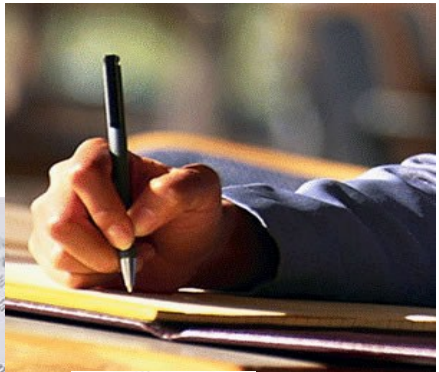
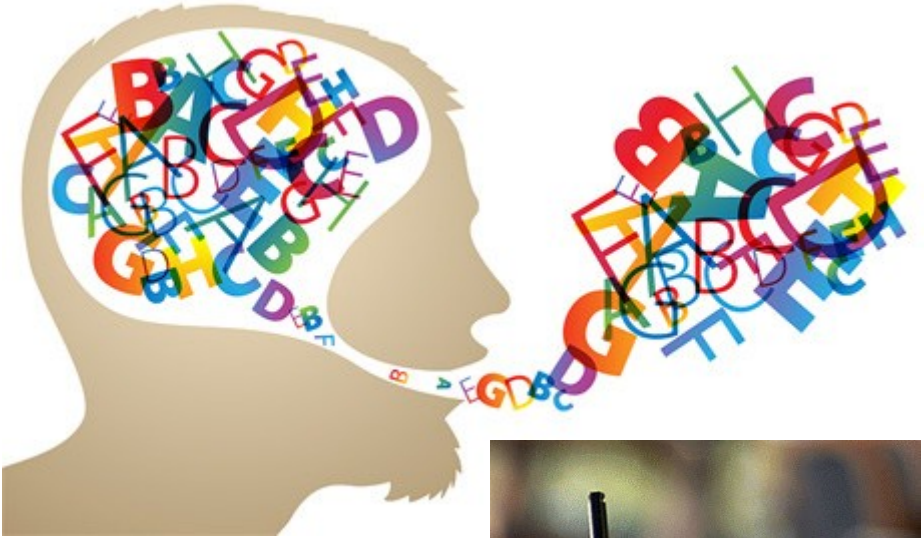


IGCSE English Language Reading Paper Revision



Contents

P3: Question 1

P13: Question 2

P20: Question 3

P27: Connectives Tables

P28: Practice Paper

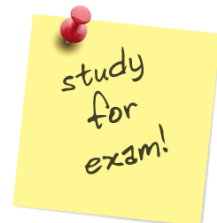
P35: Exemplar Answers

P38: Question reference

P39: Notes

Friendly Advice

Remember to begin practising *now*, don't leave it until the week before. This book contains 1 practice paper and you will be given more. Use them!



Question 1 : Directed Writing

What you need to do:

Reading Skills

- Understand the obvious meaning of a text
- Understand the less obvious or hidden meaning of a text
- Use the facts, idea and opinions of the text and use them to inspire something new.

Writing Skills

- Put experiences accurately into words, including thoughts and feelings.
- Use a range of appropriate vocabulary to reflect the character, situation and feelings.
- Write in a way which is appropriate for the audience/reader and the situation e.g. know when to use formal and informal language and how to appeal to your reader.
- Know how to check your spelling, punctuation and grammar for obvious or simple mistakes.

Q1: Remember...

- Read the question **first**, then the text.
- As you read, highlight and/or underline words or phrases relevant to the question (see next page).
- Highlight **15 important parts** of the text.

Before you write...

Look for information which tells you:

- What **role** or **voice** you should write in.
- **Why** you are writing your text.
- What **form** your writing should be in (letter/speech/script etc)
- **Who** is it to (who is the audience)
- **What** to include (e.g. important info)

Question 1 : Finding the right information

Key Info	Example	What you should write
Who you are writing as	Dr and senior lecturer	From an informed and expert perspective, someone who knows the topic well.
Text type	Journal	First-person perspective (Using I, me and we), personal thoughts and feelings.
Who you're writing to	Yourself, other professionals	You may use technical terms, speak in the character's own 'voice' and be informal.
Purpose	Record thoughts/ feelings	You can be quite personal, express doubts and hopes and give your opinions. The journal is intended for you and other trusted people.
Important info	Big Cats re-search	Your answer should focus on his <i>research</i> and the <i>recent developments</i> .

EXAMPLE QUESTION

You are Dr Andrew Hemmings. Write your journal account about the recent developments in the search for big cats in the United Kingdom.

Dr Andrew Hemmings is a senior lecturer in Animal Science at the Royal Agricultural University. He has been researching the idea that big cats may be roaming in the wild countryside of the United Kingdom.

For many years there has been speculation about what may be stealthily roaming in the undergrowth of the most remote parts of the United Kingdom. Often the material of rural legends passed on through generations, the alleged sightings of big cats has more often than not been cynically dismissed as embellished fantasy or pure hoax. Until now, that is. Dr Andrew Hemmings, a senior lecturer in Animal Science, is determined to delve into the unknown, mysterious depths of the big cat sightings. It will not be an easy task however, as these animals are amazingly elusive.

Question 1 : Finding the right information

Over the past year, Dr Hemmings has been conducting on going research into the big cat phenomenon and has already identified the remains of some wild animals that may have been eaten by creatures far larger than any of the country's known carnivores. The project has involved an analysis of twenty skeletal animal remains recovered from across Gloucestershire and other nearby counties. The bones have been provided by volunteers, farmers and landowners and were selected because they each had unusual teeth markings on them or the circumstances of their death led people to a belief that these animals may have been killed by a big cat. However, as dogs' teeth can make similar indentations, more analysis was conducted to look out for markings made by carnassial teeth, used for shearing flesh and bone.

IMPORTANT

The question will tell you what to include in your answer and you *must* ensure you include everything asked for (see below for example)

In your journal you should comment on:

- ⇒ What evidence has been found so far in your search for big cats in Britain.
- ⇒ Your experiences and feelings as you have investigated.
- ⇒ Your hopes for the future of your investigation.

Question 1 : Finding the right information

TASK 1:

Using the short text on pages 5 and 6, write an opening paragraph for Dr Hemmings journal which addresses the **first bullet point** of the question.

Use the table on page 5 to help.

Remember:

- ◆ Make sure you're writing in the right *register* (which means a way of speaking/writing). Dr Hemmings is unlikely to use any slang or bad language, even though he's writing informally.
- ◆ Use as much information from the passage as possible, but don't use any quotations marks –it should be in your own words. You can reuse phrases from the text e.g. “unusual teeth markings” but blend it in with your own ideas.
- ◆ Make sure you're answering the question *and* the bullet point: you must mention recent developments **and** you must mention the evidence mentioned in the text. **Tick** when you've covered a bullet-point.

Question 1 : How to write

Pay attention to **how** your text should be written. Some students mistakenly include features from other texts and this can mean you miss easy marks. Look at the text types below and ensure you know what they are.

Text Types:

- Journal or diary
- Interview or transcript
- Letter or email
- Speech/talk
- Report
- Article
- Informative leaflet

Revision Task

Try to write each of these text types on a topic of your choice.

Use the internet to find examples.

You can show your work to any of your teachers for improvement comments.

Formality

Make sure you know how **formal** or **informal** you should be as this can be crucial to answering the question correctly. Remember, **formal writing** doesn't need to sound dull or flat, but must keep the reader interested. **Informal writing** shouldn't be too simple either, aim to sound relaxed and personal without sacrificing your vocabulary or interesting ideas. Informal doesn't automatically mean it is appropriate to use slang! Look at **who** you're writing as and **to whom** you are writing to decide.



Question 1 : How to write

Formal Writing

- Avoid language which is too 'chatty', like 'like I said,' or 'anyway'.
- Use the **full-range of punctuation**, but never use more than one exclamation mark (unless you're doing so with intentional irony, but even then be very careful. If in doubt, leave them out).
- Avoid **vague** (not specific) words like 'nice' or 'good', but aim for accurate descriptions: the food was satisfying, the holiday was relaxing, the weather was luxurious, the man was interesting.
- Be clear and straight to the point. Formal writing does not include necessary details or personal information.
- Use complex sentences to express detailed information e.g. "The lead researcher on the project, Dr Andrew Hemmings of the Royal Agricultural University, has expressed his delight at recent findings"
- Use connectives to **link your ideas** such as: In addition, nevertheless, on the other hand, by/in contrast, although, alternatively.

TASK 2: Rewrite the passage below so it is more **formal**.

Wow, I'm like so excited that found some new stuff about them big cats!!! Everyone is gonna have to shut up now I've got enough proof that they really exist. The dead bodies of some animals which were chewed up by a big cat were found and omg I can't wait to find out more. That'll stop people saying bad stuff about all my work.

Question 1 : Implicit and explicit meaning

An **explicit** meaning is obvious and stated clearly, while **implicit** meaning has to be 'worked out' or 'picked up' by reading between the lines or by spotting patterns.

The writer of the below passage about footballer Lionel Messi **explicitly** shows his admiration and respect for the talented player. The **implicit meaning** is that the writer is tired of hearing so much exaggerated praise for the player.

TASK 3: Which parts of this text are implicit and which are explicit?
Compare your answer to another student's to see if you both agree.

All Hail King Messi! Again...

The need to crown Lionel Messi the greatest player there has ever been every time he has a good game is becoming rather predictable. Yes, Messi is a genius. Every time I see him play live, it is a privilege. I try to make sure the memories are burned into my consciousness. He is the kind of player who lifts the spirit with



Remember!

In your answer to Question 1, make sure you have read through the text for **both explicit and implicit information**. Look for patterns of words/phrases which might hint at the writer's opinion, even if it isn't stated obviously. Marks are awarded for picking up on implicit meanings, so if you just stick to the obvious then you could be limiting yourself.

Question 1 : Advice from the exam board.

- The passage for this question will probably contain a description of a person or place or both. To do well, you will need to be sensitive to the atmosphere being created and show appreciation of the feelings of any characters in your response. This means watching out for details and picking up on clues in the passage as you read.
- In this question, you are going to be rewarded not only for identifying relevant material in the passage but also for development of those ideas and use of supporting detail. Some ideas might be quite subtle and implied. This means that you will need to use any clues and details you noticed when you were reading in order to write a convincing response.
- If you are aiming to score the full 15 marks available for Reading in this question, it will not be enough to just repeat details you have read. The more you can adapt the details from the passage to suit the task you have been set, the more likely you are to score well for reading.
- When you are preparing to write your answer, it will really help you to highlight the material in the text you are going to use – using a pencil so that you can change your mind if you need to. Next, draw up a quick plan in order to organise the ideas you’ve found into a logical structure, before you start writing your response.
- If you are given bullet points to remind you of what should be included, use them to check you have covered what is required. These bullet points can also help you to structure your answer. The material from the passage should be put into the appropriate section and not repeated.
- Do not be tempted to add extra sections. For instance, where you are given the questions to ask in an interview, stick to those questions only and develop the responses to them. It can make your answers too fragmented or less focused if you add more.

Question 1 : Advice from the exam board.

- If a detail is relevant, use it! Make sure that you are using as much of the material as it is possible to do. However, there may be some parts of the passage which you can ignore because they are not covered by the question.
- Do not drift away from the text. Everything you write must be directly connected to the passage and be supported by references to it.
- Using words or phrases from the passage here and there when you are giving details within your answer is fine. Watch out though that you do not copy big chunks of text as that is not going to be showing your understanding, just your handwriting! You should try to use your own words as far as possible.
- Before you start writing, you will need to decide on the appropriate tone to use – you will decide this based on your audience and why you are writing. You might even be writing in character. You can expect that you will have to write in a reasonably formal style – this is after all an English exam! It is rarely going to be a good idea to use slang for example. Even if the task is to write a letter to a relative, it will be someone distant or older, such as an uncle whom you haven't met recently. If a task asks for report to your fellow learners, it will be official or for publication in the school magazine. It is really important to remember who you are writing for and to address them directly – imagining this is a real situation (as far as possible).

Question 2 : Writer's Effect

What you need to do:

Reading Skills

- Locate the exact part of the text the questions asks you to, for example: the second paragraph.
- Carefully choose words or phrases relevant to the question –don't be tempted to select an interesting example of language that doesn't answer the question!
- Analyse and understand what **effect** the words/phrases you've selected have on the reader.

Writing Skills

- **In your own words**, explain the effect of the language you've analysed clearly, make sure the examiner can see how well you understand the word/phrase's use in the text.
- Make sure you explain how the word's meaning relates to the rest of the text and why the writer has used it in the first place.

Revision Task: Practise this at home by selecting newspaper articles or a piece of writing from the internet. Select 2-3 interesting or powerful phrases from the text and attempt to explain how they affect the reader.

Q2: Remember...

- Read the question **carefully!** It will ask you to find **two** paragraphs and analyse language.
- Find the specific parts of the text the question asks you to and circle them –only take your answers from here!
- Explain in **your own words**, giving connotations and effects.
- You **must** select phrases from both bullet-points in the question. Don't analyse just one.

Before you write...

- Select your phrases using your highlighter.
- Make a quick plan for each phrase, similar to a mind map, noting the obvious and less obvious meanings of the phrase.
- Check the sentence the phrase comes from, does it change the obvious meaning of the word?
- Note connotations and **why** you think the writer used this word instead of another.

Question 2 : Finding the right meaning(s)

Once you've selected your phrases you need to plan how to write your answer:

- A) If the meaning is obvious to you, try to explain it in **your own words** or find other words which have the same meaning (called synonyms).
- B) If you're not sure of the meaning, look at the rest of the sentence. Is the word used **negatively** or **positively**? Does it look similar to another word you know? Sometimes words have beginnings or endings which reveal their meaning, look for words beginning with 'sub-', 'un-', 'de-' or 'pro-' and think of others which start the same. Do they have any shared meaning? E.g. **Sub**-marine and **Sub**way both mean something is 'under' or 'below', so the phrase 'I felt subordinate to Billy' tells us the writer feels they are **below** Billy, suggesting they are not good enough or that Billy has more authority.

EXAMPLE QUESTION

CERN's Large Hadron Collider (LHC) is being fired up this week after a two-year hiatus and a group of scientists think the results could prove the existence of parallel universes.

Plan your answer

Decode (work out) what the word 'hiatus' means by doing the following:

- 1) Look at the other words in the sentence. Important words/phrases to help you understand the word are 'after' and 'two-year', as they give us a clue to the meaning.
- 2) Mind map possible meanings and/or simpler words –e.g. break, rest, pause etc.

TASK 3: Explain in your own words the meaning of the word 'hiatus', showing definition and meaning in text.

Question 2 : Writing the right meaning

For many years there has been speculation about what may be stealthily roaming in the undergrowth of the most remote parts of the United Kingdom. Often the material of rural legends passed on through generations, the alleged sightings of big cats has more often than not been cynically dismissed as embellished fantasy or pure hoax. Until now, that is. Dr Andrew Hemmings, a senior lecturer in Animal Science, is determined to delve into the unknown, mysterious depths of the big cat sightings. It will not be an easy task however, as these animals are amazingly elusive.

TASK 4: Practice Question

Read the description of:

A) The views people have about big cat sightings in paragraph 1, beginning “For many years”

Select words and phrases from these descriptions, and explain how the writer has created effects by using this language.

Remember:

- **Mind map the meanings a word could have**
- **Write the meaning in your own words.**

Question 2 : How to write your answer

Your answer might not just ask you to explain the meaning of words, sometimes you'll be asked what a word/phrase tells you about a person/place/situation or similar.

Draw a table like the one below to help you organise your answers. To work out what it tells us about the character, think about what the writers wants you to think based on the meaning of the chosen words.

WORD	MEANING	WHAT IT TELLS US

TASK 5: Practice Question

Read the description of Calpurnia from *To Kill A Mockingbird* by Harper Lee.

Select **three** words or phrases and explain what they tell us about what the narrator thinks of the character of Calpurnia.

She was all angles and bones; she was nearsighted; she squinted; her hand was wide as a bed slat and twice as hard. She was always ordering me out of the kitchen, asking me why I couldn't behave as well as Jem when she knew he was older, and calling me home when I wasn't ready to come. Our battles were epic and one-sided. Calpurnia always won, mainly because Atticus always took her side. She had been with us ever since Jem was born, and I had felt her tyrannical presence as long as I could remember.

Question 2 : Advice from the exam board.

- This question will be in two parts. You need to give equal attention to each part and provide at least half a page for each. Make sure that you concentrate on the sections of the passage which you have been told to look at.
- You should aim to find relevant quotations to support each of your points. Give the quotation, in quotation marks, explain its meaning, and then explain its effect in the passage.
- Spend some time thinking about which choices you will explain – choose the strongest examples rather than necessarily the first ones you come to.
- Make sure that it is clear which word(s) you are discussing. If you choose more than three or four words together it is not clear which one(s) you are selecting, so try to keep quotations short.
- Avoid clumping words together or listing them – again you need to focus on each word individually as you explore and explain the effect the writer wanted them to have on the reader.
- You need to do more than label literary features – saying that something is a metaphor is a starting point but to show understanding of effect you need to explain why and how the author has chosen that particular image in the context of the passage.
- Do not select a quotation which you do not understand as you will not be able to explain either its meaning or its effect.
- When you are explaining a quotation, do not repeat the words used in it. You need to use your own words to show that you are understanding what you are reading.
- Do not repeat quotations; you cannot get credit more than once for the same choice.

Question 2 : Advice from the exam board.

- When you have some ideas for your comments, think about how they fit together before you start writing your answer – in that way you can avoid contradicting yourself in the effects which you are suggesting
- There are alternative answers possible in this part of the exam, so think in some detail about the way the language is being used and explain those ideas clearly in your answer.
- When you are planning your answer, things to look for could include:
 - ° use of the five senses – including colour, noise or sound effects
 - ° use of contrast or links between the subject and the environment
 - ° surprising or unusual words in the context of the description
 - ° imagery (similes and metaphors)To score marks though you will need to explain HOW they work, not just find them.
- Though there are no marks for writing in this question, if the examiner is not able to follow what you are saying then it will be hard for you to show your understanding. Try to keep the examiner in mind as you write – explain your points fully so that we know exactly what you are suggesting.
- Try to avoid generalised and ‘gushing’ comments such as ‘The writer makes me feel as though I am there’ and ‘The passage is cleverly written’. These will gain no marks and give the impression that you are failing to find things to say. You need to explain HOW this is the case.
- You need to give a full range of explained effects and link them into an overview which shows understanding of what the writer was trying to achieve in the passage as a whole.

Question 3 : Summarising

What you need to do:

Reading Skills

- Find the right information in a second passage (which is different from the first).
- Understand what information the question is asking you to specifically look for.
- Understand the specific meanings of words/phrases in the second passage.
- Understand what is relevant to include in your answer.

Writing Skills

- Write out key points, in word-for-word if necessary.
- Write the key points in your own words (for the second part of the question **only**)
- Write in an appropriate style for a summary.

Q3: Remember...

- Read the question **carefully!** It will tell you **exactly** what information you need to write down, so follow it exactly.
- For the first part: write 15 points, taking care not to repeat yourself.
- For the second part: write using **your own words**.
- For the second part: Include **all 15** points from the first.
- For the second part: a summary must be short, so don't add any opinions or extra information.

Before you write...

- Select your phrases using your highlighter.
- Check your points answer the question **directly**.
- Tick off the listed points (in the first part) as you write them in the second.

Question 3: Finding the right meaning(s)

This question will ask you to write down 15 points, in note form or quotation, for a specific question. This question can be done quickly, but don't lose easy marks by rushing it and providing inaccurate or irrelevant answers.

EXAMPLE QUESTION

Read the passage on page 24 about travelling abroad on your own.

Note three ways that the writer thinks cell phones (mobile phones/ smart phones) have ruined the experience of travelling abroad.

How to answer:

- Read the text and highlight any parts you think could answer the question.
- Look for **explicit** and **implicit** meanings (see page 8), but don't be tempted to explain them.
- Write your answers in a short **note form**, which means you **just** include the most important information. If you need to, quote directly from the passage.
- Avoid writing *too* much; as long as you have a clear, understandable point which relates to the question, you will get a mark.

Revision Task: This question can be easily practised at home by selecting newspaper articles. Note down 10-15 (depending on length of article) pieces of important information relevant to the headline or title of the text.

Question 3: Finding the right meaning(s)

The second part of question 3 will ask you to write in **continuous prose** (this means full sentences, paragraphs, with all punctuation and *not* in note form).

To do this, you'll need a set of connectives and the full range of sentence types and punctuation. Remember to keep it to the point!

EXAMPLE QUESTION

Summarise:

- A) The ways the writer thinks cell phones (mobile phones/smart phones) have ruined the experience of travelling abroad.

Use your own words as far as possible.

How to answer:

- Your first sentence can be the question **reworded**: "The writer thinks that cell-phones have ruined the experience of travelling abroad by..."
- Look to reduce longer, complex ideas to their main points by excluding unnecessary words or phrases.
- Use connectives (see page 24) to link your ideas, but make sure your sentences don't become unusually long or difficult to understand.
- Use complex sentences (including embedded clauses) to express more than one piece of related information in one sentence.
- **Don't** add any additional ideas, thoughts or opinions to the text; just put the 15 points into sentences.
- For the exam, group related ideas into paragraphs and avoid long blocks of writing.

Revision Task: Use the important pieces of key information you summarise from other articles or texts to also practise this summary task. (See page 20)

Question 3: Summary practice text

Poking your head into a hostel common room in 2015, you'd barely recognize it from 20 years ago. Gone are the small groups of backpackers playing cards, reading books, and swapping stories. Instead, Facebook's blue logo shines from a dozen smartphones as statuses and photo albums are updated to let everyone at home know about the wonderful time being had. I used to consider it a failure if I spent an hour in a hostel and hadn't made a new friend. It's still not impossible to make that happen – but it's much easier when the Wi-Fi goes down.

I miss being able to strike up a conversation with a fellow traveller without needing to drag them away from their Instagram feed. Despite hundreds of apps promising to combine “travel and “social”, smartphones and tablets are largely responsible for making us less social when we travel by keeping us connected to our devices.

It's even worse when we go outside. If we've got cellular data, checking a stream of notifications means we're not immersed in the moment. If we haven't, the temptation to check for a Wi-Fi signal does much the same thing. Long journeys become a question of how much battery life is left and how many TV shows have been downloaded, rather than the people and places around us.

Exam Technique: Post-writing checks

After each question, check your work for the following:

- ⇒ Have you included apostrophes on words which show possession (e.g. Tom's holiday, Spain's finest restaurant) and contractions (when two words are combined and shortened, like 'it is' = it's and 'is not' = isn't)?
- ⇒ Are you confident of your spelling? If not, find words you're not sure about take a minute to write out different ways of spelling it to see which 'looks right'.
- ⇒ Have you included capital letters in all the right places? Don't forget that names of people, places, days, months, companies and titles (e.g. *Of Mice and Men*, but don't capitalise short connectives like 'and'). Also, check the beginning of your sentences!
- ⇒ Have you paragraphed well enough? It may be too late to re-group ideas from Question 1 but if you see a place where you should have started a new paragraph, make a clear note on the paper to the examiner so they can see you understand how to paragraph. Whole answers of un-paragraphed text are not acceptable!
- ⇒ Have you missed any commas? Use a comma to separate ideas within a sentence, making sure you don't use a **comma splice** (which is placing a comma between complete sentences, which is where a full-stop should go).

Question 3 : Advice from the exam board.

- Though this question is called “Summary”, it is not a general summing up of each of the passages. Instead, you will need to focus just on the specific ideas or details relevant to the question set.
- You should treat the passages separately and focus on the exact wording of the question. • Do not attempt to synthesise the two passages. This is not required and is not rewarded; trying to do so also makes your task more difficult as they may not be directly comparable.
- Both halves of the question are equally important and you should give them each about half a page. (Summaries much longer than half a page are no longer summaries and will be penalised in the Writing mark.)
- Make sure that your points count – they need to be clear, not vague. • Don’t repeat points.
- You do not need to introduce or conclude your summary – this will waste time and words. Start by using the wording of part of the question e.g. ‘The features of the desert were...’
- Find all the points you can for each part of the question. Do not stop when you get to 15. The only way to be sure of getting all 15 Reading marks is to use everything relevant.
- To get all 5 Writing marks you need to show evidence of clear and concise summary style throughout, precise focus and the use of your own words.
- You will lose marks if your summary is in the wrong form - for example you should not use bullet points or a list. Don’t write in the first person or write a narrative and don’t use quotation. Don’t comment on the content of the passages.
- • Use your own words whenever possible, but you do not have to find synonyms for technical objects e.g. solar heaters. • You should aim to use complex sentences containing more than one point in each to score well for reading and be concise enough for summary style.

Writing Technique: Connectives

Clarify	Showing cause/result
in other words	so
to illustrate	therefore
to put it another way	then
for example	consequently
for instance	in/as a consequence
to be more precise	as a result
or rather	for that reason
in particular	due to ..., owing to ...
in fact	accordingly
as a matter of fact	because of this
that is	in that case

Sequencing ideas	Adding information
firstly, first	too
in the first place	in addition
first of all	indeed
to start with	again
to begin	also
finally	furthermore
second, third, fourth ...	likewise
at this point	and besides
then	above all
to summarise/to sum up	along with
briefly	as well

Practice Paper: Text A (pt 1)

Read Passage A carefully and then answer Questions 1 and 2

Passage A: The Sleeping Giant

A new and extreme tourist attraction has just exploded on to the scene in Iceland: Volcano Walking. It would appear, according to Trip Advisor, that this is one trip that cannot be missed, despite the extortionate cost.

The idea of making Thrihnukagigur volcano accessible was the brainchild of Ami B. Stefansson, a doctor in Reykjavik and a lifelong cave enthusiast. He has been studying caves in Iceland since 1954 and some would argue that there is no-one who has more experience. Thrihnukagigur has always been special to Stefansson ever since he was the first to descend down to the crater base in 1974. Like most people who experience it, he was utterly spellbound by its uniqueness and beauty and made it his mission to protect and preserve this stunning natural phenomenon. Unlike others who may have only seen the profit that could be made from walking into the mouth of a volcano, Stefansson believed that the primary focus was to treat such a grand natural wonder with the utmost respect, to protect and defend it. The first 'volcano tourists' entered the volcano in 2005 and it has since been labelled as one of the most unique tourist attractions in the world.

Volcano walkers are taken to the mouth of the crater from where they are lowered in a basket into the depths of the earth. People once thought that volcanoes were portals to Hell and associated with death and destruction and yet the entrance to the crater is awe-inspiring and almost ethereal. The vastness of it can feel overwhelming; it is the size of a cathedral and the Statue of Liberty could easily fit into the shaft. After 6 minutes and 120 metres, visitors arrive at the crater base. The ground space is the size of three full-sized basketball courts placed next to each

Practice Paper: Text A (pt2)

At the bottom there is a reverent hush. People whisper in respect to the sleeping giant who has lain dormant for 4,000 years. The subterranean walls are scorched with colours from a divine palette: magenta red, vibrant purple, burnt orange, vivid green and honey yellow. The colour intensifies in certain places where 4000 years ago the magma was pushed out with brutal force. This is Mother Nature's secret place, her private art studio where visitors feel like trespassers. The protruding rock faces show a tapestry of patterns and formations that have been moulded by heat, pressure and time. Floodlights illuminate the walls and draw attention to the beauty humans were never intended to see. A light rain weeps from the porous rock above and covers the crater sides with a shine that makes it sparkle. The scorch marks can be seen close up – at one point in time these rock faces were glowing red with fiery heat. This giant, although sleeping, is still dangerous: an 80-metre drop into the void is disguised by a collection of rocks close to where visitors stand.

It is a soul-enriching experience and visitors often report feeling deeply moved by the beauty and tranquillity of something that was once so destructive and angry. Confronted with this result of the unrestrained forces of nature, it is hard not to feel small and powerless in comparison. Sadly, the magical spell is broken when the basket appears, indicating that it is time for visitors to return to reality. On the return hike, visitors walk across the lava fields as though they are astronauts on the moon. They pass enormous open wounds where the landscape is literally tearing itself apart as tectonic plates slowly shift. It serves as one final reminder that this giant is merely dormant, not dead.

Practice Paper: Question 1

Read carefully **Passage A, *The Sleeping Giant***, and then answer **Questions 1 and 2** on this Question Paper.

Question 1

You are a tourist who has been in to the Thrihnukagigur volcano and you are being interviewed about your experience. Write your answer to the following interview questions.

In your interview you should answer the following questions:

What made you want to visit the volcano?

What did you feel about your experience?

Why would you recommend this experience to others?

Base the interview on what you have read in Passage A and be careful to use your own words. Address each of the three bullets.

Write about 250-350 words.

Up to 15 marks will be available for the content of your answer, and up to 5 marks for the quality of your writing.

Practice Paper: Question 2

Question 2

Re-read the descriptions of:

- (a) The volcano in paragraph 3, beginning, “Volcano walkers...”
- (b) The crater in paragraph 4 , beginning, “At the bottom...”

Select **four** powerful words or phrases from each paragraph. Your choices should include imagery. Explain how each word or phrase selected is used effectively in context.

Write about 200 to 300 words.

Practice Paper: Text B (pt1)

Read Passage B carefully, and then answer Question 3 on the Question Paper.

Passage B: Space Exploration – A Waste of Time and Money?

A vast amount of money is spent each year on space exploration in countries all around the world, but why? Is it really that important to know if there is life on Mars? Do we really need to spend billions on being the first to launch a commercial spaceship with paying customers? Does any of the research actually matter? Surely there are more worthy causes that demand our attention? NASA's answer to these questions is clear – space exploration is far more than searching in vain for life on other planets. Is this true?

Humanity's interest in the heavens has been universal and enduring, claim representatives from NASA. This is certainly true; humans seem driven to explore the unknown and to discover new and exciting worlds. Children love exploring and perhaps our early experiences of revelation and discovery never truly leave us even when we become mature. Is our need to explore other worlds based on our intense curiosity?

Space exploration also encapsulates our need to push the boundaries of our technical and scientific limits, and then push further still. We want to feel like we are making progress, taking what has come before and building upon it. There are huge benefits for society when these boundaries are pushed further: we can expand our technology, create new and innovative industries and build connections with other nations through working together. The result of this can be financial investment to improve the economy and, as President Bush once said, it can also improve national security.

Practice Paper: Text B (pt2)

Whilst it is true that space exploration can produce economic and security benefits, perhaps our need to explore is part of understanding what it is to be human. Human space exploration can help us to address fundamental questions about our place in the Universe and the history of our vast solar system, it can suggest answers to the question of where we came from. Or is it even more selfish than that? As individuals and societies do we seek to be the best or the first in some activities? In short, do we want to stand out and be remembered for making a groundbreaking discovery? Past generations left their mark when they built cathedrals, pyramids, monuments and spectacular frescos to show the next generation what they had done with their time on earth; these architectural and artistic marvels became physical symbols of their achievements. Money was poured in to these projects with no expectation of any economic return but that wasn't the point; the point was that they would be remembered and many of those iconic works still stand as memorials to the designers who created them. This generation's success has been built on the successes of previous generations; perhaps we owe it to them to leave a legacy for those who come after us?

Practice Paper: Question 3

Read carefully **Passage B, *Space Exploration – A Waste of Time and Money?*** and then answer Question 3(a) and (b) on this Question Paper.

Question 3

A) Answer the questions in the order set.

Notes

What are the reasons for investing in space exploration, according to **Passage B**?

Write your answer using short **notes**.

You do **not** need to use your own words.

Up to 15 marks are available for the content of your answer.

B) Summary

Now use your notes to write a summary of what **Passage B** tells you about the reasons for investing in space exploration.

You must use **continuous writing** (not note form) and **use your own words** as far as possible.

Your summary should include all 15 of your points in **Question 3(a)** and must be 200 to 250 words.

Up to 5 marks is available for the quality of your writing.

Practice Paper: C-grade answer Q1

Model Answer – C grade example

What made you want to visit the volcano?

I like an adrenalin rush, so I thought I would like it. I also researched the trip on Trip Advisor and it came with a very high rating. Much of the information available said that the attraction had been open since 2005 but was rapidly becoming known as a unique tourist attraction and once in a lifetime opportunity.

I was also fascinated to see how big the volcano crater was and I wanted to see that for myself. I also really wanted to see the lava fields and the colours on the rocks as well as the patterns that were made when the volcano erupted.

What did you feel about your experience?

At first I felt terrified when I got into the basket that was going to drop us 120 metres. It is the size of three full size basketball courts lined up next to each other – it is massive! The whole experience was magical; seeing the colours on the rocks and studying the rock patterns created by the heat.

Why would you recommend this experience to others?

I would definitely recommend it because it is one of the best attractions in the world. The scorched walls are quite amazing as are the vibrant colours. The tour guide points out the cracks in the landscape where the tectonic plates have shifted, which is good. It is good to see it all up close and not just on television.

Practice Paper: A-grade answer Q1 (pt 1)

Model Answer – A grade example

What made you want to visit the volcano?

I have always been someone who enjoys new experiences especially if it involves an adrenalin rush, so this trip seemed too good to miss. I've always been interested in volcanoes and caving and have followed some the work of Stefansson who is very respected in this field. Stefansson knows nearly everything there is to know about caves so if he says this experience is worth doing then I trust his opinion, he should know, he was the first one down there in 1974! I also researched the trip on Trip Advisor and it came with a very high rating; Trip Advisor is a very reliable source of information and so I knew this trip must be well worth doing if they said it was. Much of the information available said that the attraction had been open since 2005 but was rapidly becoming known as a unique tourist attraction and once in a lifetime opportunity.

I was also fascinated to see how big the volcano crater was – someone had told me it's so big the Statue of Liberty could stand there which is hard to contemplate. I wanted to see that for myself. I also really wanted to see the place where red-hot magma burst through the ground and created lava fields and scorched the rock face. It sounds like a very awe-inspiring thing to witness. How often do you get to see inside a 4,000 year-old dormant volcano?

Practice Paper: A-grade answer Q1 (pt2)

What did you feel about your experience?

I felt such an odd blend of emotions, different things at different moments. At first I felt terrified when I got into the basket that was going to drop us 120 metres. It took 6 minutes so by the end of it I had started to relax a little more. Then, when I stood at the bottom and looked straight up the shaft I felt intimidated by the sheer size of the space. It is the size of three full size basketball courts lined up next to each other – it is vast! Looking at the size of the crater when you are a mere 5ft person is a very humbling experience. Perhaps that is why so many visitors are silent, it's almost a spiritual experience. Somehow you get clarity when you're down there as you witness that nature is a very powerful thing and that we seem so insignificant compared to it. The whole experience was magical; seeing the colours on the rocks, watching the water drip down hypnotically and studying the rock patterns created by fiery intense heat.

Why would you recommend this experience to others?

I would definitely recommend it because it's an experience unlike any other. Visitors get the chance to see something that most of the world hasn't seen and to see it up close. The Trip Advisor feedback is absolutely right – it is one of the best attractions in the world. If you like adrenalin boosts like me then you would appreciate the drop at the beginning! Even if you are not interested in the science behind volcanoes, it is fascinating to see the impact one can have on things as hard as rock. The scorched walls are quite amazing as are the vibrant colours. The tour guide points out the cracks in the landscape where the tectonic plates have shifted, that experience in itself is incredible. It is very expensive but I think it is totally worth it.

Question Paper Reference

Q1: Directed Writing [15 marks for content + 5 for quality]

This is when the examiner asks you to write something e.g. a letter, an interview, a journal or a report *using* the information you have read.

Q2: Writer's Effect [10 marks]

This type of question is asking you to explain why a writer has chosen particular words and ways of saying things to effect you as a reader

Q3: Summarise [15 marks for writing the bullet-points + 5 for the quality of summary]

Finally this question asks you to repeat what you have read highlighting the most important parts – it focuses on the second text (not the first anymore).

Total Marks: 50

Notes

Notes

Notes

Finally

You've worked so hard this year and this is the final push, we know you can do it and every English teacher is right behind every student. If you have *any* worries or concerns about this exam, come and see us for help.

Remember:

- ⇒ Revise early, not late.
- ⇒ Use practice papers.
- ⇒ Get enough sleep the night before.
- ⇒ You can do this :)

