..... [1]

8 From paragraphs 3–6

For each of the words below, circle the letter (**A**, **B**, **C** or **D**) which has the same meaning that the word has in the passage.

(a) **hastily** (line 23)

A carelessly **B** nervously **C** rapidly **D** crossly [1]

(b) **appropriate** (line 26)

A correct **B** suitable **C** convenient **D** subsequent [1]

(c) **prospective** (line 31)

A planned **B** visible **C** wealthy **D** possible [1]

(d) **spot** (line 40)

A patch **B** mark **C** position **D** glimpse [1]

(e) **scrutinising** (line 44)

A inquiring **B** examining **C** investigating **D** reading [1]

9 Re-read paragraphs 4 and 6, which contain sentences telling us about **(a)** the hotels near the airport and **(b)** the meeting at the airport.

Give:

- the **meaning** of each sentence as it is used in the passage
- the **effect** of each sentence as it is used in the passage.

(a) ‘hotels, like shiny white teeth, rose against the skyline’ (lines 25–26)

Meaning

.....

Effect

.....

[2]

(b) ‘And suddenly, at last, there she was – Anna herself!’ (line 47)

Meaning

.....

Effect

.....

[2]

[Total: 25]

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ENGLISH LANGUAGE

1123/21

Paper 2 Reading

October/November 2019

INSERT

1 hour 45 minutes



READ THESE INSTRUCTIONS FIRST

This Insert contains the two reading passages.

This document consists of **3** printed pages and **1** blank page.

Passage 1

Silk

- 1 Silk is an exceptionally beautiful material that silkworms produce when they are making their cocoons. Legend gives credit for the discovery of silk to Leizu, a Chinese Empress who, having seen a cocoon fall into her tea, watched it unravel and realised the cocoon was made from a long thread, both soft and strong, that came to be known as silk. There soon followed – perhaps by the same Empress – the invention of silk reels and the silk looms which made the silk threads and enabled them to be spun into fabric. It would be fascinating to know if the legend is true, but what is certainly known is that silk became a valued commodity reserved for clothing for Emperors or as gifts to be given to his court guests. Obviously, all visitors to the royal court who were given gifts of silk would be entranced by its exclusivity. Through time sericulture – the manufacture of silk – spread, so that ordinary people were allowed to wear it. The use of silk was not confined to clothing: it had many other diverse uses in manufacturing processes, such as for paper, fishing lines and bows for musical instruments. At one point it was considered so valuable that it was even used as money in some Chinese dynasties. 5 10
- 2 The Chinese managed to keep silk-making methods a secret for about 1000 years; its manufacture was shrouded in myths, and smuggling silkworms out of China was punishable by death. However, some smugglers were successful, and the secret spread quickly to other parts of the world, such as Korea, Egypt, India, the Middle East and, eventually, Europe. Early evidence of long-distance silk trade was the discovery of silk in a 3000 year-old Egyptian mummy, and an ancient religious text describes how silk was used in purification ceremonies following an outbreak of disease such as leprosy. Although many other goods, such as gold and jade, were also exchanged, through time the trade in silk became so extensive that the major trade route between Asia and Europe actually became known as the Silk Road. 15 20
- 3 Silk continues to be a valued commodity in modern times. It takes dye well and can be made in brilliant, luminous colours. Silk has a smooth, soft texture and, because it is neither stiff nor limp, it hangs well, and is ideal for elegant clothing. This elegance is enhanced by the attractive shimmering appearance of silk, caused by its structure, which allows it to reflect light at different angles. It blends well with fibres such as wool, camel hair or cotton, and can also be combined with other fibres to produce, for example, chiffon, crepe de chine and taffeta. As it is absorbent, silk is comfortable to wear in hot climates; however, because it does not easily conduct heat, it keeps warm air close to the skin during cold weather, making it suitable for all temperatures. Silk is also excellent in the manufacturing of clothing to protect wearers against bites from insects such as mosquitoes and horseflies. 25 30
- 4 Wool and cotton are made of short lengths of fibre woven together; by comparison, silk is made from long, continuous fibres which can bend or stretch without breaking, making it very strong. This strength is particularly valuable in the manufacture of equipment such as parachutes, medical stitches and other life-saving devices used by emergency services. The durability of silk was shown when a sunken ship was brought to the sea's surface after being submerged for many years; silk clothing on board was intact, whereas the crew's uniforms, made of wool and cotton, had disappeared without trace. Silk is sometimes worn today to show status or professional standing; in the legal profession in many parts of the world, for example, top-ranking lawyers wear silk gowns. 35 40
- 5 The manufacture of silk also has its critics who argue that, because harvesting silkworm cocoons involves the killing of larvae, sericulture is cruel. Mahatma Gandhi was critical of silk-making and advocated the production of other fabrics, notably cotton. Nevertheless, the demand for silk continues. The rearing of silkworms and the reeling of silk are labour-intensive processes which are reflected in the price, meaning that many people will always be anxious to own silk as an exclusive symbol of wealth. 45

Passage 2

Albert the lion

- 1 I had recently achieved my dream of getting a job in a zoo, but was shocked to be told that I had to start by looking after the lion. I was determined to show no outward sign of uneasiness when I was given this assignment, but I did feel my boss might have let me start on less dangerous animals. However, I plucked up my courage and displayed an indifference that I did not truly feel and set off through the zoo in search of my work area. 5
- 2 On arrival there, I met my colleague, Joe, who took me along the narrow path which led to the lion's enclosure, which was spread over three acres and was surrounded by a tall barred fence. Moving alongside the fence, Joe and I came to an area of long, lush grass bordering a pool, where the lion, Albert, lay picturesquely under a tree. Joe rattled a stick along the fence. Albert merely gave us a withering look. He did not look fierce and wild to me but Joe must have read my thoughts because he fixed me with an intense stare. 'Now you listen to me, young man,' he said. 'He may look tame, but he's not. Understand?' He surveyed me to see if I had absorbed this lesson. 10
- 3 My first few days were fully occupied with memorising the daily chores of feeding and cleaning, but this work was fairly basic and, once I had mastered it, I had more time for trying to learn something about lions. Joe was amused that I carried an enormous notebook in my pocket and that I would – at the slightest provocation – write down something I had noticed about Albert's behaviour. There is probably no other animal in folklore that has been endowed with as many imaginary virtues as the lion has; I discovered this when I decided to read all I could and see how it matched my own observations. Ever since someone, in a moment of un-zoological enthusiasm, called it the King of Beasts, writers have vied with each other to produce evidence of the lion's right to this title, although, notably, no scientist has ever done so. Some writers have praised the lion for its kindness, wisdom and courage. I soon realised these virtues certainly did not fit Albert; he did not have an ounce of pity in his character. On that very first morning, I was walking past his enclosure. Albert had concealed himself in a thick bed of grass; suddenly and mercilessly he jumped out against the bars with a hair-raising roar at me. He did this again on the second day, after which he squatted on his haunches and fixed me with eyes full of ferocious amusement at my panic. 15
20
25
- 4 Once a week we had to move Albert so that we could enter the enclosure and clean it. Built into the side of the enclosure was a large, iron-barred cage accessed by two sliding doors, one into the enclosure and one to the outside world. Looking radiantly innocent, we would place a huge piece of meat inside the cage, where Albert could both see and smell it. Then, closing the outer door, we would raise the inner door to the enclosure so that Albert could get to the meat, while we stood chatting outside as if there was nothing further from our minds than trapping a lion. In defence of Albert's intelligence, he was not fooled by any of this for one minute, but it had become a sort of ritual which had to be respected or the whole procedure would become disorganised. 30
35
- 5 While Albert studied the meat from a distance, we would speak in childish voices to him, saying: 'Would you like some meat, Albert?' We would repeat this endlessly, and the whole performance was made doubly ridiculous by the fact that Albert understood none of it. The theory was that Albert would obligingly go into the cage to eat the meat; while he feasted we cleaned the enclosure in safety. If Albert wasn't taken in by any of our tricks after ten minutes, we tried another ruse: we would saunter off down the path. But occasionally Albert would make a sudden dash into the cage, grab his trophy, and escape with it before we had time to slam the door on him. When that happened we just had to wait till the next day when Albert would be hungry again. 40
45

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ENGLISH LANGUAGE

1123/21

Paper 2 Reading

October/November 2019

1 hour 45 minutes

Candidates answer on the Question Paper.

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Write your centre number, candidate number and name in the spaces at the top of this page.
Write in dark blue or black pen.
Do not use staples, paper clips, glue or correction fluid.
DO NOT WRITE IN ANY BARCODES.

Answer **all** questions in **both** Section 1 and Section 2.
The Insert contains the two reading passages.
Mistakes in spelling, punctuation and grammar may be penalised in any part of the Paper.
Dictionaries are **not** permitted in this examination.

The number of marks is given in brackets [] at the end of each question or part question.

This document consists of **8** printed pages and **1** Insert.

Section 1: Reading for Ideas

Read **Passage 1**, *Silk*, in the Insert and answer **all** the questions below.

1 (a) Notes

Identify and describe the rise and spread of silk in former times and the reasons why silk is valued in modern times, as outlined in the passage.

USE MATERIAL FROM THE WHOLE PASSAGE.

At this stage, you do **not** need to use your own words. Use note form. To help you get started, the first point in each section of notes is done for you. You may find it helpful to use bullet points when listing the content points.

You will be awarded up to **12** marks for **content** points.

Content Points

the rise and spread of silk in former times

- *Leizu saw a cocoon made from a long thread (both soft and strong)*

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

reasons why silk is valued in modern times

- *takes dye well and can be made in brilliant, luminous colours*

.....
.....
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.....

[12]

(b) Summary

Now use your notes from **1(a)** to write a summary of the rise and spread of silk in former times and the reasons why silk is valued in modern times, as outlined in the passage.

Use your own words as far as possible. You will be awarded marks for producing a piece of writing which is relevant, well organised and easy to follow.

Your summary must be in continuous writing (**not** note form). You are advised to write between **150** and **180** words, including the 10 words given below.

Begin your summary as follows:

Leizu saw a cocoon made from a long thread and

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[10]

2 Re-read paragraph 1, and give **three** opinions from the paragraph.

-
-
-

[3]

[Total: 25]

Section 2: Reading for Meaning

Read **Passage 2**, *Albert the lion*, in the Insert and answer **all** the questions below.

From paragraph 1

- 3 (a) The writer 'had to start by looking after the lion' (line 2). What kind of animals did he expect to start with?

..... [1]

- (b) The writer tells us 'I plucked up my courage and displayed an indifference that I did not truly feel' (lines 4–5). Explain **in your own words** what the writer did.

.....

.....

..... [2]

From paragraph 2

- 4 (a) Why do you think Joe 'rattled a stick along the fence' (line 9)?

..... [1]

- (b) What 'lesson' did Joe want to teach the writer when he said 'He may look tame, but he's not' (line 12)?

.....

..... [1]

From paragraph 3

- 5 (a) Why did the writer soon have more time to try to 'learn something about' (line 16) lions?

..... [1]

- (b) What **two** things did the writer do to try to 'learn something about' lions?

(i)

.....

(ii)

..... [2]

- (c) The lion is called 'King of Beasts' (line 21). Why is this name 'un-zoological' (line 21)?

.....

..... [1]

(d) In what way, according to the writer, did Albert show on the first morning that 'he did not have an ounce of pity in his character' (line 24)?

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

(e) The writer says that Albert's eyes were 'full of ferocious amusement at my panic' (line 28). Describe **in your own words** Albert's reaction to the writer's panic.

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

From paragraph 4

6 (a) Why did Joe and the writer place 'a huge piece of meat' (line 32) inside the cage?

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

(b) Give **one** word from the paragraph which shows that the procedure for 'trapping a lion' (line 35) always followed the same pattern.

..... [1]

From paragraph 5

7 In what **two** ways was the performance to trap the lion 'doubly ridiculous' (line 40)?

(i)
.....
(ii)
..... [2]

8 From the whole passage

For each of the words or phrases below, circle the letter (A, B, C or D) which has the same meaning that the word or phrase has in the passage.

(a) **uneasiness** (line 2)

A guilt B terror C reluctance D anxiety [1]

(b) **withering** (line 10)

A tired B uncertain C scornful D dying [1]

(c) **vied with** (line 21)

A competed with B worked with C raced with D agreed with [1]

(d) **obligingly** (line 41)

A politely B helpfully C peacefully D wonderfully [1]

(e) **trophy** (line 44)

A souvenir B medal C prize D cup [1]

9 Re-read paragraphs 2 and 5, which contain sentences telling us about **(a)** what Joe did and **(b)** what Joe and the writer did.

Give:

- the **meaning** of each sentence as it is used in the passage
- the **effect** of each sentence as it is used in the passage.

(a) 'he fixed me with an intense stare' (line 11)

Meaning

.....

Effect

..... [2]

(b) 'we would saunter off down the path' (line 43)

Meaning

.....

Effect

..... [2]

[Total: 25]

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ENGLISH LANGUAGE

1123/22

Paper 2 Reading

October/November 2019

INSERT

1 hour 45 minutes



READ THESE INSTRUCTIONS FIRST

This Insert contains the two reading passages.

This document consists of **3** printed pages and **1** blank page.

Passage 1

Honey

- 1 The production of honey has a fascinating history, as shown by a cave painting in Spain of humans foraging for honey at least 8000 years ago. Honey was a sweetening ingredient in many dishes in Greek and Egyptian cuisine, and this use is mentioned in the works of many Roman writers, such as Pliny the Elder and Virgil. Honey also features in the mythology of many civilisations. For example, in Greek mythology, the infant god Zeus was fed on honey, and the Roman goddess of the moon was often portrayed in the shape of a honey bee. The texts of many world religions contain references to honey. In the Jewish Bible, milk and honey flowed through the Promised Land, in Islam the Qur'an promotes honey as a healthy and nutritious food, and Buddha spent time in the desert where a monkey brought him honey to eat. 5
- 2 In ancient times, honey was widely used for medicinal purposes by the Egyptians, Chinese, Greeks and Romans to heal cuts and burns, for example, and to cure diseases of the intestine. It was seen to be so valuable that it was sometimes given as a precious gift. In ancient Egypt, people who worked closely with the Pharaoh were allotted daily portions of honey, and honey was given as a present to the Pharaoh by people living in outlying territories. 10
- 3 In an ancient tomb in Georgia, in Western Asia, a clay vessel was discovered which contained the oldest remains of honey ever found, revealing that honey was used there 5000 years ago as an embalming agent for the dead; this practice was also employed by the Egyptians, Babylonians and Persians. Additionally, there was an established custom among some peoples – for example, in both North and Central America – to place jars of honey in tombs as food for the afterlife. Apple slices dipped in honey during the traditional meal for Jewish New Year symbolised a sweet year ahead, and in ancient Chinese wedding ceremonies the couple sealed their wedding vows with a drink made with honey. Thus, it can be seen that honey also had a symbolic value. 15
20
- 4 The popularity of honey continues nowadays. Because it contains antioxidants, it may improve our bodies' immunity to many illnesses, even potentially fatal ones. It is thought that honey might be beneficial for patients recovering from illness, with one British hospital in 2006 reporting that it planned to use honey to speed up the healing process of patients after surgery. Such research may provide scientific evidence for unconfirmed beliefs, held by honey-lovers all over the world, that honey possesses healing properties. Honey mixed with lemon is a reliable cure for coughs and colds. In fact, the World Health Organisation recommends honey as a treatment for coughs and sore throats, even for young children, stating that there is no reason to believe it is less effective than any man-made remedy such as pharmaceutical medicines. 25
30
- 5 Honey is a source of many vitamins and minerals, the most common ones being Vitamin C, calcium and iron; other benefits depend on the type of flowers used by the bees to make their honey. In contrast, if you check the content of any other sweetener, you will find it doesn't contain any vitamins and minerals, or only very few. Because eating honey is a good way to maintain blood sugar levels and encourages muscle recuperation after a workout, it improves athletic performance. 35
- 6 Mixed with milk, honey helps to create smooth skin; consuming this combination every day is a common practice in many countries, and the best shower gels and shampoos are those advertising that they contain milk and honey. It is thought by some dieticians that, because honey contains a unique blend of natural sugars, it triggers changes in the body which ensure we won't crave other sweet foods. This claim has given rise to a weight loss programme based on honey, which supposedly makes it possible to lose more than a kilo in a week. 40
45
- 7 And when we realise that, even when we are not trying to lose weight, honey can be a part of our normal diet – for example by being added to tea or to various sauces and cakes – we would all agree that honey is just delicious!

Passage 2

Hortense

- 1 From the age of two, the only thing I ever wanted to do was to study animals and become a zoologist. I am an exceptionally lucky person; people say that a child whose ambition is to have a particular job rarely grows up to fulfil that role. But my dream came true when I got the job I'd always wanted.
- 2 Throughout my formative years, I drove my family mad by catching or buying, and bringing 5 into the house, every conceivable type of creature, ranging from monkeys to the common garden snail. My family members comforted each other with the thought that my hobby was just a phase I was passing through and that I would soon grow out of it, although they were harassed by my vast assortment of wildlife. But with each fresh acquisition my interest in animals deepened until, by my late teens, I knew without a shadow of a doubt that I wanted to be a collector of animals for zoos. 10
- 3 One day I received a phone call from a school friend who lived in the countryside and who possessed a deer, called Hortense, which he had looked after since its birth and which he described – wrongly, as I discovered later – as young. He explained that, as he was moving to a town apartment, he was unable to keep his pet, even though it was tame and house-trained, he said, and his father could deliver it to me within twenty-four hours, or even sooner. I should have picked up on his desperation to be rid of it. 15
- 4 I was in a quandary. I should have asked my mother how she felt about the addition of a deer to my already extensive animal collection, but she was not at home. However, the deer owner was clamouring for an immediate reply, saying that, unless I took it, it would have to be humanely destroyed. That clinched it. It was not a wise decision but I agreed to take Hortense the following day, without even having seen him. By the time my mother returned, I had rehearsed my story over and over again, a story that would have softened a heart of stone, much less such a susceptible one as she had. She said that to allow it to be killed was unthinkable when we could keep it in a tiny corner of the garage. 20 25
- 5 Hortense arrived the next day. Stepping from his truck, he delicately plucked one of my mother's prize roses, which he proceeded to chew slowly. He had a pair of horns with a forest of lethal-looking spikes, and he was about four feet high. Hurriedly, before my mother could recover from the shock of Hortense's appearance, I thanked the boy and his father profusely, attached a rope to Hortense's collar, and took him into the garage. Before I could tie him up, he spotted a wheelbarrow which he tried to toss into the air with his horns. 'I do hope he isn't going to be fierce,' said my mother worriedly. 'You know how Larry feels about fierce things.' I knew only too well how my elder brother felt about any animal, fierce or otherwise, and I was delighted that both he and my sister were out when Hortense arrived. 30
- 6 All that week I managed to keep Hortense away from my family, but my success was short-lived. One bright sunny afternoon, when Hortense and I got back from our walk, with me leading him by a rope attached to his collar, we were treated to the sight of the family seated round the garden table laden with sandwiches, teacups, cakes and a large bowl of raspberries and cream. Hortense decided that the table was a four-legged enemy, so he lowered his head and charged, whipping his rope out of my fingers. He hit the table, getting his horns tangled in the tablecloth and scattering food in all directions. My mother and sister were scalded with tea and my brother Larry was covered with raspberries and cream. 35 40
- 7 'This is the last straw,' roared Larry, 'so get that animal out of here!' He pointed a quivering finger at Hortense, who, astonished by the havoc he had created, was standing there demurely with the tablecloth hitched to his horns. So, in spite of my pleas, Hortense was banished to a nearby farm, and with his departure vanished my only chance of experience with large animals in the home. 45

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ENGLISH LANGUAGE

1123/22

Paper 2 Reading

October/November 2019

1 hour 45 minutes

Candidates answer on the Question Paper.

Additional Materials: Insert

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Write your centre number, candidate number and name in the spaces at the top of this page.
Write in dark blue or black pen.
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Answer **all** questions in **both** Section 1 and Section 2.
The Insert contains the two reading passages.
Mistakes in spelling, punctuation and grammar may be penalised in any part of the Paper.
Dictionaries are **not** permitted in this examination.

The number of marks is given in brackets [] at the end of each question or part question.

This document consists of **8** printed pages and **1** Insert.

Section 1: Reading for Ideas

Read **Passage 1**, *Honey*, in the Insert and answer **all** the questions below.

1 (a) Notes

Identify and write down the information in the passage which describes the importance of honey in former times, and the possible benefits of honey in modern times.

USE MATERIAL FROM THE WHOLE PASSAGE.

At this stage, you do **not** need to use your own words. Use note form. To help you get started, the first point in each section of notes is done for you. You may find it helpful to use bullet points when listing the content points.

You will be awarded up to **12** marks for **content** points.

Content Points

The importance of honey in former times

- *sweetening ingredient in (many) dishes (in Greek / Egyptian / Roman cuisine)*

.....

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The possible benefits of honey in modern times

- *(it may) improve our bodies' immunity to many illnesses*

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[12]

2 Re-read paragraphs 1, 6 and 7 and give **one** opinion from each of these paragraphs.

Paragraph 1
..... [1]

Paragraph 6
..... [1]

Paragraph 7
..... [1]

[Total: 25]

Section 2: Reading for Meaning

Read **Passage 2**, *Hortense*, in the Insert and answer **all** the questions below.

From paragraph 1

- 3 (a) As a child, what did the writer want to do when he became an adult?
..... [1]
- (b) Why did the writer think he was ‘an exceptionally lucky person’ (line 2)?
.....
..... [1]

From paragraph 2

- 4 (a) The writer brought into the house ‘every conceivable type of creature’ (line 6). Give the phrase used later in the paragraph which conveys the same meaning.
..... [1]
- (b) The family comforted each other with the thought that the writer’s hobby ‘was just a phase I was passing through and that I would soon grow out of it’ (lines 7–8). Explain **in your own words** what the family felt about his hobby.
.....
.....
..... [2]

From paragraph 3

- 5 (a) Why could the writer’s school friend no longer look after Hortense?
..... [1]
- (b) What **two** signs were there of the school friend’s ‘desperation’ (line 17) to be rid of Hortense?
(i)
.....
(ii)
..... [2]

From paragraph 4

6 (a) In what **two** ways was the writer’s decision to take Hortense not wise?

- (i)
-
- (ii)
- [2]

(b) In what way can we tell that the writer wasn’t sure his mother would allow him to take Hortense?

.....

..... [1]

From paragraph 5

7 (a) Hortense had ‘a pair of horns with a forest of lethal-looking spikes, and he was about four feet high’ (lines 27–28). Give **one** word from the paragraph which shows a surprising contrast between his appearance and his behaviour.

..... [1]

(b) Why do you think the writer was in a hurry to thank the boy and his father?

..... [1]

(c) What do you think the writer’s brother feels about animals?

..... [1]

From paragraph 7

8 Explain **in your own words** what the writer means when he describes Hortense as ‘astonished by the havoc he had created’ (line 44).

.....

.....

..... [2]

9 From paragraphs 2–7

For each of the words below, circle the letter (A, B, C or D) which has the same meaning that the word has in the passage.

(a) **formative** (line 5)

A young B original C early D growing [1]

(b) **quandary** (line 18)

A dilemma B confusion C disagreement D state [1]

(c) **clinched** (line 21)

A held B hugged C arranged D settled [1]

(d) **profusely** (line 29)

A excessively B deeply C gratefully D appropriately [1]

(e) **demurely** (line 45)

A kindly B shyly C humbly D simply [1]

10 Re-read paragraphs 2 and 7, which contain sentences telling us about

(a) the personality of the writer and (b) the personality of the writer’s brother.

Give:

- the **meaning** of each sentence as it is used in the passage
- the **effect** of each sentence as it is used in the passage.

(a) ‘I knew without a shadow of a doubt that I wanted to be a collector of animals’ (lines 10–11)

Meaning.....
.....

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

(b) “This is the last straw,” roared Larry, “so get that animal out of here!” (line 43)

Meaning.....
.....

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

[Total: 25]

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CIE O-Level English Language (1123) Notes

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AS/A/O Levels

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