**English Language B Answers: pp. 100**–**173**

|  |  |  |
| --- | --- | --- |
| **Page** | **Activity** | **Answers** |
| **100** | **1** | Student’s own answers |
| **101** | **2** | **Q1**: The sample answer is largely accurate but incomplete.  **Possible answer:** The text is an autobiographical first-person account; the intentions are accurately identified in the sample answer; purposes are to inform, engage, narrate and describe.  **Q2:** The sample answer is a summary of the book from which the extract is taken, but not of the extract itself.  **Possible answer:** Joe falls and breaks his leg and expects his partner, Simon, to abandon him in order to save his own life. Meanwhile, Simon watches Joe, knowing he cannot rescue him and helplessly hoping he will die of his injuries. |
| **103** | **1** | **Answers:**   |  |  | | --- | --- | | Nine out of ten dogs would recommend Doggibix. | facts and statistics | | Best Ever Mega Monday Amazing 200% Discount Sale! | **hyperbole**; superlative, **alliteration**; facts and statistics; exclamation | | Work, work, work?  Get the laughs back in your life this Thursday at the Comedy Club. | **repetition**; **rhetorical question**; alliteration | | Sunshine Spas: Simply the best! | alliteration; hyperbole; exclamation | | This film was fast, funny and full of surprises! | triple structure; alliteration; exclamation | | Is your girlfriend terrified of your mother? | rhetorical question | |
| **103** | **2** | **Possible answers:**  **The pain of Joe’s injuries:**   * shattering blow – dramatic adjective choice with connotations of destruction * bones splitting – dramatic and emotive verb choice intended to make the reader wince * screamed – emotive verb choice with connotations of fear and pain * flooded – connotations of overwhelming levels of pain * a fierce burning fire (metaphor) – connotations of heat, danger, destruction * exploded – emotive and dramatic verb choice * ruptured, twisted, crushed (triple structure) – highlighting the variety of damage the writer’s leg has suffered   **Joe’s thoughts and feelings:**   * confused – highlights the chaos of the situation * raced madly – connotations of speed, danger, urgency * something dark with dread – alliteration emphasising the gravity of the situation * panic – emotive noun choice * overwhelmed – suggesting a loss of control * teetering on the edge – a vivid metaphor, linking the writer’s mental state and his physical situation |
| **104** | **Structuring your response** | Answers may focus on emotive language choices, rhetorical devices or figurative language identified in Activity 2. |
| **104** | **3** | **Possible answers**:   * Multiclause sentence building vivid description: ‘I hung, head down, on my back, left leg tangled in the rope above me and my right leg hanging slackly to one side.’ * Multiclause sentence building tension to its final clause: ‘I felt a shattering blow in my knee, felt bones splitting, and screamed.’ * Multiclause sentence suggesting fast-paced action: ‘Then pain flooded down my thigh – a fierce burning fire coming down the inside of my thigh, seeming to ball in my groin, building and building until I cried out at it, and my breathing came in ragged gasps.’ * Short sentence emphasising a dramatic moment: ‘Simon would be ripped off the mountain. He couldn’t hold this.’ |
| **104** | **4** | **Possible answers:**  **First person narrative:** A first-hand account makes the writer’s experience far more personal and immediate for the reader. |
| **105** | **5** | Student’s answer |
| **108** | **Exam-style questions** | **Possible answers:**  **Q1. ‘**cough up blood-streaked mucus …a tube inserted into his back and astonishing quantities of frothy liquid drawn off’  **Q2.** ‘this disgusting piece of refuse waiting to be carted away and dumped … I thought, that’s what is waiting for you  **Q3.**   * Vivid descriptions are built up in long multiclause sentences, using language chosen to highlight pain and suffering: ‘shout out with pain… quantities of frothy liquid…’. * Emotive language highlights suffering: ‘squalid tragedy… plain horror’. * Comparisons create vivid images: ‘His face, pale as vellum, had shrunken away till it seemed no bigger than a doll’s.’ * Blunt, neutral language in long, descriptive multiclause sentences reflects the doctor’s cold, unsympathetic treatment of Numéro 57: ‘the doctor would roll back his nightshirt, dilate with his fingers a huge flabby protuberance on the man’s belly…’. * Emotive language adds powerful emphasis to impressions of unsympathetic treatment: ‘this disgusting piece of refuse waiting to be carted away and dumped’. * The building of sympathy for Numéro 57 in life, before focusing on his death to build sympathy still further. |
| **108/ 109** | **Interpreting text** | **Possible answers:**   * The text directly addresses the reader: ‘The longer you spend in the Capybara… Remember, first impressions can be misleading…’ suggesting a closeness between the writer and reader * Reviews are expected to give an unbiased personal opinion, whereas adverts are expected to promote a product’s positive qualities. * Few technical terms make the review accessible to the widest possible audience * Adjectives such as ‘strong’ and adverbs such as ‘beautifully’ highlight positive aspects of the car * Noun phrases such as ‘beautifully finished equipment’ and ‘a much more expensive car’ highlight positive aspects of the car * A list (‘laser-guided cruise control, ABS+ and a GPS controlled gearbox) highlights the many features that the car offers * Dynamic verbs such as ‘sat… inserting… drive’ convey the experience of driving the car.   The writer personifies the ‘shout’ of other cars, contrasted with the ‘murmur’ of this car’s engine, highlighting another strength of the car. |
| **110** | **1** | **Possible answers:**  **Joe’s account**   |  |  | | --- | --- | | Short sentences | ‘Left here? Alone?’ | | Description of how physically painful the accident is | ‘I felt a shattering blow in my knee, felt bones splitting, and screamed.’ | | Descriptions of feeling lonely | ‘For an age I felt  overwhelmed at the notion of being left.’ | | Use of modal verbs (*must*, *could*, *should*, *would*, *shall*, *will*) to speculate about the future | ‘Simon would not be able to get me up it. He would leave me.’ | | Punctuation for effect | ‘Everyone said it… if there’s just two of you a broken ankle could turn  into a death sentence… if it’s broken… if…’ |   **Simon’s account**   |  |  | | --- | --- | | Careful and considered tone | ‘I knew that Joe had fallen, but I couldn’t see him, so I stayed put’. | | Realistic understanding of the situation | ‘You’re dead… no two ways about it!’ | | Unsympathetic descriptions | ‘He looked pathetic, and my immediate thought came without any emotion’ | | Use of modal verbs (must, could, should, would, shall, will) to speculate about the future | ‘In a way I hoped he would fall’ | | Punctuation for effect | ‘I kept staring at him, expecting him to fall…’ | |
| **111** | **2** | **Possible answers**:   * ellipsis/exclamation mark: ‘My leg!… My leg!’ (paragraph 2) * direct speech: ‘I’ve broken my leg, that’s it. I’m dead…’ (paragraph 4) * emotive language: ‘shattering… screamed’ (paragraph 1) * rhetorical question: ‘Left here? Alone?’ (paragraph 6) * use of first-person narrative: ‘I hit the slope…’ (paragraph 1) * colloquial language: ‘For an age I felt overwhelmed’ (paragraph 6) |
| **111** | **3** | **Possible answers:**   * direct speech: helps to create a dramatic and vivid impression of events in the reader’s mind * emotive language: adds dramatic impact, highlighting pain and fear * rhetorical question: suggests confusion or uncertainty * use of first-person narrative: an intimate, personal account * colloquial language: an informal tone, suggesting an honest, heartfelt personal account |
| **111** | **Exam-style question** | **Responses may focus on:**   * the harrowing and emotive description of Joe’s fall * Joe’s vivid expression of fear and isolation * the contrast with Simon’s coldly logical assessment of the accident and the likelihood of Joe’s survival. |
| **115** | **1** | **Possible answers:**   * Simon describes the accident as an almost insignificant ‘sharp tug’ * Simon seems unaware at first of the seriousness of Joe’s injuries. He describes his position in the snow dispassionately and his general appearance with no sympathy at all: ‘He looked pathetic.’ * Simon uses blunt language to sum up his first thoughts in just two words: ‘You’re dead.’ * Throughout his account, Simon uses little description or emotive language: his language choices are largely factual, suggesting a rational and dispassionate view of events: ‘It was all totally rational.’ * A series of short single clause sentences and short multiclause sentences suggest he has come to a cold and dispassionate conclusion as he waits for Joe to fall to his death. |
| **115** | **2** | **Responses may focus on:**   * The two accounts follow a similar chronological structure: focusing initially on the accident and then on their two very different reactions to it. * Joe is very much at the centre of the action. Simon is an observer, responding dispassionately and logically to events. * The tone of Joe’s account conveys his suffering, rapid thoughts and extreme fears; Simon’s account is much calmer and more rational. |
| **116** | **3** | **Answers:**  **Sample Answer A**   * The student attempts to show understanding (AO1) but does so inaccurately. There is no evidence in the text to suggest that Joe’s account is ‘cool and calm’. However, the student is attempting to show understanding. * The student attempts comparison (AO3), which is made invalid by the student’s misunderstanding of Joe’s ’cool and calm’ tone: ‘In Simon’s account he is also very matter of fact…’.   **Sample Answer B**   * Example Answer B is more successful. * The student meets AO3: there is clear comparison throughout, for example: ‘Simon and Joe both use exclamatory sentences … In comparison with Joe’s account, Simon is less emotional.’ |
| **119** | **Exam-style question** | **Responses may focus on:**   * Both texts focus on an accident while climbing * Both writers use dynamic verbs and emotive language to convey the accident and the subsequent pain. * Both texts end with climbers facing very difficult circumstances and choices. * Both texts recount personal experiences in the first person * The writer of Touching the Void gives contrasting perspectives on the accident, whereas the writer of Between a Rock and a Hard Place focuses only on his own perspective. |
| **140** | **1** | 1.   |  |  |  | | --- | --- | --- | | **Inform** | **Persuade** | **Explain** | | * facts not opinions * formal language * neutral tone * does not address the reader directly | * facts and opinions * informal language * positive tone * addresses the reader directly | * facts not opinions * formal language * neutral tone * addresses the reader directly |   2. Student’s own answers |
| **141** | **2** | **Possible answers**:   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | **Inform** | **Explain** | **Review** | **Argue** | **Persuade** | **Advise** | | Malala Yousafzai’s speech | ✓ | ✓ |  | ✓ | ✓ |  | | ‘Why all this selfie obsession?’ | ✓ | ✓ |  | ✓ | ✓ |  | | From *A Passage to Africa* by  George Alagiah | ✓ | ✓ |  |  |  |  | | From *Teenage Kicks – The Value*  *of Sport in Tackling Youth Crime* | ✓ | ✓ |  |  |  |  | | Review of *Gravity* | ✓ |  | ✓ |  |  |  | | ‘Are Humans Definitely Causing Global Warming?’ | ✓ | ✓ |  |  |  |  | | ‘I have a dream’ speech by Martin  Luther King |  |  |  | ✓ | ✓ |  | |
| **141** | **3** | **Possible answers:**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | **Inform** | **Explain** | **Review** | **Argue** | **Persuade** | **Advise** | | The School Food Plan | ✓ | ✓ |  | ✓ | ✓ |  | | Notes from an Author | ✓ | ✓ |  |  |  |  | | The Great Railway Bazaar | ✓ | ✓ |  |  |  |  | | A Letter by WEB Du Bois |  | ✓ |  |  | ✓ | ✓ | |
| **143** | **1** | **Possible answers**:   * Arguably, the densely and purely factual information given lacks interest and may not engage readers. * Each paragraph is focused on one aspect of the topic. * The text is structured chronologically but, while it begins at the start of the school day, it stops long before the end of the school day. * Most information is clearly conveyed, for example: ‘The school has been built on the outskirts of our town.’ Other choices could be more precise, for example: ‘quite a new building’. * A wide range of adverbials (for example: ‘following that…’) and conjunctions (for example: ‘When…’) make meaning clear. * Effective use of facts and statistics, for example: ‘1200 young people… 8.30 am… 8.45 am…’. |
| **143** | **2** | **Possible answers:**   |  |  |  | | --- | --- | --- | | **Elements/Techniques** | **Example** | **Effect** | | Headings | There are no headings | Can help to guide the reader through the information given | | Facts | ‘The school has been built on the outskirts of our town’ | Add precision and detail to informative texts | | Statistics | ‘1200 young people’ | Add precision and detail to informative texts | | Language choices | ‘There are playgrounds and sports facilities which are very popular.’ | Largely factual, simple and broad language choices. | | Structure | ‘The day starts at 8.30 am.’ | Chronological structure is logical and accessible. | | Tone | ‘There is a  cloakroom where they can be left but most students don’t because it is not very convenient.’ | Formal and factual. | | Description | ‘quite a new building… lawns and trees’ | Description is minimal and so only a vague impression of the school’s appearance and atmosphere is created. | |
| **144** | **3** | **Possible answers**:   |  |  |  | | --- | --- | --- | | **Explain features** | **Example** | **Effect** | | Texts have a title that asks ‘how’ or ‘why’. | A leaflet entitled ‘How to Be Healthy’ | A clear indication of content to guide and interest readers | | Texts use features such as clear paragraphs, bullet points, bold font and subheadings. | Subheadings such as ‘What should I eat?’ and ‘How can I get fitter?’ | Each of these features helps to convey information as clearly and accessibly as possible. | | Texts use connectives to show a series of points or events (for example, ‘firstly’). | ‘Firstly… secondly… then… finally…’ | Clearly signalling and guiding the reader through a complex process or idea. | | Texts use connectives to explain cause and effect (for example, ‘because’). | ‘It is important that you… because…’ | Explaining the cause and effect is key to explanation texts, responding to the ‘How…’ or ‘Why’ question in the title. | | Texts may contain diagrams. | A bar chart or diagram showing a range of food types and examples. | Diagrams can convey a large amount of information clearly and concisely. | | Texts may use technical or specialist vocabulary. | ‘calories… heart rate… carbohydrate…’ | Suggests the writer’s expertise | | Texts use formal or impersonal style in which neither the writer nor the reader is directly involved. | ‘It is important to reduce your consumption of sugary foods…’ | Suggests the text is an authoritative and reliable source of information. | | Texts are clearly structured and reach a conclusion that reminds the reader of the question. | ‘In summary, if you adopt a healthy diet and do a reasonable amount of exercise…’ | A clear structure, summarised at the end, focuses the reader on key points. | |
| **144** | **4** | Student’s own answer |
| **144** | **5** | Student’s own answer |
| **145** | **6** | Student’s own answer |
| **146** | **Writing to argue** | **Answers**:  Example answer B is more effective because:   * it is expressed clearly and accurately * it is written in a formal register * it is paragraphed clearly and each paragraph makes one clear point * points are supported with evidence. |
| **147** | **1** | **Answers**:   |  |  |  | | --- | --- | --- | | **Statement** | **Answer A** | **Answer B** | | Sentences are badly punctuated and there are several spelling mistakes. | ✓ |  | | A wide range of words and sentence structures is used to engage the reader. |  | ✓ | | Text speak, abbreviations and slang are inappropriately used. | ✓ |  | | The first sentence repeats the question and there is a limited range of vocabulary and sentence structures. | ✓ |  | | It is firmly structured in paragraphs and ideas are carefully linked by words and phrases. |  | ✓ | | The tone is serious, and the argument is very logical. |  | ✓ | | The tone is too informal, and ideas are not linked clearly. | ✓ |  | | The structure is weak and there are no paragraphs. | ✓ |  | | The spelling, punctuation and grammar are correct. |  | ✓ | | Points are made clearly, and reasons and evidence are given for them. |  | ✓ | |
| **148** | **2** | **Possible answers**:   * The opening is clear but could be more engaging. * Structure is confused: instead of focusing on the topic of redecoration, it mentions redecoration then focuses on the curriculum, attendance, rules and smoking. * There is no evidence or use of detail to develop points. * There are some attempts at persuasive language (for example, ‘urgent need’, use of rhetorical questioning). * The meaning is clear, and the punctuation and spelling is accurate. |
| **149** | **3** | Student’s own answers |
| **149** | **4** | **Possible answers**:   * The text features: * an appropriately formal tone * an engaging and reassuring opening, logically structured, clear and accurate * a lack of practical advice in the given extract. * In summary, the writer has made effective use of language and structure but needs to gather a range of ideas to give advice to the reader. |
| **149** | **5** | Student’s own answers |
| **150** | **1** | **Possible answers**:   * Extract A: Scientific terminology (‘methane’, ‘chlorofluorocarbons’), formal language choices (‘primary culprit’, ‘to a less extent’), longer, multiclause sentences and language choices suggest an audience of older students or adults. * Extract B: Formal but less complex language choices (‘extreme’, ‘emerging’) and shorter sentences suggest an intended appeal to a more general audience. * Extract C: The use of informal or non-standard English (‘so’, ‘for real’) and the rhyming/rap form suggest an intended appeal to a younger audience. |
| **151/2** | **2** | **Possible answers:**   |  |  | | --- | --- | | **Questions to consider** | **Examples from the text** | | What words in this piece emphasise the cruel way in which some animals are treated? | 1. ‘pitilessly abused’  2. ‘suffering’  3. ‘abandoned’ | | What words emphasise the positive aspects of the RSPCA’s work? | 1. ‘harmony and respect’  2. ‘truly amazing’  3. ‘protecting’ | | What words and details emphasise the strengths of the RSPA inspectors? | 1. ‘most visible’  2. ‘rescue around 119,000 animals every year’  3. ‘Looking after pitilessly abused and abandoned animals’ | |
| **152/3** | **3** | **Possible answers**:   * informal style: ‘Please don’t shout at me…’ * personal pronouns: ‘I doubt if you would let me talk directly to you…’ * variety of sentence structure: ‘We have always been close friends and you have always trusted me in the past. So, listen to me now.’ * emotional language: ‘sick with worry’ * **Q1:** D (for example, ‘Please don’t shout at me…’ ‘sick with worry’) * **Q2:** C (‘you’) * **Q3:** B (for example, ‘So, listen to me now.’ ‘Insane even.’ * **Q4:** A (for example, ‘sick with worry’ ‘always been close friends’) |
| **153** | **4** | **Student’s own answers** |
| **154 / 155** | **1** | Answers:   |  |  | | --- | --- | | **Form** | **Features** | | **A.** Article | Headline, main body, conveys ideas/information | | **B.** Email | Informal greeting, main body, informal register | | **C.** Letter | Formal greeting, main body, formal register | | **D.** Review | Headline, main body, expresses opinion on a book | |
| **156** | **2** | Student’s own answers |
| **157** | **3** | Student’s own answers |
| **157** | **4** | Student’s own answers |
| **158** | **5** | Student’s own answers |
| **158** | **6** | Student’s own answers |
| **159** | **7** | Student’s own answers |
| **159** | **8** | Student’s own answers |
| **160** | **1** | **Possible synonyms:**   |  |  |  |  | | --- | --- | --- | --- | | **Interesting** | **Bad/Terrible** | **Good/Brilliant** | **Idea** | | compelling  engaging  fascinating  intriguing  stimulating  thought-provoking  absorbing  captivating  enthralling  gripping  riveting | abhorrent  appalling  atrocious  awful  dire  dreadful  frightful  ghastly  gruesome  hideous  horrendous  horrid  shocking  unpleasant  hateful  loathsome  monstrous  odious | splendid  glorious  magnificent  exceptional  excellent  superb  great  marvellous  wonderful | belief  concept  notion  solution  thought | |
| **160** | **2** | **Possible synonyms:**   |  |  |  |  | | --- | --- | --- | --- | | **Happy** | **Unhappy** | **Success** | **Failure** | | [cheerful](https://www.thesaurus.com/browse/cheerful)  [delighted](https://www.thesaurus.com/browse/delighted)  [ecstatic](https://www.thesaurus.com/browse/ecstatic)  [glad](https://www.thesaurus.com/browse/glad)  [joyful](https://www.thesaurus.com/browse/joyful)  [merry](https://www.thesaurus.com/browse/merry)  [overjoyed](https://www.thesaurus.com/browse/overjoyed)  [pleased](https://www.thesaurus.com/browse/pleased)  [satisfied](https://www.thesaurus.com/browse/satisfied)  [thrilled](https://www.thesaurus.com/browse/thrilled) | [depressed](https://www.thesaurus.com/browse/depressed)  [miserable](https://www.thesaurus.com/browse/miserable)  [troubled](https://www.thesaurus.com/browse/troubled)  [cheerless](https://www.thesaurus.com/browse/cheerless)  [crestfallen](https://www.thesaurus.com/browse/crestfallen)  [dejected](https://www.thesaurus.com/browse/dejected) | [accomplishment](https://www.thesaurus.com/browse/accomplishment)  [achievement](https://www.thesaurus.com/browse/achievement)  [triumph](https://www.thesaurus.com/browse/triumph)  [victory](https://www.thesaurus.com/browse/victory)  [win](https://www.thesaurus.com/browse/win) | [defeat](https://www.thesaurus.com/browse/defeat)  [failing](https://www.thesaurus.com/browse/failing)  [loss](https://www.thesaurus.com/browse/loss) |  |  |  |  | | --- | --- | --- | | **Do** | **Go** | **Achieve** | | [accomplish](https://www.thesaurus.com/browse/accomplish)  [achieve](https://www.thesaurus.com/browse/achieve)  [act](https://www.thesaurus.com/browse/act)  [complete](https://www.thesaurus.com/browse/complete)  [make](https://www.thesaurus.com/browse/make)  [perform](https://www.thesaurus.com/browse/perform)  [produce](https://www.thesaurus.com/browse/produce)  undertake | [leave](https://www.thesaurus.com/browse/leave)  [move](https://www.thesaurus.com/browse/move)  [travel](https://www.thesaurus.com/browse/travel)  [depart](https://www.thesaurus.com/browse/depart)  [escape](https://www.thesaurus.com/browse/escape)  [exit](https://www.thesaurus.com/browse/exit) | [accomplish](https://www.thesaurus.com/browse/accomplish)  [complete](https://www.thesaurus.com/browse/complete)  [earn](https://www.thesaurus.com/browse/earn)  [gain](https://www.thesaurus.com/browse/gain)  [obtain](https://www.thesaurus.com/browse/obtain)  [win](https://www.thesaurus.com/browse/win) | |
| **161** | **3** | **Possible answers:**   * **point**: feature, aspect * **people:** contacts, friends (Note that a pronoun can also be used to address the reader or listener directly, for example, ‘you’.) |
| **162** | **4** | Student’s own answer |
| **163** | **5** | Student’s own answer |
| **164** | **1** | Student’s own answer |
| **165** | **2** | Student’s own answer |
| **166** | **1** | **Possible answers:**  **A.** An intriguing idea and the appeal of personal stories  **B.** A shocking image and a cliffhanger statement: ‘…one I will never forget.’  **C.** An intriguing statement. |
| **167** | **2** | Student’s own answers |
| **167** | **3** | Student’s own answers |
| **167** | **4** | **Possible answers**:   * Malala Yousafzai’s Speech to the UN General Assembly: an appeal for action * ‘Why All This Selfie Obsession?’: an upbeat note * ‘How the Poor Die’: a vivid image. |
| **168** | **1** | Student’s own answers |
| **169** | **2** | **Possible answers:**   * consider how the introduction and conclusion could be given greater impact * link the current situation and the negative impact it has on young people * highlight the benefits that the suggested improvements could bring |
| **169** | **3** | Student’s own answers |
| **170** | **1** | Student’s own answers |
| **172** | **2** | Student’s own answers |
| **173** | **3** | Student’s own answers |
| **173** | **4** | Student’s own answers |