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Deconstructing Paper 1

When learning a new language, you will often hear a number of skills mentioned: reading, writing, listening, and speaking. Reading is a primary receptive skill, and becoming proficient at reading is one of the aims of English B.

We read for a variety of purposes like enjoyment and learning. In English B, the main purpose of developing reading skills is to enhance your communicative and critical thinking abilities. When reading any written text, you are to digest it in its entirety by understanding its main purpose and its finer details, such as use of vocabulary, grammar, and sentence structure. Consequently, you will become a better communicator in English because you will learn how to recognise written features and interpret them.

In this chapter, we will concern ourselves with developing the reading skills that are required for Paper 1, in which you are asked to respond to questions that test your understanding of written texts. In other words, Paper 1 measures your engagement with, and understanding of, a written text.

Skimming

When you skim a text, you read it quickly to understand the overall message it advocates. This overall message does not only appear in the content of the text, but it is also clarified in the tone, context, and communicative purpose the writer uses. When skimming a text, ask yourself the following questions:

- What is the main idea in the text?
- What is the aim or purpose of the text?
- How does the writer achieve this aim or purpose?

Read the following paragraph, paying special attention to the highlighted words.

“A private equity client asked us to reference a candidate who had been recommended to run a portfolio company. The candidate’s credentials stacked up reasonably well, as did his references. Then, one of our researchers trawled his public social media profiles. Like most of us, he had opinions on Indian politics, corruption, football teams, the US elections, et al. Like many of us, he had chosen to air his views on social media platforms. Unfortunately, he had not been particularly circumspect about the language or tone he used.”

Sonal Agarwal, Mind Your e-Language, 2012
CHAPTER 1

From the highlighted words, we construe that the main idea in the paragraph is to discuss the negative impact associated with expressing one’s views vociferously on social network platforms:

- Reference a candidate
- Credentials good
- Public social media profiles
- Airing views
- UNFORTUNATELY
- Not circumspect
- Language or tone

The use of the word ‘unfortunately’ in line 9 implies that the candidate has not got the job he applied for. Why? Because the writer chose to use the word ‘unfortunately’ in relation to the views the candidate shared on public social media platforms. It is also the same word that shows the reader what the focus of the whole article will be.

**Activity**

Skim the following extracts and determine:
- the main idea in the text
- the aim of the text
- how the aim/purpose was achieved.

**Extract 1**

Why is it that non-native English speakers can speak the worst – or most creative – English imaginable, and we, native speakers, understand them, but although you’ve studied French or Thai for fifty years, only people who really love you understand what you are saying?

Linguists define dominant languages as: a set of very unforgiving languages, which demand that learners speak perfectly. With dominant languages, it’s my way or the highway.

In this sense, French and Thai are dominant languages. English and Italian are not. You are free to speak English as badly as you desire. And as for Italian, if you speak any at all, Italians are happy to chat with you.


**Extract 2**

Gone are the days when women used to play the second fiddle to men, with their rights being trampled upon quietly without the possibility of claiming their due or their rights. The society has evolved much to their benefit, allowing them to play a more participative and active role at the highest levels. Much credit can be given in Mauritius to the Labour Party for bringing long awaited changes especially for instance by increasing representation of women in their party (through for instance at least one woman per constituency) and by assigning the role of vice president to a woman in the name of Mrs Monique Ohshan Bellepeau. This is clear evidence that the voice of women in our society is being heard and that gender discrimination is bound to crumble. Women had been contributing actively in the economy of the country as householders, to which no economic value has been assigned and which remains unaccounted for. This is part of the hidden economy. With enhanced rights and liberties, women are more and more moving out of the house to be a main player at all levels of society.

BouzerMaurice Online Directory, 2011
Scanning

Scanning a text involves reading selectively to find specific information. When answering comprehension questions, more often than not, you are asked to produce specific answers such as who said what, which words have similar meanings, or what happened at a specific point.

Example

I don’t read for pleasure – I read to get information. I did have a novel about Brian Boru in 1993, but I lent it to a fellow Commando in Norway and he never returned it. I think it took me two weeks to notice. Yet when my first son came along, I started to read to him – a lot. Everything about my own upbringing told me it was the right thing to do: my parents had read to me, and my three brothers, every night. I even remember some of the stories: Mrs Pepperpot and Mr Pink-Whistle. At primary school, every day ended with a story. One of my favourite programmes on TV was Jackanory. Adults read to young troopers – that was the order of the Universe.

Q: Which phrase shows that reading is not one of Sinclair’s hobbies?
✓ don’t read for pleasure

Understanding the question is as important as understanding the text. A hobby is an activity one enjoys; therefore, not reading for pleasure indicates that reading is not one of Sinclair’s hobbies.

Q: Why did Sinclair read to his child?
✓ It was the right thing to do/ that was the order of the Universe/ his parents had read to him every night

The operative word in the question is why. This means that we are looking for a reason. When we read the text, we notice that Sinclair, to whom reading was not a hobby, started reading to his child because he thought it was the right thing to do for his parents had read to him every night – ‘that was the order of the Universe’ is also correct because it shows why Sinclair thought reading to his child was a good idea. His parents read to him, adults read to young troopers, so it is just the right thing to do.

Q: To what does the word ‘that’ in ‘that was the order of the Universe’ refer?
✓ adults reading to young troopers

It is very important to grasp how certain words are used in a text. In non-physical referents (i.e. when we are not using ‘this’ or ‘that’, ‘here’ or ‘there’- to express ‘distance’), the pronoun ‘that’ is used to express something that had already been explained. Therefore, ‘that’ refers to something which had already been explained, and which is considered ‘the order of the Universe’: not reading in general, but ‘adults reading to young troopers’.

Neill Sinclair, ‘Diary of a stay-at-home dad: reading to them’, 2012
Q: Which word shows that Sinclair’s children are articulate?
✓ eloquent

Questions are very specific. When asked for a word, you are expected to provide one word, not a phrase or a sentence. The word we are looking for means ‘speak coherently and well’. Therefore, the only one word in the text that carries the same meaning is ‘eloquent’.

Q: Give two advantages to reading aloud to children.
✓ a. learning the language
b. developing clear speech patterns.

Even when the question looks general, your answer must come from the text itself. In the question above, you are asked to provide ‘two advantages’ but it is not a general knowledge question. You should scan the text and identify the advantages mentioned before you answer. In addition, one might wonder why ‘eloquence’ is not accepted as an answer. Re-read that specific part in the text. What do you recognize? Eloquence is not an advantage; it results from learning the language and developing clear speech patterns.

Exam tip

Sometimes you are asked to give an expression, a phrase or two words. Make sure you read the question carefully and understand what the question asks you to do before you attempt to answer.

Activity

Scan the texts below to answer the questions that follow.

Extract 1
You must go back with me to the autumn of 1827.

My father, as you know, was a sort of gentleman farmer in-shire; and I, by his express desire, succeeded him in the same quiet occupation, not very willingly, for ambition urged me to higher aims, and self-conceit assured me that, in disregarding its voice, I was burying my talent in the earth, and hiding my light under a bushel.

My mother had done her utmost to persuade me that I was capable of great achievements; but my father, who thought ambition was the surest road to ruin, and change but another word for destruction, would listen to no scheme for bettering either my own condition, or that of my fellow mortals. He assured me it was all rubbish, and exhorted me, with his dying breath, to continue in the good old way, to follow his steps, and those of his father before him, and let my highest ambition be to walk honestly through the world, looking neither to the right hand nor to the left, and to transmit the paternal acres to my children in, at least, as flourishing a condition as he left them to me.

In ascending to my room I was met upon the stairs by a smart, pretty girl of nineteen, with a tidy, dumpy figure, a round face, bright, blooming cheeks, glossy, clustering curls, and little merry brown eyes. I need not tell you this was my sister Rose. She is, I know, a comely matron still, and, doubtless, no less lovely – in your eyes – than on the happy day you first beheld her.

Anne Brontë, The Tenant of Wildfell Hall

1. What is ‘the same quiet occupation’ mentioned in line 5?
2. To what does ‘its’ in ‘disregarding its voice’ (line 8) refer?
3. Which phrase in the first paragraph indicates that the speaker was not very keen on following in his father’s footsteps?
4. How did the father of the speaker regard ambition and change?
5. Which word in the first paragraph is closest in meaning to ‘improving’?
6. To what does ‘that’ in ‘or that of my fellow mortals’ (lines 15 and 16) refer?
7. Which phrase in the first paragraph indicates that the son was expected to maintain the prosperity of the lands for his descendants?
8. Which phrase in the second paragraph tells us that the speaker’s sister was on the plump side?
9. Who is the ‘comely matron’ referred to in line 31?
10. Which word in the second paragraph indicates that the speaker does not expect readers to change their opinion of his sister?
English continues to serve as the language of prestige in India. Efforts to switch to Hindi or other regional tongues encounter stiff opposition both from those who know English well and whose privileged position requires proficiency in that tongue and from those who see it as a means of upward mobility. Partisans of English also maintain it is useful and indeed necessary as a link to the rest of the world, that India is lucky that the colonial period left a language that is now the world’s predominant international language in the fields of culture, science, technology, and commerce. They hold, too, that widespread knowledge of English is necessary for technological and economic progress and that reducing its role would leave India a backwater in world affairs.

Linguistic diversity is apparent on a variety of levels. Major regional languages have stylized literary forms, often with an extensive body of literature, which may date back from a few centuries to two millennia ago. These literary languages differ markedly from the spoken forms and village dialects that coexist with a plethora of caste idioms and regional lingua franca. Part of the reason for such linguistic diversity lies in the complex social realities of South Asia. India’s languages reflect the intricate levels of social hierarchy and caste. Individuals have in their speech repertoire a variety of styles and dialects appropriate to various social situations. In general, the higher the speaker’s status, the more speech forms there are at his or her disposal. Speech is adapted in countless ways to reflect the specific social context and the relative standing of the speakers.

http://countrystudies.us, 2013

1. Why have efforts to make Hindi the Indian official language failed?
2. To what does ‘it’ in ‘see it as a means of upward mobility’ (line 7) refer?
3. Which word between lines 1 and 14 is closest in meaning to ‘supporters’?
4. What, according to the article, will happen if India minimized its use of English?
5. How have major languages in India affected literature?
6. Which word between lines 19 and 30 is closest in meaning to ‘excess’?
7. Why, according to the article, is India so linguistically diverse?
8. The text claims that social status affects a person’s speech positively. Which sentence between lines 30 and 38 supports this claim?
Text-handling exercises

Word, words, everywhere!

When dealing with gap-filling questions, you need to understand both the gist of the text and its specific features.

Example

Challenging racism in the media requires [1] effort, resilience and tenacious resistance. We need to continue to vigilantly [2], protest, demonstrate, document and oppose every form of racism in the media. We need to raise our voices every time we read racist views expressed in the print media; every time we hear [3] bias communicated across airwaves; and every time we see it [4] in the images on billboards and flyers. We need to demand employment equity within media organizations. We need to vigorously challenge those who attempt to silence resistance, with allegations of political correctness and [5]. We need to respond to those who speak in code words such as freedom of expression, artistic license, national identity, unity, common values, special interest groups, special privilege, and quotas. [6] fairness, equity and justice in the media and in other social systems is not deviant behaviour – it is called democracy! [7] our colleagues, allies and friends are attacked, we need to quickly and publicly come to their defense. We need to demand equity in the hiring and selection practices of media organizations, [8] in twenty more years, but now! We need to develop networks and alliances between communities that are regularly subjected to racism by the media. We [9] need a monitoring agency that regularly oversees and responds to bias and discriminatory practices in the media. We must press for more effective press councils and other self-regulating bodies. Most of all we need to continue to demand responsibility, accountability and meaningful change in the decision-making processes and [10] practices of media organizations in Canada.

Carol Tator, 1995

Some of the words have been removed from the text, but before you embark on filling the gaps, ask yourself this question: What is the writer trying to communicate to her audience?

By skimming the text, we understand that the author insists that strong effort be made to fight racism in the Canadian media. Bearing that in mind, try to make the text more meaningful by filling the gaps using some of the words below.

<table>
<thead>
<tr>
<th>Parts of speech</th>
<th>Noun</th>
<th>Pronoun</th>
<th>Verb</th>
<th>Preposition</th>
<th>Adjective</th>
<th>Conjunction</th>
<th>Adverb</th>
<th>Interjection</th>
</tr>
</thead>
<tbody>
<tr>
<td>before</td>
<td>cautious</td>
<td>censored</td>
<td>censorship</td>
<td>daily</td>
<td>perhaps</td>
<td>demanding</td>
<td>depicted</td>
<td>freedom</td>
</tr>
<tr>
<td>hardly</td>
<td>hidden</td>
<td>judge</td>
<td>monitor</td>
<td>not</td>
<td>painstaking</td>
<td>racial</td>
<td>regularly</td>
<td>still</td>
</tr>
</tbody>
</table>

When filling the gaps, take into consideration the appropriate part of speech required. Additionally, make sure that the word you have chosen makes sense in context. The words have been assigned to the appropriate gap in the table that follows. Fill in a justification for the placement of each word. The first two have been done for you.
Deconstructing Paper 1

Word | Why
---|---
1. painstaking | The part of speech needed is an adjective, and the only adjective that completes the sentence meaningfully is ‘painstaking’ because of the use of the word ‘tenacious’, which means persistent. Therefore, the word required must be something that complements ‘tenacious’.

2. monitor | We need a verb in the infinitive here (note the ‘to’ before vigilantly). The only words that fit are ‘monitor’ and ‘judge’. ‘Judge’ is incorrect because it denotes subjective opinion rather than a concrete action that complements ‘protest’, ‘demonstrate’, ‘document’ and ‘oppose’.

3. racial | .................................................................

4. depicted | .................................................................

5. censorship | .................................................................

6. demanding | .................................................................

7. when | .................................................................

8. not | .................................................................

9. still | .................................................................

10. daily | .................................................................

Activity

Read the following text.

**Extract 1**

I believe that tourism is a good thing for tiger conservation. It gives them extraordinary protection [-1-] the passive viewing and monitoring of these creatures. Tourism has a [-2-] impact on the perceived status of a park and its ability to attract local, governmental or [-3-] funding and tourism enhances the motivation and quality of its rangers and management, whilst the [-4-] vigil and attention from conservationists, naturalist guides, visitors and hotel owners concerned over ‘their’ invaluable wildlife resource ensures park staff and management are kept on their toes. [-5-] parks fail is when communication, integration and cooperation collapse between any of the parties in this conservation equation. [-6-] the Indian Forests Service (IFS), under [-7-] auspices all Indian parks and sanctuaries are managed, has seen tourism as a necessary [-8-], a harbinger of doom to be boxed up and contained within specific areas, whatever the crush; whatever the consequences. Last Christmas, tourism was even [-9-] of being the reason for the collapse in tiger numbers in Ranthambhore in Rajasthan. Woodcutters cut forests, poachers poach tigers, but tourism cannot be accused of [-10-] tiger populations!

*Julian Matthews, ‘Can ecotourism save tigers in India?’ 2007*

Which words go in the gaps (1–10) in the text? Choose the words from the box on the right. Be prepared to justify your answer.

1. .................................................................
2. .................................................................
3. .................................................................
4. .................................................................
5. .................................................................
6. .................................................................
7. .................................................................
8. .................................................................
9. .................................................................
10. .................................................................

| accursed | concerned |
| confirmed | constant |
| decimating | do |
| evil | historically |
| increasing | individual |
| international | past |
| rarely | significant |
| small | sporadic |
| through | where |
| which | whose |
Extract 2
The decline in letter writing constitutes a cultural shift so vast that in the future, historians may divide time not between B.C. and A.D. but between the eras when people wrote letters and [-1-]. Historians depend on the written record. Perhaps a better way of saying that is that they are [-2-] that record. Land transactions, birth and death records, weather reports, government documents— to the historian, [-3-], because it all contributes to the picture we have of the past. In the last century or so, as historians have turned away from their fixation on [-4-] and included the lives of average people in their study, the letters those people left behind are invaluable evidence of how life was once lived. We know what our ancestors ate, how they dressed, what they dreamed about love and what they thought about warfare, [-5-]. Without that correspondence, the guesswork mounts.

Malcolm Jones, 'The good word', Newsweek, 2009

Which phrases go in the gaps (1–5)? Choose the phrases from the list below. Be prepared to justify your answer.

1. ...........................................
2. ...........................................
3. ...........................................
4. ...........................................
5. ...........................................

a. all from their letters
b. at the mercy of
c. everything written is trivial
d. little from their letter
e. modern trivia
f. nothing written is trivial
g. quite liberated by
h. the doings of the great
i. when they communicated face-to-face
j. when they did not

Phrases, instead of words, may be taken out from the text at times. If you are asked to fill the gaps with the appropriate phrases, apply the same techniques you use when filling the gaps with words.

The whole truth, and nothing but the truth

When asked to provide a number of true statements based on the information given in a text, you have to remember a number of things:

1. Only fully true statements are required; half-truths do not count.
2. Do not jump to conclusions simply because you are familiar with the subject matter; you base your choice only on the information given in the text.
3. Handwriting is of utmost importance. You will be asked to write the appropriate letters in boxes; therefore, you will need to make sure that your letters are legible to someone who does not know you (the examiner). You will not be given the benefit of the doubt if the examiner cannot tell whether the answer given in the box is a C or an E, for example.
So why do people think music should be blamed for negativity in a society? One reason is that it’s fairly easy to do so as many parents, no matter how well meaning, tend to fall for blaming what they don’t understand rather than exploring some of the problems in their own back yard. In addition, many proponents of blaming music tend to look nostalgically at the era they grew up in through a filtered view. They tend to think their generation was much better behaved than today’s youth and forget that their parents’ generation was likely making the same complaints that they’re making now. In the process, those who blame music for a society’s negative turn fail to see that the music may mirror of the parts of society we’re having problems with (and unfortunately sometimes choose to ignore) and might in fact be shooting the messenger while the real causes of a society’s problems go unaddressed.

So is it fair to blame music for the negativity in a society? Of course it’s not fair to do so. However, it has become a convenient scapegoat which is one reason why people in every generation seem to do it. It is much easier to blame certain songs one may dislike and disapprove of rather than address the real issues of a society at large. Because of this fact, it is likely that the popular music of an era will continue to get blamed for the negative impact of a society (this goes back to Plato, unfortunately) rather than fixing the actual problems and making the society a better place to live.

Bo Paul, ‘Is it fair to blame today’s negativity in society on musical influence?’, 2008

From statements A to F, select the three that are true according to the text above. Write the appropriate letters in the answer boxes provided.

A. Parents prefer to blame factors other than familial problems for their children’s negativity.

B. People have objective views of their teenage years.

C. Parents across generations tend to make similar complaints about their children.

D. The author believes that music definitely reflects societal problems.

E. The author believes that one day people will quit blaming music for the failures of a society.

F. The author asserts that blaming music for the negativity in a society is a very old practice.
CHAPTER 1

Justifications

A. The text says that parents ‘…tend to fall for blaming what they don’t understand rather than exploring some of the problems in their own back yard’, which means that it is easier for parents to blame factors other than their own internal problems as a family for their children’s behavior. Therefore, A is true.

B. In the text, the author claims that people have ‘filtered views’ of their teenage years. When you filter something, you get rid of the impurities; therefore, those people do not have an objective (impartial, unbiased) view of their teenage years. Therefore, B is untrue.

C. The author claims that today’s parents tend to forget that ‘their parents’ generation was likely making the same complaints that they’re making now’. Therefore, C is true.

D. D is what we mean by a half-truth; the author uses the word ‘may’. He does not assert his opinion by using words like ‘always’, or even stick to using the simple present. Therefore, D is untrue.

E. The author states that ‘the popular music of an era will continue to get blamed for the negative impact of a society’, which is the exact opposite of ‘quit blaming’. Although the author says ‘likely’, he links it to a fact. Therefore, E is untrue.

F. The text states, ‘this goes back to Plato’, with ‘this’ referring to ‘blaming music for the negative impact of a society’. The use of the simple present shows us that the author confirms the claim. Therefore, F is true.

Activity

Read the texts below and answer the questions that follow each extract.

Extract 1

Last Lesson of the Afternoon
D. H. Lawrence (1885–1930)

When will the bell ring, and end this weariness?
How long have they tugged the leash, and strained apart,
My pack of unruly hounds! I cannot start
Them again on a quarry of knowledge they hate to hunt,
I can haul them and urge them no more.
No longer now can I endure the brunt
Of the books that lie out on the desks; a full threescore
Of several insults of blotted pages, and scrawl
Of slovenly work that they have offered me.
I am sick, and what on earth is the good of it all?
What good to them or me, I cannot see!
So, shall I take

My last dear fuel of life to heap on my soul
And kindle my will to a flame that shall consume
Their dross of indifference; and take the toll
Of their insults in punishment? — I will not!—
I will not waste my soul and my strength for this.
What is the point of this teaching of mine,
And of this Learning of theirs? It all goes down the same abyss.
What does it matter to me, if they can write
A description of a dog, or if they can’t?
What is the point? To us both, it is all my aunt!
And yet I’m supposed to care, with all my might.
I do not, and will not; they won’t and they don’t; and that’s all!
I shall keep my strength for myself; they can keep theirs as well.
Why should we beat our heads against the wall
Of each other? I shall sit and wait for the bell.
From statements A to H, select the four that are true according to the poem. Be prepared to justify your answers.

A. At the end of the school day, students are manageable albeit unconcerned with learning.

B. The speaker is willing but unable to teach students anything new at the end of the school day.

C. The speaker hardly sees anything good in attempting to teach a new lesson at the end of the school day.

D. The speaker regards the education system as a complete waste.

E. The speaker thinks that he benefits more from teaching than students do from learning.

F. Although largely uninterested, the speaker is expected to give his all when teaching students.

G. The speaker views attempts to teach students as a never-ending battle.

H. The speaker and the students sit docilely awaiting the end of the school day.

Extract 2

This is not a play; it is not a lecture; it is not an interactive workshop; it is not a physical theatre piece; it is not a public conversation. How to End Poverty in 90 Minutes is all of these things. Most significantly, it’s an opportunity to challenge a different audience every show with the question: how do you attack the problem of poverty in America? Over the course of 90 minutes, the audience will listen, explore and ultimately choose how to spend $1,000 from ticket sales that will be sitting onstage in cash. It is an experiment in dialogue, in collective decision-making, in shared responsibility and in the potential for art to help us make our world a better place. Spectacularly eclectic in form, often delightful and occasionally uncomfortable, How to End Poverty will engage students and Chicago-area audiences alongside community experts. Come spend with us.

Northwestern University, 2013

From statements A to H, select the four that are true according to the text. Be prepared to justify your answers.

A. How to End Poverty in 90 Minutes is a theatrical show.

B. How to End Poverty in 90 Minutes focuses on the issue of poverty in the world.

C. How to End Poverty in 90 Minutes lasts for more than an hour and a half.

D. The audience interacts with the performers.

E. $1000 will be given to the person who chooses how to best spend them.

F. How to End Poverty in 90 minutes highlights a number of important competences.

G. The audience is a mixture of community experts, Chicago residents and students.

H. How to End Poverty in 90 days encourages thrifty spending.

Defending ticks

When asked to decide whether a statement is true or false and to justify your answer, you need to remember that the justification you provide has to be an exact quote from the text. This quote, whether it be a few words or a slightly longer sentence, has to defend your choice of the tick (true OR false). Do note that both the correct tick and the correct justification are required. Do not attempt to paraphrase the justification and be very careful when you choose your quote, for sometimes quoting the whole sentence shifts the focus or nullifies the justification. In other words, when writing the justification, be precise and concise.
The sentences below are either true or false. Tick [✓] the correct response then justify it with a relevant brief quotation from the text.

1. The desert outside Port Augusta is picturesque and tourist-friendly.  
   [ ] True  
   [✓] False  
   **Justification:** ‘not the kind of countryside you see in Australian tourist brochures’
   - *Tourist brochures normally publicise areas that are of extreme natural beauty. Since the desert outside Port Augusta is ‘not the kind of countryside you see in Australian tourist brochures’, it is hardly scenic or picturesque. The remainder of the paragraph describes the area but does not allude to magazine-worthy scenic beauty or to whether tourists are interested in it.*

2. Sundrop Farms’ vast land is owned by a former banker and his colleagues.  
   [✓] True  
   [ ] False  
   **Justification:** “have bought a sizeable lump (of this unpromising outback territory)”
   - *The text mentions a former banker and provides a general description of his colleagues: ‘brains from Europe, Asia and America’, in addition to the lighting engineer. Buying something denotes acquiring/owning it. The remainder of the sentence ‘and built on it an experimental greenhouse which holds the seemingly realistic promise of solving the world’s food problems’, if used, shifts the focus from ‘owning the land’ to ‘what the land is used for’, and will result in your not being awarded the mark.*

3. Experiments are still required to determine if Sundrop Farms can produce cheap, high-quality and pesticide-free vegetables.  
   [ ] True  
   [✓] False  
   **Justification:** ‘is beyond the experimental stage’
   - *The word ‘beyond’ means going past the experimental stage. ‘They appear to have pulled off the ultimate something-from-nothing agricultural feat’, although it emphasizes ‘going beyond the experimental stage’, does not clearly show that further experiments are not required like ‘beyond the experimental stage’ does.*

---

The scrubby desert outside Port Augusta, three hours from Adelaide, is not the kind of countryside you see in Australian tourist brochures. The backdrop to an area of coal-fired power stations, lead smelting and mining, the coastal landscape is spiked with saltbush that can live on a trickle of brackish seawater seeping up through the arid soil. Poisonous king brown snakes, redback spiders, the odd kangaroo and emu are seen occasionally, flies constantly. When the local landowners who graze a few sheep here get a chance to sell some of this crummy real estate they jump at it, even for bottom dollar, because the only real natural resource in these parts is sunshine.

Which makes it all the more remarkable that a group of young brains from Europe, Asia and north America, led by a 33-year-old German former Goldman Sachs banker but inspired by a London theatre lighting engineer of 62, have bought a sizeable lump of this unpromising outback territory and built on it an experimental greenhouse which holds the seemingly realistic promise of solving the world’s food problems.

Indeed, the work that Sundrop Farms, as they call themselves, are doing in South Australia, and just starting up in Qatar, is beyond the experimental stage. They appear to have pulled off the ultimate something-from-nothing agricultural feat – using the sun to desalinate seawater for irrigation and to heat and cool greenhouses as required, and thence cheaply grow high-quality, pesticide-free vegetables year-round in commercial quantities.

*Jonathan Margolis, The Observer, 2012*
Deconstructing Paper 1

Read the texts below to answer the questions that follow each extract.

**Extract 1**

Distance learning requires a virtual classroom that facilitates qualitative higher education where highly motivated students are willing to take advantage of state-of-the-art technologies to ensure knowledge transfer. E-learning consists of both real-time and asynchronous classes, meeting the needs of flexible modern students with multiple extracurricular responsibilities. On-line foreign language programs should provide a virtual community that captures and captivates foreign language learners with meaningful dynamic content while utilizing the target language as the medium of communication.

Foreign language study in a virtual classroom through e-learning offers several advantages over classical mediums for foreign language learning and provides state-of-the-art foreign language training, furnishing multimedia in the classroom previously deemed impossible. Multimedia classrooms armed with the Internet render a historical precedent of a positive language learning environment which celebrates cultural diversity, cross-cultural awareness through cross-cultural exchange, and intercultural communication unlike never before.

Collaboration in the target language within an on-line foreign language program reinforces the concept of a communicative curriculum. Keeping the target audience in mind, educational content providers should heed the adage that content is king. Correct input in the target language diminishes the possibility of future grammatical and phonological errors in addition to cultural misinterpretations. On-line programs for studying foreign languages should manipulate traditional teaching methodologies to construct a positive learning environment where fluency in the target language with native to near native accuracy, according to the foreign language learner’s proficiency level, would be the norm instead of the exception.

Eric Paul Monroe, ‘Evaluating online programs for studying foreign languages’, 2007

The sentences below are either true or false. Tick [✓] the correct response then justify it with a relevant brief quotation from the text. Be prepared to defend your tick and justification.

1. Advanced technologies are used in online learning environments.
   - **Justification:** ……………………………………………………………………………………………………………………………………
   - **True** [✓] [ ] **False** [ ]

2. E-learning focuses on synchronous communication.
   - **Justification:** ……………………………………………………………………………………………………………………………………
   - **True** [ ] [✓] **False** [ ]

3. Using multimedia in the virtual classroom has been achievable in the past.
   - **Justification:** ……………………………………………………………………………………………………………………………………
   - **True** [✓] [ ] **False** [ ]

4. Developers of foreign language e-courses should focus on content.
   - **Justification:** ……………………………………………………………………………………………………………………………………
   - **True** [✓] [ ] **False** [ ]

5. Fluency in the target language should be achieved by all students in a foreign language e-course.
   - **Justification:** ……………………………………………………………………………………………………………………………………
   - **True** [ ] [✓] **False** [ ]

**Extract 2**

It’s just past lunchtime on a Friday afternoon and Lansbury opens the cupboard in her compact and modern kitchen. It is stocked with HobNobs and she offers to put some on a plate while explaining why she’s going to resist. About a month ago, she woke up with a mysterious stress fracture in her right hip and now, standing in front of the open fridge, she points to the calcium beverage she’s had to constantly drink.

“I’ve put on weight from all the muscle milk,” she says, sounding alarmed. “I had to drink more than a pint — twice a day!” Whatever weight she’s gained doesn’t show. Her trim figure and lively manner
betray that of a woman half her age and as she elegantly moves around her kitchen, dressed in a tailored tweed blazer and black slacks, gold earrings that match a gold brooch, it’s hard to believe that she’s nearly 87.

Lansbury has received numerous lifetime achievement awards and she’s earned them. One of Britain’s most beloved, durable and revered actors is currently starring on Broadway in Gore Vidal’s The Best Man, eight times a week. Doesn’t she get tired? “I’m the bionic woman,” she giggles, picking up the tray with tea and biscuits and moving us into the living room to chat.

Other shows have required a lot more energy, she says, citing her performance as Madame Arcati in Noël Coward’s Blithe Spirit, as an example.

But then, she prefers hard work and it pays off. She won the Tony Award in 2009 for the role and it was her fifth win, having won previously for Mame, Gypsy and Sweeney Todd.

Ariel Leve, The Telegraph, 2012

The sentences below are either true or false. Tick [✓] the correct response then justify it with a relevant brief quotation from the text. Be prepared to defend your tick and justification.

1. Angela Lansbury eats some of the HobNobs she offers the interviewer.
   Justification: .................................................................
   True False

2. Angela Lansbury is anxious about gaining weight.
   Justification: .................................................................
   True False

3. Angela Lansbury looks like an 87-year-old woman.
   Justification: .................................................................
   True False

4. Angela Lansbury is currently enjoying her retirement.
   Justification: .................................................................
   True False

5. Angela Lansbury won a Tony Award for her role in Blithe Spirit.
   Justification: .................................................................
   True False

A, B, C, or D?

Answering multiple choice questions correctly is not an easy feat. The alternatives given are sometimes so close. Therefore, and after you read the question, you need to re-read the text and the choices while mentally ticking off those that are wrong.

Example

Although we, as a society, have come a long way from the oppression of women in South Africa, there are still instances where gender discrimination in the workplace is an issue. Despite all the efforts being made to stamp out this problem, complaints of gender discrimination in the workplace have in fact increased. Whether this is due to an increase in awareness of a woman's rights or whether the incidence level has increased is hard to tell. It is therefore important for both employers and employees to be aware of what constitutes gender discrimination in the workplace and how this can be prevented.

The first and most prolific form of gender discrimination in the workplace is through the inability of women to enter into management or executive positions in a company. This basically means that men will be placed in higher level positions before a woman is considered for a high level vacancy. Some companies even go as far as the outright refusal of employing women in certain positions within the company. It is important to note here that there is sometimes a reversal of roles here where some companies prefer woman employees and discriminate against men instead.
Choose the correct answer from A, B, C, or D. Write the letter in the answer box provided.

1. Gender discrimination in South Africa
   A. still permeates the society.
   B. is the norm.
   C. is decreasing.
   D. has been effectively dealt with.

   Answer: A

2. Women in South Africa
   A. are in general considered inferior to men.
   B. come second to men in executive positions.
   C. do not apply for executive positions.
   D. discriminate against men.

   Answer: B

3. When employed for similar jobs, women in South Africa
   A. are given the same wages as men.
   B. ask for less money than men.
   C. ask for more money than men.
   D. make less money than men.

   Answer: D

Activity

Extract 1
It was a blazing hot day in August. Baker Street was like an oven, and the glare of the sunlight upon the yellow brickwork of the house across the road was painful to the eye. It was hard to believe that these were the same walls which loomed so gloomily through the fogs of winter. Our blinds were half-drawn, and Holmes lay curled upon the sofa, reading and re-reading a letter which he had received by the morning post. For myself, my term of service in India had trained me to stand heat better than cold, and a thermometer at ninety was no hardship. But the morning paper was uninteresting. Parliament had risen. Everybody was out of town, and I yearned for the glades of the New Forest or the shingle of Southsea. A depleted bank account had caused me to postpone my holiday, and as to my companion, neither the country nor the sea presented the slightest attraction to him. He loved to lie in the very center of five millions of people, with his filaments stretching out and running through them, responsive to every little rumour or suspicion of unsolved crime. Appreciation of nature found no place among his many gifts, and his only change was when he turned his mind from the evil-doer of the town to track down his brother of the country.

Sir Arthur Conan Doyle, ‘The Adventure of the Cardboard Box’
CHAPTER 1

**Extract 2**

Going forward, Saturday nights will keep music enthusiasts occupied, as the much-awaited India in Concert initiative is all set to go live today! An initiative by music lovers for music lovers, India in Concert is the brainchild of Supratik Ghosh, who left his full-time job with an advertising agency years ago and pursued his passion for music through his band, Aurko. The objective is to make music available to all, traversing the boundaries of caste, creed and language.

Anyone with a passion for music can take part in this grand event and showcase his/her skills to the rest of the city. And this time, six contestants will be competing with one another to make their name in the music world: Rahul Sharma, an Infosys employee; Abhilash, a hardcore musician; Pallavi, a relationship manager with IDBI Bank; Reena Hebbar, employee at Airtel, Suraj Biswas, who is quitting his present job to pursue music; Kunal, an employee of Genpact and Rahul Sindagi, who works at Aricent.

*Caroline Diana, ‘India in concert: Music for a cause’, 2012*

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**Choose the correct answer from A, B, C, or D. Write the letter in the answer box provided. Be prepared to justify your answer.**

1. India in Concert
   A. started a good number of years ago.
   B. is the idea of Ghosh.
   C. is a week-long concert.
   D. is going live in a number of years.

2. The initiative aims to
   A. unite art lovers worldwide.
   B. ensure the accessibility of music to everyone.
   C. reduce social and linguistic differences.
   D. introduce Ghosh’s band, Aurko.

3. Performers in the concert are
   A. professional musicians.
   B. music lovers.
   C. city dwellers.
   D. employees.

4. Contestants are competing to
   A. get a monetary reward.
   B. quit their jobs.
   C. take part in the grand event.
   D. become renowned musicians.
You were saying?

When identifying who says what, you need to read the passage carefully, determine who the speakers are and scrutinize what they say. This need not be in a conversation setting; you may be asked to identify comments or ideas made by the ‘speakers’.

Example

Our Readers’ Comments

Chris Jones: Lord of the Flies is the story of a group of boys who find themselves on a deserted island in the middle of nowhere. The boys convince themselves that they are surrounded by a heinous beast, and work assiduously on shedding all remnants of civilization while on the island. William Golding brilliantly uses imagery to show us how humans degenerate and how easily it is to fall into savagery when our baser instincts are allowed to reign.

Petra Dean: I liked this book because I identified with the characters, especially Piggy. Piggy, one of the main characters, knows exactly what was going on around him and guides Ralph in taking important decisions. However, his general appearance and demeanour make him the last person to be listened to. The most disturbing incident I found in the book was when the boys, encompassed by the frenzy of offering a sacrifice to the beast, all take part in murdering Simon.

Troy Wilkinson: This book is definitely a must read for anyone who is interested in human nature. After reading this book, your understanding of the world around you will change. You will start questioning how much society influences our characters and helps in shaping them. It is really amazing to realise that the boys revert to their original selves – actually act as children rather than savages – at the end.

Read the ‘text’ and answer the following questions.

1. Who mentions the changing in the children’s behaviour? Troy Wilkinson

   While the others mention the boys on the island, only Troy Wilkinson highlights the change in their behaviour at the end of the novel.

2. Who comments on the writing style? Chris Jones

   Both Petra and Troy mention the book. However, Petra mentions why she likes the book and Troy concentrates on the lessons that can be learned from it. Only Chris comments on Golding’s use of imagery.

3. Who makes a specific reference to the novel’s characters? Petra Dean

   While Chris and Troy refer to the boys, their comments do not specifically mention characters. It is Petra who refers to Piggy and Ralph specifically.

4. Who describes a character’s weaknesses? Petra Dean

   Troy and Chris do mention how the boys act on the island. Petra, however, refers to Piggy’s demeanour and appearance and link them to why the other boys did not see a leading figure in him.

5. Who gives a short synopsis of the novel? Chris Jones

   Chris starts by summarizing the novel, while Petra gives her personal opinion and Troy recommends the novel for others.

6. Who makes a personal observation on one of the novel’s events? Petra Dean and Troy Wilkinson

   Petra mentions how she felt about Simon’s murder and Troy comments on how amazing it was that the boys actually behaved as children at the end of the novel.
CHAPTER 1

Activity

Extract 1
What our students say about online learning

Kelsey Winters
Studying Journalism
“The best thing I have found about online learning is being able to create my own schedule. I can take lessons and do homework when I have the time to fit it in. I really benefitted from being able to manage my own time.”

Maria Espinoza
Studying Creative Writing
“I felt part of a close community. I really felt as if was connecting with the professor and my classmates, which was helped by things such as being able to see a video display of the professor teaching.”

Sarah Mosby
Studying Leadership Communication
“The greatest advantage of online learning for me was flexibility with my schedule. In addition, online learning allows discussions to continue 24/7… and for me, the learning really continued.”

Philip Holdsworth
Studying Public Affairs
“I there I were to take any class online, it would be this one. Learning to communicate online on a professional level is a really valuable skill which we’ll all need to use in our working lives. Taking an online course is good preparation for that. My only real regret about this class is that it had to end!”

When asked about online learning, who praises:
1. the ability to set one’s pace?
2. the chance to communicate with others?
3. continuous learning?
4. their professor’s delivery techniques?
5. the type of online course studied?

Extract 2
Interested in taking an online course but not sure what to expect? Below is just a sampling of what some of our online students have to say about the Online Writer’s Studio:

Martha L. Henning, Ph.D./ Fiction Writing: The Short Story Cycle: “I approached the course with a sense of the technology being a brick wall; I emerged from the course with a sense of that same technology enabling rich, personal and small community communications as a benign and transparent tool.”

Melissa Dyrdahl/ The Craft of Poetry: Let’s Begin: “Having never taken an online course before, I was somewhat skeptical about the learning environment and my ability to effectively interact with the instructor and other students. I have to say the OWS (Online Writer’s Studio) exceeded my expectations. It was great to be able to work on projects and submit them as my schedule allowed, there was a wonderful and supportive community that developed between the students (who were participating from a variety of countries and time zones) and the instructor was available and responsive throughout the class. I’m looking forward to taking my next OWS class.”

Kim Inman/ Travel Writing: “While I’ve been tempted by some Stanford Continuing Ed. offerings in the past few years, none of them were feasible due to the fact that I live in suburban Chicago. The online feature made it both approachable and doable. In my rusty state of mind, an online class seemed safer - if I was too out of my league, dropping out wouldn’t be too personal. But once I started the course, there was no way I was going to quit.”

George Patrick Dovel/ Fiction Writing: Voices That Live: “I expected a high-level learning experience from a Stanford course, and my expectations were not only met but exceeded by a healthy margin.”

Jill Stegman/ Fiction Writing: Voices That Live: “I just found out that I’m accepted into The Advanced Fiction Writer’s Workshop offered by Vermont College. I used the short story submitted here, “Touch,” as the admissions piece. I’ll be working with Antonya Nelson, one of my favorite short story writers. They even offered me a scholarship!”
Nicole Harkin/ Creative Nonfiction: Beginning Your Book: “The engaged, intelligent writers leading the course work at the Stanford Continuing Studies program not only keep me involved in my online course work but also keep me coming back for more.”

Robert Rebele/ Creative Nonfiction: “I would absolutely take this course again, and I wholeheartedly recommend it to my friends and anyone else interested in a life of writing.”

Miriam Wynn/ Writing for the Movies: Beginning Screenwriting: “I have a Stanford BA in English/Creative Writing and I can attest to the quality of Stegner Fellows based on my quarterly workshops during my undergraduate career. This online course turned out to be of the same caliber and a great venue to learn and apply new skills.”

Harry Weekes/ Putting a Spin on Science Writing: “The course was excellent for my work style and my schedule – demanding with deadlines, but not overwhelming.”

Karen Vanuska/ Magazine Writing: “Thanks to the lead the instructor provided and the writing wisdom she imparted, I’ve been successfully launched into the world of professional book reviewers. I’m eager to work with her again in the future.”

Stanford Continuing Studies, 2013

In the text above, who:
1. links development to the successful facilitation of the course?
2. was wary of having to deal with technology prior to the commencement of the course?
3. compares the rigour of the course to his university courses?
4. was accepted at another course because of work completed in his/her online course?
5. was not sure s/he would complete the course when registering for the course?
6. will enroll in a future Online Writer’s Studio course?
7. found online courses feasible because they do not require presence in a certain physical space?
8. found the course more beneficial than expected?
9. would recommend the course to others?
10. applauds the quality of communication in the online course?

Meaning… something more than meaning!

Not only do vocabulary questions test your understanding of words and their synonyms, but they also require you to show understanding of those words and phrases in context. For example, the word ‘glimpse’ means ‘a brief look’ but in a sentence like ‘the book gave me a glimpse of what it is like to be physically challenged’, it means ‘an indication’ or ‘a clue’. Consequently, even if you know the meaning of a word, re-read the sentence in which the word appears before you determine its meaning.

Example

Along this particular stretch of line no express had ever passed. All the trains--the few that there were--stopped at all the stations. Denis knew the names of those stations by heart. They were snorting out of West Bowlby now. It was the next station, thank Heaven. Denis took his chattels off the rack and piled them neatly in the corner opposite his own. A futile proceeding.

Bole, Tritton, Spavin Delawarr, Knipswich for Timpany, West Bowlby, and, finally, Camlet-on-the-Water. Camlet was where he always got out, leaving the train to creep indolently onward, goodness only knew whither, into the green heart of England.

10
15
20
for example, or read the one illuminating book. Instead of which--his gorge rose at the smell of the dusty cushions against which he was leaning.

Two hours. One hundred and twenty minutes. Anything might be done in that time. Anything. Nothing. Oh, he had had hundreds of hours, and what had he done with them? Wasted them, spilt the precious minutes as though his reservoir were inexhaustible. Denis groaned in the spirit, condemned himself utterly with all his works. What right had he to sit in the sunshine, to occupy corner seats in third-class carriages, to be alive? None, none, none.

Aldous Huxley, *Crome Yellow*

Find the word in the right-hand column that could meaningfully replace one of the words on the left.

1. indolently (line 8)
   - A. slowly
   - B. seriously
   - C. easily
   - D. awfully
   - E. mainly
   - F. unreservedly

‘indolently’ means lazily. However, in context, it means ‘slowly’ since the movement of the train is described using the word ‘creep’.

2. extremely (line 17)
   - A. slowly
   - B. seriously
   - C. easily
   - D. awfully
   - E. mainly
   - F. unreservedly

‘extremely’ means ‘very’ or ‘tremendously’. Therefore, neither ‘mainly’ nor ‘seriously’ work.

3. utterly (line 30)
   - A. slowly
   - B. seriously
   - C. easily
   - D. awfully
   - E. mainly
   - F. unreservedly

‘utterly’ is not ‘mainly’; it is ‘absolutely’ or ‘completely’... in other words, without reservation.

---

**Activity**

**Extract 1**

Tom forgot the ideas of absconding and squinted at the man across from him. “After you, Paragon,” he said. No reply came from his cellmate, just quick obedience.

Entering the two-way hall, he peered toward the entrance where eleven more guards waited to walk him to his Master. He sighted the fulvous robes of a mage hiding behind a couple of the guards, the choker around his neck glowed like molten gold, his undeniable presence ensuring no disturbances broke out. Taking down twelve well-armored guards would be a feat, but the security of the mage sealed the deal.

Not a chance to fight for freedom and come out living.

The two slaves walked the hundred meters to the entrance, passing about fifty slumbering prisoners. Down the opposite way, more than three hundred meters of cells hid in blackness.

The trip elapsed in total quiet. The only noise came from rough footsteps, the shifting of armor, and the clinking of tankards fastened by carabiners at the hips of all the dwarves.

The circumstances of the night remained concealed from Tom, and the guards never spoke, except to each other, but even those seldom occurrences were only laconic teasings. The only opportunities to learn revolved around break time in the mines, but even then you had to talk to the right person, and finding someone reliable varied day by day. The shifts in the mines rotated continuously, never the same, always different faces swapping from the compounds of the four other Dwarflords, which made it hard to keep in contact with anyone.

*John Hennessy, A Stalker’s Game*
Find the word in the right-hand columns that could meaningfully replace the words on the left.

<table>
<thead>
<tr>
<th>1. absconding (line 1)</th>
<th>A. aimed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. squinted (line 2)</td>
<td>B. brief</td>
</tr>
<tr>
<td>3. fulvous (line 8)</td>
<td>C. deed</td>
</tr>
<tr>
<td>4. ensuring (line 11)</td>
<td>D. escaping</td>
</tr>
<tr>
<td>5. feat (line 14)</td>
<td>E. guaranteeing</td>
</tr>
<tr>
<td>6. slumbering (line 18)</td>
<td>F. hitting</td>
</tr>
<tr>
<td>7. elapsed (line 21)</td>
<td>G. interchanging</td>
</tr>
<tr>
<td>8. fastened (line 24)</td>
<td>H. jumped</td>
</tr>
<tr>
<td>9. laconic (line 29)</td>
<td>I. looked</td>
</tr>
<tr>
<td>10. swapping (line 36)</td>
<td>J. passed</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>1. sacrificing (line 2)</th>
<th>K. protecting</th>
</tr>
</thead>
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<tr>
<td>2. newfangled (line 4)</td>
<td>L. secured</td>
</tr>
<tr>
<td>3. hindrance (line 7)</td>
<td>M. selling</td>
</tr>
<tr>
<td>4. abandon (line 13)</td>
<td>N. sleeping</td>
</tr>
<tr>
<td>5. deductive (line 15)</td>
<td>O. small</td>
</tr>
<tr>
<td>6. served (line 28)</td>
<td>P. snoring</td>
</tr>
<tr>
<td>7. usual (line 31)</td>
<td>Q. tawny</td>
</tr>
<tr>
<td>8. connection (line 36)</td>
<td>R. voucher</td>
</tr>
<tr>
<td>9. brilliant (line 37)</td>
<td>S. walked</td>
</tr>
<tr>
<td>10. sidekick (line 40)</td>
<td>T. wordy</td>
</tr>
</tbody>
</table>

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Extract 2

The idea of a contemporary Sherlock Holmes might sound sacrilege to some, but Moffat manages to update it — with all the newfangled technologies that our modern world provides — and somehow keep it faithful to the works of Sir Arthur Conan Doyle. Technology is often a hindrance to modern mysteries; DNA fingerprinting, computer forensics, and GPS often take the fun out of crime solving. With Moffat’s *Sherlock*, it only presents new challenges, challenges that Moffat stays well ahead of. Contemporary Holmes doesn’t abandon modern tech; he incorporates it. But it doesn’t distract from his deductive skills, his ability to read a person in seconds, or quickly analyze a crime scene. Modern gadgets may be able to help answer questions, but it’s always been Sherlock’s job to figure out what questions to ask, and that’s where computers and PDAs haven’t yet caught up with human intelligence, and where a detective like Holmes will always be useful.

The love/hate connection is instant; Holmes is brilliant but irritating, while Watson is loyal and tolerating. Freeman is also the best thing about this show and, like in the novels, an equal partner and not a sidekick — Holmes may solve the mysteries, but it’s Watson who saves the day.

*Dustin Rowles, 2011*