**Language A Answers: pp. 4**–**55**

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| **Page** | **Activity** | **Answers** |
| **4** | **1** | **1.** scanning  **2.** skimming  **3.** skimming |
| **5** | **2** | **A possible summary:** We must use fewer fossil fuels and more renewable energy sources to slow climate change.  **A possible question/answer:**   * Q: What kinds of cuts in emissions do the world’s scientists want? * A: Immediate and deep cuts. |
| **7** | **1** | **Possible answers:**   * ‘persistent and numerous midgelike creatures… drove us into our tents’ suggests the narrator’s irritation and discomfort * ‘perfect sleeping weather’ implies comfort, relaxation * ‘my eyes fly open’ suggests shock * ‘I sat bolt upright. Instantly every neuron in my brain was awake and dashing around frantically’ implies fear and trepidation |
| **9** | **1** | **Possible answers:**   * point: ‘the novel tells of…’) * evidence: ‘I got you to look after me, and you got me to look after you ’; ‘the loneliest guys in the world’ * explanation: ‘the repetition of …’. |
| **9** | **2** | Student’sown answer |
| **11** | **1** | **Possible answers:**  1. The writer’s intention is to highlight the dangerous impact of fossil fuels on climate change.  2.   * Opinions could include: the world has only a short time to reduce its greenhouse gas emissions (note that although there is much evidence to support this view, it is not a proven fact); decisive action of climate would be ‘the greatest cost-saving of human history’. * Facts could include: the IPCC has published a report; António Guterres was the UN secretary general at the time the article was published. |
| **12** | **2** | **Possible answers:**  1. The writer’s intention is to highlight problems with replacing fossil fuels with renewable energy sources.  2/3. Although both writers intend to influence the readers’ opinions, their views are diametrically opposed: the writer of ‘It’s over for fossil fuels’ highlights the value of renewable energy and the harm that fossil fuels do, whereas the writer of ‘When it’s too windy for wind turbines’ argues that renewable energy is unreliable. |
| **12** | **3** | **Possible answers:**   * biased language: ‘reckless’, ‘crazy’ (‘When it’s too windy for wind turbines‘) * emotive language: ‘crisis’, ‘now or never’, ‘burning our planet’ (‘It’s over for fossil fuels’) * stating of opinion as fact: ‘Thirty months: that is the very short time the world now has…’ (‘It’s over for fossil fuels’) * reported views: Jim Skea and António Guterres, are quoted (‘It’s over for fossil fuels’) * unsupported claims: ‘Producing gas is now deemed so environmentally unfriendly that we have to import it instead.’ (‘When it’s too windy for wind turbines‘) * given facts: ‘Some friends in Hertfordshire had to do without power for 24 hours.’ (‘When it’s too windy for wind turbines‘) * an argument: ‘If we don’t start to fight back against this madness, you won’t be allowed to have them for much longer’ (‘When it’s too windy for wind turbines‘). |
| **13** | **4** | **Answers:**   * Kittens need a warm, dry, comfortable place for snoozing. (triple structure) * How could anyone leave an animal to suffer like this? (rhetorical question) * These vulnerable, weak kittens need our help. (emotive language) * Over 100,000,000 cats need re-homing every week. (hyperbole) * You can help us make a difference; all we need is £2 a month. (direct address) * Every year the number of cats on the streets increases, every year it is up to us to rescue them. (repetition) * Donate today! (imperative verbs) |
| **13** | **5** | **Possible lines of argument could include:**   * Should animals be exploited in this way? * Is it necessary to have animal products made of fur? |
| **13** | **6** | **Paragraphs should be structured using point-evidence-explanation, for example:**   * **Point:** The writer makes the point that teenagers are presented in a very negative light. * **Evidence:** For example, the writer states that teenagers ‘often struggle to find their own identity in the face of a sometimes hostile outside world’ * **Explanation:** This suggests that we should feel sympathy for teenagers. The emotive language choices of ‘struggle’ and ‘hostile’ create a strong impression that life can be challenging for teenagers. |
| **17** | **1** | |  | | --- | | Adjectives are highlighted in yellow. | | Nouns are highlighted in green. | | Verbs are highlighted in blue. |     1. I tripped over the uneven floor.  2. The clumsy boy crashed his new bike.  3. When the old lady reached her house, she sat down.  4. We saw wild horses in the forest.  5. The large crowd cheered as the skilful player scored.  6. The laughing girls annoyed the teacher.  7. A prickly hedgehog snuffled in the dry leaves.  8. The lazy man was sleeping under the tall tree. |
| **17** | **2** | **Possible answers:**   * **Q1.** large, heavy, green (adjective) * **Q2.** Greece (proper noun) * **Q3.** climbed, struggled (verb) * **Q4.** concert, performance (noun) * **Q5.** fur (noun) * **Q6.** flew, soared (verb) |
| **18** | **1** | **Possible answers:**  A dove/peace  A lightbulb/a great idea |
| **19** | **2** | **Possible responses to the connotations of ‘all the colours of life’:**  the phrase suggests the vast range of moods, activities, situations and so on that we might encounter in life, and which can be experienced through reading. |
| **19** | **3** | Student’s own answer |
| **20** | **1** | **Answers:**  **Q1**. The door is open. (statement)  **Q2.** Go and have a wash. (command)  **Q3.** What a lovely surprise! (exclamation)  **Q4.** Have you seen my shorts? (question) |
| **21** | **2** | **Answers:**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Question** | 1 | 2 | 3 | 4 | | Subjects: | Tamika | she | It | Tamika | | verbs: | Renovated | paint | took | hates | | adverbials:; | Last week | – | a long time | – | |
| **22** | **1** | **Possible answers:**   * Trembling from head to toe with fear, I went back to the house and peered through the window which was grimy and cracked. * Smiling to myself because I knew she was lying, I looked deep into her eyes which were cold and unforgiving. |
| **23** | **2** | **Possible answers:**  1. Extract 2’s slower pace builds more tension.  2. Extract 2 gives more detailed description.  3. Short sentences can create tension.  4. Longer sentences can build description. |
| **23** | **3** | **Possible answers:**  1. Ryan stood as still as stone, listening intently. The faint rustling continued from inside the bedroom. Putting his good eye to the keyhole, he peered into the dimly lit room.  2. He squinted through the gloom of the interior. It was quite deserted. A single candle burned near the altar. It was sad to see an empty church on Christmas Eve. Shrugging the thought away, he began a careful inspection of the places where the statue might have been concealed. |
| **26** | **1** | **Answers could focus on:**   |  |  |  | | --- | --- | --- | |  | **The Storm** | **Disaster in the Kitchen** | | Sight: | the flash of lightning | spilt food | | Sound | the crash of thunder | smashing crockery | | Smell | damp earth | burning | | Touch | cold wind | heat | | Taste | – | burnt food | |
| **26/7** | **Precision** | The second sentence is clearer and more precise, giving a far greater level of descriptive detail.  Possible sentences for a witness to a crime:   * A man broke a window and got into the shop. (vague) * A tall man in a dark coat smashed the glass in the shop door and quickly climbed through, looking suspiciously over his shoulder. (precise) |
| **27** | **2** | Examples may include:   * ‘danger’ (suggests fear, creates tension) * ‘dropped’ (a sudden movement) * ‘a sudden rush’ (conveys panic) * ‘like a wave’ (suggests it is unstoppable) * ‘[the great black] mass [of people]’ (suggests a huge number) * ‘sweeping’ (conveys the crowd’s rapid movement) * ‘rushing’ (conveys panic) |
| **28** | **1** | **Possible answers:**  **Q1** and **Q2**:   * He is a traitor. (Suggests dishonesty and disloyalty) * It worked like magic. (Positive connotations suggesting surprising success) * She’s so cool. (Positive connotations, suggesting admiration) * We were on the brink of disaster. (Suggests danger) * He’s totally helpless. (Negative connotations of complete incompetence) * It was an awesome match. (Positive connotations, suggesting amazement and wonder)   **Q3**:   * twisting: connotations of danger or deception * alone: highlights vulnerability * bewildered: suggests extreme confusion and highlights vulnerability * snapping: a dramatic verb with connotations of damage or pain * shadows: connotations of mystery and danger * terrifying: an emotive language choice, emphasising fear * outrageous: suggests extreme or implausible tales * craved: connotations of desperation * warily: connotations of anxiety and trepidation   **Q4**:   * … hurry inside. (Suggests urgency) * … dance. (Suggests pleasure, happiness) * … cower indoors. (Suggests fear) |
| **29** | **Synonyms** | **1. Possible synonyms**   |  |  |  | | --- | --- | --- | | **smell** | **broke** | **walked** | | * aroma * fragrance * scent * stench * stink * whiff | * damaged * demolished * destroyed * shattered * smashed * snapped | * ambled * plodded * stepped * strolled * trudged * wandered |   **2./3.** Student’s own answers |
| **30** | **1** | Student’s own answers |
| **30** | **2** | **Possible answers:**   * description: ‘pounding the pavements in the pouring rain’ * information: ‘The food you eat, and amount of exercise you take, can have a significant impact on your physical and mental health.’ * explanation: ‘You can visit the gym.’ * advice: ‘Making healthy choices, on the other hand, can make you happier, fitter and less stressed.’ * humour: ‘pounding the pavements in the pouring rain’ * shock: ‘Ignoring your health can lead to heart problems, diabetes, arthritis and depression.’ * fear: ‘Ignoring your health can lead to heart problems, diabetes, arthritis and depression.’ * encouragement: ‘So why not try it?’ |
| **31** | **3** | Student’s own answer (answers should show awareness of the definitions given on page 31) |
| **32** | **1** | **Possible answers:**  1. In a purely factual version (for example, ‘I have eaten the plums that were in the ice box. Forgive me.’) the richly descriptive sensory detail is lost.  2. Responses could note   * the vivid, sensory description of the plums, positioned at the end of the poem to achieve additional impact * the change in tone from confessional to apologetic – perhaps with a suggestion of triumph!   3. Student’s own answers  4. informative, transactional, emotive, persuasive, entertaining, descriptive and – if you find the apology insincere – ironic. |
| **33** | **2** | **Possible answers:**   * a word or phrase that helps the writer to achieve their intention, for example: hanged, death, hunger * a word or phrase that is appropriately formal, for example: survive, punished * a word or phrase that could be more formal, for example: Back in the old days, really badly, nicking, loads of * words or phrases that could be replaced to help the writer achieve their intention, for example: poor, really badly. |
| **35** | **1** | **Answers:**  **Q1.** **(i)** rattled **(ii)** howled, battered **(iii)** was, was **(iv)** peering, noticed, had stood **(v)** no verb  **Q2.** **(i)** no link **(ii)** and [conjunction] **(iii)** although [conjunction] **(iv)** peering, where [non-finite verb, relative pronoun) **(v)** then [adverb]  **Q3.** **(i)** single clause sentence **(ii)** multiclause sentence **(iii)** multiclause sentence **(iv)** multiclause sentence **(v)** minor sentence |
| **36/7** | **1** | **Possible answers:**  **Q1.** It was quiet. I knew there was someone in there. I could hear the sound of breathing. It was short and shallow. Someone was frightened.  **Q2. i/ii.** For example: I walked slowly and arrived at nine o’clock. Because I walked slowly, I arrived at nine o’clock.  **Q2.** **iii/iv.** Walking slowly, I arrived at nine o’clock. I walked slowly, arriving at nine o’clock.  **Q2. v.** For example: I arrived at nine o’clock because I walked slowly. Walking slowly, I arrived at nine o’clock.  **Q3. i.** I hurried to the end of the corridor and looked in the classroom but it was empty.  **Q3.** **ii**. For example: Hurrying to the end of the corridor, I looked in the classroom but it was empty.  **Q3.** **iii.** Hurrying to the end of the corridor, I looked in the classroom which was empty.  **Q3.** **iv.** None of these sentences can be re-structured without losing their meaning and clarity.  **Q4.** For example: It was quiet but I knew there was someone in there, hearing the sound of breathing. It was short and shallow. Someone was frightened. |
| **38** | **1** | **Possible answers:**  **Q1/2.** [1] Pour a tablespoon of oil into a frying pan. [2] Place the frying pan on the stove. [3] Take an egg. [4] Crack it open by hitting it sharply on the edge of a bowl or worktop. [5] Tip the contents into a mug or bowl. [6] Use the mug or bowl to place the egg into the frying pan. [7] Leave it there until the egg is cooked to your taste. [8] It might be when the yolk is soft and runny or firm and cooked through.  **Q3/4.** Pour a tablespoon of oil into a frying pan and place the frying pan on the stove… Use the mug or bowl to place the egg into the frying pan, leaving it there until the egg is cooked to your taste.  **Q5:** Student’s own answers |
| **39** | **2** | Student’s own answers |
| **40** | **1** | **Answers:**  **Q1.** a multiclause sentence building a detailed description to create a vivid picture in the reader’s mind.  **Q2.** a short sentence to add tension and emphasis to a dramatic moment  **Q3.** a series of short clauses linked in a multiclause sentence to suggest fast-paced action  **Q4**. a multiclause sentence to build tension to a climax in its final clause) |
| **41** | **2** | Student’s own answers |
| **41** | **3** | Student’s own answers |
| **42** | **1** | **Answers:**   * Narrative: The boy is given the job…; The boy grows bored…; The boy grows even more bored…; The boy and the sheep are eaten. * Transactional: There is not enough for young people to do… The council should organise… These would give young people… |
| **43** | **2** | **Answers:**  **Q1.** Opening: The Turkish teacher met them…; Middle: Soon they were hurrying… Ending: Then he sighed…  **Q2.** Linking words and phrases: Soon…; Then… |
| **43** | **3** | Student’s own answers |
| **44** | **1** | **Possible answers:**  Initial impressions of the woman may focus on her kindness, growing uncertain by the end of the first paragraph, to strong suspicion by the end of the second paragraph. |
| **45** | **2** | **Answers:**  **Q1.** Its beauty and popularity are highlighted.  **Q2.** The local government is behaving extremely irresponsibly.  **Q3.** To highlight the impact that the local government’s actions will have on the local area and on local people. |
| **45** | **3** | Student’s own answers |
| **46/7** | **1** | **Answers:**  Introduction: paragraph 1  Main body: paragraphs 2 and 3  Conclusion: paragraph 4 |
| **47** | **2** | **Answers:**  **Q1. i.** Both pieces of information focus on Tesla’s career.  **Q1. ii.** One focuses on success, the other on failure.  **Q1. iii.** The contrast emphasises both the potential success and the ultimate failure.  **Q2**. Paragraph 3 follows a similar structure to paragraph 2, highlighting great success followed by disappointment.  **Q3. i.** Paragraph 1 focuses on Tesla’s birth and his mother, stating ‘he will be a child of light’, then paragraph 2 gives factual information about his birth and his career, working with electricity and electric light. There is also the mention of the electrical storm in the first paragraph which links to Tesla’s later career.  **Q3. ii.** Paragraph 3 develops the focus on Tesla’s career as an inventor working with electricity: ‘Word of Tesla’s inventions…’. There are also the phrases ‘withdrew their money’ in paragraph 2 and ‘It ran out of money before being completed’ in paragraph 3.  **Q3. iii.** Paragraph 3 gives information about Tesla’s failure to complete his tower, then paragraph 4 highlights his reaction to that failure: ‘Disappointed and disillusioned…’); ‘Word of…’ used in paragraphs 3 and 4. |
| **47** | **3** | Student’s own answers |
| **48** | **1** | **Answers:**  **I**t was night over the hill**. T**hey could see the stars**. T**hey had been told of the dangers of the area but they had decided to continue anyway**. S**oon they reached the first of the houses where the street took a sharp turn to the right**. S**oon they would be back home. |
| **49** | **1** | **Answers:**  It was raining. Slowly**,** very slowly**,** the puddles filled dull and grey under the dull light. **‘**Look out’ shouted Henry, but it was too late. **‘**I told you to look where you were going. You never pay attention ever.**’** Further down the road**,** half a kilometre away**,** an old truck started up, misfired once or twice and began a struggle up the hill towards them. |
| **50** | **1** | **Answers:**  ‘Glad **you’ve** come,’ she said. ‘**I’ve** been **lookin’** for you everywhere. I **can’t** imagine **what’s** the matter **‘ere**.’ ‘Troubles **comin’** soon. **We’d** best go home.’ |
| **51** | **Colons, etc.** | Student’s own answers |
| **54** | **1** | **Answers:**  There **was** a hard frost which **we had** been anticipating for some days. Many of the **smaller** animals had **burrowed** deeply but, **unfortunately** for them, heavy rain then caused the river to **burst** **its** banks and many of them **were** drowned. |
| **55** | **2** | **Possible answer:**  Looking across the river, he could see the old railway track at the foot of the mountain. No trains had been seen there for fifty years. Now people from the nearest village were campaigning for its restoration. He had heard one of his neighbours, now in his eighties, describing the shriek of the whistle from the midday train which was his signal to stop work in the fields and go home for lunch. |