

Dear student

In view of the prevailing lockdown, we are inviting you to keep in touch with your studies. In this regard we are posting you – on a weekly basis - specific tasks that you have to work out without fail. Worked solutions for Paper 2 and exercises on grammar will be made available one week after the tasks are set. Make the most of your precious time.

Thanks.

Grade 11

Week 1

Section 1: Directed Writing

You are advised to write between 200 and 300 words. Total marks for this part: 30.

- You will be awarded up to 15 marks for following the task instructions.
- You will be awarded up to 15 marks for the language you use.

Task 1

You are walking along a busy road and you see a car drive very close to someone on a bicycle. The car almost knocks the cyclist off the bicycle. You are very concerned about the way that car drivers behave towards cyclists. You decide to write a letter to the Editor of the local newspaper to complain about the problem.

Write your **letter**. You must include the following:

- when and where the incident took place
- what exactly happened, including how the car driver was to blame
- what you think should happen to improve the situation for cyclists on the roads.

Cover all three points above in detail. You should make your letter polite and informative.

Start your letter 'Dear Editor', and remember to supply an appropriate ending.

Section 2: Composition

Begin your answer on a new page of your answer booklet.
Write on **one** of the following topics.

At the beginning of your composition put the number of the task you have chosen.

You are advised to write between 350 and 500 words. Total marks for this part: 30.

Tasks 2–6

Description

- 2 Describe a place where you go to relax and enjoy some free time. (Remember you can describe the place itself, what happens there and other people you see there.)

Argument

- 3 Some people say that we learn more outside the classroom than inside it. Do you agree? Give reasons and examples to support your point of view.
- 4 What are the best and worst things about being a teenager? Give reasons and examples to support your point of view.

Narrative

- 5 Write a story which includes the words: 'Two years after they last saw each other, she was amazed at how confident he seemed.'
- 6 Write a story in which a promise plays an important part.

Comprehension

Passage 1

Shops and shopping in modern times

- 1 In the past, people always shopped in their own towns or villages, but modern times have seen the arrival of out-of-town shopping in retail parks. An attractive feature of out-of-town shopping is that these retail parks have plenty of parking spaces, which are generally free of charge. Drivers are not faced with as much congestion on the roads as they would be if they were heading for the town centre, and so the travelling experience is pleasant, with customers arriving at the shops in a relaxed frame of mind. 5
- 2 Because retail parks have many stores – perhaps a food store, a bookshop and clothes shops in close proximity and all in one venue – it is possible to shop for a wide range of goods in a single trip. Sometimes these out-of-town shopping opportunities are found in large, bright modern malls, and so shopping can be done in comfortable temperatures under one roof, with no need to keep the weather in mind when preparing for a shopping trip – simply get into your car and go! Because of the space available, and because the land tends to be cheaper than in town centres, retailers build bigger stores out of town than in town, thus offering a greater variety of goods for sale. These big stores often have longer opening hours than shops in towns; they will be open late into the evening, and every day, while town shops often close early in the evening and possibly one day a week. There is nothing more relaxing than late-night shopping after a busy day in school or at the office. 10
15
- 3 Because stores in retail parks and shopping malls are bigger than shops in town and have capacity for more shoppers, they are sometimes able to offer lower prices to their customers. This might be seen particularly in huge stores, sometimes known as hypermarkets, which sell mainly foodstuffs but also household items, electrical goods and clothing. Sometimes multi-national companies are attracted to build stores in out-of-town retail parks; these might well be big, internationally recognised furniture or electronics stores, which pop up across regions, entire countries and even entire continents. Because of the vast amount of manufacturing carried out by these multi-national companies, goods for sale may be considerably cheaper than the same sort of goods in smaller shops in town. 20
25
- 4 On the other hand, shops in town centres have many advantages over out-of-town retail parks and shopping malls. If a town is of historical interest, the shops there will generate income from tourists who arrive to explore its history. A town might achieve its own individual character by its types of shops. The features of a university town, a seaside town or a town in an agricultural area are all reflected in the distinctive range of shops to be found there. However, most out-of-town retail parks are boring and soulless because they are identical to each other. Sometimes income is derived for a town from occasional but planned events, from a weekly market to an annual fair or festival. When the circus comes to town, it's not wedged in between the computer superstore and the country's biggest furniture store! 30
35
- 5 It's wonderful to be part of a happy, settled community; in affording their residents the opportunity to take an interest in what goes on, lively town centres promote a sense of civic pride. People coming into town to shop will often spend more than simply the price of the items bought, as they may go for coffee or meet friends for lunch, thus increasing local income. Furthermore, this social dimension of town centres is also important because many people in our modern world with its fast-paced way of life need to take time out to relax, and cafes and restaurants in town provide that opportunity, especially at weekends. Small businesses – maybe belonging to a local jeweller, or dressmaker or lawyer – flourish in town centres. 40
- 6 Town centres have the advantage over out-of-town retail parks, in that, as the name suggests, they are central. This means that often local people can walk or cycle to do their shopping, or there might be local public transport such as a tram or bus. By comparison, getting to a retail park usually requires a car, with all the expense which that entails. 45

Passage 2

Aunt Joan

- 1 Aunt Joan was frequently confused. Because she lived alone and was, I thought, often lonely, I regularly went to her small apartment to chat with her. Sometimes she was perfectly rational, while sometimes it was as though she were seeing the world through a mist. But she had enriched my life and I knew I would be greatly impoverished if her companionship were suddenly withdrawn. 5
- 2 One day I heard a disturbing story about Aunt Joan, which reached me through a well-intentioned friend. That morning she was in a local market and noticed my aunt examining several items at a stall, while glancing nervously over her shoulder from time to time. My friend then realised that the stallholder was also watching Aunt Joan, although he pretended he wasn't. So they both witnessed the moment when my aunt picked up a child's bracelet and stealthily dropped it into her pocket. Then, with a haughty expression, her head held high, she attempted to walk away. When the stallholder stopped her and asked to see what was in her pocket, she flung the bracelet across the stall with an arrogant gesture, crying: 'What do I want with your tawdry trinkets?' 10
- 3 When I visited Aunt Joan that same evening, she was unusually quiet; she just looked out of the window as though she had not even heard me. I went into the kitchen to make us both tea, but when I opened the cupboard, I was dismayed to find an ill-assorted collection of cheap objects, which were clearly unused: three egg cups, a great quantity of white ribbon, four children's colouring books and a necklace of gaudy beads, all with labels still attached to them. It had clearly been going on for some time. 15
20
- 4 A week later, when I called in to see Aunt Joan, she was sitting at the table, busy with notebooks and pencil. 'Fetch me my spare pair of glasses, Mary,' she said as I entered. 'They're in the second drawer in my bedside cabinet.' What made me pull open the third drawer? It was not intentional but the sight almost paralysed me; for several seconds I thought I would choke. The open drawer revealed several gold bangles, six diamond rings and a few pearl necklaces – a small fortune in jewellery. I was familiar enough with Aunt Joan's past life to know there were no riches like that in our family. 25
- 5 I had no concept of time passing until I became aware of Aunt Joan behind me in the bedroom; she saw the open drawer. An ominous silence developed that was broken when Aunt Joan hissed: 'How dare you meddle in my affairs?' It was so shocking I had to sit down on the edge of the bed. Gradually her old face assumed a tired, almost pathetic quality. She whimpered: 'Don't tell anyone. They'll take all my pretty things away and then they'll take me away.' Her eyes filled with tears, her lips trembled and the toll of ninety years descended on her as she crumpled into a sobbing wreck. 'Of course I won't tell anyone,' I said, unwisely. 'It's a secret, I promise.' The awfulness of the dilemma hit me when I went home. What on earth was I going to do? A promise is a promise, but theft is a crime – and that seemed to me to be the only possible reason for Aunt Joan having these valuables in her possession. 30
35
- 6 Somewhat anxiously, I went to visit Aunt Joan again the next day. This time she made the tea and, while she was in the kitchen, I took the opportunity to look in her bedside cabinet once more, but now it was empty. As she made no reference to my discovery of the evening before, I fondly imagined that she had forgotten about it. But now I knew that she had not forgotten a thing and had taken the precaution of hiding the jewellery elsewhere. But where? 'I wonder if it was there in the first place or did I dream the whole thing up?' I said to myself. 40
- 7 Later, the tea things cleared away, I was chatting with Aunt Joan, albeit nervously, and she was sewing. As she put her work away into her capacious sewing bag, she dropped the bag and a shower of gold bangles, rings, and necklaces rolled across the floor. An embarrassed silence followed. Neither of us knew what to say. What on earth would happen next? 45

Section 1: Reading for Ideas

Read **Passage 1**, *Shops and shopping in modern times*, in the Insert and answer **all** the questions below.

1 (a) Notes

Identify and write down the advantages of out-of-town shops and shopping, and the advantages of town centre shops and shopping, as outlined in the passage.

USE MATERIAL FROM THE WHOLE PASSAGE.

At this stage, you do **not** need to use your own words. Use note form. To help you get started, the first point in each section of notes is done for you. You may find it helpful to use bullet points when listing the content points.

You will be awarded up to **12** marks for **content** points.

Content Points

Advantages of out-of-town shops and shopping

- *retail parks have plenty of parking spaces, which are generally free of charge*

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Advantages of town centre shops and shopping

- *If a town is of historical interest, the shops there will generate income from tourists*

.....
.....
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.....
.....
.....
.....
.....

[12]

2 Re-read paragraphs 2, 4 and 5, and give **one** opinion from each of these paragraphs.

- Paragraph 2
..... [1]
- Paragraph 4
..... [1]
- Paragraph 5
..... [1]

[Total: 25]

Section 2: Reading for Meaning

Read **Passage 2**, *Aunt Joan*, in the Insert and answer **all** the questions below.

From paragraph 1

3 (a) Why did the writer regularly visit Aunt Joan?
..... [1]

(b) In what way does the writer indicate that Aunt Joan was 'frequently confused' (line 1)?
..... [1]

From paragraph 2

4 (a) What **two** things did Aunt Joan do which showed that she knew she was doing something wrong?
(i)
.....
(ii)
..... [2]

(b) Aunt Joan attempted to walk away 'with a haughty expression, her head held high' (lines 11–12). Give **one** word used later in the paragraph which continues this idea.
..... [1]

From paragraph 3

5 (a) Why does the writer think that the objects in the cupboard 'were clearly unused' (line 18)?
..... [1]

(b) 'It had clearly been going on for some time.' (line 20) What does 'it' refer to?
..... [1]

From paragraph 4

- 6 (a) What mistake did the writer make when Aunt Joan asked her to fetch her spare pair of glasses?

..... [1]

- (b) 'It was not intentional but the sight almost paralysed me; for several seconds I thought I would choke.' (lines 24–25) Describe **in your own words** the writer's reaction to what she saw in the drawer.

.....
.....
..... [2]

From paragraph 5

- 7 (a) Why did Aunt Joan go into the bedroom?

..... [1]

- (b) 'Aunt Joan hissed' (line 30). What emotion do you think she was feeling?

..... [1]

- (c) 'A promise is a promise, but theft is a crime' (line 36). Explain **in your own words** why the writer thought she had a 'dilemma'.

.....
.....
..... [2]

From paragraph 6

8 The writer looked in Aunt Joan's 'bedside cabinet once more, but now it was empty' (lines 39–40).

(i) What was she looking for?

.....
..... [1]

(ii) Why was the drawer empty?

.....
..... [1]

9 From paragraphs 1–7

For each of the words below, circle the letter (A, B, C or D) which has the same meaning that the word has in the passage.

(a) **enriched** (line 4)

A helped B financed C improved D developed [1]

(b) **fortune** (line 26)

A luxury B wealth C value D luck [1]

(c) **ominous** (line 29)

A strange B threatening C serious D deep [1]

(d) **fondly** (line 41)

A kindly B affectionately C proudly D foolishly [1]

(e) **capacious** (line 45)

A large B extended C wide D comfortable [1]

10 Re-read paragraphs 5 and 6, which contain sentences telling us (a) what Joan said and (b) what the writer said.

Give:

- the **meaning** of each sentence as it is used in the passage
- the **effect** of each sentence as it is used in the passage.

(a) “They’ll take all my pretty things away and then they’ll take me away.” (lines 32–33)

Meaning

.....

Effect

..... [2]

(b) “I wonder if it was there in the first place or did I dream the whole thing up?” I said to myself.’ (line 43)

Meaning

.....

Effect.....

..... [2]

[Total: 25]

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Oral task

2

PART A – READING ALOUD

Read the following story to the Examiner. Please attempt to read with fluency – using emphasis and varying your tone where appropriate.

A lucky escape

It had been Mr Watts' idea to go to the theme park for an end of term treat, so he only had himself to blame. There was still a week to go but the students were already excited. All they could talk about were the latest rides and roller-coasters.

"Which ride are you going on first, Sir?" asked one of his students. "There's one that turns you upside-down three times."

"The best ride plunges you through a black tunnel at an incredible speed and then drops you so fast that your stomach hits the floor," said another.

Mr Watts began to panic. He had always been terrified of thrill rides. Surely they don't expect me to go on, he thought to himself.

As the day approached his anxiety grew.

The dreaded day arrived. The students rushed towards the scariest ride, calling to their teacher to join them. All except one, that is. Lee, who just happened to be the biggest boy in the class, was lagging behind.

"Aren't you joining the others?" asked Mr Watts.

"I'm terrified of scary rides, Sir," replied a very sheepish Lee. "But I'll be a laughing-stock if I admit it."

"Don't worry. I've got a plan," replied Mr Watts, thoughtfully.

"You all go on," he called. "I've got to make arrangements for lunch and I'm taking Lee along to help."

PART B – CONVERSATION

Fear

In the above story, we learn about a teacher's **fear**. Discuss this theme with your Examiner. Your aim is to develop the conversation using the prompts below.

In your conversation, consider each of the **three** discussion points. However, you are also free to raise **related** points of your own.

- things that you are afraid of
- why some people enjoy scary rides or horror movies
- how some people manage to overcome their fears.

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Model Essays

Model Essays Part One

1. Describe the best and the worst weather conditions that you can remember.

It was December 10th, a day I will never forget. My parents were out of town to attend a funeral while I stayed at home alone enjoying the idyllic weather. I spent the entire morning in a warm cozy room with a mug of hot chocolate in one hand and a romantic novel of Jane Austen in the other. It was not long after that I fell asleep on the rug next to the fireplace with the windows thrown wide open to enjoy the musical patter of the rain.

When my eyes opened to the crisp scent of wet leaves, I discovered that my old, crumbling house had somehow transformed into a magical place. Thick clouds had blanketed the sky above and the lights from the lamps in our garden reflected the clouds, giving the atmosphere an orange glow. Rain had inched in under the back door and puddles had collected on the windowsills in our kitchen. Even though the bathroom ceiling began to weep magic was everywhere. I decided to sit outside in the veranda and listen to the peaceful trickling of water on the roof of my house. The weather was surrealistic: placid and calm. I could only hear the rhythmic sound of the blissful rain. On days like these, I am extremely grateful to God for everything. On days like these, I realize how much I love winter.

Then, there are days with such horrible weather that one wants to shriek in pain. In particular, I cannot forget August 4th, the day I contracted malaria. It was just like any other hot, moist and sticky summer day, except that a particularly pernicious mosquito bit me. Like any other summer day in my city of Lahore, the temperature was around 50 degrees Celsius, enough to roast anyone alive. I remained a slave to the air-conditioner the entire day. Despite this, I continued to sweat. I believe it must have been the humidity.

What was even more frustrating was that my entire family loved this summer day. They say summer is all about the birds, the bees, the blossoming flowers, the warm sun and the long days at the beach, but for me, summer is all about the wasps, sunburns, and the sun rising before you even get to sleep. Even my computer and ipod agreed with me because they remained out of order due to "overheating".

Finally, at sunset, the sun's red tip touched the horizon, suddenly revealing the silhouettes of trees in my garden, shimmering in the haze. I found no pleasure in looking at the sunset because the big, bright, unrelenting, energy-sapping sun had dehydrated me. The humidity hovered in the nineties for that week, and the hot air hung heavily around me all day. My head was pounding with the relentless humidity. Even if the sun did set, I would be facing a worse ordeal—mosquitoes.

The sky had bleached white around the edges and the leaves remained brittle on the trees. I walked towards my bedroom, hoping to lie down for a while, but the floor burnt my feet through my sandals. I quickly reached for my mosquito spray but it was too late. Alas, the mosquito had bitten me. This day was undoubtedly, one of the worst days, with the worst weather, that I can remember.

(552 words)

COMMENTS ON THE ESSAY

The essay focuses on the writer's personal experience and highlights two extremes — pleasant and unpleasant.

Writer's apt vocabulary has helped to create the desired atmosphere of both negative and positive conditions.

Write a story which includes the sentence : 'No one could understand why she failed to turn up.'

Example candidate response – grade A

Section 2

It was the day of the party – the day everyone at school had been waiting for all through senior year. The graduating class of 2012 of Rockland City High had been planning and preparing, opted to host a casual-style party this year instead of the more traditional prom the school usually held, and they had been planning and preparing for it since February. Now it was the day after graduation and they the students had all received their diplomas, and were now very excited about the party that evening.

Cindy thought she had never seen anything more fabulous. Not only was the weather cool and breezy, yet not rainy, but ~~the~~ also, the decorations ~~from~~ committee had done a fine job with the school hall, where the party was to be. Thick, fluffy cloth ~~also~~ drapes had been hung at strategic points along the walls, interspersed with sprigs of plastic flowers. Coloured cellophane ~~had~~ was wrapped around the lights to create a plethora of vibrant hues when they were switched on. A pale green meadow ~~made-up~~ was painted on the backdrop behind the stage, splashed generously with blue and pink flowers; above it hung a gigantic, plain white banner bearing the words 'CLASS OF 2012' in ~~vivid~~ vibrant robin's egg blue. Cindy knew, however, that the main attraction ~~was~~ would be the long buffet table at the end of the room, already graced with heaping plates of mouth-watering food from Connie's catering.

And yet, as more and more people started arriving for the party, Cindy frowned. Everything was perfect, yes – except for one thing.

Alison wasn't there.

Alison's absence was conspicuous – as class valedictorian and chairperson of the organisation committee, she should have been the first to arrive. But the party was now in full swing, and she was nowhere to be found. Everyone noticed she wasn't there, but no-one could understand why she failed to turn up.

At last, ~~Cindy~~ when 8:00 pm struck and Alison didn't come, Cindy decided to make the 5-minute drive to Alison's home. When she got there, she found Alison, dressed in a pretty white ~~dress~~ ^{to look}, standing in the garden with a tall young man who looked a lot like her. It was clear from her face that Alison was surprised – yet her eyes also sparkled with joy as she threw herself into the young man's arms.

Cindy smiled as she drove away without disturbing them. Alison's twin brother was rarely able to make it home from ~~the~~ Australia, where he lived with their father; if Alison decided to come to the party, it would be much later.
After all, nothing was more important than family.

Word count: 415



Total mark awarded = 27 out of 30

Examiner comment – grade A

The essay is a response to Question 3 and concerns a young woman called Alison not turning up for a prom party. The essay correctly interprets 'failed to turn up' as being absent, whereas many candidates saw it as meaning 'failed to do well', as in an exam or sporting event. The achievement places this essay in Band 1 because it is highly accurate in its language while the content creates great interest. However, it is in the lower half of Band 1 because it contains lapses in the language and the content is a bit of an anti-climax in the final sentence.

Overall the **language** is highly accurate. The *sentence structure* is complex, containing a variety of sentence lengths and types and even employing dramatic short sentences for effect – "Alison wasn't there.". *Verb forms and tenses* are very good indeed and the candidate can handle sophisticated forms as in "Cindy thought she had never seen". However, the tenses are not perfect, with "Alison didn't come" being a fault – it is an indication that scripts do not have to be perfect to get into Band 1 but must have real merit to offset any lapses. Here, there is some excellent, precise observation and detail as in "vivid robin's egg blue". *Vocabulary* is certainly a very strong point ("opted", "conspicuous", "host", "valedictorian", "vibrant", "strategic") although there is a sense that the candidate overstretchers occasionally with "plethora" and "heaping" not being quite right. *Punctuation* is very good with sophistication again demonstrated in the use of the semi-colon. *Paragraphing* is also good although some might debate the use of "And" to start one paragraph. *Spelling*, especially of such a mature vocabulary, is excellent. This is a complex, sophisticated, occasionally tense, narrative with a real 'feel' for the occasion. Linguistically, it is far better than the 'accurate' descriptor of Band 2 and yet is not so accurate as to be at the top of Band 1.

- 1 ►► Read the composition below and then match the paragraph numbers to the paragraph topics listed on the next page.

Is population control necessary? What are your views?

- 1 For much of the twentieth century, and especially the latter half, people in many parts of the world have maintained that population control is necessary. These beliefs have also been widely encouraged and even enforced by certain governments. I, however, do not believe that any such control is necessary.
- 2 Population control might be necessary if the total world population were reaching the stage where there was insufficient land for people to live on – yet this is not the case. It has been calculated that if the world's population were made up of families of four and every family lived in an average American-sized house with a small amount of land around it, the entire world's population could be fitted into Japan. This would leave the rest of the world *empty*. Certainly, many people would not want to live in one big conurbation, but this does indicate that there is still a huge amount of space in the world.
- 3 Is it true that densely populated countries are poorer than sparsely populated ones? Not at all. The fact is that there is little or no correlation between population density and wealth. Singapore and Hong Kong are more densely populated than any European country – yet they are thriving. Many African countries are sparsely populated, yet are poor. The population density of Taiwan is a fifth that of China, but Taiwan has a per capita income far in excess of that of China. This latter country is also (wrongly) thought of as a densely populated country, yet its density is *half* that of the United Kingdom.
- 4 Furthermore, it seems that *underpopulation* has become a problem in many parts of the world that were once extolling the benefits of population control. Virtually every European country is now encouraging immigration because years of a low birth rate have resulted in a small workforce which is unable to sustain a developed economy and the growing numbers of old people. What kind of logic is it that encourages small families until the stage is reached where the country can no

longer find workers and so it has to resort to importing them? What are the long-term consequences for these countries that have no history of integrating vast numbers of people from alien cultures? Surely, it would make more sense for each country to increase its own *native* population.

- 5 The proponents of population control, on the other hand, constantly proclaim that the world's resources are finite, that the earth cannot continue to feed and provide all the benefits of an advanced economy. *Sustainability* is the word that is constantly brandished. **The truth is that** at many times in history men have proclaimed this false belief. It is based on the belief that everything will stay the same. If population grows and our ability to produce stays the same, we would have a problem. **But the fact is that** mankind advances and always finds new, cheaper and easier ways of producing. 'Necessity is the mother of invention' is the old adage and this proves to be true.

- 6 **In conclusion, therefore,** I believe there is no need to reduce population, neither in terms of land space nor for economic reasons. Rather, population control brings with it unnecessary and undesirable problems.

<i>Topics</i>	<i>Paragraphs</i>
Conclusion – no need to reduce population	
Densely populated countries not poorer	
Introduction – population control not necessary	
Still plenty of space	
Sustainability	
Underpopulation causes problems	