**English Language B Answers: pp. 2**–**55**

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| **Page** | **Activity** | **Answers** |
| **4** | **1** | **1.** scanning  **2.** skimming  **3.** skimming |
| **5** | **2** | Student’s own answers |
| **5** | **3** | Student’s own answers |
| **7** | **1** | **Possible answers:**   * ‘persistent and numerous midge-like 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: ‘This extract…’ * evidence: ‘needs to do’; ‘frightens him’ * explanation: ‘the repetition of …’. |
| **9** | **2** | Student’sown answer |
| **11** | **1** | **Possible answers:**   * Opinions could include:   + ‘the surest way to kill a youth trend is to adopt it’ * Facts could include:   + A larger number of 25–34 year olds are using Facebook   + Fewer 15–24 year olds are using Facebook.   + Half the UK’s online population have a Facebook profile * Key points:   + Fewer young people are using social networking sites   + This may be due to the number of older people using social networking sites |
| **12** | **2** | **Possible answers:**   * Opinions could include:   + use of social networking sites has an impact on the brain   + young people cannot concentrate when away from a screen   + these changes may impact their ability to communicate and form relationships * Facts could include:   + 150 million people use Facebook   + 6 million use Twitter * Key points:   + use of social networking sites has an impact on the brain   + these changes may impact their ability to communicate and form relationships * Both texts present their views through fact and opinion, supported by expert opinion. |
| **12** | **3** | **Possible answers:**  1. In the Guardian article, teenagers are presented as contrary, leaving Facebook because of its popularity with older people; in the Mail Online article, teenagers are presented as having an inability to concentrate or communicate effectively.  2. Both articles give factual information about the topic of social networking. The key points of both are dominated by opinion.  3. Both rely on scientific opinion to build their argument and support their views.  4. Language devices include:   * triple structure: ‘shorten attention spans, encourage instant gratification and make young people more self-centred’ * emotive language: ‘disturbing reading’ |
| **13** | **4** | **Answers**:   * Kittens need a warm, dry, comfortable place for snoozing. (triple structure) * 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) |
| **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 silly 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 gigging 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  Sunflowers/sunshine, summer |
| **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 | Peggy | you | Martin | Tuesday | | Verbs | Redecorated | Are | Be | Was | | Objects | The pub | – | – | – | | Adverbials | Last week | Yet | Quiet | Very | |
| **22** | **1** | **Answers:**  The text features:   * Single clause sentences (for example, ‘Flames exploded into the room.’) * Compound sentences (for example, ‘I scanned the room for other exits and was glad to see a small window on the far wall.’) * Complex sentences (for example, ‘As I struggled to open the window, I felt my heart pounding.’) * A minor sentence (for example, ‘Frozen.’) |
| **23** | **2** | **Possible answers:**   * Short simple sentences develop tension * Complex longer sentences give a detailed picture of the action * Very short, minor sentences create an urgent pace and tension. |
| **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.   * Shorter sentence length creates a sense of tension.   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.   * The slower pace created by breaking the text into shorter multiclause sentences slows the pace of the character’s progression through the scene. |
| **26** | **1** | Student’s own answers |
| **26/7** | **Precision** | * The second sentence (‘A cat could be seen…) is clearer and more precise, giving a far greater level of descriptive detail. * The second sentence (‘Please leave your dirty cutlery...’) is likely to encourage better cooperation. |
| **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)   **Q5:**   * Student’s own answers |
| **30** | **1** | Student’s own answers. |
| **30** | **2** | **Possible answers**:   * ‘I expect that you will have often heard’: encouraging the reader to keep reading, even if they are aware of these issues * ‘difficulties for young people’: acknowledging problems young people face |
| **31** | **3** | Student’s own answers. (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**:   * ‘For some time’ could be made more precise and specific: ‘For 70 years…’ * ‘…who had found themselves starving and who had stolen’ could be more concise: ‘…who were starving and had stolen…’. |
| **35** | **1** | **Answers**:   * **Q1.** try (a compound sentence) * **Q2.** crashed (a complex sentence including a relative clause) * **Q3.** eat (a complex sentence including two subordinate clauses) |
| **35** | **2** | Student’s own answers |
| **36/7** | **1** | **Answers**:  1. v  2. ii  3. vi  4. iii  5. vii  6. i  7. iv |
| **37** | **2** | **Possible answers**:  2. ‘contents’, ‘carefully checked’: suggests customer care and attention to detail.  3. ‘hot pools’ ‘volcanic activity’: the evidence and the deduction the writer draws from it.  4. ‘fantastic’ ‘gentle’ ‘crash’: conveys a positive opinion of dramatic scenery  5. ‘Once upon a time’: indicates a fairy tale.  6. ‘European ministers’ ‘update’ ‘agreement’ ‘today’: conveys key points of political information and its current relevance.  7. ‘European ministers’ ‘update’ ‘agreement’ ‘today’: conveys key points of political information. |
| **38** | **1** | Student’s own answers |
| **39** | **2** | Student’s own answers |
| **40** | **Basic sentence types** | **Answers**:   * **Information:** favourite sleeping place… the dog’s bed (Our pets’ favourite sleeping place was the dog’s bed.) * **Description:** nestled … woollen blanket … radiator (They nestled in a woollen blanket next to the radiator.) * **Discussion:** not fair (This was not fair on the two cats, the guinea pigs and the mice which used to hide there when they managed to escape from their cage.) |
| **41** | **1** | Student’s own answers |
| **42** | **1** | **Answers**:   * Key words: ice cream hidden; bananas discovered; marshmallows tucked away; inquiry. * The sentences are linked by implications of hidden food. * The important stages are indicated by the adverbials ‘then’ and ‘now’ indicating a development and a consequence. |
| **43** | **2** | **Answers**:   * 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. * The young man appears to suspect the woman of attempting to poison him. |
| **45** | **2** | **Possible answers:**   * ‘large spread… woodland … green’ suggests the scale and beauty of the place * ‘love… enjoying’ highlight its popularity * ‘industrial traffic… rush hour’ highlights the unpleasant consequences of the council’s decision. |
| **45** | **3** | Student’s own answers |
| **46/7** | **1** | No answers needed here |
| **47** | **2** | 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:**  Across the river, he could see the old railway track on the sea wall. 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. |